



# Mental Health and Social, Emotional, Behavioral Integration for Schools

2024/2025

[mimtsstac.org](http://mimtsstac.org)

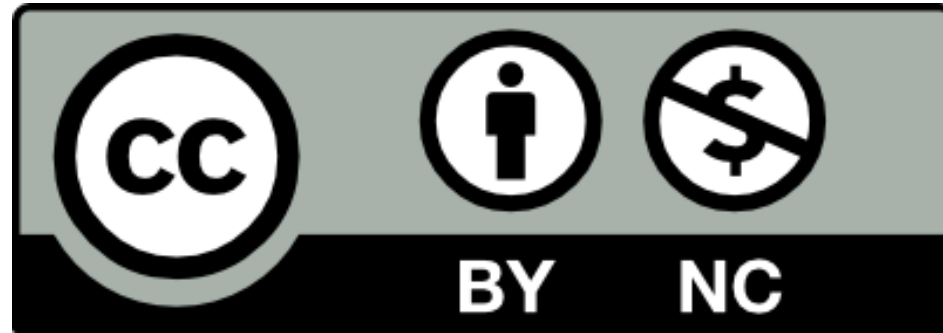


# Acknowledgments

The content for this training day was developed based on the work of:

- Center on PBIS
- Centers for Disease Control and Prevention (CDC)
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Michigan Department of Education (MDE)

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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

This session supports schools integrating Mental Health (MH) services with Social, Emotional, and Behavioral Health (SEBH) systems to align data, systems, and practices across the tiers of support.

# Intended Outcomes

- Understand the concepts involved in integrating mental health services into the school's current systems that are in place
- Evaluate the systems that provide teachers with strategies to reinforce students' social, emotional, and behavioral health needs
- Determine what supports might be needed for mental health providers and school staff to work collaboratively

# Agenda

- 1.0 Introduction to MH and SEBH
- 2.0 The “Compelling Why” for Integration
- 3.0 Alignment
- 4.0 Integration Practices
- 5.0 Wrap Up and Next Steps



# 1.0 Introduction to MH and SEBH

# Poll 1.1

- Reflect on your current understanding of what mental health and SEBH supports are
- Respond to the anonymous poll questions
- Rate your current level of knowledge or understanding of MH and SEBH supports



# What is Mental Health?

“Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.”

(CDC, 2023)

# Social, Emotional, Behavioral (SEB) Supports

Promote **well-being** and **mental health**:

- Social – how we interact
- Emotional – how we feel
- Behavioral – how we act

**Moving beyond our previous ways of thinking about  
“classroom management”**

(U.S. Dept. of Ed., 2021)

## Poll 1.2

- Consider the schools you support
- Reflect on your current understanding of various systems/practices that may be in place in schools to support students
- Respond to the following poll questions



# What is MTSS?

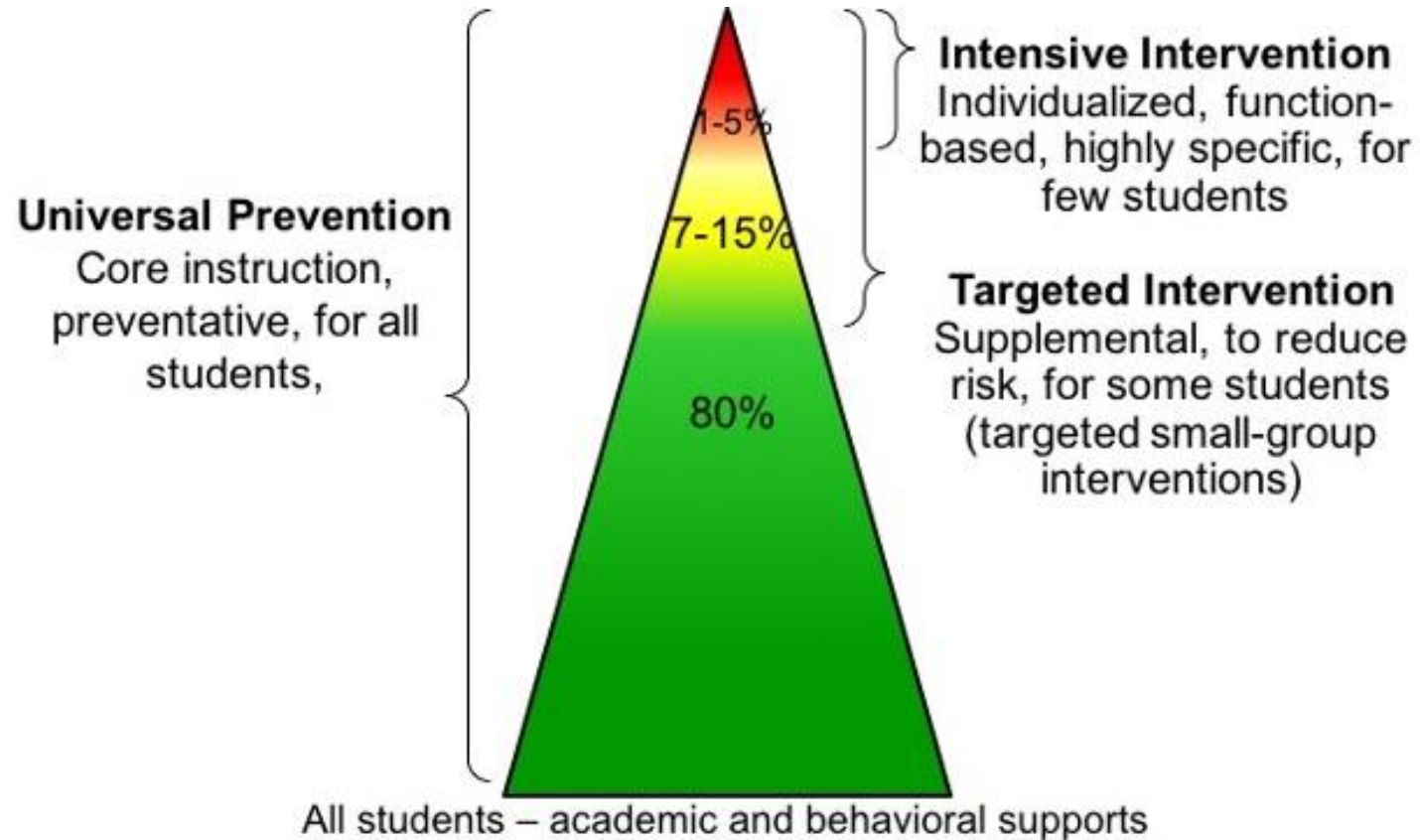
“A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels”.

MTSS is intended to support **all** students.

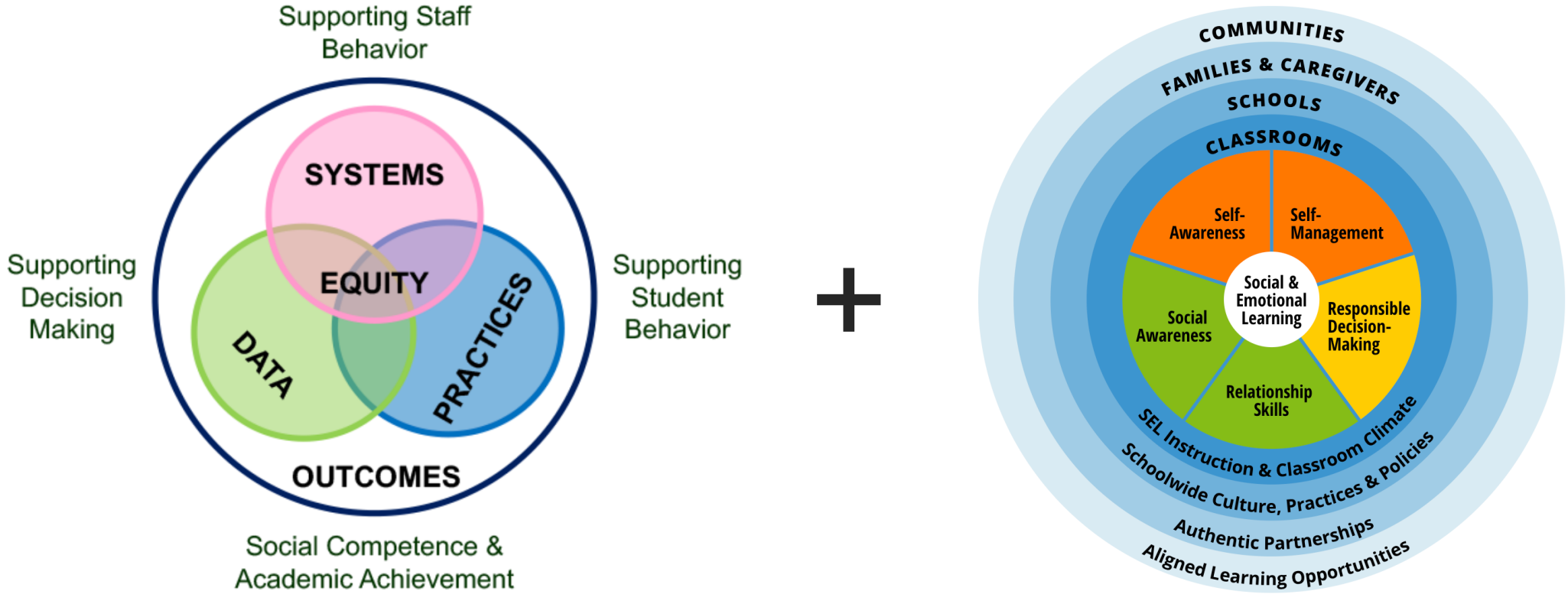
(MDE MTS Practice Profile, 2020)



# A Tiered Delivery System



# SEB Supports: Leveraging the PBIS and SEL Framework



(National Center on PBIS; CASEL)



# SEBH

Social, Emotional, and Behavioral Health (SEBH) represents an expanded and integrated approach to student well-being. This evolution acknowledges the importance of not only addressing immediate social, emotional, and behavioral challenges but also promoting overall mental health and well-being.

# Activity 1.1

## True or False

- MH affects how we think, feel, and act.
- SEBH is an expanded and integrated approach to promote overall mental health and well-being.
- The MTSS framework is intended to support all students at all achievement levels.



## 2.0 The “Compelling Why” for Integration

# Why Mental Health? Why in Schools?

- Many students are facing an increasing number of mental health concerns
- Youth anxiety, depression, and suicide rates are rising
  - The most recent YRBS data indicated that 40% of high school students felt persistently sad or hopeless
  - 20% of high school students reported that they had “seriously considered” suicide and nearly 9% actively engaged in suicidal behavior
- MH challenges can negatively impact educational outcomes

(CDC, 2024)

# Schools and Mental Health

- Schools are becoming the de facto setting for mental health treatment for many students
- Discussing mental health helps to reduce the stigma around mental health and increases access to support for youth
  - Empowering individuals to openly speak about their MH and encouraging equality between physical and mental health
- Public schools are uniquely positioned to address equity gaps in youth mental health
  - Financial barriers, cultural barriers, and geographical access to care amid a shortage of mental health professionals

## SEBH Supports and Schools

“There may be no greater predictor of mental health than an individual’s ability to interact with his or her environment and develop a network of friends, associates, and peers.” (Grumpel, 2007)

- Improves academic performance
- Interpersonal skills are highly desired by employers
- Teaches skills rather than punishing when there is a need

## Positive Outcomes of Integration

- Schools are often the first point of contact for students' mental health and can provide early intervention and support
- Integrating MH and SEBH supports in schools leads to the following:
  - Improved social, emotional, and behavioral health
  - Improved school climate
  - Reduction in response time to identify and provide MH services
  - Improved student and family satisfaction
  - Improved student achievement

(Prothero, 2020)

# Expands the Existing System

- Early access
  - Comprehensive and equitable screening
  - Identify strengths, story, and internalizing/externalizing needs
- Rigorous progress monitoring
  - Fidelity and Effectiveness
- Improve coaching efforts
  - System and Practice Level
- Effective team membership
  - MH providers on the SLT
- Data-based decision making
  - More robust data sources
  - Increased access to community data
- Formal processes for selection and implementation of evidence-based practices

(Center on PBIS)



## Cross Training and Planning

- All collaborators understand what initiatives/interventions are available and how to access them
- Assists in streamlined intervention selection and delivery
- Supports universal screening
- Enhances data sources for equitable data-driven decision-making
- Increases professional development opportunities for staff



## Activity 2.1

### Quick Write: Your “Compelling Why”

- Reflect on the school(s) you support
- Why do you think ensuring that MH and SEBH supports are integrated is important for your school(s) and/or the students you support?
- Identify a few key ideas
- Be prepared to share some of your responses when prompted

# 3.0 Alignment

# A Paradigm Shift

## Traditional Approach

- Reactive focus
- SEB/MH supports taking place at Tiers 2 and 3
- Dichotomous service delivery
- “Outsourcing” mental health services

## Current Approach

- Proactive/prevention focus
- SEB/MH supports are embedded across the Tiers of support
- A single system of service delivery
- “In-house” mental health services

# Asset-Based Approach

Instead of identifying students as “at-risk” we are now ensuring appropriate universal supports are available to ALL students and families to enhance opportunities and access to various services across the tiers of support.



## Poll 3.1

- Reflect on the school(s) you support
- Respond to the following poll questions about available MH supports and current integration efforts
- If you answered NO to Questions 3 or 4, these may be opportunities for improvement



## Integration and Coordination with MH Providers

- Use a Single System of Delivery
- MH providers are active members of the SLT
- MH providers are included in resource mapping
- Monitor intervention access and effectiveness
- Data-based decision-making using school and community data
- Support equitable access to interventions for all students



## Activity 3.1

Assess your current MH and SEBH integration efforts:

- Are MH and SEBH support being provided with a proactive/prevention focus?
- Are MH and SEBH support embedded across the Tiers of support?
- Do you have a single system of delivery for services within your school?
- Do mental health services start “in-house”?

Yes responses = Positive Integration Efforts

No responses = Opportunities for Improvement

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# Mission Statement & Memorandum of Understanding

Support integration through a formal contract or working agreement:

- Co-developed with the district and supporting organization
- Defines individual roles and responsibilities
- Establishes shared goals and priorities
- Creates a shared vision



# School Leadership Team Membership

Including MH Providers directly into the SLT in a single system of delivery has shown great benefits for all students.

- Address all Social, Emotional, Behavioral, and Mental Health programs and initiatives through one integrated team
- Develop and monitor all interventions provided to students
- Efficiently meets the needs of all students by implementing a continuum of support through an integrated system

# Developing a Common Ground

- Consider your role in supporting students
- What do you wish that school staff or MH providers knew to create a better common ground for integrating MH and SEB supports for schools?



## School to MH Provider Information

- Provide an overview or one-pager on the school's MTSS, PBIS, or SEBH work to the MH provider and/or organization
  - Supports available
  - Data-based decision-making for selecting and implementing interventions
  - Effectiveness of interventions/progress monitoring
  - Role within the School Leadership Team

# MH Provider to School Information

- Overview of what types of MH services can be provided
  - Any limitations to when and how services can be provided to students
  - Confidentiality policies/procedures
- Mental Health is for all
  - Multi-tiered support
  - More than “crisis” support
- Data that can support the school’s data-based decision-making processes

# Looking Beyond Traditional Data Sources

## School

- Attendance
- Grades
- ODRs
- Visits to school nurse
- Visits to MH provider
- Universal Screening Data

## Community

- Number of house or food insecure families
- Number of calls/visits to mental health crisis centers
- Number of families with Child Protection Services intervention
- Number of youth involved in juvenile justice

# Considerations for Data Across the Tiers

## Tier 1

- Review school-level data monthly to monitor the impact Tier 1 practices have on students and make adjustments as needed
- Complete the TFI 1-3xs per calendar year

## Tier 2

- Have decision rules in place to identify student needs and support
- Engage in progress monitoring at least every other week to monitor student progress

## Tier 3

- Use data and decision rules to identify which students need individualized support
- Continue to engage in progress monitoring at least every other week to monitor student progress

## Activity 3.2

- Reflect on your school(s) current integration efforts
- What is one *glow* or one *grow* related to your school's MH and SEBH integration efforts?
  - Glow: something you are currently doing well
    - Ex. MH provider is a member of the SLT, SEBH supports taking place at Tier 1, etc.
  - Grow: something you can do better with a little extra practice and attention
    - Ex. Integrating MH support beyond Tiers 2 and 3, developing an MOU, etc.
- When prompted, share your *glow* or *grow* in the chat box



# 4.0 Integration Practices

# Mental Health Promotion for All

“School mental health promotion for all (Tier 1) refers to all activities to foster positive social, emotional, and behavioral skills and well-being of all students, regardless of whether they are at-risk for mental health problems. Tier 1 supports the well-being and educational success for all students and serves as a foundation for Tiers 2 and 3 mental health services and supports. These activities might also include efforts to support positive school climate and staff well-being”.

(National Center for School Mental Health, 2020)

# Common Tier 1 Services and Integration Examples

Tier 1 Services	Integration Examples
School Climate	Anti-Bullying lessons
Teacher and School Staff Well-Being	Embedding regulation strategies into school routines for students/staff
Positive Behaviors and Relationships	Lessons on relationship skills-building
Positive Discipline Practices	Conflict resolution skills
Mental Health Literacy	Campaigns to reduce the MH stigma, lessons on how to access MH care
Social Emotional Learning	Lessons on the CASEL-5

## Poll 4.1

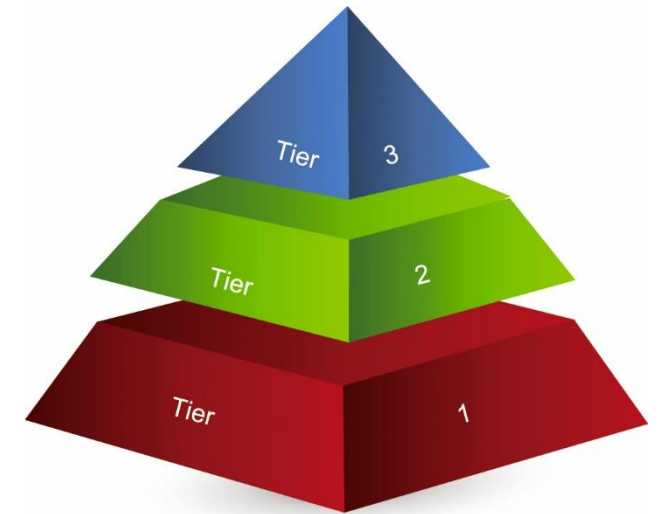
- Reflect on the school(s) you support
- Respond to the following poll questions regarding common Tier 1 services and the schools you support
- If you identify any gaps/needs, note them as potential action items to take back to your team



# Top 10 Tier 1 Practices to Support All Students' SEBH Needs

- Develop & adapt the physical environment
- Develop & explicitly teach routines
- Post, define, & teach routines
- Promote active engagement
- Provide prompts
- Actively supervise
- Use behavior-specific praise & other strategies to acknowledge
- Use error correction & other strategies to respond
- Use more positives than correctives (5:1 ratio)
- Collect & use data

(Center on PBIS)



# Integrating MH and SEBH into the Top 10 Practices

- How does this practice equip students with foundational competencies?
- What SEBH skills might they need to follow the established behavioral expectations?
- What SEBH support is needed to help them reflect on and learn from their mistakes?
- What skills or support might be needed to help them navigate complex relationships with peers/staff?
- What skills or support are needed to help them make responsible or healthier decisions?

# Core Tier 1 Practices

- School-wide Positive Expectations and SEBH Skills should be clearly defined and taught to students
- Consistent procedures and routines should be established for consistent classroom and schoolwide expectations
- A continuum of procedures to encourage the expected social-emotional behavior of students is necessary
- There should be a continuum of responses for school staff to support the students in achieving the expected outcomes



Example HS Way	Welcome/Arrival	Group Work	Whole Class Work	When You Feel Upset
Respectful	<ul style="list-style-type: none"> <li>• Greet the teacher &amp; classmates</li> <li>• Walk directly to your designated seat</li> <li>• Talk softly</li> <li>• Keep hands, feet, &amp; belongings to myself</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to understand</li> <li>• Take turns speaking</li> <li>• Say, "I like that idea, AND..."</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to understand</li> <li>• Take turns speaking</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for a break when you feel upset</li> <li>• Express feelings making "I statements"</li> </ul>
Organized & Achieving	<ul style="list-style-type: none"> <li>• Walk directly to your designated seat</li> <li>• Bring your materials to class</li> <li>• Turn in homework</li> </ul>	<ul style="list-style-type: none"> <li>• Complete group activity/task in allotted time</li> <li>• Clean up the area when time is up</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Participate by responding to teacher prompts/questions</li> </ul>	<ul style="list-style-type: none"> <li>• Ask my teacher to break down the assignment into smaller chunks</li> <li>• Ask to talk to someone if it will make you feel better</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>• Arrive to class before the tardy bell</li> <li>• Start bell ringer activity</li> <li>• Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• "Jump in" to help others</li> <li>• Manage time carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up the area when time is up</li> </ul>	<ul style="list-style-type: none"> <li>• Use cool off strategy (count to 25, deep breaths) as needed</li> </ul>
Teacher's Role (Conditions for Learning)	<ul style="list-style-type: none"> <li>• Supervise all areas of the classroom</li> <li>• Greet students warmly</li> <li>• Post bell ringer activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide relationship opener for groups</li> <li>• Actively supervise small group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared for class with lesson plans and learning outcomes identified</li> </ul>	<ul style="list-style-type: none"> <li>• Model cool off strategies</li> <li>• Listen to understand</li> <li>• Show genuine interest in students</li> </ul>



# Tier 1 Integration Considerations

- May be implemented school-wide, grade-level, and/or at the classroom level
- MH providers can deliver and/or support school personnel in delivering lessons
- Mental health promotion, building SEL competencies, prevention, and early intervention are key to supporting students' SEBH needs
- MH and SEBH supports at Tier 1 support overall student and staff well-being while promoting safe and predictable school environments for all

# Prevention & Promotion

## School-Based Strategies:

- Increase students' mental health literacy
- Promote mindfulness
- Promote social, emotional, and behavioral learning
- Enhance connectedness among students, staff, and families
- Provide psychosocial skills training and cognitive behavioral interventions
- Support staff well-being

(CDC, 2024)



## Activity 4.1

Choose your own adventure:

- Access the *Promoting Mental Health and Well-Being in Schools Action Guide*
- Select one of the 6 suggested school-based strategies to review
- Identify some of your key takeaways from your review
  - Did you learn something new?
  - What connections did you make to the school(s) and students you support?
  - Consider how this guide can support your integration efforts.

# Early Intervention and Supports

“Mental health early intervention, or Tier 2 services, support students who have been identified through a systematic, equitable process as experiencing mild distress, mildly impaired functioning, or as at-risk for a given problem or concern”.

(National Center for School Mental Health, 2020)

## Critical Features of Tier 2 Interventions

- Interventions match the needs of the school
- Are socially valid and can be implemented quickly (3 days)
- Staff are trained in the interventions they provide
- Function-based
- Daily data is collected to monitor outcomes
- A formal system for gaining permission and informing parents/caregivers of student progress exists
- Additional instruction/time for skill development, structure/predictability, and increased opportunities for feedback

## Tier 2 Integration Considerations

- Brief, time-limited intervention
- Small group intervention for students with similar needs
- Integration will support generalization of skills from small group intervention to the larger classroom/school setting
- Supports implementation via adequate resource capacity
- MH providers can support Tier 2 interventions, i.e. facilitating Social Skills Intervention Groups for students that need more support beyond basic CICO

## Educators and Tier 2

- **Prevent:** Increase structure and re-teach routines
- **Teach:** SEBH skills and connect back to Tier 1
- **Respond:** Specific positive feedback, corrective feedback



(Center on PBIS)

## Prevent: Tier 2 Classroom Practices Examples

- Targeted opportunities for peer-to-peer connections
  - Buddy Work
- Targeted opportunities for student-to-educator or family-to-educator connections with small groups of students for targeted SEBH needs
  - Lunch Bunch or Family Hour
- Targeting additional prompts or supervision, i.e., increasing visual and verbal prompts through positive adult connections through programs such as Check-In, Check-Out



# Teach: Tier 2 Classroom Practices Examples

- Small groups to support targeted SEBH skills using more specific and explicit lessons tied to SEBH skills taught in Tier 1, i.e. social skills intervention groups
- Extra instructional doses of role-plays, problem-solving, and demonstrations to appropriately use SEBH skills



# Respond: Tier 2 Classroom Practices Examples

- Increased specific positive and supportive feedback
  - Increased positive feedback in alignment with student preference
  - During targeted social skills instruction, providing explicit feedback on the use of a specific SEBH skill
- Enhanced continuum of recognition strategies
  - Increased attention, tangible items, activities, breaks from work, or sensory
- Enhanced strategies to decrease SEBH challenges
  - Differential reinforcement, problem-solving conferences



## Activity 4.2

Select which of these are examples of Tier 2 interventions:

- A student participating in Check-In, Check-Out to promote positive behavior and increase positive adult attention
- A whole class is engaged in a lesson from the *Why Try?* Curriculum as a part of the school's grade-level priorities for the school year
- A Social Skills Intervention Group for 4-6 students with a similar need around social awareness
- A student who has been diagnosed with Generalized Anxiety Disorder receiving individual counseling to develop coping skills

## Tier 3 Support

- Individualized and intensified intervention
- Implementation for a few students with significant or persistent SEBH or MH needs
- Includes individualized classroom practices as well as comprehensive support plans
- MH services at the Tier 3 level may include individual and family counseling services for students

# Develop a Collaborative Process

- Which students need Tier 3 interventions?
- How can the MH provider support these interventions?
- What is the process for referring a student?
- Is there a process for students who need intervention beyond what can be provided at the school?

Guiding Questions to Determine Level of Student Supports For Mental Health	If yes was answered to 1 or more of the guiding questions than Tier 3 supports are needed for student success.			
	If no was answered to ALL questions, then Tier 2 supports are warranted. Review job roles below to determine to whom you should submit a referral for possible services.			
	SEL System Facilitator/ Behavior Specialist (teacher)	Teacher Consultant	Montcalm Care Network Service Provider	CMPS Social Worker
A. Has the child posed a significant physical threat to him/herself on more than one occasion?	<ul style="list-style-type: none"> <li>• Gen Ed. Needs</li> <li>• Student support calls (GE)</li> <li>• GE behavior plans</li> <li>• Schedule, follow-up, look at files for RTI</li> <li>• Visuals for GE</li> <li>• CiCo Coordinator</li> <li>• Second Step Coordinator/leader</li> <li>• SWIS dive/ First grade once a week</li> <li>• T2 groups (low need).</li> </ul>	<ul style="list-style-type: none"> <li>• SE referral/ support</li> <li>• T2 Groups</li> <li>• Support behavior plan data collection (time on task, motivational survey)</li> <li>• SE eval- academic observations, parent requests, file reviews, schedule</li> <li>• Support Beth with RTI</li> <li>• SE peer to peer</li> <li>• SE coaching paras</li> <li>• Visual supports</li> <li>• SWIS dive/ Second grade once a week.</li> </ul>	<ul style="list-style-type: none"> <li>• GE mental health needs</li> <li>• Mental health parent support</li> <li>• Parent group</li> <li>• Small group T2 (medium need)</li> <li>• Teacher support/ education</li> <li>• Connect families with outside therapy for T3 students</li> </ul>	<ul style="list-style-type: none"> <li>• SE needs</li> <li>• T2 groups (significant need)</li> <li>• Student Support Calls (SE)</li> <li>• SE Behavior Plans</li> <li>• SE Eval- SW</li> <li>• SWIS dive/ Kindergarten once a week.</li> <li>• Zones Coordinator</li> </ul>
B. Does the student talk or draw about suicide or hurting others with intention and planning?				
C. Do they currently receive home based, case management, or outside therapy?				
D. Is the student eligible for special education services or has an open REED to determine eligibility?				

(Central Montcalm Elementary Tier 3 Flow Chart)

## Tier 3 Integration

- Supports a common, consistent language between students' individualized goals and objectives and the school-wide behavior expectations
- Supports generalization of skills learned in individualized support to the classroom/school/community setting
- Increases communication across the tiers of support
- Supports moving beyond access to care to outcomes of care

# Addressing the Diverse Needs of Students Across MTSS

- Match programs and interventions to students' developmental needs
- Incorporate equitable and culturally/linguistically responsive practices
- Support and welcome all students, especially those who may be at higher risk for marginalization
- Review school practices and policies to ensure that they reflect an equitable mindset



# Example Plan for Integration Across the Tiers

Promoting Mindfulness	Tier 1: Universal Prevention	Tier 2: Targeted Intervention	Tier 3: Intensive Intervention
<p>This is the plan for how Example Way HS will implement promoting mindfulness for students across the tiers of support.</p> <p>Mindfulness is a skill that can help students intentionally bring their attention to the present moment by noticing their thoughts and sensations in a nonjudgmental and nonreactive way.</p> <p>Mindfulness can help promote wellness and improve how individuals regulate their emotions and behaviors.</p>	<p>The school counseling lead and the MH provider will lead implementation efforts and provide PD opportunities to learn about mindfulness during weekly staff meetings on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays of the month.</p> <p>Health Center Nurse will guide students through mindfulness practices during annual well child visits.</p> <p>The SLT will work with grade -level teams to ensure that they get adequate implementation support.</p> <p>Classroom teachers will implement “Mindful Moments” with students once a day during homeroom to learn and practice mindfulness strategies for at least 5 minutes each day.</p> <p>The Youth Advisory Council will develop a mindfulness campaign and post visuals supporting the practices being used within the school.</p> <p>The lead counselor will attend the PTO to discuss mindfulness strategies with the families.</p>	<p>The multi-disciplinary team will review universal screening data that is collected bi-annually to identify students who need support with internalizing behaviors.</p> <p>Each grade level counselor will offer a weekly Mindfulness group with 4-9 students at a time. Students with similar needs will meet once per week to practice the mindfulness strategies being taught for 20 minutes (ongoing, open group enrollment).</p> <p>Teachers identifying students who need additional support will provide the student with a “mindful memento”, a tactile object that the student can use to support mindfulness during higher stress situations, i.e. test taking.</p>	<p>4 staff per grade level will be identified to receive additional training and support by the school MH staff to become a “Mindful Mentor”.</p> <p>Students requiring individualized support will be connected to a “Mindful Mentor”. Students will check in with their mentor before school and after school daily for individualized practice of mindfulness strategies.</p> <p>Students exhibiting the greatest need (i.e. highly anxious students who symptoms or behaviors are negatively impacting their outcomes) will be referred for individual counseling services with the school MH provider.</p> <p>Family counseling will also be provided to support the implementation of strategies at home.</p> <p>Students will receive individualized plans for using the classroom calming corner and for when and how to take scheduled mindfulness breaks, supported by the SSW staff.</p>





## Activity 4.3

- Review the *Example Plan for Integration Across the Tiers*
- Can you identify any areas where staff development and support are being provided?
- Who are some of the key individuals identified in this implementation plan across the cascade?
- Can you identify any examples of how the Tier 2 and 3 interventions build onto the Tier 1 intervention?
- How might you use this example to support your integration efforts at your school(s)?

# 5.0 Wrap Up and Next Steps

## Activity 5.1

### Closing Review (True or False)

- MH and SEBH supports should only be supported at Tiers 2 and 3.
- Integrating MH and SEBH supports promotes a positive school climate for students and staff.
- Only secondary schools should address MH and SEBH.
- Positive MH and SEBH skills have been shown to impact academic outcomes positively.
- A MTSS framework supports all students at all achievement levels.
- Only trained MH providers can support MH and SEBH integration efforts in schools.

# Next Steps

- Consider participating in additional PD opportunities that can support your MH and SEBH Integration efforts
  - Mental Health and SEB Integration for Districts Series
  - Mental Health Awareness for Educators Series
  - Tier 1 Classroom SEB Supports Series
- Get started with the work, and get better!
  - Reflect
  - Prioritize
  - Plan

## Reflect: What Are You Already Doing?

- What are your district and school goals?
- Have you identified the needs of your students and staff?
  - Yes; what are they?
  - No; how do you create a plan to identify and assess needs?
- What support is already being provided?
- What resources are available to support this work?
- Who needs to be on the team to support this work most effectively?

(CDC, 2024)

## Prioritize: What Else Do You Want to Do?

Guiding questions to help prioritize what implementation efforts you want to focus your efforts on for the next year:

- Annual Priorities: How well does this fit with the district and/or school priorities?
- Needs: How well will the implementation of this meet the needs of the students? Needs of the staff?
- Feasibility: What is the level of effort? What is the cost?
- Selection: Choose 1-3 strategies to prioritize based on your responses

(CDC, 2024)

## Plan: How to Get Started?

- Identify what team(s) will be supporting this work
- Consider how to engage diverse perspectives in this work
  - Students, staff, families, community partners, etc.
- Keep equity in the forefront of your considerations
- Identify what implementation support will be necessary to support successful implementation
- Select a timeline for getting started
- Access the *CDC Presentation and Communication Template*

(CDC, 2024)

# Activity 5.2

- Review your *MH and SEB Integration for Schools Planning Document*
- Note any final action planning items
- Make a communication plan
  - Who?
  - What?
  - When?
  - How?

Michigan's Multi-Tiered System of Supports Technical Assistance Center  
November 2024 – Version 1.0

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**Mental Health and Social, Emotional, Behavioral Integration for Schools Planning Document**

Participants can use this document to support their learning during the live Zoom professional learning session for "Mental Health and Social, Emotional, and Behavioral Integration for Schools" and their ongoing implementation efforts.

1.0 Introduction to MH and SEBH

I rate my current level of understanding of mental health as:

I rate my current level of understanding of what SEBH supports are as:

[Michigan Department of Education \(MDE\) Multi-Tiered System of Supports Practice Profile \(https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde\\_mtss\\_practice\\_profile\\_5\\_0\\_july2020\\_ada.pdf?rev=54c04a031aac41258c7a1b80ba3c17c3&hash=DBAFD5A4B339517929421E310BD2A98A\)](https://www.michigan.gov/mde/-/media/Project/Websites/mde/mtss/mde_mtss_practice_profile_5_0_july2020_ada.pdf?rev=54c04a031aac41258c7a1b80ba3c17c3&hash=DBAFD5A4B339517929421E310BD2A98A)

[National Center on PBIS \(www.pbis.org\)](http://www.pbis.org)

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\) \(www.casel.org\)](http://www.casel.org)

[Transition of SEB to SEBH \(https://mimtsstac.org/sites/default/files/session-documents/Transition%20of%20SEB%20to%20SEBH%20%281%29\\_2.pdf\)](https://mimtsstac.org/sites/default/files/session-documents/Transition%20of%20SEB%20to%20SEBH%20%281%29_2.pdf)

**1.0 Action Plan:**

Identify any next steps or goals you want to set for you or your school to understand MH and SEBH supports:

1

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