



Strengthening School-wide Social, Emotional, and Behavioral Health Supports

Fall 2024

mimtsstac.org



Acknowledgments

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

- The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
- Midwest PBIS Network
- Michigan Schools Implementing MTSS/PBIS
- Midwest and Plains Equity Assistance TA Center
- Dr. Ruth Payno-Simmons

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, 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)

Resources for the Day

- Strengthening School-Wide SEBH Implementation Plan
- SLT Operating Procedures
- Glossary of Terms: Implementing SEBH Supports
- Examples of School Matrices
- School-Wide Plans for Teaching and Reteaching
- Example Lesson Plans
- Lesson Plan Template



Poll 1

What describes you as a participant:

- I am attending with other team members from my SLT
- I am attending as a representative of my SLT and hope to bring the information back
- I support SLTs in my district/ISD
- Other

Purpose

Strengthen and enhance existing systems and practices around School-wide Social, Emotional, and Behavioral Health (SEBH) supports with the use of data and an intentional focus on social-emotional, trauma-informed, and equity concepts

Intended Outcomes

- Explain the rationale for including social and emotional supports in a school-wide behavior system
- Determine next steps for expanding team membership and improving team structures
- Explore ways to incorporate social-emotional competencies, trauma-supportive practices, and center equity in teaching and prompting school-wide expectations
- Determine support needed for staff regulation and responding to students
- Identify ways to improve the collection and use of implementation and impact data for students and staff

Agenda

- 1.0 Defining SEBH Supports
- 2.0 Effective Team Structures
- 3.0 Enhancing your Current PBIS Practices
- 4.0 Improving Student and Staff Outcomes
- 5.0 Wrap Up and Next Steps

1.0 Defining SEBH Supports



Activity 1.1

Quick Write:

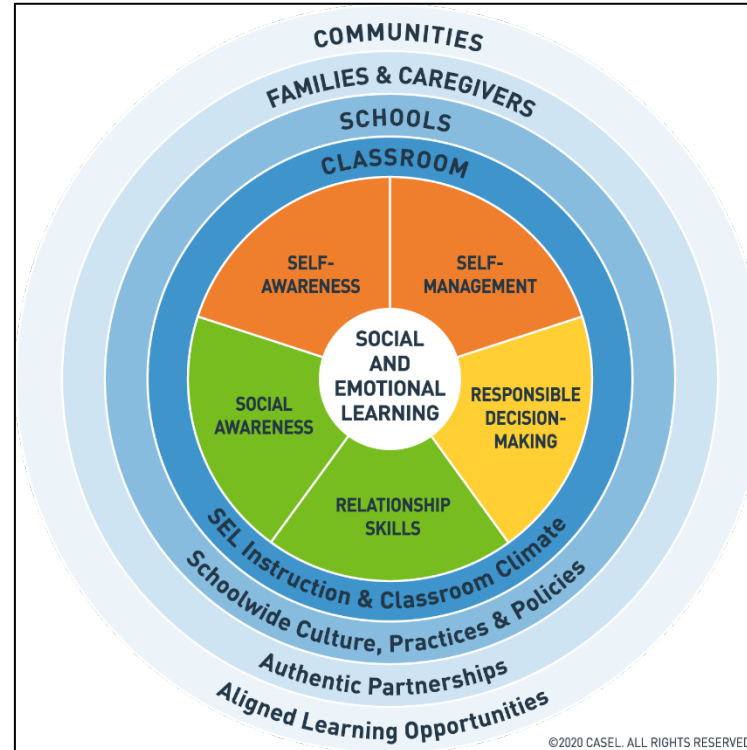
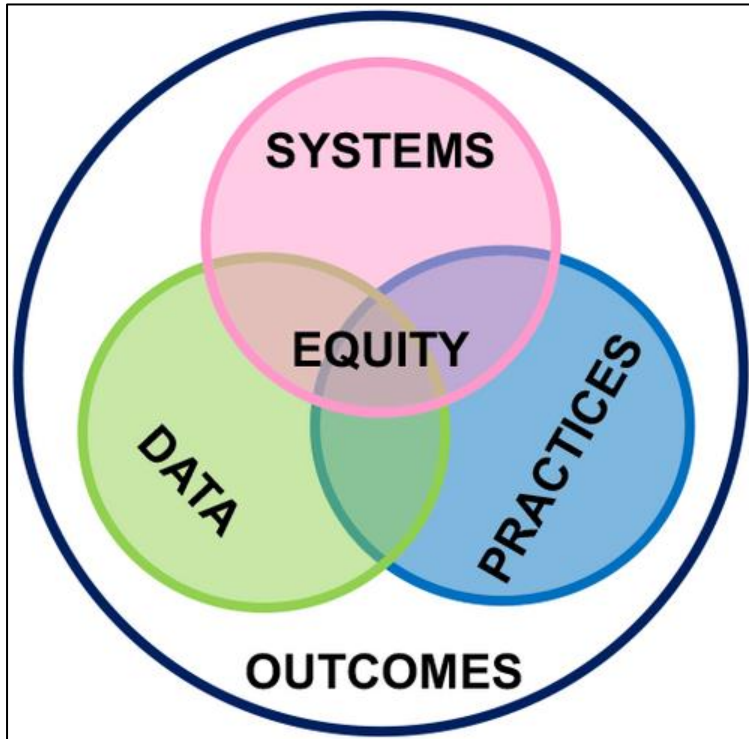
- How would you describe your school's experience with implementing PBIS or SEBH Supports within an MTSS framework?
- Share one success and one challenge in the chat

Importance of SEBH Supports

“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

Common and Consistent Language



Social, Emotional,
Behavioral Health (SEBH)
Supports

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

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

Aligning Practices to Support ALL

- Trauma-Informed
 - Create safe, predictable, and consistent environments
- Supporting Students with Disabilities
 - Includes teaching and reteaching to support learning
- Centering Equity
 - Incorporates student voice in developing classroom systems and honors student's identity and culture



Activity 1.2

- Reflect on the previous slides describing SEBH Supports
- In the chat, identify what might be your focus for strengthening the implementation of your current school-wide PBIS or SEBH supports?

2.0 Effective Team Structures



Activity 2.1

In the Chat identify:

- One role or responsibility of your current School Leadership Team (SLT)
- One challenge your SLT encounters

Expand Team Membership

Align and integrate personnel and various relevant groups into one expanded team to include representation from:

- Family and Youth
- Mental Health/Community
- Persons with expertise in behavior and experience implementing behavioral and mental health interventions across the tiers

(Eber, Barrett, Perales, Jeffrey-Pearsall, Pohlman, Putnam, Spiett, & Weist; 2019)

Family: Representation and Meaningful Participation

Non-examples:

- A family or student is not a member or role is unclear
- One family member is asked to represent all parents without a mechanism for obtaining input
- Family or student members are not asked to provide perspective

Examples:

- Team includes family/student subcommittees representative of the student population
- Family/student participation is clear, defined, and understood
- Family or student members assist in reporting meeting discussions and/or data

Special Considerations for Including MH Providers

- Work with your district to ensure communication and alignment with policy and procedures
- Memorandum of Understanding (MOU)
 - Defines the roles or functions and articulates a funding plan
 - Explains how data will be shared
 - Clear expectations around confidentiality

Want to know more?

- Mental Health and SEB Integration for Districts
- Mental Health and SEB Integration for Schools
- Mental Health Awareness for Educators

Role of Team Coach/Facilitator in Sustainability

- Facilitating team meetings and / or specific agenda topics
- Regular communication with the school administrator
- Actively participating as a member of the School Leadership Team
- Prompting the SLT to review and act upon data
- Developing the SLT's fluency around resources, assessment tools, and data use

SLT Operating Procedures

- A strong SLT has well-defined operating procedures, including:
 - Team Purpose
 - Defined meeting roles
 - Team norms
 - Decision-making protocols
 - Meeting templates
 - Communication plan



Michigan's Multi-Tiered System of Supports Technical Assistance Center
March 2021 – Version 1.0

School Leadership Team (SLT) Operating Procedures

This document will assist School Leadership Teams participating in targeted technical assistance in establishing effective team structures and can be leveraged for orienting new members to the team.

Date:

School Coach(es):

Team Member(s):

Meeting schedule (date, time, location): (list schedule below)

Team Purpose: (adjust to reflect team wording if necessary)

School Leadership Team meets to focus on the following:

- Build and maintain an implementation infrastructure to support staff in their use of innovations like an integrated behavior and reading MTSS framework
- Engage in data analysis and problem-solving
- Create action plans based on data and needs generated following team meetings
- Ensure communication amongst the different groups / teams across within the school and to the district

Team Representation:

Outline which role and/or groups of staff each team member represents in the table below. (select roles/groups from the list below).

- Administrator
- Coach
- Individuals with behavioral expertise
- Individuals with knowledge of academic patterns
- Representation (e.g. lower/upper grades, departments, general/special ed)
- Family Member
- Student (High Schools ONLY)



Activity 2.2

Self Reflection

- Consider your current team structures
- What are your areas for improvement (membership, coaching, written procedures, etc.)
- Record ideas for items 1 and 2 in your *Strengthening SEBH Supports Implementation Plan*
- *Add one of your ideas to the chat*

3.0 Enhancing your Current PBIS Practices

Current PBIS Practices

- Matrix
- Teaching and Modeling
- Monitoring and Feedback

School Matrix

Your matrix should reflect the current school community

- In what ways have your school demographics changed?
- What successes and challenges are your families, students, staff, and community navigating?
- Does your matrix include language that
 - is supportive of the various cultures and identities
 - Includes social-emotional competencies

Think of your school-wide matrix as a living entity

Student Involvement

- Student involvement will be critical for this work to be successfully implemented and sustained
- Involve students in the work of your leadership team and let them do the marketing with their peers, especially at the secondary level
- Formalize communication and feedback loops with students and families now

Family Involvement

Consider how to meaningfully involve family voice and representation in the development of your School-wide SEBH components

- SLT includes family/student subcommittees
- Family participation and role is clearly defined and understood by the family representatives and the team
- Ensure that the SEB system works for everyone and not just those on the SLT

Creating an Inclusive Environment


- Including multiple and diverse perspectives as a part of the process of developing behavior expectations creates common language that centers the lived experiences of the community in which the school is situated
- The matrix is a steppingstone to the lessons and the feedback provided to students, so we set students up for success if these are representative of the school community
- Behavior expectations should look differently than what they traditionally have been in order to center equity and meet the current needs of students

Remember

If you don't work to center the voices of a diverse representation of staff, family/caregivers, and students, you may continue to have a SEB system that functions well for the School Leadership Team but not for everyone else

Matrix Example

STEAM Academy Woodrow Wilson Port Huron Schools
Trauma-Informed Behavior Expectation Matrix

The Voyager Way	Bathroom	Bus	Cafeteria	Classroom/ Specials	Hallway/ Stairs	Playground	Coping Skills
Safe	<ul style="list-style-type: none"> Hands and feet to self Report problems to teacher 	<ul style="list-style-type: none"> Stay seated at all times Keep body inside the bus Feet on floor Report problems to driver 	<ul style="list-style-type: none"> Walk at all times Hands and feet to self Report all spills 	<ul style="list-style-type: none"> Stay in personal space Hands and feet to self Use materials and equipment as asked by the teacher. 	<ul style="list-style-type: none"> Hands and feet to self Walk-in the hallway and down each stair Use the handrails 	<ul style="list-style-type: none"> Stay in school playground area Walk on the sidewalks Ro Sham Bo for solution 	<ul style="list-style-type: none"> If you are in an unsafe situation, walk away and find a close trusted adult for help Calmly ask for a break or movement to calm down location
Responsible	<ul style="list-style-type: none"> Use & flush Wash & dry hands Voice level 1 	<ul style="list-style-type: none"> Walk to the bus when it has stopped Backpack in lap Voice level 1 	<ul style="list-style-type: none"> Eat your own food Clean up table and floor Voice level 2 in lunch line 	<ul style="list-style-type: none"> Complete work on time Take home and return homework and parent notes daily in a backpack. Voice level as asked by teacher 	<ul style="list-style-type: none"> Single file line Go directly to your location Voice level 0 	<ul style="list-style-type: none"> Take turns Follow rules of play Report problems to an adult 	<ul style="list-style-type: none"> Display responsible behavior and helpful talk with peers and adults. When frustrated or stressed, choose to use an appropriate calming strategy. Accept praise and consequences
Respectful	<ul style="list-style-type: none"> Allow others privacy Take turns Be quick 	<ul style="list-style-type: none"> Hands and feet to self Food and drink in a backpack before entering the bus 	<ul style="list-style-type: none"> Raise hand to leave the table Use kind words and actions Place trash in cans 	<ul style="list-style-type: none"> Follow classroom procedures and directions Raise hand for permission Use kind words and actions Ask permission to leave the classroom 	<ul style="list-style-type: none"> Stay to the right Respect artwork and posters hanging on the walls. 	<ul style="list-style-type: none"> Hands and feet to self Use kind words and actions Two-minute warning, whistle twice, line up whistle three times 	<ul style="list-style-type: none"> Use respectful talk when working through a disagreement Use positive self-talk Recognize and understand others point of view
 VOYAGERS Staff Anchors	<ul style="list-style-type: none"> Staff will stand by bathrooms to monitor the noise and behavior. 	<ul style="list-style-type: none"> Staff will actively supervise all students and ensure appropriate behavior. Staff will be at their designated post 	<ul style="list-style-type: none"> Staff will arrive on time and pick up students on time Staff will walk students directly into the cafeteria 	<ul style="list-style-type: none"> Staff will supervise groups of students at all times Staff will be prepared for class (Daily schedule posted and Planbook up to date) 	<ul style="list-style-type: none"> Staff will utilize behavior-specific praise and Anchor Bucks. Staff will monitor students by being at their doors and in the hallway actively supervising 	<ul style="list-style-type: none"> Staff will practice active supervision Staff will participate/play with their students (Playworks) 	<ul style="list-style-type: none"> Staff will display appropriate talk when speaking with other adults in all school settings Staff will step away from a situation when they are feeling overwhelmed and avoid making statements out of anger.

Social-Emotional Skills in a Behavior Matrix

Expectation	Specific Behavior or Social-Emotional Skill
Be Safe	Keep hand and feet to self I tell an adult when I am worried about a friend
Be Respectful	Use the signal to ask a public or private question Make sure everyone gets a turn
Be Responsible	Turn in all work on time Check in with my feelings during the day

(Barret, Eber, McIntosh, Perales, & Romer, 2018)

Northwest Community Schools



Incorporate an existing coping strategy into your school-wide behavior matrix



Activity 3.1

Individual Reflection

- Locate your school's matrix
 - Circle any social-emotional skills
 - Underline any instances that center equity

Be ready to share out



Activity 3.2

Individually or with your team

- Identify SEBH features or skills that you want to incorporate in your school's matrix
- How will you intentionally consider and include culturally-based behaviors as you develop the matrix?
- How will you seek input from multiple and diverse staff, students, families/caregivers, and community members to ensure the matrix is culturally responsive?
- **Record ideas for item 3A in your *Strengthening SEB Supports Implementation Plan***

Why Teach SEBH Expectations

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
 - For a child to **learn something new**, it needs to be repeated on average **8** times
 - For an adult to **learn something new**, it needs to be repeated **25** times
 - For a child to **unlearn** an old behavior and replace it with a new behavior, the new behavior must be repeated on average **28** times

(Joyce and Showers, 2006; Wong)

Teaching SEBH Expectations

- Once you have developed school-wide expectations, it is not enough to just post the words on the walls of the classroom... **You must teach them**
- Decreases in interfering behavior were found in non-classroom areas where there was:
 - Active teaching of expected behaviors
 - Active supervision
 - Use of pre-correction for prevention
 - High rates of positive reinforcement

(Lewis, Colvin, & Sugai, 2000; Lewis & Garrison-Harrell, 1999; Lewis, Powers, Kelk, & Newcomer, 2002; Lewis, Sugai, & Colvin, 1998)

How Have Other Schools Developed Lesson Plans?

- Full staff meeting
- Time during Grade Level or Professional Learning Community (PLC) Meetings
- Small work group

A detailed description of these are in your electronic resources



Activity 3.3

Individually Reflect on the following

- Review the example Steam Matrix, paying special attention to the Coping Skills Column
- Refer to the example lesson plans in the electronic materials addressing the hallway and bathroom
- Write down specific SEBH/Coping Skills in one of the Behavior Lesson Plans
- In the chat share out one specific SEB/coping skill

Practice Delivering Lessons

- Lesson learned: All staff need to practice teaching the lesson plans
- Staff often try to “wing it” and not everything gets covered
- If staff buy-in is an issue, practice will build comfort with the lessons
- If other community members are helping teach the lessons, be sure to include them in the practice



Activity 3.4

Individually or with your Team members:

- What strengths did you find in your school matrix? How will you bring that celebration back to your team?
- What ideas do you have for strengthening your lesson plans to clearly teach SEBH (coping) skills?
- Record ideas for item 3B in your ***Strengthening SEBH Supports Implementation Plan***

Monitoring Behavior Expectations

- By monitoring and actively supervising we can see first-hand what our students are doing
- We need to be actively present in order to acknowledge appropriate behavior, document inappropriate behavior, and deliver a continuum of consequences when appropriate
- Involves ALL staff in both classroom and non-classroom settings
- Opportunity for staff to interact with students and build positive relationships
- Monitoring must be proportionate across all groups of students

Remember What We Know About Behavior

- Behaviors are learned and continue because they serve some purpose or function
- Students often use disruptive or contextually inappropriate behavior when they don't have the social or emotional skills they need
- Behavior can be changed
- Behavior change starts with changes in the adults' behavior

MANTRA:

Behavior continues because the behavior works!

Rethinking Traditional Practices

Traditionally:

- The relationships between students and adults in schools overwhelmingly focus on controlling students' behavior
- Instead:
 - Focus on the school environment rather than “fixing” the student
 - Create a school environment and systems that reflect the community in which it is situated to set students up for success

Who are we monitoring?



(Gilliam et al., 2016)

When Considering How to Respond

- First, **pause** to consider:
 - Are you making a snap decision? Are you able to pause before deciding how to best address the challenging behavior?
 - Is this a high stakes situation that could result in the use of exclusionary practices?
 - What influences your response? Time of day? Location of the incident?
- Check in with yourself and check how you are feeling
 - What might be influencing your decision on how you respond?
 - What types of statements are you telling yourself? (I'm so tired, I'm so stressed, etc.) Is how you are feeling impacting your decision of how to respond to the child?

Staff
regulation

- Educators who are **regulated** are able to show empathy

Empathy

- Educators have to show **empathy** in order to form relationships with students

Student
Regulation

- Relationships are required to help someone else **regulate and de-escalate**



Activity 3.5

Individual Reflection or Team Discussion:

- What is going well with monitoring and providing feedback at your school?
- Does the school staff reliably monitor and give positive feedback as well as corrective feedback?
- Does your school have a system that has been shared to provide consistency and support in using asset-based language? (i.e. person-first language, focused on student strengths)
- Record ideas for item 3C in your ***Strengthening SEBH Supports Implementation Plan***

4.0 Improving Student and Staff Outcomes

Data-Driven Decision Making Within PBIS

- Continuous improvement through a data-driven decision-making process is a cornerstone of implementing PBIS
- Goal is to improve fidelity of implementation and student outcomes
- In order to do this efficiently, there should be a plan to collect both implementation and impact data for new and existing practices
- An evaluation plan supports collection and use of data
 - Schedule for collecting data (e.g., what data and how often)
 - Process for collecting the data (e.g., who will collect the data and how)
 - Process and timeline for action planning with the data

Implementation Data

SWPBIS Tiered Fidelity Inventory Quick Check:

- Are you completing it at least annually?
- Do you share the data with students/family, and staff?
- Are you using it to celebrate and action plan?

Sample TFI Walkthrough Data

What adult at school could you talk to if you needed help?	Have you used or been reminded to use a skill to help you calm down in the last two weeks?	What skill?
Mrs. King or teacher	<input checked="" type="radio"/> Y <input type="radio"/> N	Belly Breathing
Mrs. Lerner	<input checked="" type="radio"/> Y <input type="radio"/> N	Velcro strip
Ms. Saenz	<input checked="" type="radio"/> Y <input type="radio"/> N	Count to 3
My teacher	<input checked="" type="radio"/> Y <input type="radio"/> N	DK
Any teacher	<input checked="" type="radio"/> Y <input type="radio"/> N	
Every adult	<input type="radio"/> Y <input checked="" type="radio"/> N	
Principal	<input type="radio"/> Y <input checked="" type="radio"/> N	DK
Teachers	<input checked="" type="radio"/> Y <input type="radio"/> N	
Principal	<input type="radio"/> Y <input checked="" type="radio"/> N	
Teacher	<input type="radio"/> Y <input checked="" type="radio"/> N	Just sit in hall
Teacher	<input checked="" type="radio"/> Y <input type="radio"/> N	Count to 10
Ms. Jennifer	<input checked="" type="radio"/> Y <input checked="" type="radio"/> N	Told to calm down
Principal or Ms. Rey	<input type="radio"/> Y <input checked="" type="radio"/> N	Just clench fist in pocket
Teacher	<input checked="" type="radio"/> Y <input type="radio"/> N	No talking
Any adult - closet one	<input type="radio"/> Y <input checked="" type="radio"/> N	
Mr. Hart	<input checked="" type="radio"/> N	

Consider adding to your walkthrough tool if there is a practice/strategy that you want to monitor

Companion Guide and TFI Version 3.0

- **Available:** Integrated TFI Companion Guide (electronic materials)
 - Action planning tool to use alongside the current version of the TFI
 - Incorporates cultural responsiveness, social-emotional, and mental health elaborations
- **Coming Soon:** TFI Version 3.0 will align with current training and guidance specifically with respect to equity, mental health and wellness integration, and classroom supports



Activity 4.1

Individual Reflection or Team Discussion:

- Did you meet the 70% benchmark at Tier 1 in your most recent TFI score?
- Which items are priorities for action planning?
- If your team doesn't use the Integrated TFI Companion Guide yet, consider how you might begin using this resource

Measuring Impact Data

Student

- Discipline referrals, suspensions, expulsions
- SEB screener
- School climate survey
- Attendance
- Office or nurse visits
- Student referrals for outside mental health supports or hospitalizations

Staff

- School Climate Survey (available in PBIS Apps)
- Personal/sick days
- Professional Quality of Life Scale (<https://proqol.org/>)
- Walkthrough/Informal conversations
- Accessing the Employee

Scenarios: Acting on Data

Data shows high rates of disrespect and defiance in the classroom. The school team begins providing boosters on classroom practices for staff to discuss ways to increase implementation and check-in on efforts.

A team receives informal reports of declining culture and climate among staff and sees lower scores from the School Climate Survey. They try regularly reviewing and discussing regulation strategies for staff and create a space in the lounge to post “notes of appreciation” to acknowledge efforts.

A high school sees an increase in hallway behavior referrals as well as tardiness. The whole staff commits to implementing Positive Greetings at the Door to increase monitoring and positive feedback.

Evaluation Plan



Michigan's Multi-Tiered System of Supports Technical Assistance Center
September 2023 – Version 2.0

Evaluation Plan Template

This document provides a template for teams to record how data will be collected and used to measure implementation and impact on student and staff outcomes.

Implementation (Fidelity) Data

Evaluation Questions to Answer:

- Are we doing what we said we would do?
- Are we implementing the practices we committed to?

Fidelity Measures

Measure Used	Data Collection Schedule	Process for Collecting Data and Individuals Responsible	Process and Timeline for Action Planning with Data

Student Impact Data

Evaluation Question to Answer:

- Are the strategies we are implementing having a positive impact on students?

- Document the collection and use of data related to SEBH efforts
- Strengthening Consideration: Monitoring staff outcomes



Activity 4.2

Individual Reflection or Team Discussion:

- What data are you collecting?
- Is it being used regularly by the team?
- Who is it being shared with?
- Are there additional data sources needed?

Record ideas for item 4 in your *Strengthening SEBH Supports Implementation Plan*

6.0 Next Steps and Wrap Up

Why Address Classroom SEBH

- Students and educators spend the majority of their school time inside classrooms, which makes classrooms a critical context for their success
- When PBIS is implemented in the classroom, individual student outcomes improve
- At the school-wide level, schools experience overall improved outcomes and are more likely to sustain their PBIS implementation when classroom PBIS systems are in place
- Prioritizing both student's SEB and academic growth is critical to students and the educators who work with them

(pbis.org)

Classroom SEBH

Student Benefit	Educator Benefit
<p>When educators implement classroom PBIS practices with fidelity, <i>students</i> may experience:</p> <ul style="list-style-type: none">• improved on-task behavior and academic engagement,• increased correct academic responding, and• decreased off-task and disruptive behavior. <p>For supporting research see, for example, Long et al. (2019), Oliver et al. (2011), Simonsen et al. (2008), and Sutherland et al. (2019).</p>	<p>When educators implement classroom PBIS practices with fidelity, <i>educators</i> may experience:</p> <ul style="list-style-type: none">• improved perceptions of self-efficacy and self-competence,• reduced stress, and• less burnout. <p>For supporting research see, for example, Herman et al. (2020) and Reinke et al. (2013).</p>

(pbis.org)



Activity 6.1

Individual Reflection or Team Discussion:

- Consider your current classroom SEBH supports
- Does your school already implement SW-SEBH classroom systems?
- Will your team get pushback from staff in creating classroom systems? Would your team be on board?
- Record ideas for item 5 in your *Strengthening SEBH Supports Implementation Plan*



Activity 6.2

- Identify your top three priorities from the action items you recorded today (Ex: revise Matrix with SEBH column and equity throughout, Create revised teaching plan)
- Share one priority in the chat

Possible Next Steps

Attending with a Team

- Take this information back to your team to guide discussion and planning
- Use the steps you identified as a team in the Strengthening SEB Supports Implementation Plan to guide your work back in your building
- Make a plan for getting input from staff, students and families

Attending Individually

- Take this information back to your principal or SLT coach to guide discussion and planning
- Share the Strengthening SEB Supports Implementation Plan you worked on as a possible way of continuing the work
- Stress the importance of getting input from staff, students and families

References

- Gilliam, W., Maupin, A., Reyes, C., Accavitti, M., & Schic F., Freeman. (September 2016) Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspensions? Yale Child Study Center.
- J., Robbie, K., Simonsen, B., Barrett, S., & Goodman, S. (January 2021). Integrated TFI Companion Guide. Eugene, OR: Center on PBIS, University of Oregon. www.pbis.org.
- Santiago-Rosario, M. R., McIntosh, K., Izzard, S., Cohen-Lissman, D., & Calhoun, T. E. (2023). *Is Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice?* Center on PBIS, University of Oregon. www.pbis.org.
- US Department of Ed (2021) *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Retrieved from <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

Stay Connected to the MiMTSS TA Center- new QR



 Facebook

- @MiMTSSSTACenter
- facebook.com/MiMTSSSTACenter
- #MiMTSS



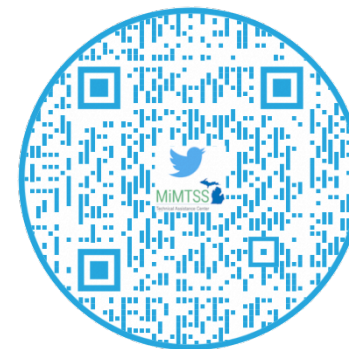
 Listserv

- tinyurl.com/MiMTSSListserv
- TA Offerings, updates



 YouTube

- @MiMTSSSTACenter
- youtube.com/@MiMTSSSTACenter
- Videos & Playlists



 Twitter

- @MiMTSSSTACenter
- twitter.com/MiMTSSSTACenter
- #MiMTSS

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback