Strengthening School-wide Social, Emotional, and Behavioral Supports

Fall 2023

mimtsstac.org

Acknowledgments

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

- National Center on PBIS
- Midwest PBIS

MiMTSS
Technical Assistance Center

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)

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 (SEB) supports with the use of data and an intentional focus on social-emotional, trauma-informed, and equity concepts

MiMTSS
Technical Assistance Center

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

- Identify ways to improve the collection and use of implementation and impact data for students and staff

MiMTSS
Technical Assistance Center

Agenda

1.0 Defining SEB Supports

2.0 Effective Team Structures

3.0 Improving Student and Staff Outcomes

4.0 Wrap Up and Next Steps

Getting Ready

- Strengthening SEB Supports Implementation Plan
- SLT Operating Procedures
- Glossary of Terms: Implementing SEB Supports

MiMTSS
Technical Assistance Center

1.0 Defining SEB Supports

Activity 1.1

Quick Write:

- How would you describe your school's experience with implementing PBIS or SEB Supports within an MTSS framework?

- Share one success and one challenge in the chat

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)

MiMTSS
Technical Assistance Center

Importance of SEB 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

MiMTSS
Technical Assistance Center

SEB Supports: Leveraging the PBIS and SEL Framework
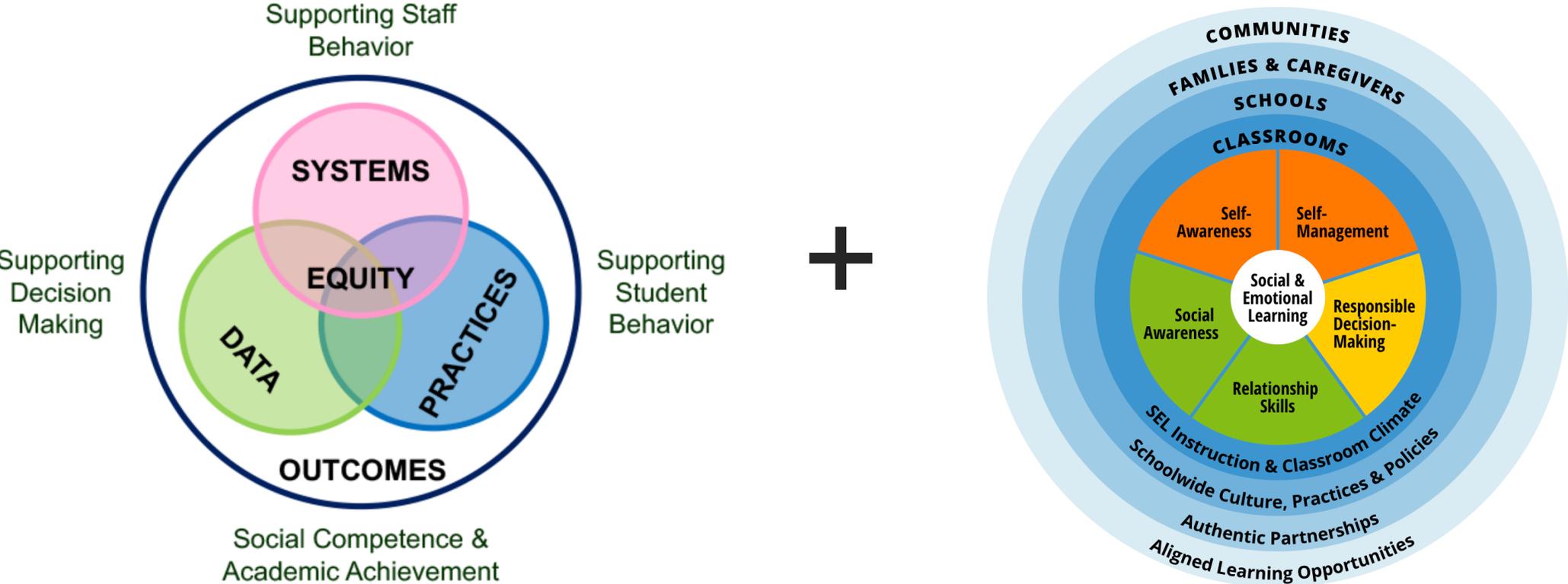
(National Center on PBIS; CASEL)

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

MiMTSS
Technical Assistance Center

Activity 1.2

Breakout Room:

- Reflect on the previous slides describing SEB Supports

- What might be your focus for strengthening the implementation of your current school-wide PBIS or SEB supports?

2.0 Effective Team Structures

Activity 2.1

In the Chat:

- 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)

MiMTSS
Technical Assistance Center

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

Culturally Responsive Field Guide, National Center on PBIS (2019)

MiMTSS
Technical Assistance Center

Port Huron Area School District: Student Voice

Mental Health/Community Providers

- 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 supports through an integrated system

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

MiMTSS
Technical Assistance Center

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?

- [Interconnected Systems Framework Fact Sheet](#)

- TA Center training: Integrating MH Services Across the Tiers

MiMTSS
Technical Assistance Center

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

Coaching/Facilitator Supports

- SEB Coach Community of Practice (TA Center event)
  - 1 hour each month
- Ongoing meetings with other coaches in your district/ISD

MiMTSS
Technical Assistance Center

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

Breakout Rooms:

- 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 SEB Supports Implementation Plan*

MiMTSS
Technical Assistance Center

3.0 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

MiMTSS
Technical Assistance Center

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	(Y)	N	Belly Breathing
Mrs. Larner	(Y)	N	Velcro strip
Ms. Saenz	(Y)	N	Count to 3
My teacher	(X)	(N)	
Any teacher	(Y)	N	DK
Every adult	Y	(N)	
Principal	Y	(N)	
Teachers	(Y)	N	DK
Principal	Y	(N)	
Teacher	Y	(N)	Just sit in hall
Teacher	(Y)	N	Count to 10
Ms. Jennifer	(Y)	(N)	Told to calm down
Principal or Ms. Rey	Y	(N)	Just clench fist in pocket
Teacher	(Y)	N	No talking
Any adult - closet one	Y	(N)	
Mr. Hast		(N)	

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

31

MiMTSS
Technical Assistance Center

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

MiMTSS
Technical Assistance Center

Activity 3.1

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

MiMTSS
Technical Assistance Center

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

MiMTSS
Technical Assistance Center

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 SEB efforts**

- **Strengthening Consideration: Monitoring staff outcomes**

Activity 3.2

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 items 1 and 2 in your *Strengthening SEB Supports Implementation Plan*

MiMTSS
Technical Assistance Center

4.0 Wrap Up and Next Steps

Activity 4.1

- Identify your top three priorities from the action items you recorded today (Ex: recruit members for the team, review or refine evaluation plan)

- Share one priority in the chat

Session 2 Preview

- Enhancing Your Matrix

- Teaching and Modeling

- Monitoring and Feedback

- Classroom SEB Supports

MiMTSS
Technical Assistance Center

Reminders

Bring to Session 2

- Your school matrix

- Teaching schedule

- Updates to your current Implementation Plan

References

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
- @MiMTSSTACenter
- facebook.com/MiMTSSTACenter
- #MiMTSS
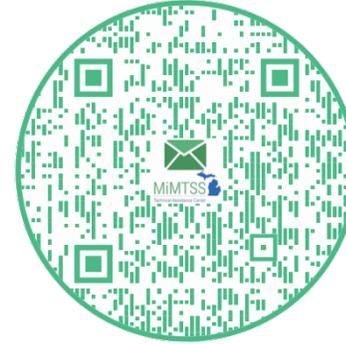
Listserv
- tinyurl.com/MiMTSSListserv
- TA Offerings, updates

YouTube
- @MiMTSSTACenter
- youtube.com/@MiMTSSTACenter
- Videos & Playlists
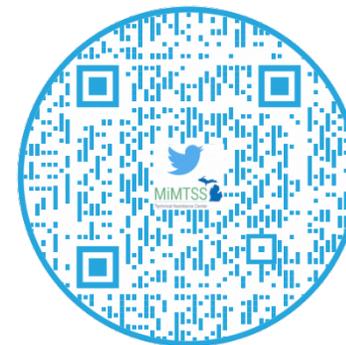
Twitter
- @MiMTSSTACenter
- twitter.com/MiMTSSTACenter
- #MiMTSS

MiMTSS
Technical Assistance Center