



Teaching SEBH Skills

Tier 1 Classroom SEBH Supports

Universal 2025-26

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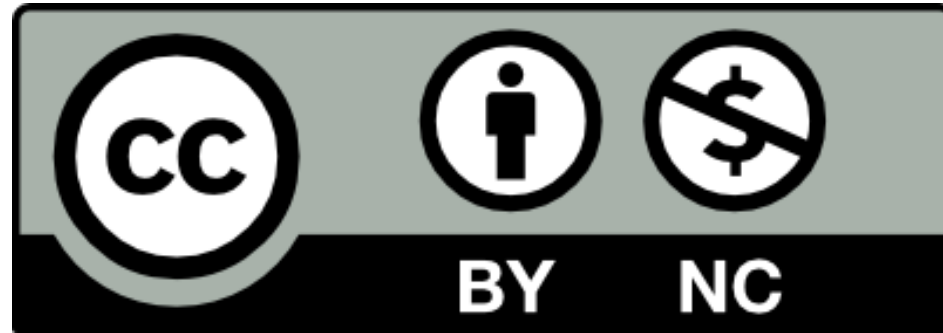


Acknowledgments

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

- National Center on PBIS
- Midwest PBIS
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Group Agreements

We are Responsible

- Keep our goals in mind
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner share, team discussion
 - 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)

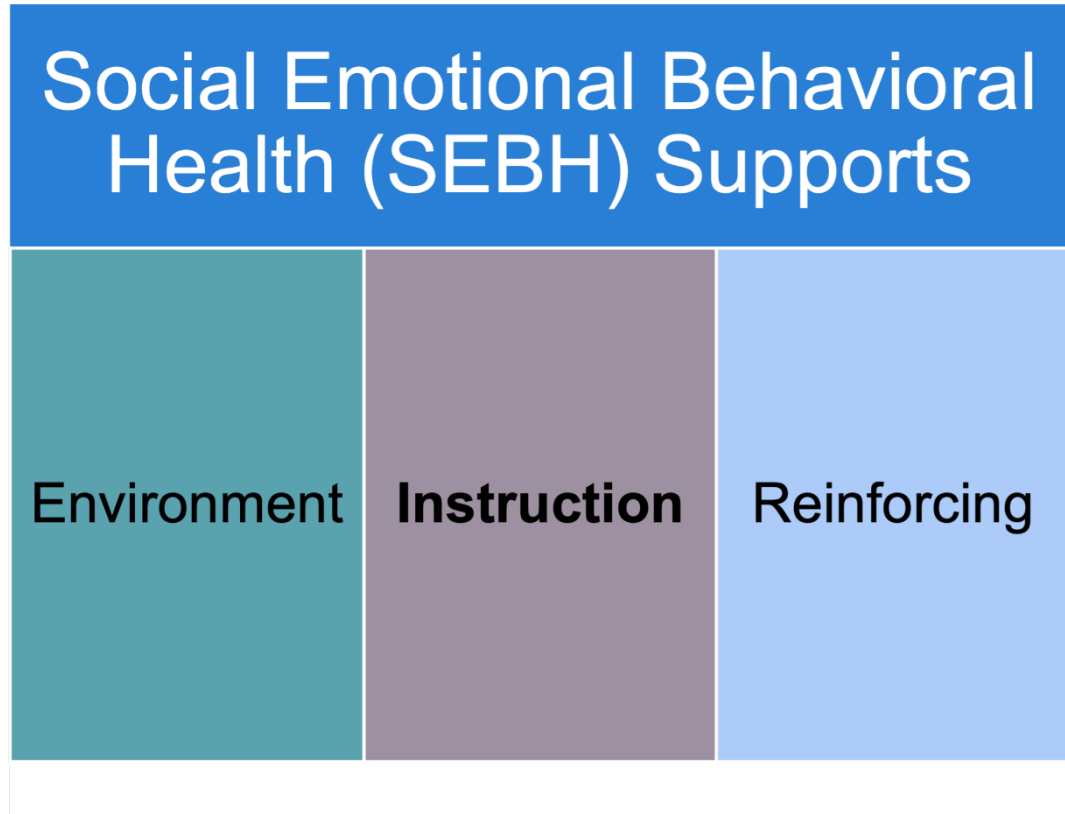
Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral Health (SEBH) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Reflect on the importance of teaching SEBH skills and procedures
- Determine SEBH skills and procedures to teach
- Explore ways to integrate teaching SEBH skills in instruction

Classroom SEBH Supports Components



- Supportive Relationships
- Expectations and Routines
- Physical Environments
- Engaging Instruction
- **Teaching SEBH Skills**
- Regulation for Students and Staff
- Understanding Behavior
- Acknowledging Expected Behavior
- Responding to interfering Behavior

Getting Organized

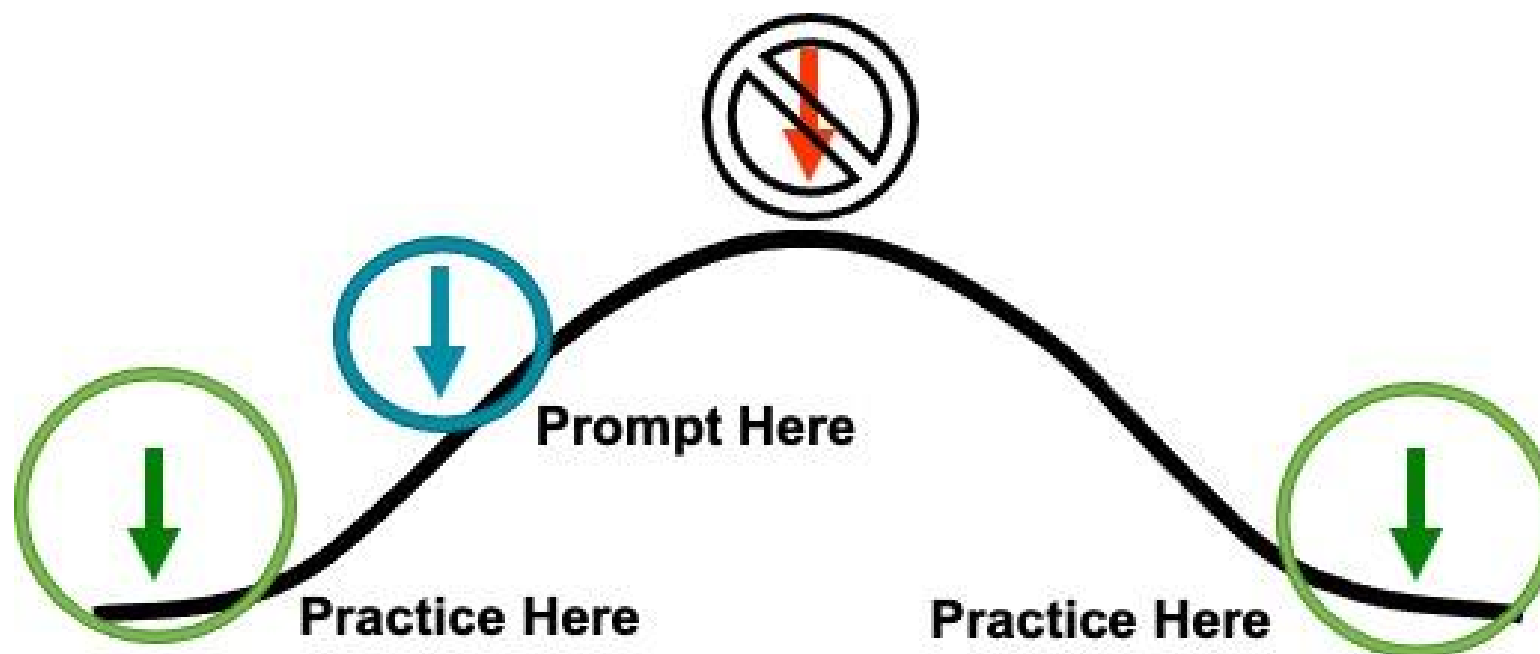
- Resource Guide Walkthrough
- Classroom SEBH and Instructional Practices Checklist

What We Teach

Sample School Way	Welcome	Group Work	Transition	When you feel upset...
Responsible	<ul style="list-style-type: none"> • Turn in homework • Put materials in desk • Begin work 	<ul style="list-style-type: none"> • Do your fair share • Manage time carefully 	<ul style="list-style-type: none"> • Clean up your area 	<ul style="list-style-type: none"> • Stop and breathe • Recognize what you're feeling "I feel..." • Use cool-off strategy
Respectful	<ul style="list-style-type: none"> • Say "good morning" to teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say "I like that idea, AND..." 	<ul style="list-style-type: none"> • Stand and push in your chair, OR • Listen for direction to next activity 	<ul style="list-style-type: none"> • Use break spot • Express feelings appropriately: "I feel __, can I __?"
Safe	<ul style="list-style-type: none"> • Put personal belongings in designated areas • Take your seat 	<ul style="list-style-type: none"> • Clean up area when time is up 	<ul style="list-style-type: none"> • Eyes on me • Wait to be called 	<ul style="list-style-type: none"> • Talk to any adult if you need help • See something, Say something
<i>Teacher's Role (Conditions for Learning)</i>	<ul style="list-style-type: none"> • <i>Positive Greetings at the Door</i> • <i>Bellwork posted</i> 	<ul style="list-style-type: none"> • <i>Actively supervise small group activities</i> 	<ul style="list-style-type: none"> • <i>Teach, practice, reinforce transitions</i> • <i>Agenda posted</i> 	<ul style="list-style-type: none"> • <i>Use Active Supervision to predict triggers</i>

When We Teach

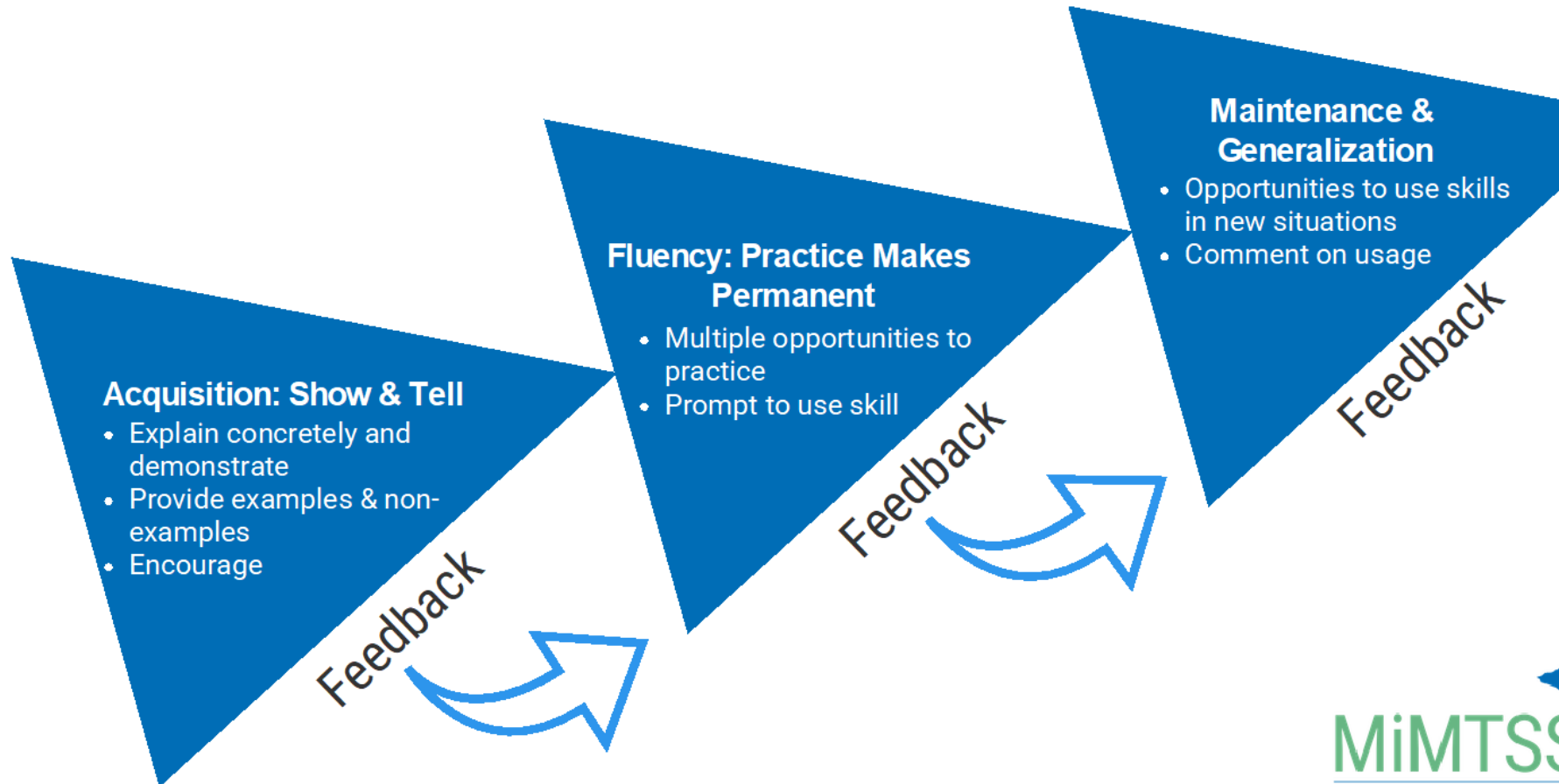
Teach **BEFORE**
there is a problem
behavior



How We Teach

Adapted from START & NCPMI

Stages of Learning



Possible SEBH skills

Social

- Handling conflict
- Asking for additional time on an assignment
- Helping others
- Disagreeing respectfully
- Sharing

Emotional

- Identifying emotions
- Identifying and using stress management strategies
- Goal setting

Behavior

- Following directions
- Working quietly
- Staying on-task
- Managing materials
- Staying in assigned area

What Teaching Looks Like

- Video 1 (<https://www.youtube.com/watch?v=a0op1QVf2PM&t=23s>)
- Video 2 (<https://www.youtube.com/watch?v=kSI4imt0dXg&t=37s>)
- Video 3 (https://drive.google.com/file/d/1A4-tOeYzhOnUswjrxHgLnRa_QGEJ6wf_/view)
- Video 4 (<https://www.youtube.com/watch?v=inFOCN4zGMU&t=5s>)



Activity 1

Pause and Reflect

- What was similar in the classroom examples?
- What was different?
- What skills did they reinforce?
- What would you change or what wonderings do you have?

Lesson Plan Components

- **Rationale** for why the expectations exist for the procedure or activity
- All of the **steps** of the procedure (make it overt)
- **Examples** of what to do and **non-examples** of what should not happen
- Opportunities for students to **practice with feedback**
- **Check for understanding** with feedback




Activity 2

- Review the *Example Lesson Plan: Exiting the Classroom* in your workbook
- Social, emotional, or behavioral skills?:
 - Wait for your row to be called
 - Use the class signal if you or a peer needs help
 - Use classroom calm down strategy of cube breathing
 - Pick up trash near your seat and place it in the trash
 - Keep good personal space between you and a peer in line

Visual Supports

Seatwork Procedures

1. Gather my supplies.
2. Get to work right away.
3. Work quietly the whole time.
4. Stay in my seat.
5. Raise my hand for help.




Northwest Early Elementary
MOUNTIE PROUD
Regulation Station
Voice Level 0



Safe	<ul style="list-style-type: none">• Keep body to yourself• Use materials appropriately
Respectful	<ul style="list-style-type: none">• Work quietly• Treat materials with care• Share if others are present
Responsible	<ul style="list-style-type: none">• Set the timer• Use Regulation Station for purpose of regulating• Clean up area

FOLLOWING INSTRUCTIONS

- Look at the person.
- Say "okay"
- Do what you have been asked right away.
- Check back



Example Content: Procedures

- Greet students at door (Social)
- Morning Mindfulness (Emotional)
- ELA writing stem (Social, Emotional, and Behavioral)
- After lunch brain break (Emotional and Behavioral)
- Daily gratitude (Emotional)
- Morning circles (Social and Emotional)
- Talk Moves (Social, behavioral)

Example Content: Daily SEBH Skills

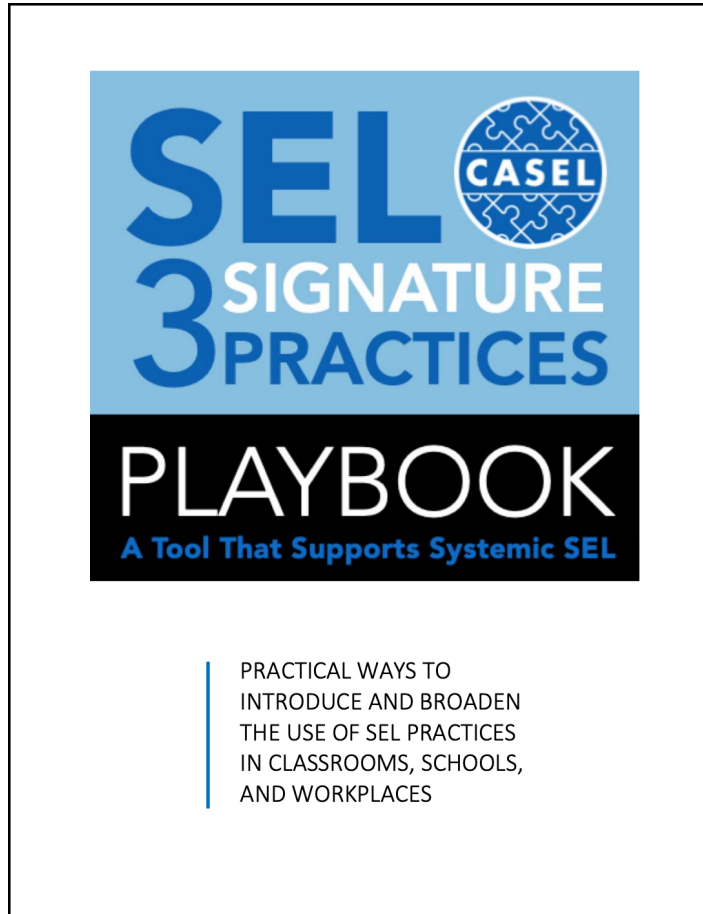
Themed Days

- Use a morning meeting or homeroom (secondary)
- Establish themes to support teaching SEBH skills
- Easier for consistency and planning

Example Weekly Themes

- Music Monday (social, emotional)
- Tell Me About it Tuesday (social)
- What Would You Do Wednesday (emotional, behavioral)
- Think Break Thursday (emotional, behavioral)
- Dad Joke/Fun Fact Friday (social)

SEL Signature Practices



Intentionally and explicitly help build a habit of practices through which students and adults enhance their SEL skills

1. Welcoming Activities
2. Engaging Strategies
3. Optimistic Closure

Summary

- Strategies need to be taught, modeled, practiced, and prompted to become routine
- Many of these can be embedded within the instruction of the day
- Keep it simple and start slow – be Present, not Perfect!

Activity 3

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for Teaching SEBH Skills in your classroom

Lesson Planning

- Stand-alone Lesson *or* Integrated Lesson
- Academic routine *or* SEBH routine
- Direct instruction *or* Video instruction

Consider Visuals

- Posted routines
- Talk Moves
- Transition prompts
- Voice level
- Non-verbal signals
- I feel...

Coaches/Administrators: What can you do to support teachers in implementing one of these practices and monitoring efforts?

References

- Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. www.pbis.org.
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