

Strengthening School-wide SEB Supports Implementation Plan

The items in the table are considerations and possible action items for a School Leadership Team that is strengthening and sustaining Social, Emotional, and Behavioral Supports.

Implementation Plan Items

Item Number	Component or Process	Action Items and Timeline
1	<p>Leadership Team Membership:</p> <ul style="list-style-type: none"> • Active involvement of the building principal • Coach supports ongoing meeting structures • Student and family participation • Mental Health or Community providers participation 	
2	<p>Effective Meeting Structures:</p> <ul style="list-style-type: none"> • The team meets on a regular basis and uses its time efficiently • Documents are stored in a shared space for easy access • Data is used for decision-making • A Communication Plan is developed and used 	
3	<p>Using Data:</p> <ul style="list-style-type: none"> • Reviewed regularly by the team and shared regularly with staff, family, and district team • Use multiple data sources to understand system inputs and is used to fix school systems, not the student's and their families. • Data to monitor staff wellness are collected and acted upon • SWPBIS TFI walkthrough is expanded upon to include additional practices (i.e., regulation strategies) 	

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4	<p>The Matrix:</p> <ul style="list-style-type: none"> • Was created or revised with input from diverse members of the community it serves, reflecting the cultural values of that community • Includes a column for emotional regulation • Promotes positive relationships • Is consistent across all school settings, including classrooms to create a safe, predictable climate for all students and critically important for students who have experienced trauma • Has a column for staff behaviors, to prompt consistency throughout staff, which can help manage biased responses (go into any VDPs?) • Is revised regularly 	
5	<p>Teaching, Modeling and Reteaching Materials:</p> <ul style="list-style-type: none"> • There is a school-wide schedule for teaching and reteaching the expectations that all staff have access to and follow • Teaching and re-teaching behavior and social skills occurs regularly, which provides consistency to ensure all staff and students understand and utilize the same language and skills. • Embedding the social-emotional skills into the teaching matrix allows teams to monitor progress of specific skills, thus ensuring that there is a process for measuring if the skills being taught are actually being used. • Re-teaching is consistently used as a replacement for punishment. This is highly important for students impacted by trauma. Punishment may be a trigger for a student to go into fight, flight or freeze and be re-traumatizing 	
6	<p>Monitoring and Feedback:</p> <ul style="list-style-type: none"> • A positive feedback system is established and provides adults with language and procedures for speaking respectfully to 	

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	<p>students and empowering student voice to encourage each other</p> <ul style="list-style-type: none"> • Social-emotional competencies are embedded not only in the systems for teaching (i.e., expectations, matrix, lesson plans), but also in the systems for acknowledgement and responding instructionally to errors. • Students across all identity markers report that adults proportionately provide asset-based feedback and that they can be their authentic selves 	
7	<p>Classroom SEB Practices Consistently Supported and Monitored:</p> <ul style="list-style-type: none"> • Building positive staff-student relationships (e.g., Positive Greetings at the Door) • Active engagement and Opportunities to Respond • Visuals (e.g., daily schedule, routines, checklists) • Regulation/calming strategies are taught, prompted, and reinforced • Positive and corrective feedback supports SEB skills • Classroom matrix is taught, prompted, and reinforced 	

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