



Overview of Tier 1 Schoolwide Social, Emotional, Behavioral Supports

Fall 2024

mimtsstac.org



Acknowledgments

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

- National Center on PBIS
- Midwest PBIS
- CASEL

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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 provides an overview of Tier 1 Schoolwide Social, Emotional, and Behavioral (SEB) supports for students in non-classroom settings, including the key components necessary for implementation. Participants will also be provided with readiness activities to help determine their next steps.

Intended Outcomes

- Build knowledge and understanding of Tier 1 Social, Emotional, and Behavioral (SEB) supports for non-classroom settings (schoolwide).
- Identify key teams and roles that support schoolwide Tier 1 SEB
- Explore readiness activities related to schoolwide Tier 1 SEB Supports



Poll 1

What describes you as a participant:

- I am attending with other team members from my School Leadership Team (SLT)
- I am attending as a representative of my SLT and hope to bring the information back
- I support SLTs in my district/ISD
- I am a principal or assistant principal
- Other

Agenda

- 1.0 Defining Social, Emotional and Behavioral (SEB) Supports
- 2.0 The Big Idea of Schoolwide SEB
- 3.0 Getting Started with Schoolwide SEB
- 3.0 MiMTSS TA Center SEB Supports
- 4.0 Wrap-Up and Next Steps

Poll 2

What previous experience have you had with School-wide SEB?

- None
- Exposure (i.e., attended a conference session on the topic)
- Novice (i.e., worked at a school that had some SEB/PBIS practices in place)
- Intermediate (i.e., have been on a leadership team and received training)
- Advanced (have been involved in depth with implementation and sustaining SEB)

1.0 Defining SEB Supports



Activity 1.1

- Think about a young person with whom you have a connection. What do you hope they will learn and be able to do to prepare for the world tomorrow?
- Write down at least 2 of your answers for future reflection.
- Share 1 idea in the chat.

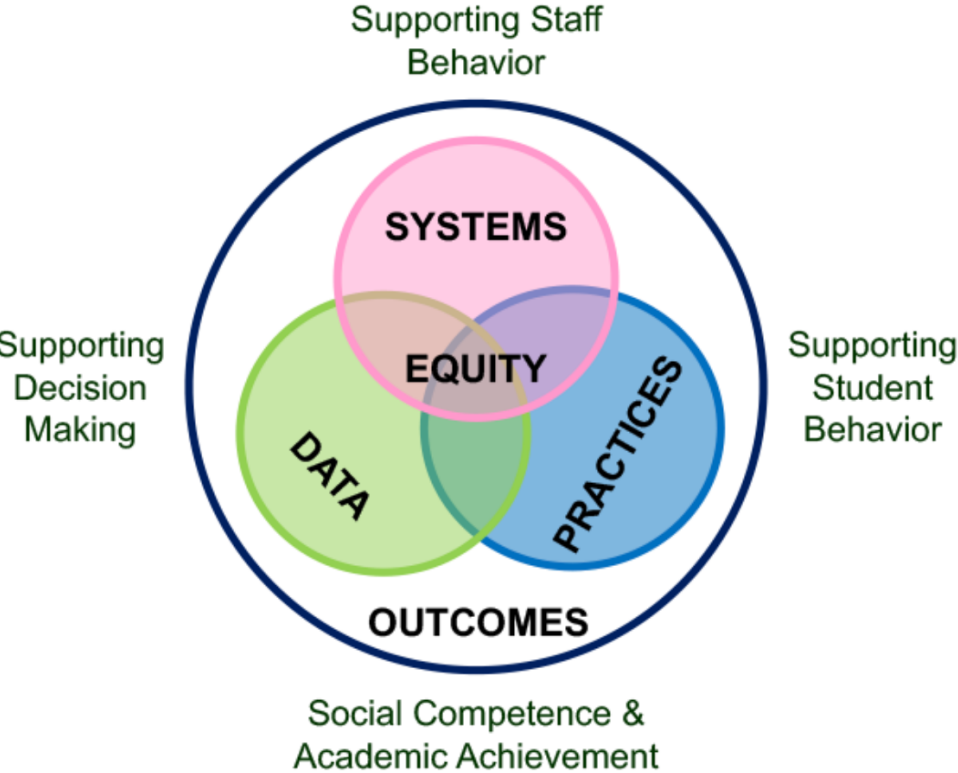
Social, Emotional, Behavioral (SEB) Supports

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

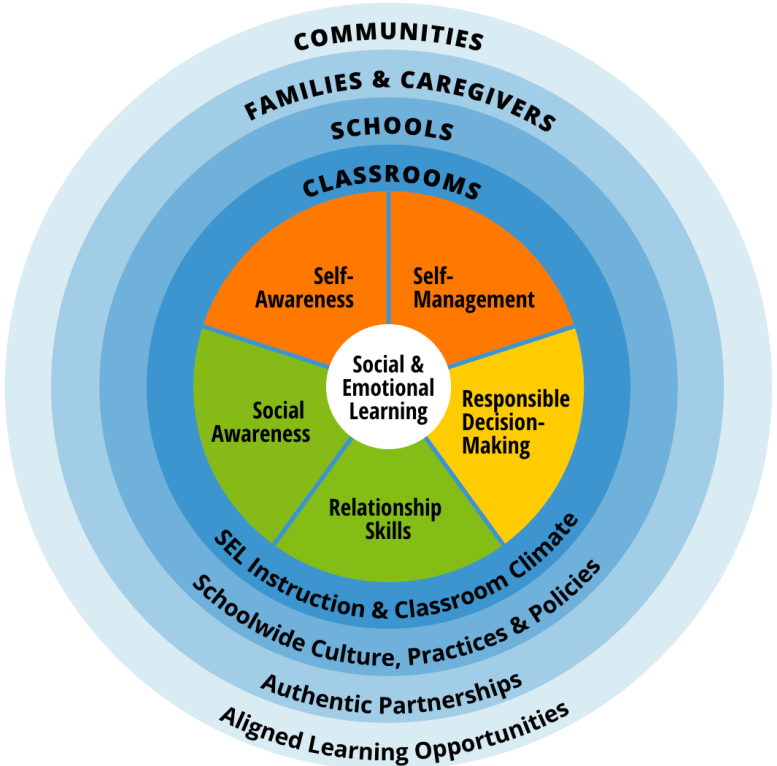
- Social – how we interact
- Emotional – how we feel
- Behavioral – how we act

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

SEB Supports: Leveraging the PBIS and SEL Framework



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(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

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



Activity 1.2

- Think about that young person that you have a connection with.
- Did your answers include any of the SEB supports?
- Would you add any of them to your previous ones?
- In what ways is your school supporting all students' social-emotional needs right now?

2.0 Big Ideas of Schoolwide SEB

Rethinking Practices

Traditionally:

- The relationships between students and adults in schools overwhelmingly focused on controlling students' behavior
- Punishment was used, leading to inequities in school discipline, increased truancy, mental health problems, etc.

Instead:

- Create a school environment and systems that reflects the community in which it is situated to set all students up for success
- Rely on teaching and skill development to support students with behaviors that may interfere with learning

Big Ideas of School-Wide SEB


1. Identify & define SEB expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish a continuum of responses to behaviors that includes teaching/re-teaching
6. Use data for decision-making

Identify & Define SEB expectations

- 3-5 expectations that articulate the values and behavioral concepts important in a school and its community
- Aligns with the school's mission statement
- Communicates behaviors that are desired for all staff and students and shows students how they can be successful
- Provides a consistent language for school staff, students, and families

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
 <p>VOYAGERS Staff Anchors</p>	<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.

Teach Behavior Expectations

- Systematizes instruction
- Supports staff and school continuous improvement process by having a tool that can be broken into measurable parts
- Addresses equity across classrooms, ensuring all students are receiving high-quality SEB support

Monitor Expected Behavior

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

Acknowledgement Guidelines

- Provide feedback for demonstration of school-wide expectations that are culturally responsive and sustaining
- Acknowledgements are for every student in the building
- Students are *ALWAYS* eligible to receive acknowledgements
- Refrain from threatening the loss of earned items away as a strategy for motivating school-appropriate behavior
- Provide more frequent acknowledgment for appropriate behaviors than inappropriate behavior (5-1)

Establish a Continuum of Responses

Systems for monitoring, interrupting, and discouraging interfering behavior include teaching and reteaching

- Consistency across staff and administration
- Predictability but not rigidity
- Clarity about what is handled in class vs. office
- Establish an efficient record-keeping system to allow rapid response to behavioral error patterns. (i.e. office referral for clearly defined problem behavior categories)

Using Implementation and Impact Data

- In order to understand the outcomes that we are getting, we need to consider the system in which those outcomes are situated
- Implementation (fidelity) data informs where we can improve our work to increase the impact (e.g., student outcomes) of our practices
- Using these two types of data supports decision-making

Measuring Impact

- Office Discipline Referrals, including suspensions and expulsions
- Social-Emotional screener
- School Climate Survey (available in PBIS Apps)
- Seclusion/Restraint
- Attendance
- Office or nurse visits (i.e., stomach aches)
- Time out of class, including buddy classrooms, hallway visits, etc.
- Student referrals for outside mental health supports or hospitalizations
- Michigan Profile for Healthy Youth (MiPHY) survey

Activity 2.1

- Consider the big ideas of School-wide SEB.
 - Identify & define SEB expectations
 - Teach behavior expectations
 - Monitor expected behavior
 - Acknowledge and encourage behavior expectations
 - Establish a continuum of responses to behaviors that includes teaching/re-teaching
 - Use data for decision-making
- Which of these do you feel your organization has solidly in place?
- What is one area that you think your organization will target for growth over the next year?

3.0 Getting Started with Schoolwide SEB Supports

Team-Based Leadership is an Essential Component of MTSS

- **School Leadership Team (SLT)** oversees the overall MTSS implementation (e.g., aggregated fidelity and outcome data across tiers)
- **Grade Level Team (GLT)** is responsible for Tier 1:
 - Universal Planning
- **Multidisciplinary Team (MDT)** is responsible for the Advanced Tiers:
 - Tier 2, **Intervention** using an evidence-based standard protocol intervention curriculum
 - Tier 3, **Intensifying Support**

MDE MTSS Practice Profile, 5.0 (2020)

Key SEB Implementation Team Members

- Administrator
- SEB Coach/Facilitator
- 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)

Consider Expanded 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)

Port Huron Area School District: Student Voice



District Team Functions to Support SEB

- Oversees the development and use of a district implementation infrastructure to support schools in their use of effective SEB practices:
 - Shapes district processes and procedures to select and use SEB practices
 - Engages in district data analysis to support implementation
 - Ensures communication amongst groups/teams across the district
 - Ensures meaningful participation from multiple and diverse stakeholders

ISD Support


- Provides support to schools or districts in a variety of areas specific to SEB:
 - Training
 - Coaching
 - Data systems and coordination
 - ...and more!
- A successful SEB MTSS framework is aligned across the educational cascade

Activity 3.1

- Reflect on the personnel and teams required to successfully implement SEB practices within an MTSS framework.
- From the list below, what is an area you see as an immediate need you would like to target?
 - Building Teams (e.g., School, Grade-level, and Multidisciplinary)
 - District Team
 - ISD supports (e.g., training, coaching, data)
 - Community, Family and Student involvement

4.0 MiMTSS TA Center SEB Supports

Exploring Schoolwide SEB Supports



Michigan's Multi-Tiered System of Supports Technical Assistance Center
August 2024 – Version 1

Exploring Schoolwide SEB Supports

This document provides possible readiness activities, as well as a recommended training sequence, for MiMTSS TA Center system training in Social, Emotional, and Behavioral (SEB) Supports.

Readiness Activities

Implementing SEB supports requires thinking about the systems, practices, and data. The following are possible activities to build readiness within your school or district.

Systems

- Consider what schools are ready to focus on this work.
- Begin developing staff buy-in through a staff buy-in presentation.
- Identify individuals who will be on the School Leadership Team (SLT).
- Identify who has the time and expertise to be a Systems Coach for the SLT and who will provide coaching for teachers.
- Determine how to ensure meeting time is available for the SLT to meet at least monthly.


Practices

- Complete an [Initiative Inventory](#) to take stock of current intervention materials, programs, or strategies used in your schools.
- Complete a [Review and Selection Process](#) for evidence-based standard treatment protocol social, emotional, and behavioral interventions to meet the common needs for students in your district/school.
- Provide an overview of SEB Supports to staff; consider the [Big Ideas of PBIS Overview](#).
- Identify one teaching team and Classroom Coach to attend Tier 1 Classroom SEB Supports and encourage them to share their experience with others.
- Take stock of current curriculum materials, programs, or strategies used in your classrooms that address behavior and social-emotional competencies.


Data

- Read and discuss the "[Reframing a Screening Process to Promote Safe & Inclusive Learning Environments that Support Each and Every Learner](#)" to assist in the review and selection of an SEB screener
- Determine what implementation (fidelity) and impact (outcome) data is already being collected within your program and where gaps might exist.

1



Implementation Plan




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

Implementation Plan: School-Wide SEB Supports

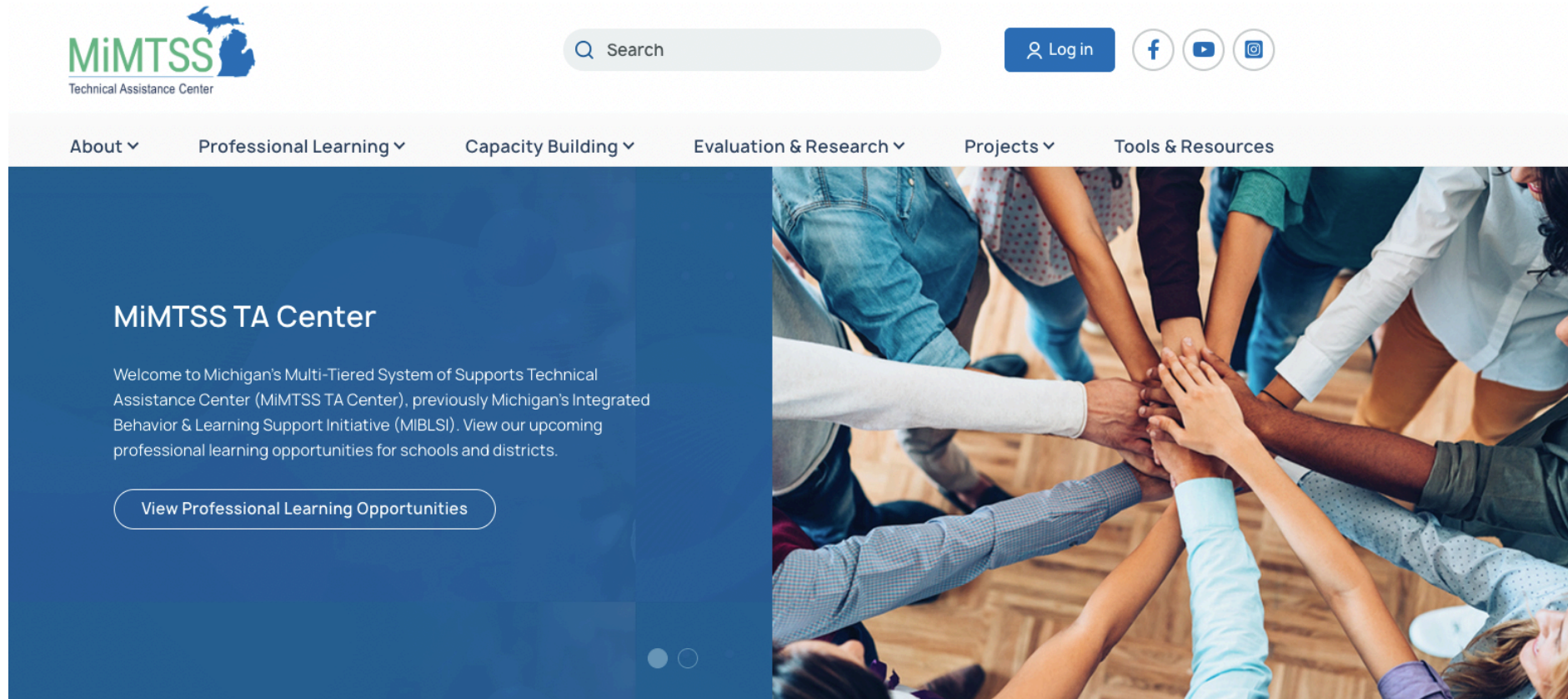
The activities listed guide teams in the installation and implementation of School-wide Social, Emotional, and Behavioral Supports.

Table 2. Record activities to support the installation of School-wide SEB Supports

Activity	By Whom	By When	Status
1. School Leadership Team is established and representative of diverse and multiple perspectives			
2. Monthly meetings scheduled for School Leadership Team			
3. Communication plan and feedback loops are developed between SLT, staff, students, and families			
4. Develop an introduction to SEB supports for staff and plans for when and how to present the introduction			
5. Present Introduction to SEB supports			
6. Develop a compelling why for the work and establish buy-in and commitment with staff			
7. Create a plan to obtain input and participation of developing 3-5 school-wide SEB expectations with staff, students, and families			
8. Develop the SEB matrix with input from staff, students & families			
9. Create lesson plans for teaching expectations in each setting with input from staff			
10. Create a schedule for teaching the lessons for expectations with staff input			
11. Create plan with staff for monitoring SEB expectations school-wide			
12. Determine a schedule for assessing fidelity (SWPBIS Tiered Fidelity Inventory)			
13. Deepen staff learning around using discipline referrals as a data source and ensure the behavior referral form is easy to access and easy to fill out			
14. Work with staff to ensure interfering behaviors are clearly defined and understanding of office vs. staff managed behaviors is established			



MiMTSS TA Center Website



MiMTSS Technical Assistance Center

The MiMTSS TA Center supports educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

The MiMTSS TA Center Website

- Go to www.mimtsstac.org
- Click on “Professional Learning Opportunities”
- Select “Upcoming and Current”
- Filter the “Search Category” to search for Social, Emotional, Behavioral (SEB)



Technical Assistance Center

Welcome to the MiMTSS TA Center Online Registration System!

If you have never registered for an event in our new system, you must create a user account (upon registering). **Note: this is a new registration system as of June 2024, so you must create a new account if you haven't done so already.** If you already have an account in our new system, please do not create another one. Each registrant must have their own account.

Check out this brief video to learn about this training and event registration system, including how to view events, log in to the system, and access event communications: [MiMTSS Training and Event Registration System Tutorial](#)

Statewide Event Policies

Registration priority: Registration priority is given to Michigan educators. Those outside of Michigan are welcome to register for sessions but may be asked to unenroll from sessions that become full.

Registration confirmation: Please ensure you have received a confirmation email upon registering for an event. You may not be properly registered to attend the event if you did not receive an email confirmation. Please direct questions regarding registering for an event to info@mimts.org.

Registration Policy: Once the registration window has closed, we are unable to add participants to the training events.

All Categories

- *All Events
- Advanced Tiers
- Continuous Improvement
- District Infrastructure
- Early Childhood PBIS/Pyramid Model
- Family Partnerships
- Integrated Model (Academics and Behavior)
- Literacy: Elementary
- Literacy: Intermediate
- Literacy: Secondary
- Measures and Data Systems
- MTSS Neutral
- Social, Emotional, Behavioral (SEB)

View/Search Events

Clear All





Activity 4.1

- Take a moment to explore the MiMTSS TA Center website
- In the chat, share one professional learning session that would benefit your organization's development of SEB supports

Access Additional Professional Learning from the MiMTSS TA Center

- **Community of Practice: SEB and PBIS Implementers**

- September 20 & 7 November 24, 2024
- January 29 &, April 25, 2025
10:30 a.m. - 11:30 a.m. EST

- **Strengthening Schoolwide SEB Supports**

- October 30, 2024.
9:00 a.m. - 12:00 p.m.

- **Schoolwide SEB Supports Leadership Team**

- October 3, 2024: Orientation
10:00 a.m.- 11:30 a.m.
- October 15, & 23,2024: Team Sessions
9:00a.m -12:00 p.m.

4.0 Wrap Up and Next Steps



Next Steps

- Consider who would benefit from today's learning in your organization.
 - Make a plan to communicate key concepts and information
- Complete the “Exploring Schoolwide SEB Supports” readiness activities
- Sign up for professional learning through the MiMTSS TA Center website

References

- Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan
- Sugai, G., Horner, R., & Gresham, F.,(2002). Behaviorally Effective School Environments. In Shinn, M, Walker, H and Stoner, G (Eds.) Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches (pp 315- 350).Bethesda, MD: NASP Publications
- Eber, L., Barrett, S., Perales, K., Jeffrey-Pearsall, J., Pohlman, K., Putnam, R, Splett, J., & Weist, M.D.(2019). Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide. Center for Positive Behavior Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.