



School-Wide Social, Emotional, Behavioral Health (SEBH) Supports

Session 1 of 2

2026

mimtsstac.org

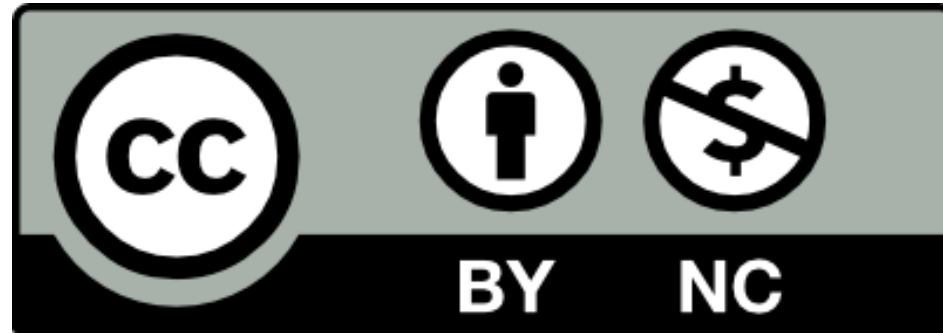


Acknowledgments

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

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

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Group Agreements

We are Responsible

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

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Think-Pair-Share, team discussion, role play, etc.

Training Evaluation

- 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

Evaluation Questions

Thank you for participating in today's session, hosted by the MiMTSS Technical Assistance Center. This feedback survey should take less than 5 minutes to complete. We would like to understand your experience as a learner to ensure that professional learning sessions are relevant, high quality, useful, and promote equity. Results will be used to make improvements to professional learning and for reporting to TA Center funders and partners.

The session was of high quality.

Comment

The session was relevant to my current work.

Comment

I intend to use what I learned in this session in my work.

Comment

The session provided opportunities for active engagement, including opportunities to respond (e.g., chat, polls, practice, etc.), interact with others (e.g., discussion, breakout rooms), and make connections to my context (e.g., time for reflection, processing, planning).

Comment

Images, examples, stories, and wording represent the diversity and strengths of learners and educators in Michigan.

Comment

Team Roles

- **Facilitator:** lead discussions and activities to keep the team moving forward
- **Recorder:** keep written documentation of key discussion points, decisions, and next steps
- **Time-Keeper:** keep track of time and bring the team back together



Purpose

Supporting schools to install or strengthen Tier 1 Social, Emotional, and Behavioral Health (SEBH) supports and enhance existing school-wide systems and practices with the use of data to **increase time spent on academic instruction** by increasing positive, prosocial school behaviors.

Intended Outcomes

- Understand the core principles, benefits, and implementation strategies of SEBH supports
- Create products relevant to your setting that will increase your capacity to lead the implementation of these supports effectively

Session 1 Agenda

1.0 Defining Social, Emotional, Behavioral Health (SEBH) Supports

2.0 Effective Team Structures

3.0 Developing and Teaching SEBH Expectations

Lunch Break: 12:00 – 12:45

4.0 Developing and Teaching SEBH Expectations

5.0 Acknowledgement Systems

6.0 Team Time and Next Steps

Getting Ready

Guided Workbook: School-Wide SEBH Supports

- School-Wide SEBH Implementation Plan
 - List of activities to guide teams in the installation and implementation of School-wide SEBH Supports
- Solution-Focused Reflections
 - Framework to consider your setting's context
- School-Wide PBIS Tiered Fidelity Inventory (SWPBIS-TFI)
 - Fidelity tool that guides implementation and sustainability of SEHB Supports

1.0 Defining Social, Emotional, Behavioral Health (SEBH) Supports

Social, Emotional, Behavioral Health (SEBH) Supports

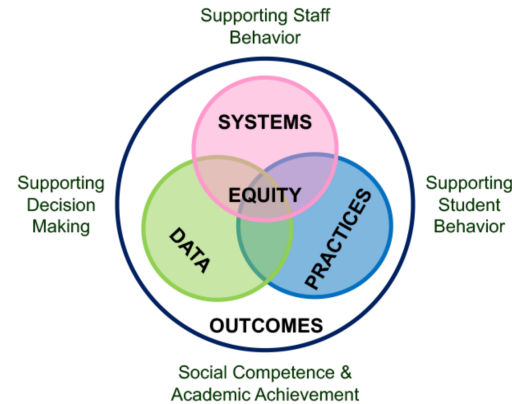
Promote **well-being** and **mental health**:

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

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



SEBH Supports: Leveraging PBIS and SEL

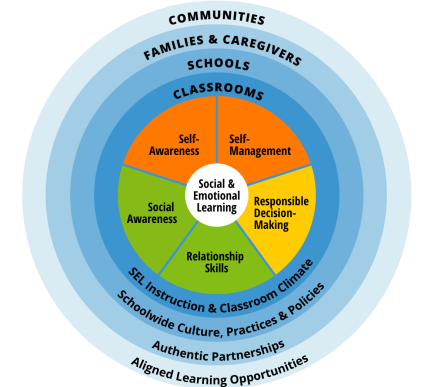


PBIS Big Ideas

1. Identifying and Defining SEBH Expectations
2. Teaching SEBH Expectations and Skills
3. Monitoring SEBH Expectations
4. Acknowledging Expected SEBH Skills
5. Responding to Interfering SEBH Skills
6. Collecting and Using Data

SEL Competencies

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making



Benefits of Implementing SEBH Supports

Student

- Academic achievement
- Prosocial behaviors
- Decreased emotional stress
- Reduced alcohol and other drug use
- Promotes future readiness
- Positive peer interactions

School

- Decreased bullying
- Improved attendance
- Increased sense of safety
- Decreased racial inequities
- Decreased discipline referrals
- Promotes consistency and school community

Teacher

- Reduction in teacher burnout
- Increased well-being
- Lower job-related anxiety
- Improved relationships and classroom management

Supporting ALL

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



Activity 1.1

Reflect on the previous slides describing SEBH Supports and review the *SEBH Solution-Focused Reflections* document in the Guided Workbook

- We'll do this one together
- Come together as a team. Make notes in your Implementation Plan



Activity 1.1 *cont.*

Solution-Focused Reflection #1

1. Independently choose your ranking
2. List reasons independently or as a team
3. Compile ideas and make notes in your Implementation Plan

2.0 Effective Team Structures

SWPBIS Tiered Fidelity Inventory Connections

Version 2.1

- 1.1 Team Composition
- 1.2 Team Operating Procedures
- 1.10 Faculty Involvement
- 1.11 Student/Family/Community Involvement

Version 3.0

- 1.1 Team Composition
- 1.2 Team Operating Procedures
- **1.11 Established Priority**
- 1.14 Faculty and Staff Engagement
- 1.16 Family and Community Engagement

Role of School Leadership Team

- Plans and coordinates implementation efforts within the school
- Engages in school-wide data analysis to support implementation
- Ensures communication amongst different groups/ teams within the school and across the district
- Ensures meaningful participation from multiple and diverse perspectives of staff, students and families

Team Membership

- Administrator
 - SLT Coach
 - Representation across grade level and departments
 - Mental Health/Community provider
 - Family member and Student voice
- Individuals with expertise in:
 - ⑩ Behavior
 - ⑩ Academic instruction
 - ⑩ Equity
 - ⑩ Physical health
 - ⑩ Data systems
 - ⑩ Operations of the school

Family Representation and Meaningful Participation

Non-examples:

- A family member 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

Student Involvement

- Critical for this work to be successfully implemented and sustained
- Gather input from students as each component of the system is developed
- Leverage students to develop products that promote SEBH supports

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

*SLT Operating
Procedures Template*
available in workbook

Implementation Plan

- Road map for your SLT
- Suggested activities provided
- Our collection spot for notes today and tomorrow

*Implementation
Plan document
available in
workbook*



Activity 2.1

Solution-Focused Reflection #2

- Considerations
 - Who do we have? Who is missing?
 - How can we ensure attendance?
 - Student and family involvement?

Record Actions or Ideas in the Implementation Plan

Staff Involvement and Communication

Work to create a system that represents your school community, not just the SLT:

- Orient the staff to the work of the SLT
 - Share benefits for staff and students
 - Ensure staff ownership and collaboration
- Add SEBH as a regular agenda item at staff meetings (provide updates on the work and/or opportunities to get input)
- Provide regular communication and input opportunities for staff and students

Activity 2.2

Choice Board: Staff Introduction

- Explore the resource folder for introducing or reinforcing SEBH supports to staff
- Discuss with your team which resources might work best
- Record ideas or action items in your Implementation Plan

| | |
|--|--|
| Staff new to SEBH? | Staff more familiar with SEBH? |
| <u>SW-SEBH Readiness for Staff: Slide Deck</u> | <u>Four Corners Activity</u> |



Product Development Time 1

- Take this time to organize, adapt, or create products relevant to your setting.
- Use the SLT Operating Procedures template as a starting point.

3.0 Developing SEBH Expectations

SWPBIS Tiered Fidelity Inventory Connections (Expectations)

Version 2.1

- 1.3 Behavioral Expectations
- 1.4 Teaching Expectations
- 1.8 Classroom Procedures

Version 3.0

- 1.3 Schoolwide Expectations
- 1.4 Schoolwide Expectations Taught
- 1.9 Schoolwide Practices used in Classrooms
- 1.10 Classroom Practices

Behavioral Expectations

- **Identify 3-5 Expectations:** *1 word each makes it easy to remember them!*
- **Short statements:** *global, not specific behaviors*
- **Positive Statements:** *“what to do, not what to avoid doing”*
- **Applicable for all people:** provides consistent language for school staff, students, and families
- **Examples:** *Respectful, Safe, Responsible, Kind, Friendly*

Examples





Activity 3.1

School-wide Expectations?

- Not Developed: Review and discuss the three possible approaches for developing expectations
- In Development: Identify the approach or mixture of approaches your setting is using
- Developed/Implemented: Identify the approach or mixture of approaches your setting used
- Consider running an informal TFI walkthrough assessment

Record Actions or Ideas in the Implementation Plan

Define Expectations in a Matrix



Houghton Lake Middle School



"It's GREAT to be in the MIDDLE!"

| | Cafeteria | Office | Arrival/ Departure | Classroom | Hallway | Restroom | Playground | School Events/ Extra- Curricular |
|-------------|--|---|--|--|---|---|---|---|
| Responsible | <ul style="list-style-type: none"> Know and use your ID number Clean up after yourself | <ul style="list-style-type: none"> Know your phone number and address | <ul style="list-style-type: none"> Arrive and exit on time Enter only through appropriate door Go straight to the cafeteria or outside. Save your locker for later | <ul style="list-style-type: none"> Bring materials and assignments to class Show up on time | <ul style="list-style-type: none"> Keep floors and lockers clean Be on time | <ul style="list-style-type: none"> Go, Flush, Wash, Leave Use soap and supplies appropriately Report unsafe conditions | <ul style="list-style-type: none"> Line up when the whistle blows Put equipment in bag and bring in | <ul style="list-style-type: none"> Be on time and have a ride home Put away cell phones until after the event |
| Respectful | <ul style="list-style-type: none"> Use kind words; "please," "thank you," and "no, thank you." | <ul style="list-style-type: none"> Use kind words; "please," "thank you," and "no, thank you." | <ul style="list-style-type: none"> Say "Good morning" to staff and keep moving Voice Level 0-2 | <ul style="list-style-type: none"> Listen when anyone else is talking Wait your turn to speak Use kind words; "please," "thank you," and "no, thank you." | <ul style="list-style-type: none"> Go around when others are talking Use kind words Voice Level 0-1 | <ul style="list-style-type: none"> Put garbage in the garbage can; TP down the toilet; Water in the sink Voice Level 0-1 | <ul style="list-style-type: none"> Use kind words Resolve conflicts without hurting feelings | <ul style="list-style-type: none"> Clean up materials, garbage, etc. Say "please," "thank you," and "no, thank you" |
| Safe | <ul style="list-style-type: none"> Keep hands, feet and belongings to self WALK on the right | | <ul style="list-style-type: none"> Keep hands, feet and belongings to self WALK on the right Face forward | <ul style="list-style-type: none"> Stay in your class until your teacher dismisses you Sit with all four chair legs on the floor. | <ul style="list-style-type: none"> Keep hands, feet and belongings to self WALK on the right Face forward Go through doors on the right-hand side | <ul style="list-style-type: none"> Keep hands, feet and belongings to self Go directly to the stall; Honor others' privacy | <ul style="list-style-type: none"> Keep hands, feet and belongings to self | <ul style="list-style-type: none"> Keep hands, feet and belongings to self WALK in the hallways Stay in supervised areas |
| Engaged | | | <ul style="list-style-type: none"> Pay attention to time so you get to class on time Put phones away | <ul style="list-style-type: none"> Look at the person speaking TRY | <ul style="list-style-type: none"> Pay attention at corners and doorways | | <ul style="list-style-type: none"> Include others in games and activities | <ul style="list-style-type: none"> If you are participating, try your hardest If you are watching, cheer for your school! |

Benefits of a School-wide SEBH Matrix?


- Focus for establishing setting-specific social, emotional, and behavioral expectations throughout the school
- Common language to help staff, students, and families
- Clarification of what each SEBH expectation looks like
- Foundation for lesson plans, instruction, and acknowledgement

Developing the Matrix

- Your matrix should reflect the current school community
 - Ensure students have meaningful opportunities to share what they want to see in the matrix
 - Consider the successes and challenges your families, students, staff, and community are navigating
 - Include language that is supportive of the various cultures and identities
- 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

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. |



Activity 3.2

Solution-Focused Reflection #2

- Individually review the two example matrices in your *Guided Workbook*
- Consider
 - Is there an existing matrix in your school? Modify? Start fresh?
 - Does it include “Staff Anchors” or staff expectations?

Record Actions or Ideas in the Implementation Plan



Lunch Activity

- Organize your individual/team notes
- Enter action items into Implementation Plan

4.0 Teaching SEBH Expectations



Activity 4.1

Whip Around:

- Take turns sharing one way social, emotional, or behavioral skills are already taught in your building

Teach SEBH Expectations

- Teach in the actual settings where behaviors are to occur
- Teach both the words and the actions
- Build a social culture that is predictable and focused on student success
- Use examples and non-examples
- Students practice and receive feedback

How to Accomplish This

1. Use your behavior matrix to develop lesson plans
2. Develop a schedule for teaching the lesson plans
3. Teach initial lessons and refresher lessons

SEBH Lesson Plans

- Rationale
- Steps
- Expectations (social, emotional, and behavioral skills)
- Examples and Non-Examples
- Practice
- Check for Understanding

Lesson Plan Examples
available in workbook

How Have Other Schools Developed Lesson Plans?

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

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 staff/community members are helping teach the lessons, be sure to include them in the practice

Teaching Schedules

Initial

- Taught in **all** locations to **all** students using the lesson plans
- Occurs annually
- Options include:
 - First week of school – every day
 - First month of school – once a week on a designated day

Reteaching

- Could be intensive in **all** locations for **all** students or **specific** locations for **specific** expectations
- After an extended break
- Prior to a particular event
- As needed based on data

Activity 4.2

Complete SEBH Solution Focused Reflection #4

- How could your team get teacher/staff involvement in this process?
- How could you leverage your school community to ensure that lessons have input from people representative of the student demographics?
- Review the *Example Lesson Plans* and *Example Teaching Schedule*

Record Actions or Ideas in the Implementation Plan



Product Development Time 2

- Take this time to organize, adapt, or create products relevant to your setting
- Use the sample lesson plans and teaching schedules as a starting point

5.0 Monitoring Behavior Expectations



Activity 5.1

- Discuss with your shoulder partner:
 - Why is it important to actively monitor students in the common areas (e.g., hallways, cafeterias, restroom, etc.)
- Considerations:
 - How does it improve student safety?
 - How does it support positive behavior and prevent bullying?
 - How does it foster a sense of community?

Be prepared to share out your discussion.

Monitoring Behavior Expectations

- Provide opportunities for staff to:
 - Interact with students
 - See firsthand what our students are doing
 - Build positive relationships
 - Proactively reinforce expectations
 - Acknowledge/correct behaviors
- Reminder: Intentionally monitor proportionately for all groups of students

Develop a Plan for Monitoring

- Take stock of current practices around monitoring
 - *Common Area Observation Form*
 - Share *Active Supervision Recommendations* with staff and collaborate on supports needed to implement
- Consider mapping to prioritize areas to focus on monitoring
- Support staff to build awareness in providing proportionate monitoring

Mapping

- Take a map of your school, playground, or entire facility
- Mark zones or paths for monitoring
- Indicate where “blind spots” might be
- Indicate areas for additional monitoring

Activity 5.2

Complete SEBH Solution Focused Reflection #5

- How are areas currently monitored in your school?
- Which items on the form does your school do well in? Which areas do you anticipate needing improvement?
- What would be your first step to developing or improving a monitoring system?

Record Actions or Ideas in the Implementation Plan

6.0 Wrap Up and Next Steps

Activity 6.1: Let's tie Day 1 together

Using your Solution Focused Reflections and Implementation Plan, as well as:

- Effective Team Structures
- Identifying/Defining SEBH Expectations
- Teaching Expectations
- Sample Lesson Plans

Possible products:

1. Review samples and note steps in your implementation plan
2. Personalize your Matrix template or create a sample matrix
3. Personalize your Lesson Plan template or create a sample lesson

Session 2 Preview

- Building Acknowledgement Systems
- Understanding and Responding to Interfering Behaviors
- Using and Sharing Data
- Coaching and Training Systems

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>