



# Tier 1 Social, Emotional, Behavioral Supports Non-Classroom Settings

## Session 1

Winter 2023/24

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

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

- National Center on PBIS
- Midwest PBIS

# 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
- I am a principal or assistant principal
- Other

## Purpose

Supporting schools to install or strengthen Tier 1 Social, Emotional, and Behavioral (SEB) supports and enhance existing school-wide systems and practices with the use of data and an intentional focus on social-emotional, trauma-informed, and equity concepts in order to **increase time spent on academic instruction** by increasing positive, prosocial school behaviors

# Intended Outcomes

- Build knowledge and understanding of School-Wide SEB (PBIS and SEL Frameworks)
- Identify ways to create or expand your School Leadership Team
- Define the next steps in creating SW behavior expectations and teaching the expectations within the SW-SEB system
- Explore and identify ways to intentionally seek input and participation from staff, students, and families with diverse perspectives when developing school-wide behavior expectations and creating the Tier 1 behavior system

## Beginning with the End in Mind

- The target for implementation is a “Kickoff” of your school-wide SEB systems when you are ready, traditionally in the Fall when school begins
- This training and the resources provided, particularly the Implementation Plan and Critical Checklist, are meant to provide a roadmap to installing and implementing SW-SEB Systems.
- The examples from other Michigan schools are provided, so you don’t have to start from scratch. Feel free to modify and make them your own

# Agenda

- 1.0 Defining SEB Supports
- 2.0 Effective Team Structures
- 3.0 Identifying and Defining SEB Expectations
- 4.0 Teaching Expectations
- 5.0 In-put and Feedback from staff, students, and families
6. Wrap-Up and Next Steps

# Getting Ready

- Guided Workbook: School-wide SEB Supports
  - This will be referenced throughout the training and is a resource for you to support installation work back in your school(s)
- Note Catcher
  - Your own copy to record ideas and next steps
- Group Google Doc
  - Common space to share ideas and use as a resource after the training series

## Poll 2

What previous experience have you had with School-wide SEB?  
(previously called SW PBIS)

- 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 Social, Emotional, Behavioral Supports

# Social, Emotional, Behavioral (SEB) Supports

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

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

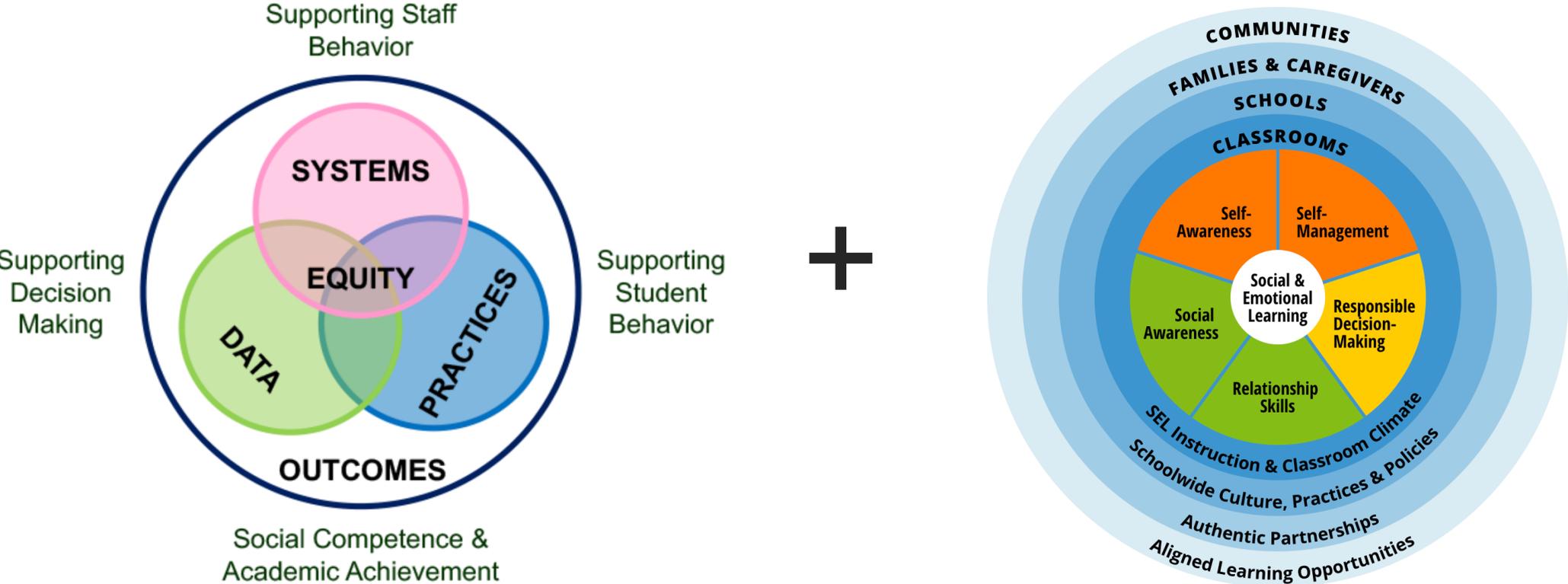
(U.S. Dept. of Ed., 2021)

## 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

# 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

# Core Practices

1. School-wide expectations and SEB Skills defined
2. Teaching SEB expectations and skills
3. Acknowledging SEB skills
4. Responding to interfering behavior
5. Collecting and Using Data

# What about Classroom SEB Supports?

- Classroom SEB is a microcosm of the school-wide system
- Core practices are the same, but there are contextual components
- Classroom SEB Supports are addressed in a separate training series



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# Activity 1.1

- Reflect on the previous slides describing SEB Supports
- Unmute and share or add in the Group Google Doc (or both!)
  - In what ways is your school supporting all students' social-emotional needs right now?
  - Where do you hope to get support in this training?

## 2.0 Effective Team Structures

Guided workbook pp. 5-10

## School Leadership Team

The Tier 1 team represents multiple and diverse perspectives to co-create the systems and practices for Tier 1 support. This team is responsible for uncovering strengths and needs by monitoring school and community data, ensuring students receive equitable access to these supports, and evaluating overall effectiveness. To create a more equitable/inclusive environment, an expanded team is needed.

# 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

# Student Involvement

- Student involvement will be critical for this work to be successfully implemented and sustained
- Involve students from the beginning in the work of your leadership team and let them do the marketing with their peers, especially at the secondary level
- Formalize communication and feedback loops with students and families now

# Port Huron Area School District: Student Voice



## Including Mental Health Providers

Including Mental Health Providers directly into the SLT in a single system of delivery has shown great benefits for all students

- Does your district/school work directly with a community MH provider?
  - If yes, how is your school/district integrating the services?
  - If not, is your school ready to explore the possibility?
- TA Center training Spring 2024: Integrating MH Services Across the Tiers
  - A possible resource to take back to your school for exploring next steps

# 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

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### 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)

## 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

## The SEB Implementation Plan

- Guides the SLT's discussion and identification of action steps
- Provides a means for the SLT to hold themselves accountable for accomplishing the activities within identified timelines

**Refer to the Implementation Plan today and record activities as they come up**

## Activity 2.1

- Review the *SLT Operating Procedures*
- Unmute and share or add in the Group Google Doc
  - **Team in place:** what concepts can be shared to strengthen the team membership or the team structures?
  - **No team in place:** how can you use this document to support the team's creation?
- Add ideas or next steps into your *Note Catcher*

# 3.0 Identifying and Defining SEB Expectations

Guided Workbook pp. 13-17

## Recall: 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

# School-wide Social-Emotional Behavior Expectations

- 3-5 expectations that articulate the values and SEB concepts important in a school and its diverse community
- Aligns with the school's mission statement
- Communicates SEB skills 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

## Options for Developing School-wide SEB Expectations

- Actively involve staff, students, and families with diverse perspectives
- Lists of values and pro-social behaviors with weighted voting
- Staff, student, and family surveys
- Build on an existing character education program in your school
- Refer to the examples in the workbook

# School Matrix

Your matrix should reflect the current school community

- Has your current student population had meaningful opportunities to provide feedback on the school matrix
- What successes and challenges are your families, students, staff, and community navigating?
- Does your matrix include language that
  - is supportive of the various cultures and identities
  - Includes social-emotional competencies

**Think of your school-wide matrix as a living entity**

# Creating an Inclusive Environment

- Including multiple and diverse perspectives as a part of the process of developing behavior expectations creates common language that centers the lived experiences of the community in which the school is situated
- 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
- Behavior expectations should look differently than what they traditionally have been in order to center equity and meet the current needs of students

# 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
<b>Safe</b>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> <li>Report problems to teacher</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated at all times</li> <li>Keep body inside the bus</li> <li>Feet on floor</li> <li>Report problems to driver</li> </ul>	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Hands and feet to self</li> <li>Report all spills</li> </ul>	<ul style="list-style-type: none"> <li>Stay in personal space</li> <li>Hands and feet to self</li> <li>Use materials and equipment as asked by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> <li>Walk-in the hallway and down each stair</li> <li>Use the handrails</li> </ul>	<ul style="list-style-type: none"> <li>Stay in school playground area</li> <li>Walk on the sidewalks</li> <li>Ro Sham Bo for solution</li> </ul>	<ul style="list-style-type: none"> <li>If you are in an unsafe situation, walk away and find a close trusted adult for help</li> <li>Calmly ask for a break or movement to calm down location</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Use &amp; flush</li> <li>Wash &amp; dry hands</li> <li>Voice level 1</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the bus when it has stopped</li> <li>Backpack in lap</li> <li>Voice level 1</li> </ul>	<ul style="list-style-type: none"> <li>Eat your own food</li> <li>Clean up table and floor</li> <li>Voice level 2 in lunch line</li> </ul>	<ul style="list-style-type: none"> <li>Complete work on time</li> <li>Take home and return homework and parent notes daily in a backpack.</li> <li>Voice level as asked by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Single file line</li> <li>Go directly to your location</li> <li>Voice level 0</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Follow rules of play</li> <li>Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Display responsible behavior and helpful talk with peers and adults.</li> <li>When frustrated or stressed, choose to use an appropriate calming strategy.</li> <li>Accept praise and consequences</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Allow others privacy</li> <li>Take turns</li> <li>Be quick</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> <li>Food and drink in a backpack before entering the bus</li> </ul>	<ul style="list-style-type: none"> <li>Raise hand to leave the table</li> <li>Use kind words and actions</li> <li>Place trash in cans</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom procedures and directions</li> <li>Raise hand for permission</li> <li>Use kind words and actions</li> <li>Ask permission to leave the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Stay to the right</li> <li>Respect artwork and posters hanging on the walls.</li> </ul>	<ul style="list-style-type: none"> <li>Hands and feet to self</li> <li>Use kind words and actions</li> <li>Two-minute warning, whistle twice, line up whistle three times</li> </ul>	<ul style="list-style-type: none"> <li>Use respectful talk when working through a disagreement</li> <li>Use positive self-talk</li> <li>Recognize and understand others point of view</li> </ul>
 <p><b>VOYAGERS</b> Staff Anchors</p>	<ul style="list-style-type: none"> <li>Staff will stand by bathrooms to monitor the noise and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will actively supervise all students and ensure appropriate behavior.</li> <li>Staff will be at their designated post</li> </ul>	<ul style="list-style-type: none"> <li>Staff will arrive on time and pick up students on time</li> <li>Staff will walk students directly into the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Staff will supervise groups of students at all times</li> <li>Staff will be prepared for class (Daily schedule posted and Planbook up to date)</li> </ul>	<ul style="list-style-type: none"> <li>Staff will utilize behavior-specific praise and Anchor Bucks.</li> <li>Staff will monitor students by being at their doors and in the hallway actively supervising</li> </ul>	<ul style="list-style-type: none"> <li>Staff will practice active supervision</li> <li>Staff will participate/play with their students (Playworks)</li> </ul>	<ul style="list-style-type: none"> <li>Staff will display appropriate talk when speaking with other adults in all school settings</li> <li>Staff will step away from a situation when they are feeling overwhelmed and avoid making statements out of anger.</li> </ul>

## Activity 3.1

- Review the example matrix in your *Guided Workbook*
  - Underline features that include social-emotional considerations
  - Circle features that include behavioral considerations
  - Highlight features that you would like to take back to your SLT to consider adding/using in your matrix
- Unmute and share or add in the Group Google Doc
  - What aspects of the matrix examples do you like?
  - Is there an existing matrix in your school? Modify? Start fresh?
- Add ideas or next steps into your *Note Catcher*

# 4.0 Teaching Expectations

Guided workbook pp. 21-27

## Why do we teach 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

# SEB Lesson Plans

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

## Example Lesson Plan: School-wide SEB Supports

This document is an example lesson plan showing how social-emotional skills/strategies can be embedded with behavior skills while teaching the expectations in the classroom.

### Cafeteria Lesson Plan

**Rationale:** Being safe, respectful, and responsible when during lunchtime in the cafeteria allows for students and staff to enjoy the break from academics and also have time to finish lunch in the time given.

**Steps:**

1. When entering, students line up for hot lunch or go to their designated table
2. Students in hot lunch line are facing forward and providing a "bubble" of space between them and the person in front of them.
3. Students say "Hello" to the cashier and provide their student number.
4. Students collect their lunch quickly and say, "thank you" to the servers
5. When at your table, voice level 2. Balance eating and talking with friends.
6. Clean up after yourself and be sure to get all items in the trash or lunch boxes in your class bin.

School-wide Expectation	Cafeteria
Safe	Maintain good personal space between others in line and while sitting at the lunch table Make space for others to sit down Keep your food to yourself or place unwanted side items on the "share" tray If feeling overwhelmed, take 3 deep breaths, or another regulation strategy that works for you
Respectful	Use a voice level 2 Include others to join in your conversation Be open to sitting with others that you don't typically sit next to Raise your hand if you need help from the adults
Responsible	Wait patiently to be dismissed Clean up your table space when dismissed

# 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 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 4.1

- Review the example lesson plan and example teaching schedule
- Unmute and share or add in the Group Google Doc
  - 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 that are representative of the student demographics?
- Add ideas or next steps into your *Note Catcher*

# 5.0 Staff, Students, and Family Involvement

# Input and feedback

Remember, if your SLT creates the system alone, it's a system meant to work for the SLT alone. Even if done with the best intentions

- How will you develop a compelling why for staff, students, and caregivers to encourage them to get involved?
- Possible data sources to use:
  - Discipline referrals
  - Attendance (staff and student)
  - Student engagement, climate survey responses, narratives
  - Narrative from staff
  - Staff and family/student retention

# Developing the Compelling Why: Real Life Example

Make it Personal, Relevant, and concrete

- Clearly show how changes will impact staff personally, emphasizing the benefits
- Ensure staff ownership, soliciting input and collaboration
- Plan to teach and reward what you want to see from adult behavior



# Family/caregiver engagement

- Ideas for engaging the families/caregivers of your students
  - Make a plan for positive contacts from every teacher to every student to start the year (this is time-consuming but so meaningful and helpful by putting “money in the bank” for when you have to reach out for behavioral concerns)
  - Modify for secondary, student’s family gets call from 1<sup>st</sup> hour, for example
  - Family night wi



## Assignment 5.1

Develop Compelling Why with your staff that includes input from a diverse representation of families:

- Identify what data needs to be gathered
- How will you connect with your families? (family night with dinner, PTO-organized feedback sessions with snacks/food/babysitting, surveys at conferences)
- Make a plan for when and how this will happen and record activities in your MTSS Implementation Plan

# 6.0 Wrap Up and Next Steps

## Session 2 Preview

- Monitoring SEB Expectations
- Acknowledgement System
- Understanding and Responding to Interfering Behavior
- Implementation and Impact Data



# Reminders

## Bring to Session 2

- The steps you have taken to:
  - Create a team
  - Build/revise your matrix
- Share the updates to your current Implementation Plan

# References

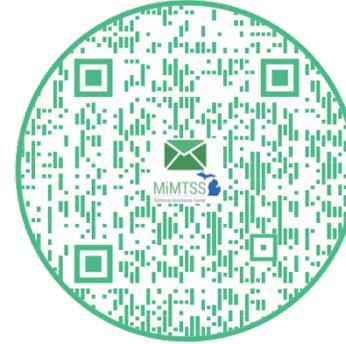
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- US Department of Ed (2021) *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Retrieved from <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

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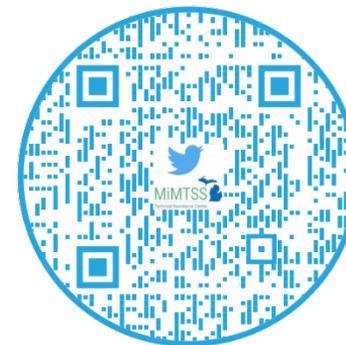
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