

Social Emotional Learning and MTSS

Presented by Kelcey Schmitz and Johnny Phu
Northwest MHTTC & University of Washington SMART Center
& Lake Washington School District



Washington Office of Superintendent of
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Land Acknowledgement

The Northwest Mental Health Technology Transfer Center and University of Washington SMART Center acknowledges that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to respectfully live and work on these lands with the Coast Salish and Native people who call this home.

- <https://native-land.ca/>

Learning Objectives

Participants will...

- Learn about the context for SEL and MTSS in Washington
- Understand common features of SEL and MTSS and the rationale for integration
- Hear about the Interconnected Systems Framework as an approach for integrating SEL and MTSS
- Learn about Lake Washington School District's SEL implementation and connection to its MTSS efforts
- Learn about free resources to support planning

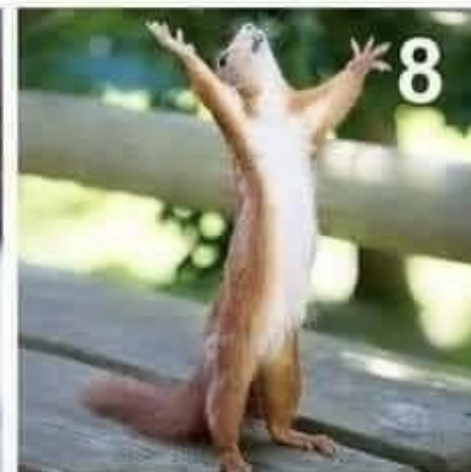


**center for social
behavior supports**



Attribution is given to the following for their contributions to this Professional Learning

On the
Squirrel Scale
how are you
feeling today?





"We need to be prepared when we reopen schools to ensure that **social and emotional supports are a bigger part of the whole experience - not just this spring but moving forward.**" -Dr. Miguel Cardona, U.S. Secretary of Education

Reactions and Behavioral Health Symptoms in Disasters

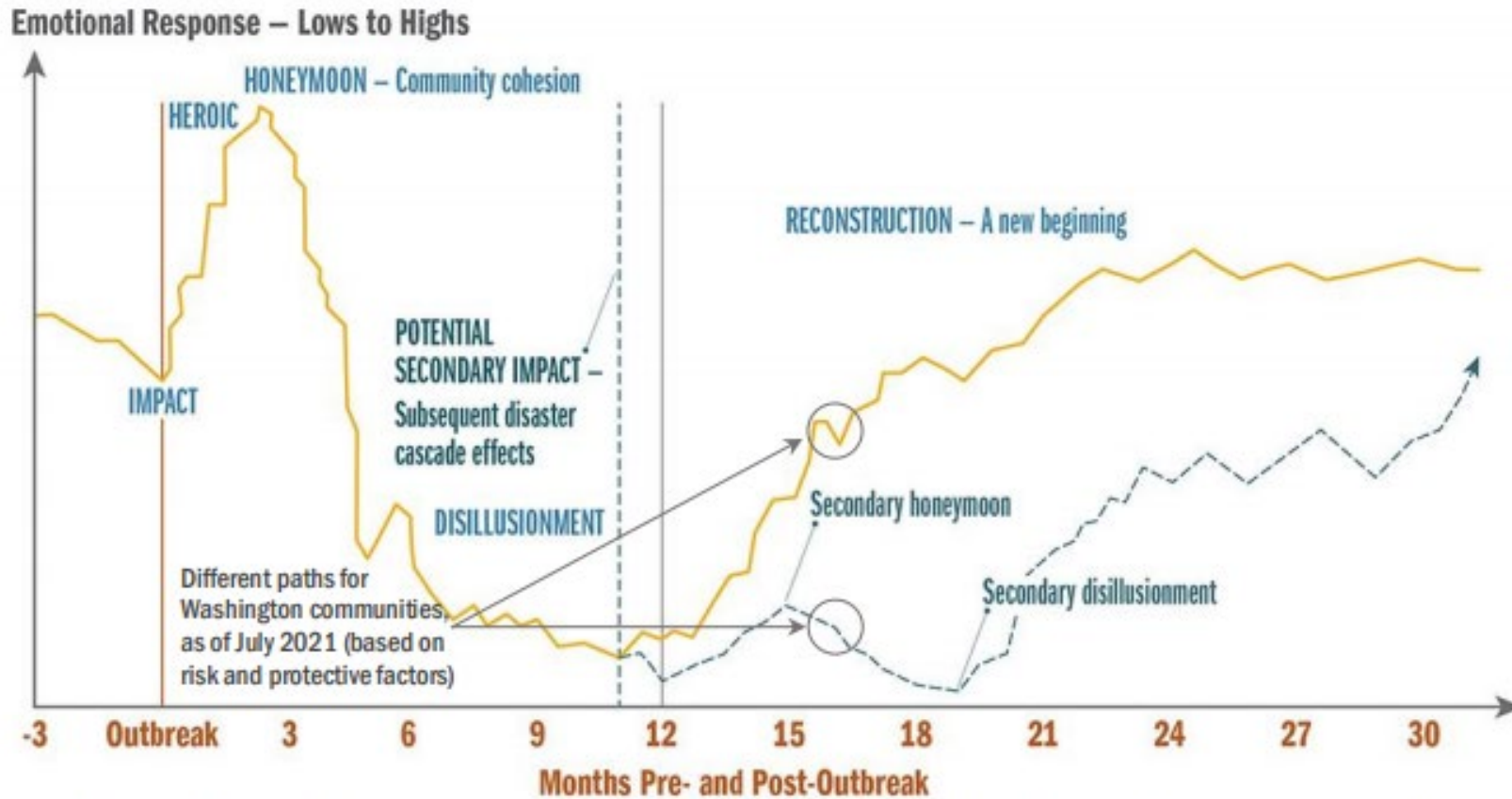


Figure 1: Phases of reactions and behavioral health symptoms in disasters. The dotted graph line represents the response and recovery pattern that may occur if the full force of a disaster cascade is experienced by a majority of the population (i.e., the disaster cascade pathway). Protective factors are characteristics, conditions, or behaviors that reduce the effects of stressful life events. They also increase a person's ability to avoid risks or hazards, recover, and grow stronger. Adapted from the Substance Abuse and Mental Health Services Administration (SAMHSA).¹¹

[Statewide High-Level Analysis of Forecasted Behavioral Health Impacts from COVID-19 \(wa.gov\)](#)

[COVID-19 Youth Behavioral Health Impact Situation Report \(wa.gov\)](#)

[Information for Healthcare Providers - Behavioral Health :: Washington State Department of Health](#)



The typical long-term response to disaster is **resilience**, rather than disorder.^{1,27} Resilience is something that can be intentionally taught, practiced, and developed for people across all groups. Resilience can be increased by:²⁸

- Becoming **adaptive** and psychologically **flexible**.
- Focusing on developing social **connections**, big or small.
- Reorienting and developing a sense of **purpose**.
- Focusing on **hope**.

Well-being is a SKILL!

<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/BHG-COVID19StatewideSummaryForecastofBHImpacts-Nov2020Update.pdf>



K–12 Social and Emotional Learning Across Washington

A Statewide Landscape Scan

January 2019

A statewide landscape scan of SEL in K–12 education identified a **need for a common language and framework for SEL implementation and for guidance on how to integrate SEL with academics and other school initiatives related to equity, climate, MTSS, and trauma-informed practices** (Petrokubi, Bates, & Denton, 2019).

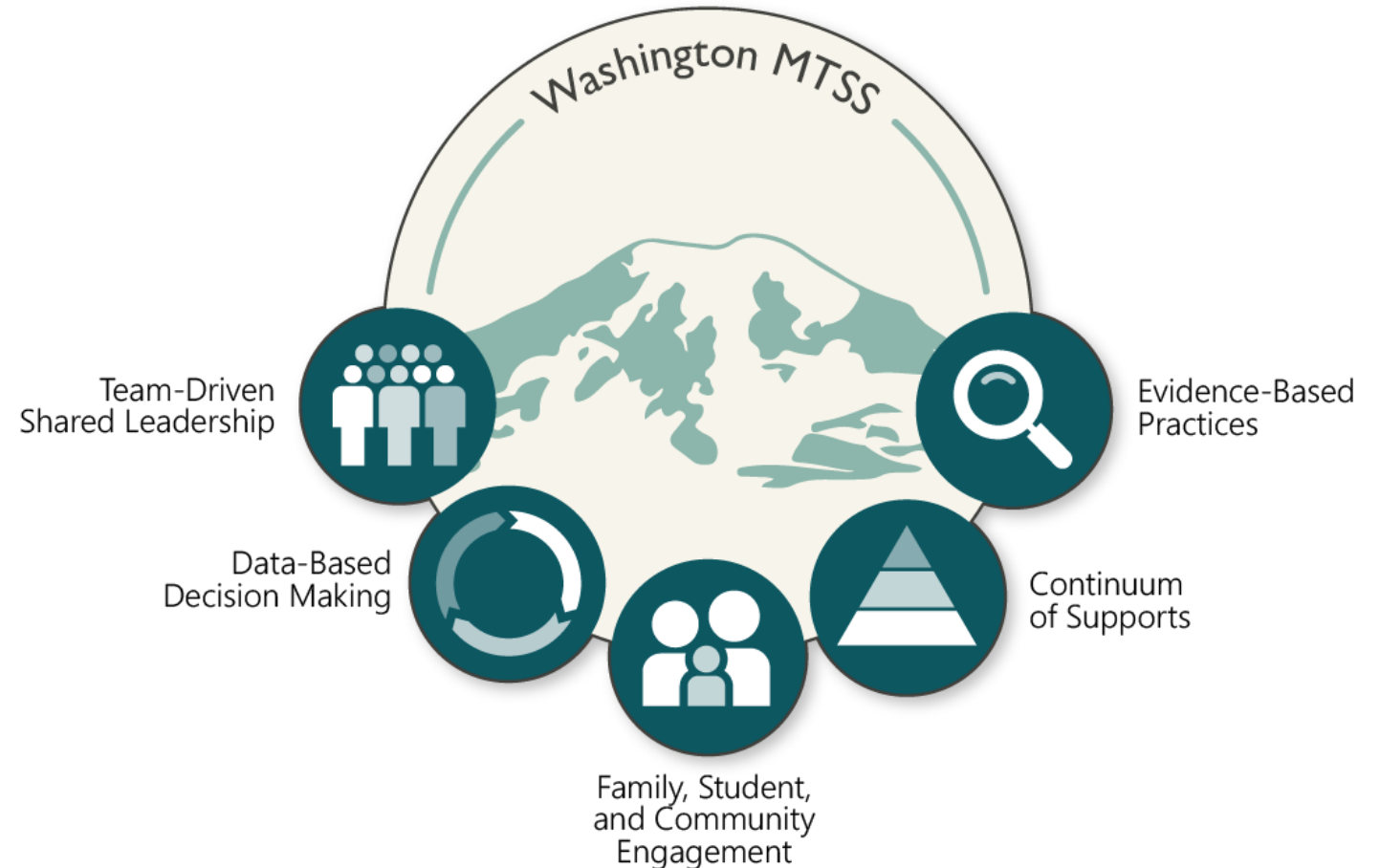
- Participants called for **more collaboration across state agencies—and within OSPI**—to develop a more integrated, cohesive approach to SEL.
- **More integration**—including **further incorporation of SEL into frameworks such as MTSS** and efforts to promote positive school climate, culturally responsive practices, mental health, and trauma-informed practices—was a priority for participants. They said this is essential to **having educators understand that SEL is not a stand-alone practice.**

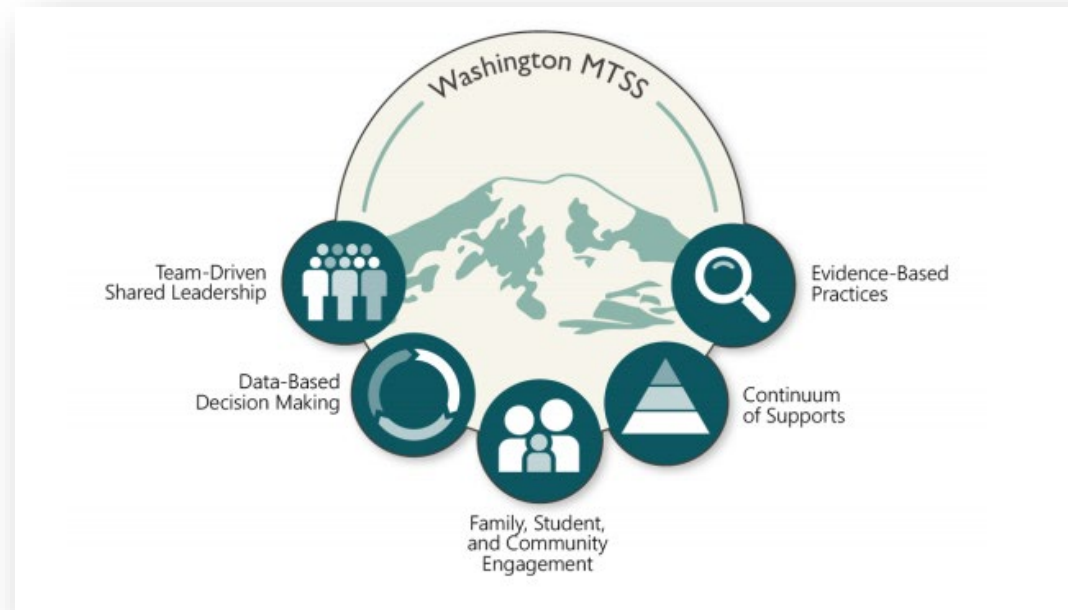
Multi-Tiered System of Supports

The Washington MTSS Framework is an evidence-based organizational approach for districts and schools to create equitable, consistent, and flexible systems and supports that empower educators, students, families, and communities to ensure benefit for every student.

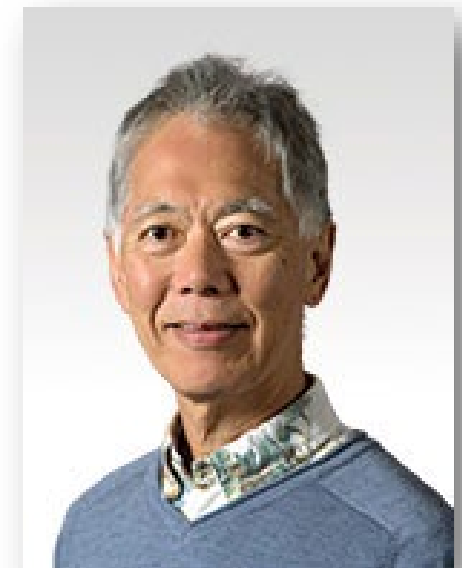
Learn More:

<https://www.k12.wa.us/mtss>





“MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and with kids and their families.” - Dr. George Sugai, Professor Emeritus, University of Connecticut



<https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss>

“The use of effective interventions without implementation strategies is like serum without a syringe: the cure is available but the delivery system is not.”

Fixsen, Blasé, Duda, Naoom & VanDyke, 2010

Formula For Success



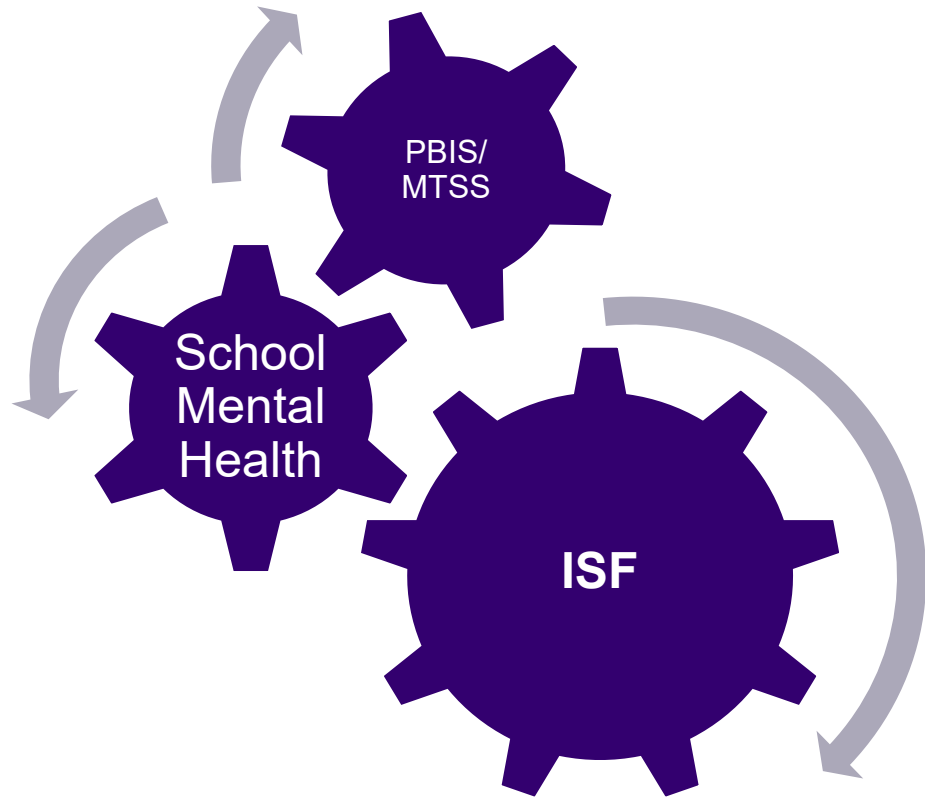
<http://nirn.fpg.unc.edu/>

We can't hire or buy our way out of this...

Using MTSS Logic to Redesign the System

| Sample Responses won't be enough | | Using MTSS Logic |
|--|---|--|
| Hire social emotional experts | ➔ | Participate in teams across tiers: Strengthen Tier 1 and focus on Tier 2 System. Adapt role to include building capacity of ALL staff. |
| Select Social Emotional Behavioral (SEB) curriculum | ➔ | Formal process, team-based decision. Data used to prioritize skills. All instructional staff model, teach alongside academic content. |
| Train staff on trauma-informed practices | ➔ | Team based training. Time to embed new learning. Time to develop evaluation plan. |
| Strengthen partnerships with families and community providers. | ➔ | Expanded Team uses problem solving logic with school AND community data to inform efforts across all tiers. |

Comprehensive School Mental Health System: Interconnected Systems Framework



- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions
(e.g. Mental Health, Social Emotional Instruction, Suicide Prevention, Trauma-Informed Practices, Bully Prevention, etc.)
- Aligning all SEB related initiatives through one system at the state/regional, district and school level - *moving away from co-location and towards integration*
- Active participation of Family and Youth as a central feature

Advancing Education Effectiveness:
**Interconnecting School Mental
Health and School-Wide PBIS**

Volume 2: An Implementation Guide



By: Lucille Eber
Susan Barrett
Kelly Perales
Jennifer Jeffrey-Pearsall
Katie Pohlman
Robert Putnam
Joni Splett
Mark D. Weist



- Chapter 1: Context and Structure for Volume
- Chapter 2: Defining ISF: Origins, Critical Features, and Key Messages
- Chapter 3: Exploration and Adoption
- Chapter 4*: Installing ISF at the District and Community Level
- Chapter 5*: Installing ISF at the Building Level
- Chapter 6: Full Implementation and Sustainability

<https://www.pbis.org/resource/interconnecting-school-mental-health-and-pbis-volume-2>

Enhancing MTSS - Integrating Student Mental Health and Wellness through Systems, Data, & Practices

Series Resource Guide

- Foundational ISF Material
- ISF Fact Sheets
- Recorded Learning Sessions
- ISF Assessment Tools
- Key ISF Readings
- Practice Guides
- Implementation Examples

All in ONE document for easy access to the information you and your team need!

<https://bit.ly/ISFSeriesResource21>



Enhancing MTSS - Integrating Student Mental Health and Wellness through Systems, Data and Practices

What is the Interconnected Systems Framework?

The Interconnected Systems Framework (ISF) promotes using a single health support in schools. ISF offers a solution to the challenge of structure and process that maximizes effectiveness and efficiency by mental health with strengths of the multi-tiered framework of PBIS (B...

General ISF Videos & Foundational Resource:

- [An Introduction to the Interconnected Systems Framework](#)
- [Introducing the Interconnected Systems Framework Monograph](#)
- [Advancing Education Effectiveness: Interconnecting School](#)
- [Advancing Education Effectiveness: Interconnecting School: An Implementation Guide](#)

The Northwest and Pacific South series that explores the ISF framework systems (structures and leadership) that support practices (services and supports)!

MHTTC Region 9's ISF Factsheets

ISF 101: An Introduction | This factsheet introduces ISF and aligns Positive Behavioral Interventions and Supports (PBIS) and guidance on how to engage appropriate community partners; an approach.

ISF 201: When School Mental Health Is Integrated Within | strategies to develop an integrated ISF leadership team; detail or district level; defines the process of evaluating potential and discusses implementation challenges, solutions, and innovation.

ISF 301: Installing an Integrated Approach | This factsheet a District/Community Leadership Team (DCLT); discusses student mental health and MTSS resources; explores the process and outcomes; and identifies installation challenges, solutions, and

MHTTC Region 9 & Region 10's ISF Introductory Learning Series (2019)

ISF 101: An Introduction
Presented by Susan Barrett, MA, and facilitated by the school mental health leads of the Northwest MHTTC (Kelecia Schmitz) and the Pacific Southwest MHTTC (Leora Wolf-Prusan). The Interconnected Systems Framework (ISF) is a strategy to align all social-emotional-behavioral interventions through one system at the state or regional, district, and school level. ISF builds on the success of social service platforms and provides specific steps for integration and alignment to create healthier schools.

ISF 201: When School Mental Health is Integrated Within an MTSS - What's Different
Presented by Susan Barrett, MA, and joined by school district- and system-based ISF practitioners from the Northwest and Pacific Southwest regions. This is part two of a three-part distance learning series that focuses on the three topics of the newly released ISF Fact Sheet Series (see the ISF 201 Fact Sheet). ISF enhances Multi-Tiered Systems of Support (MTSS) by integrating student mental health and wellness into the existing structures. It engages a broader range of partners, involves a wider scope of data, and expands interventions to address mental health. Presenters share their ISF implementation challenges, celebrations, and lessons learned.

ISF 301: Installing an Integrated Approach
Presented by Susan Barrett, MA, and joined by school district- and system-based ISF practitioners from the Northwest and Pacific Southwest regions. ISF is most transformative at the local level. This webinar details the installation process at the district, community, and school level that results in a comprehensive ISF action plan.

Region 9 & Region 10's Enhancing MTSS - Integrating Student Mental and Wellness through Systems, Data, and Practices Recorded Learning Series (2020-21)

MODULE 1: ISF IN VIRTUAL CONDITIONS

ISF in Virtual Conditions with Susan Barrett
Recorded October 2020
Returning to school after an abrupt interruption amplifies the need for a social-emotional well-being, trauma informed and mental health for all' approach. This session highlights how the Interconnected Systems Framework (ISF) focuses on a whole system response.

Session Participant Learning Quote: "I am grateful for the 'why?' That was presented at the beginning of the presentation to set the urgency and purpose for this work. Thank you for connecting the existing crisis to the current. I appreciate the work of your team very much and look forward to continuing the series."

Secondary Traumatic Stress and Educator Well Being with Steve Hydon
Recorded October 2020
This session addresses the impact of traumatic stress on educators. Designed to teach educators and other school staff about signs and symptoms of burnout, compassion fatigue, and secondary traumatic stress (STS).

Session Participant Learning Quote: "It was a good reminder of the importance of taking care of ourselves. Loved the self-care plan as well with the domains of self-care"

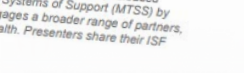
MODULE 2: ISF + TRAUMA INFORMED APPROACHES



ISF + Trauma Informed Approaches with Susan Barrett
Recorded October 2020
This session describes how district and school leaders can incorporate trauma-informed practices within a PBIS framework to ensure efficiency and effectiveness with multi-tiered practices to support students impacted by trauma.



Virtual Adaptations of Psychological First Aid with Pamela O'ona
Recorded November 2020
Virtual adaptation to the Psychological First Aid - Listen, Protect, Connect (PFA - LPC) is addressed in this session. With the intent to guide teachers and staff members in helping traumatized students deal with the aftermath of senseless violence.



Virtual Adaptations of Trauma Informed Skills with Vivien Villaverde
Recorded November 2020
This session will be an overview of the Trauma-informed Skills for Educators (TISE) Curriculum. The TISE intervention is designed to enhance educators' knowledge about trauma and its impact on students, as well as enhance educators' ability to engage with youth who've been exposed to trauma.



Learning about trauma-responsive strategies, which I can utilize when Connecting the principles with the strategies added beneficial context and a

ISF + Trauma Informed Approaches with Susan Barrett

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This session describes how district and school leaders can incorporate trauma-informed practices within a PBIS framework to ensure efficiency and effectiveness with multi-tiered practices to support students impacted by trauma.

Session Participant Learning Quote: "Great training. I need time to wrap my mind around it, but a few takeaways: love the integration of the SEB skills into the matrix, love the checklist for getting to know students, and I love the idea of building predictability around circles or similar (also great place to practice the skills!)."

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Session Participant Learning Quote "This training has left me with a different student behavior through a trauma-informed lens - thank you."

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MODULE 3: ISF & TIERS 2&3

ISF Systems and Tiers 2 & 3 with Susan Barrett and Jessica Swain-Bradway

Recorded December 2020
Teaming is a key component in the MTSS framework. In this session we discuss what an expanded school-based teaming process looks like in advanced tiers and important routines and procedures teams should use.



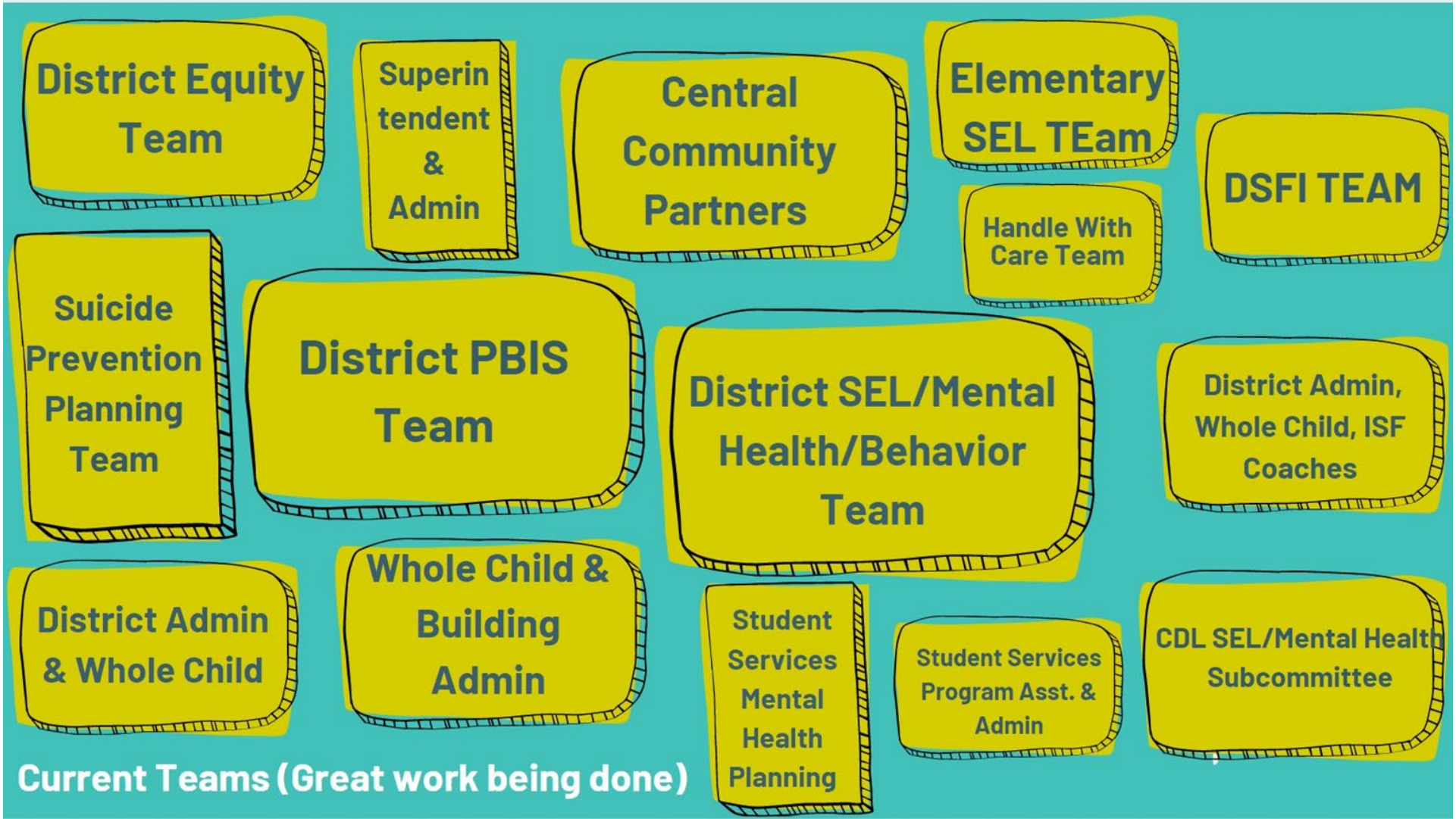
ISF District/Community Installation Guide

Purpose: This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

1. Establish a District/Community Executive Leadership Team
2. Assess current status of mental health and PBIS/MTSS systems in the district
3. Reaching Team Consensus on a Mission Statement
4. Establish District/Community Leadership Team Procedures and Routines
5. Develop Action Plan to Support Demonstration Sites

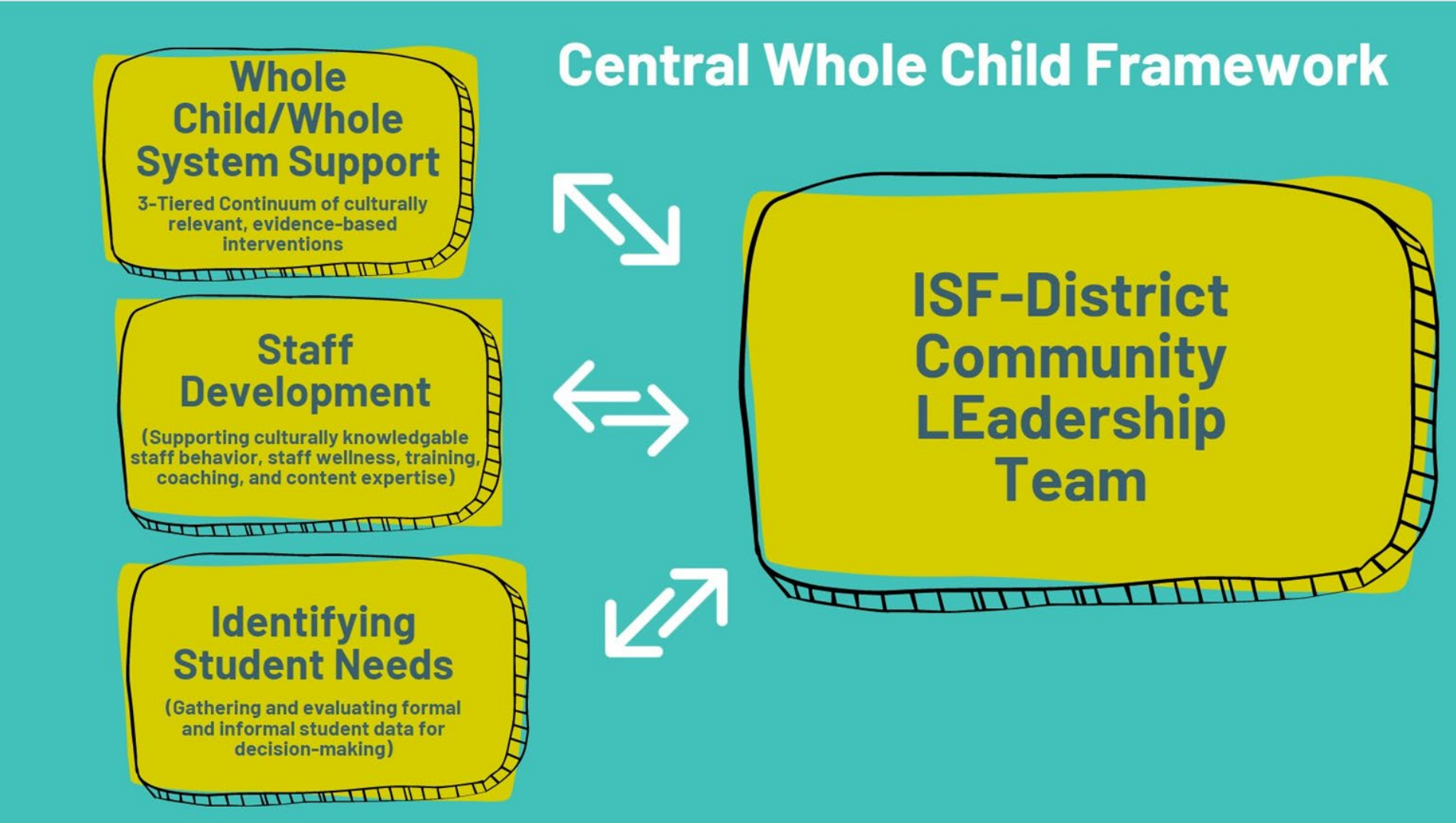
| Step 1: Establish a District/Community Executive Leadership Team | | | |
|--|--|----------------|---------------------|
| Features | Installation Activities | Action Needed: | By Who? By When? |
| Representative DCLT team identified. <ul style="list-style-type: none"> • <i>Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports.</i> • <i>Present concerning data and needs to those with authority and propose a way of working.</i> | <ul style="list-style-type: none"> • Assess current teaming structures. Identify need for new team or expansion of existing team | | |
| | <ul style="list-style-type: none"> • Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team. | | |
| | <ul style="list-style-type: none"> • Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.) | | |
| Guiding Questions: <ul style="list-style-type: none"> • Which voices with social-emotional-behavioral health expertise within school system could benefit this team? • Which voices of mental health, juvenile justice, core service agency partners could benefit this team? • In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation? | | | |

District Example of Alignment and Integration of Social, Emotional and Behavior Supports... (BEFORE)

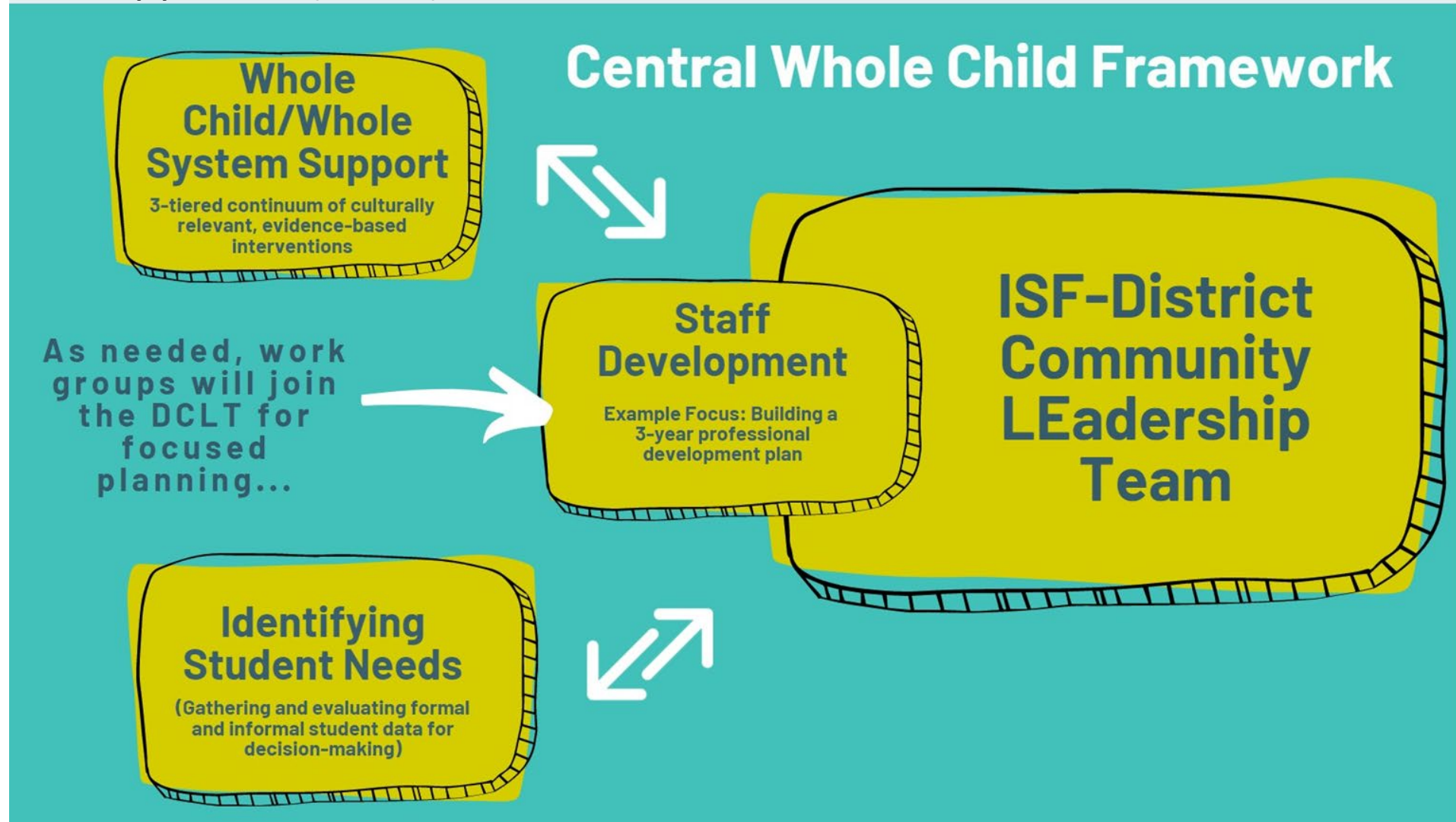


District Example of Alignment and Integration of Social, Emotional and Behavior Supports... (NOW)

Alignment and Integration



District Example of Alignment and Integration of Social, Emotional and Behavior Supports... (NOW)



ISF School Installation Guide

STEPS:

1. Establish a single set of teams
2. Assess current systems, data, and practices
3. Establish school level procedures and routines of MTSS
4. Develop an integrated action plan

| Step 1: Establish a single set of teams | | | |
|---|--|---------------|---------------------|
| Tasks | Installation Activities | Action Needed | By who? By when? |
| 1a. Identify need for merging teams with similar goals | <ul style="list-style-type: none"> Use Aligning Teaming Structures: Working Smarter Not Harder worksheet to identify all teams and details | | |
| | <ul style="list-style-type: none"> Review data on Working Smarter matrix and use guiding questions below to develop an action plan for eliminating or modifying teams as needed | | |
| Guiding Questions | | | |
| <ul style="list-style-type: none"> What teams exist at your school? What are their roles and responsibilities? Who are the staff who serve on the teams? How often does the team meet? Does the team use data? Does the team respond to student needs in a timely fashion? Do we have teams with similar goals? Are there teams with goals that do not align to current mission? Do we use same or different set of rules and processes? Is the team effective? What data is used for decision making and monitoring outcomes? How would our teams work more effectively if we had one set of teams to address social-emotional-behavioral and academic needs of our students? Is there any duplication or overlap? What communication loops and /or progress monitoring exists among all of these support personnel? | | | |

https://drive.google.com/open?id=12neA1en5rwyg_kQgdjCIYiBUHFB1sQKd&authuser=katie.pohlman@midwestpbis.org&usp=drive_fs

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives. Recommendations for how to adjust the PBIS framework to support instruction of social-emotional competencies are included.

Context

PBIS is a multi-tiered framework for implementing evidence-based practices informed by implementation science (Horner, Sugai, & Fixsen, 2016). Rather than being a packaged program or single intervention, the prevention framework is focused on meeting the needs of all students through a continuum (i.e., tiers) of supports.

In this continuous improvement model, teams develop a strategic plan that is anchored to core features or guiding principles, including: (a) a prevention-focused continuum of supports, (b) data-based decision-making, (c) regular universal screening and progress monitoring, (d) systems change through ongoing professional development and

Recommendations for Teaching Social-Emotional Competencies through PBIS/MTSS:



Implement Social-Emotional and Behavior Support through a single team



Expand the data that teams use to identify which skills to teach



Teach Social Emotional Competencies using PBIS/MTSS instructional systems

https://assets-global.website-files.com/5d3725188825e071f1670246/5d76ca39247be1864e3ba932_teachingsocialecompetencieswithinapbisframework.pdf

| Teaching Matrix | | INCORPORATE Coping Strategies for Managing Stress | | | | | | |
|-----------------|-----------------------|--|--|-------------------------------------|--|---|--|----------------------------------|
| | | All Settings | Halls | Playgrounds | Lunch | Library/Comput | Assembly | Bus |
| Expectations | Respectful | Be on time. Obey rules. | Have a plan. | | Invite those sitting alone to join in | | | Watch for your stop. |
| | Achieving & Organized | Be neat. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Share equipment. Include others. | Have a lunch plan and choose quiet or social lunch area Invite friends to join me | Whisper. Return books. | Listen/watch. Use appropriate applause. | Use voice. Stay in your seat. |
| | Responsible | Recycle. Use trash can. | | | Use my breathing technique Listen to my signals | Push in chairs. Treat books carefully. | Pick up. Treat chairs carefully. | Wipe your feet. |

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Rules or Specific Behaviors

For other schools, may be a social media concern....

| Teaching Matrix | | VARIATE Strategies for Using | | | | | | |
|-----------------|-----------------------|--|---|--|---|--|---|---------------------------------------|
| | | All | ... | ... | Technology | L | ... | Bus |
| Expectations | Respectful | ... | Walk. | Have a plan. | Words matter, pause and reflect before you post | Study, read, compute. | Sit in spot. | |
| | Achieving & Organized | Be kind. Hands/feet to self. Help/share with others. | Use normal voice volume. Walk to right. | Share equipment. Include others. | Check your feelings Re-read message | Whisper. Return books. | Listen/watch. Use appropriate applause. | Use a quiet voice. Stay in your seat. |
| | Responsible | ... | Maintain physical space. | Use equipment properly. Put litter in garbage can. | Model for others double check sources and consider feelings of others | Push in chairs. Treat books carefully. | Pick up. Treat chairs carefully. | Wipe your feet. |

1. Expectations

2. NATURAL CONTEXT (Locations)

3. Specific Behaviors/Skills

| SOCIAL, EMOTIONAL, BEHAVIOR EXPECTATIONS | CONTEXT/SETTING | | | | |
|--|--|---|---|---|---|
| | Hallway | Classroom | Bus | Online Group | Online Independent |
| Respect | <ul style="list-style-type: none"> Smile with your eyes and wave to acknowledge adults & peers Use kind language | <ul style="list-style-type: none"> Greet adults & peers at beginning & end of activity Use kind language | <ul style="list-style-type: none"> Talk kindly to students sitting in your area Wait turn to board/exit | <ul style="list-style-type: none"> Mute when listening Use kind language | <ul style="list-style-type: none"> Take turns if others waiting Wear headphones |
| Responsibility | <ul style="list-style-type: none"> Maintain 6' (big) personal space bubble Take care of your materials as you transition in the hallway | <ul style="list-style-type: none"> Stay in assigned spot to maintain 6' distance Do your best Engage in learning | <ul style="list-style-type: none"> Let bus driver know if unsafe behavior seen Sit in assigned seat & maintain distance | <ul style="list-style-type: none"> Log-in/off on-time Actively participate Have materials ready for each lesson/activity | <ul style="list-style-type: none"> Stay engaged Keep device charged Ask for help (via email, chat, or with help of a parent) when you're stuck |
| Safety | <ul style="list-style-type: none"> Wear mask Follow 1-way direction arrows | <ul style="list-style-type: none"> Wear mask Disinfect desk/table before & after use | <ul style="list-style-type: none"> Wear mask Disinfect seat Keep hands to self | <ul style="list-style-type: none"> Keep password private Let teacher know if private chat is inappropriate | <ul style="list-style-type: none"> Disinfect keyboard & mouse Take short breaks from your seat and screen |
| All Context & Settings | <ul style="list-style-type: none"> Model & prompt expected behavior Provide positive & informative (i.e., behavior, context) feedback when expected behavior observed Pre-teach expected behavior before entering problem setting /contexts Re-teach when expected behavior when not observed Intensify supports for chronic problem settings/context | | | | |



Morning Mindfulness: Jefferson-Lincoln's Social Emotional Learning Program

4 Pillars of SEL Integration

Lake Washington School District SEL Journey



Keeping Equity Central



Equity refers to the impact of action wherein **outcomes are not correlated with race, ethnicity, socio-economic status, sexuality, gender, or ability**, to name a non-exhaustive list.

Equity is the condition that would be achieved **if one's identity no longer predicted, in a statistical sense, how one fares**. When we use the term, we are thinking about equity as one part of justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by identity or fail to eliminate them.”

| SEL: The Three-legged Stool



Pre-Pandemic Highlights

- Pre-Pandemic Highlights:
 - Fragmented SEL implementation across system
 - Adult SEL engagement specific to individual staff and specialist group
 - Recognition of SEL concentrated in cluster
 - Multi-Tiered Systems of Supports- Social, Emotional, and Behavior kick off in 2017-2018
 - Pilot Teen Mental Health First Aid at choice high school with 10 graders

Pandemic Highlights:

- Pandemic Highlights:
 - Quickly realized SEL would be crucial component to connecting with students in remote setting
 - Collaboratively work across departments, schools, and teams to develop SEL resources for K-12 educators
 - Increase staff awareness around social emotional resiliency, self care, and signs of mental health concerns
 - Formed working committees within elementary, middle, and high school to explore SEL concepts
 - Introduce 3 signature practices focus on improving classroom climate and culture and teacher SEL practice
 - Implement adult SEL at 2 elementary school buildings
 - 150+ staff trained in Mental Health First Aid

Post Pandemic SEL

- Defining district SEL
- Build on 3 signature practice
- Offer toolkits/resources to school building around SEL practice
- Explore SEL curriculum adoption as core instruction
- Increase opportunities for adult SEL professional development and practice
- Continue Mental Health First Aid
- Pilot Teen Mental Health First Aid at comprehensive high school
- Integration within MTSS implementation

Integrating SEL Within MTSS Tier- 1 Teaching Practice

- SEL and Behaviors:
 - Instructional Practice-3 signature practice
 - Checking Learning: Opportunities to Practice Social Emotional Skills Regularly
 - Resources/Toolkits to Use Within Instructional Practice

Social and Emotional Learning for Facilitating Meetings and Professional Learning Engagements

Highly engaging, effective and purposeful meetings and professional learning experiences are created using three key social and emotional learning (SEL) practices:

WELCOMING INCLUSION ACTIVITIES • Setting the Tone

ENGAGING STRATEGIES • Sense Making, Transitions, Brain Breaks

OPTIMISTIC CLOSURE • Reflections and Looking Forward

Implementation Challenges/Barriers

Challenges:

- Perceived Roles and Responsibilities
- Definition of SEL
- Difference between curriculum, practice, and toolkits

Strategies to Support Implementation:

- Reframing how student access social emotional supports vs learning within LOU
- Making toolkits accessible
- Continue flushing out defining a culturally responsive district SEL definition with stakeholders
- Use three-legged stool to conceptualize where curriculum, practice, and toolkits

Elementary SEL
Highlights from
2020-21

ES SEL Highlights 2020-21



ES SEL Highlights 2020-21

K-5 SEL Activities Progression Spiral

**SEL Activities may be modified to best meet student's emerging needs*

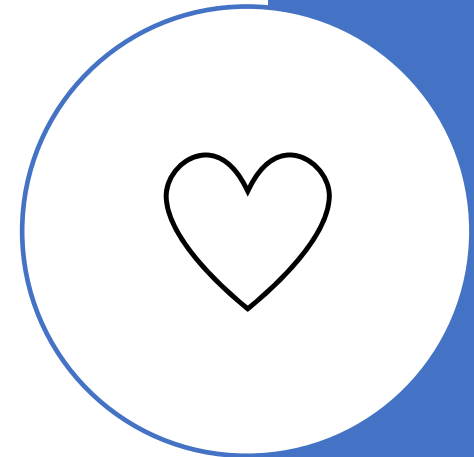
1. Communicating with Each Other (Relationship Skills)
2. Identifying Feelings (Self-Awareness)
3. Emotion Management (Self-Management)
4. Self-Advocacy (Self-Management)
5. Social Cues (Social Awareness)
6. Perspective Taking (Social Awareness)
7. Inclusion and Acceptance (Social Awareness)
8. Identifying Strengths (Self-Awareness)
9. Growth Mindset (Self-Awareness)
10. Empathy (Social-Awareness)
11. Kindness and Compassion (Social-Awareness)
12. Problem Solving (Responsible Decision-Making)
13. Problem Solving (Responsible Decision-Making)
14. Negotiation and Compromise (Relationship Skills)
15. Owning Your Choices (Responsible Decision-Making)
16. Resiliency (Self-Management)
17. Practicing Mindfulness (Self-Management)
18. Friendship Skills (Relationship Skills)
19. Healthy Relationship (Relationship Skills)
20. Personal Safety (Self-Management)

SEL for Adults, Field Test Highlights 2020-21

2 Elementary Schools engaged in Social Emotional Learning for Adults (SELA) field-test.

3 SEL modules completed (Trust; Managing Stress; Diversity, Equity & Inclusion) with highest rate of implementation fidelity among nationwide field test sites

16 Specialists engaged in SELA, across 4 departments (Student Services, Intervention, Teaching and Learning, Professional Learning). Implemented evidence-based practices with the adults they support.



Secondary SEL
Highlights from
2020-21

Washington State SEL Standards

**Self-
Awareness**

**Self-
Management**

Self-Efficacy

**Social
Awareness**

**Social
Management**

**Social
Engagement**

MS SEL Highlights 2020-21

Met with teacher leaders from each school four times last year with a Teams chat used in between the meetings for more collaboration

Critical look at CS curriculum with an equity lens so that more students could better access the curriculum

Adjust the curriculum continuously to meet the needs of students and teachers

Started the conversation about how SEL is more than a curriculum and exploring what that means for each school (using the three-legged stool)

HS SEL Highlights 2020-21



Panorama survey given to 9-12 students for the first time, allowing teachers and admin data on students never had before.



Met monthly with a group of teachers from each comprehensive high school to start the journey with SEL in June, then broadened the group to counselors and admin to gain more buy-in and traction by February.



Brought in Panorama to share ideas for how to provide PL around this work to each HS for this school year, which led to a collaborative toolkit developing for the start of the 2021-22 school year.

High School SEL Roadmap

2021 - 2022 School Year

Focus Area 2: Strengthen Adult SEL

- Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships.



FOCUS AREA 1 Build Foundational Support and Plan

Create awareness, commitment, and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning.

2021-2022 School Year

FOCUS AREA 2 Strengthen Adult SEL

Develop staff capacity for cultivating their own social, emotional, and cultural competence; modeling SEL; and building collaborative and trusting relationships.

A Process for School-Wide Social Emotional Learning



FOCUS AREA 3 Promote SEL for Students

Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day. Learn about:

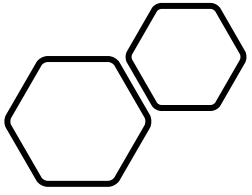
- Evidence-based SEL programs and approaches
- Explicit SEL instruction
- Integrating SEL into academic instruction
- Youth voice and engagement
- Family and community partnerships
- Integrating SEL into school systems and policies

2022-2023 School Year

FOCUS AREA 4 Practice Continuous Improvement

Collect, analyze, and use implementation and outcome data to make decisions about SEL implementation. Tools include implementation rubrics, walkthrough protocols, staff surveys, and student data analyses.

2023-2024+



Additional Resources



BEHAVIORAL HEALTH IMPACTS DURING & AFTER COVID-19

What to Expect and Ways to Prepare for the Return to In-Person Learning

April 2021



OVERVIEW

After over a year of the global pandemic and with the availability of vaccines, schools are now returning to hybrid learning or all in-person learning.

This document is an update by the University of Washington School Mental Health Assessment, Research, and Training (SMART) Center, Seattle Children's Hospital, and the Center on Positive Behavioral Interventions & Supports (PBIS) to an initial checklist that was provided to Washington's State Education Agency in June 2020. This update includes new information gleaned about the youth mental health crisis, as well as additional recommendations and considerations to keep in mind as schools bring students back into the school building in a way that prioritizes everyone's mental health and wellness.

This document presents information on (1) what has happened in the last year, (2) what to expect as students return to school, and (3) ways to prepare at the staff, building, and district levels. This document is not intended to be an exhaustive list of all school mental health strategies or used in the place of direct consultation with mental health providers. Instead, it should help guide you and your school and district teams to consider an array of strategies and supports for students, families and staff.

If you or others in your school, district, or jurisdiction have specific questions about the guidance in this document, your return to school plans, and/or your long-term approach to supporting the social-emotional needs of students please free to contact the SMART Center's Training and Technical Assistance team at smarttac@uw.edu.

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<https://mhttcnetwork.org/centers/northwest-mhttc/product/behavioral-health-impacts-during-after-covid-19-what-expect-and>

Integrating Social and Emotional Learning into your School-Wide Positive Behavior Interventions and Supports Framework



Addressing the behavioral, social, and emotional needs of students fosters a school environment that sets the stage for learning to occur. This document highlights how a framework for teaching and reinforcing behavioral skills of students, Positive Behavioral Interventions and Supports (PBIS), can be used as the foundation for enhancing the social and emotional skills of students.

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework that uses evidence-based practices informed by implementation science for teaching and promoting positive student outcomes.¹ Practices used within PBIS focus on altering the environment to prevent and reduce the likelihood of problem behaviors from occurring through teaching and reinforcing behavioral expectations to all students. This is achieved by using a data-based problem-solving process to match the intensity of support provided to the level of student need across each tier: tier 1 (for all students),

tier 2 (for some) and tier 3 (for a few). Universal screening and progress monitoring are utilized to ensure students receive the appropriate level of evidence-based supports. Furthermore, the framework includes the use of collaborative teaming structures and a commitment to continuous improvement through coaching and professional development.² Schools implementing PBIS have seen a myriad of positive outcomes, including reductions in problematic behaviors among students and improvements in school climate.

Social and Emotional Learning

While PBIS focuses on addressing the behavioral needs of students, social and emotional learning (SEL) focuses on supporting the cognitive and emotional needs of students. SEL programs aim to support all students in the skill acquisition and application of managing emotions, setting and achieving positive goals, feeling and demonstrating empathy for others, building and sustaining positive relationships, and engaging in responsible decision-making.³ The Collaborative for Academic, Social, and

Suggested Citation: Abshier, D. & Raulerson, C. (2020). *Integrating Social and Emotional Learning into your School-Wide Positive Behavior Interventions and Supports Framework*. Florida's Positive Behavior Support Project, University of South Florida: http://flpbis.cbcs.usf.edu/other/mental_health.html.



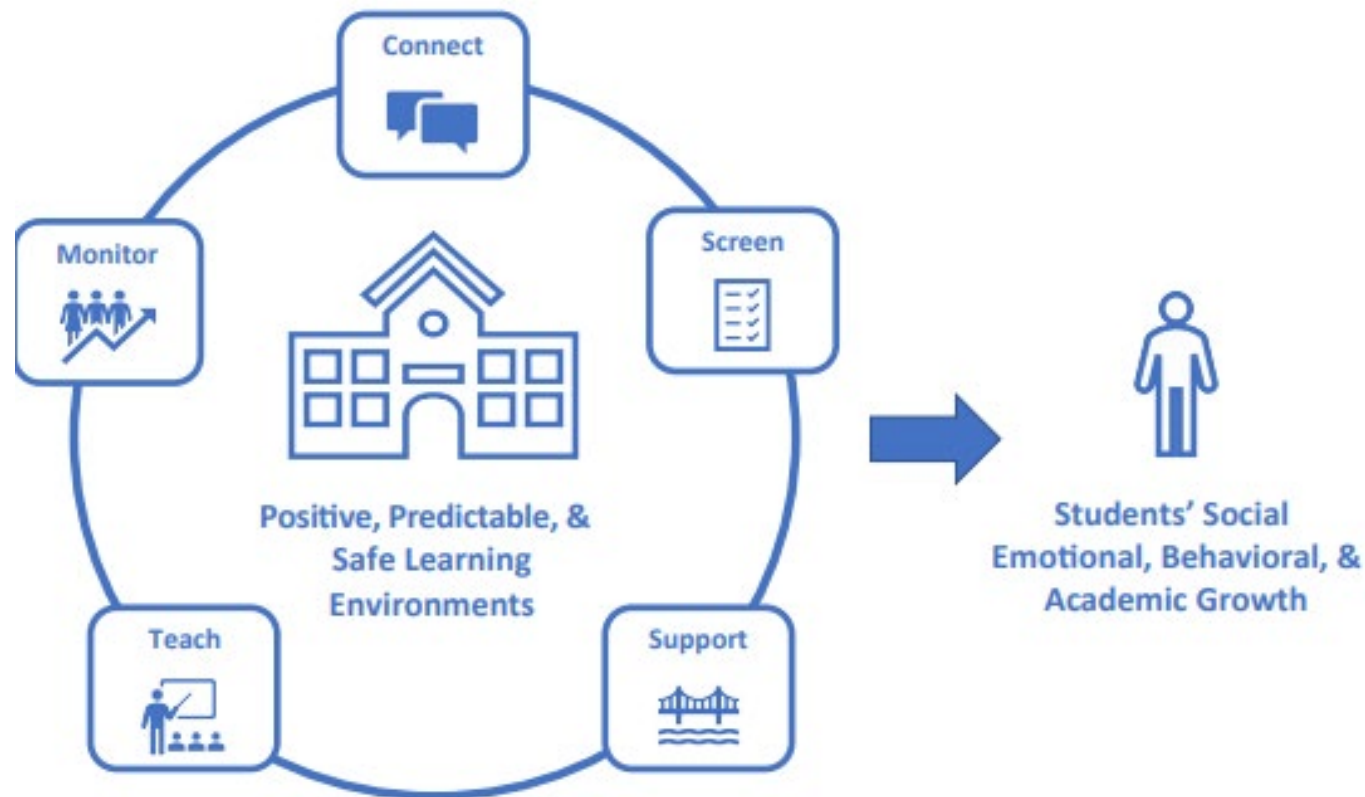
https://assets-global.website-files.com/5d3725188825e071f1670246/60fee55463745c71a95e0705_FLPBIS_SEL_Integration_0712.pdf?fbclid=IwAR31_fsx3z5ztbd-UnTLEdLafiSWS_t1jc0LIUn5aBeKtHxvKyiVayq4mpM

RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States,
Districts, Schools, Educators, and
Students through a Multi-Tiered
Systems of Support Framework

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

revised **March 2021**

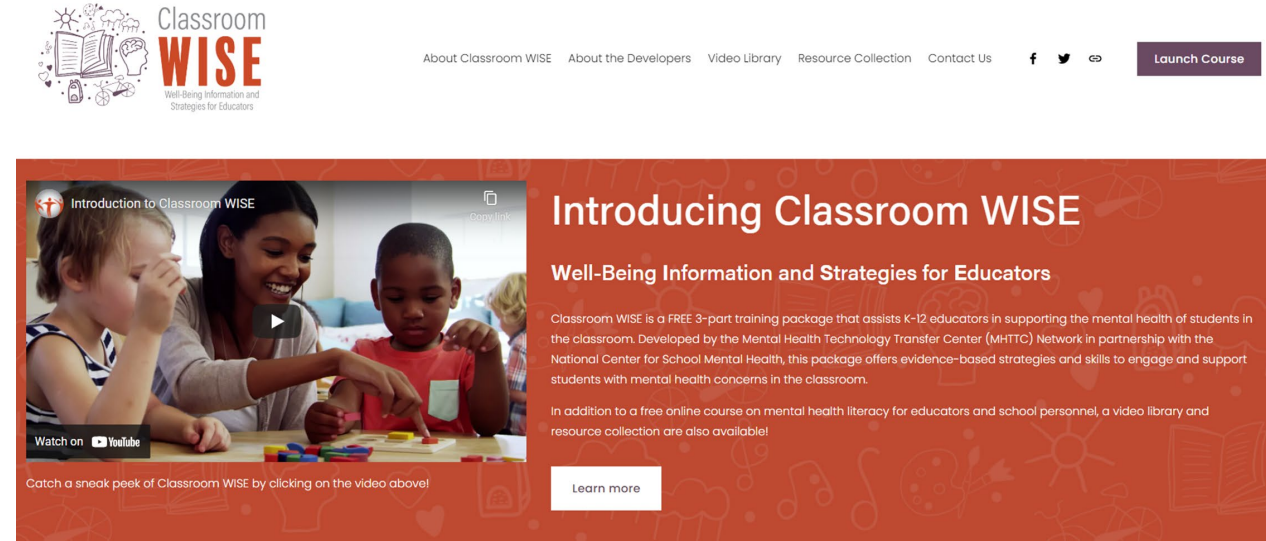


Guidance for:

- State Leadership Teams
- District Leadership Teams
- School Leadership Teams
- Educators

Classroom WISE: Well-being Information and Strategies for Educators

- FREE 3-part training package for K-12 educators and school personnel on mental health literacy
- Development process included input from educators, students, and school mental health leaders
- Classroom WISE offers evidence-based strategies to promote student mental health and support students with mental health challenges.
- Skills are based on the scientific literature on school climate, mental health literacy, social emotional learning, and school-based interventions for mental health problems.



The screenshot shows the Classroom WISE website homepage. At the top left is the logo for Classroom WISE, which includes the text 'Classroom WISE' and 'Well-Being Information and Strategies for Educators' next to an icon of a brain and an open book. To the right of the logo is a navigation menu with links for 'About Classroom WISE', 'About the Developers', 'Video Library', 'Resource Collection', and 'Contact Us', along with social media icons for Facebook, Twitter, and YouTube. A 'Launch Course' button is located in the top right corner. The main content area features a video player showing a teacher interacting with two young students. Below the video player is a 'Watch on YouTube' button and a 'Learn more' button. To the right of the video player is a text block titled 'Introducing Classroom WISE' with the subtitle 'Well-Being Information and Strategies for Educators'. The text describes Classroom WISE as a free 3-part training package and mentions its development by the MHTTC Network in partnership with the National Center for School Mental Health. It also notes that in addition to the free online course, a video library and resource collection are available.

Available at www.classroomwise.org



The Classroom WISE logo is displayed at the top of the block, with the text 'Classroom WISE' and 'Well-Being Information and Strategies for Educators'. Below the logo are three icons representing the available resources: a brain icon for 'Online Course', an open book icon for 'Video Library + Resource Collection', and a laptop icon for 'Website'.

Classroom WISE Resource Collection

Below is a compilation of resources that are referenced in the Classroom WISE online course. All resources were developed by the MHTTC Network and the National Center for School Mental Health for Classroom WISE, unless otherwise noted. A complete list of Classroom WISE resources is available [here](#).



Module 1: Creating Safe and Supportive Classrooms



Module 2: Teaching Mental Health Literacy and Reducing Stigma



Module 3: Fostering Social Emotional Competencies and Well-Being



Module 4: Understanding and Supporting Students Experiencing Adversity and Distress



Module 5: The Impact of Trauma and Adversity on Learning and Behavior



Module 6: Classroom Strategies to Support Students Experiencing Distress

Available at www.classroomwise.org




**MINDFUL
STATE**

Find Help. Connect. Help Others.



*A people-powered community, **devoted to supporting the mental and emotional well-being of everyone** in Washington State.*

Targeted to the people of Washington State with particular emphasis on youth, and those communities who are most vulnerable to the mental and behavioral health consequences of the COVID-19 Pandemic due to poverty and systemic racism and disenfranchisement.

- Washington State Governor's Safe Start Advisory Committee on Social Supports Taskforce
- Funded through a grant from the CARES Act
- Collaboration between the Washington State Department of Health, civic leaders, nonprofit organizations, healthcare providers, leading experts in mental health and a growing number of incredible people who are willing to share their lived experience.

Get Connected & Help Spread the Word!

Website: <https://mindfulstate.com/>



<https://twitter.com/AMindfulState>



<https://www.instagram.com/amindfulstate/>



<https://www.facebook.com/AMindfulState>

Building a Culture of Staff Wellness Through Multi-Tiered System of Supports

Schools everywhere are facing teacher shortages due to a shrinking pool of applicants and a growing number of teachers leaving the profession. If we are going to attract and retain highly qualified effective teachers, we will need to be more intentional in designing systems that support a healthy workforce. PBIS has a long tradition of creating effective teaching and learning environments by focusing on supporting adult behavior through (a) ongoing staff input and feedback, (b) ongoing professional learning, and (c) a phased based approach to implementation. The purpose of this brief is to provide recommendations to district and school leadership teams on how the components of the Positive Behavioral Interventions and Supports (PBIS) can be used to prioritize staff health and wellbeing.

Implementation of PBIS has been shown to improve overall organizational health with the most significant impacts identified in shared commitment to student success, an increased sense of warmth for staff, positive relationships with colleagues, and improved school leader ability to advocate for necessary resources at the district level to support staff and students (Bradshaw et al., 2008). These noted impacts on organizational health and other outcomes of PBIS implementation (e.g., reducing disruptive behaviors, building social emotional skills and improving teacher self-efficacy) are significantly related to improved job satisfaction and reduction of emotional exhaustion/stress for educators (Grayson & Alvarez, 2008; Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2011). Many communities are addressing significant social issues (e.g., social inequality, drug addiction, environmental impacts, public health concerns) affecting large groups of school community members. Education systems implementing multi-tiered system of support (MTSS) frameworks, like PBIS, are positioned to respond more effectively to the increasing needs of children and educators impacted by trauma and stress (Johnson et al., 2005; Wildeman et al., 2014).

Impact of Occupational Stress for Educators and Students

The American Institute of Stress identifies that an individual's perceived level of occupational stress is strongly impacted by (a) the intensity of the demands being placed on them paired with (b) their sense of control or decision-making in dealing with these demands (American Institute of Stress, retrieved from <https://www.stress.org>). Occupational stress adversely affects teachers and students in the following ways.

- Teachers who provide emotional support and have positive relationships with their students influence their health across the age span, thus promoting overall mental wellness and life

Recommendations for Using MTSS to Build a Culture of Staff Wellness

1. Shift in Strategy: Focus on Universal Prevention to Promote Wellness for All
2. A Shift in Collaboration
3. A Shift in Data Use in Decision Making

https://assets-global.website-files.com/5d3725188825e071f1670246/603e71f522255982d6b92523_Building_a_Culture_of_Staff_Wellness_Through_MTSS_FINAL.pdf

Contact information

Session Evaluation: (not for clock hours)
<https://redcap.iths.org/surveys/?s=NL7C49WWNN>



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Closing Content

- ❑ All follow up questions are to be emailed to CISL@k12.wa.us with the presenter name, and the session title the question relates to.
- ❑ Presentation materials, and recordings of sessions will be available on August 18 with closed captioning. (clock hours are not available for watching recordings)
- ❑ Clock hours will be awarded no later than August 31, 2021 and can be claimed up to a year after the event. Participants must fill out the MTSS Fest survey to be awarded hours.
- ❑ The presentation materials will be uploaded to our MTSS webpage and will be linked in the archive materials section.

