# Multi-Tiered System of Supports: Social-Emotional Learning and Behavior

Agenda

- Provide an overview of the Multi-Tiered System of Supports framework for social-emotional learning and behavior (MTSS-SEB).

- Share highlights from our implementation journey.

- Discuss our expansion to support mental health & wellness.

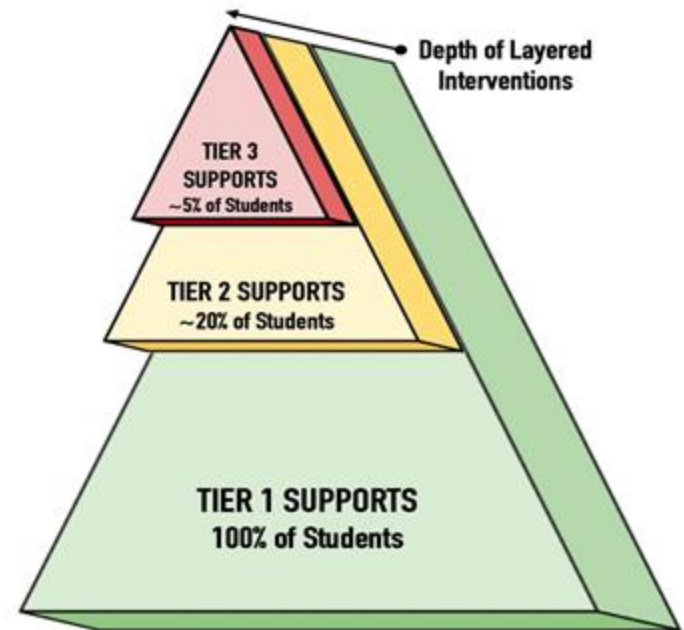# Washington Multi-Tiered System of Supports Framework
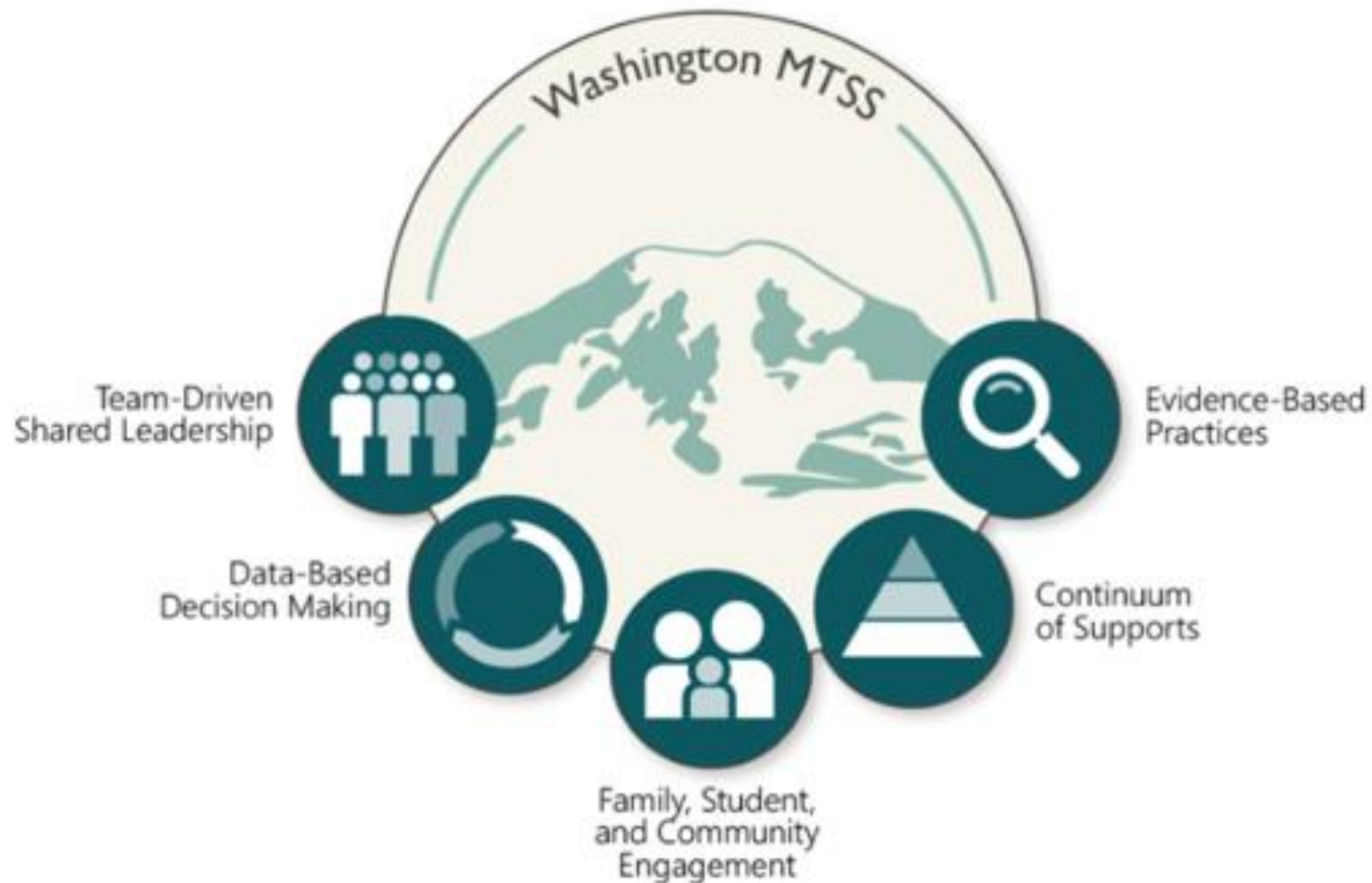
Continuum of Supports

Tier 1 – Universal supports for all

Tier 2 – Targeted supports for some

Tier 3 – Intensive supports for few

Depth of Layered Interventions

TIER 3 SUPPORTS
~5% of Students

TIER 2 SUPPORTS
~20% of Students

TIER 1 SUPPORTS
100% of Students

Implementation Journey Highlights

2018-2019	District-wide training and coaching support for school teams with educational consultants
2019-2020	Continued training and coaching with educational consultants
2020-2021	Pandemic closure – focused on maintaining current systems and progress
2021-2022	Expanded district coaching system
2022-2023	District team participated in OSPI cohort on interconnecting systems
2023-2024	Currently focused on enhancing our school and district systems to support mental health and wellness

Outcomes

Improved Student Outcomes

- Academic achievement
- Prosocial behavior
- Attendance
- Emotional regulation
- Reduced bullying behaviors
- Decreased rates of drug/ alcohol use
- Social and academic outcomes for students with disabilities

Reduced Exclusionary Discipline

- Office discipline referrals
- Suspensions
- Restraint and seclusion
- Racial inequities

Improved Teacher Outcomes

- Teacher efficacy and well-being
- Teacher-student relationships
- Student engagement & instructional time
- School culture & organizational health
- Climate & safety

Reframing "Mental Health"

- "Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act (Center of Disease Control, 2023).

- Mental health ≠ absence of illness.

- Everyone can support wellness.

The Case for School Mental Health

- There is an **11-year gap** between onset and treatment of mental health disorders (Wang et al., 2004).

- Youth are more likely to access mental health services in **school** than any other settings (Duong et al., 2020).

- Research shows that mental health services can close gaps in access for **underserved and marginalized populations** (Lyon et al., 2013).

Our Efforts

- **Continuing** to integrate school mental health into MTSS-SEB.

- **Refining** our procedures for identifying student social, emotional, behavioral, and mental health needs.

- **Expanding** partnerships with community mental health providers to improve student access to care.

What is Universal Screening?

What it is:

- "Temperature check" for students focused on overall wellness

What it is not:

- Not diagnostic, prescriptive, evaluative
- Not used for high-stakes decision-making

Screener Selection

- **Context**
  - Recommended by the Joint PSD-PAE Assessment Committee
  - Interest from the School Board
  - Supported by legislation and OSPI's *Model District Template: Student Social, Emotional, Behavioral, and Mental Health Recognition, Screening and Response*

- **Our Approach**
  - Joint PSD-PAE Universal Social Emotional Behavior Screening Committee during Fall 2023
  - Selection process using an evidence-based implementation tool
  - Beginning with *Field Testing* at three schools

Screener Information

The screening tool:

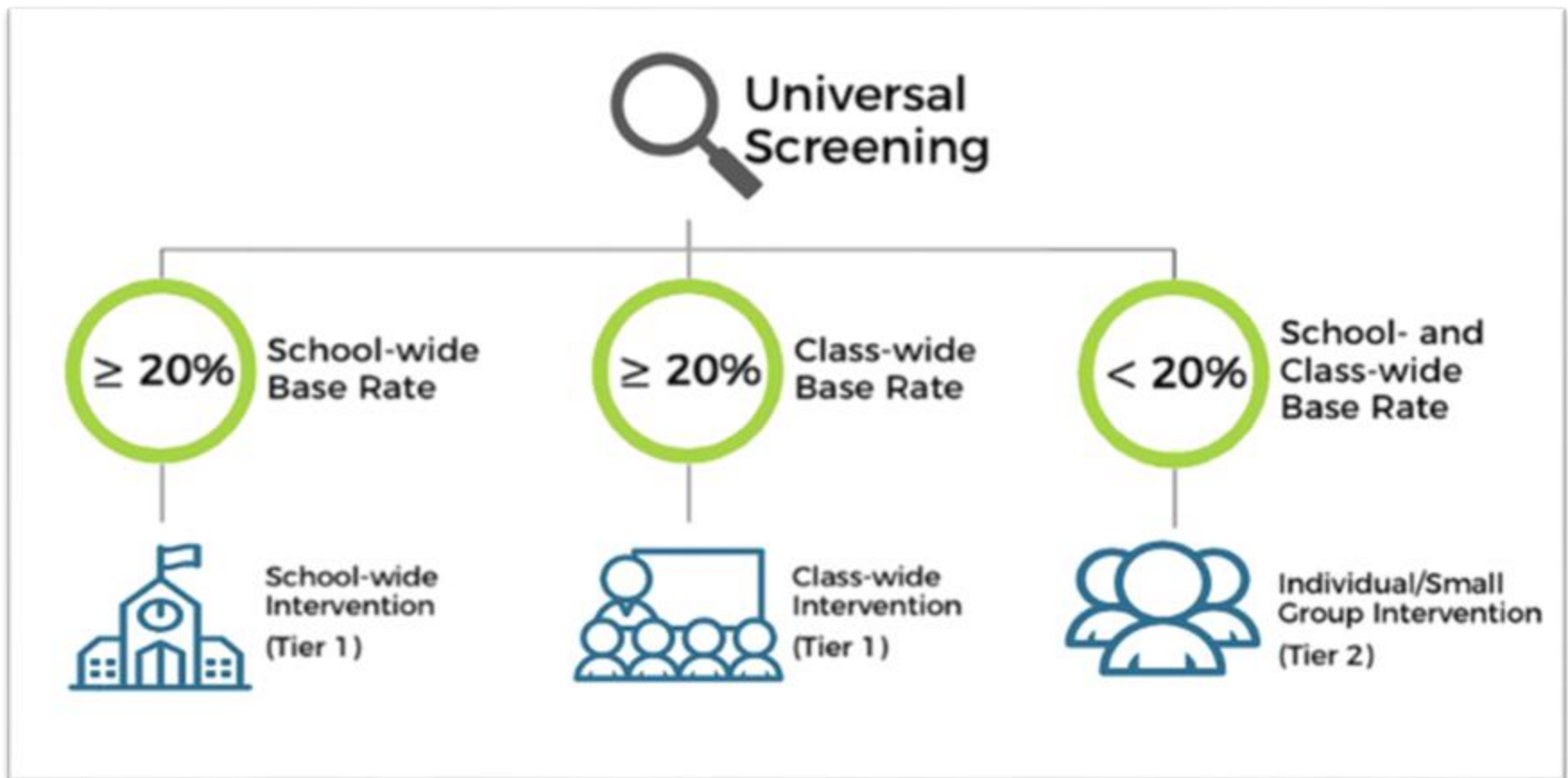- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

What it measures:

- Wellness (strengths + risk)

Three subscales:

- Social behavior
- Academic behavior
- Emotional behavior

What Do We Do After We Screen?

Expanding Community Partnerships

- **Hazel Health**
  - Continued partnership for low-level mental health supports.

- **Comprehensive Healthcare**
  - Uses a direct referral process co-designed with Hazel Health to expedite access to longer-term care.
  - School-based clinicians available at 4 of our elementary schools.

- **ESD 123**
  - Working toward organizational licensure to enhance mental health supports to districts.

Next Steps

- Continue supporting the implementation of MTSS-SEB+MH across all schools.

- Develop a multi-year/multi-phase implementation plan for scaling universal screening across the district using the information from the field tests.

- Continue expanding partnerships with community mental health providers to improve access to care.

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