Aligning PBIS & SEL: Examples from the Field
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The Challenge

In a randomized controlled group study of SWPBIS in elementary schools, Bradshaw et al. (2010) found an average of 5.1 programs introduced in each school on “character education and/or development, social-emotional or social skills, bullying prevention, drug prevention (e.g., DARE), and conflict resolution and/or peer mediation” (p. 146).

Integration is Key!

Climate PBIS SEL

Positive Behavior Interventions and Supports

• An organizational framework, not a curriculum
• A continuum of evidence-based supports matched to student need
• Emphasizes data to track problems and monitor interventions
• Adaptable to fit school culture & context

Core PBIS Elements

Supporting Social Competence & Academic Achievement
Supporting Staff Behavior
Supporting Student Behavior
PBIS Implementation Procedures

- Train and support a representative team
- Clearly define school-wide behavioral expectations and rules
- Teach behavior expectations across school settings
- Methods to monitor student understanding
- Methods to reinforce expected staff and student behaviors
- Procedures to discourage inappropriate behaviors
- Use data to make decisions and give feedback to staff

Social Emotional Learning

- Coordinated instructional programming in social and emotional skill development
- Based on research and systematically evaluated
- Integrated across the curriculum
- Developmentally appropriate
- Programming beyond the classroom

(Coren & Weissberg, 2004; Ela, Zins, Greenberg, Weissberg, 2005)

Core Competencies of SEL

- Manage emotions and behaviors to achieve one's goals
- Show understanding and empathy for others
- Social awareness
- Responsible decision-making
- Social Emotional Learning
- Self-management
- Self-awareness
- Make ethical, constructive choices about personal and social behavior
- Form positive relationships, work in teams, deal effectively with conflict

Developing Social and Emotional Skills

- Sequenced, Active, Focused, Explicit (SAFE)
- Adults and students model SEL skills and discuss relevant situations
- Developmentally/culturally competent instruction and community-building activities
- Opportunities for students to contribute to their class, school, and community

Safe and Sound: An Educator’s Guide to Evidence-based SEL programs
How do SEL & PBIS work together?

• A balanced approach to discipline: “The SWPBS and SEL approaches differ in important ways, but they are compatible. Together, they offer the full range of strategies and techniques needed for effective classroom management and schoolwide discipline.” (Bear, 2010. p. 12)

Integrating SEL and PBIS: Content

• Same
  — Commitment to building personal competence of students
  — Linking social development with academic success
  — Commitment to school-wide social culture
• Complementary
  — Social skills and Benefit from Social Emotional Competencies
• Potential Challenges
  — Role of student voice
  — Approach to reinforcement
  — Metrics

Integrating SEL and PBIS: Processes

• Same
  — Staff development and coaching for adults
  — Importance of Leadership Buy In
  — Importance of Teacher Proficiency and Modeling
• Complementary
  — Can be an integrated “scope and sequence”
  — Improvement based on data
    • Student performance
    • Adult consistency
• Potential Challenges
  — Metrics

Combining SEL and SW PBS

Keys to Prevention

Structure

Positive School Climate

Support

(Bear, Whitcomb, Elias, & Blank, 2015)
Keys to Prevention

PBIS
Positive School Climate
SEL

(Bear, Whitcomb, Elias, & Blank, 2015)

Integrating PBIS & SEL

Professional development activities for staff
Integrated PBIS+SEL model launch
On-going technical assistance at district and state levels
Evaluate and refine for continuous improvement

(Bradshaw et al., 2012)

Integrating PBIS & SEL

Commitment to a coordinated implementation of PBIS+SEL
Get staff buy-in for PBIS+SEL implementation and integration
Engage stakeholders to form a PBIS-SEL integration steering committee
Develop a shared vision for implementing an integrated approach

(Bradshaw et al., 2012)
## SEL School Wide Practices

**Responsive Classroom Approach**
- Active Use of Guiding Principles
- Morning Meeting – Greeting, Share, Activity aimed at ensuring every student feels a sense of belonging, significance and fun
- Teacher Language to teach and reinforce positive social skills and academic behaviors – Reinforcing, Reminding, Redirecting

## SEL School Wide Practices (cont)

### Progressive, Restorative and Consistent Discipline practices implemented across the school day
- Break Spaces in every classroom
- Buddy Rooms
- Office Breaks for major infractions
- Interactive Modeling technique explicitly teaches routines, academic and behavioral expectations
- All School Student Led Meetings that reflect the Morning Meeting Structure
  - At least quarterly, working toward monthly

### School Wide Acknowledgement System that recognizes positive behaviors reflecting school core values

### School Newsletters to connect families to school activities and learning

### Family Learning Breakfasts to enhance family engagement and showcase student work

### Systems within PBIS Model to Support SEL Practices

### PBIS School Team – meets monthly to review practices, data and plan for school wide activities

### PBIS Team created Behavior Flowchart that is shared with all teachers and staff at the beginning of the year. Flowchart is aligned with Responsive Classroom progressive discipline practices

### Basic Social Emotional "screener" assists in guiding development of Tier 2 and Tier 3 interventions; administered each trimester

### Instructional Support Team – Meets weekly to assist teachers in developing interventions and allocating resources for academic and social emotional concerns.

### Social Emotional Learning Goal within the School Improvement Plan. The SIP drives faculty and staff professional development.

### Counselor distributes bi-monthly “Responsive Classroom Practices” reference sheets/guides to help coach teachers on RC goals and strategies and highlight new research and information from the field
Data Driven Decision Making

+ School-wide behavioral data collected through office referral forms presented monthly to IST and PBIS teams.
+ Members of the PBIS Team bring feedback from grade-level teams
+ District conducts School Culture Rounds twice yearly, looking at different indicators regarding classroom and school culture. Feedback is reflected back to all staff in written and verbal form

PBIS Team utilizes outcomes of inventories, surveys and assessments to guide future planning

Challenges in Integrating SEL and PBIS Model

+ Less than half of the staff are formally trained in Responsive Classroom, including building administration
+ Handful of teachers/staff have not yet adopted a SEL/growth mindset
+ Ongoing pressures of “Rigor” and “Time on Learning” and limited planning time

Challenges (cont)

+ Difficulties in measuring growth of “soft skills” – there is no written assessment on SEL skills, so assessments take team time to observe and gather evidence.

Tips for Success

+ Develop direct, honest and supportive relationships with administration to ensure they are on board and understand the vision
+ Invite teachers to build skills through Book Studies, coaching opportunities and offering to help with implementation
+ Consistently reinforce the idea that frontloading SEL skill development gives time back in the end

Tips for Success

+ Use team approach
+ Engage students and families to increase sustainability and ownership
+ HAVE FUN!
The Saltonstall School:
“if SEL and PBIS got together and had a kid.”

The Real Dilemma
Social Emotional Learning Strategies are not being taught effectively,
OR
The child is not accessing the Social Emotional Learning Strategies being taught,
OR
The Social Emotional Learning Strategies are not being taught effectively and the child is not accessing the Social Emotional Learning.

Setting Up Our Systems

System(s) Building

Community
- Making a Difference
- Whole School Friday Club
- Kinders play on a dedicated playground initially.
- First and Second graders on the big playground.
- Third and Fourth graders do Almost Over Night in Salem
- Fifth and sixth graders week long trip to New York/ Philadelphia
- Seventh and Eighth graders week at Nature’s Classroom.

Communication
- Weekly and monthly staff meetings.
- Bi-weekly Newsletter.
- All-Calls.
- Monthly PBIS meetings.
- Weekly Social Emotional Team meetings.

System(s) Building

Acknowledgement
- Pride Ceremony
- Daily shout outs
- Compliment Cards
- Fist Bump Cards
- Super Hero Pendants
- Pride Contests
- Portfolio Night

Fidelity
- Cultural Rounds
- Weekly Data Sharing
- SWIS
- Internal ODR Tracking
- School-Wide Tracking
- Activities
- IST Referrals

“it’s not fun, but it’s surprisingly effective.”
PBIS-SEL Collaborative Behavioral System and Practices

- **PBIS-SEL Norms and Expectation Teaching**
  - Cooperative Re-entry to Learning
  - Teacher Managed Strategies

- Accompanied Break with Data Identified Adult
  - Teacher Managed Strategies with Assistance

School-wide Norms and Expectations

<table>
<thead>
<tr>
<th>SEL Component</th>
<th>PBIS Component</th>
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</thead>
<tbody>
<tr>
<td>Explicit SEL school-wide norm and expectation instruction.</td>
<td>Which expectations are being integrated with fidelity.</td>
</tr>
<tr>
<td>Common Language</td>
<td>By area and populations.</td>
</tr>
<tr>
<td>Whole School Assembly.</td>
<td>Allows tracking of data across the entirety of curriculum.</td>
</tr>
<tr>
<td>Explicit classroom norm and expectation instruction.</td>
<td>Continuing Tier Two/Three supports for non-responders.</td>
</tr>
<tr>
<td>Morning Meetings.</td>
<td>Views outcomes session to session and year to year.</td>
</tr>
<tr>
<td>Expectation Posting.</td>
<td>Data accessibility to vertical and horizontal teams.</td>
</tr>
<tr>
<td>Multiple Intelligences.</td>
<td>Population</td>
</tr>
<tr>
<td>Use of common language.</td>
<td>Grade level</td>
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</tbody>
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Teacher Managed Strategies

<table>
<thead>
<tr>
<th>SEL Component</th>
<th>PBIS Component</th>
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<tbody>
<tr>
<td>Quiet Areas</td>
<td>Which expectations are being integrated with fidelity.</td>
</tr>
<tr>
<td>Redirection</td>
<td>By area and populations.</td>
</tr>
<tr>
<td>Peer Team Structuring</td>
<td>Allows tracking of data across the entirety of curriculum.</td>
</tr>
<tr>
<td>Implementation of 504s, IEPs, and Behavior Plans</td>
<td>Continuing Tier Two/Three supports for non-responders.</td>
</tr>
<tr>
<td>Accountable Talk</td>
<td>Views outcomes session to session and year to year.</td>
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<tr>
<td>Buddy Rooms*</td>
<td>Data accessibility to vertical and horizontal teams.</td>
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Teacher Managed with Assistance

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<th>SEL Component</th>
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<tr>
<td>Stresses Community of Learning.</td>
<td>Emphasize the difference between the student and student’s behavior.</td>
</tr>
<tr>
<td>Allows for continuation of education in the classroom.</td>
<td>Models implementation of data-based strategies in both Tier Two and Tier Three.</td>
</tr>
<tr>
<td>Emphasizes inclusion over exclusion.</td>
<td>Provides practice in behavior modification techniques.</td>
</tr>
<tr>
<td>Cultivates intrinsic reward mechanism for success.</td>
<td>Allows for fidelity checks.</td>
</tr>
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Accompanied Break

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<th>PBIS Component</th>
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<tbody>
<tr>
<td>Maintains positive peer standing in the classroom for all involved children.</td>
<td>Immediate academic integration with support.</td>
</tr>
<tr>
<td>Facilitates a ready-to-learn reentry to the classroom.</td>
<td>Modeling of techniques for engaging the student.</td>
</tr>
<tr>
<td>Supports and enhances the student’s relationship with their teacher.</td>
<td>Facilitate Tier Two and Tier Three interventions living in the classroom.</td>
</tr>
</tbody>
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Cooperative Classroom Reentry

<table>
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<tr>
<th>SEL Component</th>
<th>PBIS Component</th>
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<tbody>
<tr>
<td>Student feels welcome by teacher and peers.</td>
<td>Immediate academic integration with support.</td>
</tr>
<tr>
<td>Children build confidence in their ability to manage their outcomes.</td>
<td>Modeling of techniques for engaging the student.</td>
</tr>
<tr>
<td>Positive staff interaction sets the tone of cooperation.</td>
<td>Facilitate Tier Two and Tier Three interventions living in the classroom.</td>
</tr>
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2015-2016 Referrals

Average Referrals Per Day Per Month
May 2016-

2016-2017 Referrals

Average Referrals Per Day Per Month
May 2016-

Facing Our Challenges

- 100% buy-in is still our goal.
- The use of Buddy Classrooms.
- ISS versus OSS
- Core restructuring of the acknowledgement system.

"I like how Bonnie’s not stepping on my last nerve.”

from the saltonstall pbis idea lab®