**Narrative of the Integration of SWPBIS & SEL Module**

*Available for use by participants while viewing the presentation.*

Slide 1

**Narrative:** Welcome to the School Climate and Student Success module focusing on integrating the School-wide Positive Behavioral Interventions and Supports approach and the Social and Emotional Learning Approach.

Thank you to the Delaware Department of Education for supporting this work through the Delaware Positive Behavior Support Project and School Climate and Student Success Grant.

Thank you to our lead author, Dr. Sara Whitcomb from the University of Massachusetts Amherst.

Thank you also to Dr. George Bear from the University of Delaware for his content review and feedback.

Slide 2

**Narrative:** The goal of this module series is to provide information to schools that can lead to improvements in school climate and behavioral outcomes. You are most likely here because data, such as school climate survey or office discipline referral information, led your team to students’ social and emotional functioning as an area of need.

Before we dive into the content, please note the following. On our website you can also reference a research-based module narrative that focuses on this topic in great detail. This presentation is based on that narrative. You will see endnotes throughout the slides which correspond to the references in the narrative.

If you see a gold star on a slide, this indicates that a resource is available on the Delaware PBS website for your use.

Let’s get started.

Slide 3

**Narrative:** We would like to thank the people and organizations listed on this slide for their contributions to this module.

Slide 4

**Narrative:** In this module, we will provide a rationale for integrating and aligning the school-wide positive behavioral interventions and supports, or SWPBIS approach and the Social and Emotional Learning, or SEL approach. We will also review SWPBIS, SEL, and research and practical strategies to support integration of the two approaches. The purpose of this professional development module is to help school professionals deepen their understanding of these approaches, how they are complementary to one another, and how they can be integrated effectively and efficiently to enhance student learning and development.

Slide 5

**Narrative:** So why is it that we need to implement approaches such as SWPBIS and SEL? A study by Cook and colleagues in 2015 revealed that 1 in 5 children have social-emotional challenges that could be diagnosed. Also, they found that 70% of children do not get the services they need. The outcomes associated with mental health problems and challenging behaviors include: poor academic performance, school dropout, unemployment, and struggles with friendships and relationships.

Slide 6

**Narrative:** This comic illustrates that even with the best of intentions, without systems and an integrated set of supports, we often feel like this in schools!

Slide 7

**Narrative:** This is another illustration to describe how our silos in research and professional training efforts, lead to “silo-ed” practices in education. As if teachers are not trying to juggle enough!

Slide 8

**Narrative:** With that last illustration in mind, consider that in a research study ofSWPBIS schools, Bradshaw and colleagues found that in addition to implementing the SWPBS approach, the average school was also implementing ***5.1 different programs*** per year that are focused on social and emotional development, character education, bullying prevention, drug prevention (such as D.A.R.E. programs), and conflict resolutions and/or peer mediation. Many times, these programs overlap in content and differ slightly in intent, and are introduced to students in different classes or settings. Without a unified vision or common language, this fragmentation of programming can be confusing to students and adults or can make it challenging for students to integrate practice of skills across settings throughout the day. Furthermore, this approach to implementation is likely inefficient, taking time unnecessarily away from other school-wide instructional priorities. With all of that said, integration matters!

Slide 9

**Narrative:** In this presentation, we want to acknowledge that a positive school climate is generated from a combination of adequate structure and supportive relationships and this can reduce problematic behaviors. Therefore, the above model for prevention is proposed.

Slide 10

**Narrative:** Now, we will review the school-wide positive behavioral interventions and supports approach and social and emotional learning approach. We’ll start with the SWPBIS approach.

Slide 11

**Narrative:** SWPBIS is a framework for structuring a school’s positive approach to discipline and developing an environment in which students are academically and socially skilled. Rooted in Applied Behavior Analysis (ABA), SWPBIS is a scaled application of how professionals might work with individual children with challenging behaviors. It is similarly centered on teaching and reinforcing desired behaviors and measuring the extent to which desired behaviors increase and undesired behaviors decrease. Like ABA, SWPBIS relies on school professionals to effectively arrange the environment to prevent challenging behaviors from occurring (i.e., focus on antecedents), teach socially adaptive alternatives to challenging behaviors (i.e., directly teach replacement behavior), and reinforce students use of the socially desired behavior (i.e., use positive reinforcement). At a school-wide level, this application of ABA relies on adults to commit to implementing a common approach to arranging the learning environment and teaching and acknowledging appropriate behaviors and discouraging and managing challenging behaviors. Further, the implementation of SWPBIS practices is a data-driven approach, in which teams of school professionals regularly examine student outcome data as well as process data that indicate the extent to which practices are implemented.

Slide 12

**Narrative:** According to the Positive Behavioral Interventions and Supports Implementation Blueprint, SWPBIS is synonymous with a multi-tiered behavioral framework or 3-tiered model of support. This prevention-oriented, tiered framework was borrowed from the field of public health and includes primary (universal), secondary (targeted), and tertiary (intensive) tiers of assessment and intervention, which increase in intensity with the level of student need. The focus of this professional training module is on integration of SWPBIS and SEL at Tier 1, which applies to all individuals across all school settings.

Slide 13

**Narrative:** Implementation of SWPBIS is typically driven by 4 key, interactive elements---outcomes, practices, data, and systems. Given the Tier 1 focus in this module, examples of what these elements “look like” at that level are provided on the next slide.

Slide 14

**Narrative:** As mentioned in the previous slide, these are examples of what the 4 key, interactive elements of Tier 1 PBIS look like. Examples of outcomes include behavior ( such as decreased behavior problems, increased prosocial behavior), school climate, academic performance, attendance, nurse visits, and counselor contacts. Examples of systems include team-based leadership, coaching support, data-based decision-making protocols, developed procedures and materials for implementing assessment and practices, and active supervision protocols. Examples of data include climate surveys, office disciplinary referrals, suspensions, academic and behavioral screening information, attendance and tardy data, frequency of nurse/counselor contacts, and fidelity of implementation checklists and observations. Finally, examples of practices include 3-5 defined school-wide behavioral expectations, procedures for teaching and acknowledging behaviors that meet behavioral expectations, procedures for discouraging problem behaviors, and procedures for using data to target needed.

Slide 15

**Narrative:** As for the evidence behind the SWPBIS approach, SWPBIS has the largest evidence-base out of any school-wide intervention for managing student behavior and has been associated with: lower levels of discipline, improved perceptions among students of safety in school, Improvements in academic performance, decreased behavior problems, and improved perceptions among teachers of the school’s organizational health.

Further information about SWPBIS can be found at www.pbis.org

Slide 16

**Narrative:** Some of the major strengths of the SWPBIS approach include well-defined strategies for implementing practices in classroom as well as non-classroom areas, clear emphasis and guidelines on structures and systems to enable school-wide implementation (such as, who should be on the leadership team, job-embedded professional development strategies, examples of how to plan for sustainability), well-developed systems for office disciplinary and implementation fidelity data management and use (such as on the PBIS website), and an emphasis on context-specific and culturally relevant strategies.

Slide 17

**Narrative:** Despite its strengths, the SWPBIS approach comes with some potential pitfalls. First, given the short-term aims of SWPBIS for managing behavior school-wide, insufficient emphasis might be placed on the development of social and emotional competencies highlighted in the SEL approach, including those most associated with self-discipline (that is, responsible decision making, relationship development, social awareness, and self-management). Second, there may be an unnecessary, and potentially harmful, overreliance on use of external rewards by adults to manage student behavior. Finally, while data management and use is well-defined for office disciplinary referral information and implementation fidelity, schools may dismiss the importance of other important data sources, such as students’ perceptions and feelings about their schools. When viewed as a general framework, rather than as the application of strategies of applied behavior analysis, it is difficult to distinguish SWPBIS from other approaches and identify any unique and effective strategies.

Slide 18

**Narrative:** Now, let’s take a look at the Social and Emotional Learning, or SEL approach.

Slide 19

**Narrative:** Social and Emotional Learning (SEL) is a comprehensive approach to student learning that aims to support development of social and emotional competencies. When applied to classroom management and school discipline, emphasis is placed on developing those competencies most related to self-discipline. This approach stems from the fields of developmental psychology and constructivism. SEL is also based on a number of theories and literature bases including social-cognitive theory, social problem-solving, moral and emotional development, resilience, self-determination theory, systems/ecological theory, and prevention science. SEL is a strengths-based approach, and includes direct intervention and infusion of skills across time periods and settings. SEL programs are centered on encouraging students’ development of five key competencies, illustrated on the next slide.

The SEL approach is developmentally appropriate, spans multiple years, and is based on research and is systematically evaluated. Notice that some of the key components of the SEL approach are similar to those of the SWPBIS approach, as seen in slide 11.

Slide 20

**Narrative:** As mentioned on the previous slide, the SEL approach involves the development of social and emotional competencies and skills in the following five areas: Responsible decision-making, meaning skills in being able to comprehend complex situations and make reasonable and ethical behavioral choices; self-management, meaning management and appropriate expression of one’s emotions based on context; social awareness, meaning an awareness and understanding of the emotions and actions of others; relationship skills, meaning skills to be able to successfully initiate, navigate and maintain friendships and supportive relationships; and self-awareness, meaning an awareness of one’s emotions and behavioral patterns.

Slide 21

**Narrative:** The application of SEL in schools is varied, but the Collaborative for Academic and Social Emotional Learning (or CASEL) suggests four ways in which SEL might be implemented with examples of what these strategies look like in school settings. These methods and examples are summarized in this slide.

Slide 22

**Narrative:** There are numerous SEL programs and approaches available to schools, many which have demonstrated positive effects on student development. In a 2011 meta-analysis of 213 intervention studies, Durlak and colleagues found that SEL interventions implemented in schools resulted in: Increases in students’ social emotional skills, Increases in positive attitudes about others, self, and school, Increases in positive behavior, Increases in academic achievement, and significant reductions in emotional distress and problem behaviors.

Slide 23

**Narrative:** Some of the key strengths of the SEL approach include a focus on the development of competencies that will foster wellness and development of supportive relationships across the lifespan, availability of numerous, evidence-based curricula that help students to learn important skills and awareness of the connection between cognitions, emotions, and behavior, and availability of a range of classroom structures that support practice of social-emotional strategies.

Slide 24

**Narrative:** On the other hand, there are also several potential pitfalls of SEL. First, given the multiple theories that drive the development of SEL approaches/curricula, it is sometimes difficult to clearly define the primary objectives of an approach or clearly operationalize and build school-wide consistency around desired strategies. Second, given the focus on the development of internal assets, external rewards might not be used at all, even when warranted; for example, when a skill is first taught, when intrinsic motivation is lacking.

Finally, there are fewer examples of data management systems and data use practices available that are clearly connected to the SEL curricula used or skills taught.

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**Narrative:** So why is it important to integrate SWPBIS and SEL? There are three primary reasons that explain why it is important for schools to integrate and align SWPBIS and SEL strategies.

First, integration could reduce fragmentation and redundancy. As mentioned in an earlier slide, in a research study of SWPBIS schools, Bradshaw and colleagues found that in addition to implementing the SWPBS approach, the average school was also implementing 5.1 different programs per year that are focused on social and emotional development or character education. Many times, these programs overlap in content and differ slightly in intent, and are introduced to students in different classes or settings. Without a unified vision or common language, this fragmentation of programming can be confusing to students and adults or can make it challenging for students to integrate practice of skills across settings throughout the day. Furthermore, this approach to implementation is likely inefficient, taking time unnecessarily away from other school-wide instructional priorities.

Second, SWPBIS and SEL are complementary. At its foundation, the development of a healthy school climate depends on structured and supportive learning environments in which students learn social skills and follow school rules and behavioral expectations, which is the focus of SWPBIS, and have the opportunity to develop and practice social and emotional competencies, especially those related to self-discipline, as emphasized in an SEL approach.

Third, SWPBIS and SEL in combination can enhance one another. While there are aspects of SWPBIS and SEL that are similar, there are also significant differences between the two. Some of these differences are promising strategies that, when added into an integrated model, can strengthen the quality and efficiency of practices and student outcomes.

Slide 26

**Narrative:** Now that we know why it is important to integrate and align the SWPBIS and SEL approaches, lets talk about how to integrate SWPBIS and SEL. There are several conceptual steps necessary for integration, including identifying key components of each intervention or approach, identifying areas that share common aims, goals, and practices, and identifying differences in key components and deciding if these can enhance one another or should be modified or negotiated.

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**Narrative:** Now let’s look at some initial effective examples of SWPBIS and SEL integration. First, we’ll examine the PATHS to PAX example. PATHS to PAX is a collaboration between the Johns Hopkins Center for Prevention and Early Intervention, the Pennsylvania State University Prevention Research Center, and the Paxis Institute. PATHS is an evidence-based SEL curriculum focused on all five CASEL competencies (self-awareness, self-management, social awareness, responsible decision-making, and relationship skills). PAX-GBG is an updated version of the Good Behavior Game, originally developed by a classroom teacher in the 1960’s, with years of research supporting its use. It is an example of an interdependent classroom contingency system in which students are taught and rewarded for meeting classroom behavioral expectations.

Several integration strategies were used to combine these two approaches. The first was to consider two approaches as one. Researchers conceptualized the new approach to be one model consisting of three parts including lessons, activities and practice. PATHS represented the lessons and activities, and PAX-GBG was considered to be the skill practice opportunity for students. Next was to develop one set of training materials.These were not presented as two separate approaches, rather a set of materials to work from. Then, researchers looked for overlapping structures and created a common language and guidance for consistent implementation. In this case, “compliments” were given through “tootles” in PAX and “Kid of the Day” in PATHS. Researchers worked to combine these strategies. Further, researchers provided suggestions for how to incorporate visual cues available with each program. Finally, monitoring implementation was key. Tools were developed for teachers to monitor their use of the integrated program and for coaches’ to observe teacher implementation.

Prior to implementation, 588 minutes per week of instructional time were lost to problem behaviors. Following implementation, there was a net gain of 391 minutes of instructional time per week, which equals about 26 days per school year.

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**Narrative:** Another example of initial effective SWPBIS and SEL integration is Strong Kids and SWPBIS, A collaboration between the University of Washington and Louisiana State University. Strong Kids is a brief SEL program aimed at teaching the five CASEL competencies and has a wide range of supporting research that suggests increases in student skill development and decreases in depression and anxiety. CW-PBIS is a class-wide application of the Tier 1 components of the SWPBIS and SEL approaches, seen in slides 14 and 21.

This example is from one study in which classrooms either implemented “business as usual,” SEL, SWPBIS, or SEL and SWPBIS. The combination of SEL and SWPBIS was highly effective for decreasing both externalizing (e.g. disruptive behaviors) and internalizing (e.g. depression and anxiety) behavior. PBIS was highly effective for externalizing behaviors and only slightly effective for internalizing behaviors. SEL was highly effective for externalizing behaviors and moderately effective for internalizing behaviors.

Slide 29

**Narrative:** Now that we’ve reviewed the SWPBIS and SEL approaches and discussed a rationale for integrating the two, lets move on to the primary considerations and recommendations for integrating SWPBIS and SEL.

Initial research for integration of SWPBIS and SEL is promising; however, most examples to date have been specific to integration at the classroom level. The following slides present explicit recommendations for integrating at a school-wide level. The premise is that the tiered framework associated with SWPBIS is the guiding framework and SEL practices and approaches are integrated within each tier. Further, the four-part outcomes, systems, data, and practices model from the SWPBIS framework and the school-wide systems considerations identified in the SEL literature are incorporated throughout the recommendations. The following are based on Bradshaw and colleagues’ (2014) proposed 11-step approach to integration and our own experiences with integration efforts.

Slide 30

**Narrative:** The first step to integration of the SWPBIS and SEL approaches is to commit to a coordinated implementation of SWPBIS and SEL. For a school or district to effectively integrate efforts, it is critical that school leaders support and thoroughly understand each effort and the benefits of an integrated approach. Further, school leaders must be able to set the vision for this effort and devote energy and resources to it. Most often, this includes insuring that this commitment is visible to district personnel, like administrators and the school board, and that external support is accessed to help with visioning, professional development, and ongoing technical assistance.

Slide 31

**Narrative:** The second step in the integration process is to obtain staff/school community buy-in for SWPBIS and SEL. Often times, we have worked in schools where staff are familiar with SWPBIS or SEL approaches but have a hard time envisioning an integrated model in which they may have to implement an extended, adapted, or negotiated version of what they know. It is important for staff to understand the key features, strengths, and weaknesses of both models so that an integrated version is a logical transition that they are able to commit to. This requires adequate professional development opportunities. Have staff share existing examples of PBIS and SEL that they are already implementing in their classes and build agreements in how to move forward with integration.

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**Narrative:** The third step is to engage stakeholders to form a team. Distributed leadership is key to the effective diffusion and sustainability of a school-wide initiative. The SWPBIS literature very clearly suggests that a team of 6-8 individuals, representative of the school community, share in the planning and monitoring of schoolwide SWPBIS. This team should include an administrator, a person with behavioral expertise, specialists, special education teachers, grade level representation, a parent, a student, etc.

For a truly integrated model, we suggest that schools think very carefully about their team. For example, if there are master SEL teachers, such as Responsive Classroom trainers, they certainly should be on the team, as should school counselors, school psychologists, and physical education or health teachers that are involved in SEL efforts, such as bullying prevention, and typically see every student in the building.

The SWPBIS literature has defined the role of a “coach,” or someone who facilitates the team process. This is an important role, and in this case, needs to be someone who can articulate the integration well and keep others on track with program planning and implementation. Thus, if a coaching model is followed, the coach should be knowledgeable and experienced with both the SWPBIS and SEL approaches, and committed to their integration.

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**Narrative:** The fourth step in integration efforts is to develop a shared vision for an integrated SEL and SWPBIS model. Teams and school communities should work together to identify what they want their school climate and culture to “look like.” For example, teachers, students, and parents can engage in activities where they identify on post-it notes how they want to be treated by others, what types of rules or expectations are important, etc. Then, the team engages in a process in which they sort post-it notes into categories. The 3-5 categories then become the school’s core values or schoolwide expectations. An alternative would be for schools to draw their 3-5 expectations from the language presented in their SEL curriculum or approach. For example, in the Responsive Classroom approach (see www.responsiveclassroom.org), students learn about CARES (i.e. cooperation, assertion, responsibility, empathy, and self-control). This language can be a natural point of integration for schools that are simultaneously implementing SWPBIS and the Responsive Classroom approach, providing for the use of a common language schoolwide.

Engaging in this visioning process can help schools define the outcomes that they are aiming to achieve, which will also help to define which measurement tools will be most important to assess school outcomes as well to monitor progress toward obtaining them. \*A resource with directions to the envisioning activity mentioned previously is available for your use on the Delaware PBS website.

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**Narrative:** The fifth step is to conduct a SWOT analysis, or a strengths, weaknesses, opportunities, and threats analysis, to integrate SWPBIS & SEL implementation. To create a planful integration approach that is authentic to a school’s individual culture, it is important to understand what programming is already in place, how well it is working, and what barriers exist.

One way to evaluate current structures is for the team to literally map out on paper all social-emotional and behavioral programming, strengths of that programming, gaps, areas where there are common features between programs, and current barriers to effective implementation. A mapping activity to aid schools in this process is available for your use on the Delaware PBS website.

It is also helpful to obtain the perspectives of the school community at this point to best understand global perceptions of strengths and weaknesses in school climate. For example, the Delaware School Surveys, which assess school climate, bullying victimization, student engagement, and social and emotional competencies can be used at this point to understand student, teacher, and caregiver perceptions of the extent to which the school has adequate structures in place, such as fair rules, and supportive relationships. Worksheets to help interpret the data from these assessments are available for your use on the Delaware PBS website.

Evaluation results from those external to the school also may be of value. For example, the Delaware Key Features Evaluation is completed by an external team when visiting a school; the team interviews teachers, students, administrators, and other staff; and reviews documentation of implementation. The purpose is to provide an unbiased external assessment of fidelity of implementation and effectiveness in integrating SWPBIS and SEL practices. A document containing the details of the Key Features Evaluation is available for your use on the Delaware PBS website.

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**Narrative:** The sixth step in integration is to use data to carefully select SWPBIS and SEL programming and develop decision-making guidelines. To develop a needs-based integration plan, it is necessary to not only conduct a SWOT analysis but to also have an idea of preferred student outcomes and student needs. If the goal is to reduce disciplinary referrals, then placing emphasis on teaching rules and routines would be helpful. If increases in social-emotional assets are the goal, then perhaps more emphasis needs to be placed on teaching activities that foster SEL.

In these schools/districts, it is important that the SWPBIS and SEL team develop timelines and routines for how the data will be managed and used efficiently and develop decision rules for when programming needs to change for the whole school, particular grades or classes, and individual students. For example, a school may collect:

•School climate data—once a year

•Social and emotional competency data—once a year (such as by using the Social and Emotional Competence Scale of the Delaware School Survey)

•Student engagement data—once a year (by using the Student Engagement Scale of the Delaware School Survey)

•Bullying victimization data—once or twice a year (again by using the Bullying Victimization Scale of the Delaware School Survey)

•Counselor Contacts—3 times a year

•Ongoing nurse visits

•Ongoing disciplinary referrals and

•Ongoing attendance data

Schools might also consider using social-emotional screening data, obtained by administering a validated measure that serves such purposes. However, if used, active or passive parental consent is likely required. \*A resource with more information about validated screening measures is available for your use on the Delaware PBS website.

When initially creating an integration plan, it is likely most efficient to start with data that are already available and then build in other data sources as the team deems necessary and helpful.

Slide 36

**Narrative:** Based on the types of data mentioned in the previous slide, a request for assistance form, like the one presented in this slide, can be filled out to try to prevent and decrease certain behaviors and occurrences. This example focuses on the number of office disciplinary referrals and nurse visits, and helps teachers and other school personnel to reflect on what they have done to prevent, teach, and respond to the challenging behavior. The request for assistance form can be found on the Delaware PBS website for your use.

Slide 37

**Narrative:** The seventh step is to create an integration action plan. Developing a comprehensive action plan, or road map is perhaps most important. This will help the school/district to stay on track with its goals and implementation. \*See the Delaware PBS website for an SWPBIS-SEL integration plan that is based on Bradshaw and colleagues’ recommendations that we will discuss next.

Develop a statement of purpose. This should include why it is important to integrate efforts, how current or new integration efforts will help the school to achieve positive and relevant student outcomes.

Articulate systems and procedures for selecting practices, implementing practices, and monitoring implementation and outcomes. To do this…

* Create visuals to help teachers and staff to easily use a common language. See the example SWPBIS & SEL crosswalk and continuum for handling challenging behaviors in the SWPBIS-SEL integration action plan resource on the Delaware PBS website. A sample crosswalk is also provided on the next slide.
* Develop implementation measures that will allow individuals to reflect on procedural fidelity and quality of implementation. The PBIS website (www.pbisapps.org) has a great deal of SWPBIS -related implementation tools. These include walkthrough observations and interviews and team-completed checklists, such as the School-wide Evaluation Tool, the Tiered Fidelity Inventory. These tools can be found on the PBIS website as well as the Delaware PBS website.
* Explicitly state strategies for obtaining faculty buy-in and for ensuring that new faculty are oriented each year.
* State expectations for members of the team, as well as for faculty and staff. Clarify how channels of communication will work so that team has a mechanism for sharing new implementation strategies and faculty and staff have a mechanism for providing feedback and ideas.
* Establish procedures for using fidelity data and outcome data to make decisions about implementation and program effectiveness.
* Develop an implementation timeline that allows all to understand when particular lessons should be taught or refreshed and other activities are to be implemented. This should also incorporate a routine or strategy for making changes to implementation based on regular observation of data.

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**Narrative:** Presented here is s sample crosswalk displaying PBIS with SEL. The Tier 1 Leadership Team might address SEL programming AND PBIS. Giving scripts or cheat sheets may help teachers to make links between the two approaches. PBIS teaching and lessons can be integrated into activities such as Morning Meetings, which come from the Responsive Classroom approach. Crosswalking the language from different curricula can aid with integration.

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**Narrative:** The eighth step in SWPBIS and SEL integration is to develop job-embedded professional development activities. It is important to become a professional learning community dedicated to PBIS and SEL. Creating and implementing an effective and efficient integrated model of SEL & SWPBIS requires that all faculty and staff have a shared understanding of the conceptual underpinnings of the model and the practical application. Typically, it is helpful for teams to plan for ongoing professional development activities that happen within the context of the school day and not at one-day training. The most successful schools are those that function as professional learning communities and have developed structures to support ongoing learning.

For example, schools might take a small portion of every faculty meeting to share relevant student or implementation data and give an update on SEL & SWPBIS practices. They might identify the focus for implementation improvements by having staff complete “exit tickets” at the end of each faculty meeting. These tickets allow staff to give targeted feedback on what is going well and where staff are struggling.

Alternatively, schools might develop routines for grade level teachers to have shared planning time. During this time, a routine is established where teachers can look at grade level data, such as disciplinary data and nurse visits, to identify grade level concerns, to problem solve class-wide implementation, etc.

New teacher orientation structures may also serve as potentially powerful means for faculty to access job-embedded professional development. Some districts have incorporated monthly meetings for early career or new teachers. A portion of each of these meetings could be devoted to troubleshooting and learning about the implementation of an integrated SWPBIS & SEL plan.

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**Narrative:** The ninth step is to launch SWPBIS and SEL together. While many schools have SWPBIS or SEL or both frameworks in place, many do not “launch” these efforts together, making it hard for students to draw connections between the efforts. In developing an integrated action plan and supports for faculty and staff to implement the plan, it becomes easier and more logical for a yearly “launch” or planned booster sessions that happen schoolwide, to be integrated as well. Help students and staff to connect the dots and avoid confusion by giving this combined initiative one name. Also, create a calendar for implementation of lessons, practice, and activities.

Slide 41

**Narrative:** The tenth step in SWPBIS and SEL integration is to develop an on-going technical assistance plan. Implementing a schoolwide initiative, such as an integrated model of SWPBIS & SEL is hard work and requires schools to “build the plane while flying it.” To do this well, schools often need to develop a plan for technical assistance. Technical assistance can be provided by an external consultant, with skills in both SWPBIS & SEL or can be offered by an internal “expert” or instructional coach. A technical assistance plan should be jointly developed between the school team and the technical assistant and might include the content, timeline, and format of assistance that the school will need to build the capacity for implementation of sustainable and effective practices. \*See a sample technical assistance plan on the Delaware PBS website. While building-based technical assistance is important, it is similarly important for districts or states to have a clearly articulated plan to help execute a larger district or statewide vision for integrated SWPBIS and SEL.

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**Narrative:** Finally, the eleventh and last step for integration is to use data in an ongoing way to evaluate programming. Data should drive all actions taken. As stated previously, it will likely be important for more than one data source to be used to make decisions about program planning and implementation. It is important to develop an efficient set of routines for collecting, managing, and using data in a way to make school-wide, grade level, classroom, and individual student decisions. Furthermore, use of fidelity data to understand feasibility and quality of implementation is important to review regularly. Use of other data such as extant and climate data is crucial as well. Use of data by SWPBIS teams has been predictive of implementation—clearly this is important.

Furthermore, it is important sometimes to think about data more informally. For example, we have worked in schools where team members have said, “We know we are doing something right when the line outside of the principal’s door is shorter.” While it is important to have clear and formal systems for using data, it is also equally important to draw upon more “qualitative” sources of information.

Based on data, develop a problem solving protocol to drive intervention planning and evaluation.

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**Narrative:** Now that we reviewed what the SWPBIS and SEL approaches are, reasons to integrate, and recommended strategies for integration, what actions will we as a team or staff take?

Think about which strategies shared would be a good match for your school context and resources. Be sure to set aside time to action plan and answer the questions: Who is going to do what actions by which time? Once action steps are decided, be sure to monitor implementation and data outcomes.

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**Narrative:** Thank you for your participation in this module. We hope that you found this information helpful and easy to understand. We welcome your feedback and questions.

Remember that as data-identified needs arise, you are welcome to check out other resources provided through the School Climate and Student Success Module Series.