



INTEGRATING THE SWPBIS AND SEL APPROACHES

RESEARCH AND RECOMMENDED STRATEGIES

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DE Positive Behavior Support Project – School Climate & Student Success

MODULE STRUCTURE

- Module series goal:
 - Provide information to schools that can lead to improvements in **school climate** and **behavioral outcomes**.
- Module narratives provide additional information to accompany PowerPoint Presentation.
 - Endnotes throughout slides correspond to the references in the module narrative.
- Gold star = Resource on Delaware PBS website

A BIG THANK YOU: CREDIT GIVEN TO

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- Bob Putnam, The May Institute
- Sarah Fefer, University of Massachusetts
- www.pbis.org
- [SEL4MASS \(sel4mass.org\)](http://SEL4MASS(sel4mass.org))
- [CASEL \(www.casel.org\)](http://CASEL(www.casel.org))

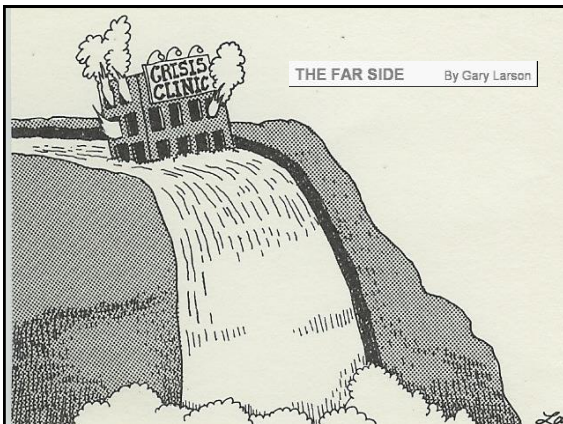


AGENDA

- Rationale for Integrating/Aligning initiatives
- PBIS Review
- SEL Review
- Research and Practical Strategies for Integration

THE PROBLEM

- 1 in 5 students have social-emotional challenges that could be diagnosed.
- 70% of children do not get services they need.
- Mental health problems and challenging behaviors are associated with:
 - Poor academic performance
 - Dropout
 - Unemployment
 - Struggles with friendships and relationships



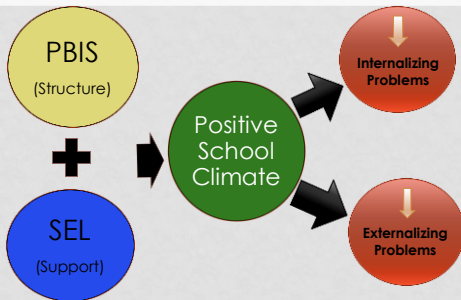
SILOS IN RESEARCH AND PRACTICE



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

Integration matters!

MODEL FOR PREVENTION





Positive Behavioral Interventions and Supports (PBIS)



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS): SUPPORTING THE POSITIVE BEHAVIORS OF *ALL* CHILDREN

- Coordinated data-based decision-making and instructional programming that focuses on teaching adaptive behaviors and discouraging disruptive behaviors across contexts
- Is developmentally appropriate
- Spans multiple years
- Based on research and systematically evaluated



Dec 7, 2007

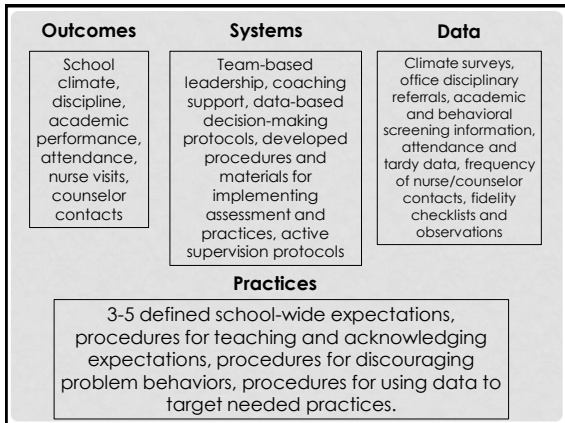
Multi-Tiered Assessment and Intervention Logic

Tertiary Prevention:
Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention:
Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings





EVIDENCE-BASE

- SW-PBS has the largest research base out of any school-wide intervention⁶
 - Lower levels of discipline^{7,8}
 - Improved perception of safety in school⁸
 - Improved academic performance⁸
 - Improved perceptions of organizational health^{8,9}

STRENGTHS OF SWPBIS

- Well-defined strategies for implementing practices in classroom and non-classroom areas
- Clear emphasis and guidelines on structures and systems to enable schoolwide implementation.
- Well-developed systems for office disciplinary and implementation fidelity data management and use (e.g. www.pbisapps.org)
- Aim is for approach to be context-specific and culturally relevant



POTENTIAL PITFALLS OF SWPBIS

- Given short-term aims of PBIS for managing behavior school-wide, not enough emphasis might be placed on the development of long-term life skills
- There may be potentially harmful, overreliance on use of external rewards
- While data management and use is well-defined for office disciplinary referral information and implementation fidelity, schools may miss using other important data sources





Social and Emotional Learning (SEL)

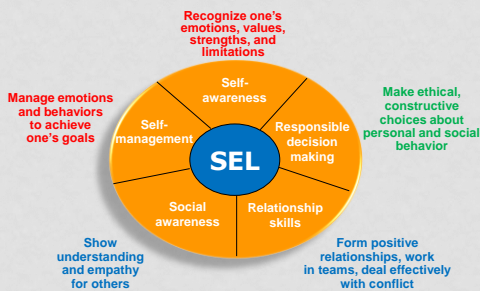


SOCIAL-EMOTIONAL LEARNING (SEL): ENSURING THE HEALTH OF ALL CHILDREN

- Coordinated instructional programming that focuses on individual social and emotional skill development and infusion of skills across contexts
- Is developmentally appropriate
- Spans multiple years
- Based on research and systematically evaluated

What is SEL?

Social and emotional learning involves the development of social and emotional competencies and skills in 5 areas:



SEL Strategy	Example Practice
Free Standing Lessons —Sequenced, Active, Focused, Explicit (SAFE) instruction based on 5 SEL competencies	Teaching students to label emotions of others through literature (character analysis), role-playing, charades
General Teaching Practices —Established routines and environmental arrangements that allow for the development and practice of SEL skills	Developing classroom core values, morning meetings, peace corners, cooperative learning,
Integration of SEL with Academics —Programming that integrates SEL competency instruction with humanities/literature	<i>ARs, The RULER Approach, Expeditionary Learning, Facing History and Ourselves</i>
Guidance on Establishing SEL as a Schoolwide Initiative —Support for administrators and school leaders to initiate and sustain SEL implementation	School-wide visioning, leadership teaming, needs assessment, policy development, curriculum/program selection, professional development planning, data-based decision-making and progress monitoring

EVIDENCE-BASE

- Increases in students' social emotional skills
- Increases in positive attitudes about others, self, and school
- Increases in positive behavior
- Increases in academic achievement
- Significant reductions in emotional distress and problem behaviors

STRENGTHS OF SEL

- Focus on the development of competencies that will foster wellness and development of supportive relationships across the lifespan
- Availability of numerous, evidence-based curricula
- Availability of a range of classroom structures that support practice of social-emotional strategies



POTENTIAL PITFALLS OF SEL

- It is sometimes difficult to clearly define the primary objectives of an approach or clearly operationalize and build school-wide consistency around desired strategies
- External rewards might not be used at all, even when warranted
- Fewer examples of data management systems and data use practices available that are clearly connected to the SEL curricula used or skills taught

WHY INTEGRATE/ALIGN?

- To reduce fragmentation and redundancy.
- Because SEL and PBIS complement each other.
- Because SEL and PBIS in combination can enhance one another.



HOW DO WE INTEGRATE/ALIGN?

- Identify key components of each intervention or approach
- Identify areas that share common aims, goals, and practices
- Identify differences in key components and decide if these can enhance one another or should be modified or negotiated

INITIAL EFFECTIVE EXAMPLES OF INTEGRATION

- PATHS to PAX-GBG
 - Considered two approaches as one continuum (lessons, activities, practice)
 - Developed one set of training materials
 - Looked for overlapping practices and adapted to create a common language and guidelines for consistent implementation
 - Monitored implementation with developed fidelity tools

Gained back 391 instructional minutes/week!!!

INTEGRATION EXAMPLES (CONT.)

- Strong Kids and CW-PBIS
 - **Combination of SEL and PBIS was highly effective for decreasing both externalizing (e.g. disruptive behaviors) and internalizing (e.g. depression, 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.

PRIMARY CONSIDERATIONS AND RECOMMENDATIONS FOR INTEGRATING SWPBIS & SEL

ADAPTED FROM BRADSHAW ET AL. (2014)

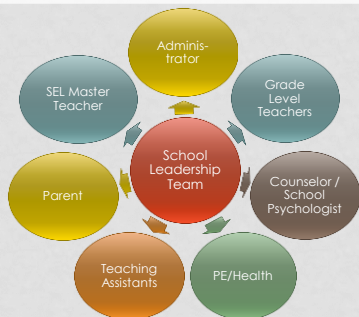
1. COMMIT TO COORDINATED IMPLEMENTATION OF SWPBIS & SEL

- Requires administrator involvement
 - Setting the vision
 - Allocating resources
 - Planning for professional development

2. OBTAIN STAFF/COMMUNITY BUY-IN

- Ensure staff understand the key features, strengths, and weaknesses of both models
- Have staff share existing examples of PBIS & SEL that they are already implementing in their classes
- Build agreements in how to move forward

3. ENGAGE STAKEHOLDERS TO FORM A TEAM



4. DEVELOP A SHARED VISION FOR INTEGRATED MODEL

- Engage in a visioning process with staff, students, parents
- Consider how current SEL or PBIS efforts capture core values/vision of the school



5. CONDUCT A SWOT ANALYSIS

- What are the strengths of PBIS and our selected SEL program?
- What are the weaknesses?
- Where are there opportunities to integrate strengths and enhancements?
- What barriers currently exist? What may be barriers to integration?
- Do we need more information from our stakeholders (e.g. Delaware School Surveys¹⁸)



6. USE DATA TO IDENTIFY AND SELECT PROGRAMMING

- Use SWOT data
- Use extant data to identify important student outcomes to target school-wide:
 - School Climate, Social and Emotional Competency, Student Engagement, and Bullying Victimization data (e.g. using the Delaware School Surveys)
 - Office disciplinary referrals
 - Nurse visits
 - Counselor contacts
- Use extant data and requests for assistance to intensify support for some students



EXAMPLE REQUEST FOR ASSISTANCE FORM


Number of ODR: _____ Number of nurses visits: _____

Prevent	Teach	Respond
*Check all that apply		
<p>What have I tried to prevent the challenging behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change the environment <ul style="list-style-type: none"> ○ Change seating ○ Pair students strategically <input type="checkbox"/> Increase predictability of routine <ul style="list-style-type: none"> ○ Use visuals ○ Schedule breaks ○ Prepare for changes in routine <input type="checkbox"/> Provide environmental enrichment <ul style="list-style-type: none"> ○ Differentiated instruction ○ Engagement strategies <input type="checkbox"/> Provide choices <input type="checkbox"/> Use clear concise verbal cues <input type="checkbox"/> Modify tasks or task length <ul style="list-style-type: none"> ○ Intersperse easier tasks with more difficult tasks ○ Lessen task demands as appropriate <p>Other: _____</p>	<p>What competencies have I tried to teach to reduce the challenging behavior?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define expectations and rules <input type="checkbox"/> Teach emotion awareness <input type="checkbox"/> Encourage communication skills <ul style="list-style-type: none"> ○ Teach how to ask for help ○ Teach how to ask for a break ○ Teach how to ask for preferred items/activities/attention <input type="checkbox"/> Plan for transitions <ul style="list-style-type: none"> ○ Signal transition on signal ○ Teach waiting skills <p>Other: _____</p>	<p>What does the student seem to be communicating?</p> <ul style="list-style-type: none"> ▪ A need for attention/help ▪ A need for a break from a difficult task/situation ▪ A need for an item/materials <p>How have I responded to challenging behavior?</p> <ul style="list-style-type: none"> ▪ Planned Ignoring ▪ Classwide Redirect/warning ▪ Non-verbal redirect/cue ▪ Restate expectation ▪ Provide a choice ▪ Provide in-class break ▪ Provide out-of-class break ▪ Practice expectation ▪ Restore environment ▪ Complete missed work ▪ Assist student in using a new coping strategy <p>Other: _____</p>

7. CREATE AN INTEGRATION ACTION PLAN

- Statement of purpose for integration
- Create visuals/"cheat sheets" for teachers to easily use common language
- Develop implementation measures that reflect integrated treatment integrity
- Explicitly state strategies for maintaining faculty buy-in and orienting new faculty
- Set up explicit opportunities for faculty to reflect on implementation and effectiveness
- Create an implementation timeline



 A SAMPLE CHEAT SHEET:
CROSSWALK SWPBIS WITH SEL

	Cooperation	Accountability	Respect	Empathy
Understanding your Feelings			X	
Understanding Other People's Feelings	X		X	X
When You're Angry	X	X	X	X
When You're Worried		X	X	

8. DEVELOP JOB-EMBEDDED PD OPPORTUNITIES

- Become a Professional Learning Community dedicated to PBIS & SEL
- Build in structures for PLC learning
 - Give implementation updates at each faculty meeting
 - Use exit tickets at faculty meetings to obtain feedback on implementation
 - Use a portion of shared grade level planning time to observe grade level data and do classroom problem-solving
 - Use new teacher orientation structures to insure SEL & PBIS implementation is occurring and to troubleshoot barriers.

9. LAUNCH SWPBIS & SEL TOGETHER

- Help students and staff to connect the dots!
- Avoid confusion by giving this initiative one name
- Create a calendar for implementation of lessons, practice, and activities

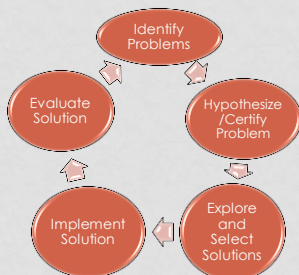
10. DEVELOP AN ON-GOING TECHNICAL ASSISTANCE PLAN

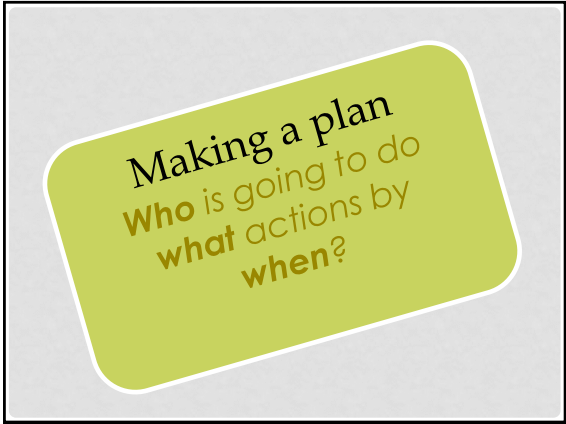
- Identify the role that internal coach can take to support implementation of PBIS & SEL
- Identify needs for external consultation
- Plan should include content, timeline, and format of assistance
- District/statewide vision for integrated PBIS & SEL should also be considered in TA planning.



11. USE DATA TO EVALUATE PROGRAMMING


- Use implementation fidelity data
- Use extant data, climate data, qualitative/informal data
- Develop a problem-solving protocol to drive intervention planning and evaluation





THANK YOU

- Based on areas of need identified by data, check out other resources provided through the **School Climate and Student Success Module Series**.
- www.delawarepbs.org
- Questions can be directed to Sarah Hearn
- skhearn@udel.edu



The logo features a stylized sun with rays above two figures holding hands. Below the figures, the text reads "Delaware Positive Behavior Support Project" and "School Climate & Student Success".
