**SWPBIS-SEL Integration Plan**

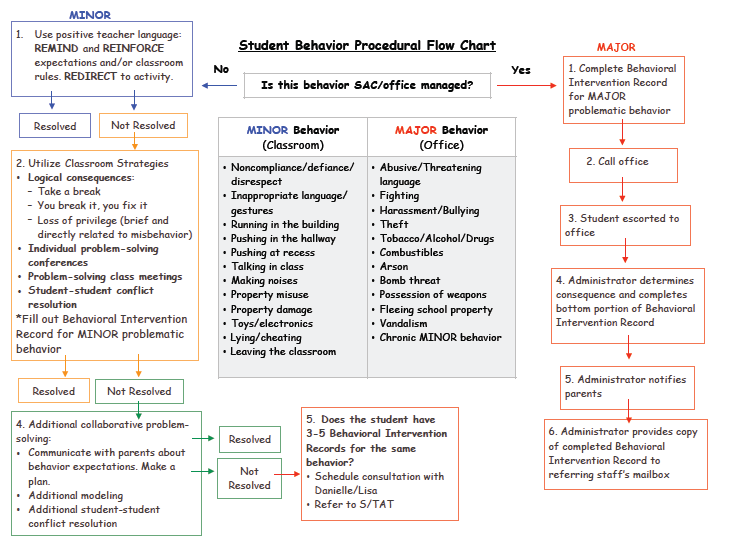
Adapted from Bradshaw et al. (2014) by Sara Whitcomb

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| **1. Develop a *Statement of Purpose.*** Consider what efforts your building is planning on integrating, why this is important, and what is the vision or ultimate outcome you are trying to achieve. Consider setting a concrete, measureable goal (e.g. decreases in disciplinary incidents, decreases in nurse visits, decreased individual contacts with school counselor) |

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| **2. Sample Integrated Materials**  \*Develop a crosswalk to share with implementers to ensure they are bridging language between efforts. | | | |
| **SEL Curriculum Lessons (e.g. Second Step)** | **SWPBIS Core Values/Behavioral Expectations** | | |
|  | **Be Respectful** | **Be Responsible** | **Be Safe** |
| **Learning to Listen** | **X** | **X** |  |
| **Focusing Attention** | **X** | **X** |  |
| **Following Directions** | **X** | **X** | **X** |

**Guiding Questions for Team**

1. **What will your crosswalk look like? What core values have you/will you establish and what SEL skills are you teaching students?**
2. **What do you currently have for visuals in non-classroom and classroom areas that reflect your school-wide core values/behavioral expectations/SEL skill reminders/responses to challenging behaviors? Do you need more visuals across the building? Do visuals include consistent language so that students are getting similar messages in all locations?**

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| 1. **Develop Plan for Job-Embedded Professional Development**   **Consider:**   * **How will your team develop and/or use current structures through which teachers can learn from one another and you about your integrated SEL/SWPBIS effort?**   + Consider dedicated time at faculty meetings for SEL/SWPBIS updates and data sharing   + Consider dedicated time during teacher grade level common planning time to reflect on student data and engage in classroom problem-solving.   + Consider dedicated time during which teachers can engage in peer observations of SEL/PBIS instruction   + Consider developing a plan for orienting and providing support related to SEL/SWPBIS to early career teachers in your building * **How will you obtain and maintain teacher buy-in related to your integrated SEL/SWPBIS effort?**   + Consider mechanisms through which teachers can give feedback and input   + Consider surveys that will enable teachers to identify school climate needs |

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| 1. **Create a plan for collecting, managing and using fidelity and outcome data**  * What implementation measures make the most sense for your school (e.g. measures on [www.pbisapps.org](http://www.pbisapps.org) such as the Tiered Fidelity Inventory, Delaware Self-Discipline Rubric * How often will you complete implementation measures? * How will your team use these data? How will you share these data with teachers/staff? * What outcomes are you most interested in? What data source will work best to measure intended outcomes (e.g. office disciplinary referrals, nurse visits, schoolwide screening) * How will you collect these data? * How often will your team look at these data? How will they make Tier 1 decisions based on the data? |

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| 1. **Implementation Timeline**  * **Create a timeline that will guide your team and teachers of key monthly tasks related to teaching, collecting data, using data to inform instructional changes**  |  |  |  | | --- | --- | --- | | **Month** | **Key Activities** | **Who Is Responsible?** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |