C10 – District & School-level Alignment of Social & Emotional Learning & PBIS

Leader Presenter: Lucille Eber
Exemplars: Jessica Aquilina & Brian Kelly

Key Words: Social Skills, Alignment, Mental Health
Maximizing Your Session Participation

1. Where are you at in your implementation?

2. What do I hope to learn?

3. What did I learn?

4. What will I do with what I learn?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

- **Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)

- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)

- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)

- **Full Implementation**
  - That worked, let’s do it for real and implement all tiers across all schools (investment)
  - Let’s make it our way of doing business & sustain implementation (institutionalized use)
Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at [www.pbis.org/presentations/chicago_forum_18](http://www.pbis.org/presentations/chicago_forum_18)
- QR Codes
Objectives

• Define SEL and PBIS

• Describe how to align SEL within the PBIS framework

• Learn strategies for replicating at the district and building level
A Technical Brief Available at www.pbis.org

Teaching Social-Emotional Competencies within a PBIS Framework

Barrett, S., Eber, L., McIntosh, K, Perales, K., Romer, N., April, 2018
Teaching Social-Emotional Competencies within a PBIS Framework

• Describe how school personnel can teach social-emotional competencies within a PBIS framework to support systematic, school-wide implementation through one system, rather than trying to improve student outcomes through separate, competing initiatives.

• Recommendations for how to adjust the PBIS framework to support instruction of social emotional competencies are included.

Barrett, S., Eber, L., McIntosh, K, Perales, K., Romer, N., April, 20
Current Status: Impact to Society

• Suicide 2\textsuperscript{nd} leading cause of death among teens in USA (June 2016)

• One in 5 youth have a MH “condition” that impacts social and academic success (5 million children and youth)
  • About 80% of those get no treatment

• School is “defacto” MH provider
  • Of those that do...75% receive services in schools

• JJ system is next level of system default
  • more than 600,000 youth annually are placed in detention centers with mental health disorders 3X rate of general population.
Current Data Trends

• Opioid crisis (NIH)
• Suicide rates (NAMI)
• Students with internalizing behaviors (NAMI)
• Impact of social media, weather events
Equal Priority for social and emotional competencies

• ESSA- non academic indicators
• School Climate Transformation Grants
• Project AWARE
• Whole Child Initiatives
• College and Career Readiness
• Prevention Science
  • Impact of Nurturing Environments
Big Idea: Mental Health is EVERYONE’S JOB

• From parents to principals to teachers to the lunch staff: Everyone helps create a safe, caring environment. A place where mental health problems aren’t stigmatized. Everyone watches for warning signs in a child – such as changes in mood, headaches, slipping grades and missing class.

• Social Emotional Behavioral Competencies are embedded in ALL aspects of the curriculum and use of those skills are monitored by ALL STAFF
Social Emotional Learning

• the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2017).
Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health framework, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weissberg, & Durlak, 2018; Merrell & Gueldner, 2010).

Barrett, S., Eber, L., McIntosh, K, Perales, K., Romer, N., April, 2018
Teaching Social-Emotional Competencies within a PBIS Framework

PBIS provides the necessary system to facilitate implementation of social-emotional competencies within a framework for improving student outcomes for the whole child.

Barrett, S., Eber, L., McIntosh, K, Perales, K., Romer, N., April, 20
PBIS

- Multi-tiered framework
- for implementing evidence-based practices
- informed by implementation science

(Horner, Sugai, & Fixsen, 2016).
PBIS

• teaming,
• data,
• training/coaching systems
• explicit teaching of positively-stated behavior expectations across school settings.
The PBIS Framework

(a) a prevention-focused continuum of supports,
(b) data-based decision-making,
(c) regular universal screening and progress monitoring,
(d) systems change through ongoing professional development and coaching,
(e) team-based leadership, and
(f) evidence-based practices for improving behavior and learning

Horner, Sugai, & Anderson, 2010
Documented Effect of PBIS Implementation

Student Outcomes
• decreased problem behavior and bullying
• and increased emotional regulation and perceived school climate),

Adult outcomes
• decreased burnout and improved organizational health

PBIS teaching has expanded to a broader range of desired student behaviors:

• social skills,
• emotional regulation,
• problem solving,
• and coping strategies

Instruction used to address internalizing mental health concerns (e.g., anxiety, depression;)
Need to Deliberately Integrate:

• Despite these advances, school teams implementing PBIS sometimes overlook teaching important social-emotional competencies or view this domain as separate from their PBIS framework.

• Instead of integrating social and emotional competency instruction within their PBIS framework, schools may implement a packaged social and emotional learning curriculum that is not connected to other behavior support systems in the school.
Use of PBIS Framework

• Skills taught are selected based on student need (data)
• Impact of teaching is measured though predetermined assessment (data)
• Instruction is adapted based on data (continuous improvement)
• This decision-making is done through representative teams
Which statement reflects your team(s) use of SEL and PBIS?

Our PBIS team is already using social skills, SEL or life skills curriculum.

Our PBIS team is looking at potential SEL curriculum.

Our PBIS team has not yet considered aligning SEL curriculum.
Big Idea: Aligned Approaches

• We may be underutilizing initiatives if we aren’t considering how they work together.

• PBIS is the mechanism to install evidence based practices.
  • Core Features- team based, continuous data based problem solving, fidelity and impact checks, layered and connected to core curriculum, opportunities to demonstrate, show and get feedback

• “What” is guided by needs of children and youth
• “How” is guided by PBIS core features
ISF Defined

• **Structure** and **process** for education and mental health systems to interact in most effective and efficient way.

• Guided by **key stakeholders** in education and mental health/community systems

• Who have the **authority** to reallocate resources, change role and function of staff, and change policy.
ISF Enhances MTSS Core Features

- Effective teams that include community mental health providers
- Data-based decision making that include school data beyond ODRs and community data
- Formal processes for the selection & implementation of evidence-based practices (EBP) across tiers with team decision making
- Early access through use of comprehensive screening, which includes internalizing and externalizing needs
- Rigorous progress-monitoring for both fidelity & effectiveness of all interventions regardless of who delivers
- Ongoing coaching at both the systems & practices level for both school and community employed professionals
Key Messages

1. Single System of Delivery
2. Access is NOT enough
3. Mental Health is for ALL
4. MTSS essential to install SMH
Recommendations for Teaching Social/Emotional Competencies Through PBIS

1. Implement Social/Emotional/Behavior Support through a single Team;

2. Expand the Data that Teams Use to Identify Which Skills to Teach

3. Promote Adult Wellness by Creating a Nurturing Staff Environment

4. Teach Social/Emotional Competencies Using the PBIS Instructional Systems;
District support to Building Teams

• Provide resources to coordinate and implement an expanded approach by providing time, training, and support for ALL staff to model, teach, and reinforce social-emotional competencies in students.

• Provide explicit statements that teaching social-emotional and behavior competencies is central to instruction and embedded in all aspects of the curriculum.
Expanded Use of **Data**:
School, Family, Community

- **Academic** (Benchmark, GPA, Credit accrual etc)
- **Discipline**
- **Attendance**
- **Climate/Perception**
- **Visits to Nurse, Social Worker, Counselor, etc**
- **Screening** (teacher; family; youth view)
- **Community Demographics**
- **Food Pantry Visits**
- **Families members deployed**
- **Families impacted by drug use, domestic violence**
- **Calls to crisis centers, hotlines, hospital visits**
- **Screening at multiple views**
# Time Out of Class Form

**Name:**

**Date:**

**Time:**

**Location**

Playground

Cafeteria

Library

Bathroom

A

B

C

Hallway

Arrival/Dismissal

Classroom

Other

**Teacher:**

**Grade:**

K 1 2 3 4 5 6 7 8

**Referring Staff:**

**Others involved in incident:**

None  Peers  Staff  Teacher  Substitute

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### Minor Problem Behavior

<table>
<thead>
<tr>
<th>Inappropriate language</th>
<th>Physical contact</th>
<th>Defiance</th>
<th>Disruption</th>
<th>Dress Code</th>
<th>Property misuse</th>
<th>Tardy</th>
<th>Electronic Violation</th>
<th>Other</th>
</tr>
</thead>
</table>

### Major Problem Behavior

<table>
<thead>
<tr>
<th>Abusive language</th>
<th>Fighting/Physical aggression</th>
<th>Defiance/Disrespect</th>
<th>Harassment/Bullying</th>
<th>Dress Code</th>
<th>Inappropriate Display Aff.</th>
<th>Electronic Violation</th>
<th>Lying/ Cheating</th>
<th>Skipping class</th>
<th>Other</th>
</tr>
</thead>
</table>

### Possible Motivation

- Obtain peer attention
- Obtain adult attention
- Obtain items/activities
- Avoid Peer(s)
- Avoid Adult
- Avoid task or activity
- Don’t know
- Other

<table>
<thead>
<tr>
<th>Nurse</th>
<th>School Counselor</th>
</tr>
</thead>
</table>

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### Administrative Decision/Time Out of Class=

Loss of privilege

Time in office

Conference with student

Parent Contact

- Individualized instruction
- In-school suspension (____ hours/ days)
- Out of school suspension (____ days)
- Other (____) ___

What activity was the student engaged in when the event or complaint took place?

<table>
<thead>
<tr>
<th>Whole group instruction</th>
<th>Small group instruction</th>
<th>Individual work</th>
<th>Working with peers</th>
<th>Alone</th>
<th>1-on-1 instruction</th>
<th>Interacting with peers</th>
<th>Other: Please identify below</th>
</tr>
</thead>
</table>

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Develop Systems for Supporting Adults
Implementing SEL within PBIS Framework

- Instructional approach
- Use data to get buy in and continuous improvement
- Showcase effort and impact
- PD should be team led, data-driven with coaching
Alignment of SEL Instruction and PBIS

• From small number of staff delivering lessons to ALL staff providing opportunities to teach in ALL settings, ALL day
How?... The Same Process for teaching Social Emotional Behavior as used for academics
### Specific Behaviors + Social-Emotional Skills

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Specific Behavior or Social Emotional Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>I tell an adult when I am worried about a friend.</td>
</tr>
<tr>
<td></td>
<td>Use the signal to ask a public or private question.</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Make sure everyone gets a turn.</td>
</tr>
<tr>
<td></td>
<td>Turn in all work on time</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Check in with my feelings during the day</td>
</tr>
</tbody>
</table>
Specific Behaviors + Pro-Social Skills

Specific Behaviors
• Throw paper in the waste can
• Use the right side of the stairway
• Bring all materials to class
• Keep hands, feet, and other objects to yourself

Pro-Social Skills
• Choose kindness over being right; pick up trash even if it isn’t yours
• Encourage others; tell peer they did a good job
Customize to fit your student and staff needs

• Staff, students and families customize to fit need.
• Prioritize skills
• If large number of students displaying problem behavior or experiencing stress...
  • Identify lessons within curriculum
  • Identify key strategies and skills
  • Add to matrix- common script used across day and content areas to provide opportunities to practice
  • Used as prompt and script for adults to model, prompt/pre-correct, re-teach, provide feedback
• Support staff considering the cafeteria as a place to embed services in the natural context
  • Teaching how to socialize in the cafeteria
  • Teaching healthy eating habits

• Team approach that involves admin, teachers, café supervisors, food service personnel, students and families

**RETHINKING SCHOOL LUNCH**

“To create an inviting dining ambience that encourages healthy interaction and healthy eating—a place that students enjoy, that makes the lunch period a time they look forward to, and that helps them feel safe and valued at mealtime.”

(Center for Ecoliteracy, 2010)
### INCORPORATE Coping Strategies for Managing Stress

#### Teaching Matrix

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Halls</th>
<th>Playgrounds</th>
<th>Lunch</th>
<th>Library/Computer</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>Be on task.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Give your best effort.</td>
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<tr>
<td></td>
<td>Be prepared.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Achieving &amp; Organized</strong></td>
<td>Be on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Be kind.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Hands/feet to self.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Help/share with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Recycle.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Clean up after self.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Pick up litter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Maintain physical space.</td>
<td></td>
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<tr>
<td></td>
<td>Use equipment properly.</td>
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</tr>
</tbody>
</table>

#### 1. Expectations

- Invite those sitting alone to join in
- Have a lunch plan and choose quiet or social lunch area
- Invite friends to join me

#### 2. CONTEXT (Locations)

- Assembly: Listen/watch. Use appropriate applause.
- Bus: Watch for your stop.

#### 3. Rules or Specific Behaviors

- Use my breathing technique
- Listen to my signals
- Push in chairs. Treat books carefully.
- Pick up. Treat chairs carefully.
- Wipe your feet.
For other schools, may be a social media concern....

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Technology</th>
<th>Library/Computer Lab</th>
<th>Halls</th>
<th>Playgrounds</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Maintain physical space.</td>
<td>Use equipment properly. Put litter in garbage can.</td>
<td>Model for others double check sources and consider feelings of others</td>
<td>Push in chairs. Treat books carefully.</td>
<td>Pick up, Treat chairs carefully.</td>
<td>Wipe your feet.</td>
</tr>
</tbody>
</table>
How will we teach social emotional behavior skills?

Kick-off events
• Teaching staff, students and families the expectations and rules

On-going Direct Instruction
• Data-driven and scheduled designed lessons
• Pre-correction
• Re-teaching immediately after behavioral errors

Embedding into curriculum

Booster trainings
• Scheduled and data-driven

Continued visibility
• Visual Displays – posters, agenda covers
• Daily announcements
• Newsletters
Targeted/Tier II- Basic
Using CICO as the “Organizer”

• Intervention
• Screening Tool
• Data Collection
  progress monitoring
  fidelity
• Teacher Support
• Formal Documentation
Daily Progress Report (DPR) Sample

NAME: ____________________  DATE: ____________________

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>1st block</th>
<th>2nd block</th>
<th>3rd block</th>
<th>4th block</th>
<th>5th block</th>
<th>6th block</th>
<th>7th block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>2 1 0</td>
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<tr>
<td>Label feeling</td>
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<tr>
<td>Use deep breathing</td>
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<tr>
<td>Be Respectful</td>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Use calm words with peers</td>
<td></td>
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<tr>
<td>Be Responsible</td>
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<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Let teacher know</td>
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<tr>
<td>feeling temperature</td>
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<tr>
<td>if above yellow</td>
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</tr>
</tbody>
</table>

Total Points

Teacher Initials

"Social & Academic Instructional Groups"

(sample coping skills group)
Understanding Types of Groups
Monitor Data, Select Practice, Install Systems

REMEMBER to Consider: structure, skills taught, staff skills, location, and frequency
Matched to student need with instructional focus, skilled staff (i.e. group dynamics, content, behavior science, clinical)

Basic
- Behavior– Core Curriculum taught by teacher daily to all
- Small group taught inside classroom weekly by teacher or support teacher
- Self-management

Pro-Social Skills-Core SEL curriculum
- Taught by range of staff with teaching background
- Outside of the Classroom
- 2/week

Coping Skills-pulled from SEL curriculum
- Add emotional regulation feature
- Taught by staff with technical skills
- Inside of the Classroom
- 2/week

Coping Power
- Taught by Staff with advanced technical skills
- Outside of the Classroom
- Daily

Complex
An Example from the Field
Forest City Regional School District
Forest City, PA
Demographics

• Rural school district in Northeast Pennsylvania

• 800 students total in pre-K to 12

• 58% qualify for free and reduced priced meals

• 20% qualify for special education supports and services
Current Status

Initiatives in Elementary

• PBIS
• Bully Prevention
• SEL Curriculum
• SAP (Student Assistance Program)
• CSBBH – mental health team from community agency
Each Initiative Separate Process
Nomination Process

How Foresters handle teasing and bullying

S - STOP: tell the person to stop
T - THINK: think of your strategies
A - ACT: use strategies and walk away
R - REPORT: report the bullying

FOREST CITY REGIONAL ELEMENTARY

ESAP
ELEMENARY STUDENT ASSISTANCE PROGRAM
Strengths and Challenges of SEL

What was working

- Use of Evidence-based Curriculum
  - PATH
  - Botvin Life Skills
- Students received instruction at least once per cycle (in library – taught by a teacher)

Challenges

![STOP SIGNALS](image)
Strengths and Challenges of PBIS

What was working

• Excellent acknowledgement system using technology
• Stronger staff and student buy-in
• Including school-based mental health staff in teaming

Challenges

1. Be prepared for class.
2. Be respectful of others and their property.
3. Be aware of voice level.
4. Listen to speaker.
5. Keep hands and feet to yourself.

Bonus: Always be your best self!
What we did to integrate:

• Change in referral process and identification of students via data
• Change in teaming structures
• “Ditch the Clip” – worked with teachers to move towards common classroom management practices
• Professional development in order to boost fidelity at tiers one and two
• SEL to be taught by classroom teachers in the classroom and teacher in library will support small group instruction
• Training and technical assistance in SY 2017-18 led to planning by elementary building team over the summer
Getting started this fall

• Increased communication and collaboration with families and staff

• Connecting and linking SEL skills/lessons with PBIS matrix and lessons

• If student has minor/major problem behavior, SEL strategy is taught (e.g., calm down technique) and teachers incorporating SEL/PBIS skills in classroom management practices
Building Capacity within the District

- SY 2018-19 and beyond (we’re just getting started)

- Moving PBIS into the Jr/Sr High

- Forming a District/Community Leadership Team with stakeholder groups from the community (mental health, drug and alcohol, etc.)

- Utilizing an Interconnected Systems Framework
Questions/Discussion
Please Complete the Session Evaluation to Tell Us What You Thought of This Session