How to Align SEL, PBIS, and RJ to Provide a Coherent Network of Support for Our Students

David Osher, Ph. D.
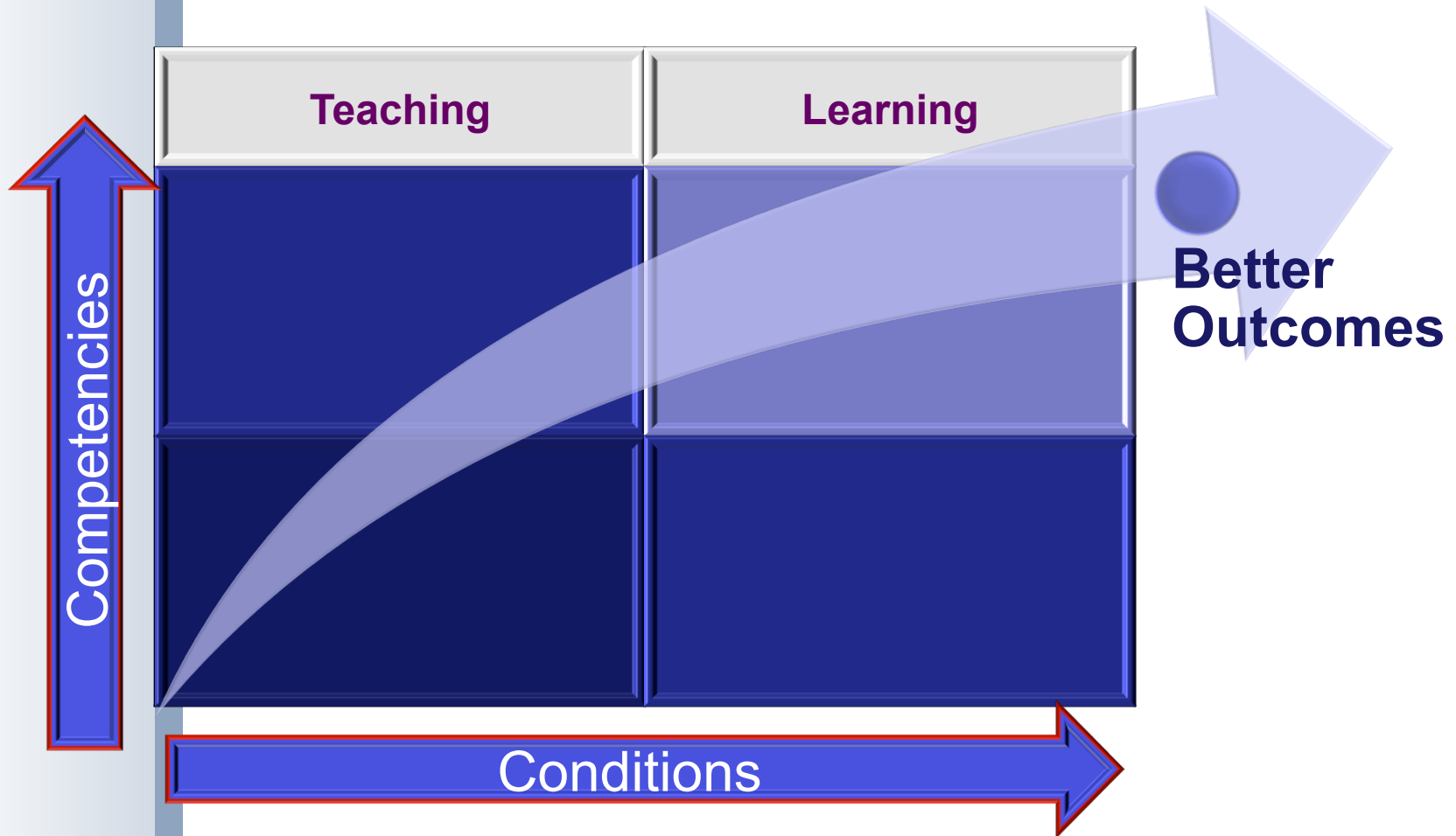
Some Overarching Thoughts

- **Build asset and protective factors**

- **Reduce or eliminate risk factors**

- **The importance of:**

  - Youth- and family-driven approaches

  - Being culturally and linguistically competent

  - Addressing and eliminating disparities

  - Creating conditions where students are on track to **thrive** – not just on track

- **Build Staff, school, and system proficiency and capacity**

What Affects Performance?

Individual Factors that Place Youth at Risk

- **Impulsivity**
- **Emotional Disregulation**
- **Stress Response**
- **Insecure relationships with parents, teachers, peers**
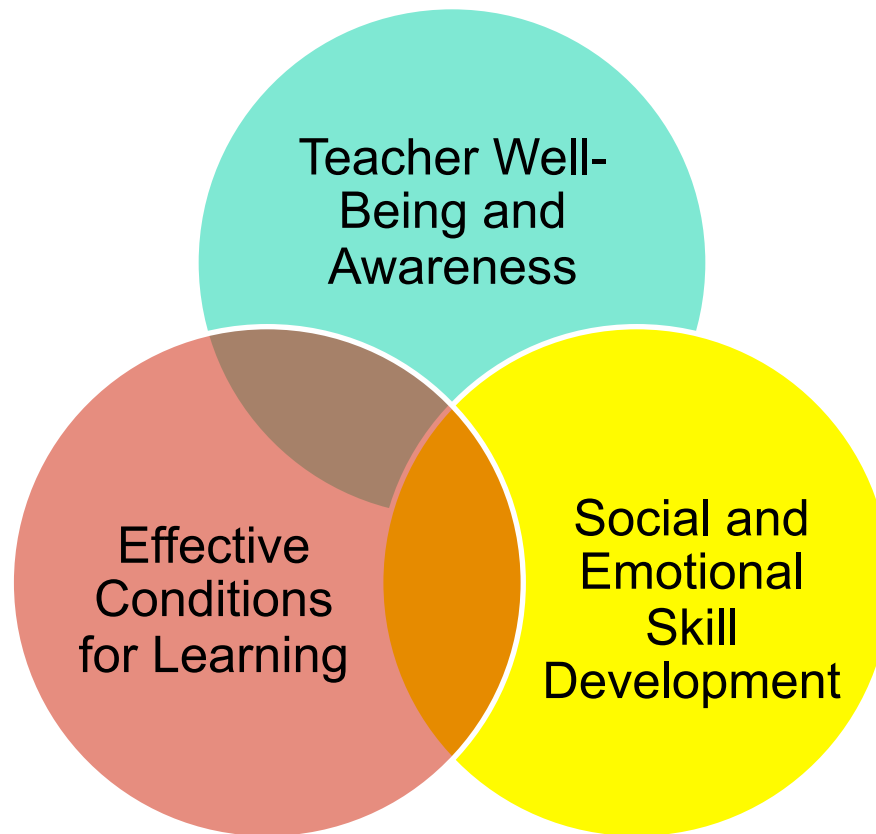
Environmental Factors that Place Youth at Risk

- **Academic Frustration**
- **Chaotic Classrooms, Public Space, & Transitions**
- **Teasing, Bullying, Gangs**
- **Poor Adult Role Modeling**
- **Segregation With Antisocial Peers**
- **School-driven Mobility &**
- **Harsh Discipline, Suspension, Expulsion, Push Out/Drop Out**

Common Protective Factors

- **Social Emotional Competency and Capacity**

- **Nurturing Environments that are developmentally appropriate**

Supporting Effective Social and Emotional Development

Teacher Well-Being and Awareness

Effective Conditions for Learning

Social and Emotional Skill Development

Mark Greenberg

Nurturing Resilience

❖ Developing

  ❖ Self-Control/Emotion Regulation

  ❖ Cognitive Abilities – Problem Solving Skills

❖ Building Attention and Learning Capacity

❖ Supporting Healthy relations with peers and adults

❖ Creating Safe, Welcoming, Caring

Classrooms and Schools

Mark Greenberg modified

Students who are At Risk are particularly susceptible to:

- **Low Teacher Efficacy**

- **Low Teacher Support**

- **Negative Peer Relationships**

- **Chaotic Environments**

- **Poor Instructional And Behavioral Practices**

- **Poor Conditions for Learning**

AMERICAN
INSTITUTES
FOR RESEARCH®

Conditions for Learning

Safety

- Physically safe
- Emotionally safe
- Low Risk Environments

Support , Care, & Connection

- Meaningful connection to adults
- Experience of Care & Respect
- Strong bonds to school family & other community institutions
- Positive peer relationships
- Effective and available support

Challenge & Engagement

- High expectations
- Educational opportunities are connected to life goals
- Strong personal motivation Engagement
- Robust opportunities to learn

Individual & Peer Social Emotional Competency

- Understand& Manage Emotions & Relationships
- Pro-social Values
- Good decision making

School as a Protective Factor and as a Resilient Context

Protection

- **Connection**
- **Academic Success**
- **Supported Transitions**
- **Positive Relationships With Adults And Peers**
- **Caring Interactions**
- **Social Emotional Learning**
- **Positive Interactions With Pro-social (Not, Anti-social) Peers**
- **Stability**
- **Positive Approaches To Disciplinary Infractions &**
- **Services And Supports**

AMERICAN INSTITUTES FOR RESEARCH®

The Particular Importance of Acceptance and Connectedness

- **Positive Relationships With Staff And Peers Associated With:**
  - Intrinsic Motivation
  - Accept Others Authority While Developing A Strong Sense Of Identity
  - Experience of Autonomy
  - Accept Responsibility To Regulate Their Own Emotions
  - Less antisocial behavior
- **Experience Of Acceptance Associated With:**
  - Positive Orientation To School, Class Work, & Teachers
- **Dropouts Feel Estranged From Teachers And Peers**

Distinguishing the differences between SEL, PBIS, RJ.

PBIS

- **A multi-tiered framework, not a specific curriculum**

- **Behavior and Discipline Referrals are the main metrics**

- **Behavioral interventions that include positive interventions are in the DNA**
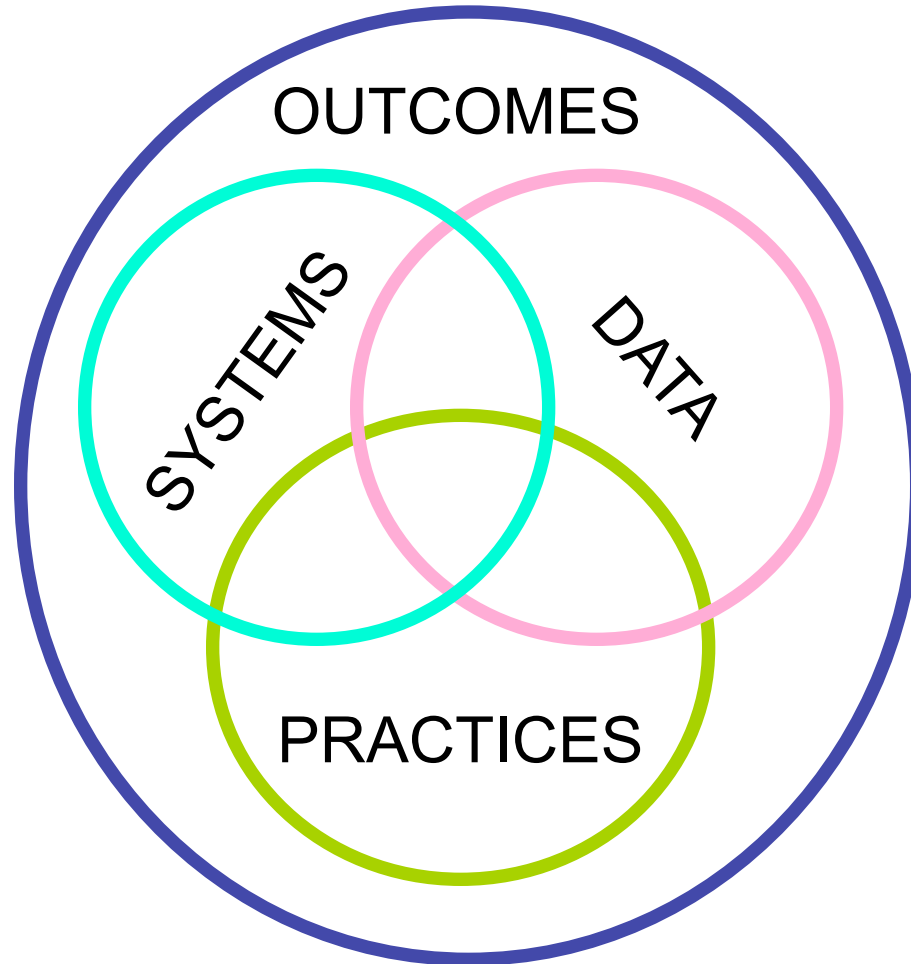
PBIS Implementation Practices

- **Train and support a representative team**

- **Set time to plan and continuously improve**

    - Set school wide expectations

    - Set a plan to teach expected behavior

    - Set a plan to recognize expected behavior and actively supervise

    - Provide firm but fair behavioral corrections

- **Use data (student and staff behavior) to make decisions and give/seek feedback to/from staff**

PBIS Integrated Elements

Supporting Social Competence &
Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

AMERICAN
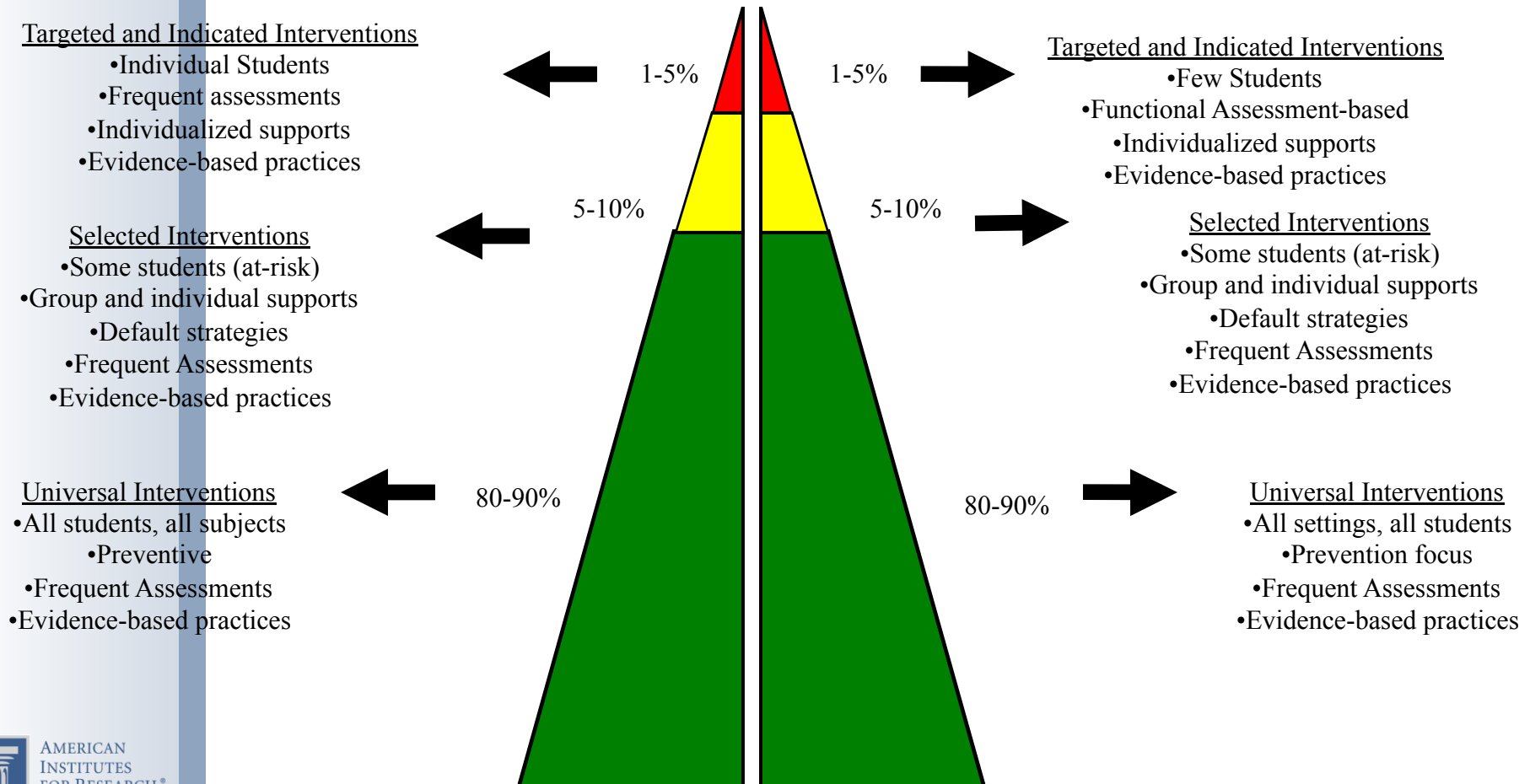INSTITUTES
FOR RESEARCH®

Jeff Sprague

Six Basic Recommendations for Implementing PBIS

- Never stop doing what already works

- Always look for the smallest change that will produce the largest effect

- Avoid defining a large number of goals

- Do a small number of things well

- Define what you will do with operational precision

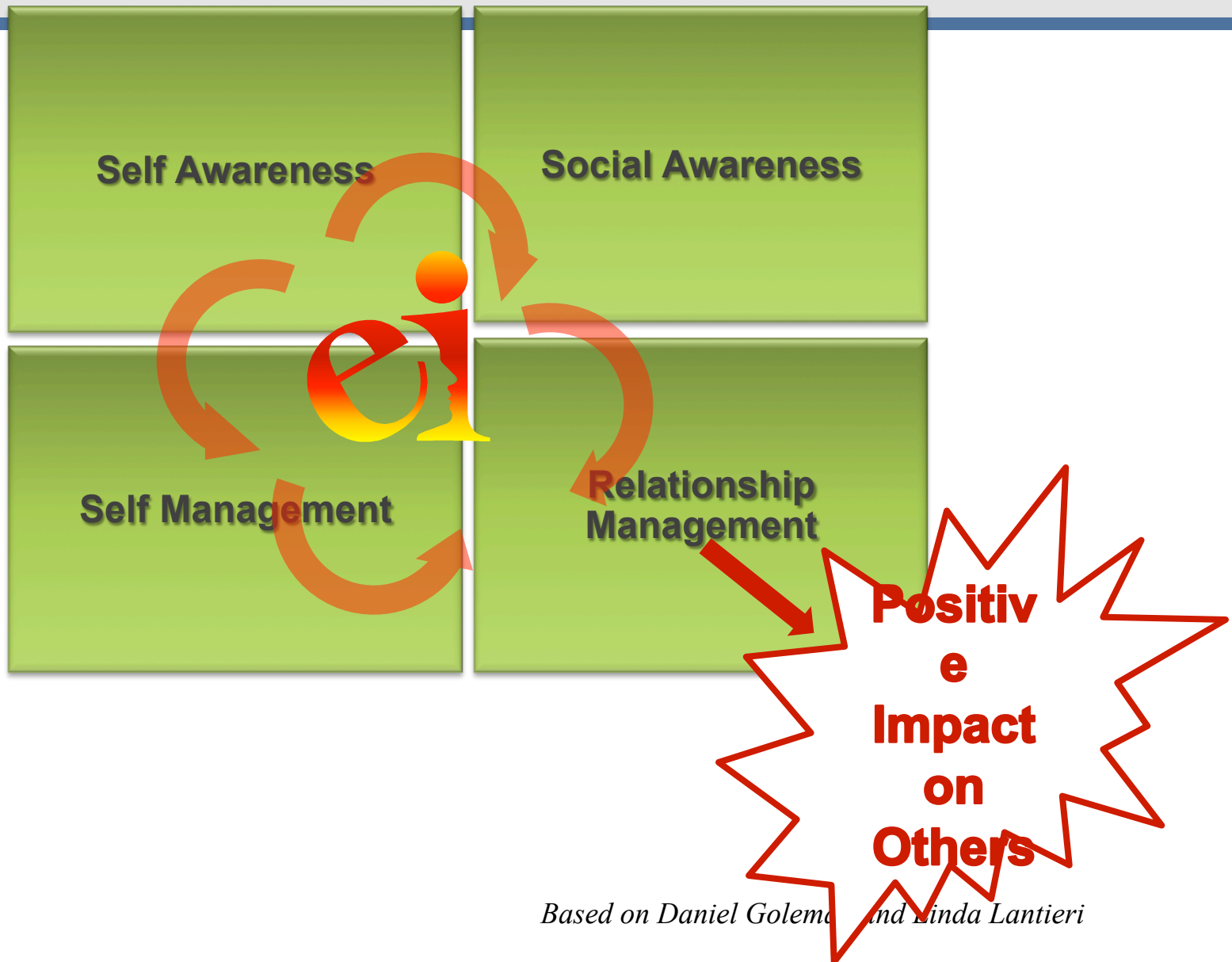- Do not add something new without also defining what you will stop doing to make the addition possible.

Horner

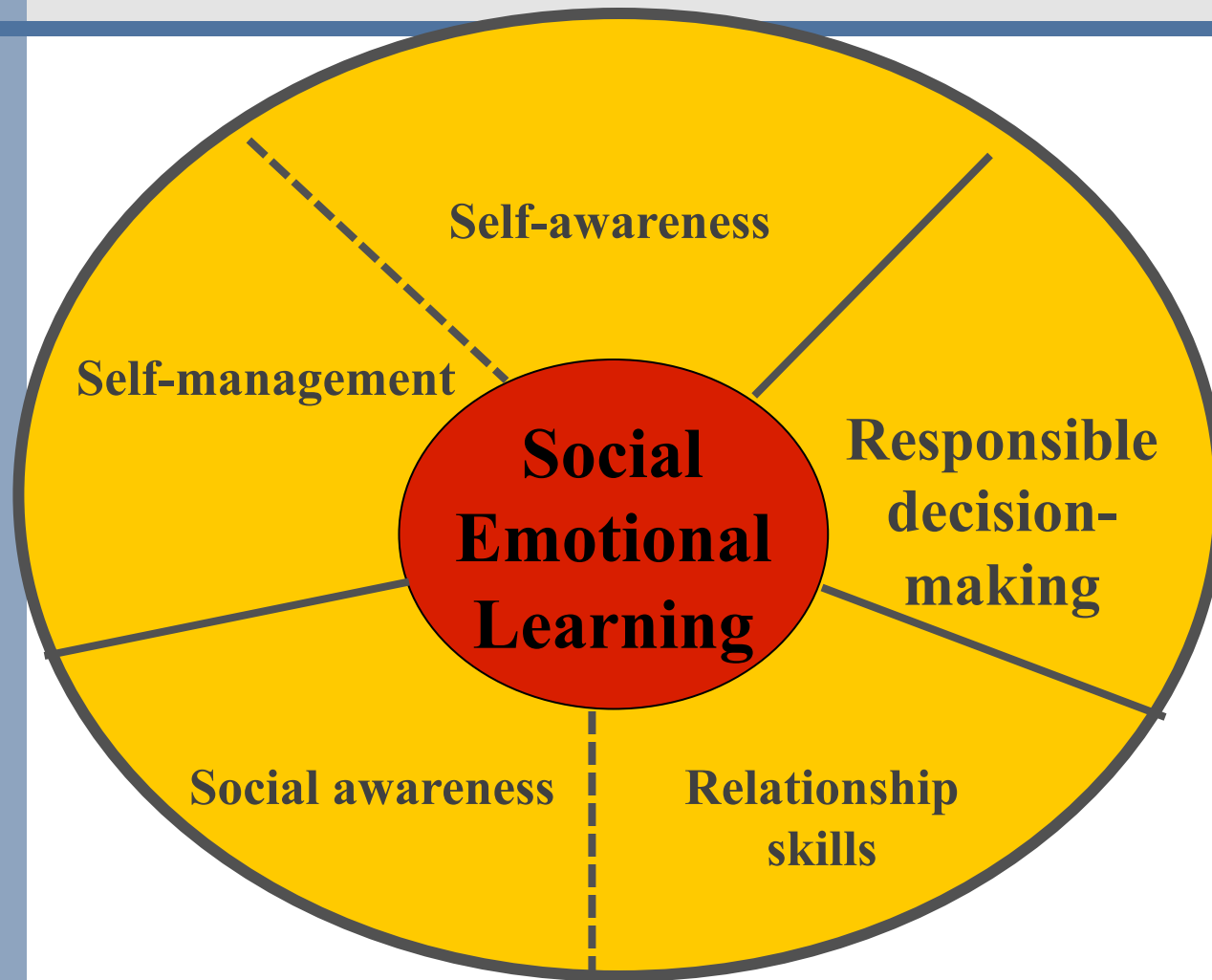# Three-tiered Model of Behavioral and Academic Support Systems

Academic Support Systems

Targeted and Indicated Interventions
- Individual Students
- Frequent assessments
- Individualized supports
- Evidence-based practices

Selected Interventions
- Some students (at-risk)
- Group and individual supports
- Default strategies
- Frequent Assessments
- Evidence-based practices

Universal Interventions
- All students, all subjects
- Preventive
- Frequent Assessments
- Evidence-based practices

Behavioral Support Systems

Targeted and Indicated Interventions
- Few Students
- Functional Assessment-based
- Individualized supports
- Evidence-based practices

Selected Interventions
- Some students (at-risk)
- Group and individual supports
- Default strategies
- Frequent Assessments
- Evidence-based practices

Universal Interventions
- All settings, all students
- Prevention focus
- Frequent Assessments
- Evidence-based practices

1-5%

5-10%

80-90%

AMERICAN INSTITUTES FOR RESEARCH®

Emotional Intelligence Framework

Self Awareness	Social Awareness
Self Management	**Relationship Management**

ei

Positive Impact on Others

Based on Daniel Goleman and Linda Lantieri

AMERICAN INSTITUTES FOR RESEARCH®

Core Competencies

Citation: (2008) *CASEL* Tool 2 - SEL PowerPoint Presentation11.ppt slide #4(*PowerPoint Presentation*

SEL Approaches

- Explicit skills instruction
  - Direct
  - Constructivist

- Curriculum integration

- Teacher instructional practices

- Programming beyond the classroom

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

SEL the Environment: Safe and supportive schools provide students with:

- Physical & psychological safety

- A sense of belonging & connection to others

- A sense of being a capable, worthy person

Core principles of Community building from an SEL Program (CSC)

- Actively cultivate respectful, supportive relationships among and between students, parents, and school staff

- Provide regular opportunities for collaboration and service to others

- Provide regular opportunities for influence and self-direction

- Emphasize common values, goals, and norms

Restorative Practices

- **Focus on Relationships First, and Rules Second,**
  - Staff and pupils act towards each other in a helpful and nonjudgmental way;

- **Adults and students work to understand the impact of their actions on others**
  - Collaborative problem solving
  - Enhanced sense of personal responsibility

- **There are fair processes that allow everyone to learn from any harm that may have been done**
  - All stakeholders have a voice

- **Responses to difficult behavior have positive outcomes for everyone**
  - Strategic plans for restoration/reparation

Characteristics of Restorative Schools

- **Educators are models of restorative practice**

- **Physical environment promotes an ethos of care**

- **Emotional environment promotes an ethos of care**

- **School policies and practices focus on restoration**

  - Conflict resolution

  - Flexible policies

    - Differentiated discipline

Jeff Sprague

Approaches to Discipline

- **Internal or External**

- **Relationship based or exclusionary**

- **Punitive or restorative and educational**

- **Reactive or Proactive**

Some Simple Minded Distinctions

- **PBIS is about preventing adults from doing stupid things**

- **SEL is abut giving students portable assets when they are confronted by adults and students doing stupid things**

- **Restorative Justice helps adults and students build maintain and build an including community after stupid things are done**
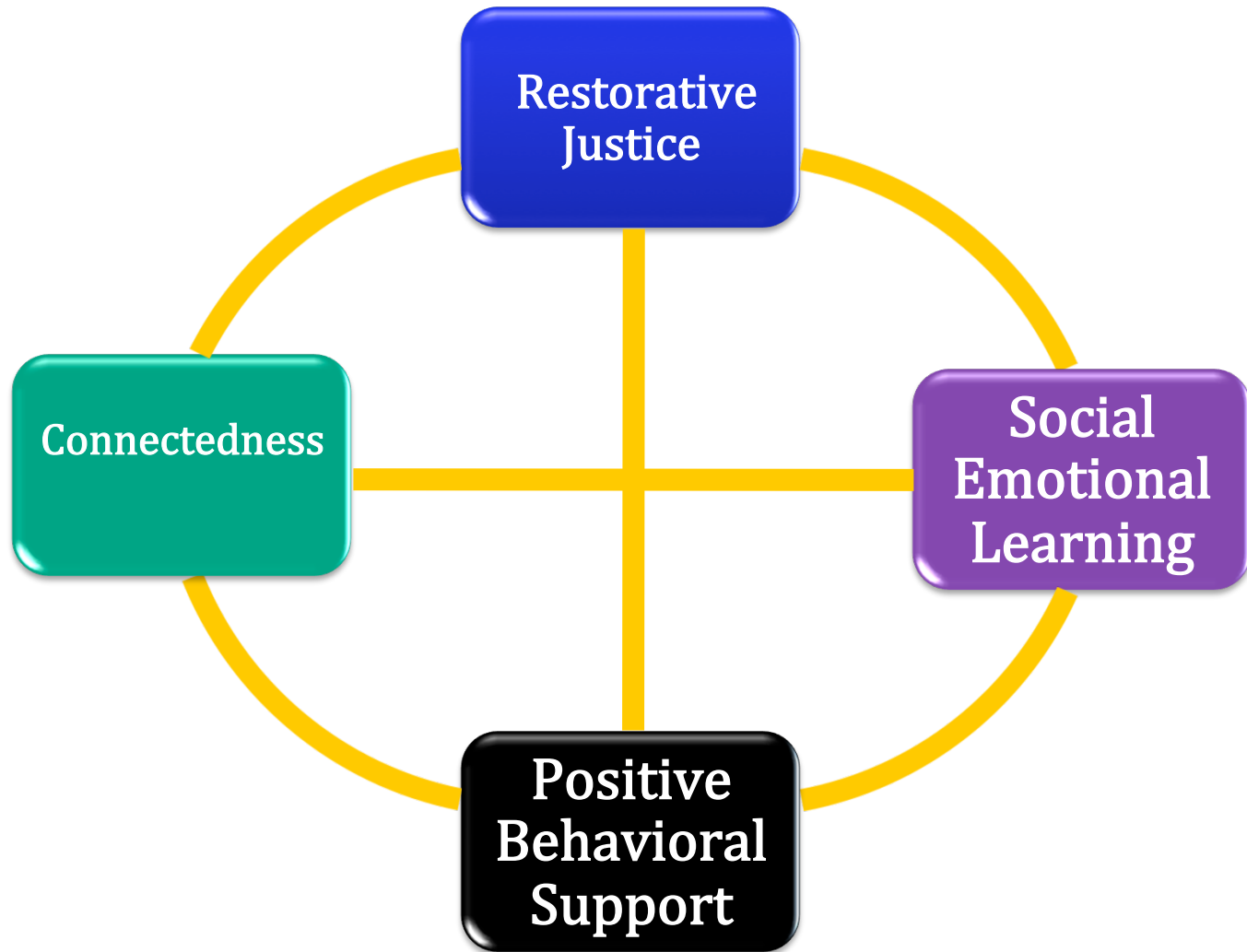
Why all three approaches may be needed

- **Behavioral interventions don't generalize**

- **Some contexts are so out of control that behavioral interventions and mental health interventions are necessary to gain control**

  e.g. The Good Behavior Game

  e.g., Turnaround

- **Restorative justice will work best in a setting the prevents problems and promotes problem soling skills**
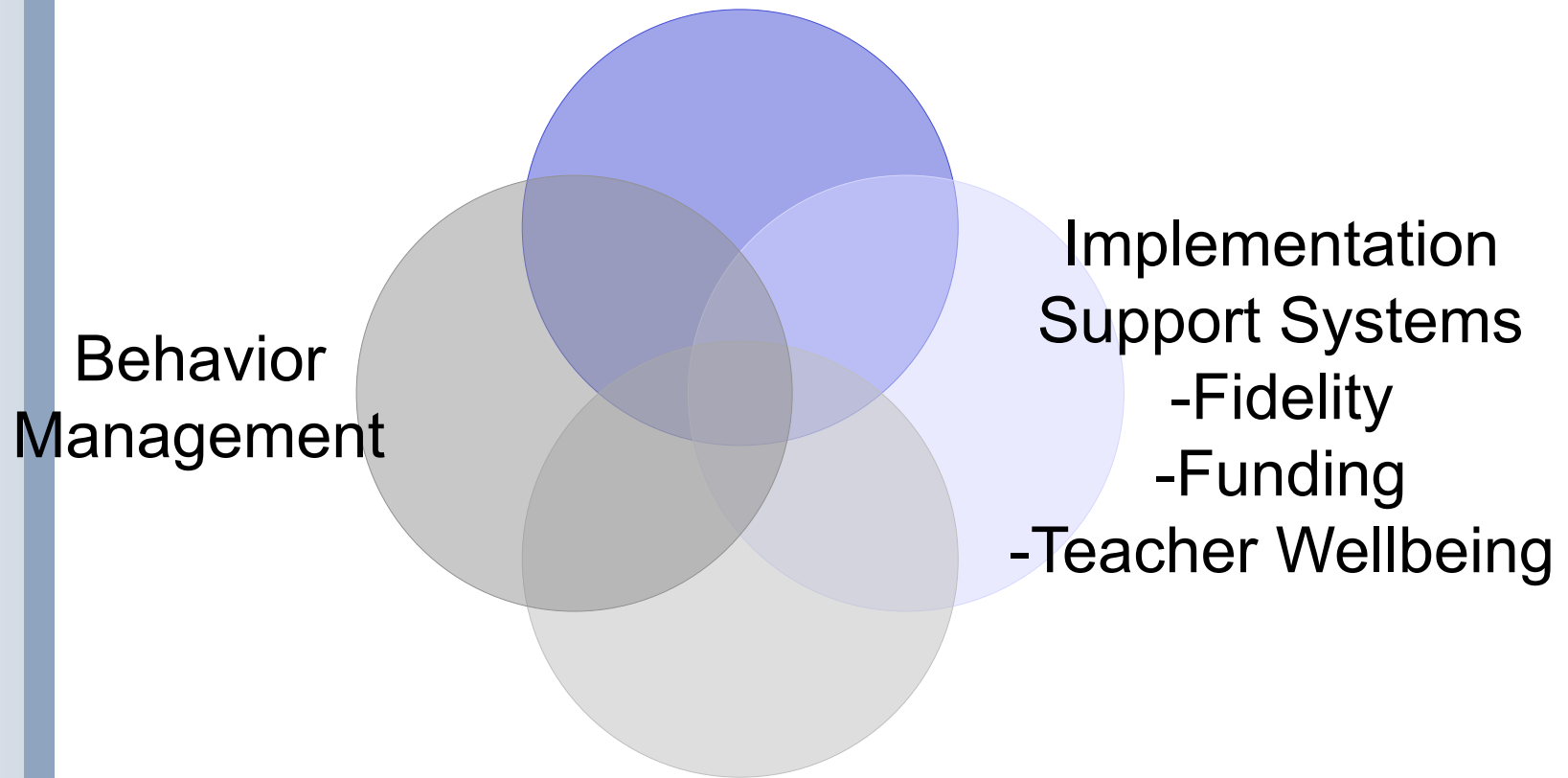
Integrating Approaches Examples

Aligning Promising Approaches

Academics

Implementation
Support Systems
-Fidelity
-Funding
-Teacher Wellbeing

Behavior
Management

Second Step and PBS

AMERICAN
INSTITUTES
FOR RESEARCH®

Integrating PBIS & SEL (Bradshaw et al., 2012)

- **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** to implement an integrated PBIS+SEL approach at the school

Integrating PBIS & SEL (Bradshaw et al., 2012)

- **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**

Envisioning a system/organization that integrates Approaches

AMERICAN
INSTITUTES
FOR RESEARCH®

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

Integrating RJ and PBIS: Content

- **Same**
  - focus on "rule-governed" behavior

- **Different**
  - "programs" versus "build your own"

- **Complementary**
  - Social skills and Benefit from Social Emotional Competencies

- **Potential Challenges**
  - Role of student voice
  - Approach to reinforcement
  - Metrics

Integrating RJ and SEL Content

- **Same**
  - Focus on relationship and responsibility

- **Different**
  - "Programs" versus "build your own"

- **Complementary**
  - Develop Social skills and Benefit from Social Emotional Competencies
  - Community focus of many SEL programs
    - E.g., Caring School Communities

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

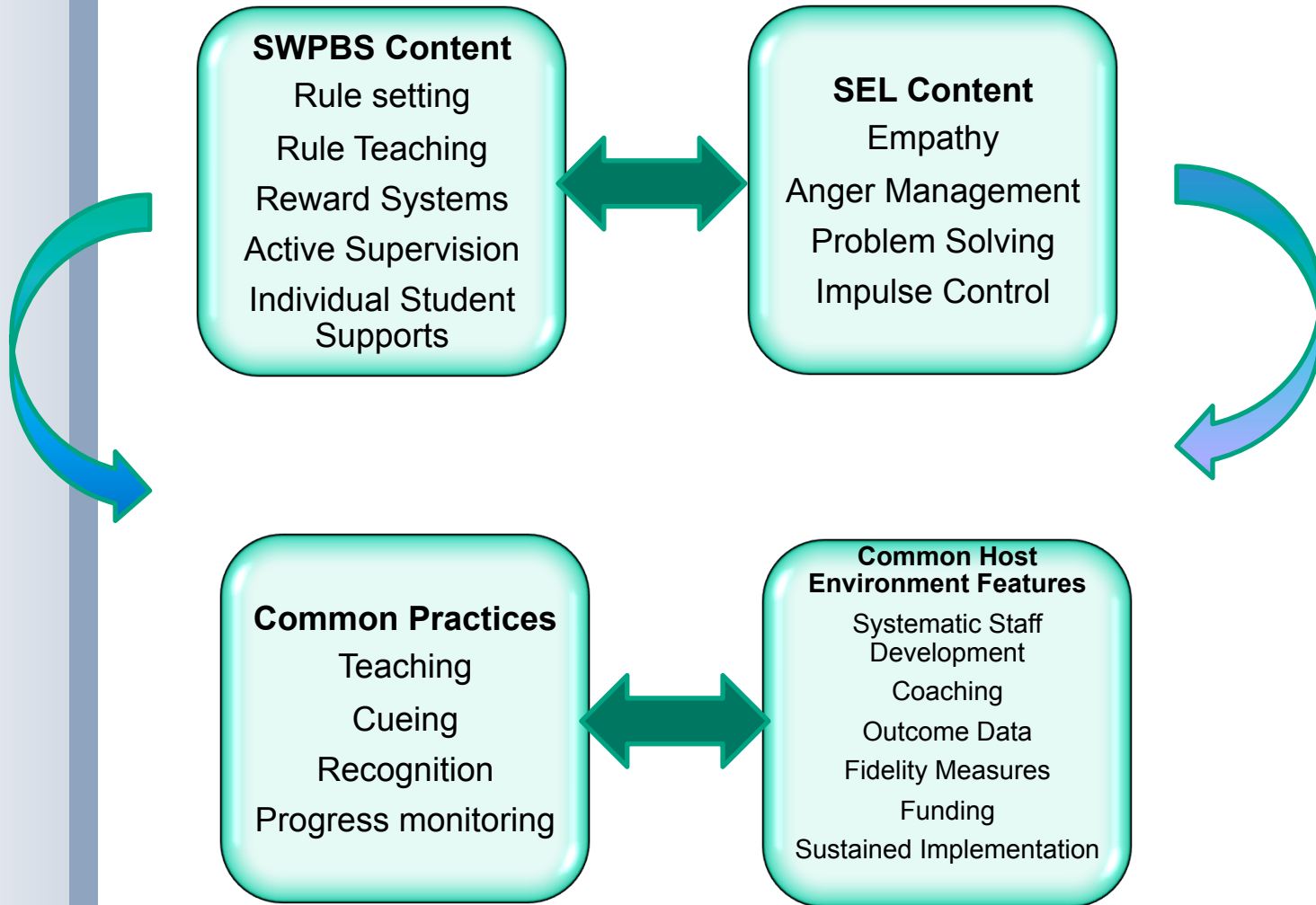# Integrating RJ/PBIS: Processes

- **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

PBIS-SEL Integration

SWPBS Content
Rule setting
Rule Teaching
Reward Systems
Active Supervision
Individual Student Supports

SEL Content
Empathy
Anger Management
Problem Solving
Impulse Control

Common Practices
Teaching
Cueing
Recognition
Progress monitoring

Common Host Environment Features
Systematic Staff Development
Coaching
Outcome Data
Fidelity Measures
Funding
Sustained Implementation

Sprague

Adapting CASEL Practice Rubric for
School-wide PBIS/ SEL / RJ Implementation

- **District & School leadership commits to school-wide PBIS/SEL/RJ**

- **Develop shared vision aligned with district and state priorities**

- **Conduct needs/resources assessment that addresses**
  - **Adult, School, and System Capacity**
  - **Cultural and Linguistic Competencies**

- **Develop PBIS/SEL/ RJ implementation action plan that includes**
  - **Common metrics that are both promotive & preventive**
  - **Disparities**

- **Select evidence-based programming and strategies**

- **Provide ongoing professional development and support**

- **Launch PBIS/SEL instruction aligned with planned scope and sequence**

- **Integrate school-wide, family, and community PBIS/SEL/ RJ programming and 3-tiered approach to student support**

  - **Align with community school model**

  - **Employ culturally and linguistically competent youth and family driven approaches**

- **Monitor Evaluate practices and impacts for continuous improvement**

AMERICAN
INSTITUTES
FOR RESEARCH®

Adapting CASEL Practice Rubric for
School-wide PBIS/ SEL / RJ Implementation

- **District & School leadership commits to school-wide PBIS/SEL/RJ**

- **Develop shared vision aligned with district and state priorities**

- **Conduct needs/resources assessment**
  - **Address**

- **Develop PBIS/SEL/ RJ implementation action plan**

- **Select evidence-based programming and strategies**

AMERICAN
INSTITUTES
FOR RESEARCH®

Work at Three Levels

Provide Individualized Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family-driven and focused services and supports that address needs while building assets.
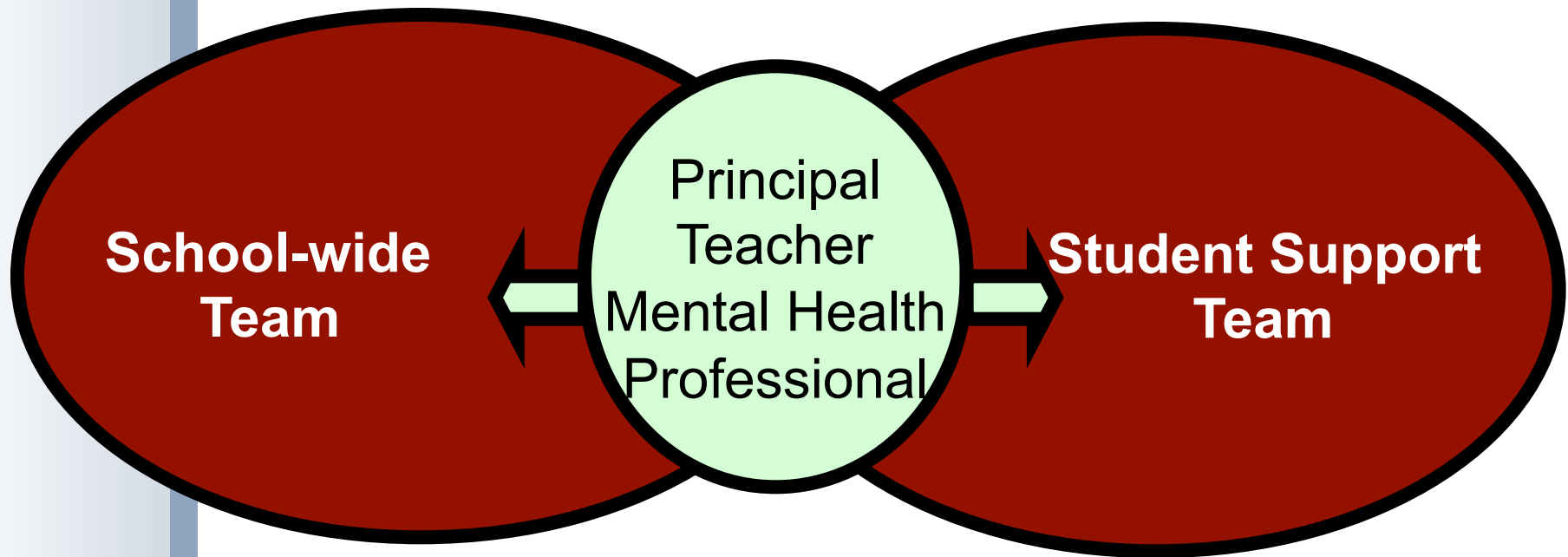
Intervene Early & Provide Focused Youth Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-wide & Community Foundation

Social Emotional Learning, youth development, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family engagement

AMERICAN INSTITUTES FOR RESEARCH ®

Linking Student Support & School Improvement

Dwyer & Osher, 2000

Illinois Approach

- **Developing common language across systems through avoiding acronyms and have a willingness to understand PBIS / RJ / SEL / MH and its implications for students and families**

Illinois Related Initiatives

Social Emotional Learning	Mental Health	Positive Behavioral Interventions and Supports	Restorative Justice
Tier 3: Intensive			
• Individual social skills instruction	• Crisis counseling • Individual support teams/plans • Psychiatric care	• Wraparound • Complex FBA/BIP • Individual planning	• Family group conferencing • Community conferencing
Tier 2: Strategic			
• Targeted social skills instruction	• Group counseling/ support groups • Staff & family • Coordinated referral process/progress monitoring	• Brief FBA/BIP • Check-in/out Check/Connect • Social academic instructional groups	• Peer Jury • Conferencing • Problem-solving circles
Tier 1: Universal			
• SEL curriculum • School climate assessment	• Mental Health screening • Prevention/Wellness promotion	• School-wide behavior expectations • Acknowledge positive behaviors • Data-based planning	• Circles • Restorative chats • Data-based planning

Lessons From CSI Cohort 1

- **Anchorage**

- **Austin**

- **Cleveland**