

Wondering how to purposefully implement social and emotional learning within your PBIS framework? This is how!

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You will leave being able to...

- Identify data and teaming considerations that will help prepare to implement SEL within the PBIS framework.
- Identify 1 action step to further define expectations within school-wide and classroom matrices.
- Identify how to use prompting, teaching, and feedback to support students' skill acquisition.

Social and Emotional Learning

Social and emotional learning (SEL) is 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 2018

Positive Behavioral Interventions & Supports

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

- PBIS 2018

PBIS is not a separate program.



Universal first and always



1. Use an existing leadership team to be efficient and avoid silos.



2. Select practices based on need and evidence of effectiveness

“It is like doing the laundry” – Kent McIntosh

3. Intentionally teach and support skill development



Learning is the Desired Outcome



	Learning	Whole Group Learning	Group/Partner Learning	Independent Learning
Be Responsible	<ul style="list-style-type: none"> -Arrive to class on time and ready to learn -Stay organized to meet deadlines -Regulate emotions -Maintain physical space 	<ul style="list-style-type: none"> -Ask clarifying questions -Take notes as needed or instructed 	<ul style="list-style-type: none"> -Actively participate in discussions (accountable partner talk) -Redirect group members if they are off-task 	<ul style="list-style-type: none"> -Know your resources and use them efficiently and effectively -Generate a variety of solutions and outcomes to a problem -Seek and offer support when needed
Be Respectful	<ul style="list-style-type: none"> -Use positive words and actions -Appreciate individual and group similarities and differences -Use teacher direction and adjust voice volume 	<ul style="list-style-type: none"> -Actively listen to the teacher/speaker -Express emotions in a way that keeps others safe and your image clean 	<ul style="list-style-type: none"> -Understand and respect others' perspectives -Negotiate conflict constructively 	<ul style="list-style-type: none"> -Maintain academic integrity-your work is your own -Focus on your educational purpose
Be Engaged	<ul style="list-style-type: none"> -Use nonverbal and verbal language to communicate -Set and work toward personal and academic goals -Use academic language 	<ul style="list-style-type: none"> -Prepare to use the resources from the lesson. -Ask on-topic extension questions and stay curious 	<ul style="list-style-type: none"> -Stay on topic -Use techniques to keep the work moving forward 	<ul style="list-style-type: none"> -Stay focused on the assigned academic task -Prepare and plan for upcoming tasks

Teaching the “How To” for Indicators

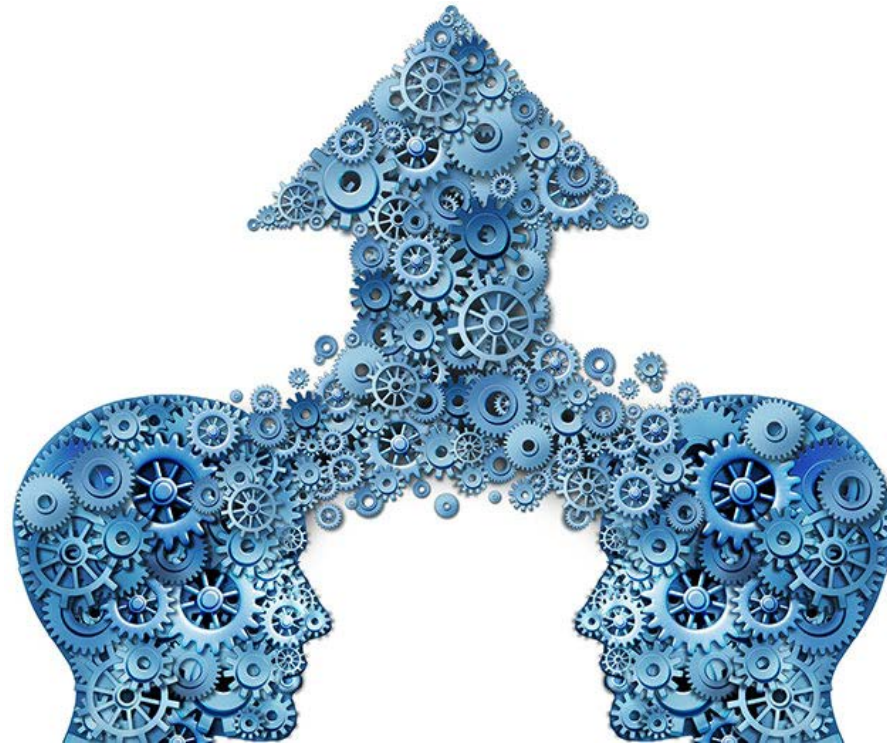
Actively listen to the teacher/speaker

1. Remain neutral.
2. Avoid distractions. Fully concentrate on what is being said. Repeat their words mentally if you are struggling to listen.
3. Listen to the words to understand the complete message.
4. Be able to paraphrase what the speaker said.
5. Use non-verbal communication to acknowledge the speaker (ex: head nod).
6. How to self-talk to stay on task

Why:

To obtain information, to learn, to avoid misunderstanding, so the speaker/teacher knows you are paying attention

**Social emotional competencies help
students follow the
procedures and routines.**



Measure Student Progress and Adjust Instruction

Express Emotions in a Way that Keeps
Others Safe and Your Image Clean


Focus on Growth and Feedback

Set and Work Towards Personal and
Academic Goals

Instructional Strategies

- Teaching
- Re-teaching
- Prompting
- Feedback



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- A circular arrangement of diverse hands, including those of different skin tones, holding a central white space. The hands are positioned around the perimeter, with fingers pointing inward, creating a frame for the text. The background is a soft, out-of-focus light color.
1. Use existing teams
 2. Use data
 3. Intentionally teach

References and Resources

- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)
- [National Technical Assistance Center on Positive Behavioral Interventions and Supports \(PBIS\)](#)
- [Teaching Social-Emotional Competencies within a PBIS Framework](#)
- [Pursuing Social and Emotional Development through a Racial Equity Lens: A Call to Action \(Aspen Institute\)](#)
- [Technical Guide for Alignment of Initiatives, Programs, and Practices in School Districts](#)