

# INTEGRATION OF PBIS AND SEL FOR ADULTS AND STUDENTS IN THIS TIME OF NEED.

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**PBIS** Positive Behavioral  
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# AGENDA

- Set Up with focus on social emotional competencies and connections to students (Relationships)
- Redesigning our Systems of Supports
  - Building a Resilient Community
  - Planning for the next 36 months
- OSPI Resources
  - Resource #1: [SEL Online Training Modules](#)
  - Resource #2: [SEL Learning Activities for Families and Educators](#)

# OBSERVATION BEFORE, DURING AND AFTER

- I. Schools are primary care and basic service providers.
  - Food
  - Shelter
  - Safety
  - Mental Health and Wellness
  - Education

**YOU'VE GOT TO  
"MASLOW" AT THE  
INDIVIDUAL LEVEL  
AND  
ORGANIZATIONAL  
LEVEL**



**before you can  
"Bloom"**

| BLOOM'S TAXONOMY DIGITAL PLANNING VERBS  |  |  |  |   |   |
|--|--|--|--|---|---|
| REMEMBERING  | UNDERSTANDING  | APPLYING   | ANALYZING  | EVALUATING  | CREATING  |
|  |  |  |  |   |   |
| <ul style="list-style-type: none"> <li>Copying</li> <li>Defining</li> <li>Finding</li> <li>Locating</li> <li>Quoting</li> <li>Listening</li> <li>Googling</li> <li>Repeating</li> <li>Retrieving</li> <li>Outlining</li> <li>Highlighting</li> <li>Memorizing</li> <li>Networking</li> <li>Searching</li> <li>Identifying</li> <li>Grouping</li> <li>Selecting</li> <li>Tabulating</li> <li>Duplicating</li> <li>Matching</li> <li>Bookmarking</li> <li>Bullet-pointing</li> </ul> | <ul style="list-style-type: none"> <li>Annotating</li> <li>Tweeting</li> <li>Associating</li> <li>Tagging</li> <li>Summarizing</li> <li>Relating</li> <li>Categorizing</li> <li>Paraphrasing</li> <li>Predicting</li> <li>Comparing</li> <li>Contrasting</li> <li>Commenting</li> <li>Journaling</li> <li>Interpreting</li> <li>Grouping</li> <li>Inferring</li> <li>Estimating</li> <li>Extending</li> <li>Gathering</li> <li>Exemplifying</li> <li>Expressing</li> </ul> | <ul style="list-style-type: none"> <li>Acting out</li> <li>Articulate</li> <li>Reenact</li> <li>Loading</li> <li>Choosing</li> <li>Determining</li> <li>Displaying</li> <li>Judging</li> <li>Executing</li> <li>Examining</li> <li>Implementing</li> <li>Sketching</li> <li>Experimenting</li> <li>Hacking</li> <li>Interviewing</li> <li>Painting</li> <li>Preparing</li> <li>Playing</li> <li>Integrating</li> <li>Presenting</li> <li>Charting</li> </ul> | <ul style="list-style-type: none"> <li>Calculating</li> <li>Categorizing</li> <li>Breaking Down</li> <li>Correlating</li> <li>Deconstructing</li> <li>Linking</li> <li>Mashing</li> <li>Mind-Mapping</li> <li>Organizing</li> <li>Appraising</li> <li>Advertising</li> <li>Dividing</li> <li>Deducing</li> <li>Distinguishing</li> <li>Illustrating</li> <li>Questioning</li> <li>Structuring</li> <li>Integrating</li> <li>Attributing</li> <li>Estimating</li> <li>Explaining</li> </ul> | <ul style="list-style-type: none"> <li>Arguing</li> <li>Validating</li> <li>Testing</li> <li>Scoring</li> <li>Assessing</li> <li>Criticizing</li> <li>Commenting</li> <li>Debating</li> <li>Defending</li> <li>Detecting</li> <li>Experimenting</li> <li>Grading</li> <li>Hypothesizing</li> <li>Measuring</li> <li>Moderating</li> <li>Posting</li> <li>Predicting</li> <li>Rating</li> <li>Reflecting</li> <li>Reviewing</li> <li>Editorializing</li> </ul> | <ul style="list-style-type: none"> <li>Blogging</li> <li>Building</li> <li>Animating</li> <li>Adapting</li> <li>Collaborating</li> <li>Composing</li> <li>Directing</li> <li>Devising</li> <li>Podcasting</li> <li>Wiki Building</li> <li>Writing</li> <li>Filming</li> <li>Programming</li> <li>Simulating</li> <li>Role Playing</li> <li>Solving</li> <li>Mixing</li> <li>Facilitating</li> <li>Managing</li> <li>Negotiating</li> <li>Leading</li> </ul> |

## OBSERVATION #2

- 2. Caring, compassionate, extraordinary humans everywhere!!
  - Crisis has led to innovation

## OBSERVATION #3

- 3. Range of coping strategies and responses
  - Hyper mode has led to a Tsunami of resources
    - Time to organize and sort
    - Match to specific need

## OBSERVATION #4

- 4. COVID-19 impacting our black, brown and migrant communities and our vulnerable populations at higher rate than others
  - Rooted in social inequalities (e.g. residential segregation, differential access to healthcare and treatment)
- Fragility of our social safety net
- Communities impacted by flood, fire, water source

## OBSERVATION #5

- Wave of Mental Health needs are and will be staggering
  - CAUTION : Not everyone negatively impacted, experts need to assist us to distinguish between trauma and stress – focus on resilience (protective factors and healing aspects of our brain)
  - Resist the temptation to add
  - Let Mental Health leaders lead



# OBSERVATION #6

- Opportunity, Opportunity, Opportunity to...
  - Pause and Reset
  - Focus on prevention science/developing/ prioritizing pro-social communities to build a resilient community
  - Acceleration of interest for integrated approaches- how do WE as Mental Health champions prepare ?
- **Now more than ever...**
  - Mental health is everyone's job, mental health leaders build capacity for ALL
  - Systems and structures promote wellness (policy, funding, etc) need to be addressed
  - Healthy workforce essential
  - Can't talk about academic rigor without talking about how we develop relationships, teaching social emotional behavior competencies, establish a culture of wellness
  - Teaching SEB/SEL is instructional time

OPPORTUNITY  
**COLLECTIVE RESILIENT RESPONSE**  
THAT CHANGES HOW WE APPROACH  
TEACHING AND LEARNING FOREVER

- Investment and priority for social emotional growth of our students and staff
  - What systems/structures are needed ?
  - What is the EBP curriculum we will use?
  - PBIS/MTSS + SEL **with fidelity**= Students and Staff increased use of social emotional skills

## OBSERVATION #6

- 6. We need to plan for the next 36 months ( expect a rolling phased in approach and expect to go back to shelter in place )
  - Continuity of education = Continuity of care and support for ALL
    - Teaming processes and procedures are key to response
    - Develop/share creative ways to uncover needs (check in protocol and response for ALL, SOME, FEW)
    - Aggregate and analyze data in real time

# WHAT DO ALL STUDENTS AND STAFF NEED?

- Continuous check in with ALL students and staff- determine type, dosage and frequency
  - Monitoring email messages
  - All staff assigned to groups of students
  - “Teams” of staff who check in with each other
  - Check in by phone, food delivery, food pantry, deliver instructional packets, parades, Yard signs
  - Communication protocol- red flags- connect to specialized supports (e.g. suicide, medical, housing, trauma, abuse)
  - IF we can use this time to....
- Connect and strengthen relationships (adults and students)
- What are the needs? (adults and students)
- What are the barriers and how can we continue to innovate?
- Identify and prioritize the skills- Coping/calming strategy- describe what that looks like in context (home v. school)
- Understand how stress impacts learning (adults and students)
- What training do we provide staff now?

## IF WE CAN USE THIS TIME TO...

- Connect and strengthen relationships (adults and students)
- Identify the needs (adults and students)
- Identify the barriers
- Share innovative efforts
- Identify and prioritize the skills- One skill at a time!! coping/calming strategy- describe what that looks like in context (home v. school)
- Understand how stress impacts learning (adults and students)
- Train teams now!!

# WHAT DO **SOME** OF OUR STUDENTS NEED

- Increase dose and frequency of check ins (students and staff)
  - Assigned to specialized staff
    - Nurse- medical issues
    - Special educator team- students with disabilities
    - ELL teams
    - Homeless/Foster Teams
    - Students receiving supports prior to end of school
    - New groups of students who may be personally impacted by COVID, food insecurity, isolation, grieving the non event
- Increase training needs for staff-
  - Continuum of need with virtual learning, connecting with students
- Documenting effort

# PLANNING FOR RETURN TO SCHOOL SYSTEM OF SUPPORT STAYS, CONTEXT CHANGES

- What will ALL students need?
  - Team actively uncovering needs of staff and students
  - What information will we use to inform how we approach strengthening Tier 1?
  - # of staff and students impacted by the virus
  - # of staff and students impacted economically
  - # of staff and students impacted by loss of family member
- Ongoing discovery or uncovering the needs of our community members
  - Screening, attendance, behavior, nursing logs, instructional time
  - Family check ins
  - Staff check ins

## START WITH ALL TIER I TEAM

- Members represent school community?
- Should you consider adding members to this team?
  - Student, family, community employed mental health provider?
- Do you have an accurate picture of ALL of your student's needs?
  - % of students meeting attendance criteria, % in each sub group
  - % of students who feel connected
  - % of students with 0-1 office referrals
  - % of students on track to graduate
  - % of students meeting academic benchmark
  - % of students with adequate health, housing, food
  - % of students who have experienced trauma
  - % of students with relationship with at least 1 adult



## TIER I TEAM

- % of staff who feel connected (within grade level/team and/or school level)
- % of staff who feel like they can manage their workload
- % of staff who feel like they are managing their changing role
- % of staff who feel like they have skills to manage student needs

# BUILDING A RESILIENT COMMUNITY ESSENTIAL COMPONENTS

- What are your universal precautions? (counter ACES)
  - Safe and stable environment
  - Clearly defined expectations, procedures, routines (consistent across locations)
    - Physical distancing and hand washing
  - Ongoing embedded instruction of expectations, procedures, routines, social emotional skills
  - Daily routines that allows classrooms to build sense of community, foster relationships and experience positive connections
  - Clearly defined ways for students to ask for help
  - Positive greetings and positive social interactions throughout the day
  - Staff engaged in active supervision across all contexts (scan, move, interact)
  - Spaces and Routines for teachers to re-group, re-set, neutralizing routine
  - Teacher connectedness and wellness activities
  - Growth mindset culture for staff with ongoing training, coaching and performance feedback

# WASHINGTON SEL RESOURCES

- [OSPI SEL Webpage:](#)
  - Adopted SEL Standards, Benchmarks, and Indicators
  - SEL Implementation Guide
  - SEL Briefs
  - SEL Modules
  - Trauma Informed Resources
  - SEL Activities for Families and Educators

## SEL ONLINE TRAINING MODULES

- **Segment 1:** Overview and benefits of SEL
- **Segment 2:** Embedding SEL Schoolwide
- **Segment 3:** *Creating Professional Culture Based on SEL*
- **Segment 4:** *Integrating SEL Into Culturally Responsive Classrooms*
- **Segment 5:** *Trauma Informed SEL*
- **Segment 6:** *Identifying and Selecting Evidence-Based Programs*

# SEL ACTIVITIES FOR FAMILIES AND EDUCATORS

- The SEL activities below are designed for families and/or educators to do with their children. These activities will help kids strengthen their skillset in social emotional learning.
- [SEL Learning Activities for Families and Educators](#)



# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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THANK YOU!!!

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