



SEL and Positive Behavior Interventions and Support

• What is social-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.

What are the competency areas of social-emotional learning?

1. **Self-awareness:** The ability to accurately recognize one's emotions and thoughts, and their influence on behavior. We are looking for a sense of confidence and optimism.
2. **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. How does one managing stress, control impulses, motivate oneself, and set and achieve goals.
3. **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures. Does a student understand social and ethical norms for behavior, and do they recognize resources and supports?
4. **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communication and listening skills, cooperation, resisting social pressure, negotiating conflict, and seeking and offering help when needed.
5. **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions. Are students aware of safety concerns, social norms, realistic consequences, and the well-being of self and others?

What is Positive Behavior Interventions and Supports?

Positive Behavior Interventions and Supports (PBIS) is a prevention oriented 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.

What are school-level PBIS supports?

- Implementation of school-wide tier 1 practices, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior
- School-wide, multi-tiered behavioral framework implementation guided by Tier 1 school-wide discipline data
- Appropriate supports for staff provided, including leadership teaming, supporting policy, coaching, and implementation monitoring
- What are classroom-level PBIS supports?

- Tier 1 classroom system for teaching expectations, providing acknowledgments, and managing rule violations linked to school-wide, multi-tiered behavioral framework
- Classroom management decisions are based on classroom behavioral data
- Effective instructional strategies implemented with fidelity
- Curriculum matched to student need and data

What are the foundations of Effective Classroom PBIS?

- Effectively design the physical environment of the classroom AND
- Develop and teach predictable classroom routines AND
- Post, define and teach 3-5 positive classroom expectations AND
- Provide high rates of varied opportunities to respond AND
- Use prompts and active supervision AND
- Acknowledge expected behavior with specific praise and other strategies

Why do schools need to implement SEL and PBIS?

We need to implement SEL and PBIS in order to develop the social and emotional competencies of self-discipline, prevent behavior problems, correct behavior problems, and to meet the academic and social-emotional needs of all students. As the Common Core State Standards (CCSS) call for students to have skills such as being able to persevere in solving difficult problems, collaborate, construct viable arguments, and critique the reasoning of others, SEL skills help students master this deeper engagement and learning.

What are the benefits?

As is displayed in the graphic below, there are large academic and social emotional gains when schools implement SEL practices, and reductions in the risks for failure. In addition, social-emotional learning provides students with many of the skills employers consider critical to success on the job and predicts employment and wages.



What steps is Helendale School District taking to address Social-emotional learning?

Our priorities are to educate the whole child by creating a student centered school culture to address students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.

Each school has developed a positive behavioral support matrix where expected student behavior is clearly defined in all areas of the school, such as classroom, hallway, bathroom, bus, and cafeteria. Not only are the expected behaviors defined, so students know what is expected, but these expected behaviors are explicitly taught. Ongoing professional development opportunities have taken place over the past five years that has built the foundation of social-emotional learning instruction.

What other steps or programs is the district using to support social-emotional learning?

In 2017, the district formed a District PBIS Team to address the needs of all schools. Team members comprise of members for each site. This year, we will be expanding our District Team to include more staff from Certificated and Classified members.

We are committed to continued professional development in both PBIS and SEL.