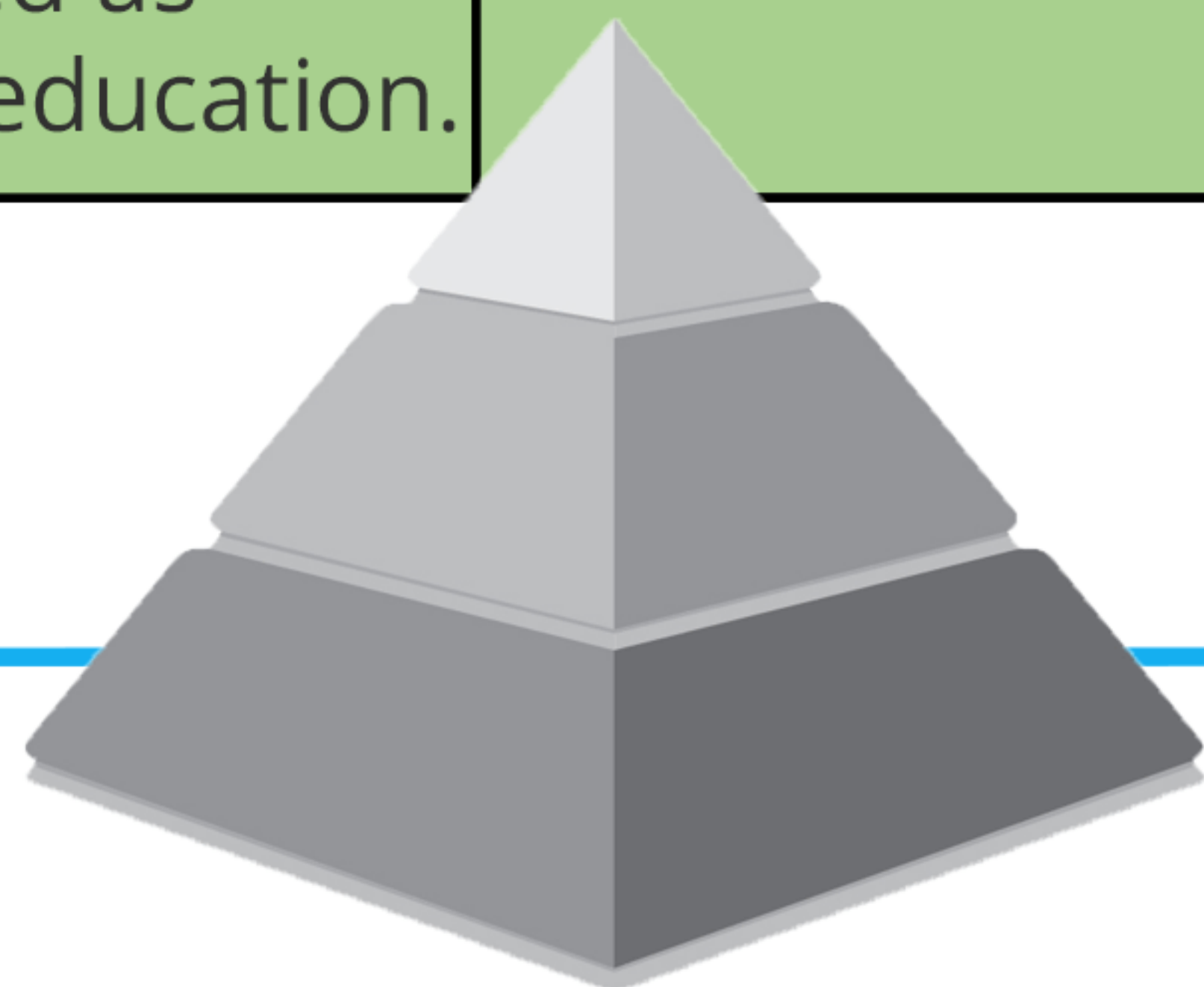


How SEL Assessment, Curriculum, and Strategies Complement and Support an MTSS Framework used in PBIS

Tier	SWPBIS	SOCIAL AND EMOTIONAL LEARNING	
		Measurement	Curriculum & Strategies
Tier 1: Universal Estimated at 80% of students.	Primary Prevention School and Classroom-wide services and supports for all students.	Universal Screening Complete a universal screening for social-emotional competence to proactively identify students in need of SEL and behavioral supports. Be sure to use of a valid, reliable tool appropriate for screening.	Social and Emotional Curriculum/Program Evidence-based SEL programs ensure that all students learn skills to manage themselves, promote healthy relationships, and reduce bullying. SEL programs may help students generalize the positive behaviors learned through PBIS and can lead to improved long-term outcomes that transfer to college and career. Universal Classroom and Home-based Strategies Research-informed lessons and strategies can be used independently of a curriculum to address specific areas identified by school improvement plans, climate surveys, and assessments, or to otherwise meet local needs.
Tier 2: Targeted Estimated at 15% of students.	Secondary Prevention Group supports and services for students with at-risk behaviors.	Assessment A comprehensive social and emotional assessment can help staff identify which specific SEL needs may be driving behavioral issues and support the selection of appropriate interventions.	Small Group and Individual Student Strategies Use assessment data to create small intervention groups to deliver specific skill building instruction to students in need. Consider repeating lessons from universal SEL curricula or using research-informed strategies to extend or supplement lessons. Be sure to select an SEL assessment system that allows for progress monitoring of skill acquisition to determine if individual supports are needed.
Tier 3: Indicated Estimated at 5% of students. Often already identified as special education.	Tertiary Prevention Individualized supports and services for a small set of students with high risk behaviors.	Individual Item Analysis on Assessments Consider using item-level norms on an SEL assessment to identify specific social-emotional strengths and needs for instruction.	Use in developing IEPs and other support plans Individual Item Analysis identifies specific, behaviorally grounded, and instructionally relevant strengths (social and emotional skills already acquired) and needs. These specific strengths can then be incorporated into the student's IEP and used in strength-based intervention plans. Needs or deficits identified can become targets for intervention.



What is SWPBIS? – According to www.PBIS.org, Schoolwide Positive Behavior Interventions and Supports (SWPBIS), “refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.” Typically, schools will identify three to five positively stated behavioral expectations and explicitly teach and reward those desired behaviors.

What is SEL? – According to www.CASEL.org, 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.” SEL typically involves direct instruction of social and emotional skills.

How are they the same? – Both approaches share a commitment to improving both academic and behavioral outcomes for students through explicitly teaching desired behaviors. Both approaches view teachers as the primary change agents, value research-informed approaches, and promote student voice and engagement in the process.

How do they differ? - SWPBIS has its origins in special education and emphasizes supporting students at all three levels of the multi-tiered systems of support (MTSS, “pyramid”) model. SWPBIS also emphasizes school-based leadership teams and measuring outcomes. SEL has its origins in developmental psychology, typically takes a universal, curriculum based approach, and has less emphasis on measurable outcomes, although this is changing as more schools adopt outcome measures, including Aperture Education’s Devereux Student Strengths Assessment (DESSA).

Which is more effective? - Both approaches, when well implemented, have positive effects on student behavior and achievement. Summaries of this research can be found on the PBIS.org and CASEL.org websites. It is important to note that recent research studies have shown that both approaches used together have better outcomes than either used separately. For instance, Clayton Cook and colleagues demonstrated that either PBIS or SEL were better than “business as usual” in improving mental health and decreasing disruptive behaviors, but the greatest improvements were found when the two approaches were used together. Importantly, teachers found the practice of combining the two approaches to be acceptable, feasible, and fair.

