

A. Ward Spaulding Elementary School
Positive Behavioral Interventions and Supports (PBIS) Specialist

What is Social and Emotional Learning (SEL)?

- Zins (2004) suggests that interventions that are in place to improve social adjustment have been found to *increase students' academic achievement*. These intervention programs focus on self-awareness, self-management, and relationship skills to help improve social competence and academic achievement.
- Social and emotional skills refer to ones' ability to share space effectively. Further, students that have well developed social skills can adapt to changing environments, people, their thoughts, beliefs, needs, and access knowledge of previously learned experiences. Poor social skills indicate difficulty communicating (verbally and nonverbally) and difficulty adapting in different situations and contexts. Students with well-developed social and emotional skills are resilient. Resilience is one's ability to bounce back, cope when things do not go your way, feeling confident that you can solve problems, knowing when to let it go, and seeing a mistake as an opportunity. (Hendrix, Palmer, Tarshis, and Winner, 2013)
- The need to balance academic learning and social/emotional learning is well documented in literature. Weissberg and Cascarino (2013), from the Collaborative for Academic, Social, and Emotional Learning, state "*When schools promote students' academic, social, and emotional learning, students will possess the basic competencies, work habits, and values for engaged postsecondary education, meaningful careers, and constructive citizenship (p. 10).*"
- "We need to continue to focus on how we build and maintain safe school environments that promote learning, psychological health, and student success. We need to ensure that adequate learning supports and policies are present to provide a continuum of services that respond to the needs of all students. This requires treating learning and mental health supports as equally important as, and fully integrated with, school management and instruction." (National Association of School Psychologists, 2013)
- These structures also increase the likelihood that troubled students will be identified, through universal screening, and intervention and treatment can be provided. These measures will also improve the learning environment, creating a safe culture, and reducing intimidating, disruptive, or disrespectful behaviors; in turn increasing access to quality instruction and improving academic achievement. (International Association of Chiefs of Police and the Bureau of Justice Assistance, 2009)
- Social and emotional learning promotes *positive behaviors, positive school attitudes and positive school performance to create lifelong learners*. Classrooms are social learning environments.
- Zins (2004) detailed that in order to navigate the demands of collaborative learning, workshop models and partner work, the skills that comprise self-awareness, social awareness, responsible decision making, self-management, and relationship management are critical. Negative emotions and poor social skills can interfere with this learning model.
- The identification of at-risk populations for social and emotional learning are critical to meeting the demands of the CCSS and the success of supporting frameworks such as Response to Intervention and Positive Behavioral Interventions and Support.

Direct Alignment between School Climate Goal and PBIS Specialist

School findings from the CSCI indicated a need to improve the social and civic learning of all A. Ward Spaulding School community members. We looked at the individual questions asked in the Social and Civic Learning Dimension. While 92% of school personnel ranked this dimension as positive, 7% remained neutral. Similarly, 82% of parents responded positively with 18% neutral or negative. A more concrete and systematic positive behavior supports program would address that neutrality. Office referral data from 2012-2013 revealed that the majority of students were unable to identify and utilize appropriate listening skills and decision-making when involved in situations of conflict. This year's school goal identified that all adults and students would engage in a school-wide program that identifies and celebrates the traits of respect, responsibility, and kindness. This continued goal work beyond 2013-2014 would yield consistent implementation and success if led by the PBIS Specialist.

Scientific Researched Based Interventions

Scientific Researched Based Interventions (SRBI) is a framework for providing systematic research based interventions for students not meeting grade level expectations: academic, social, emotional, and behavioral.

What is PBIS?

Positive Behavioral Interventions and Support (PBIS) is a framework for establishing a positive proactive approach to teach and encourage pro-social behaviors and reduce negative student behavior within the framework of SRBI (Horner et al., 2009).

- Tier 1
 - Define the core elements as having clearly defined behavioral expectations teaching these behavioral expectations, having a reward system for appropriate behavior, establishing and consistently implementing a continuum of consequences for problem behaviors, and using data collection to monitor these behavioral expectations and problem behaviors for decision making.
 - Current supports are outlined in the Spaulding Positive Behavioral Interventions and Supports pyramid on page three and are delivered by the classroom teacher in consultation with the school psychologist, principal and reading specialist.
- Tier 2
 - Core elements include universal screenings and progress monitoring for students that are at-risk, providing research based interventions, providing systems that increase structure, predictability, contingent adult feedback, links for academic and behavioral performance, increasing home/school communication, and collecting and using data for decision making as in tier-one.



- Current supports are outlined in the Spaulding Positive Behavioral Interventions and Supports pyramid on page 3 and are delivered by the school psychologist, principal, reading specialist, and PALS child associate.
- Tier 3
 - Tertiary PBIS supports designed to target 3-5% of the schools population. The core elements of these supports include a team based comprehensive assessment that may include a functional behavioral assessment (FBA), an individualized intervention based on the outcome of the FBA, and continuous data collection for decision-making.
 - Current supports are outlined in the Spaulding Positive Behavioral Interventions and Supports pyramid on page three and are delivered by the school psychologist.

Spaulding Positive Behavioral Interventions and Supports

Tier 3 Interventions (Few)

Individual Interventions

- Individual behavior support plans
- Individual counseling
- Collaboration with family and outside service providers

Tier 2 Interventions (Some)

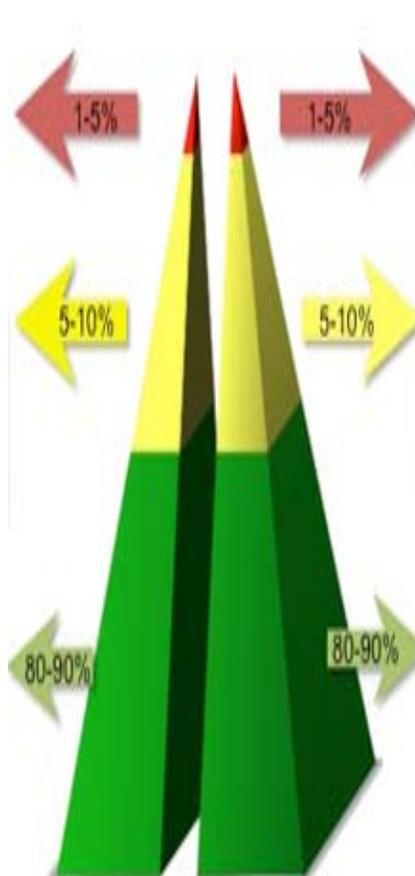
Classroom and Small Group Strategies

- Second Steps
- Small group intervention (i.e. Friendship Club, PALS, Specialist Groups)
- Check in/ Check out
- Simple classroom behavior support plans

Tier 1 Interventions (All)

Universal: All Students/ All Settings

- PBIS: school wide Spaulding STARS Program
- Second Steps
- Whole Body Listening Larry
- Classroom behavior monitoring systems
- Classroom positive reinforcement systems
- Consistent consequences for problem behaviors



Tier 3 Data (Few)

- Data through Functional Behavioral Assessment
- Academic data
- Attendance
- Office referrals

Tier 2 Data (Some)

- Academic data
- Attendance
- Office referrals
- Teacher observations
- Social Skills Screener Data Tier 2
- SIT & SST meeting data

Tier 1 Data (All)

- PALS Rating Scale
- Social Skills Screener Data Tier 1
- PBIS Data: Spaulding Star
- Academic data
- Attendance
- Office referrals
- Teacher observations
- SIT & SST meeting data

PBIS Research

- Horner et al. (2009) conducted a study in two school sites where PBIS trainers supported a three year implementation model of PBIS based on the three tiers outlined above.
 - The results of the study demonstrate the PBIS training was successfully implemented with fidelity. Additionally, the PBIS model improved the school climate and participants perceived safety in school.
 - This initial analysis also demonstrated an improvement in the number of third grade students that were meeting or exceeding state reading assessment standards.

- Lastly, office discipline referrals were reported as decreasing from the initial implementation of the three year PBIS training.
- Similar results were found by Bradshaw, Mitchell, and Leaf (2010) in a study examining the effects of school-wide PBIS in elementary schools. These authors found high teacher-buy-in and fidelity implementing the program, improved academic performance for fifth grade students, and a reduction in office referrals and school suspensions.

Spaulding Research

A. Ward Spaulding Elementary School
 Second Grade Three Year Comparison of Reading Level and Social/Emotional Functioning
 Classes of 2022, 2023, 2024; N= 406 Students

Current Standing	Reading Level	Number of students reading at identified level	Number of students at-risk on Social Skills Screener at identified reading level	Percentage of students at identified reading level that are at-risk on the Social Skills Screener
Below Grade Level	A-K	49	23	47%
On Grade Level	L-M	116	16	14%
Above Grade Level	N-O	159	13	8%
Well Above Grade Level	P	82	1	1%

PBIS Specialist

Connected to Suffield's Theory of Action, if the proposed Positive Behavioral Intervention Specialist uses data as a vehicle for examining school, classroom, and individual student progress in the realm of social and emotional learning, and creates and maintains positive behavior support structures, then these proactive interventions will be targeted in focused ways and student learning and school climate will improve.

The PBIS Specialist will:

- Establish and implement interventions for students identified at-risk on the social skills screener and/or through office discipline data (SWIS) indicating repeated behavioral incidents.
- Consult and collaborate on the development of quality Tier 1 classroom management systems, school-wide reinforcement systems, and character education programs that are consistent with Suffield's Theory of Action.
- Regularly collaborate and consult with certified and non-certified staff around best practice instruction and strategies in the behavior, social, and emotional areas.
- Communicate with individual families, students, and staff.
- Bi-weekly conferences with certified and non-certified staff providing professional development on social emotional impact on students' academic performance
- Collaborate with the School Psychologist and assist with positive behavior support plans and crisis intervention plans for general education students. This person will monitor and support students as assigned.
- Collect and interpret data for positive behavior support plans for assigned students and collaborate with the student support team to inform decision making and instruction.
- Create, facilitate, and participate in school-wide lessons within classes to support the STARS program. This instruction provided through proactive lessons will positively affect the instructional core of Spaulding School through these quality tasks.
- Facilitate the Spaulding STARS care committee and oversee the Spaulding STARS care program.
- Participate in all relevant student support meetings (i.e. Student Intervention Team, Student Support Team).
- Present data at monthly faculty meetings and district instructional leadership team meetings.
- Assist other professionals with student crisis intervention.

The ideal candidate is:

- An individual with a background and/or training in PBIS. Certification from a graduate studies program preferred.
- Experience working in an elementary school with a focus on behavioral interventions.
- Evidence of strong communication, collaborative skills, and leadership skills.
- Evidence of developing and differentiating developmentally appropriate social skills lessons.
- Experience in facilitating professional development for certified and noncertified staff.
- Evidence of proactive and consistent parent communication.
- Experience collecting and using behavioral data to inform student and school-wide programming.

References

- Bradshaw, C., Mitchell, M., & Leaf, P. (2010). Examining the Effects of School-wide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness Trial in Elementary Schools. *Journal of Positive Behavior Interventions, 12*(3), 133-148.
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