

URBANA SCHOOL DISTRICT 116



**An Integrated Approach
to Support Student
Success**

*The RtI/SEL/PBIS
Blended Model*

Purpose for Today

✓ Increase awareness of:

- Importance of fostering emotionally healthy kids
 - [Social Emotional Learning (SEL) and Prevention]
- Importance of dealing with behavioral issues
 - [Behavioral Interventions]
- SEL/Prevention/Behavioral Intervention
 - [Blending Academic and Behavioral Systems]

We Know....

- ✓ To improve the academic success of our children, we must also improve their social success.
- ✓ Academic and social failures are reciprocally and inextricably related.

Mandates for Rtl, SEL and PBIS

- Compliance with NCLB
- ISBE Social Emotional Learning Standards since 2004
(http://www.isbe.net/ils/social_emotional/standards.htm)
- Illinois Children's Mental Health Act/District Policy adopted in 2004

Breakthrough Research from CASEL

(Collaborative for Academic, Social and
Emotional Learning)

- **Meta-analysis of 270 studies shows:**
- **SEL instruction --> 14% increase in achievement test scores**

Why Teach SEL?

- **Emotions affect how and what we learn**
- **Schools are social places - Relationships provide foundation for learning**
- **Effective as classroom management strategy**
- **Reduces barriers to learning**
- **Aligns with the academic agenda of schools – has a positive impact on academic performance**
- **Provides name and support for things teachers already do**

What Are We Creating? A Coordinating Framework



How do we do it?

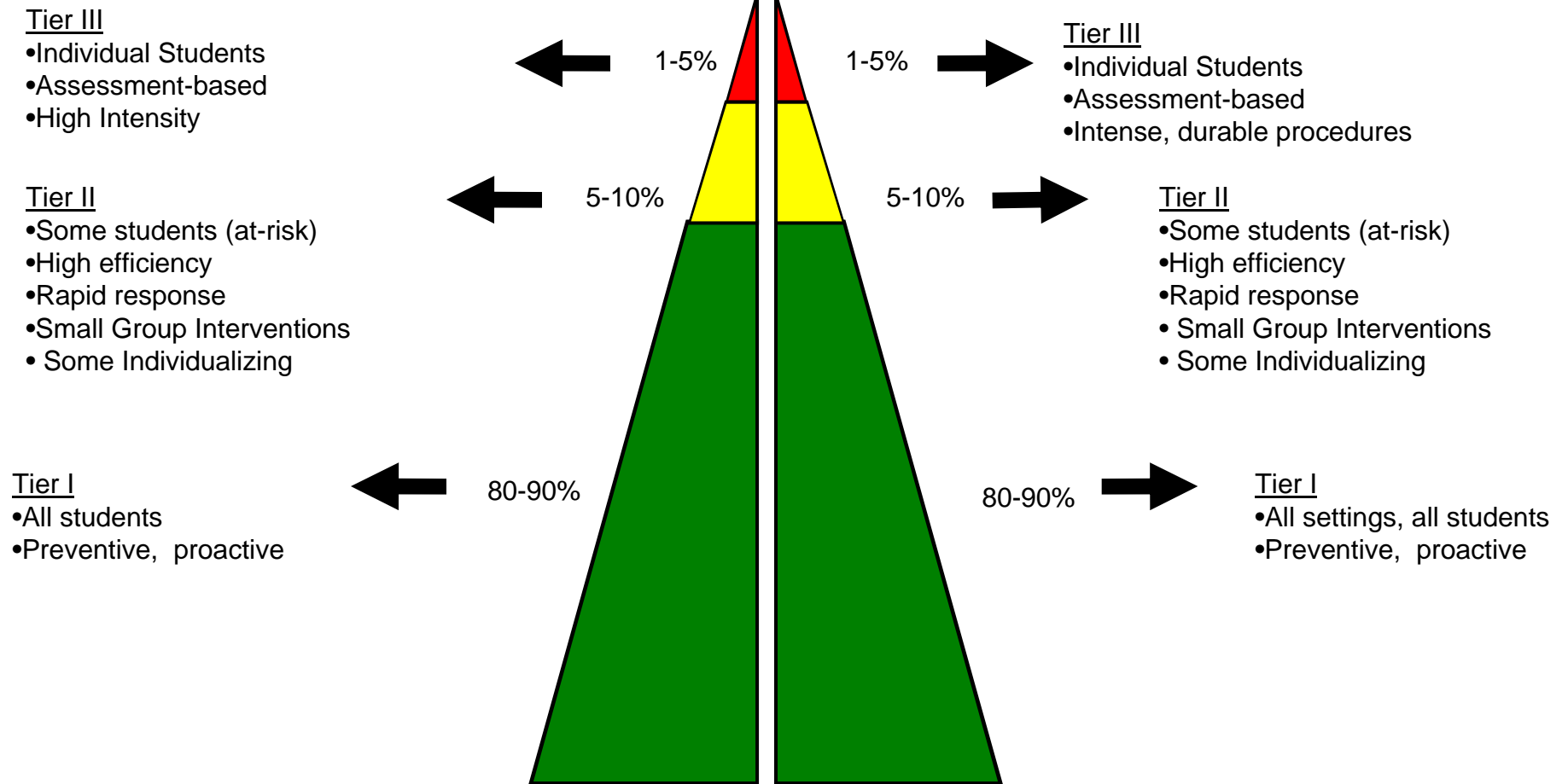
With something familiar!!

Designing School-Wide Systems for Student Success

A Response to Intervention Model

Academic Systems

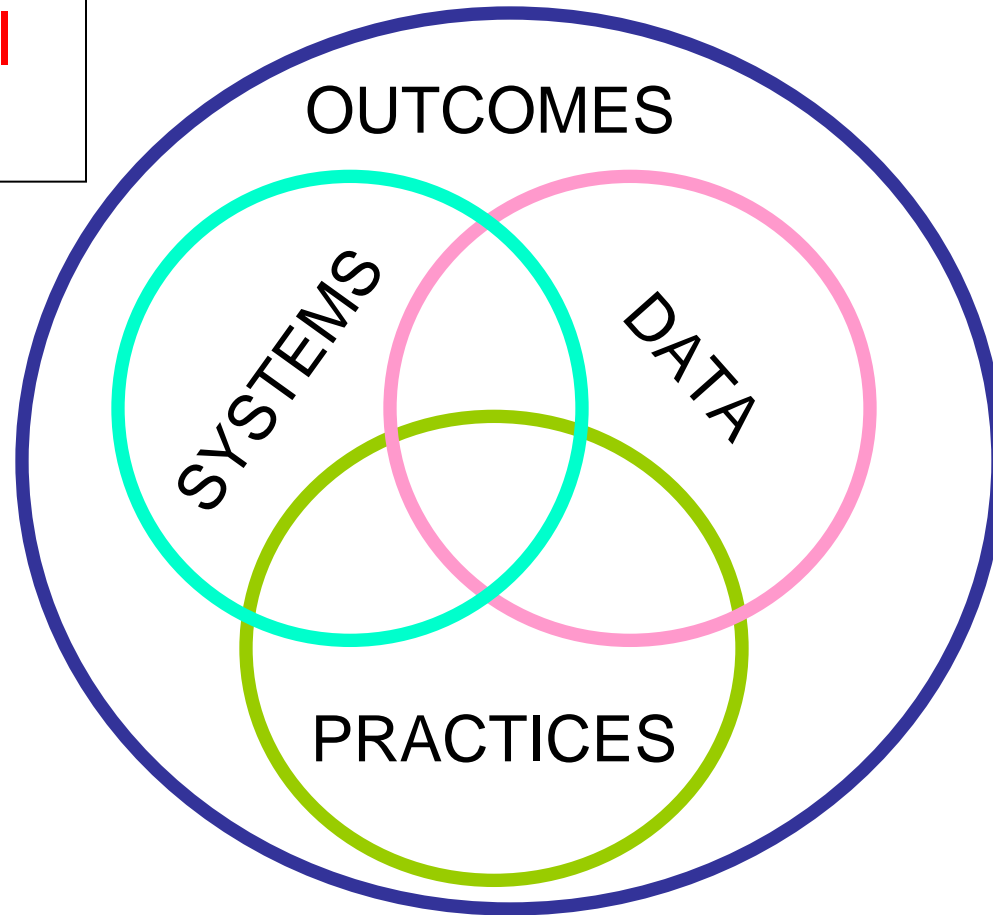
Behavioral Systems



Supporting Social Competence & Academic Achievement

4 Essential Elements

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

PBIS-

A Response to Intervention Model

PBS is a broad range of **systemic & individualized** strategies for achieving important **social & learning outcomes** while preventing problem behavior with **all** students.

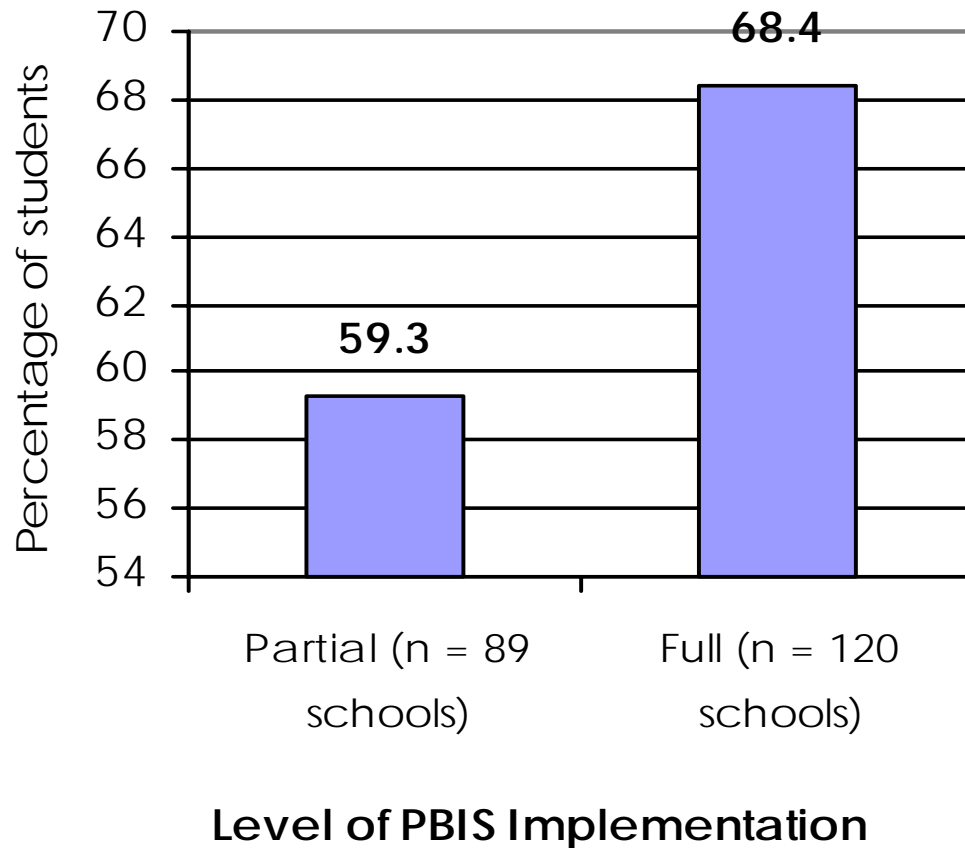
Not specific practice or curriculum...it's a general approach to preventing problem behavior

Not limited to any particular group of students...it's for **all** students

Not new...its based on long history of behavioral practices & effective instructional design & strategies

Illinois PBIS Schools

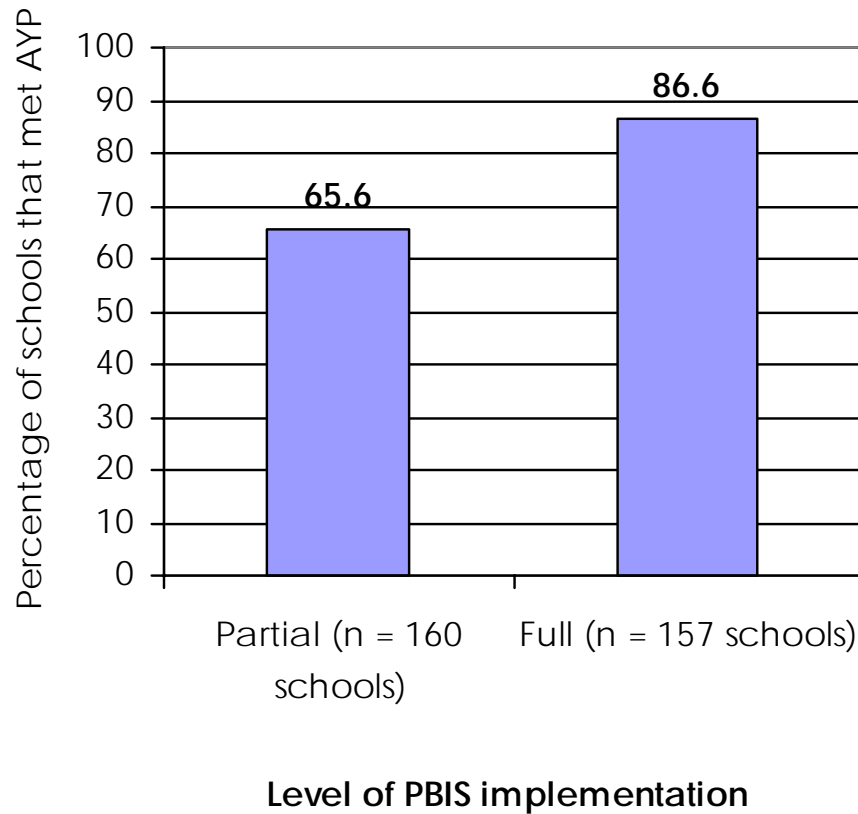
Illinois 2005-06 Proportion of Students who Meet or Exceed Third Grade ISAT Reading Standards



The difference between the two types of schools was **significant** ($t=3.72$, $df=159$, $p<0.001$).

Illinois PBIS Schools

Illinois 2005-06 Proportion of Schools that Met AYP



Findings suggest that fully implementing schools met AYP at a significantly higher percentage than partially implementing schools ($\chi^2=19.17$, $df=1$, $p<.001$).

Emphasis on *Prevention at Each Level*

- **Tier I**

- GOAL: To reduce new cases of problem behavior and/or academic failure

- **Tier II**

- GOAL: To reduce current cases of problem behavior and/or academic failure

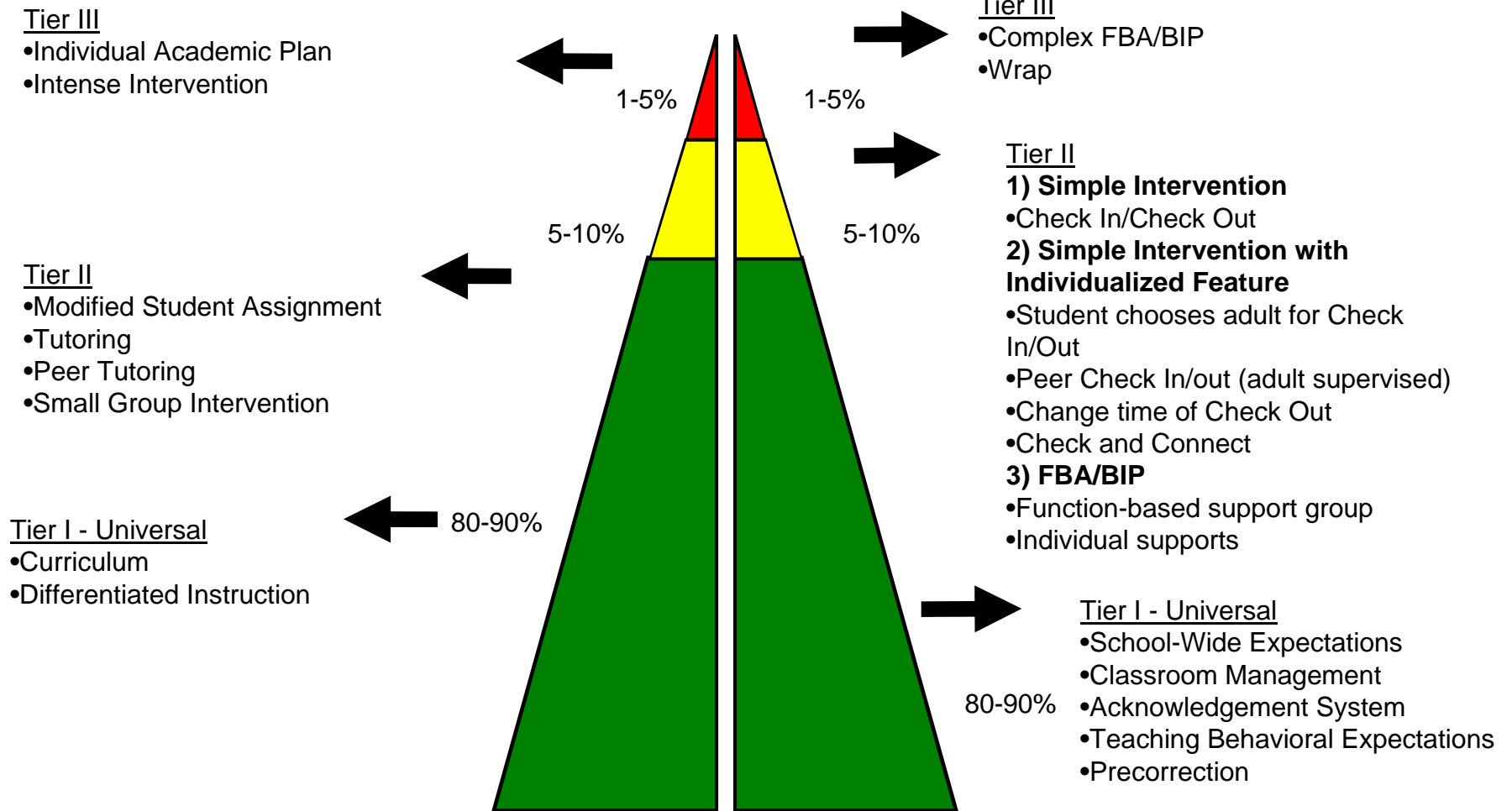
- **Tier III**

- GOAL: To reduce complications, intensity, severity of students with chronic problem behavior and/or academic failure

Behavioral and Academic Interventions at All Tiers

Academic Systems

Behavior Systems



Academics

Learning Standards

Increased Student Achievement

Data System: AIMSweb

DIBELS

Key Tools: CBM, Problem Identification Interview

Instructional Planning Form; CBE

Learning Standards/SAC
Problem-Solving/RTI

Behavior

SEL Standards

School Improvement Goal

Data System: SWIS

Key Tools: FBA Interview

ODR

Reinforcement

Matrix

SEL/Positive Behavior
Interventions and Supports

Data based Decisions

Tiered Interventions

Direct teaching

Team based problem-solving

Every child is everybody's

BUILD ON WHAT IS ALREADY WORKING

Building-level Commitments:

- ✓ Three-five year focus to get sustainable change
- ✓ Active administrative support and participation
- ✓ Administrative leadership for implementation teams
- ✓ Commitment from staff
- ✓ Ongoing communication and support with staff
- ✓ Completion and use of data collection (discipline and academic data, survey, checklists)
- ✓ Staff participation in ongoing training

Martin Luther King Jr Elementary, Urbana #116

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A school recognized as implementing, MLK has continued seeing decreases in major office discipline referrals, from 143 last year in the first 88 days of school, to 47 this year in the first 88 days.

They have also seen a decrease in their minor level infractions, from 80 last year in the first 88 days of school, to 42 this year in the first 88 days.

They have also seen a decrease in I SS and OSS days, from 10 days of I SS the first 88 days 07-08SY to 2 days of I SS the first 88 days 08-09SY; from 13.5 days for OSS the first 88 days last year to 2 days of OSS the first 88 days of this school year.

Every Child Has **Two** Sides



Let's Keep Them Together



Website Resources

pbis.org

pbisillinois.org

swis.org

illinoisaspire.org

isbe.net

casel.org

Interventioncentral.org

