

Embedding SEL within PBIS (MLSS) Framework

The PBIS and SEL approaches differ in important ways, but they are compatible. Together, they offer the full range of strategies and techniques needed for effective classroom management and schoolwide discipline. (George Bear (2010, p. 12) School Discipline and Self-Discipline “Different, Yet Compatible”)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based **framework** for developing positive behavior, to create a positive climate for learning. 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.

Social and emotional learning (SEL) is the process through which student **learn/acquire** and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show sympathy for others, establish and maintain positive relationships, and make responsible decisions.

Zones of Regulation is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states. <http://www.zonesofregulation.com/index.html>

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

- **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.
- **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Mindfulness skills are designed to support, regulate, and reset the nervous system to build self-awareness, emotional regulation, social-awareness, responsible decision making and relationship skills developing a positive outlook. Introducing researched based techniques that heal the impact of trauma on the brain, release toxic stress, and support the importance of relationships for the success of personal development, learning, and a sense of belonging. <https://reset-mindbody.com>

- 10 classroom lessons, approx. 15-20 min. each

The Responsive Classroom approach is a research-based approach to teaching that offers practical strategies for bringing together social and academic learning throughout the school day.

<https://www.responsiveclassroom.org/about/>

- Morning Meeting
- Interactive Modeling
- Role-playing
- Positive teacher language
- Logical consequences
- Classroom organization
- Collaborative problem-solving

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing.

<https://www.iirp.edu/eforum-archive/restorative-practices-in-schools-research-reveals-power-of-restorative-approach-part-i>

- Restorative problem solving circles

How is this different than what we are currently doing?

K-12 staff would be able to utilize classroom lessons/practices to support all students with learning/acquiring common language, responsible decision making, and expected social interactions. Student services staff will delineate appropriate developmental lessons and provide PD to staff.

