SWPBIS-SEL Integration Plan
Adapted from Bradshaw et al. (2014) by Sara Whitcomb

1. Develop a **Statement of Purpose**. Consider what efforts your building is planning on integrating, why this is important, and what is the vision or ultimate outcome you are trying to achieve. Consider setting a concrete, measureable goal (e.g. decreases in disciplinary incidents, decreases in nurse visits, decreased individual contacts with school counselor)

2. Sample Integrated Materials
   *Develop a crosswalk to share with implementers to ensure they are bridging language between efforts.*

<table>
<thead>
<tr>
<th>SEL Curriculum Lessons (e.g. Second Step)</th>
<th>SWPBIS Core Values/Behavioral Expectations</th>
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<tbody>
<tr>
<td></td>
<td>Be Respectful</td>
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<tr>
<td>Learning to Listen</td>
<td>X</td>
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<tr>
<td>Focusing Attention</td>
<td>X</td>
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<tr>
<td>Following Directions</td>
<td>X</td>
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Guiding Questions for Team

A. What will your crosswalk look like? What core values have you/will you establish and what SEL skills are you teaching students?

B. What do you currently have for visuals in non-classroom and classroom areas that reflect your school-wide core values/behavioral expectations/SEL skill reminders/responses to challenging behaviors? Do you need more visuals across the building? Do visuals include consistent language so that students are getting similar messages in all locations?
DE-PBS Project: School Climate and Student Success Grant

**Student Behavior Procedural Flow Chart**

**MINOR**
1. Use positive teacher language: REMIND and REINFORCE expectations and/or classroom rules. REDIRECT to activity.
   - Resolved
   - Not Resolved

2. Utilize Classroom Strategies
   - Logical consequences:
     - Take a break
     - You break it, you fix it
     - Loss of privilege (brief and directly related to misbehavior)
   - Individual problem-solving conferences
   - Problem-solving class meetings
   - Student-student conflict resolution
   - Fill out Behavioral Intervention Record for MINOR problematic behavior
   - Resolved
   - Not Resolved

4. Additional collaborative problem-solving:
   - Communicate with parents about behavior expectations. Make a plan.
   - Additional modeling
   - Additional student-student conflict resolution

**MAJOR**
1. Complete Behavioral Intervention Record for MAJOR problematic behavior
   - 2. Call office
   - 3. Student escorted to office
   - 4. Administrator determines consequence and completes bottom portion of Behavioral Intervention Record
   - 5. Administrator notifies parents
   - 6. Administrator provides copy of completed Behavioral Intervention Record to referring staff’s mailbox

**MINOR Behavior (Classroom)**
- Noncompliance/defiance/dissrespect
- Inappropriate language/gestures
- Running in the building
- Pushing in the hallway
- Pushing at recess
- Talking in class
- Making noises
- Property misuse
- Property damage
- Toys/electronics
- Lying/cheating
- Leaving the classroom

**MAJOR Behavior (Office)**
- Abusive/Threatening language
- Fighting
- Harassment/Bullying
- Theft
- Tobacco/Alcohol/Drugs
- Combustibles
- Arson
- Bomb threat
- Possession of weapons
- Fleeing school property
- Vandalism
- Chronic MINOR behavior
3. Develop Plan for Job-Embedded Professional Development
Consider:

- How will your team develop and/or use current structures through which teachers can learn from one another and you about your integrated SEL/SWPBIS effort?
  - Consider dedicated time at faculty meetings for SEL/SWPBIS updates and data sharing
  - Consider dedicated time during teacher grade level common planning time to reflect on student data and engage in classroom problem-solving.
  - Consider dedicated time during which teachers can engage in peer observations of SEL/PBIS instruction
  - Consider developing a plan for orienting and providing support related to SEL/SWPBIS to early career teachers in your building

- How will you obtain and maintain teacher buy-in related to your integrated SEL/SWPBIS effort?
  - Consider mechanisms through which teachers can give feedback and input
  - Consider surveys that will enable teachers to identify school climate needs
4. Create a plan for collecting, managing and using fidelity and outcome data
   - What implementation measures make the most sense for your school (e.g. measures on www.pbisapps.org such as the Tiered Fidelity Inventory, Delaware Self-Discipline Rubric
   - How often will you complete implementation measures?
   - How will your team use these data? How will you share these data with teachers/staff?
   - What outcomes are you most interested in? What data source will work best to measure intended outcomes (e.g. office disciplinary referrals, nurse visits, schoolwide screening)
   - How will you collect these data?
   - How often will your team look at these data? How will they make Tier 1 decisions based on the data?

5. Implementation Timeline
   - Create a timeline that will guide your team and teachers of key monthly tasks related to teaching, collecting data, using data to inform instructional changes

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<tr>
<th>Month</th>
<th>Key Activities</th>
<th>Who Is Responsible?</th>
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