PBIS and SEL in Action
How Districts Are Promoting Positive Behavior
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Join the Discussion #SEL-PBIS
Maurice Anderson
Panorama Education

www.panoramaed.com
Deidre Roemer
West Allis-West Milwaukee School District
Brooke Smith
West Allis-West Milwaukee School District
Today, We Will:

• Share new findings on the connections between behavior and social-emotional learning (SEL)

• Discuss how to increase time in class and reduce exclusionary discipline

• Discover new ways to understand and address root causes of behavior

• Take your questions
Meet WAWM

- **West Allis-West Milwaukee Public Schools** serves 8,200 students across 18 schools

- Located in Milwaukee County, Wisconsin

- Most of our students go to neighborhood schools

- At **Pershing Elementary School**, we serve 250 kind, caring, and resilient students

- At Pershing, 85% of our students receive Free or Reduced Price Lunch (FRPL)
Where We Started

We had been teaching SEL for 8 years, and yet:

- **Exclusionary discipline was up** - Our students were spending more time out of class

- **We were responding to disruptive behavior rather than preventing it** - By then, learning was already interrupted

- **We lacked insight into lagging skills** - Without a clear picture of our students’ skills gaps, we didn’t know where to start
What’s Changed?

• **Integration**– We are supporting positive behavior and social-emotional learning across the school day

• **Shared language and norms**– We are speaking the same language and providing consistent supports and expectations for students across the school experience

• **Better understanding of what our students need**– By using data to understand the root causes of behavior and attendance, we are taking a proactive stance
Reducing Behavioral Incidents with SEL
How does it work in Panorama?
We chose 6 Social-Emotional Learning topics to survey:

- Emotion Regulation
- Social Awareness
- Grit
- Classroom Effort
- Growth Mindset
- Curiosity - Trial phase
“What are our students telling us they need?”

Jessenia Edland

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<th>LEP Status</th>
<th>FRPL Status</th>
<th>Grade Level</th>
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Date of Birth: May 30, 2005
Home Language: English
Race Ethnicity: White
School Counselor: Linda Highfield

Section 504 Status: No
Pre K Early Intervention: No
DCID: 6362086
Student: 6362086

Student Number: 2089919

2017-2018 2018-2019 (current)

How is Jessenia progressing this year?

- Academics: C C C
- Attendance: 2 6 6
- Behavior: 0 0 0
- SEL: 3 4 5

Q1 Q2 Q3 (current) Q4
Increasing time in class with an equity lens using Panorama

- Are our students receiving special education services also receiving more exclusionary discipline?

- How can we understand and address the attendance gap and the achievement gap for student groups in our schools?

- Using data to better understand the attendance gap for our Hispanic students, how can we prioritize partnering with families and the community to improve attendance?
Supporting Students’ SEL and Behavior
At Pershing Elementary School
PBIS and SEL in Action at Pershing Elementary

• Students and adults collaborate with a mindset of shared ownership

• Same vocabulary and practices in every classroom

• Spaces throughout our school to support self-regulation

• Proactively identifying students for additional small group instruction and Tier 2 and Tier 3 supports
Universal PBIS Clip System

- Every student starts the day “Ready to Learn”
- Celebrates positive behavior
- Models that everyone makes mistakes and can have a tough day, and everyone can be “Ready to Learn” again
Peace Corners and Zones of Regulation

• Consistent element of every room in the school

• Students use peace corners when they are outside the Green Zone

• Students get back to learning more quickly
Student-Centered SEL Coaching

• Students who are not able to persevere toward goals are at risk for disengaging from school

• Identified a group of students in Panorama who report low Grit

• 8-Week coaching cycle to read non-fiction and discuss Grit

• This group went from **32% to 73% proficient on persevering on a task**
What’s next at WAWM?

- **Deepening our focus on equity** by using data in Panorama to show where inequities exist today and how we can address them.

- Shift from RTI for academics and PBIS for behavior to a **unified MTSS**.

- **Support our new focus on MTSS** by consolidating Skyward, SWIS, and all of our data in Panorama as the go-to system for teachers, counselors, and principals.
Panorama’s Research Brief: SEL + ABCs

Download the resource: bit.ly/sel-abc
Questions & Answers

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Thank You!

Join the Discussion

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