



PBIS and SEL in Action

How Districts Are Promoting
Positive Behavior

Join the Discussion



#SEL-PBIS



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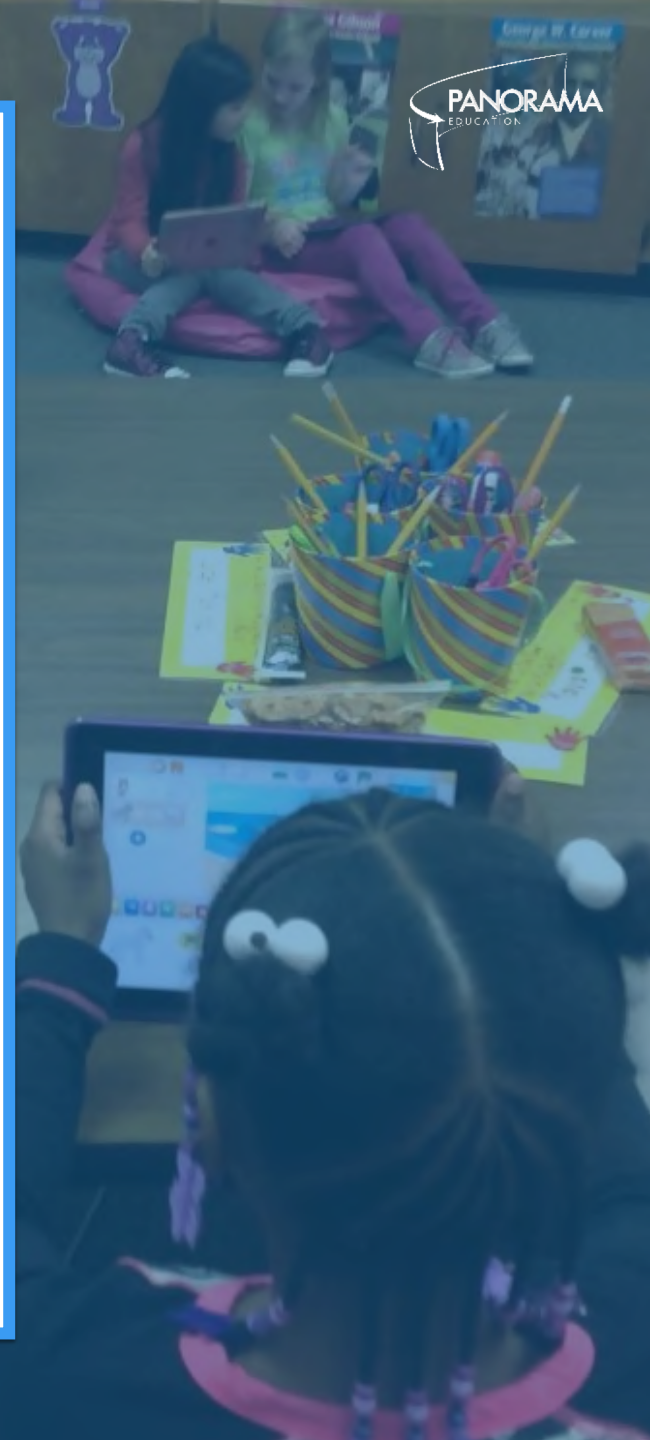
Join the Discussion



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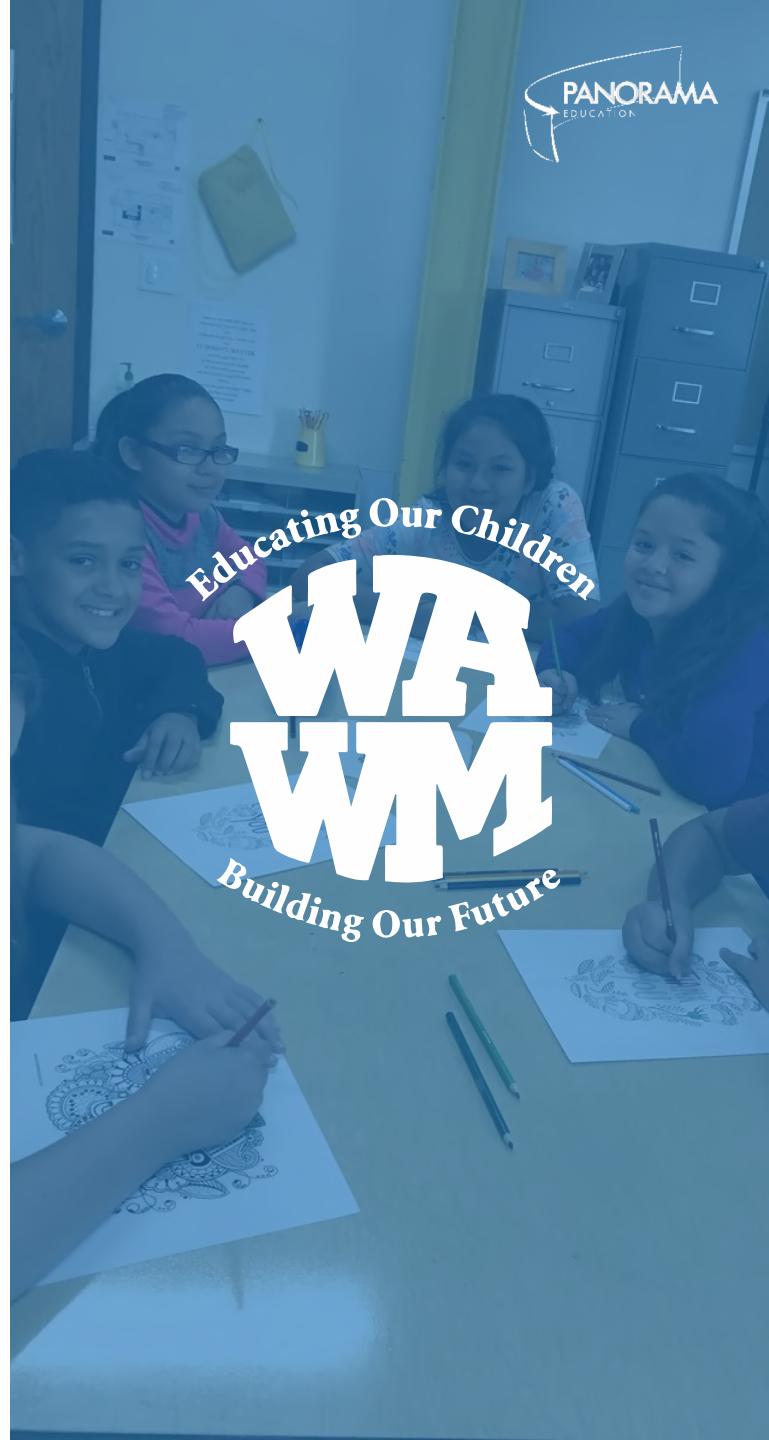
Today, We Will:

- 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



Educating Our Children
WA
WM
Building Our Future

Reducing Behavioral Incidents *with SEL*



Research Minute



3:31



How does it work in Panorama?

Lincoln Middle School
Data synced about 2 hours ago

Find a student | Student Success | Surveys | Playbook

District | School | **Students** | Groups

Overview
Viewing all 976 students

TIMEFRAME: Q1 | Q2 | **Q3 (current)** | YTD

Academics | **Attendance** | **Behavior** | **SEL**

On Track for College/Career Readiness
938 students have not had any incidents in Q3 (current).

Metric	Value
Academics	47%
Attendance	70%
Behavior	96%
SEL	32%
On Track for College/Career Readiness	938 students
Academics (Off Track)	2%
Attendance (Off Track)	1%
Behavior (Off Track)	<1%
SEL (Off Track)	5%
Behavior (Off Track - 0%)	0%
SEL (Off Track - 10%)	10%
SEL (Off Track - 52%)	52%

FILTERS

- Demographics
- Assessments
- Indicators
- Trending
- Support Plans
- Interventions

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

Cohort 2024	Gender Female	LEP Status No	FRPL Status Free	Grade Level 7th grade
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? ⓘ



Add to Group Share

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**?

FILTERS

Demographics

Gender

- Female
- Male
- No Data

Race Ethnicity

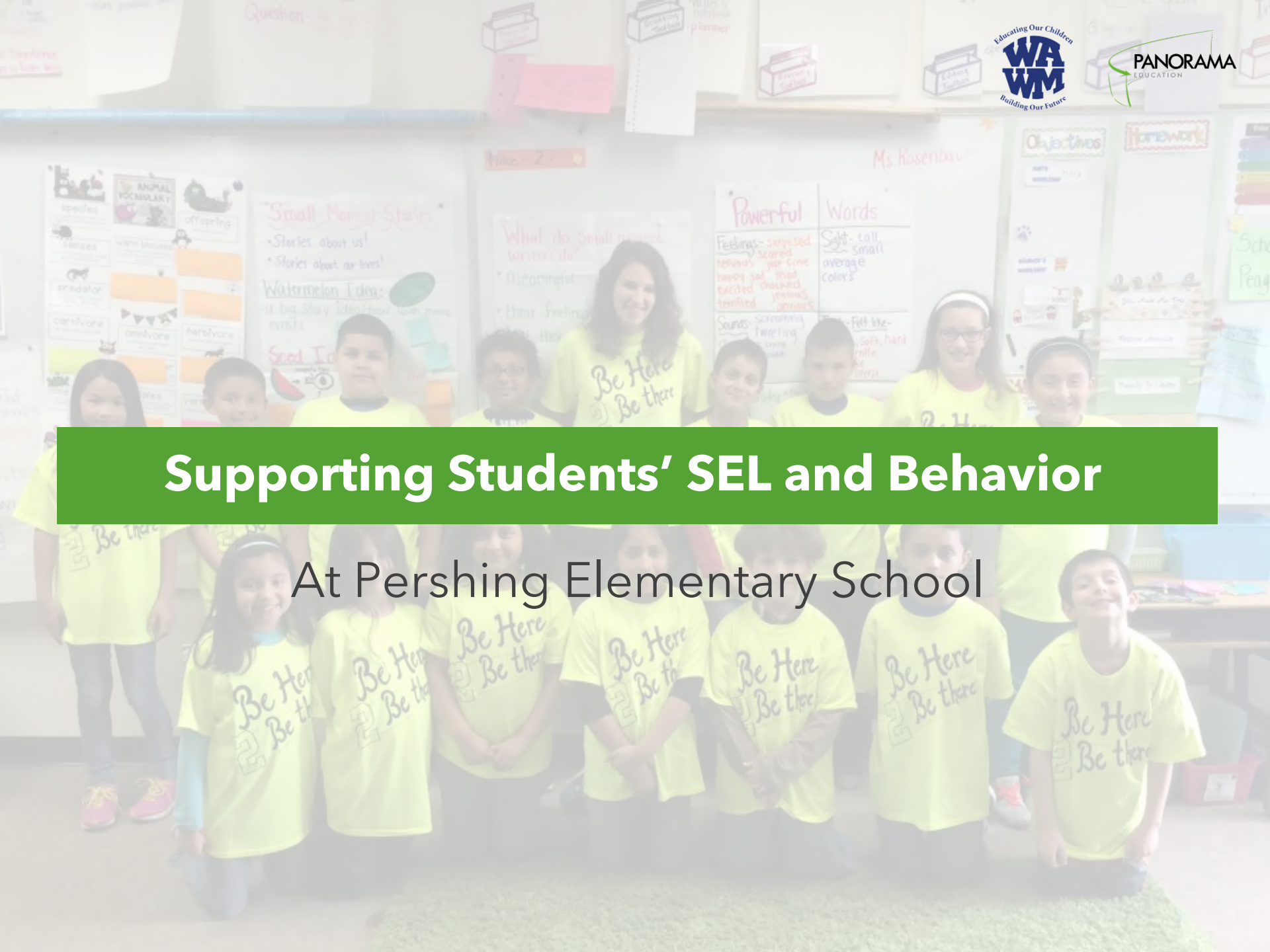
- Asian
- Black
- Hispanic
- Multiracial
- White
- No Data

Grade Level

- 6
- 7
- 8

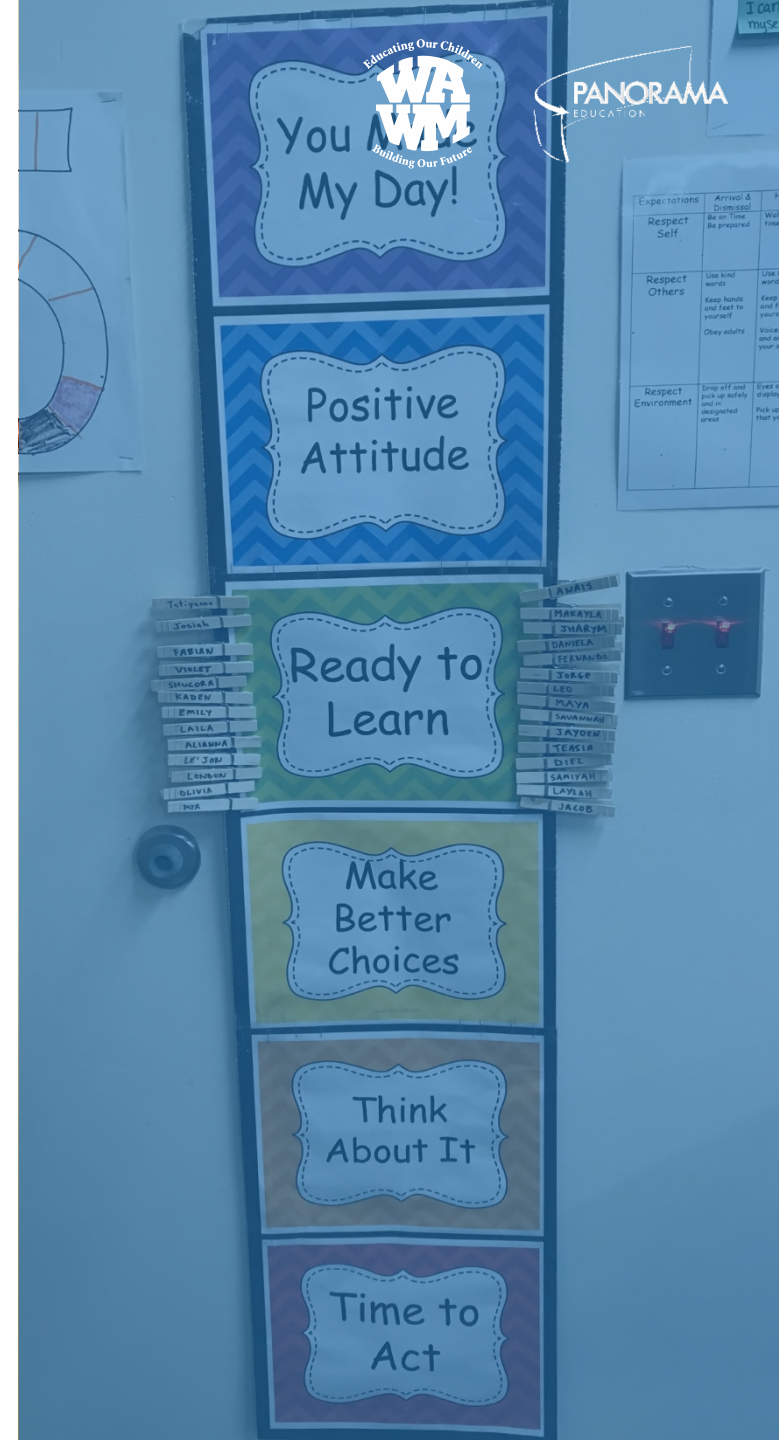
Supporting Students' SEL and Behavior

At Pershing Elementary School



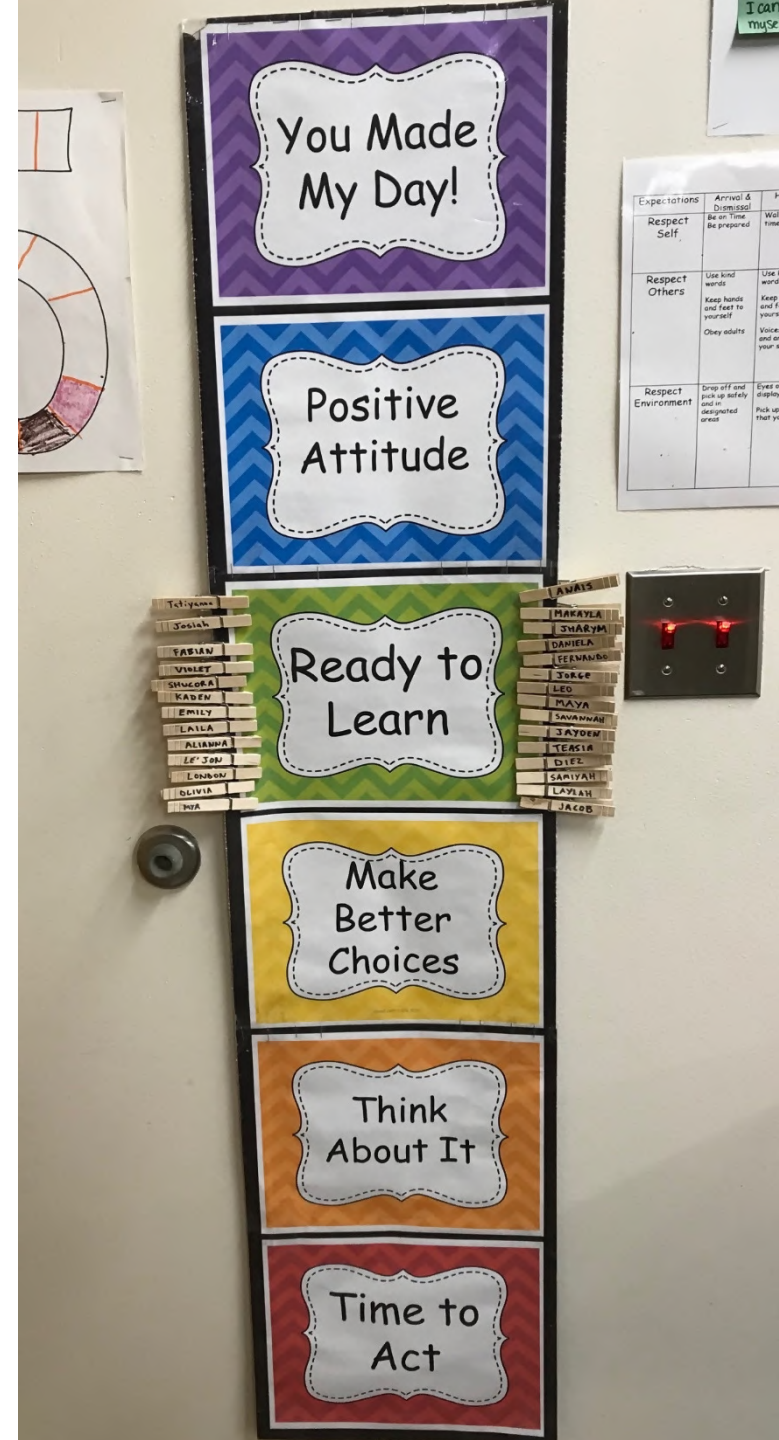
PBIS and SEL in Action at Pershing Elementary

- 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 students 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



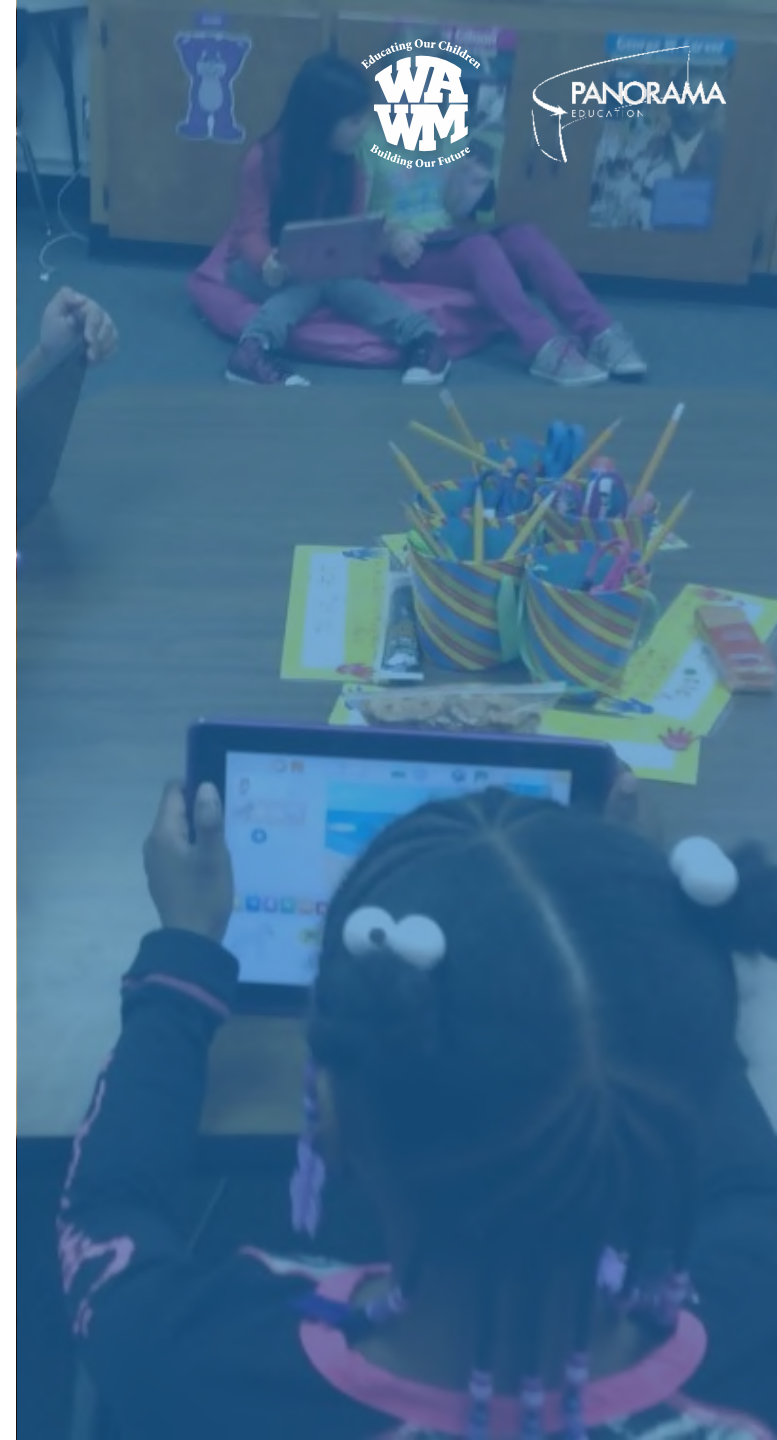
Peace Corners and Zones of Regulation

- 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**

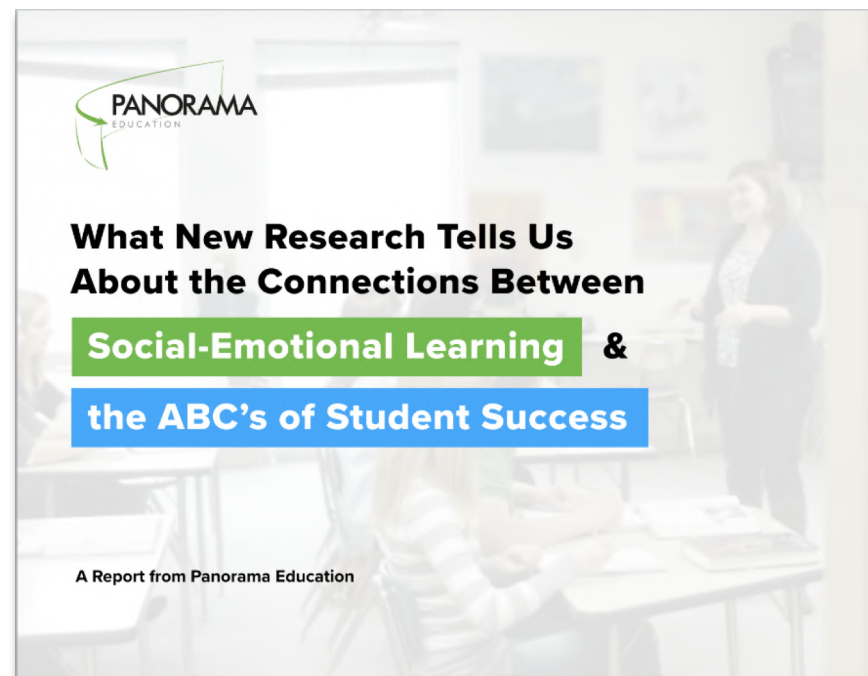


What's next at WAWM?

- **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!

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