



# Positive Behavioral Interventions and Supports and Social-Emotional Learning



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## Aligning and Integrating Initiatives

### Overview

The Positive Behavioral Interventions and Supports framework provides a natural foundation for social-emotional learning. This data-driven, problem-solving framework focuses on improving academic, behavioral and social-emotional outcomes for students. The key components of Positive Behavioral Interventions and Supports (systems to ensure implementation, data-driven decision-making, evidence-based practices, and progress monitoring of outcomes) provide a solid structure that can support the planning and implementation of social-emotional learning programs and practices.

Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Research demonstrates that students who receive support for social and emotional learning in schools do better academically, socially and behaviorally.

Positive Behavioral Interventions and Supports and social-emotional learning are complementary. Both initiatives have proactive approaches focused on building strong relationships and safe and supportive environments. A simultaneous focus on both Positive Behavioral Interventions and Supports and social-emotional learning results in improved school climate and improved outcomes for students and families. Through the Positive Behavioral Interventions and Supports framework, districts and schools outline consistent behavior expectations for all school environments. Social-emotional learning provides students the skills needed to meet the behavior expectations.

Initial steps leadership teams can take as they align Positive Behavioral Interventions and Supports and social-emotional learning include:

- Creating a shared vision of how Positive Behavioral Interventions and Supports and social-emotional learning will be implemented together;
- Providing examples of how social-emotional learning skills fit within the schoolwide behavior expectations;
- Including social-emotional learning data in routine data analysis;
- Creating social-emotional learning lesson plans similar to the behavior teaching lesson plans;
- Providing social-emotional learning professional development; and
- Including social-emotional learning supports and interventions within the tiered approach.

The resources listed below can help districts and schools as they work to align and integrate Positive Behavioral Interventions and Supports and social-emotional learning.

- [Teaching Social-Emotional Competencies within a PBIS Framework](#);
- [Social and Emotional Learning and Positive Behavioral Interventions and Supports](#);
- [How SEL Complements and Supports an MTSS Framework](#).



## Social-Emotional Learning Skills Within Positive Behavioral Interventions and Supports Behavior Expectations

Districts and schools implementing Positive Behavioral Interventions and Supports identify and apply three to five behavior expectations throughout all school environments. These expectations are intentionally taught, modeled, practiced and reinforced. The examples below demonstrate how social-emotional learning skills fit within the overarching Positive Behavioral Interventions and Supports behavior expectations. The behavior expectations used in these examples are common expectations but may not demonstrate the behavior expectations for all districts and schools.

### Social-Emotional Relationship Skills Within Positive Behavioral Interventions and Supports Expectations

Respectful	Responsible	Engaged
<ul style="list-style-type: none"> <li>• Look at the other person when speaking.</li> <li>• Wait until the person finishes speaking before saying something.</li> </ul>	<ul style="list-style-type: none"> <li>• Not sharing what someone tells me with other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus and listen to the person speaking.</li> </ul>

### Examples of Social-Emotional Competencies Aligned with Positive Behavioral Interventions and Supports Expectations

	Respectful	Responsible	Engaged
<b>Self-Awareness</b>		Stop, check my body and thoughts for reactions. How do I feel? What am I thinking?	
<b>Self-Management</b>	Admit if I make a mistake or a negative choice.	If I am mad, tell the other person I need some space and time. Take three deep breaths.	Talk with the other person(s) and try to find a solution.
<b>Social Awareness</b>	I allow all participants the opportunity to share their perspectives. I explore the situation from their points of view.		I actively ask questions and learn about individuals who are different from me.
<b>Relationship Skills</b>			When speaking with others, I make an effort to fully listen to the other person and not focus on my own thoughts.
<b>Responsible Decision-Making</b>	I think about how my decisions might affect other people.	I recognize and acknowledge when I am faced with a problem. It's ok to have challenges and ask for help.	I can work with a trusted adult to talk through the problem and view all options.