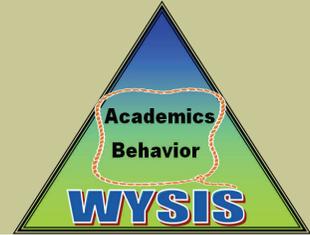


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RTI and PBIS Implementer: WYSIS Tying It All Together



Wyoming Department of Education

PBIS and SEL: Are They the Same Thing?

The short answer is “No, PBIS and SEL are not different terms for the same thing. They are different.”

PBIS and SEL have many overlapping qualities. Both address the needs of all children while focusing on discipline; however, SEL has a slightly different focus, with an emphasis on emotions and development: developmentally appropriate, sequenced skill-building instruction provided in a caring school environment that promotes children’s positive development and success in school and life. SEL extends beyond the management and intervention emphasis of PBIS to focus on the long-term, deep-rooted development of the whole child. SEL fosters self-discipline.

Jeffrey Sprague, PhD, Associate Professor of Special Education and Co-director of the Institute on Violence and Destructive Behavior at the University of Oregon, defines the two concepts like this:

“PBIS are school wide systems to communicate and teach rules (and reward students for following them) and function-based interventions...Social Emotional Learning (SEL) incorporates approaches that emphasize self-awareness, self-management,

social awareness, relationship skills and responsible decision making, and builds on the connectedness of students and staff.” The differences, more simply stated, are that PBIS is more teacher-centered, focusing on school rules and adult use of behavior management techniques such as positive reinforcement, and SEL is more student-centered, developing students’ ability to recognize their own emotions and to self-regulate, enhancing the capacity to build a variety of healthy relationships.

As Dr. Sprague also points out, PBIS and SEL address the relationship between behavior, social and emotional maturity, and the impact on academics. In addition, both emphasize the prevention of problem behavior and the building of social and behavioral competencies, and both emphasize positive techniques over punitive techniques. In addition, both recognize the critical role of academic instruction and the participation of teachers, administrators, students, families and communities.

Dr. Sprague cautions that many

states do not integrate the two very well yet. Often it is a matter of incomplete professional development on the subject, a lack of thorough understanding of the two concepts themselves, and attempting to take on too many changes at once. There are, however, a few that are successfully integrating PBIS and SEL. An example is the Illinois system of using SEL/PBIS to address behavior and to complement their RtI-based program to improve academic performance. Details about Illinois’ initiative to braid the two can be found at their website http://www.isbe.state.il.us/ils/social_emotional/standards.htm.

Currently, two bills have been introduced in the House of Representatives that address these very topics: *Positive Behavior for Effective Schools Act* (H.R. 2597) and the *Academic, Social, and Emotional Learning Act* (H.R. 4223.) These bills advocate the use of multi-tiered intervention systems to promote positive behavior and social and emotional learning. These bills would also provide teachers and other school leaders training in positive behavior interventions and social and emotional learning supports.

Upcoming events:

- Self Assessment due date May 14, 2010
- WYSIS application due date May 14, 2010
- Notification of Acceptance

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WYSIS Newsbits

- The 9th Annual Teton Institute presented by Sopris Institutes and the WDE will be held June 27-30, 2010 at the Snow King Resort in Jackson, WY. Strand topics will include RtI, AYP, elementary and secondary literacy, positive school climate, and dropout prevention. There are 500 waivers for the registration fee

available, but over 250 have already been requested, and remember, the first 250 that are returned to Sopris will be honored, so get them in as soon as you can! If you have not requested a waiver yet, please send an email with the number of waivers needed to Amy Skalicky at

askali@educ.state.wy.us.

- The Leadership Symposium is scheduled for July 27-29, 2010 at Riverton High School in Lander.
- Applications and instructions for completing the application for the 2010-2011 WYSIS trainings are now available at

<http://www.k12.wy.us/SE/wysis.asp>. Please note that the online self-assessment must be completed beforehand. Applications via mail or hand-delivery no later than May 14, 2010. Notification of acceptance will be made by May 21, 2010.



What's Working—Painting a Picture with Data

Years ago, student achievement data was dismissed as having limited usage. The concept of working with data can make people feel uncomfortable because it is unfamiliar. As schools embark on new territory, the journey toward implementing RTI approaches can be rewarding if one has clear educational goals in mind. The fact is, data can transform our schools and help the decision-making process that best fits students.

Today, schools are starting to eat, breath, and talk data. Data has become a part of how schools do business. "Data decision-making" and "researched based practice" can become the formula to address the change process and to help justify new and improved best practice



approaches to teaching. What does it really mean to use data to make decisions?

Data paints a picture of the good, the bad, and the ugly. From data one gathers information and from information comes knowledge. With knowledge comes wisdom, and the attribute of wisdom moves people forward. Getting people to recognize that individual efforts contribute to overall improvements is an integral part of the process.

This year, Mark Stock, Assistant Professor in Educational Leadership from the University of Wyoming, worked with Carbon County School District One to educate the leadership team about using data to move the district towards continuous school improvement. Good teaching happens every day in classrooms. The challenge lies in getting these good teaching practices to head in the same direction.

Students at Highland Hills

Elementary look at updated weekly graphs to see how their class is progressing. This practice has brought about an all time high in the total amount



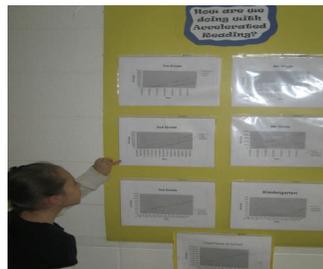
of Accelerated Reading points the students have gained. Students and staff can see where they are with DIBELS, PAWS, and MAP testing and see where they need to go. This concept is motivational and inspirational, bringing about the best in student learning.

Data helps to identify effective teachers and struggling students, but it also renders schools and school systems to support effective teaching and learning. Collaboration requires diverse partnerships, a

sustained vision, and a focus on problem-solving. Professional Learning Communities provide a framework that allows a district to start collaborating on issues, overcoming obstacles, and finding solutions.

Reflective collaboration is a powerful process and one that requires time and commitment. Building a school climate and culture that values integrated data will paint a picture that provides information needed to make decisions and help move school improvement in a positive and self-sustaining direction.

—Nancy Torstenbo, Highland Hills Elementary



Building Blocks: Student Engagement

Our efforts to improve outcomes for students within our education system have led us to make tremendous gains in curriculum planning, instruction, problem-solving, paying attention to the whole child—but what happens if the child simply is not paying attention?

Veteran educator Bob Sullo, most recently encountered by many of us at the School Improvement Conference in March 2010, offers three additional R's to the traditional three R's of reading, writing and arithmetic:

- **Relevance**—Students must appreciate the relevance of what they are being asked to do if we want them to work hard and learn as much as possible. Creating relevant work does not need to be time consuming. Sullo offers the example of the math teacher who used the students'

names in word problems.

- **Relationships**—To inspire the highest academic effort, teachers must create positive relationships with their students. Teachers who bring out the best in their students work collaboratively with them and forge a shared vision of what the class should be like.
- **Realistic expectations**—People will only put forth a concerted effort for extended periods when they believe that expectations are reasonable and goals are attainable. Our need for power and competence leads us to work hard when we have a chance to be successful and to give up when we believe that we will fail regardless of how hard we work.

It is easy to observe a student slouched in his desk, chewing on

a pencil and staring into space and say "If only Johnny would pay more attention" before turning attention elsewhere. It is true that students' prior experiences, attitudes and perceptions affect how easy or difficult it is to create an engaging classroom. Teachers, however, are not limited only to this condition. Educators can examine the nature of the material and how it is presented in class and begin to see the elements that are directly related to the levels of student engagement present. Teachers have direct control and can make significant adjustments in some areas. In addition to Bob Sullo's three R's, the International Center for Leadership in Education adds several more recommendations. Of note are the following two:

- **Create the ideal classroom environment.** This includes

providing a well designed, well maintained classroom that is physically comfortable and is mentally stimulating. It also creating an one that is safe, and where good social skills are taught and expected. Students should, to the degree reasonably possible, feel comfortable asking questions and should learn to be supportive of one another in the learning process.

- **Opportunities for active learning strategies**—reading and listening are important tools for gaining knowledge; however, doing these types of "sit and get" activities on a regular basis is mind-numbing for anyone. Opportunities to participate in one's own learning, to apply what is being taught and to experience variety in any learning environment keeps the mind awake and the

Implementing RTI: Common Pitfalls and How to Avoid Them

Now that RTI has a history of being implemented across the country, experts are able to identify and discuss common pitfalls and how to avoid them. Some of the most common were recently discussed by Rachel Brown-Chidsey, associate professor of school psychology at the University of Southern Maine, co-author of *Response to Intervention: Principles and Strategies for Effective Practice and RTI in the Classroom: Guidelines and Recipes for Success*, and Amanda VanDerHeyden, education consultant and researcher, and a member of the advisory council for the National Center for Learning Disabilities' RTI Action Network.

Perhaps the most significant pitfall identified is the tendency to

pay more attention to Tiers 2 and 3 and the hunt for the perfect interventions, when Tier 1 is the most important part of RTI. A quality and sustainable RTI framework cannot be implemented without a strong Tier 1. National RTI trainer, consultant and executive director of Partners for Learning, Inc. Wayne Callender echoes this concept in his RTI trainings as well. How core time instruction for all students is used affects student results. The very nature of a high quality instruction and delivery is preventative. A good indicator of whether or not your school or district's universal instruction is effective is how many students are in Tier 2 and Tier 3. If more than 20% of the students in a grade level are at Tiers 2 or 3, then the content and possibly the delivery of the

content needs to be examined.

Another pitfall identified is the use of uneven practices. RTI is not successfully implemented at the classroom level or in bits and pieces scattered across a building; rather, it is part of a school-wide, systematic and systemic effort in which collaboration by everyone is a must. The entire school must be on the same blueprint.

Assuming interventions are implemented correctly is another error that significantly affects the successful implementation of RTI. Most interventions fail not because they were not good interventions, but because they were not implemented correctly. According to Dr. VanDerHeyden, on average, correct implementation occurs only 12% of the time. Untreated integrity

problems become student learning deficits, and school-wide learning problems. This data becomes even more significant when considering the portion of attempted interventions that were not true interventions at all. As Wayne Callender says, "Louder and slower is not at intervention." Coaches and quality professional development are good ways to steer clear of these problems.

These are only some commonly-encountered errors in RTI implementation. There are a variety of webinars, books and articles available throughout the many resources available to the education community. Being aware now will lead to smoother implementation later.

Fusion : Did you know?

As many of you know by now, the WDE has made an information portal called Fusion available for educators in the state to use for information and to connect with peers across the state. Fusion continues to grow in its capabilities as a resource for Wyoming's education community.

For instance, did you know that you can receive alerts every time new material is posted within a

community? Each community has its own set of featured links such as FAQ's, virtual hard drive, and threaded discussions. As a member, alerts can be created by clicking on "Actions" at the top of each link and selecting "Alert me." Set up preferences, click on "OK" and the alert is created.

This is especially useful as the community is continually updated with new information,

threaded discussions and blog postings.

It is important to note that the communities in Fusion are only as useful as the community members allow it to be. The WDE is committed to keeping Fusion up-to-date with useful and timely information and resources. How do members fit in to this picture? By participating: accessing it, using it and contributing to it. Make it yours.



Resource Review

RTI in Title 1: Tools and Guidance to Get it Right written by Laurie Matzke and Tanya Lunde Neumiller and produced by LRP Publications, provides the groundwork to understand the relationship between Title 1 and RTI. This book starts with a solid overview of RTI and then moves to directly involving Title 1. There is also a section providing answers to commonly asked questions as well as a section specifically dealing with sources for funding RTI.

Playground Supervision: DVD and Guide 30-minute DVD provides a simple and effective way to plan the supervision of playground areas even with minimal resources. Specific how-to's for effective supervision are discussed. The DVD and accompanying guide also

furnishes a framework around which to evaluate current supervisory practices, identify gaps and other problems, and to build an effective system to meet the challenges identified.

"The significant problems we have cannot be solved at the same level of thinking with which we created them." Albert Einstein 1879-1955



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Coordinator's Corner

The school year is almost over and the summer break is fast approaching. Educators across the state are making plans for vacations, fun and family. And with good reason—the efforts given our students each year are monumental and a much-needed break to recharge for the next school year is invaluable.

So, no wonder professional development over the summer break is not at the top of anyone's summer to-do list. So, why am I even talking about it?

Lack of time is the top reason given for not participating in professional development during the school year. The education community is stretched to its thinnest and yet it is continuously being asked to learn more and do more. What if you had the time and opportunity to focus on enhancing your knowledge and skills in just one or two areas and not be inundated with the time-consuming commitments that are that are inescapably present

What Does Your Summer Professional Development Plan Look Like?

every day that school is in session?

Summertime is the opportune time to pick up professional development material from the previous school year and to reflect on it. Was there something that was touched on but you would like to explore more in depth? Elements upon your own self-evaluation of the previous year that you would like to improve? Perhaps an instructional coach mentioned something, or perhaps you just want to know more about changes taking place in your school and how to make them even better.

There are several opportunities available over the summer, just in the state of Wyoming, to allow you to do just that. Some suggestions would be:

- The 9th Annual Teton Institute in Jackson offers time for family and quality professional development at the Snow King Resort, providing the latest research and

information on timely topics such as RtI, PBIS, dropout prevention and student literacy.

- The 4th Annual Special Education Leadership Symposium in Lander is a melding of special education and general education interests including least restrictive environment, wraparound, dispute resolution, data management as well as RtI and PBIS.
- Professional development via webinar, books, professional publications, conferences in other states, or even study groups.

Considerations to be made in the type of professional development you choose to engage in would include assessment of this past year and goals set for the 2010-2011 school year, as well as the quality of the professional development, accessibility and the feasibility of being able to

move from theory to practice in the future.

The Wyoming Department of Education (WDE) is committed to supporting schools and districts who wish to implement a systems approach of instructional practices that result in improved student outcomes. Research has shown that if schools improve student achievement, behavior incidents decrease; and, when behavior problems decrease, student achievement improves (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999).