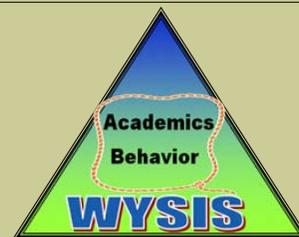


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# RTI and PBIS Implementer: WYSIS Tying It All Together



Wyoming Department of Education

## PBIS and SEL: Are They the Same Thing?

In short, no, Positive Behavior Intervention Supports (PBIS) and Social Emotional Learning (SEL) are not different terms for the same thing.

While PBIS and SEL do have several overlapping qualities, they have many differences as well. 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. In short, 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, refers to the two concepts like this:

PBIS is a school wide system to communicate and teach rules, reinforce positive behaviors and utilizes function-based interventions. 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 difference, more simply stated, is 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.

Dr. Sprague also points out their commonalities— 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.

Many states do not yet 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 problem behaviors and which complements their RTI-based program to improve academic performance. Details about Illinois' initiative which braids the two concepts can be found at [www.isbe.state.il.us/ils/social\\_emotional/standards.htm](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. Both would also provide teachers and other school leaders training in positive behavior interventions and social and emotional learning supports.

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## WYSIS Newsbits

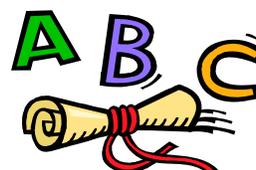
- The Leadership Symposium is scheduled for July 27-29, 2010 at Lander Valley High School in Lander. This year's three-day conference will showcase topics pertinent to general education and special education brought to you by nationally renowned speakers such as Wayne Callender, Mike May, Lucille Eber, Tom Shorter, Kevin

Feldman, Jeffrey Sprague, Lenore Knudtson and Perry Zirkel. Registration and information are available online at <http://www.k12.wy.us/Candl.asp>. Please contact Suzanne Lilygren with any questions at (307) 857-9264 or [slilyg@educ.state.wy.us](mailto:slilyg@educ.state.wy.us).

- 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 a limited number of registration fee waivers, so



please send an email as soon as possible with the number of waivers needed to Amy Skalicky at [askali@educ.state.wy.us](mailto:askali@educ.state.wy.us).



## 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 based decision making" and "research 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, currently a senior faculty member of The William Glasser Institute and former representative to the Advisory Board of directors as well as noted author, suggests these additions to the traditional three R's of education:

- **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.
- **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, staring into space and say, "If only Johnny would pay more attention" before turning our attention elsewhere. It is true that

students' prior experiences, attitudes and perceptions affect how easy or difficult it is to create an engaging classroom. 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 present levels of student engagement. Teachers have direct control and can make significant adjustments in some areas. In addition to Bob Sullo's additional three R's, the International Center for Leadership in Education adds several more recommendations. Of particular note are the following two:

- **The ideal classroom environment**— Teachers must provide a well designed, well maintained classroom that is physically comfortable and mentally stimulating. It also creating

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.

- **Active learning strategies**— Reading and listening are important tools for gaining knowledge that are optimized when they are complemented by carefully implemented learning strategies that allow students to apply what is being taught and experience a variety of learning environments that keep the mind awake and the student engaged.

## The Leadership Symposium: It's Not Just for Special Ed Anymore!

*"Most public school educators do not feel well-prepared to work with children with disabilities." Presidents Commission on Excellence in Special Education Report 2002*

Children identified as needing special education are in need of quality general education first, with special education providing additional services to help children succeed in the regular education classroom. Despite this, general education and special education have been viewed for years as separate systems. This decade, however, has seen the dawning of an enlightened era of understanding as the importance of inclusion

has become crystal clear. The challenges of the inclusion efforts also have become very clear. There are new laws and regulations for teachers and administrators to be aware of, and they are also faced with learning new teaching strategies and developing effective problem solving skills, all of which are imperative to providing children with an appropriate education.

This year's Leadership Symposium is, now more than ever before, relevant for general education and special education. The first day of the three-day conference will focus on Special Education Law with speakers, such as Tom Shorter and Amy Goetz, presenting on topics such as progress monitoring, least restrictive environment and meaningful educational benefit.

The second day's presenters, among whom will be Jeffrey Sprague, PhD, Wayne Callender and Lenore Knudtson, will focus on Supporting the Whole Child with topics such as Tiered Interventions for Academics and Behavior as well as Wraparound Services and Court-ordered Placements. The third day will showcase Promising Practices including topics such as Engaging Students and Advanced Data Management, by speakers such as Kevin Feldman, Mark Mlawer and Suzy Wagner. The last general session of the symposium will briefly highlight the changes made to the model forms and walk participants through the process used to make changes. In addition, the federal regulations require each LEA providing for the education of students with disabilities to have

in effect policies and procedures and programs that are consistent with State policies and procedures (34 CFR 300.201). This session will be an opportunity for district staff to review and ask questions about current state policies and procedures. Most importantly, Participants will take back to their districts a Model Policy Manual to use as a tool to make sure the district is in compliance with the



## Fusion : Did you know?

As many of you know, the WDE has created an information portal called Fusion available for educators in the state to share information and to collaborate with educators 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 Fusion community? Each community has its own set of

featured links such as FAQ's, threaded discussions and a virtual hard drive. As a member, alerts can be created by clicking on "Actions" at the top of each link and selecting "Alert me" on the drop down menu. Set up preferences, click "OK" and the alert is created. An email will automatically be sent to you each time new material is posted.

This is especially useful as the community is continually

updated with new information, threaded discussions and blog postings.

It is important to remember that the communities in Fusion are here for your use. The WDE is committed to keeping Fusion up-to-date with useful and timely information and resources. How do you, as members, fit in to the picture? By participating—accessing it, using it and building it. Make it yours.

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



## 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 for understanding the relationship between Title 1 and RtI. This book discusses the major role Title 1 should play in the implementation of the core components of the RTI process. The book also features a section providing answers to commonly asked questions as well as an entire chapter specifically

explaining how a variety of funding sources can be used towards implementing RTI.

**Systematic Supervision for Elementary School: Creating a Safe and Positive Playground DVD and Guide** 30-minute DVD developed by Stephen Smith and Jeffrey Sprague, PhD, and distributed by Iris Media Inc., 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 furnish 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 video and printed material are flexible and research-based. The DVD is available for check-out from the Special Programs Unit by contacting Kathy Newman at [knewma@educ.state.wy.us](mailto:knewma@educ.state.wy.us).



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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).

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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.

Lack of time is a common reason 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 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 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? Are there elements, revealed by 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

## What Does Your Summer Professional Development Plan Look Like?

June 27-30, 2010 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 July 27-29, 2010 in Lander brings together national presenters and state leaders in education to share knowledge and expertise about best practices and regulations for the improved outcomes of students with disabilities.
- Comprehensive Core Reading Program-Specific Training for grades K-3 and grades 4-6 will be held July 7-9, 2010. Sessions will be held from 8:30 a.m. to 4:00 p.m. on July 7 and 8, and from 8:30 a.m. to 1:00 p.m. on July 9 Sat the Fairfield Inn in Laramie, Wyoming. A block of rooms has been reserved at the Fairfield Inn in Laramie (307-460-2100). Participants will

learn how to efficiently plan for and deliver effective reading instruction using their comprehensive core reading program and scientifically-based reading instruction strategies. Districts may send school teams of leaders, teachers, and para-educators who are currently implementing or planning the implementation of a core reading program.

Register at:  
<http://www.zoomerang.com/Survey/WEB22AKKJARFHT>

I hope you get a well-deserved break in the coming weeks, and I also hope you have an opportunity to join us for some energizing and motivating professional development. After all, August will be here before you know it!

