




### SPR 18th Annual Meeting

You may print by clicking on this  button. To return to the previous page, close this browser window or click the 'X' button in the top right corner of the page.

ID# 86

Location: Mt. Columbia (Grand Hyatt/3rd Floor)

Time of Presentation: Jun 02 1:15 PM - 2:45 PM

Category/Theme: Effectiveness Trials

#### **Combining Positive Behavioral Support and Social Emotional Learning to Improve Student outcomes and Enhance School Climate**

*S. Low*<sup>1</sup>; *B. Smith*<sup>2</sup>

1. Wichita State University, Wichita, KS, United States.
2. Committee for Children, Seattle, WA, United States.

A positive school climate marked by academic success and positive student behavior is achieved in part through consistent and non-punitive management practices, opportunities for students to learn and practice prosocial interpersonal and self-management skills, clear rules and communication of expectations regarding appropriate behavior, and consistent enforcement of rules. This paper presents a model for integrating two intervention approaches, Positive Behavior Support (PBS) and Social Emotional Learning (SEL), to deliver effective services that impact multiple levels of the school ecology by directly targeting the behavior and skills of both students and staff. Both PBS and SEL interventions have been shown to independently contribute to improved student outcomes and improved school climate (Bradshaw et al., 2009; Sprague et al., 2002). PBS is a staff-centered approach focused on setting clear expectations, teaching and reinforcing positive behaviors, and having clear consequences for problem behaviors. SEL is a student-centered approach focused on increasing students' social and emotional competencies and improving student norms and attitudes. PBS clarifies expectations and shapes behavior. However, students may not be able to respond to clear expectations and reinforcement if they lack self management and social skills. SEL provides students with skills for positive behavior and interactions, but the environment may help potentiate use of these skills.

We chose to model an integrated intervention for a middle school population, given that the transition to middle school typically involves a greater number of teachers, a reduction of supportive contacts with teachers, the break-up of the peer network, and an increase in academic competitiveness. Potential research and trial designs considerations will be discussed.

Pairing PBS and SEL provides staff with the strategies to shape an environment that invites and reinforces positive behavior while giving students the skills to respond to that positive environment. These complementary approaches could be more effective if schools were helped to explicitly link their PBS and SEL interventions.

This paper will present a conceptual and implementation model of how to integrate Second Step: Student Success Through Prevention© (Committee for Children, 2008), a classroom-based middle school curriculum, with PBS strategies. A focus on the unique challenges with the transition to middle school highlights the importance of programs that address both the academic and social-emotional components of successful learning.

ScholarOne Abstracts® (patent #7,257,767 and #7,263,655). © [ScholarOne](#), Inc., 2010. All Rights Reserved.  
ScholarOne Abstracts and ScholarOne are registered trademarks of ScholarOne, Inc.  
[Terms and Conditions of Use](#)