

# *Integration of PBIS and SEL for Adults and Students Q&A*

**Susan Barrett, Old Dominion University  
And Tammy Bolen, SEL Program Supervisor, OSPI**

**Question:**

I'm an elementary school counselor that is the primary delivery system for SEL in my building. How do we get teachers on board with the shift in expectations that SEL is now taught in addition to academics? (Katharine K.)

**Answer:**

As we shift the responsibility for delivering SEL there are several things that need to happen. Research is clear about the overall benefit of SEL and the impact on accelerating academic outcomes (Citation link from OSPI) First, your district leaders and school based administrators and teachers need to understand the importance of SEL and develop policy and procedures (PD, data collection) for embedding SEL into the academic content. This will require shift in roles. Counselors can take a leadership role in building the capacity for staff. Leaders promoting this will ensure adequate time for grade level/department planning for applying SEL skills within the academic content. Data should inform what social emotional skills are prioritized and develop a whole school strategy. You could identify a "SEL skill of the month" to elevate the strategy and make it more feasible. [We have provided link to a practice brief to provide more details.](#)

**Question:**

We really need an accurate, up to date list of resources around mental health providers, housing support, tech (internet. & devices). Who has space to provide these things? Are there waitlists? It needs to be more than a list we give to families and ask them to check availability, insurance, etc. (Sarah F.)

**Answer:**



For hotspots and laptops, they should get in contact with their [homeless liaison for the school district](#). The districts will be able to use their Title I money set aside for technology (and for other needs: health, clothes, hygiene, etc. needed to access education).

As for resources, accessing the link on the suicide prevention page is the most comprehensive. [Behavioral Health Supports and Resources](#). Also the student safety and well-being link [Resources to Support Student Well-Being & School Safety](#) has resources that are specific to COVID 19. I am also attaching a resource guide which includes information about MAC and SBHS which are the programs that support Medicaid access. The contacts for School Based Health Services at HCA is [Shanna Muirhead](#). Email is [shanna.muirhead@hca.wa.gov](mailto:shanna.muirhead@hca.wa.gov).

**Question:**

We use Character Strong and check in with students using Google Meets and weekly Google Forms. How can we best support families with integrating SEL into their houses without us there to lead them? (David V.)

**Answer:**

If the school has a whole school strategy for teaching social emotional competencies and you are using a "skill of the month", you may send home simple strategies to employ in the home. This way students and families can make the connections across life domains. It may start with adapting your school's teaching matrix.

This [brief](#) may help you get started.

**Question:**

Before the closure, I was helping students turn in assignments on time better than they were. How do I continue setting deadlines and expectation without creating undue stress, and how do I know when to give students more grace because they are living in a challenging situation that makes getting work completed on time extra difficult? (Robert V.)

**Answer:**

Please understand that we have no idea what is happening in the home life with the student or the family right now. Being flexible and building connection during this time is going to be more powerful to the student and family at this point than strictly adhering to deadlines.

**Question:**

What is appropriate contact for those families we have not been able to connect with via telephone, email, or mail? In person with social distancing? Any innovative strategies appreciated. (Rebecca K.)



**Answer:**

Some staff are volunteering at food centers to connect with families who aren't connecting in other ways. Newsletters, information flyers are distributed if bus routes are used to deliver food. Staff are riding with the drivers to connect with families.

**Question:**

How do we help colleagues that feel pressured by the need for academic access, also understand the vital need for SEL support at this time? (Christie H.)

**Answer:**

Our leaders need to take a role in relieving stress for teachers. We know that stress impacts learning, and we will accelerate learning when our students and staff are not feeling excess pressure. The vast majority will benefit from focusing on healing and strengthening relationships.

Here are a couple of resources that may help:

- [Teacher Interrupted: Leaning Into Social Emotional Learning Amid the COVID-19 Crisis](#)
- [Social Emotional Learning During COVID](#)

**Question:**

Is there a resource for ensuring confidentiality and allowing school counselors to provide SEL small group work with Tier 2 and 3 students? (LaVern D.)

**Answer:**

This is up to each district to determine. Reach out to your district to find out. If you focus on the skills that need to be taught and you connect small group work with the school wide SEL activities, you won't need to share confidential information.

**Question:**

Is there a section in Spanish? (Phyllis G.)

Are the activities in Spanish as well? Or would we need to translate those? (Carrera C.)

Are there any resources in Spanish? (Phyllis G.)

**Answer:**

SEL standards, benchmarks and indicators are being translated into Spanish and will be available by the end of June. In addition, the Family and Educator SEL Activities are too.

**Question:**

Has OPSI explained how case managers should support, track, and progress report on SEL IEP goals during the closure time? (Melissa S.)

**Answer:**

Not to my knowledge.

**Question:**

What methods exist to increase cooperation to reach full collaboration and better serve families? (Sandra V.)

**Answer:**

Making plans and setting goals with the families not for the families. Building connection and trust during this time. These resources may also help as you partner with families.

- [Supporting Students with Disabilities at School and home: a Guide for Teachers to Support Families and Students](#)
- [Advancing Family School Collaboration in PBIS Through the FSCA](#)
- [Supporting Families with PBIS at Home](#)
- [Supporting Families with PBIS at Home \(Spanish Translation\)](#)
- [Family School Collaboration in Positive Behavioral Interventions and supports creating a School's atmosphere to Promote Collaboration](#)

