PBIS/Pyramid Model/ CASEL SEL Crosswalk

Overview

PBIS: Positive Behavioral Interventions and Supports (PBIS) is a service delivery framework that focuses on identifying, acknowledging, and encouraging desired positive student behaviors rather than strictly punishing misbehaviors. With PBIS, instead of waiting for misbehavior to occur and then responding, teachers and staff proactively model and reward prosocial behaviors. This helps set clear expectations for students and decreases the likelihood that negative behavior will persist.

Pyramid Model for Promoting Social Emotional Competence in Children: The Pyramid Model is a conceptual framework of evidence-based practices for promoting young children's healthy social and emotional development. It builds upon a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need more support, and intensive services to those who need them.

CASEL Social Emotional Learning: Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. CASEL's SEL framework uses family and community partnerships, schoolwide practices and policies, and curriculum and instruction to promote intrapersonal, interpersonal, and cognitive competence through the teaching of 5 core competencies.

How They Differ

CASEL's Social Emotional Learning (SEL) framework encourages students to develop the positive attitudes, behaviors, and skills that will help them in their social relationships and interactions, emotional well-being, and ultimately their academic learning.

PBIS however, is the process of acknowledging, supporting, and rewarding students demonstrating those prosocial, SEL-based behaviors and attitudes so they're more likely to occur naturally and so the overall classroom and school culture advances. Therefore, SEL provides a solid foundation for the implementation of PBIS.

The Pyramid Model for promoting social emotional competence in children is similar to PBIS in that it also delivers tiered interventions to promote children's healthy social emotional development (typically infants to young children in early childhood education settings). The Pyramid model differs from PBIS by focusing on social emotional skill building through increasingly intensive supports. The Pyramid model differs from the CASEL SEL competencies by not having specific categorical competencies or skills articulated in the model.

Integrating the Frameworks

Identifying areas in school where SEL core competencies can be explicitly stated and integrated is the first step in integrating the objectives of PBIS and SEL. The competencies chosen can then translate into teaching of prosocial behaviors that are promoted by PBIS. For example, Tier 1 of PBIS involves agreeing upon the behaviors you want to encourage and using common language to set expectations for students. These should be stated positively, easy to remember, and reflect the school's values. It's then important to identify how the expectations can be taught, modeled, practiced, and observed. One value might be showing respect for others, which would fit into the social awareness competency of SEL. Teaching and modeling what respect for others looks like and establishing the behavioral expectations and consequences for students on a school wide and classroom wide level would then

promote the social emotional competency through PBIS practices. By making SEL the foundation of PBIS, schools can reinforce the prosocial skills that students are learning and build a positive school culture long-term.

While the Pyramid Model integrates a tiered service delivery framework with social emotional learning, and may reflect similar goals and practices as PBIS and CASEL SEL competencies, it generally is used most in early childhood education settings and focuses on providing nurturing environments for young children and providing increasingly intensive interventions to bolster social skills, relationship skills, and self-management.

References

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PBIS	Description	Practices	Pyramid Model for SEL	Description	Practices
Tier 1: Universal/Primary	*Preventing the development of new cases (incidence) of problem behaviors by implementing high quality learning environments for all students and staff and across all settings (i.e., school-wide, classroom, and non-classroom).*	• Set of school-wide positive expectations and behaviors are defined and taught • Procedures for establishing classroom expectations and routines that are consistent with school-wide expectations • Continuum of procedures for encouraging expected behavior • Continuum of procedures for discouraging problem behavior • Procedures for encouraging school-family partnerships	**Tier 1: Universal Promotion**	*Universal supports for all children through nurturing and responsive relationships and high quality environments. At the universal level we include the practices needed to ensure the promotion of the social development of all children.*	Promoting development through • High quality environments in inclusive early care education environments and supportive home environments • Nurturing and responsive relationships essential to healthy social development which includes relationships with children, families and team members
Tier 2: Targeted or Secondary	*Reducing the number of existing cases (prevalence) of problem behaviors that are presenting high risk behaviors and/or not responsive to primary intervention practices by providing more focused, intensive and frequent small group oriented responses in situations where problem behavior is likely*	• All Tier I practices above • Increased instruction and practice with self-regulation and social skills • Increased adult supervision • Increased opportunity for positive reinforcement • Increased antecedent manipulations (e.g., precorrection) • Increased precision to minimize rewards for problem behavior • Increased access to academic supports	**Tier 2: Secondary Prevention**	*Secondary Prevention which represents practices that are targeted social emotional strategies to prevent problems. The prevention level includes the provision of targeted supports to children at risk of challenging behavior.*	Targeted Social Emotional Supports include • Explicit instruction and support • Instruction on self-regulation, expressing and understanding emotions, developing social relationships and problem-solving

Tier 3: Intensive or Tertiary	*Reducing the intensity and/or complexity of existing cases (prevalence) of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing most individualized responses to situations where problem behavior is likely*	• All Tier I and II practices above. • Comprehensive function-based assessment, including functional behavioral assessment • Individualized plan of support that includes strategies for (a) prevention, (b) teaching, (c) positive reinforcement, (d) controlled reduction of natural rewards for problem behavior, and (e) safety. • Wraparound supports and culturally responsive person-centered planning that actively involves family and community supports and resources	Tier 3: Tertiary Intervention	*Intervention which is comprised of practices related to individualized intensive interventions. The tertiary level of the Pyramid Model describes the need to provide individualized and intensive interventions to the very small number of children with persistent challenges.*	Individualized Intensive Interventions are: • Family-centered, comprehensive interventions • Assessment-based • Focused on skill-building

CASEL Core Competencies
Foundation for the Service Delivery Frameworks

Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
Description: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	Description: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	Description: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.	Description: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Description: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Components	*Components*	*Components*	*Components*	*Components*
- Identifying emotions - Accurate self-perception - Recognizing strengths - Self-confidence - Self-efficacy	- Impulse control - Stress management - Self-discipline - Self-motivation - Goal-setting - Organizational skills	- Perspective-taking - Empathy - Appreciating diversity - Respect for others	- Communication - Social engagement - Relationship-building - Teamwork	- Identifying problems - Analyzing situations - Solving problems - Evaluating - Reflecting - Ethical responsibility