PBIS/SWIS Question(s)

Do we truly believe that all students can learn at high levels? Are we willing to do whatever it takes to ensure that this happens?

A portion of the information provided below is acquired from *Uniting Academic and Behavior Interventions Solving the Skill or Will Dilemma* by Astin Buffum, Mike Mattos, Chris Weber, and Tom Hierck.

Every student must become a true lifelong learner, possession the skills and knowledge needed to continue to learn beyond high school. Additionally, every student must master the behaviors necessary to be self-responsible and to collaborate effectively with others. Specifically, we can categorize these outcomes into three types of essential learning: academic skills and knowledge, academic behaviors, and social behaviors. (Buffum, Mattos, Weber, Hierck, 2015, p. 4-5)

Academic Skills and Knowledge

* Foundational skills
* Content knowledge
* Higher-level thinking

 Academic Behaviors

* Metacognition
* Self-concept
* Self-Monitoring
* Motivation
* Strategy
* Volition

Social Behaviors

* Responsible verbal and physical interactions with peers and adults
* Appropriate language
* Respect for property and materials
* Regular attendance

Implications for Educators – The daunting task of ensuring all students become true lifelong learners can only be addressed through systematically and effectively responding when students struggle**. Systematic** signifies every child who struggles and **effective** denotes interventions tailored to meet the need of the student(s). Some students lack essential academic skills, some lack the behaviors and motivation needed to succeed, and some are faced with mutually limiting academic and behavior deficits. “Fortunately, educators have three research-based, complementary processes to ensure that every student succeeds; professional learning communities (PLCs), response to intervention (RTI), and schoolwide positive behavior supports (SWPBS).” (Buffum, Mattos, Weber, Hierck, 2015, p. 7)

* Professional Learning Communities
	+ Collaborative teams working in recurring cycles of collective inquiry
		- What do we expect students to learn?
		- How do we know when they have learned it?
		- How will we respond when students don’t learn it?
		- How will we respond when students have learned
* Response to Intervention
	+ A systematic tiered process that ensures every student receives the additional time and support needed to learn at high levels.
* Schoolwide Positive Behavior Supports
	+ A preemptive, systematic approach for instituting the social culture and behavior supports necessary for schools to be successful learning environments for all students.

“Every school’s mission must be grounded in this belief: all staff will ensure high levels of learning for all students, whatever it takes…To be clear, we believe that all educators must accept responsibility for the high levels of learning of every student. Parental, societal, and economic factors undoubtedly impact student learning, but the actions of educators can ultimately guarantee each student’s success.” (Buffum, Mattos, Weber, Hierck, 2015, p. 22)

Do we truly believe that all students can learn at high levels? Are we willing to do whatever it takes to ensure that this happens? Are we making decisions as well as developing systems and practices that place student needs at the forefront?