

# Behavioral Systems of Support Overview for LWSD

Tier	Conduct	Attendance	Behavioral Health/ Chemical Depend.
<b>Tier 3</b> - Targeted - 5%	Exclusionary Discipline  <i>Restorative Circles</i>  Risk Assessments  Guidance Team	Community Truancy Board  Truancy Petition	Referral to Treatment (SBIRT)  Guidance Team  Risk Assessments  On-site Counseling
<b>Tier 2</b> - Selective - 15%	Small Group Counseling  Restorative Contracts	Conferences  Contracts  Workshops	<i>Motivational Interviewing (SBIRT)</i>  Small Group Counseling
<b>Tier 1</b> - Universal - 100%	Common Expectations  Conflict Resolution (Anti-HIB)  Affective Statements/ Questions	Noticing  Engaging	Suicide Prevention & Mental Health Education  Drug & Alcohol Education  <i>Universal Screening (SBIRT)</i>
<p style="text-align: center;"><b>Social Emotional Learning (Skills/Dispositions)</b>                      Second Step @ Elementary                      TBD @ Secondary</p> <p style="text-align: center;">Restorative Practices/PBIS (Climate/Skills/Dispositions)</p>			

# Washington State SEL Benchmarks

SELF		SOCIAL	
<b>STANDARD 1</b>	<b>SELF-AWARENESS</b> – Individual has the ability to identify and name one’s emotions and their influence on behavior.	<b>STANDARD 4</b>	<b>SOCIAL AWARENESS</b> – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one’s emotions.	BENCHMARK 4A	Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one’s similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
<b>STANDARD 2</b>	<b>SELF-MANAGEMENT</b> – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	<b>STANDARD 5</b>	<b>SOCIAL MANAGEMENT</b> – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
<b>STANDARD 3</b>	<b>SELF-EFFICACY</b> – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	<b>STANDARD 6</b>	<b>SOCIAL ENGAGEMENT</b> – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.