

FROM STATE COORDINATOR JUSTIN HILL

Welcome back to school! Beginning August 1, 2016 I became the new state coordinator of Georgia PBIS (GaPBIS). As a founding member of GaPBIS it is my sincere honor to lead this group of superhero educators. It is staggering to think we have trained over 850 schools in Tier 1 PBIS since 2008. In 2016-17, we look forward to working with each of you in your efforts to make the learning environments in Georgia positive, supportive, safe and secure.

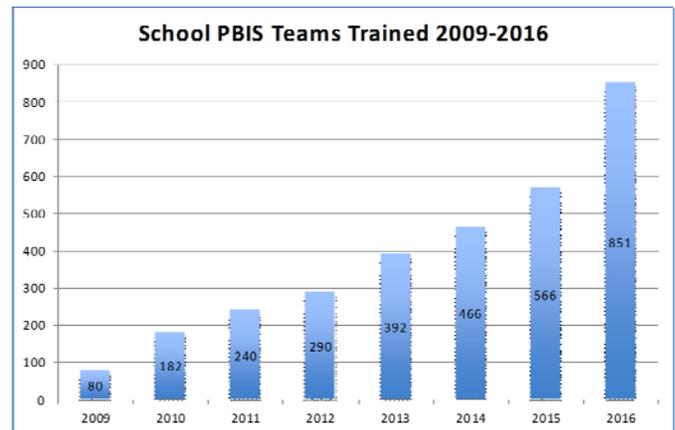
Thanks to the invaluable support from RESA-School Climate Specialists, we estimate that we will surpass having 1,000 schools trained in Tier 1 PBIS this year. Their support means that we can broaden our technical assistance to districts in the classroom, team-based problem-solving and Tier 2. With such a great team, we know it's going to be a great year!

- Justin



GaDOE's PBIS and RESA-School Climate Specialist Team for 2016-17!

RECORD TRAINING YEAR!



The schools trained in 2015-16 mark a 185% increase from 2014-15.

Positive Behavioral Interventions and Supports (PBIS) is an evidenced-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. During the 2015-16 school year 285 Georgia schools were trained in Tier 1 PBIS, that is a 185% increase in the number trained in 2014-15!

FIDELITY OF IMPLEMENTATION INCREASES 80%!

Fidelity of PBIS implementation occurs when school teams put in place the key features with fidelity. Currently, GaPBIS uses the Benchmarks of Quality (BoQ) to help determine fidelity. Since 2013, there has been an 80% increase in the schools implementing Tier 1 PBIS with fidelity. This is great news!



pbisga



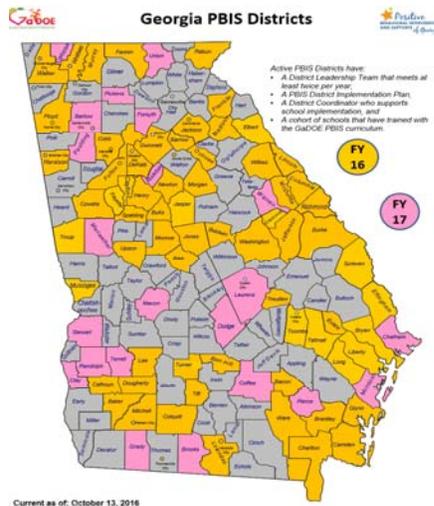
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PBIS Updates

PBIS IS NOW IN OVER 50% OF GA DISTRICTS!



UPDATE: CLASSROOM WEBINAR SERIES



Beginning September 13 we will deliver a new web-based technical assistance plan designed to help year-2 school PBIS teams implement PBIS in their classrooms. This overview will be LIVE, but the follow-on modules will be pre-recorded.

The classroom webinar topics and posting dates are as follows: Module 1 (9/26) - Developing Teaching Rules/Routines; Module 2 (10/24) - Acknowledging Appropriate Behavior; Module 3 (11/14) - ABC's of Behavior, Active Supervision and Continuum of Response Strategies; Module 4 (1/23) - Engagement and Module 5 (2/6) - De-escalation.

AROUND THE DISTRICTS

Long County: Parent Night

In August, each school in Long County held their PBIS kick off celebrations for students and faculty. PBIS was described to everyone and sample acknowledgments were also given to several students and teachers. The Long County Middle School (LCMS) Positive Bulletin Board includes pictures of students acknowledged for PBIS as well as positive staff referrals for the first two weeks of school.

During Smiley Elementary School's open house their PBIS team set up a PBIS information booth for the parents where they can find out about PBIS as well as purchase "Smiley PBIS" t-shirts for their student or themselves. According their PBIS District Coordinator Amanda Sikes, "They were so excited!"

For more information about Long County's PBIS Implementation Process please visit Amanda's PBIS Newsletter @ <https://www.smore.com/gzfve>



Long County's Smiley Elementary School

PBIS Updates

AROUND THE DISTRICTS

Barrow County: Turning the GSHS into Usable Data

By Dr. Matt Thompson



Research indicates that schools with positive climates have better test scores and higher graduation rates. One of the first steps to improving climate is to measure and analyze it with an effective survey instrument.

The Georgia Department of Education is a national leader in the collection and analysis of school climate data found in the Georgia Student Health Survey 2.0 (GSHS 2.0).

The GSHS offers a treasure trove of data to refine how students at all levels perceive their schools, teachers, and the environment in which they live. It gives important data on uncomfortable, but critical areas that impede learning and graduation including suicidal ideation, maladaptive behaviors, mental health, bullying, substance abuse and use, and parent and community support.

In the past unlocking this data into usable formats has proven difficult. However, Barrow County has found a way to put GaDOE's climate data into interactive dashboards that allow school leaders to drill down and score results for key indicators across gender, grade level, racial and ethnic groups as well as disabled vs. non-disabled students to name a few.

AROUND THE DISTRICTS



For these dashboards Barrow uses *Tableau's* data visualization platform to share with our key stakeholders. *Tableau* is free to the public, but their commercial professional edition will protect confidentiality. If you want to improve your climate data you will need a modern data platform to aid in real analysis.

The Barrow County School System is a state leader in the implementation of PBIS and a leader in the analysis of their climate data through the development of a local data platform that allows district and school level problem-solving that aids in the improvement of their learning environments.

Barrow's hope is to use this data in ways that will improve school climates and improve the learning environments for all students.

Matthew E. Thompson, Ed.D., Director of Student & Data Services, Barrow County School System

PBIS Updates

AROUND THE DISTRICTS

Madison County: A 30% Decline in Office Discipline Referrals District-wide



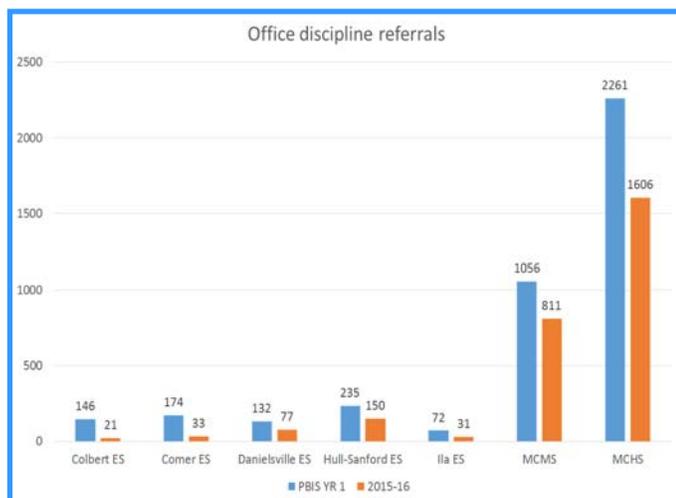
By Dr. Amanda Sailors

PBIS in Madison County began approximately 10 years ago. The first schools in Madison County were trained in the 2007-08 school year by GaDOE’s PBIS team.

As of 2012-13, all 7 schools in Madison County are now implementing Tier 1 PBIS with fidelity. Since 2009, Madison has seen a 30% decline in office discipline referrals district-wide. In addition, all 7 schools received a 4 or 5 on the most recent Georgia School Climate Star Rating in 2015.

To see the climate scores for each of Madison County’s Schools please visit:

<http://www.gadoe.org/CCRPI/Pages/default.aspx>



AROUND THE DISTRICTS



Madison County’s PBIS coaches and teams continue to utilize a 4-step problem-solving method around their discipline data. While office referrals have decreased overall, some students are not responding to their Tier 1 system.

In 2015-16, their PBIS teams engaged with their Regional TA Tara Davis for expanded professional development in a 4-step problem-solving model for a deeper look at their systems of support—instruction, environment, classroom management—that are in place, and how those systems can be modified to promote student achievement.

PBIS is truly ingrained in the culture of our district and schools.

Amanda Sailors, Ph.D., Director of Student Services and Data Director, Madison County School System

PBIS Updates



AROUND THE DEPARTMENT

What is Georgia Project-AWARE?

Georgia Project AWARE, or GPA, is a SAMHSA funded initiative designed to increase awareness of mental health issues among school-aged youth; provide training in Youth Mental Health First Aid (YMFA); and connect children, youth, and families who may have behavioral health issues with appropriate services (SAMHSA, Center for Mental Health Services, 2015). Georgia Project AWARE, in conjunction with Georgia PBIS, is pleased to offer a FREE YMFA training.

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help adolescents in crisis or experiencing mental health or addiction challenges.

The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behaviors and eating disorders.

For more information please visit: www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Georgia-Project-AWARE.aspx

AROUND THE DEPARTMENT

What is Social and Emotional Learning?

Social and emotional learning, or SEL, is what happens when students are engaged in the integrated process of thinking, feeling, and behaving. They become more self-aware of their own behaviors and feelings while also growing more aware of how others feel. This awareness of self and awareness of others translates into the ability to get along and make responsible decisions about their own actions. These, in turn, create soft skills such as collaboration, critical thinking, problem solving, and communication.

Social and emotional interactions with adults can nurture children's social and emotional learning. Adults can model behaviors during daily tasks that integrate the attitudes, behaviors, and skills necessary to deal responsibly with interpersonal interactions. These behaviors include the ability to recognize one's own emotions and thoughts. They also involve the ability to realistically understand one's strengths and weaknesses while having self-confidence and optimism to learn more.

While PBIS provides a way for schools and systems to create positive learning environments, SEL describes the person-to-person interactions within those environments.

For more information visit: www.casel.org or read: https://safesupportivelearning.ed.gov/sites/default/files/sssta/20120417_RPWHornerSSSTA4112012.pdf

PBIS Updates

FOCUS ON ATTENDANCE!

A Multi-Tiered Systemic Approach to Promote School Attendance and Address Problem Absenteeism

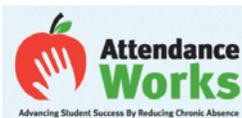
Patricia A. Graczyk, Ph.D. & Christopher A. Kearney, Ph.D.

Students can't benefit from the educational and social opportunities afforded in school if they are not in school. The good news is that data can guide states, districts, communities, schools, and families in their efforts to improve school attendance. However, schools can't do it alone! School, family, and inter-agency collaborations are critical to success.

Utilization of a Multi-Tiered System of Supports can be a useful way to analyze and build your school's approach to attendance. Use of such data will aid your PBIS team as they engage in meaningful problem-solving that will guide effective decision-making that will lead to improved attendance for all students.



#schooleveryday



- Tier 3: Severe CA**
Absent: 20% or more
- Tier 2: Moderate CA**
Absent: 10% or more but less than 20%
- Tier 1 b: At-Risk**
Absent: between 5 but less than 10%
- Tier 1 a: Satisfactory**
Absent: less than 5%

*CA = chronically absent

For more information on how you can improve attendance please visit:
<http://www.attendanceworks.org>

CONTACT US



For more information about how to join Georgia's PBIS statewide network please contact

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Don't forget to visit us on the web @ www.gadoe.org/gapbis or on Twitter @georgia_pbis, Pintrest @georgiapbis and Facebook @pbisga.

If you are in a PBIS district and would like to visit one of our trainings, please visit our Google Calendar and then contact the team @gapbis.org/gapbis.



Google Calendar @ www.gadoe.org/gapbis—Important Links