

PBIS Updates

Educating Georgia's Future

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WINTER 2017

FROM PBIS STATE COORDINATOR JUSTIN HILL

I hope you had a blessed holiday season and are energized for the second semester! The winter break afforded our PBIS team with the opportunity to coordinate and distribute more than 100 gifts, donated by members of GaDOE's Division for Special Education and Supports, to the women and children currently housed at Restoration Atlanta's City of Refuge, Georgia's largest women's shelter.



MiMi Gudenrath, Sandy DeMuth, Debi Keane & Justin Hill

One of our team's PBIS expectations is to *BE RESPECTFUL to one another and to the community that surrounds us*. Giving to those who are less fortunate is one way we practice being RESPECTFUL. Activities like this not only motivate our team, but they let us model for others what we preach! As Peyton Manning says in the 2016 Gatorade commercials, "You got to sweat it, to get it." - Justin

WELCOME ABOARD DEBI!

I am pleased to welcome Deborah Keane as the newest member of Georgia's PBIS team. Ms. Keane comes to us by way of Griffin RESA where she served as their School Climate Specialist. She is a great addition to our DOE/RESA team of superhero PBIS specialists who now support over 900 schools in over 50% of the school districts in Georgia! Welcome Debi!

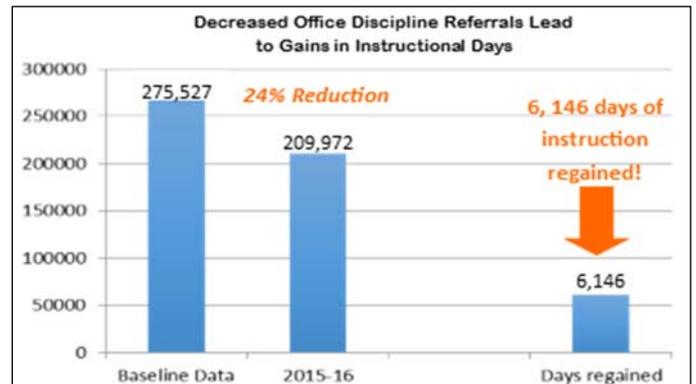


Deborah Keane

CONTENTS

From the State Coordinator.....	1
Good News: Climate, PBIS and the CCRPI.....	2
District Update: Muscogee County.....	2
District Update: Gwinnett County	3
District Update: Gainesville City	3
District Update: Marietta City.....	4
GAPBIS-AWARE, DBHDD and ISF.....	5

GOOD NEWS: INSTRUCTIONAL TIME INCREASES



All Georgia PBIS schools (K-12) noticed a 24% reduction in Office Discipline Referrals (ODRs) from their initial training year to 2015-16. This reduction equated to students and teachers regaining 6,146 days of instruction previously lost to disciplinary events.

When a student is referred to the office approximately 45 minutes of instruction is lost for that student from the time of reprimand(s), written referral, office visit and administrative decision.

Source: Barrett, S. (2004). Using Staff and Student Time Engaged in Disciplinary Procedures to Evaluate the Impact of School-Wide PBS. Journal of Positive Behavior Interventions 6(1):21-27.



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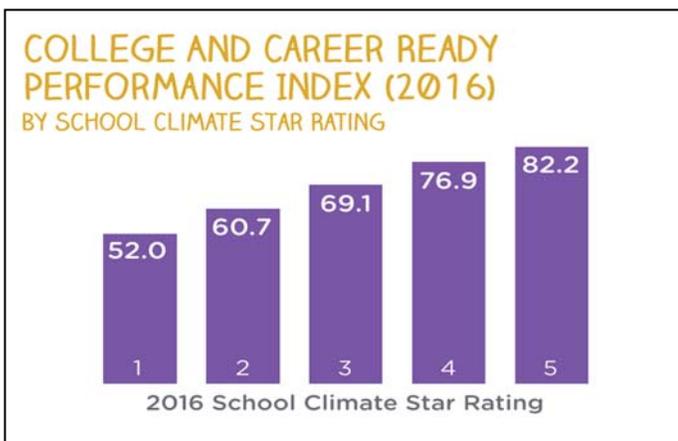


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PBIS Updates



GOOD NEWS: CLIMATE RATING, PBIS AND CCRPI



In 2016, 84% of PBIS schools in Georgia received a 4 or 5 Star School Climate Rating compared to 56% of other schools. Schools in Georgia with higher School Climate Star Ratings also have higher College and Career Readiness Performance Index (CCRPI) scores. In 2016, there was a 30-point difference in CCRPI scores for schools with 5 stars versus those with 1 star, indicating a strong relationship exists between PBIS implementation, Star School Climate Rating and the CCRPI performance.

AROUND THE DISTRICTS: MUSCOGEE COUNTY

INTEGRATING YOUR SCHOOL INFORMATION SYSTEM AND SWIS TO ELIMINATE DOUBLE ENTRY

Tammi Clarke, PBIS Director, Muscogee County, GA

Muscogee County School District began exploration of Positive Behavioral Interventions and Supports (PBIS) during the 2013-2014 school year to help improve school climate in Muscogee schools. At the time, the number one concern from interested administrators centered around the need to use a progress monitoring tool in addition to the district's school information system (SIS) to track and analyze behavior data.

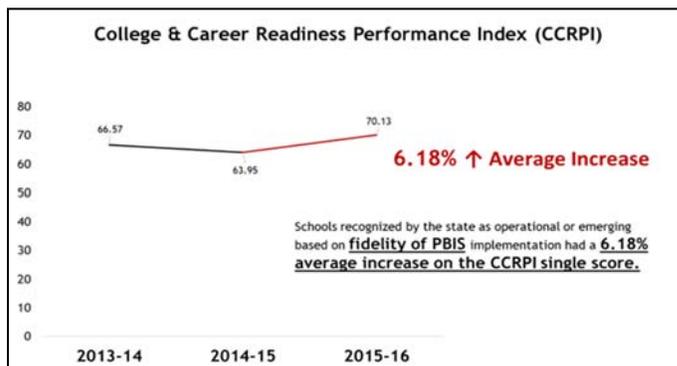
Despite the fact that high fidelity of implementation would lead to decreased office discipline referrals (ODRs) and subsequent gains in instructional hours

previously lost to disciplinary events, some principals were concerned about dual entry. The district leadership team for PBIS looked into solutions that might lessen or eliminate the need for dual entry while still maintaining the ability to see the type of data needed for school-based problem-solving.

Conversations eventually led the district to the University of Oregon and PBIS Applications. In 2015, Muscogee became part of the Beta testing of *Data-Link*, a new system which allows information such as staff, students and office referrals to transfer from a school's SIS to the progress monitoring system called *School-wide Information System (SWIS)*, effectively eliminating dual entry for their PBIS schools.

It should be said that by using *DataLink* some of SWIS's customization features would be lost, however the ability to efficiently synchronize school discipline data would still provide schools with accurate and meaningful data in both systems.

DataLink's integration of SWIS and SIS has led to regular and routine use of discipline data to proactively support students and guide efforts to improve school climate. While the integration story is still being told the initial results are encouraging.



Schools currently recognized as meeting Georgia's PBIS fidelity criteria had a 6.18% average increase on the College and Career Readiness Performance Index (CCRPI). This is clearly a move in the right direction.

For more information please contact the University of Oregon, PBIS Applications at www.pbisapps.org.

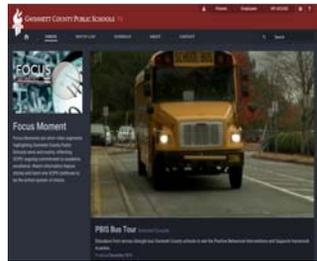
PBIS Updates

AROUND THE DISTRICTS: THE METRO

GWINNETT COUNTY BUS TOUR A ROUSING SUCCESS

Tara Davis, PBIS Regional Coordinator, Metro Atlanta

In partnership with the Georgia Association of Positive Behavior Supports 2016 state conference, Gwinnett County Public Schools (GCPS) hosted a county-wide PBIS bus tour where



Gwinnett County Bus Tour

more than 150 educators from districts across the state of Georgia took part in a learning journey to discover more about Positive Behavioral Intervention and Supports (PBIS).

The bus tour provided educators from other districts the opportunity to see the PBIS framework applied in a variety of K-12 settings. While touring schools, participants were greeted by administrators and provided with the opportunity to speak with teachers and students. Each tour ended with a presentation by the school administration, PBIS coach and team members. According to one participant, "When you walk through a PBIS school that is implementing with fidelity you clearly see the difference." GCPS currently has 86 PBIS schools that are implementing with fidelity.

AROUND THE DISTRICTS: DODGE COUNTY

PBIS FOR THE BUS IN DODGE COUNTY, GA

Chuck Ellington, the School Climate Specialist for Heart of Georgia Regional Education Support Agency, provided PBIS training to 40 Dodge County transportation personnel. Behavior support to bus drivers is a great way to increase a sense of the safety for students and adults transiting in Georgia's rolling classrooms.



AROUND THE DISTRICTS: GAINESVILLE CITY

HOW PBIS INCREASED OUR ATTENDANCE AND DECREASED DISCIPLINE

Chad Crumley, guest blogger GPB Education



Centennial Arts Academy, Gainesville City, Ga

Gainesville City Schools has dug deep into PBIS, Positive Behavior Interventions and Supports, for all students P -12. During 2015-2016, groups of teachers and administrators from each school were trained to help with the PBIS mission. During this training, a clear, consistent message was conveyed as a need for all students, and the group developed the 4 Rs - Ready, Respectful, Responsible, and Role Model. The 4 Rs are used daily to remind students of the high expectations throughout the school and on the bus. These are also shared with parents as way to help reinforce the high expectations.

At Centennial Arts Academy, a K-5 elementary school, PBIS began as a grassroots effort. A team saw a need and started a plan to help. Centennial Arts Academy had positive incentives in place for excellent behavior. However, these efforts were not connected to specific expectations. Thus, the team worked on a plan to communicate the behavioral expectations and at the same time reward students displaying the expected behaviors.

The team developed expectations centered on the 4 Rs for all areas of the school and bus. These are posted in each area of the school, classroom, and bus. At the end of the year last year, the team purchased low cost items called "Spirit Sticks" to help reward students. Throughout the year, teachers teach lessons regarding the desired behaviors, reinforcing as needed.

Read more @ GPB Blogs - Education Matters

PBIS Updates

AROUND THE DISTRICTS: THE METRO

ALIGNING PBIS AND SOCIAL EMOTIONAL LEARNING UNDER THE UMBRELLA OF SCHOOL CLIMATE

Meredith Crittendon, PBIS Coordinator, Marietta City

In the past five years, Marietta City Schools (MCS), which is comprised of eleven schools, has embarked on a journey to improve school climate and increase student engagement. During the 14-15 school year, the system started the implementation of



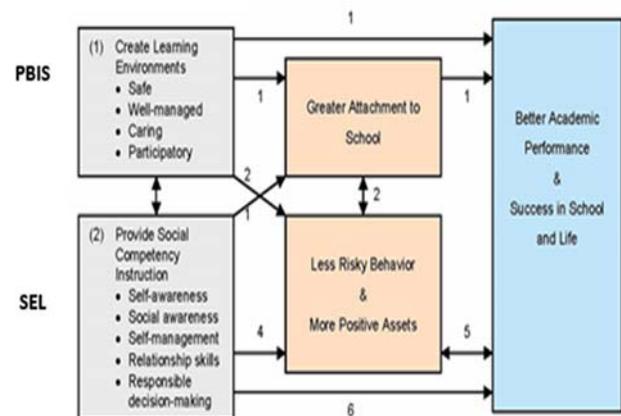
Meredith Crittendon

Social Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS). During that year and the following two years, three elementary schools chose to be trained and implement SEL while the remaining schools chose to be trained and implement PBIS. The overall goal of the schools implementing SEL was to increase student engagement and increase student achievement specifically in math. The overall goal of the schools implementing PBIS was to increase pro-social behaviors, decrease office referrals, and through this also increase academic engagement time which would then increase student achievement. However, school data and walkthroughs found that PBIS schools were lacking in student engagement and that the SEL schools were lacking in the area of teaching pro-social behavior skills needed for success in schools.

In order to sustain each of these models the district and schools had a core team for SEL and another for PBIS; these teams had many of the same members. During the 2015-2016 school year, the district teams decided it was time to merge the two prevention models. As a core team, we spent the spring of 2016 planning the roll-out and alignment of PBIS and SEL for the schools.

In considering the best strategy for schools to begin the implementation and alignment of both PBIS and

SEL, the district teams merged to become the district Climate Team and each school would then have a School Climate Team. The district Climate Team mission statement became *“To increase positive climate for staff and students while also increasing student engagement resulting in academic success for all.”* As a team, we created goals for each school and developed measurement tools to assess achievement for each goal. During the fall of 2016, we had our first district Climate Meeting, which included district leaders, administrators and climate coaches from each school. The schools were provided with



longitudinal data to demonstrate the need to align SEL and PBIS as one prevention framework under the district and school Climate umbrella. A coaching, professional development, and evaluation plan was provided.

At this time, we have schools embarking on creating safe and productive environments for all students while also targeting classrooms to improve implementing more engaging lessons to increase both positive behaviors and student engagement. Teachers and administrators embraced this merge with open arms and have done a fabulous job integrating the prevention systems throughout this year. Through progress monitoring and walk through data, the district has already seen improvements in classroom engagement and decreasing referrals. The district will continue to monitor the alignment through data and feedback from school stakeholders.

PBIS Updates

PBIS COLLABORATION AROUND THE STATE

THE INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

Susan Barrett, Director, Mid-Atlantic PBIS Network

The term Interconnected Systems Framework (ISF) refers to an implementation framework that creates and guides the linkage between education and mental health systems and staff.



The Interconnected Systems Framework (ISF) represents a developing interconnection of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems to improve educational outcomes for all children and youth, especially those with or at risk of developing mental health challenges. There is a collective effort to further develop the ISF concept and guide the interconnection of PBIS and SMH toward effective multi-tiered mental health promotion for all students, with guidance for this work at school building, district, and state levels.

Read more at www.pbis.org/school/school-mental-health/interconnected-systems

GEORGIA PBIS, PROJECT AWARE AND DBHDD ATTEND ISF TRAINING

Susan Barrett, Director, Mid-Atlantic Positive Behavioral Interventions and Supports Network has provided six days of technical assistance to Georgia PBIS (GaPBIS), Project AWARE (GPA), GPA staff from Muscogee, Griffin-Spalding, Newton and staff from the Department of Behavioral Health and Developmental Disabilities' Apex grant in the Interconnected Systems Framework (ISF). Ms. Barrett is helping the group find ways to efficiently and effectively align their work through ISF in order to provide better support for children and youth in Georgia.



Susan Barrett

RESEARCH UPDATE: SUSTAINING PBIS

PREDICTING ABANDONMENT OF SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

McIntosh, K., Nese, R., Nese, J., & Hoselton, R.

Researchers examined predictors of abandonment of evidence-based practices through descriptive analyses of state-level training data, fidelity of implementation data, and nationally reported school demographic data across 915 schools in three states implementing school-wide positive behavioral interventions and supports (SWPBIS).

Schools were tracked for a 5-year period after initial training, yet some elected to abandon SWPBIS at various times during implementation. Results showed that a small proportion of schools in the sample abandoned SWPBIS (7%). Their analysis identified school locale as the only statistically significant predictor of SWPBIS abandonment with schools located in cities being more likely to abandon.

THE STRONGEST PREDICTOR OF FIDELITY OF IMPLEMENTATION WAS AT THE STATE LEVEL, INDICATING THE IMPORTANCE OF STATE-LEVEL SUPPORT FOR SUSTAINING PBIS AT THE SCHOOL LEVEL.

Research also revealed that implementation efforts were seen as more likely to be sustained and lead to larger-scale implementation when implementers combined initial pilot demonstrations at the school level with efforts to build both district and state capacity in the area of training, coaching, evaluation, and technical expertise.

To read the article in its entirety please see: Predicting Abandonment of School-wide Positive Behavioral Interventions and Supports. Behavioral Disorders: November 2016, Vol. 42, No. 1, pp. 261-270.

PBIS Updates

SOCIAL MEDIA UPDATES

Top Tweet from the First Semester

Great PBIS parent flyer from Richmond Hill Primary, Bryan County, GA

Impressions: 2,414
Engagements: 212

As of January 31, 2017

If you would like us to promote your PBIS efforts email us at gapbis@doe.k12.ga.us with your text of 140 characters or less, preferred #, a picture and we will Tweet/post to Facebook.



One of Our Favorite YouTube Channels to Support the Classroom



Tony Feldmann,
PBIS Regional
Coordinator PBIS

"One of my favorite YouTube channels is **TeachLikeThis** and their video 'How to Teach Vocabulary Acquisition.'

They use a 3-tiered model (which I love) and focus on 6 simple steps to help kids learn rigorous vocabulary."

Tier 1 – Words that students use all the time such as big, clock, baby, computer, etc. These are words that students pick up in every day conversation.

Tier 2 – Words probably not incidentally used by students and words that they may only be exposed to a few times. Distinguished, vigor, reprimand, etc.

Tier 3 – Words that are subject and content specific.

6-step strategy to teach vocabulary for Tiers 2-3

1. Provide description, explanation or ex. of the term.
2. Students restate in their own words.
3. Students create a picture or symbol for term.
4. Engage students in activities that use the term.
5. Students discuss term with one another.
6. Involve students in games that require term usage.

CONTACT US



For more information about how to join our PBIS statewide network please contact:

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Important Dates to Remember

- **February 7:** Final Classroom modules posted
- **February 28:** 2nd TIC completed
- **March 1-3:** APBS Conference, Denver, CO
- **April 15:** Tier 1 Content Review Begins
- **May 15:** Complete BoQs
- **June 6-9:** GaDOE-IDEAS, St. Simons, GA
- **June 15:** End-of-Year Reports Due to GaPBIS

