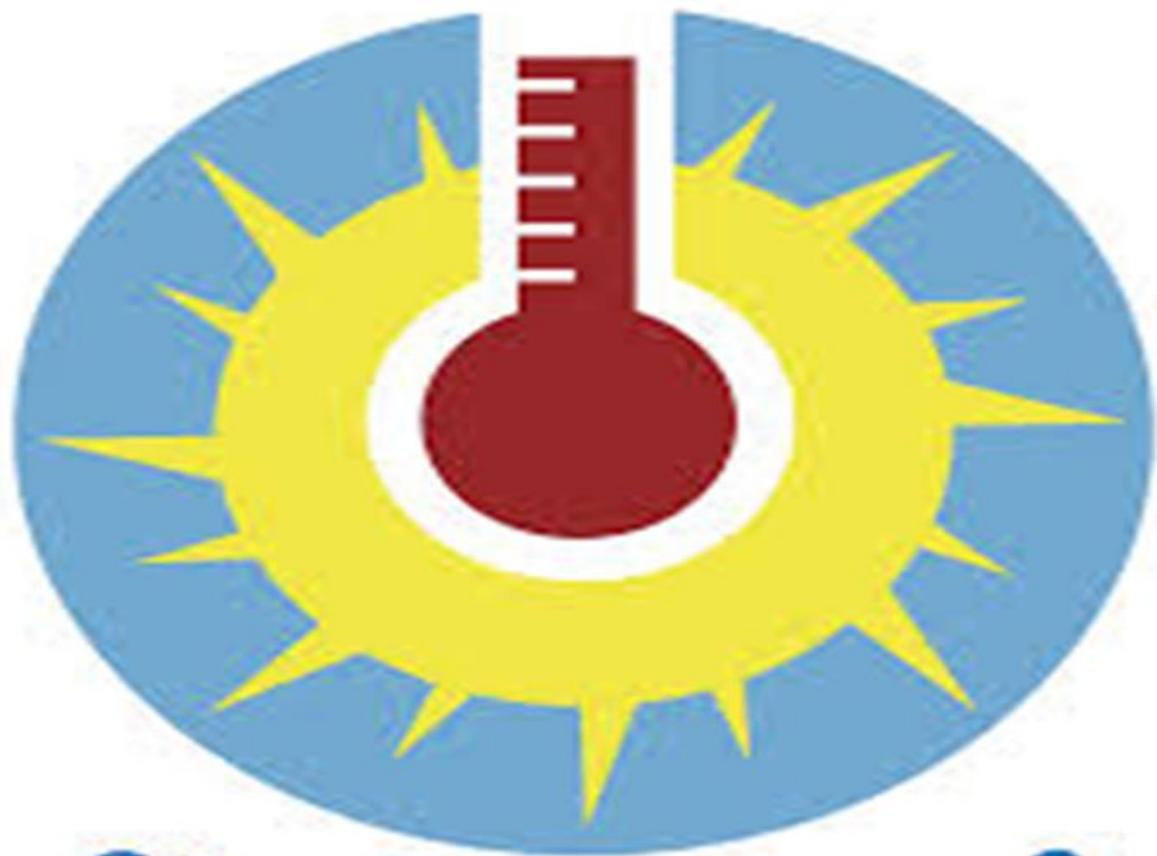


Positive Behavioral Interventions & Supports (PBIS)

Spring Leadership Meetings

Ginny O'Connell

March 18, 2014



climate change

School Climate

- Refers to the quality and character of school life
- Is based on patterns of students', parents', and school personnel's experience of school life
- Reflects norms, goals, values, interpersonal interactions, teaching and learning practices and organizational practices.

FACT:

A positive school climate has been shown to affect middle school students' self-esteem (Hoge), mitigate the negative effects of self-criticism (Kuperminic), improve a wide range of emotional and mental health outcomes (Way, Reddy, & Rhodes), increase student self-concept (Cairns), lower levels of drug use (LaRusso), reduce psychiatric problems among high school students (LaRusso), and increase psychological well-being (Ruus).

The Impact of School Climate

- Social, emotional, and intellectual development
- Sense of safety and well-being
- Mental health
- Healthy relationships

FACT:

The Centers for Disease Control and Prevention recommends school climate reform as a data-driven strategy that promotes healthy relationships, school connectedness, mental health and dropout prevention.

What Does That Mean?

If students do not feel safe at school, do not feel welcomed at school, or not treated with respect and are not given opportunities to learn, engage, interact, mature and grow, they will not meet their academic potential, develop emotionally or learn positive social lessons.

FACT:

A positive school climate is correlated with decreased student absenteeism in middle school and high school (DeJung & Duckworth). Research indicates that positive school climate is critical to effective risk prevention (RAND Corporation; M. C. Wang, Haertel, & Walberg).

School Climate



- **Safety: Physical and emotional safety**
- **Relationships: Social support**
- **Teaching and Learning: Positive and professional student-teacher-school relationships**
- **Institutional Environment: Physical environment**

Principles of Conflict Prevention

Research suggests that to prevent unnecessary discipline and to prevent the overrepresentation of particular groups of children and adolescents in school discipline, educators can equitably offer all students:

- **Supportive Relationships** (Forge authentic connections with all students)
- **Academic Rigor** (Promote the potential of all students, hold high expectations, and provide high-level learning opportunities)
- **Culturally Relevant and Responsive Teaching** (Teaching that responds respectfully to students' real lives)
- **Bias-free Classrooms and Respectful School Environments** (Create inclusive, positive classroom and school environments in which students feel fairly treated)

*How Educators Can Eradicate Disparities in School Discipline:
A Briefing Paper on School-Based Interventions
Anne Gregory, James Bell, and Mica Pollock*

Principles of Conflict Intervention

Research suggests that when discipline problems arise, educators can engage in equity-driven:

- Inquiry into the Causes of Conflicts
- Problem-solving Approaches to Discipline
- Recognition of Student and Family Voice and their Perspectives on Conflicts' Causes and Solutions
- Re-integration of Students after Conflict

PBIS

PBIS is an **evidence-based**, data-driven **framework** proven to reduce disciplinary incidents, increase a school's sense of safety, improve school climate, and support improved academic outcomes for all students.

More than **20,000 U.S. schools** are implementing PBIS nationwide and saving countless instructional hours otherwise lost to discipline.



Healthy Life Framework



Positive School Climate Framework

Teamwork

"You can design and create, and build the most wonderful place in the world. But it takes *people* to make the dream a reality."

Walt Disney

Expectations

Core values are timeless and do not change, while practices and strategies should be changing all the time.” -Jim Collins

Rules

- Examples of expected behavior – what to do, NOT - what not to do!
- Specific and observable
- Positively stated
- 3-5 for each expectation
- Rules must be enforceable and worth acknowledging!

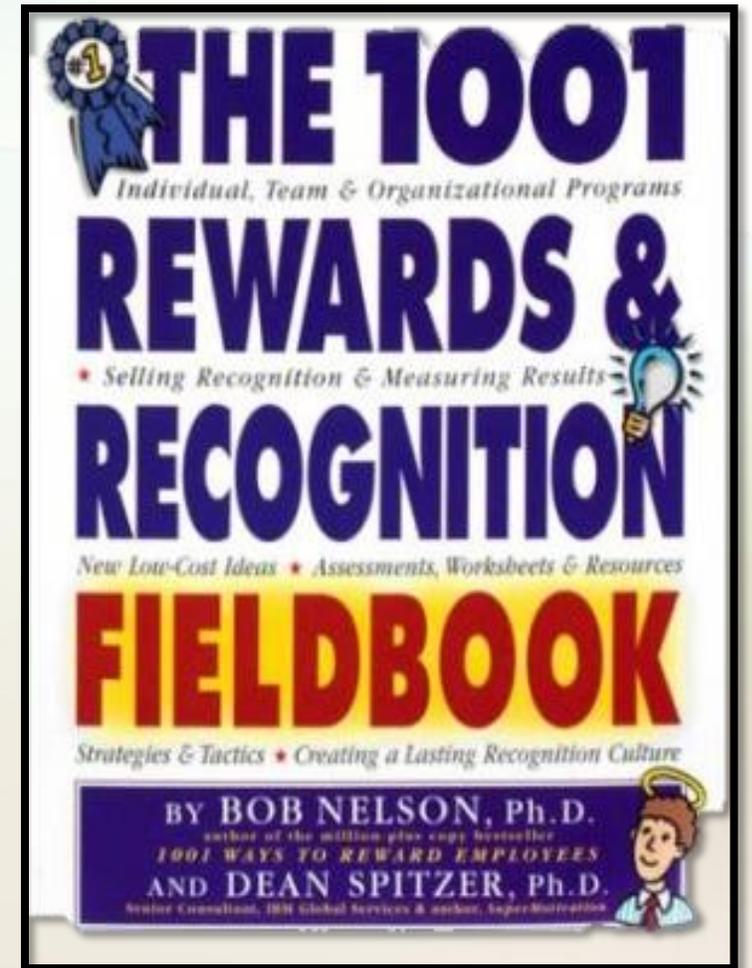
Why teach behavior?

- For a child to learn something new, it needs to be repeated an average of 8 times.
- For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated an average of 28 times

(Harry Wong)

Acknowledging Appropriate Behavior

- Tied to specific behaviors
- Delivered soon after the behavior
- Age appropriate (actually valued by student)
- Delivered frequently
- Gradually faded away





GOOD LUCK

45
M.P.H.

Effective Discipline Procedures

- Consistent definitions of specific behaviors
- Classroom-managed vs. office-managed
- Alternatives to exclusion
- Effective consequences and interventions (considering function)
- Develop a process to build consistent responses

PBIS is more than...

- hanging positive posters
- acknowledging appropriate behavior and
- hoping for the best





College and Career Ready Performance Index (CCRPI)

CCRPI Scoring Sheet: High School

District: Central School District

School: George Washington High School

PBIS is addressed in both areas in the CCRPI.

Overall CCRPI Score

TBD

Achievement Score	Progress Score	Achievement Gap Closure Score	Exceeding the Bar Score	Financial Efficiency Rating	School Climate Rating
TBD	TBD	TBD	TBD	★ ★ ★ ☆ ☆	★ ★ ★ ☆ ☆

Performance Flags

Highlights and Challenges

Subgroup Performance	End of Course Tests								
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
American Indian / Alaskan									
Asian / Pacific Islander									
Black									
Hispanic									
Multi-Racial									
White									
Economically Disadvantaged (ED)									
Students with Disabilities (SWD)									
English Learners (EL)									

Performance Flag Legend:

- Subgroup met both State and Subgroup Performance Targets
- Subgroup met State but not Subgroup Performance Target
- Subgroup met Subgroup but not State Performance Target
- Subgroup did not meet either the State or Subgroup Performance



Leader Keys Effectiveness System (LKES)

Leader Assessment on
Performance Standards

1. Instructional Leadership
- 2. School Climate**

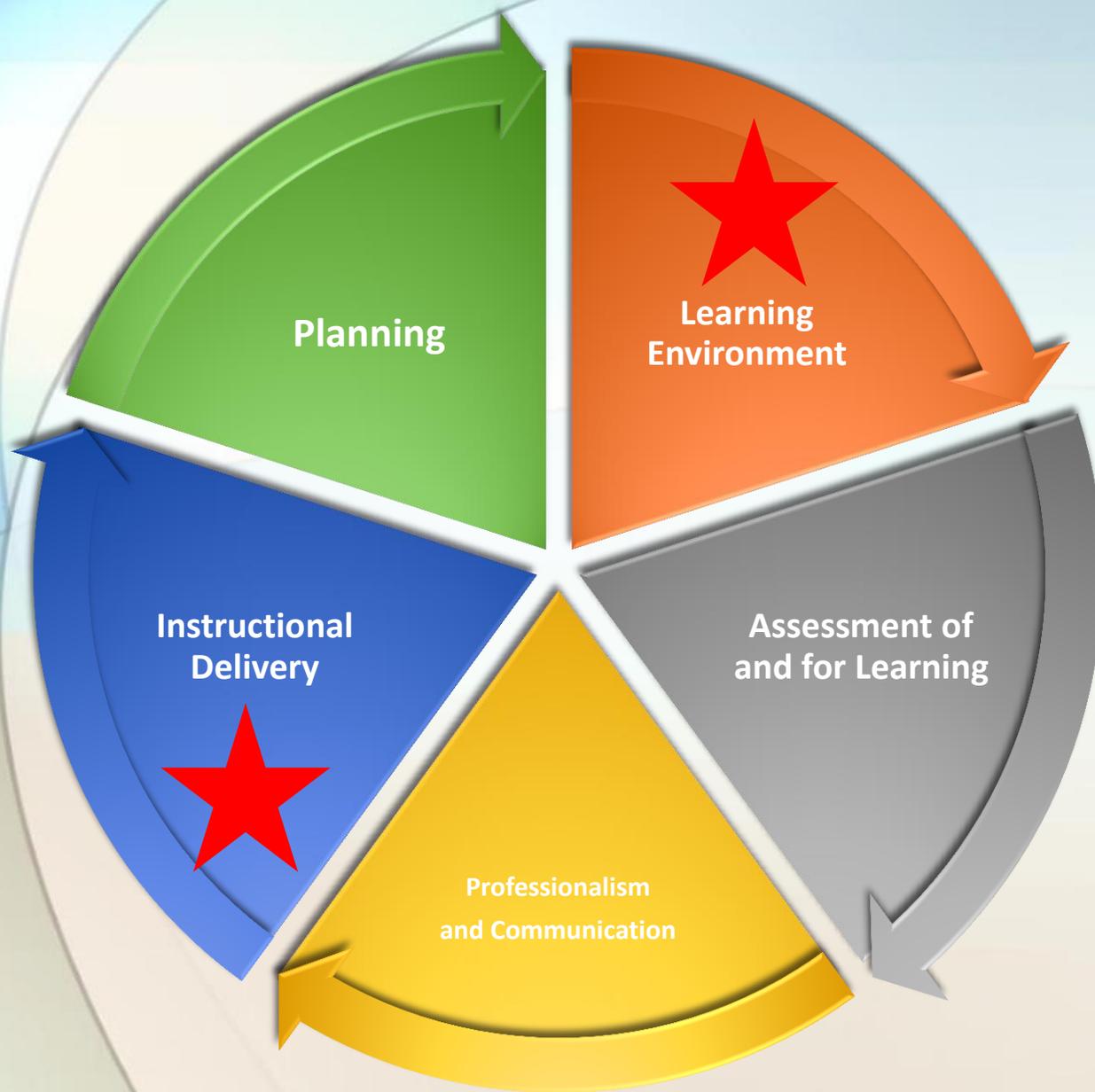
PBIS is an evidenced-based framework that when implemented with fidelity can impact School Climate.

Teacher Keyes Effectiveness System (TKES)

Teacher Assessment on Performance Standards

1. **Positive Learning Environment**
2. Acad Challenging Environment

-
1. **Instructional Strategies**
 2. **Differentiated Instruction**



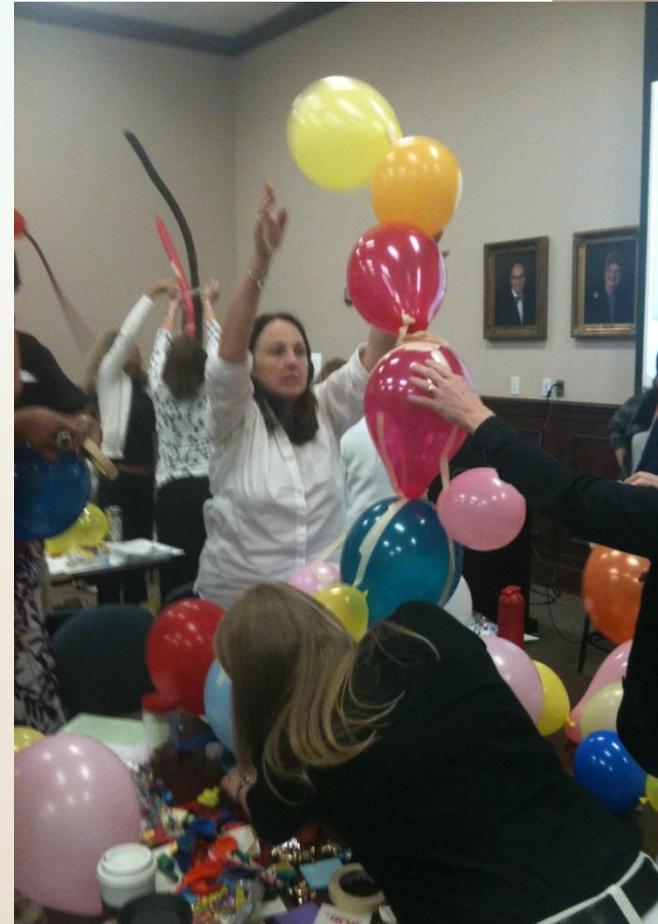
PBIS is an evidenced-based framework that when implemented with fidelity can positively impacts the classroom Learning Environment and improve Instructional practices.

District Implementation Process

- What does a “District Commitment” mean?
- Who serves as District Coordinator?
- Does this mean that all schools in a district must implement PBIS?
- What are the requirements for a district working with the GaDOE PBIS team?
- What are the requirements for participating districts & schools?

Team Training

- Thorough preparation
- Principal trains with team
- 3 days of training workshops
- Work to finish prior to implementation



www.swis.org

SWIS: School-Wide Information System

Required for the
first year of
implementation.

SWIS™
School-wide Information System

Home
Get SWIS
Users
Facilitators
Become a Facilitator
About Us
Login | Demo

About SWIS
Overview
What's New
Preview SWIS
Confidentiality
Contact Us



About SWIS™

The **School-Wide Information System (SWIS)** is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
- A practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

What's New

SAMI Refresher Web Trainings - Winter 2010 Schedule
Nov 22, 10

SWIS Facilitator Refresher Web Trainings - Fall/Winter 2010 Schedule
Jul 16, 10

CICO-SWIS Web Training for SWIS Facilitators - Fall/Winter 2010
Mar 24, 10

More Information

[What is SWIS?](#)

[Why use SWIS?](#)

[How does SWIS work?](#)

[What is the cost of SWIS?](#)

[How does a school get SWIS?](#)

[How does SWIS maintain confidentiality?](#)

[What are the SWIS hardware / software requirements?](#)

[Can I preview a SWIS account?](#)

[How do I find a SWIS facilitator?](#)

27 Get SWIS
Become a Facilitator

Fidelity of Implementation

The screenshot shows the PBIS Apps website interface. At the top right, there is a link for "PBIS Applications Login". The main header features the "PBIS Apps" logo on the left, and navigation links for "App Demos", "Find a Facilitator or Coordinator", and "Pay Invoice" in the center. A search bar with the placeholder "Search this site..." and a "Go" button is on the right. Below the header, there are dropdown menus for "Applications", "Resources", "Support", and "About Us". The main content area is titled "PBIS Assessment" and includes a sub-navigation bar with links for "Overview", "SWIS Suite", "PBIS Assessment", "PBIS Evaluation", "Data Integration", and "Getting Started With...". The "Overview" section is highlighted and contains the following text:

Overview

PBIS Assessment is a web-based application designed to assist in high-fidelity, sustained implementation of school-wide positive behavioral interventions and supports (SWPBIS). A major feature of SWPBIS is the commitment to ongoing assessment of implementation. PBIS Assessment provides surveys for teams to take as they examine their level of SWPBIS adoption and guides them through the process for how to improve implementation to benefit students, their families, and the overall school culture. Surveys are completed online with reports immediately available as soon as a survey is submitted.

District coordinators use PBIS Assessment to determine which schools are collecting and using data, how schools are progressing, and what support may be of greatest value for any one team. It also allows them to coordinate when teams will take surveys to align with the [district's evaluation plan](#).

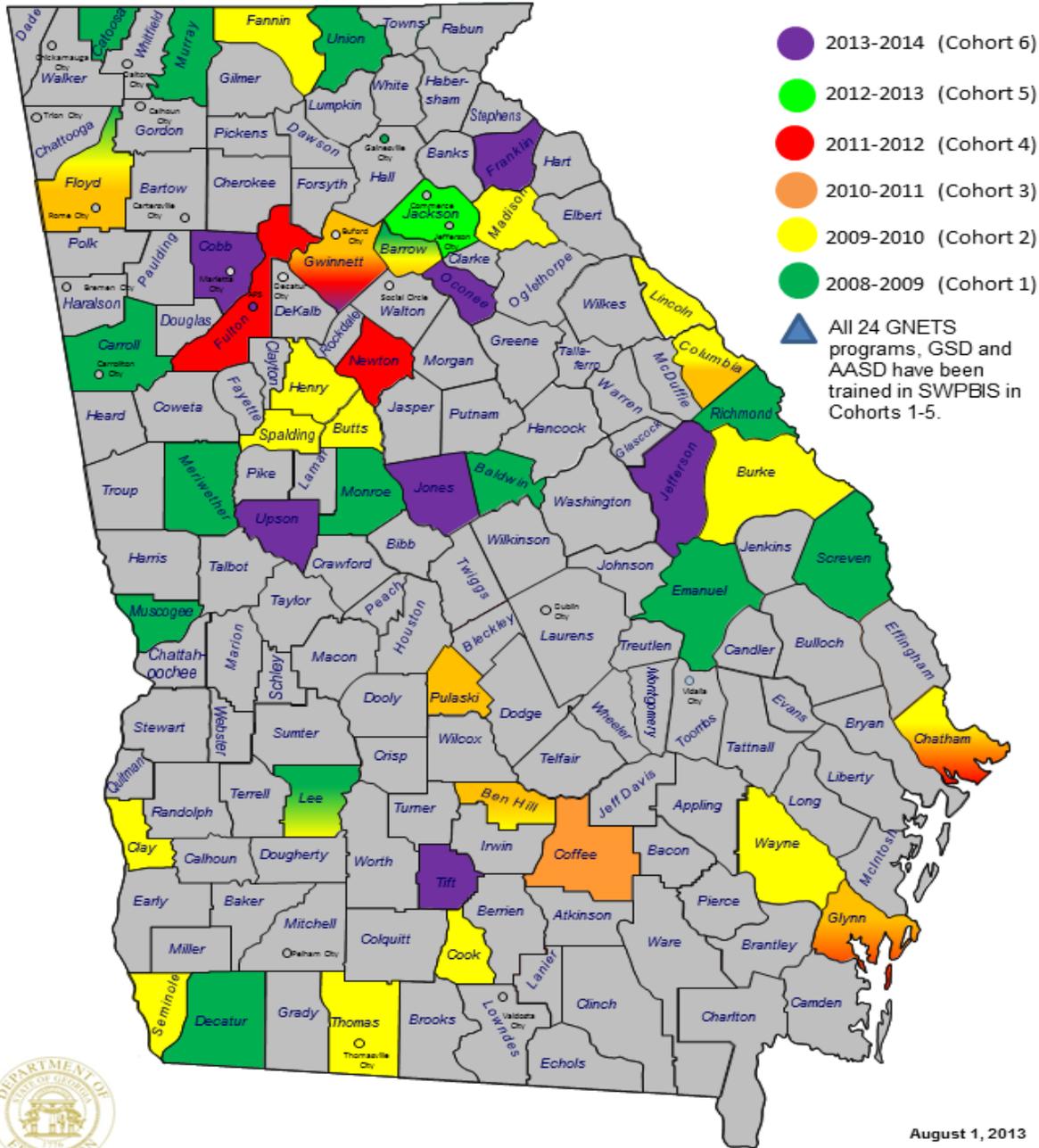
PBIS Assessment improves the efficiency and accuracy with which surveys can be used to complete four purposes:

1. Initial assessment of discipline practices to determine how SWPBIS should be adopted.
2. Implementation assessment of the fidelity with which schools use SWPBIS procedures.
3. Sustained assessment of SWPBIS implementation at all three tiers to promote ongoing use of core SWPBIS features.
4. Assist in designing action plans to improve implementation fidelity.

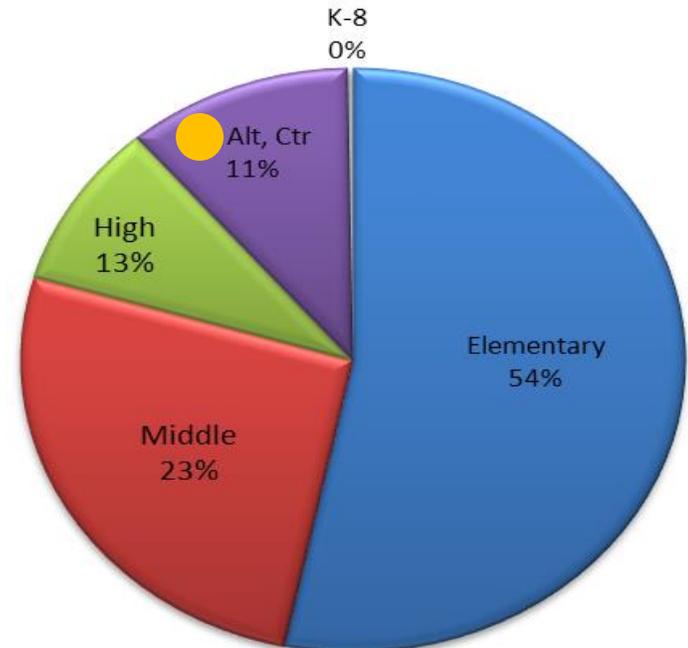
On the right side of the overview section, there is a "School Assessment Login" form with a "School ID:" label, an input field, and a "Login" button.

At the bottom of the overview section, there are two buttons: "Try the PBIS Assessment Demo »" and "Get PBIS Assessment »".

Georgia School-wide PBIS Cohorts Groups



Since 2008, 29% of Georgia's LEA's, including 400 schools/programs, have been trained by the GaDOE PBIS Team in School-wide PBIS.



August 1, 2013

**This map represents districts or programs in Georgia that were trained by GaDOE in School-Wide PBIS (SWPBIS).





- Accountability
- Assessment Research, Development and Administration
- Career, Technical and Agricultural Education
- Curriculum and Instruction
- School Psychological Services
- Special Education Services and Supports**
- Student Support Teams
- State Schools

Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 19,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Contact Information

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Recorded PBIS Webinars for District Coordinators/Coaches

- PBIS in the Classroom (Jan 16, 2014)
- Tips to Refresh PBIS Implementation (Dec 16, 2013) (starts w/sound at 1:20)
- The Recognition Requirements and Spotlight Clements Middle School (Nov 21, 2013)
- PBIS Chicago Conference Review (Oct 17, 2013)
- State BoQ Data Review (Sept 19, 2013)
- Kicking the Year Off Right! (Aug 15, 2013)
- School Readiness Overview
- Earlier PBIS Webinars

Important Links

- US ED - School Climate and Discipline (new federal guidelines)
- Interested in SW PBIS
- PBIS District Coordinators
- PBIS School Coaches
- PBIS Calendar 2013-2014
- School Climate and Student Achievement
- GaDOE - CCRPI
- PBIS and the Student Code of Conduct

Interested in School Wide PBIS?

- [School Wide PBIS](#)
- [What is PBIS? A Quick Reference](#)

The Georgia PBIS Strategic Plan

- [Georgia's Strategic Plan for PBIS: 2014-2020](#)

The Georgia PBIS White Paper

- [Addressing Climate, Safety, and Discipline in Georgia Schools](#)

Schools Implementing School-wide PBIS (SWPBIS) in Georgia

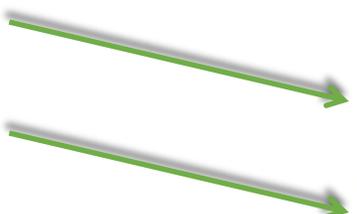
Schools requesting recognition for their PBIS implementation must be in a district with active support through a district leadership team, a district action plan and district coordinator. Schools wishing to be identified must have successfully implemented PBIS for at least 1 school year.

- [2013-2014 Active PBIS Districts in Georgia Map](#)

A SWPBIS school is one that has met particular criteria and can demonstrate:

1. Integrating PBIS into daily activities across all settings
2. Utilization of data based decisions to better serve their stakeholders,
3. Creative and engaging acknowledgement systems,
4. Collaboration with all stakeholders including parents, and
5. Successful behavior outcomes to support academic achievement

Currently, there are three levels of SWPBIS implementation in the state of



For more information:
www.gadoe.org
Email: gapbis@doe.k12.ga.us

For more information:
www.pbis.org



Evaluation Briefs

If discipline referral rates for the school as a whole are reduced, will rates for students with disabilities also be reduced?

by Tary Tobin, Rob Horner, Claudia Vincent, Jessica Swain-Bradway

Issue 12 - Nov. 2012

1 2 3 4 5 6



[PBIS Newsletter](#)
Influence of Socioeconomic Status and Racial Diversity
[read more](#)



[What's New?](#)
Updates on the site: Newly added sections, items, and more
[view details](#)



[Presentation Resources](#)
Slides from Training & Conference Presentations
[view details](#)



Advancing Education Effectiveness:

Interconnecting School Mental Health and School-Wide Positive Behavior Support

Creating Safe Schools through Positive Discipline

[Bully Prevention in SWPBS](#)
(Now In French & Spanish)

Basic FBA to BSP Trainer's Manual

- Defining & Understanding Behavior
- Asking About Behavior: FBA Interviewing
- Seeing Behavior – FBA Observations
- Critical Features of BSP
- Selecting Function-based Behavior Support Strategies
- Implementation and Evaluation Planning



The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

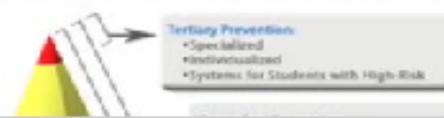
What is School-Wide Positive Behavioral Interventions & Supports? Please click here for a quick summary of PBIS: 1) What is School-wide PBIS? 2) What does PBIS emphasize? and 3) What Outcomes Are Associated with Implementation of SW PBIS?

Newly Added!

Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions Please click here to review historical development, characteristics, impact, and misconceptions of PBIS

Play the Video to Watch Basic SWPBS Features

Continuum of School-Wide Instructional & Positive Behavior Support



PBIS State Coordinator Network: Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS
[view details](#)



2010 SWPBS Implementer's Blueprint and Self-Assessment
[view details](#)

Evaluation Blueprint for SWPBS
[view details](#)

Blueprint for SWPBS Training and Professional Development
[view details](#)



Oregon PBIS Conference

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