

Georgia's Systems of Continuous Improvement

Using Federal Funding to Implement Positive Behavioral Interventions & Supports (PBIS)

Program Coordination: PBIS, Title I Part A, Title II Part A, Title IV Part A



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3:00 PM

Presenters

- Nathan Schult, Program Manager: Title IV, Parts A and B
- Randy Phillips, Program Manager: Title I, Part A
- Justin Hill, Program Manager: PBIS

Objective

To provide LEAs:

- an understanding of how federal funds can be used to support the implementation of PBIS when the district identifies this as a need, and
- with information, resources, and recommendations to consider as they begin planning initiatives and strategies for FY19.

Common Understanding: PBIS vs Behavior Supports

- Positive Behavioral Interventions and Supports
 - Need identified by the district or school
 - Evidence based
 - Part of a GaDOE approved PBIS cohort
- Initiatives for supporting behavior
 - Need identified by the district or school
 - Evidence based

Common Understanding: Improvement Process



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Common Understanding: PBIS





Climate and Why it Should Matter to Schools

School Climate is the experience of school life and reflects norms, goals, values, social interactions, access, engagement, connections, teaching and learning practices, building quality, safety, and organizational practices.

Research

A positive school climate has been shown to

- ✓ Improve middle school students' self-esteem (Hoge)
- ✓ Improve a wide range of emotional and mental health outcomes (Way, Reddy, & Rhodes)
- ✓ Increase student self-concept (Cairns)



Climate Drives School Improvement

Schools have adopted a variety of approaches to **improve school climate** in an effort to reduce student discipline problems, but improving climate is much more than improving just discipline outcomes.

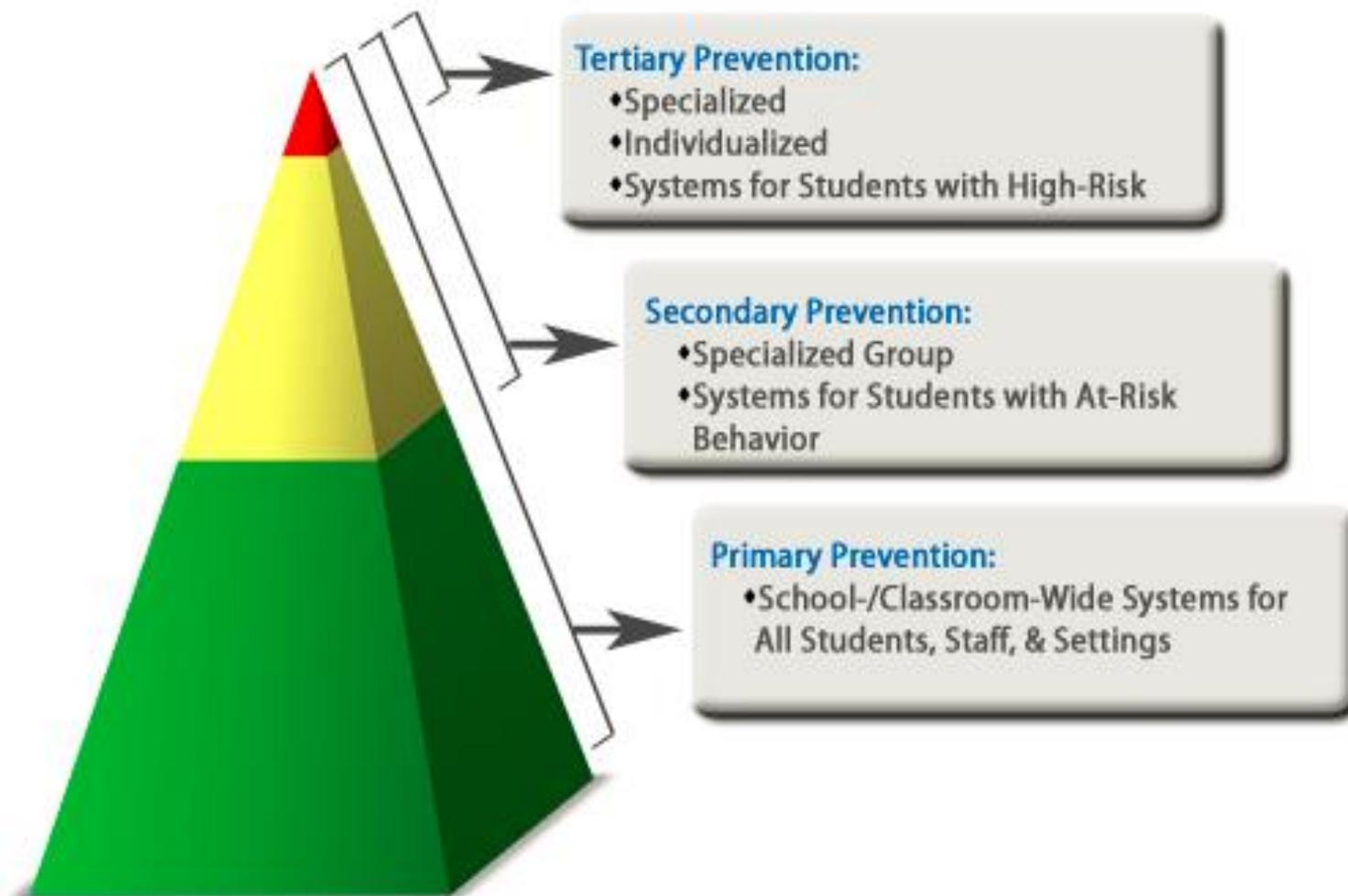


Improving Climate with PBIS

- **Positive Behavioral Interventions and Supports (PBIS)** is an evidenced-based framework steeped in over 20+ yrs. of research.

- **PBIS utilizes a systems-based approach** at being proactive in a school's use of data to drive decisions that in turn **promote positive behavior for both adults and youth.**

Continuum of School-Wide Instructional & Positive Behavior Support



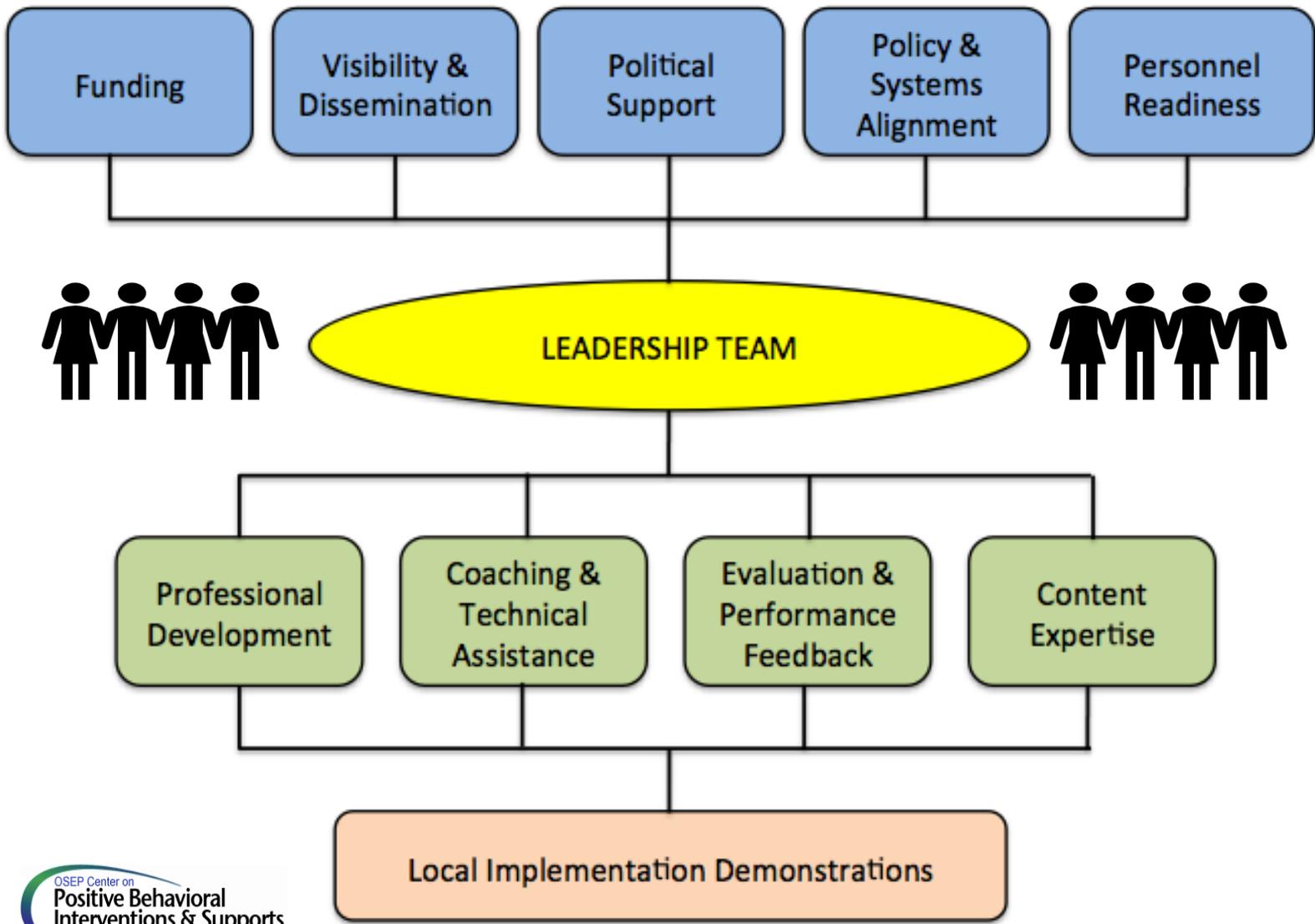
Supporting Social Competence & Academic Achievement





PBIS is a FRAMEWORK





Whole Child

Safe and Healthy Environment



Georgia's Systems of Continuous Improvement



Factors that Lead to Improved Academic Success with PBIS

- Increased time in school (behavior problems are effectively prevented or addressed before they result in suspensions or expulsions).
- More time for teaching and learning (classroom behavior improves)
- Greater academic engagement (students experience a positive and orderly environment that is not beset by frequent disruptions).





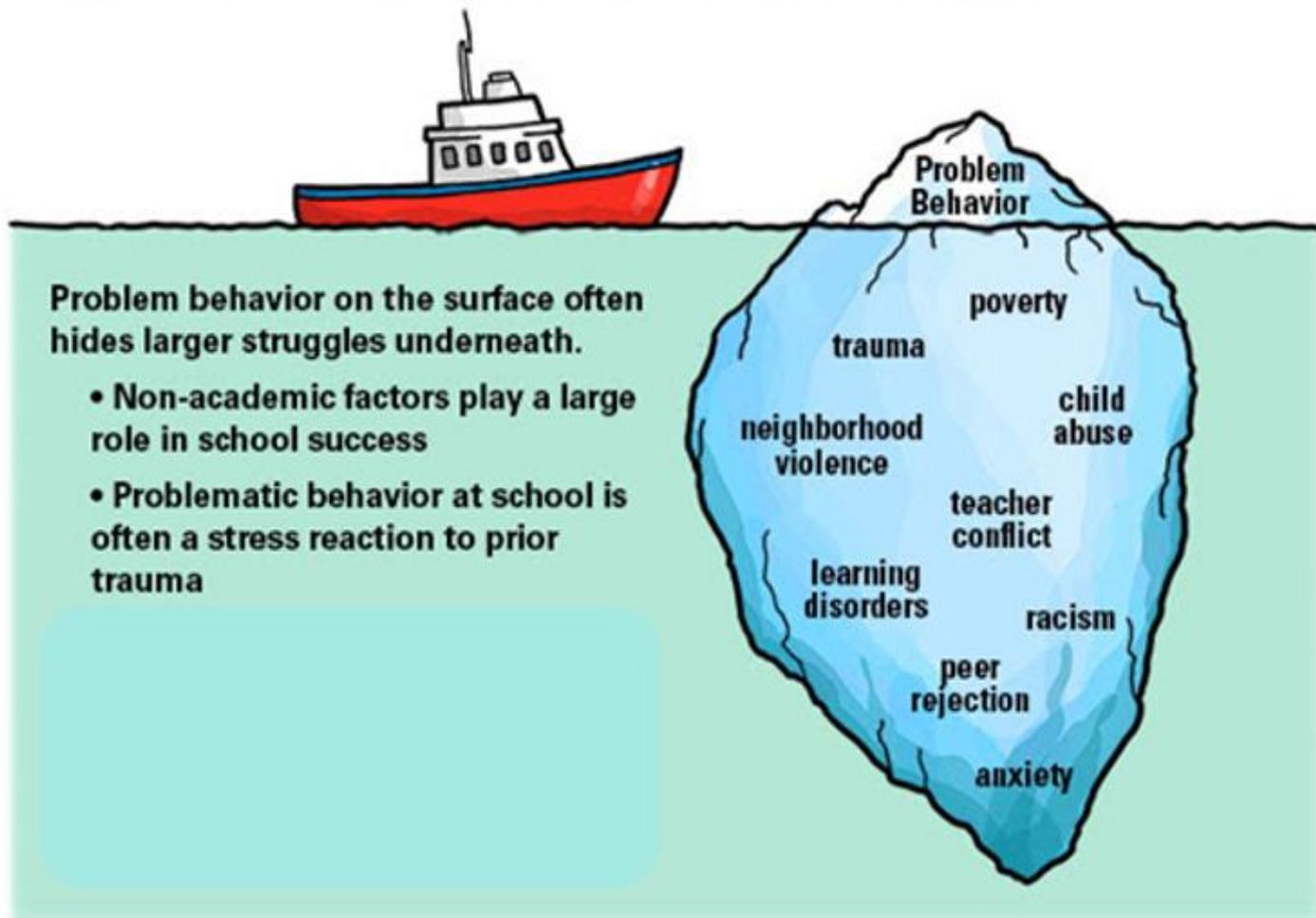
To Achieve Success Schools Must Fully Implement PBIS

- Findings from several studies in IL show that schools that fully implement PBIS have significantly better results, while schools that only partially implement (Only putting in place the universal level of PBIS).
- In an 8 year longitudinal study, standardized test scores were compared in fully implementing and partially implementing schools. The percentage of students in grades 3, 5, and 8 who met or exceeded criteria for grade-level mastery in math increased significantly over time for all schools implementing PBIS. Schools that implemented PBIS with fidelity had significantly higher scores in math than schools that were partially implementing PBIS.



Ripple Effect of Stress in Education

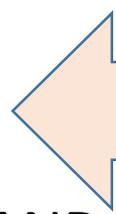
Address What's Under the Surface



Common Understanding: PBIS vs Behavior Supports

- Positive Behavioral Interventions and Supports

- Need identified by the district or school
- Evidence based
- Part of a GaDOE approved PBIS cohort
- Use of federal funds tied to allowability AND requirements of the GaDOE PBIS cohort



When reviewing LEA Federal Program and IDEA CLIPs, the GaDOE PBIS Team will be on the team for LEAs in a PBIS cohort.

- Initiatives for supporting behavior

- Need identified by the district or school
- Evidence based
- Use of federal funds tied to allowability

Using Federal Funds: Title I Part A

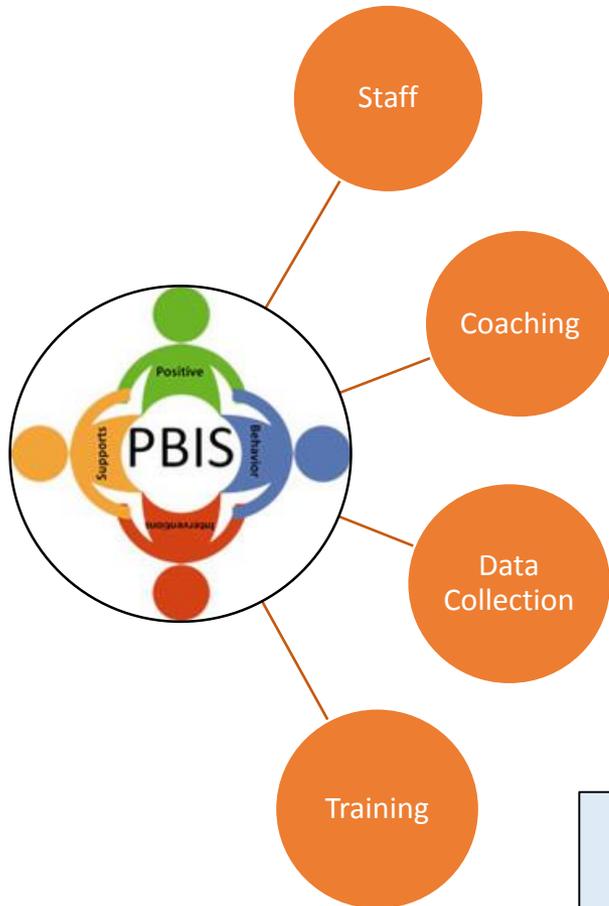
- The PBIS initiative must be identified as a “definitive” need in the school’s Comprehensive Needs Assessment
 - Example: Student behavior and/or school climate are adversely affecting academic performance
- Must be a goal/initiative stated within the SIP
- PBIS initiatives must supplement the Title I Instructional Program at the school – not replace!
- School must be a Title I School-wide Program
 - In a Targeted Assistance School other funding sources, such as Title IV, Part A may be considered
- Incentives and Rewards are not allowable with Title I funds

Using Federal Funds: Title II Part A

Title II, Part A can pay for PBIS training for teachers and school level administrators to the extent that it -

- Meets the purpose of Title II, Part A (to increase student achievement, particularly low-income and minority students, by increasing the numbers of effective, high quality teachers and school leaders)
- Is aligned to the LEA's needs and DIP/Equity
- Is monitored for effectiveness
- Is supplemental

Using Federal Funds: Title IV Part A



Must be based on identified needs

Must be aligned with the DIP

Must Supplement not Supplant

Federal funds cannot be used to purchase rewards or incentives

Title IV, A funds can be used for non-Title I Schools that have been identified by the LEA with the greatest need

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Questions?