

Georgia's Early Learning Climate PBIS Aligned Model

Designed for Pre-K through grade 3 early learners

Purpose: To provide elementary school students with a positive school climate and promote reading proficiency by third grade

Existing



Aligned Model



Existing



Pre-K
(Birth through Age 5)

Pre-K through Grade 3
(Ages 5 through 8)

K through 12
(Ages 5 through 18)



Pyramid Model

- Focused on social, emotional and behavior development to prevent or respond to challenging behavior
- Classroom implementation
- Implementation with fidelity relies on the critical elements with emphasis on classroom practice-based coaching
- Social emotional learning strategies are taught as part of the Pyramid Model Practices
- All three tiers of the pyramid are implemented in a layered approach in the classroom or program environment based on student need
- Acknowledgment system is on-going, positive feedback to both individual children and whole group



- Focused on social, emotional and behavioral development strategies coupled with preventative and proactive practices to improve school climate
- Simultaneous school-wide implementation and classroom coaching of PreK-3rd grade teachers
- Implementation with fidelity relies on combination of the SW-PBIS critical elements, select early learning critical elements, and classroom practice based coaching observations
- School staff and teachers are trained on classroom management strategies for all students as well as social emotional, developmentally appropriate pyramid practice to assist early learners
- Tiers one and two of PW-PBIS are implemented within tier one of the SW-PBIS framework to address individual needs of early learners as well as overall school climate
- Acknowledgment system takes root in positive descriptive feedback and group or classroom acknowledgements/rewards; individual acknowledgements/rewards may take place for 1st-5th grade children



SW- PBIS

- Focus on preventative/proactive practices to improve school climate
- Starts with building a foundation using school-wide implementation and then layers classroom support based on need
- Implementation with fidelity relies on critical elements
- Social skills instruction occurs through teaching of expectations and rules
- Three tiered continuum—school or class, groups, individuals students
- Acknowledgment system includes group and individual components