

GaDOE PBIS

Welcome

Timi L. Hunt, GaDOE PBIS Program Specialist

We have our team! As busy as this off season was for the sports world in acquiring the best fits to complete their team, our PBIS unit was no stranger to this reality. It was certainly a process and worth the time it took. Each of our newest team members comes with an array of skills and talents that are truly complementary to the overall team's composition. We are grateful to welcome



GaDOE PBIS new members L to R: Bob Burgess, Sharlene Patterson, Jeannie Morris, Amber Phillips, Shannon Weist, Nicholas L. Handville

Amber Phillips, M.Ed., former School Climate Specialist for Central Savannah Regional Area; Bob Burgess, Ed.D., former Principal; Jeannie S. Morris, Ed.S., former SSIP Program Specialist within Georgia Department of Education's Division for Special Education Services and Supports; Nicholas L. Handville, former Accountability Specialist at the Georgia Department of Education; Shannon Weist, Ed.S., former Director of Early Intervention in Michigan; and Sharlene Patterson, Ed.S., a former Middle School Principal and Assistant Superintendent for Curriculum and Instruction. Thank you for making us a part of your newest journey! We look forward to championing the work of School Safety and Climate alongside you.

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Distinguished PBIS Schools

LEVEL: Distinguished (*Installing your Tier 2 system*)

Training and Commitment	<ul style="list-style-type: none"> • The school PBIS team has participated in GaDOE approved training covering all Critical Elements of Tier 1 PBIS. (see TFI) • The school PBIS team has completed GaDOE approved classroom training(s). (List completion date on SLDS) • The school PBIS team has completed GaDOE approved Tier 2 readiness and training(s). (List completion date on SLDS) • The PBIS team is actively installing Tier 1 PBIS Critical Elements for at least 1 full school year. • The PBIS team meets monthly. • A school administrator is an active member of the PBIS team.
Fidelity Instruments	<ul style="list-style-type: none"> • The PBIS team has completed the following annually: <ul style="list-style-type: none"> ○ Self-Assessment Survey (SAS): Will be completed by staff (at least 80% recommended for reliable results). ○ Tier 1 Walkthrough: Minimum 1 ○ Tiered Fidelity Inventory (TFI) Progress monitoring/Fidelity - Tier 1: 2 times (fall and spring) Note: Additional Tier 1 TFI is optional in the winter. Spring TFI is the final score for recognition (not an average of the two). ○ Tier 2: Minimum 2 times (fall and spring)
Outcome Data/Artifacts	<ul style="list-style-type: none"> • A TFI Tier 1 scale score $\geq 90\%$ from spring. • A TFI Tier 2 scale score $\geq 70\%$ from spring. • Tier 1 ODRs 0-1 $\geq 90\%$. Beginning 2018-19, through the door enrollment rather than FTE count will be used to calculate this percentage. • ODRs, ISS and OSS days must ALL be stabilized or declining for the last 4 years (2015/2016-2018/2019) or since baseline if PBIS was implemented less than 3 years ago. • Submit 2018-19 Action Plan via SLDS. Action plan should be aligned with the TFI.
Recognition	<ul style="list-style-type: none"> • Letter of recognition from state superintendent. • Signed Certificate of recognition from state superintendent. • 5 Bonus Points recommended for School Climate Star Rating. • Listed on the GaDOE-PBIS webpage as an active PBIS school. • Eligible to serve as a demonstration site for schools or dignitaries. • May be invited to present at state conferences and webinars.

NOTE: To be considered for **DISTINGUISHED**, the school PBIS team **MUST** have attended PBIS classroom and PBIS Tier 2 training from GaPBIS/RESA-Climate Specialists or GaPBIS approved Tier 2 contracted trainer(s).

Around the State: 2018-2019 Distinguished PBIS Schools

GaDOE trained, fidelity activities complete, declining discipline data, Tier I ODRs ≥ 95%, Tiered Fidelity Inventory (TFI) Tier I score ≥ 90% and Tier II score ≥ 70%

Bibb County

Alexander II Magnet School
Miller Magnet Middle School
Northeast High School
Porter Elementary School
Rutland High School
Southwest High School

Burke County

Waynesboro Primary School

Clayton County

Adamson Middle School
Callaway Elementary School
North Clayton Middle School

Cobb County

Big Shanty Elementary School
Nickajack Elementary School
Powder Springs Elementary School
Russell Elementary School

Columbia County

Cedar Ridge Elementary School
Evans Elementary School
Grovettown Elementary School
Lewiston Elementary School
North Columbia Elementary School
Riverside Elementary School
Westmont Elementary School

Elbert County

Elbert County Middle School

Fayette County

Fayetteville Elementary School

Floyd County

Johnson Elementary
Model Elementary School

Fulton County

Brookview Elementary School
E. C. West Elementary School
Langston Hughes High School
Lee Elementary School
Liberty Point Elementary School
Northwood Elementary School
Renaissance Middle School
River Eves Elementary School
Stonewall Tell Elementary School

GNETS Program

Elam Alexander Academy - Burke Campus
Elam Alexander Academy - Southwest
FUTURES Program – Cornelia
FUTURES Program - Forsyth
North Metro Program - BRIDGE
North Metro Program – Independence
Sand Hills Program

Gwinnett County

Brookwood Elementary School
Duluth Middle School
Lawrenceville Elementary School
Lilburn Elementary School
Peachtree Elementary School
Sweetwater Middle School

Haralson County

Haralson County Middle School
Tallapoosa Primary School

Jackson County

Maysville Elementary School
North Jackson Elementary School

McDuffie County

Maxwell Elementary School

Monroe County

Mary Persons High School

Murray County

Bagley Middle School
Eton Elementary School
Northwest Elementary School
Woodlawn Elementary School

Muscogee County

Early College Academy of Columbus at Waverly Terrace
Richards Middle School
South Columbus Elementary School

Richmond County

Glenn Hills Elementary School

Spalding County

Futral Road Elementary School

Thomaston-Upson County

Upson-Lee Elementary School
Upson-Lee Primary School

Toombs County

Lyons Primary School

Professional Learning Spotlight: ALSUP

Beyond the Schoolhouse Doors

Dr. Hayward Cordy, Oconee RESA Executive Director

On September 18, 2019, I attended a GaDOE-sponsored presentation by Dr. Ross Greene.

I was impressed with his Assessment of Lagging Skills and Unsolved Problems (ALSUP). He emphasized throughout his presentation that we must focus on the problems and solving them rather than on behaviors and attempting to modify them through reward and punishment. Dr. Green also emphasized that we often leave out the most important element in our efforts to problem-solve, the child.



Shortly after the session, I had the opportunity to utilize the ALSUP. I received a call from a parent who is dealing with some major physically and verbally aggressive behaviors of an adolescent male who generally presents as a compliant child.

I met with the parents first and we were able to identify some lagging skills, namely *difficulty managing emotional response to frustration so as to think rationally and inflexible, inaccurate interpretations/cognitive distortions or biases (e.g. "You always blame me")*.

My second meeting was with the child. I relayed to the child the problems identified by his parents and then asked him, "What's Up?" He was able to identify the behaviors identified by his parents. He was also able to articulate his feelings, frustrations, and inaccurate interpretations of his parents' comments.

After reflection and two-way dialogue, the child was able to see and articulate that his parents only wanted the best for him and never intended to be hurtful. He was able to identify triggers leading to the inappropriate behavioral responses as well as come up with a plan that included coping mechanisms for him as well as specific alternative behavioral responses. In addition, he was able to provide alternative approaches that his parents could utilize as well to help avoid his triggers being activated.

The plan was reviewed and agreed to by all. There has not been a reoccurrence of the inappropriate behaviors. The basis of the issues was lagging skills of a developmental nature and typical for a child of his age. The ALSUP was instrumental in helping this child and family and is useful beyond the schoolhouse doors.

A Change in Mindset

Amy Henley, RTI/PBIS Coordinator



The Fayette County team of Tony Feldmann, Beth Gaff, Amy Henley, Andrea Farrell and school staff had the opportunity to conduct an Assessment of Lagging Skills and Unsolved Problems (ALSUP)

following the professional learning offered by Dr. Ross Greene. The process proved to be a great learning experience for all involved. Through the identification of lagging skills, the team was able to determine common unsolved problems which will be supported over time.



Providing specific examples of times in which the lagging skills are seen allowed the team to reflect and think through the challenges together. One team member stated, "You are really making us think!" The team selected two unsolved problems to work through the problem-solving plan with the student. Through the process it became evident we must change our mindset to focus on the lagging skills rather than the external behavior. The team looks forward to learning and growing as they continue to enhance their skill set through continued utilization of the ALSUP. Special thanks to the Georgia PBIS team for providing quality professional learning which has the power to impact the students in our district and across the state.

Georgia School for the Deaf

Respect, Responsibility and Resilience

Marie Dickinson, Family Engagement/School Improvement

The Georgia School for the Deaf, located in the small town of Cave Spring (northwest Georgia), serves deaf and hard of hearing students from all over the state. The school has benefitted from the PBIS framework and emphasizes the 3 Rs with the students: Respect, Responsibility, and Resilience. These 3 Rs are taught, modeled, and reinforced all over campus—not only during the school day in classrooms, the cafeteria, and hallways, but in the residential setting as well. Many of the students stay in the dorm during the week and the Residential



4th and 5th grade students sign in American Sign Language “Respect, Responsibility, Resilience” at their recent ice cream party.

Advisors who care for them after school hours are also trained in PBIS. This means that the 3 Rs are always expected to be demonstrated. This consistency has paid off—there are fewer disciplinary reports and actions taken in both the school and residential settings since the school has solidly implemented PBIS.

As GSD serves students PK-12, the school is divided into departments: Lower Elementary, Upper Elementary, Middle School, and High School. Students earn Peace Days for each day without an office referral. Reaching 10 Peace Days earns the department an ice cream party. Achieving 30 days is rewarded with an off-campus lunch. The ultimate prize is 60 days, which earns the students a relaxing Friday morning in the dorm where they can sleep in, watch movies, and have snacks while socializing!

Harrell Learning Center (HLC)

PBIS as Core Values

Amber Phillips, GaDOE PBIS Program Specialist



The Harrell Learning Center (HLC) team has put in the hard work of building a positive school culture. HLC's mission is to empower students to become confident and creative builders of their future. Students are encouraged to meet academic and social challenges with openness, enthusiasm, and determination. Students are motivated to solve problems with respect for individual differences and community values. This is evident by their clean and welcoming building, their documented processes for each tier, and the passionate words expressed by students and staff. Even wall décor has been curated carefully to communicate words of encouragement, positivity, and hope that exemplifies the spirit of PBIS.

Director Haley Livingston believes “a combination of trauma-informed care and data-driven implementation of the PBIS framework” equips her staff to understand and support the whole child. HLC utilizes the Tiered Fidelity Inventory (TFI) to create an action plan for all three tiers to ensure evidence-based practices become part of their ongoing systems. Carol Bramletta, the PBIS data analyst and Crisis Response Team member shares, “I see the positive impact that PBIS has made on our students and staff! Staff use our SWIS data to provide the most individualized interventions for students”.

HLC has a Crisis Response Team (CRT) ready in the hallway to support students who are communicating their needs through disruptive behavior. The CRT team understands the importance of building relationships and listening to students. Everywhere you look in HLC, you can see further confirmation they have utilized the framework and made PBIS part of the core values. The mission of HLC can be summarized by a student who shared, “HLC staff have taught me how to handle situations and be more confident with myself. I always know I can talk to someone when I am struggling.”

Harrell Learning Center (HLC) is part of the Georgia Network for Educational and Therapeutic Support (GNETS) serving the eight surrounding counties under the Okefenokee Regional Educational Agency (RESA).

GAPBIS ANNOUNCEMENTS



12th Annual Conference

December 4-5, 2019

Georgia World Congress Center

285 Andrew Young International Blvd NW
Atlanta, Georgia 30313

Keynote and Featured Speakers

This year's conference will include 3 keynote presentations and several featured speakers!

Our keynote speakers are:

Dr. Ross Greene, *Lives in the Balance*

December 4th from 8:45-10:00 am



Emily Rubin, MS, CCC-SLP,

Marcus Autism Center

December 5th from 8-8:45 am



Dr. Laura Riffel, *Behavior Doctor Seminars*

December 5th from 1:30-2:15 pm



This year's featured speakers include:

Dr. Garry McGiboney, Georgia Department of Education

Dr. Curtis Jones, Bibb County School District

Dr. Heather George, University of South Florida

Mr. Keith Simmons, Bibb County School District

Dr. Mark Weist, University of South Carolina

Dr. Lillie Huddleston, Decatur City Schools

Dr. Daniel Crimmins, Center for Leadership in Disability

Dr. Greg Benner, University of Alabama

The full conference schedule is available at

gapbs2019.pathable.com

(Please note that the schedule is subject to minor changes)

Positive Behavioral Interventions and Supports

About the Program

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. 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.

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