



**Georgia's Positive Behavioral
Interventions and Supports**

Georgia PBIS

Implementation Process

This guide has been developed for Georgia school districts interested in PBIS Implementation in Georgia.

DISTRICT READINESS PROCESS

The Georgia Department of Education is committed to increasing the capacity of Georgia’s school districts to use team-based planning and problem-solving to implement PBIS. The PBIS process is an evidence-based approach that uses several frameworks to assist in systems change. The following readiness activities are grounded in research from the PBIS Systems Implementation Model and National Implementation Research Network for scaling up. Prior to any school receiving training and/or technical assistance, the district is required to complete the following items with assistance from the Georgia School Climate Specialist and the GaDOE PBIS Team.

Step 1: Exploration of PBIS

Participants: District-level and School-level Leadership

The following guiding questions and resources should be fully explored by district leadership before making a decision to consider PBIS implementation.

What is PBIS?

- District-level staff research and gather information on PBIS research via www.pbis.org
- Read **PBIS Blueprints** www.pbis.org
- Review Implementation Science at the National Implementation Research Network <http://nirn.fpg.unc.edu/>
- View Videos at pbisapps.org

Does our district have a need for PBIS?

- Review academic, discipline, and attendance data
- Review surveys related to safety, climate, and culture
- Consider parent and community perceptions

Does PBIS fit with our current initiatives? Are there barriers to implementation?

- District-level leadership determines that reducing discipline incidents and improving school climate is a top priority of the district.
- District level personnel provide overview of PBIS to district leadership in order to determine whether to pursue PBIS implementation.

Step 2: PBIS Overview Presentation

Participants: School Climate Specialist (SCS) and District representatives (i.e. Superintendent, Assistant or Associate Superintendents for Administrators, District Directors, building level Administrators, etc.)

Duration: 1-2 hour

- a. After the steps for Exploration are completed, contact your RESA School Climate Specialists to schedule an overview of PBIS and the Georgia PBIS process for district representatives and to begin receiving technical assistance.
- b. When the district chooses to go forward with PBIS implementation and understands all requirements, a **District Agreement** form is signed by the Superintendent.
- c. A **District Leadership Team (DLT)**, with broad representation (i.e., *Superintendent, district leadership, general and special education, student support services, curriculum, professional learning, data management, school improvement, school resource officers, transportation, etc.*) exists or is formed to address school climate and discipline.
- d. A **District Coordinator (DC)** who will oversee and support PBIS implementation and provide direct support to schools is identified. [District Coordinators' Clipboard](#)

Step 3: District Implementation Planning Meeting

Participants: GaDOE PBIS Specialist, School Climate Specialist, District Coordinator (DC) and District Leadership Team (DLT)

Duration: 2-3 hours

The SCS and GaDOE PBIS Specialist work with the DC to plan for a meeting with the DLT to develop a District Implementation Plan. Participants at this meeting should have a basic understanding of the foundations of PBIS to participate in the plan development. If any members of the DLT were not present for the basic overview they should access resources at www.pbis.org to have a basic understanding of the PBIS framework.

This meeting will address the following areas:

- District goals and objectives for implementation and policy
- Ongoing professional learning and coaching
- PBIS fidelity tools
- Gaining and communicating support for PBIS to building administrators, school staff, families, community, etc.
- Funding resources
- Identifying first cohort of schools for PBIS implementation
- Discuss compatibility of SWIS form with the district Office Discipline Referral (ODR) form

Step 4: School Selection

Participants: GaDOE PBIS Specialist, School Climate Specialist and District Coordinator (DC)

The School Climate Specialist and GaDOE PBIS Specialist work with the DC to finalize the first/next cohort of PBIS schools.

SCHOOL READINESS PROCESS

The GaDOE is committed to building capacity in improving school climate and increasing student achievement through PBIS implementation. Readiness and preparation is as critical to successful implementation as the team training itself. The readiness activities are detailed in the following steps.

Step 1: Administrator Training

Participants: Principals of selected schools, GaDOE, School Climate Specialist and District Coordinator (DC)

Duration: 1-2 hours

This training is **mandatory** for all principals of the selected schools. The purpose of this training is to begin the process of school team readiness. By the end of this training the principals will:

- Understand the role of the administrator in PBIS implementation at the school level
- Understand the roles of the school PBIS leadership team and how to select staff for the team
- Learn about the School Wide Information System (SWIS) and the readiness process (including the Office Discipline Referral form)
- Learn about the fidelity tools and training requirements

After the overview and once school selection is confirmed, the Principal will submit a signed **School Agreement** form to the School Climate Specialist, District Coordinator, and/or PBIS Program Specialist. **Principals are asked not to select school team members until the staff overview is completed.**

Step 2: School Staff Overview

Participants: District Coordinator, School Climate Specialist, Principals and school staff

Duration: 45 minutes – 1 hour

The purpose of this meeting is to provide foundational PBIS information provided to school staff. Staff will gain a working knowledge of the school PBIS Leadership Team; function, roles, and responsibilities of members; explanation of the Self-Assessment Survey and the School Wide Information System.

Step 3: Self-Assessment Survey (SAS)

Participants: All School Staff

Duration: 20-30 minutes

The “School-wide and Non-classroom” sections of the Self-Assessment Survey (SAS) are completed by all staff to determine the staff’s perception of the implementation status and improvement priorities. The DC will notify PBIS Coaches and Administrators with a link to the online survey when it is open. Surveys should be completed prior to the first day of training.

Step 4: School Data Profile

Participants: School Administrator or Designee

A School Data Profile with a full year of school level data (e.g., demographics, attendance, discipline, OSS, ISS, and academics) is completed to be used in the team trainings. A completed profile must be submitted to the DC a minimum of three weeks prior to the team training. Each PBIS team member needs a copy of the completed data profile to be used at the PBIS training. If someone else at the building level will be entering the data, that person may be included in the training.

Step 5: School-Wide Information System (SWIS) Training and Implementation

Participants: District Coordinator (DC), Administrator, School Coach, Team Data Analyst, and Data Clerk, if needed.

Duration: 3-4 hours

SWIS is a progress monitoring and data management web-based tool that supports PBIS and tiered interventions. It is not meant to replace your student information system. School teams will begin entering behavioral data prior to training.

During the training, participants will be provided with hands-on instruction on how to customize and navigate SWIS. Specific skill instruction will be provided on:

- Entering data in SWIS
- Interpreting report features
- Drilling down data

Step 6: PBIS School Coaches Training

Participants: School Climate Specialist, District Coordinator and PBIS School Coaches

Duration: 3-4 hours

This training will provide an overview of the roles and responsibilities of the school PBIS coach. The PBIS Coach's role is critical to the PBIS team and requires specific skills for coaching:

- Effective team meetings
- Action planning
- The Self-Assessment Survey
- Administration of fidelity tools

This workshop occurs prior to the PBIS team training and will prepare coaches for the training and for their initial evaluation activities.

PBIS Team Trainings

Training is designed for school teams that have completed readiness activities, have a working knowledge of the PBIS framework and are ready to begin developing the PBIS implementation plan. School teams will receive 2/3 days of training for implementation of all TFI features

Tier I SWPBIS

Participants: PBIS School Team with Principal

Duration: 2/3 Days

Participants will learn the systems, data and practices embedded in PBIS implementation. Participants will learn the how to use their data to problem solve. The team will draft school-wide behavioral expectations and rules, create behavioral matrices, develop lesson plans to teach the expectations and rules, and a plan for delivering the lessons. Teams will be provided with implementation and faculty commitment strategies.

Teams will receive information on the rationale and best practice strategies for developing acknowledgement systems. School teams will develop charts differentiating office-managed and classroom-managed behaviors and establish procedures for a continuum of interventions. Strategies on how to involve parents, community, and other stakeholders in the implementation process will be shared and plans started. Throughout the day teams will be provided with implementation and faculty commitment strategies.

Classroom Systems

Participants: PBIS School Team

Duration: 1 1/2 Days

Teams will establish a system to support educators implementing evidenced based classroom practices

Tier II PBIS

Participants: PBIS School Team

Duration: 2 Days

Teams will be guided on refining the systems, data, and practices necessary for sustainable Tier II implementation.