What is a district commitment to the Positive Behavioral Interventions and Supports framework?

September 5, 2013
A commitment to PBIS is a systems approach to change.
Any **commitment** should...

Begin with the end in mind

The key to success is to begin with the end in mind, with a vision and a blueprint of the desired result.
A commitment to PBIS should be viewed as a multi-year “systems change” process!
A commitment to PBIS requires sustainability
A sustainable PBIS **commitment** will need a strong team!

**EXAMPLE 1: LARGE DISTRICT**

**PBIS LEADERSHIP TEAM**
- Director, Student Discipline
- Assistant Dir., Student Discipline
- Assistant Dir., Student Discipline
- Area II Superintendent
- School Psychologist
- Principal-HS
- Principal-MS
- Principal-ES
- Director Research & Evaluation
- Communications & Media Relations

**EXAMPLE 2: SMALL DISTRICT**

**PBIS LEADERSHIP TEAM**
- Superintendent
- Assistant Superintendent Teaching/Learning
- Assistant Superintendent Personnel & Teaching and Learning Secondary
- Director Instructional Student Supports
- Chief Technology Officer
- District Behavior Specialist
A district **commitment** to PBIS includes the fidelity of implementation!

**Ongoing Technical Assistance**
- Monthly webinars by state GaPBIS team
- State hosted District Coordinator meetings (fall/spring)

**Formative Assessment Recommendations**
- PBIS Walkthroughs (Sept/October)
- Team Implementation Checklist-TIC (Oct/Nov)

**Summative Assessment**
- Benchmark of Quality-BoQ (April/May)
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.

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 Georgia: Operational, Emergent and Trained

The PBIS Unit at the Georgia Department of Education would like to commend both the local school PBIS teams and their local PBIS District Coordinator for all their work in demonstrating how their efforts are impacting data, systems and practices to produce successful outcomes for the kids in their schools!! And now for the list...

• 2012-2013 Operational Emergent List
• 2011-2012 Operational Emergent List
A district commitment to PBIS is a commitment to using School Wide Information System (SWIS) for the first year of a school’s implementation of PBIS.

https://www.pbisapps.org
A district commitment to PBIS is not...

- A commitment to have all schools trained in years 1 or 2, but a commitment to support those trained over time to ensure fidelity.
- A guarantee that training alone will turn your data around – systems change must include adult change.
- A spray and pray approach to systems change.
- A commitment to a program, but a process.
- A commitment to use SWIS for more than 1 year.
Commitment

Is the glue that bonds you to your goals.

Jill Koenig
Interested in School Wide PBIS?

Team training for implementation of School-wide PBIS (SW-PBIS), provided by the Georgia Department of Education, helps schools gain the knowledge and skills needed to establish behavioral supports at the universal level (i.e., Tier 1) and create a positive school climate. The training workshops teach school teams the decision making framework that should guide selection, integration, and implementation of the best evidence-based academic and behavioral practices. These practices result in improvement of important academic and behavioral outcomes for all students. Having effective school-wide PBIS is necessary before students are able to successfully establish a continuum of more intensive supports (i.e., Tier 2, Tier 3, Tier 4 supports). Without first establishing a foundation of supports and demonstrating implementation fidelity at this level, additional behavioral supports, training, or curricula struggle to be effective and do not sustain over time.

The GaDOE GaPBIS Team facilitates district-level planning and provides school team training, technical assistance and ongoing coaching to PBIS district coordinators in order to build capacity and support the PBIS process. School PBIS implementation occurs in districts where active support through a district leadership team, a district action plan and district coordinator has been established.

Districts Interested in Implementing PBIS

- District PBIS Implementation Process FY14
- District PBIS Agreement Form FY14
- District Initiative Inventory Worksheet FY14 (coming soon)

District PBIS Resource Documents

Contact Information

Ginny O’Connell
Program Manager
1870 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
Phone: (404) 405-657-9953
Fax: (404) 405-651-6457
Email: gapbis@doe.k12.ga.us

PBIS Videos

University of Oregon PBIS Overview (20 min)
Univ. of South Florida/PBIS Overview (20 min)
Best Evidence Based Practices for Behavioral Support by George Sugai (9 min)

Resources

Present and Accounted For
What Every Administrator Needs to Know About alternatives to Suspension
How RtI & PBIS Work Together