PBIS and Title 1

2016-2017

Connect with GaPBIS
www.gadoe.org/gapbis / gapbis@doe.k12.ga.us
WHAT ARE YOU DOING HERE?

I'M PRACTICING WAITING FOR THE SCHOOL BUS..

IS THAT SOMETHING YOU HAVE TO PRACTICE?

IT IS IF YOU WANT TO BE GOOD AT IT..
The “Y” We’re Here Activity

Describe the “Ideal” school

What does it look like?

What does it sound like?

What does it feel like?
“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we... ...teach? ...punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

*Discuss for 3 minutes with your shoulder partner

Herner, 1998
What is PBIS?

“PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety, improve school climate, and support improved academic outcomes for all students.”

www.pbis.org
PBIS is NOT...

- A top-down approach (staff buy-in is crucial)
- Administrator-free
- A quick fix to complex problems
- A packaged program
- A reinforcement system only
- Discipline that does not include consequences for misbehavior
- Classroom management only
- New or unique to Georgia
Tiered Logic Model
U.S. Public Health

Few
- Cancer treatment; nursing homes; dentures; organ transplants

Some
- Medication; medical treatment; fill cavities; vision correction

All
- Check-ups; diet; exercise; vaccinations; fluoride; seatbelts

Tiered Logic Model
U.S. Public Education - MTSS

- **Few**
  - Intensive targeted intervention, Least Restrictive Environment

- **Some**
  - Co-teaching, needs based grouping, social skills group, small group

- **All**
  - Differentiated instruction, instructional strategies, partnering strategies, social skills
Positive learning environment
Climate AND Culture

Climate
Observable habits

Culture
Values and beliefs
Establishing a positive school climate

Defining important social skills

Teaching important social skills

Recognizing good behavior

Modeling good behavior

Supervising actively

Communicating positively

Biglan, Colvin, Hoagwood, Mayer, Patterson, Reid, Walker
Social Competence & Academic Achievement

Supporting Decision Making

Supporting Student Behavior

Supporting Staff Behavior

PBIS

OUTCOMES

DATA

PRACTICES

SYSTEMS

OSEP Center on Positive Behavioral Interventions & Supports

Effective Schoolwide Interventions

Positive Behavioral Interventions and Supports of Georgia
Research on PBIS

PBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved social emotional competence

www.pbis.org
PBIS Schools and Climate Rating

PBIS schools earning 1 star = 0 schools
PBIS schools earning 2 stars = 3 schools (1%)
PBIS schools earning 3 stars = 21 schools (10%)
PBIS schools earning 4 stars = 99 schools (48%)
PBIS schools earning 5 stars = 85 schools (41%)

89% of PBIS schools received a 4 or 5 Star School Climate Rating compared to 52% of other schools
State of Georgia
Discipline Action - In-School Suspension
Total Number of Students

25% Decrease in ISS

BEHAVIORAL INTERVENTIONS AND SUPPORTS of Georgia
State of Georgia

Discipline Action - Out-of-School Suspension
Total Number of Students

25% Decrease in OSS
PBIS Blueprint for Implementation

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Readiness

LEADERSHIP TEAM

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

Local Implementation Demonstrations
PBIS Support Framework

GaDOE PBIS TA → School Climate Specialist → District Coordinator → PBIS School Coach → PBIS School Team

Positive Behavioral Interventions and Supports of Georgia
Active PBIS Districts have:

- A District Leadership Team that meets at least annually,
- A PBIS Implementation Plan,
- A District Coordinator who supports school implementation, and
- A cohort of schools that have trained with the GaDOE PBIS curriculum.

March 17, 2016
Policy & Systems Alignment

Educating Georgia’s future by graduating students who are ready to learn, ready to live, and ready to lead.

Safe and healthy environments

PILLARS

Guaranteed and viable standards
Challenging goals, effective feedback and supports
Collegiality and professionalism
Safe and healthy environment
Family and community engagement

High quality service and support
Technology Integration
Fiscal responsibility and effectiveness
Collaboration, cooperation, and communication
The 10 Critical Elements of School-wide PBIS
A PBIS Team is formed

PBIS TEAM Roles

- Team Leader
- Recorder
- Parent
- Coach
- Data Specialist
- Time Keeper
- Behavior Specialist
The PBIS Team Uses Data: SWIS

Step 1: Problem Identification
  What’s the problem?

Step 2: Problem Analysis
  Why is it occurring?

Step 3: Intervention Design
  What are we going to do about it?

Step 4: Response to Intervention
  Is it working?

[Bar charts and graphs showing data analysis and referrals by time, location, day of week, behavior, grade, and student]
Clear Expectations/Rules Developed

Classroom Technology Expectations

<table>
<thead>
<tr>
<th>Go Safely</th>
<th>Show Respect</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When leaving the classroom, leave devices locked in the designated area.</td>
<td>• Use only your device.</td>
<td>• Bring device fully charged each day</td>
</tr>
<tr>
<td>• When transitioning, walk and carry device with two hands.</td>
<td>• Use proper netiquette.</td>
<td>• Use device for educational and school purposes only.</td>
</tr>
<tr>
<td></td>
<td>• Follow copyright guidelines and identify ownership of intellectual property.</td>
<td>• Do not share passwords with other students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate appropriate care and use of materials and equipment.</td>
</tr>
</tbody>
</table>

Be Respectful
Be Responsible
Be a HORNET!

Be Ready to Succeed
Expectations/Rules Are Taught
Good Behavior is Acknowledged
Effective Discipline Process

Mountain vs. Molehill

Office vs Classroom Managed Behaviors
Clearly Defined

Behavior Response Flow Chart Developed
Buy-In: Stakeholders
PBIS Team Develops Implementation Plan
Dedicated to Measuring Fidelity of PBIS Implementation
Classroom PBIS

Classroom Interventions and Supports

Foundations (Table 1)

1.1 Settings
   The physical layout of the classroom is designed to be effective

1.2 Routines
   Predictable classroom routines are developed and taught

1.3 Expectations
   Three to five classroom rules are clearly posted, defined, and explicitly taught

Practices (Table 2)

2.1 Supervision
   Provide reminders (prompts), and actively scan, move, and interact with students

2.2 Opportunity
   Provide high rates and varied opportunities for all students to respond

2.3 Acknowledgment
   Using specific praise and other strategies, let students know when they meet classroom expectations

2.4 Prompts and Pre-corrections
   Provide reminders, before a behavior is expected, that clearly describe the expectation

Response

2.5 Error Corrections
   Use brief, contingent, and specific statements when misbehavior occurs

2.6 Other Strategies
   Use other strategies that preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time

2.7 Additional Tools
   More tips for teachers

Data Systems (Table 3)

3.1 Counting
   Record how often or how many times a behavior occurs (also called frequency)

3.2 Timing
   Record how long a behavior lasts (also called duration)

3.3 Sampling
   Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval

3.4 ABC Cards, Incident Reports, or Office Discipline Referrals
   Record information about the events that occurred before, during, and after a behavior incident
Considerations: Title I to Support PBIS

• Districts **MIGHT** be able to use Title I funds in a SWP to enhance or expand a district wide initiative with Title I schools.

• The District must be able to document the impact of behavior on student achievement AND

• Include the strategy within the schoolwide plan.

• *Requires approval from GaDOE Title I staff.*
Considerations: Title I to Support PBIS

• Any Title I, Part A cost has to be connected to the needs assessment.

• **Data must support the need.**

• Documentation to support a district wide PBIS initiative may be difficult because the effort benefits both Title I and non-Title I schools.
Considerations: Title I to Support PBIS

• Remember the **goal** is to show evidence that behavioral issues are hindering student achievement.

• Possible ways to do this may include:
  
  – Gather data about detentions and/or suspensions and/or expulsions.
  
  – Track a group of students to determine the amount of time they are out of the classroom due to behavioral issues.
  
  – Provide examples and keep as source documentation, of the specific content students are missing and how that contributes to the lack of academic success.
Considerations: Title I to Support PBIS

**Caution**....Title I has never been allowed to pay for incentives for students. The purchase of T-shirts, mugs, trophies, medals, etc. are not allowable costs for Title I, Part A.
### Activity: PBIS Implementation

<table>
<thead>
<tr>
<th>Resources</th>
<th>Barriers</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>List 2 resources that might aid your district with successful implementation of PBIS</td>
<td>List 2 barriers that impact your district’s successful implementation of PBIS</td>
<td>Write 2 goals that address successful implementation of PBIS</td>
</tr>
</tbody>
</table>
www.pbis.org

Directors: Rob Horner, George Sugai & Tim Lewis
USF: Don Kincaid & Heather George

Evaluate a multi-level, technical Assistance that builds the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

current topics

Advancing Education Effectiveness:
Interconnecting School Mental Health and School-Wide Positive Behavior Support

Creating Safe Schools through Positive Discipline

upcoming events

Texas Behavior Support State Conference Administrator Preconference June 23rd, 2014 Region 4 Education Service Center Houston, Texas

presentations

Slides from Training & Conference Presentations.

what's new

Updates on the site: Newly added sections, items, and more.

explore what's new