Office of School Safety and Climate

GaPBIS

Georgia’s Positive Behavioral Interventions and Supports
School Climate, Safety and PBIS

• Mission: To improve the learning climate in Georgia schools and community settings through the PBIS framework.

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GaDOE PBIS Program Specialist

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Why PBIS in Georgia?

Because safe and healthy environments matter!
School Safety and Climate Mission

Educators can play a role in providing a safe, secure, and productive learning and working climate for all students and school personnel in all schools through the development and implementation of intervention and prevention programs and by providing technical assistance and support to local school districts and local schools in collaboration with other state agencies and stakeholders.
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
Why SWPBIS?

The fundamental purpose of SWPBIS is to make schools more effective learning environments.

- Predictable
- Consistent
- Positive
- Safe
Continuum of Academic & Social Behavior Support

Tier 3 for a *Few*: Intensive, Individualized

Tier 2 for *Some*: Targeted for Small Groups

Tier I for *All*: Core/Universal
Systems Framework vs. Status Quo

- Proactive
- Problem-Solving
- Teach what you expect
- Focus on what we can change
Food for Thought...

- 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?**

John Herner (NASDE President) Counterpoint 1998, page 2
Teaching Academics and Behavior

DEFINE (TELL)

ADJUST (RETEACH)

MODEL (SHOW)

BE CONSISTENT

MONITOR

PRACTICE
## How do acknowledgements shape our behavior?

<table>
<thead>
<tr>
<th></th>
<th>What “should” you be doing?</th>
<th>How do you get reinforced for this?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Driving</strong></td>
<td>Driving the speed limit.</td>
<td>Currently we are provided with punitive reinforcement for speeding. What if we were provided with money for not speeding?</td>
</tr>
<tr>
<td><strong>Doctor</strong></td>
<td></td>
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<tr>
<td><strong>Friendship</strong></td>
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### Fidelity: TFI & Action Planning

#### SWPBIS Tier I Team Readiness Packet

Tiered Fidelity Inventory (TFI) – PBIS Action Plan

ABC District  
ABC School

PBIS District/Site Coordinator: ___________________________  
PBIS School Coach: ___________________________

Members in attendance MEETING DATE: Name, Role/Title; Name, Role/Title

Members in attendance MEETING DATE: Name, Role/Title; Name, Role/Title

<table>
<thead>
<tr>
<th>Subscale and Tier I Features</th>
<th>Mo/Yr.</th>
<th>Action Steps:</th>
<th>Who?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAMS</td>
<td>TFI SCORE 0, 1, 2</td>
<td></td>
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<td></td>
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</tbody>
</table>
| 1.1 Team Composition         | 1      | 1. Invite parent to serve on team once team becomes fluent in meeting operating procedures.  
|                              |        | 2.               |      |       |
| 1.2 Team Operating Procedures| 1      | 1. Print norms, meeting schedule & roster with back-up roles to be posted & referred to during meetings.  
|                              |        | 2. Create a commitment statement for team members to sign.  
|                              |        | 3.               |      |       |
Results are experimentally related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Improved organizational efficiency
6. Reduction in staff turnover
7. Increased perception of teacher efficacy
8. Reduction in teacher reported bullying behavior and peer rejection
Inactive = GaDOE - RESA trained PBIS school(s), but the PBIS District Leadership Team is no longer active.

Active PBIS Districts have established the following:

- A diverse District Leadership Team (DLT) that meets at least twice per year to develop their local PBIS Blueprint.
- A current District PBIS Action Plan has been submitted to GaDOE-PBIS.
- A non-school based District Coordinator supports tiered PBIS implementation.
- A district’s cohort of schools were trained and supported by the GaDOE PBIS-RESA School Climate team.
% of Schools with 4 or 5 Star Climate Ratings

- Statewide: 71.11%
- Non-PBIS Schools: 55.39%
- PBIS Schools: 88.02%
- PBIS Schools with High Fidelity: 94.29%

94.29% of Operational & Distinguished PBIS Schools Earned a 4 or 5 Star Climate Rating in FY18
College and Career Ready Performance Index, 2017
By School Climate Star Rating

1. 56.3
2. 62.2
3. 70.3
4. 77.6
5. 81.8
Georgia’s School Climate System of Support

15 GaDOE PBIS Specialists
38 School Climate Specialists
96 LEA District Coordinators of PBIS
1,400+ School PBIS Coaches
PBIS as a Wise Investment

What are the Economic Costs of Implementing SWPBIS in Comparison to the Benefits from Reducing Suspensions?

Jessica Swain-Bradway, Ph.D., Midwest PBIS Network
Sarah Lindstrom Johnson, Ph.D., Arizona State University
Catherine Bradshaw, Ph.D., University of Virginia
Kent McIntosh, Ph.D., University of Oregon

For every $1 spent implementing PBIS, there are $105 in savings from reducing school dropout.

Brief: http://www.pbis.org
Georgia’s Yearly Suspension Rate

35% Decrease

9.1% to 5.9%
Return on Investment: Spotlight Troup County Callaway High School

Callaway High School (2015-2018)
- 23% reduction in ODRs (2015-2018)
- 7% reduction in ISS days (2015-2018)
- 34% reduction in OSS days (2015-2018)

As a result of a **23% reduction** in Office Discipline Referrals (ODRs) Callaway High School has **regained 30 instructional days**. Administrators have regained 20 additional support days.

1 Discipline referral to the Office = 30-45 minutes of lost instruction time
Return on Investment: Spotlight Troup County
Callaway Middle School

Callaway Middle School (2015-2018)

- 51% reduction in ODRs (2015-2018)
- 63% reduction in ISS days (2015-2018)
- 49% reduction in OSS days (2015-2018)

As a result of a *51% reduction* in Office Discipline Referrals (ODRs) Callaway Middle School has *regained 67 instructional days*. Administrators have regained 45 additional support days.

1 Discipline referral to the Office = 30-45 minutes of lost instruction time
Return on Investment: Spotlight Troup County Berta Weathersbee Elementary

Berta Weathersbee Elementary School (2015-2018)

- 76% reduction in ODRs (2015-2018)
- 86% reduction in OSS days (2015-2018)

As a result of a 76% reduction in Office Discipline Referrals (ODRs) Berta Weathersbee has regained 55 instructional days. Administrators have regained 37 additional support days.

1 Discipline referral to the Office = 30-45 minutes of lost instruction time
Return on Investment: Since 2014

ODRs 18%

ISS Days 22%

OSS Days 25%

All PBIS Schools regardless of fidelity

Source: GaDOE State Longitudinal Data System
Return on Investment: Since 2014

PBIS Schools implementing with fidelity

ODRs 44%
ISS Days 37%
OSS Days 34%

Source: GaDOE State Longitudinal Data System
Recommendations

• Expand PBIS to further develop support for Tier II and Tier III within MTSS.

• Improving school safety will take a combination of attention to many elements such as school climate and addressing the mental health needs of students.

• Increase behavior support to classroom teachers.

• Improve data platforms to help schools disaggregate their climate data to make more informed decisions.
WHEN A FLOWER DOESN’T BLOOM, YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER

- ALEXANDER DEN HEIJER