PBIS in Georgia

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Georgia Association for Educational Leaders (GAEL): Athens, GA

Big Ideas

- Children in greater need than ever

- PBIS can address the whole child

- Systems approach and problem-solving is content neutral

- We can learn from others

- Georgia has a lot of great things happening!

Research:
Highly Effective Practices

- High quality academic instruction by itself can reduce problem behavior *(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)*

- Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes *(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)*

- "Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (*Algozzine, et al., 2011*)

- Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing *(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)*

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)

Teacher presents

Stu
skill

gages
em
or

Not sure…

Probably a combination of both

Student escapes
academic task

Teacher removes
academic task or
removes student

Effects of Suspension

- <u>Research has shown that suspension and expulsion, when used frequently and across long durations, exacerbate academic deterioration, and increases the likelihood of student alienation, drop out, delinquency, crime, and substance abuse</u>

- There is little to <u>no</u> evidence across 30 years:
  - showing that suspension and expulsion are effective in reducing school violence or increasing school safety; and
  - to support the effectiveness of harsh policies in improving school safety

- Although school shootings that triggered "zero tolerance" policies nationwide involved white students at predominantly white schools, black and Hispanic students are suspended and expelled at rates far higher than white students

(George & Sandomierski, in review)

Research on Suspension

School systems that incorporate:

- comprehensive school-wide practices that are positive, consistent, collaboratively regulated, and culturally sensitive are much more likely to have lower rates of suspension than schools without such practices.

- such comprehensive proactive policies are also much more likely to enhance their students' current and future academic achievements as well as their broader life successes

How can we transform learning environments so that **students learn better**, **teachers teach more effectively**, and **schools** become spaces to **intentionally develop the whole child**?

What We Know…

- **Students must know what is expected of them**

- **Behavior is learned**

- **Schools must provide safe, learning conducive and predictable environments**

- **We must teach students what positive behaviors look like**

"We shape our buildings; thereafter they shape us.“

Winston Churchill

- **How are our schools shaping our students':**
  - learning experiences?
  - social, emotional, and cognitive development?
  - behavior?
  - readiness for college, careers, and citizenship?

- **What do our schools say about our:**
  - values and views of learning?
  - teaching?
  - children?
  - educators?
  - the role of the community in schools?

Our Students Need...

- Emotional Well-Being

- Social Competence

- Cognitive Abilities

On school reform:

- Kauffman states ~~education wi~~ reforme~~~~ as ~~~~ ... in ~~~~ and moral ~~~~ to the extent te~~~~ development of ~~~~).

In other words: "If you starve the teachers, they will eat the children"

Beyond our school building, the ways we set up classrooms and cafeterias, use school buildings after the bell, create learning opportunities outside the classroom, and display student work in halls and on walls speak volumes about our learning cultures

CLIMATE!

Establishing a Social Culture

Common Language

Common Experience

EFFECTIVE ORGANIZATIONS

Common Vision/Values

Quality Leadership

Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
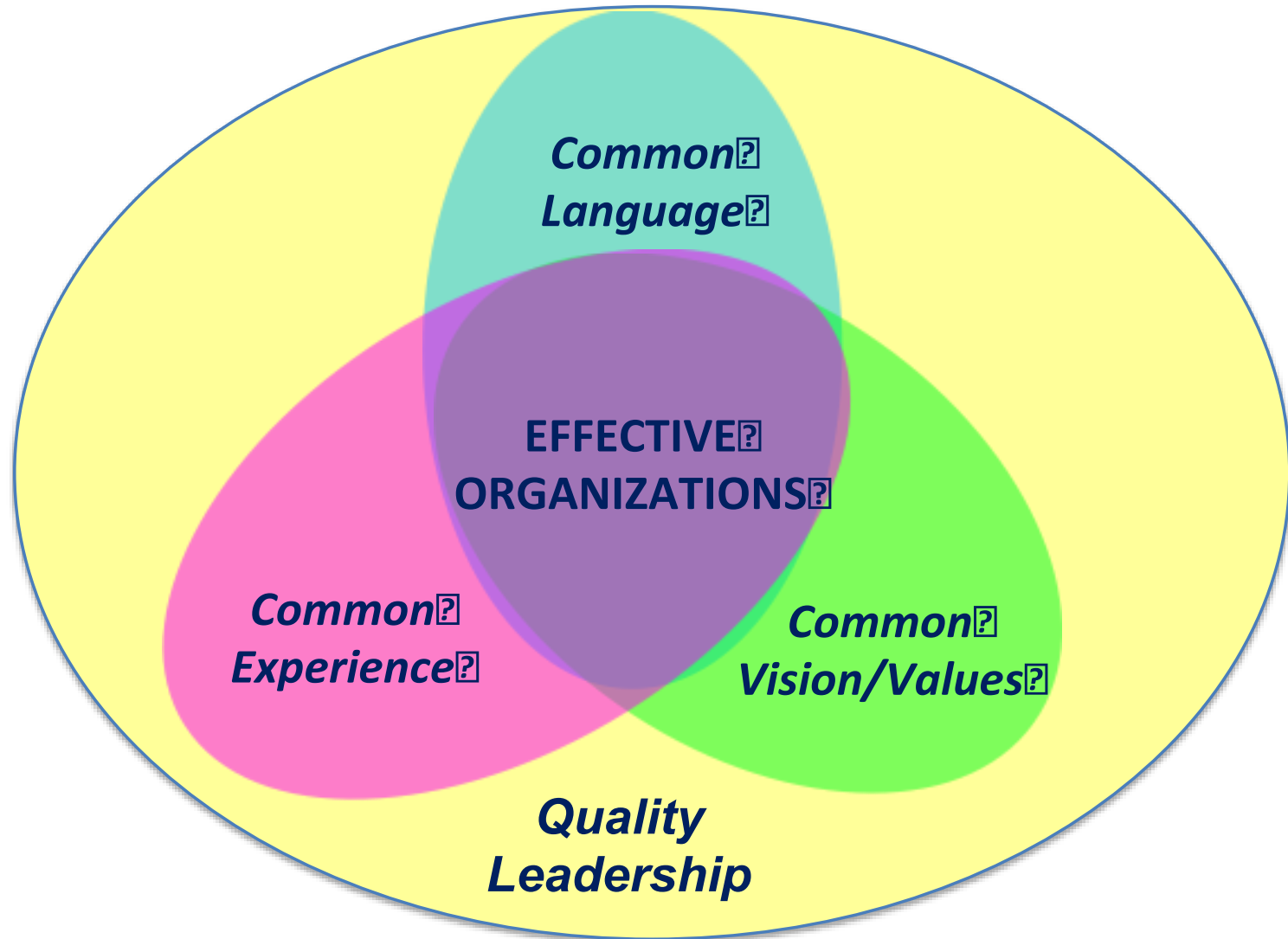
Be Safe
Be Responsible
Be Respectful

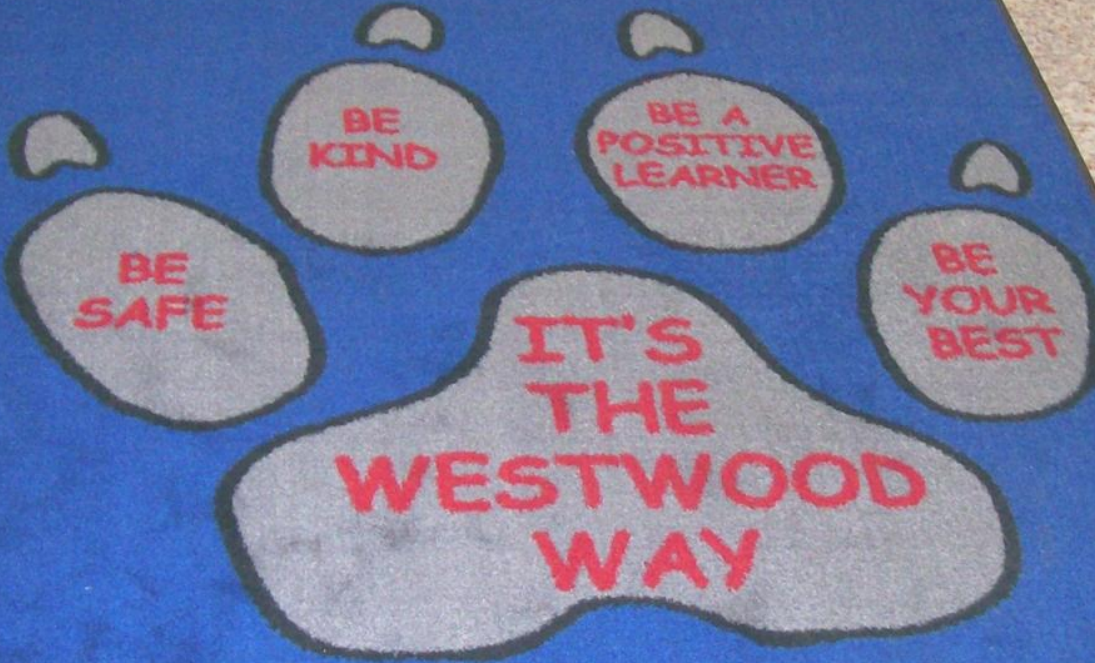POSITIVE BEHAVIOR SUPPORT

RESPECTFUL

RESPONSIBLE

RESOURCEFUL

It's The Westwood Way!
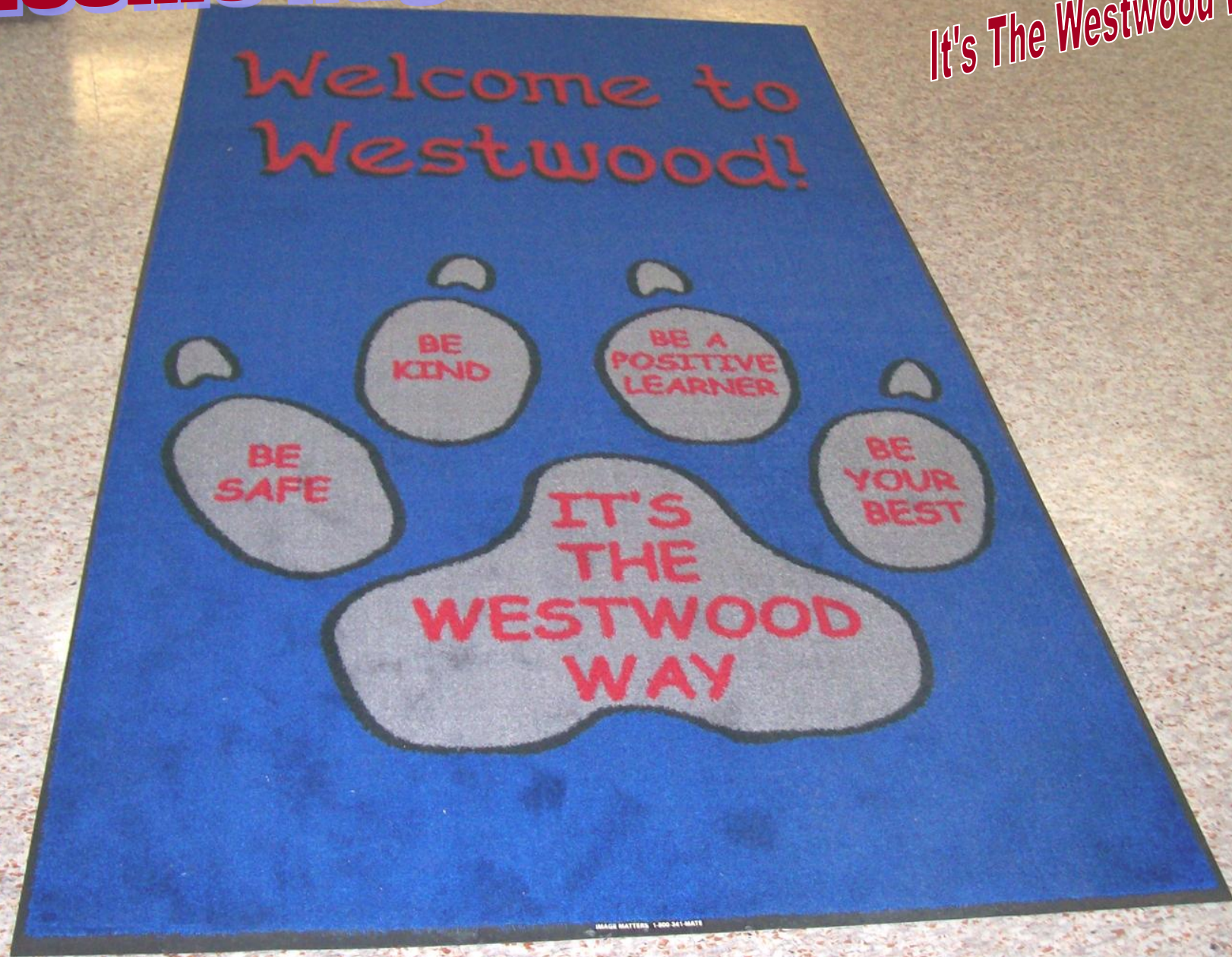
Welcome to Westwood!

BE KIND

BE A POSITIVE LEARNER

BE SAFE

IT'S THE WESTWOOD WAY

BE YOUR BEST

IMAGE MATTERS 1-800-241-MATE

OFFICE RULES

Wait Quietly Until You are acknowledged

Ask Questions Respectfully

Inside Voices Only

Thank the Person for Helping You

T. S. Morris Elementary School
Home of the Mighty Marlins

BATHROOM RULES

Flush the Toilet

Leave the area Clean

Use a Quiet Voice

Sanitize Your Hands

Help Conserve Supplies

T. S. Morris Elementary School
Home of the Mighty Marlins

Changing the Conversation

- From a focus on narrowly defined academic achievement...

"How do we prepare kids to compete in the 21st century global marketplace?"

or

"What will insure that graduates all have command of basic skills?"

Conversation Changed

- to one that promotes the long term development and success of children…

"What qualities do we want to encourage in OUR children as they grow toward adulthood?"

Whole Child Tenets

www.wholechildeducation.org

1) Each student enters school **healthy** and learns about and practices a healthy lifestyle

2) Each student learns in an environment that is physically and emotionally **safe** for students and adults

3) Each student is actively **engaged** in learning and is connected to the school and broader community

4) Each student has access to personalized learning and is **supported** by qualified, caring adults

5) Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment

New Approach to Discipline

- Address students' comprehensive needs through the **shared responsibility** of students, families, schools, and communities

- Ensures that **each student** is healthy, safe, engaged, supported, and challenged

- Sets the standard for **comprehensive, sustainable school improvement** and provides for long-term student success

Qualities Sought to Develop

- Initiative

- Integrity

- Imagination

- An inquiring mind

- Self-knowledge

- Interpersonal skills

- Ability to feel and recognize truth on different levels

(Lynn Stoddard, *Educating for Human Greatness*)
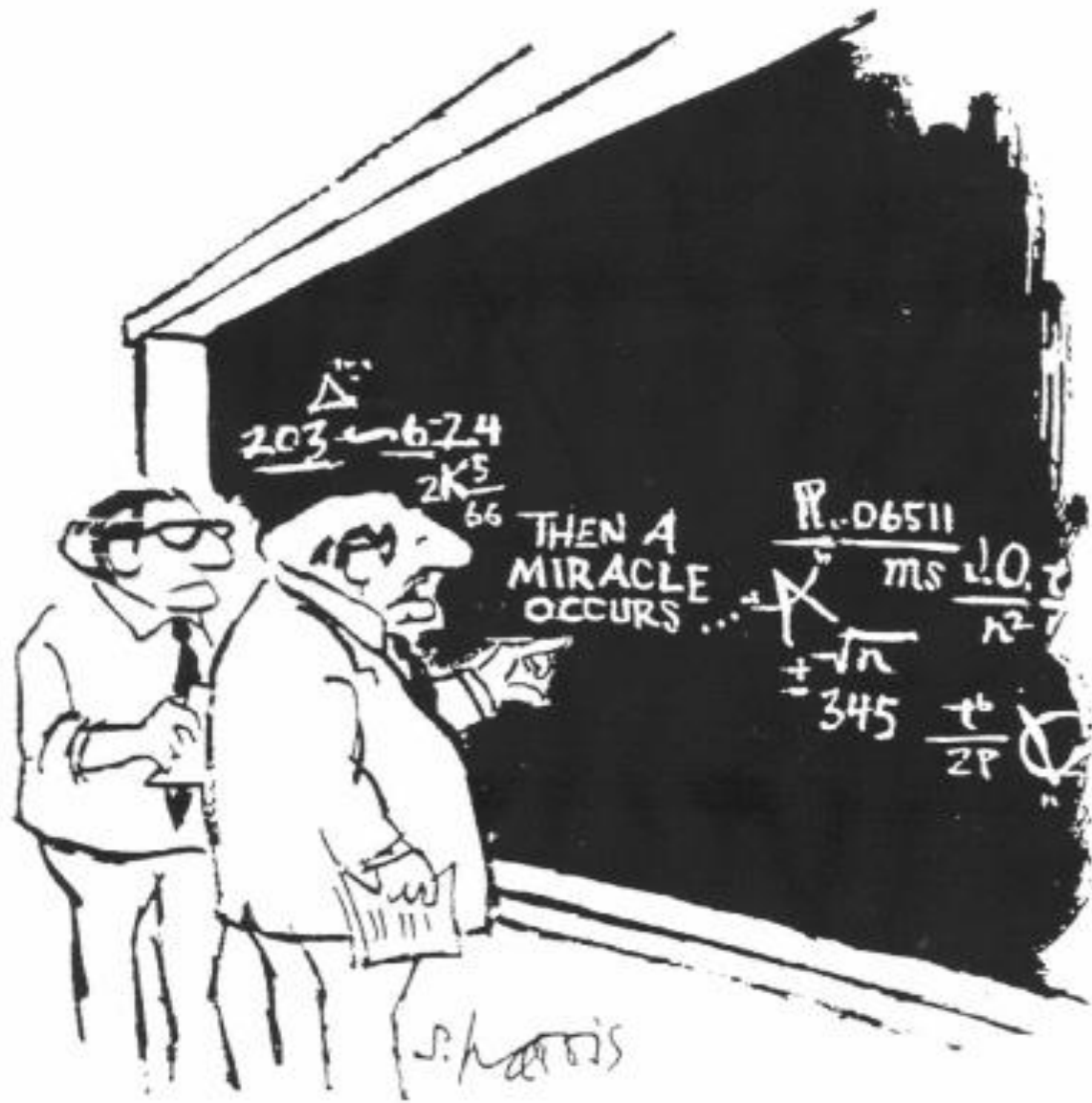
How Do We Do This?

- Need a foundation that provides a safe and orderly environment that is conducive to learning

- Need data to guide problem-solving

- Need a diverse team-based approach

- Need to be willing to do things differently!

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Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

"*I think you should be more explicit here in step two.*"

What is PBIS?

The application of evidence-based strategies and systems to assist schools to improve academic performance, enhance school safety, decrease problem behavior, and establish positive school cultures

Traditional Discipline versus PBIS

Traditional Discipline:

- Undesirable behavior is expected to stop through the use of punishment
  - Waits for the problem behavior to happen
  - Appropriate alternative behavior may or may not be addressed
  - May actually reinforce the problem behavior
  - Removes students with frequent problems

Positive Behavior Support:

- **Undesirable behavior is reduced by:**
  - Altering environments to prevent common problems
  - Teaching appropriate skills
  - Rewarding appropriate behavior
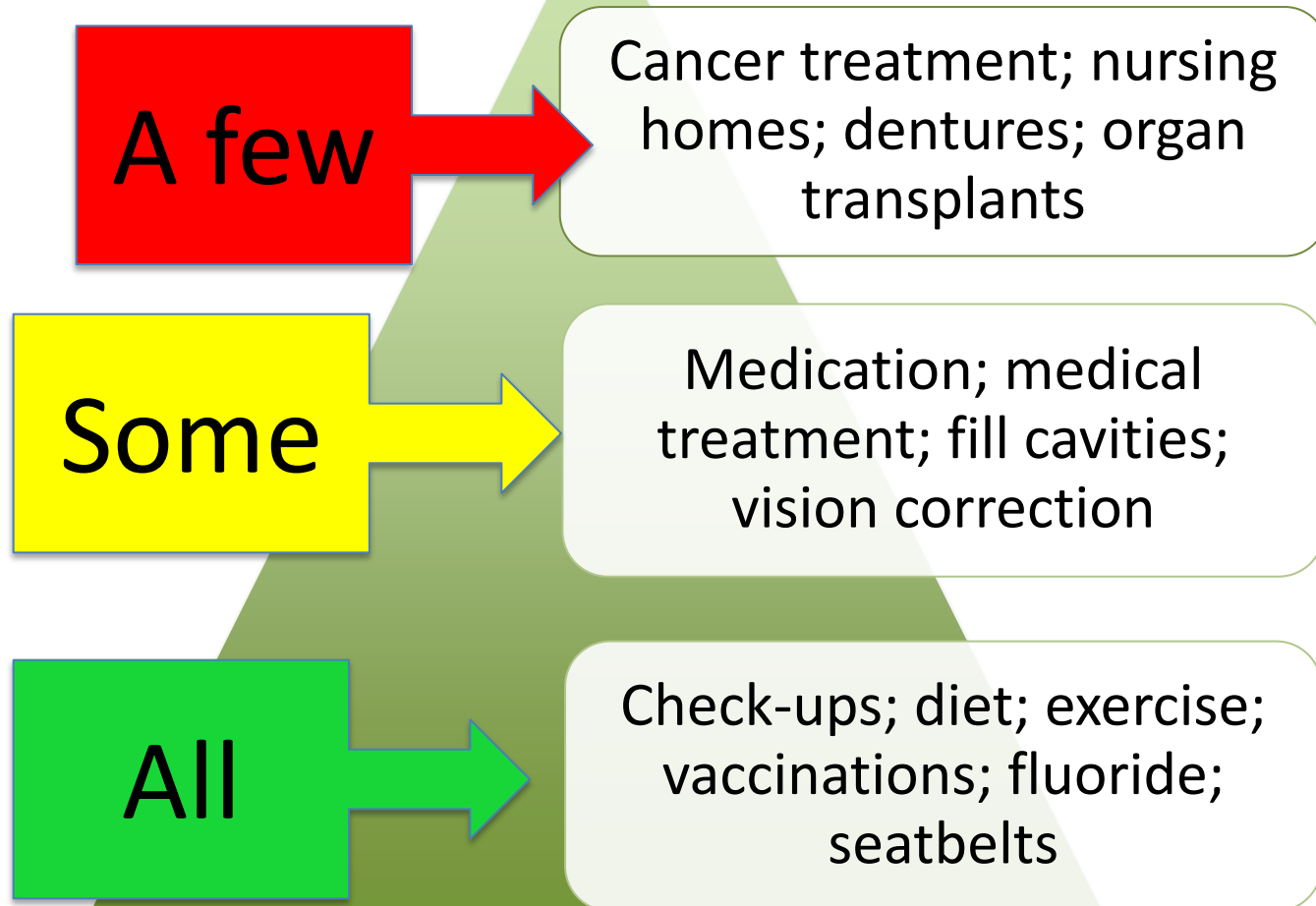 - Systematically using data to identify appropriate supports for students

Goals of Positive Behavior Support

1. Build effective, positive school environments which increases school safety

2. Improve academic and behavioral outcomes for all students

3. Prevent and/or reduce problem behaviors using a collaborative, assessment-based approach for developing effective instruction and interventions

4. Teach and reinforce appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes

OSEP Center on
**Positive Behavioral
Interventions & Supports**
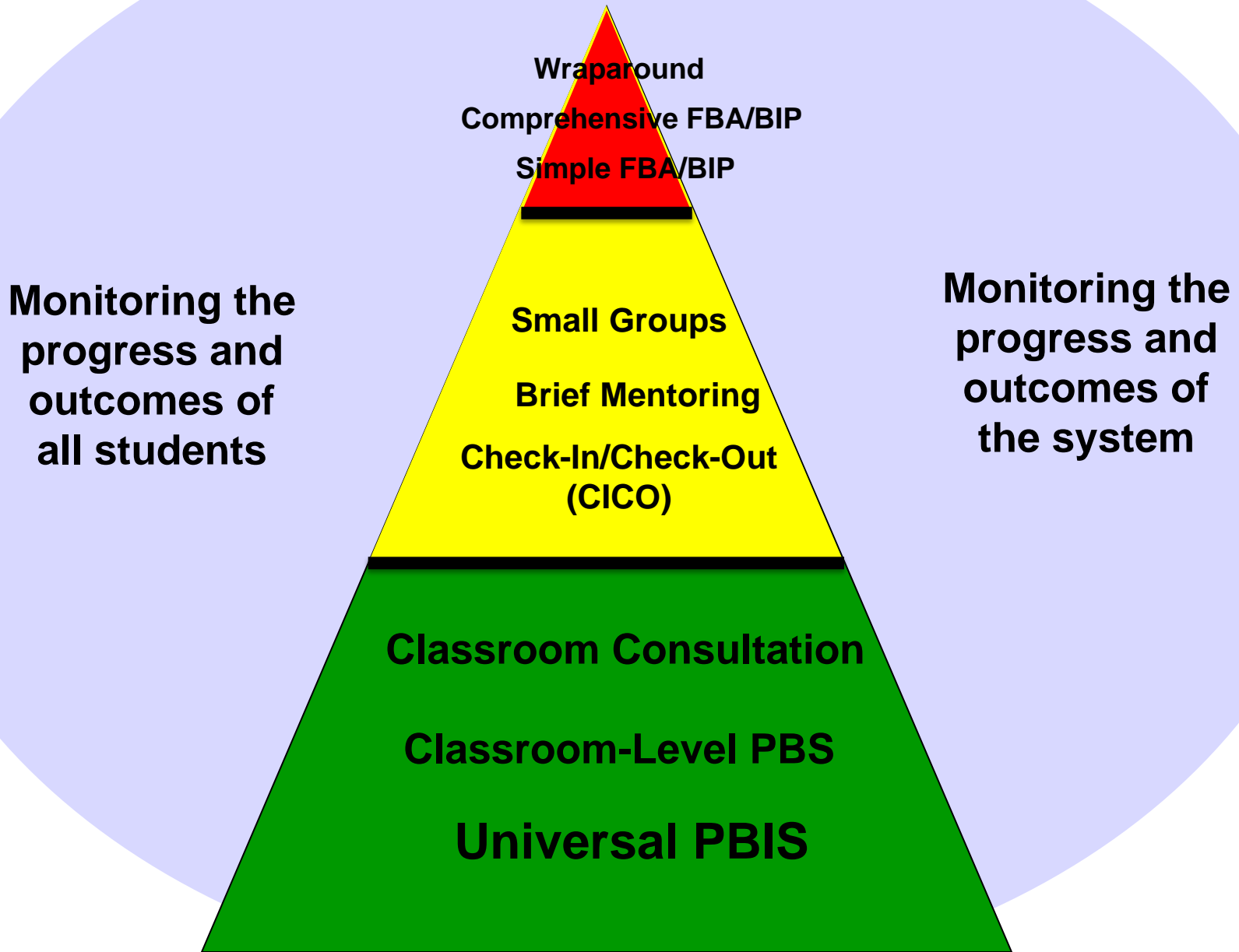Effective Schoolwide Interventions

Core Principles of PBIS

- **Team** process with structured problem-solving
- Facilitated **leadership**
- School, district, and state **action planning**
- **Data-based** problem-solving with integrated data system and ongoing **progress monitoring** of student outcomes and fidelity of implementation
- Flexibility with **fidelity** of implementation of evidence-based instruction/interventions matched to student needs
- Working **smarter**, not harder
- Emphasizing **prevention**, **teaching** and **effective consequences**

U.S. Public Health:
3-Tiered Logic Model

A few → Cancer treatment; nursing homes; dentures; organ transplants

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

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

Walker et al. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. JEBD, 4, 194 - 209.

Continuum of Services

Wraparound

Comprehensive FBA/BIP

Simple FBA/BIP

Small Groups

Brief Mentoring

Check-In/Check-Out (CICO)

Classroom Consultation

Classroom-Level PBS

Universal PBIS

Monitoring the progress and outcomes of all students

Monitoring the progress and outcomes of the system

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

1-5%

1-5%

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
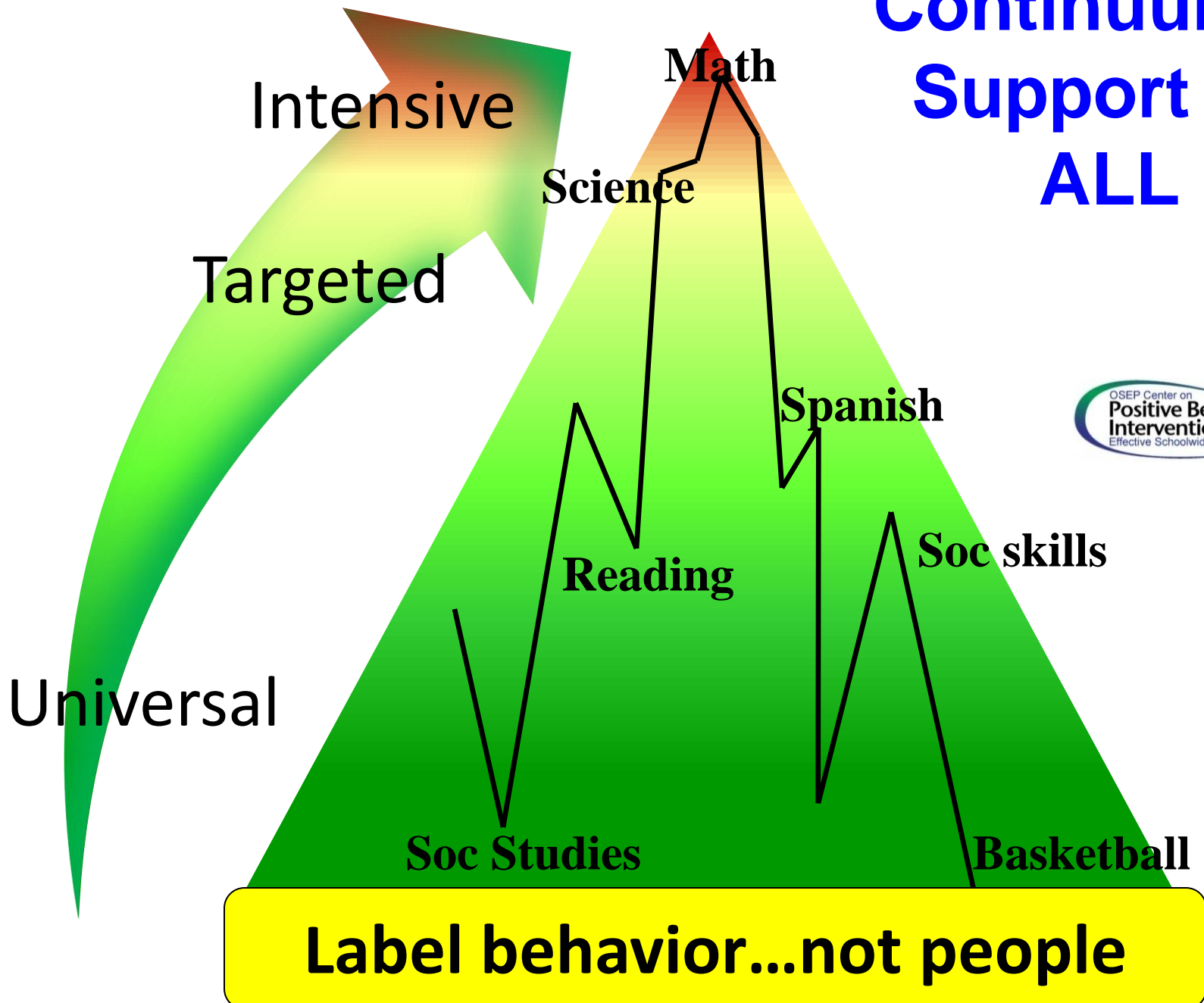- High efficiency
- Rapid response

5-10%

5-10%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

80-90%

80-90%

Universal Interventions
- All settings, all students
- Preventive, proactive

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Effective Schoolwide Interventions

SWPBIS: Tiered Logic Model
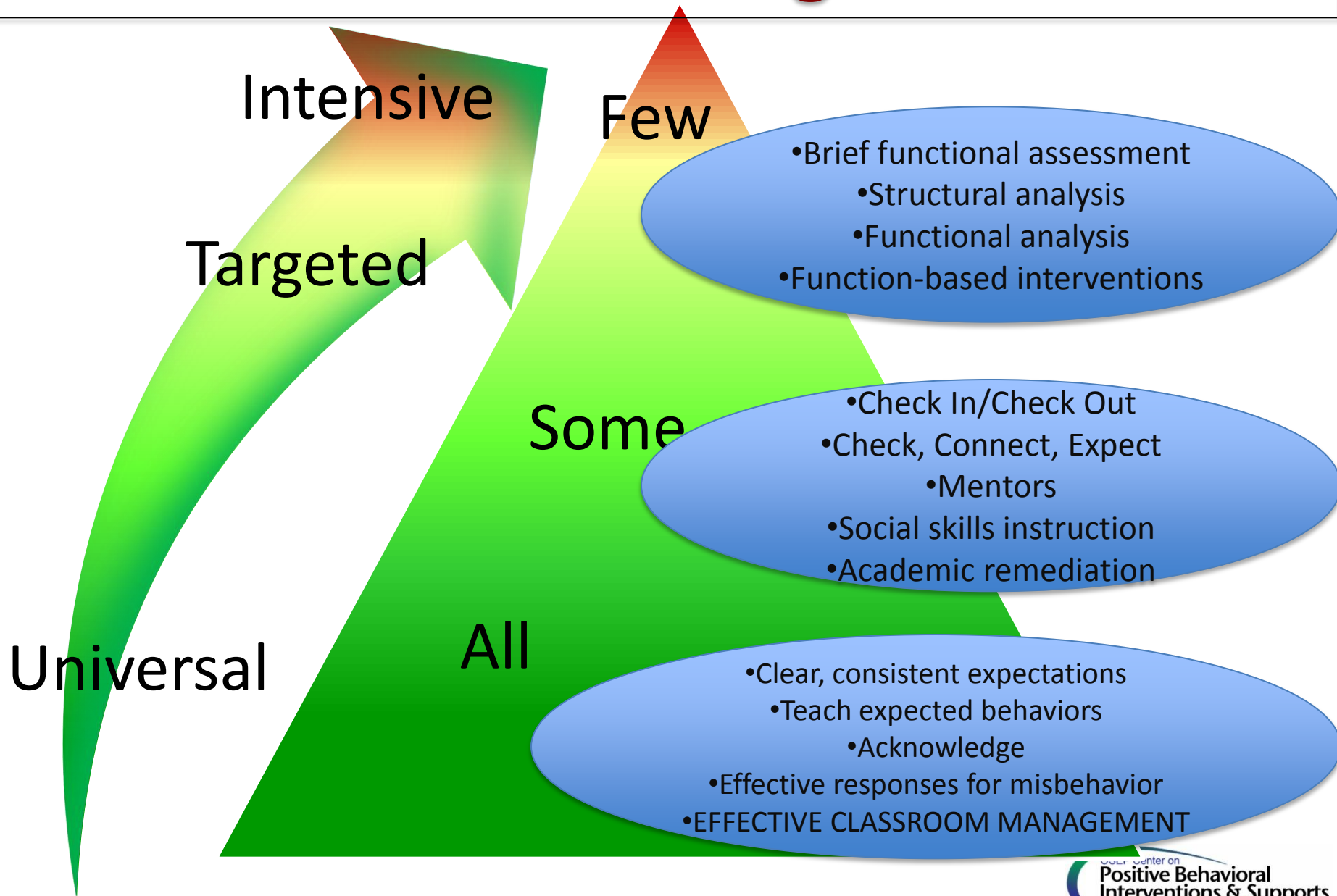
Continuum of Support for ALL

Intensive

Targeted

Universal

Math

Science

Spanish

Reading

Soc skills

Soc Studies

Basketball

Label behavior...not people

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Interventions & Supports
Effective Schoolwide Interventions

Tier I
(Universal/Core Features - all)

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for <u>teaching & practicing</u> expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

Tier II
(small targeted group)

- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral

- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support

- Part of a continuum
  - must link to universal school-wide PBS system

Tier III
(individualized support)

- When small group not sufficient
- When problem is intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum
  - must link to universal school-wide PBIS system

Tiers as Resources

Tier 3
Tier 2
Tier 1

For Approx. 5% of Students
For Approx. 15% of Students
For 80-90% of Students
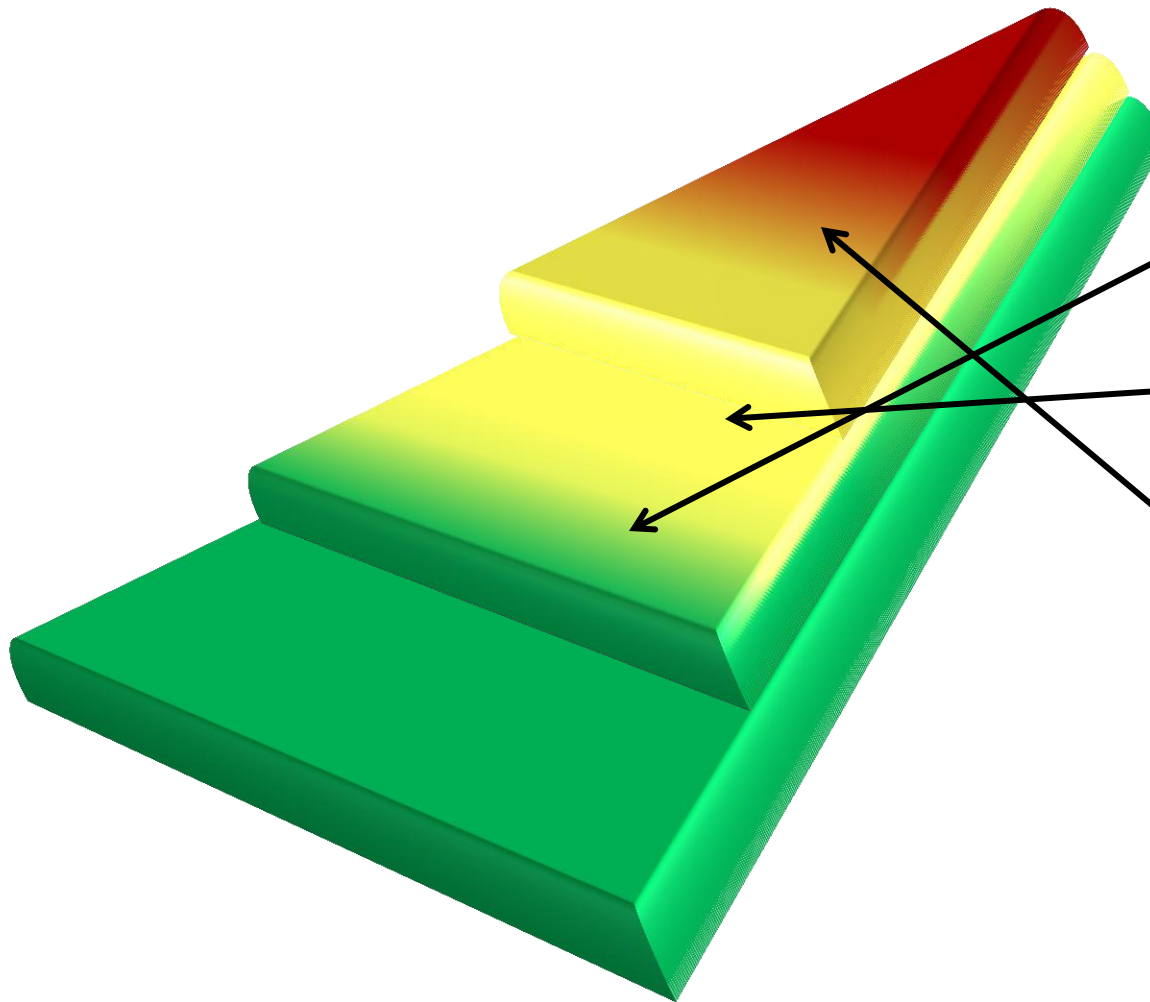
...students pass benchmark assessments

Tier 1 Core

+

Tier 1 effective if *approx. 80% pass core* and supplemental benchmark assessments with only access to Core.

Supplemental

...to pass benchmark assessments.

Intensive Individual Instruction

Tier 2 Effective if approx. 70-80% pass benchmark assessments and/or students improve performance (i.e., gap is closing)

Tier 3 Effective if there is progress (i.e., gap closing).

Multi-Tiered System of Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports

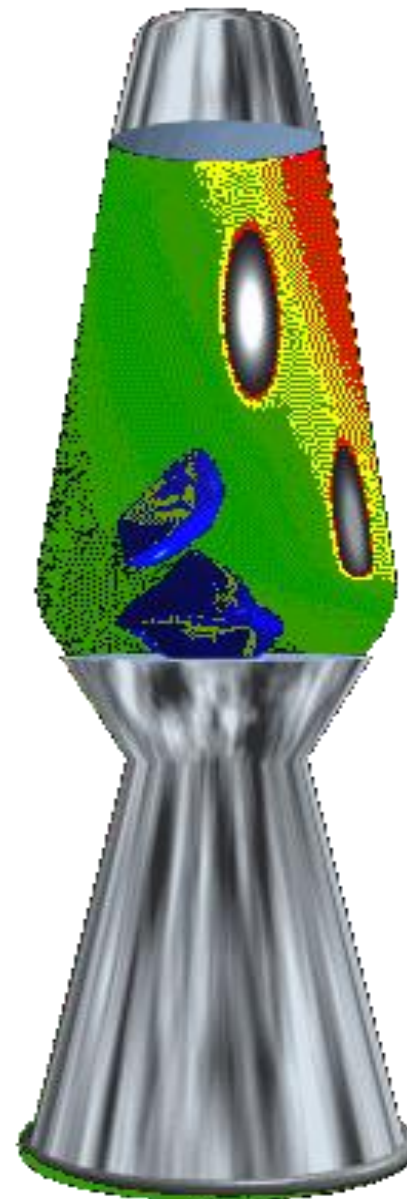More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports

General academic and behavior instruction and support provided to all students in all settings.
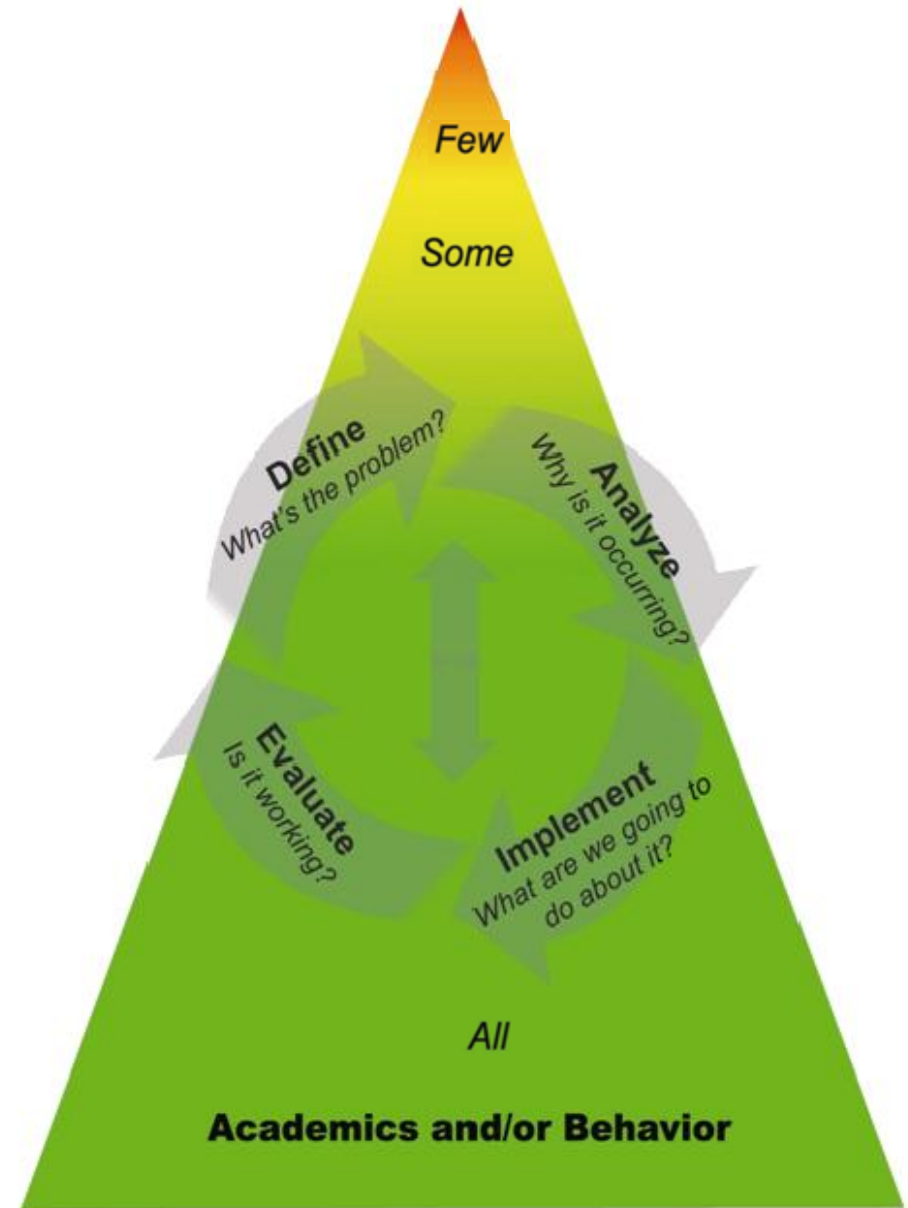
Multi-Tier System of Support

Changing the triangle: Think of the lava as children moving across the continuum

Intensive

Supplemental

Primary/Universal

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PBIS in Florida:

State-wide Evaluation

2013-2014

HTTP://FLPBS.FMHI.USF.EDU/PDFS/2013-2014%20ANNUAL%20EVAL%20REPORT%20FINAL.PDF

Florida's PBS:MTSS Project is currently working with 53 out of 67 school districts - 79% of Florida's school districts
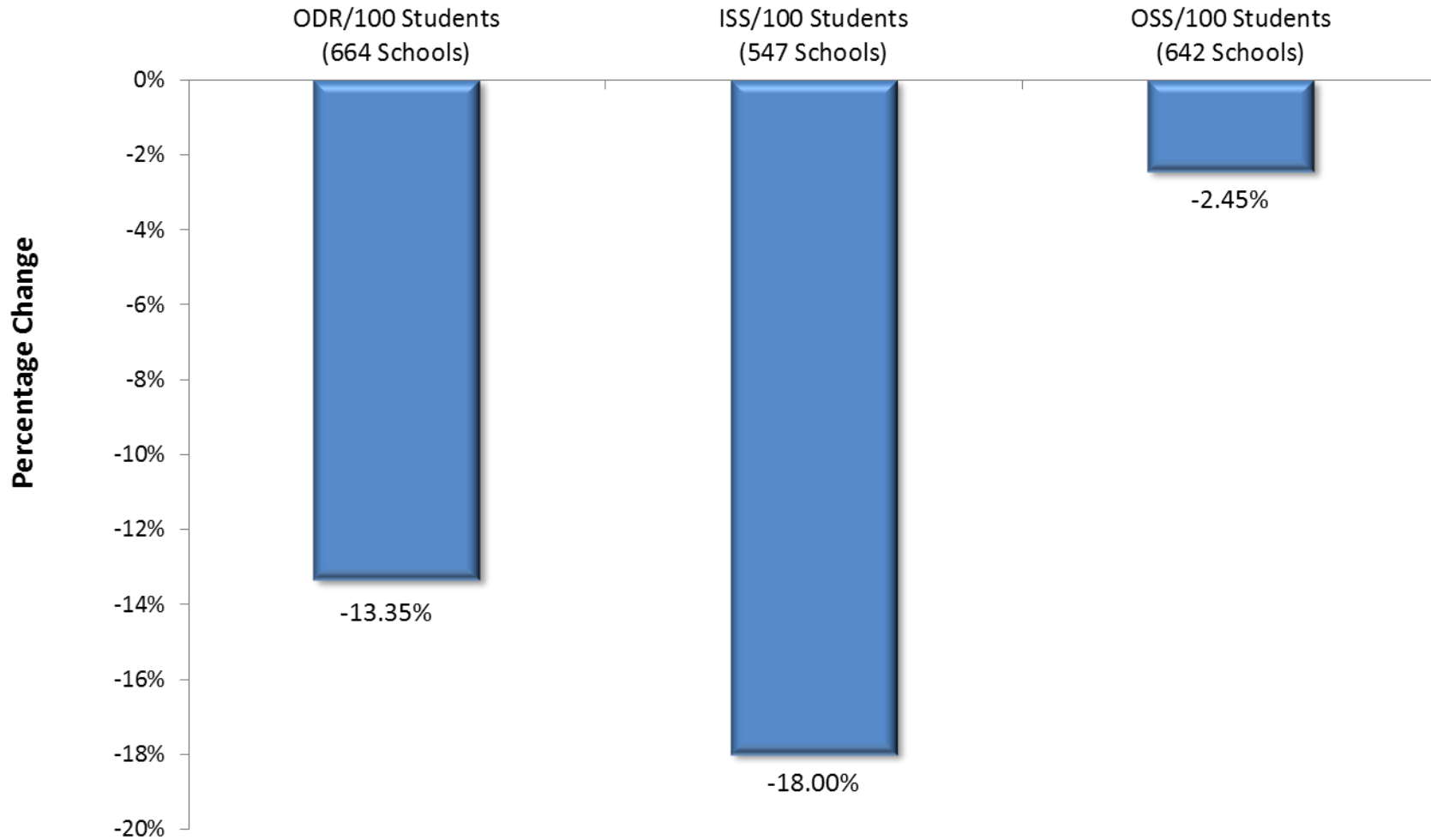
Tier 1 BoQ Critical Elements

- PBIS Team

- Faculty Commitment

- Effective Procedures for Dealing with Discipline

- Data Entry and Analysis Established

- Expectations and Rules Developed

- Reward/recognition Program Established

- Lesson Plans for Teaching Expectations/rules

- Implementation Plan

- Classroom

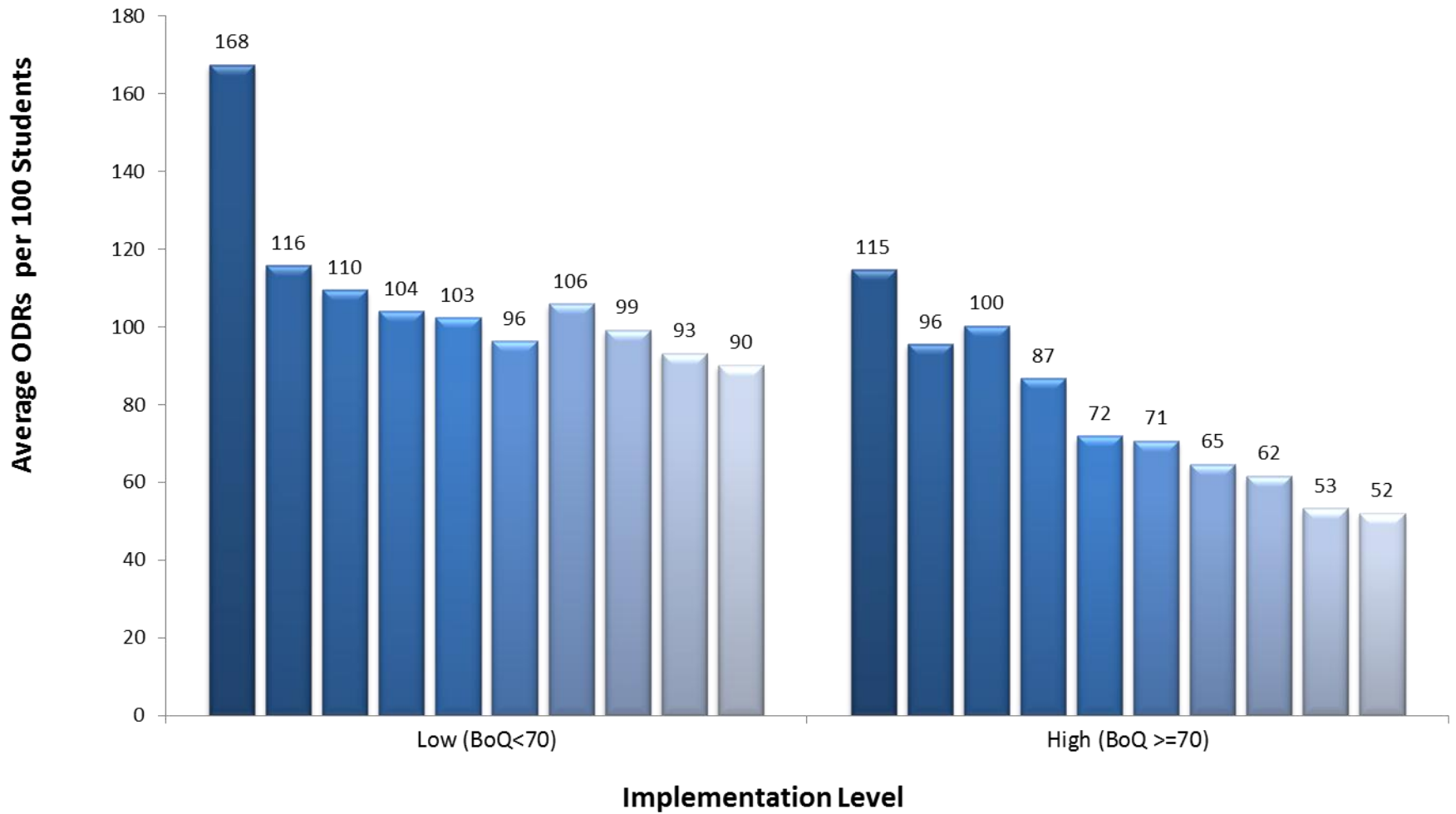- Evaluation

(BOQ; Kincaid, Childs, & George, 2005; 2010)

**Florida Tier 1 PBS:MTSS
Fidelity of Implementation**
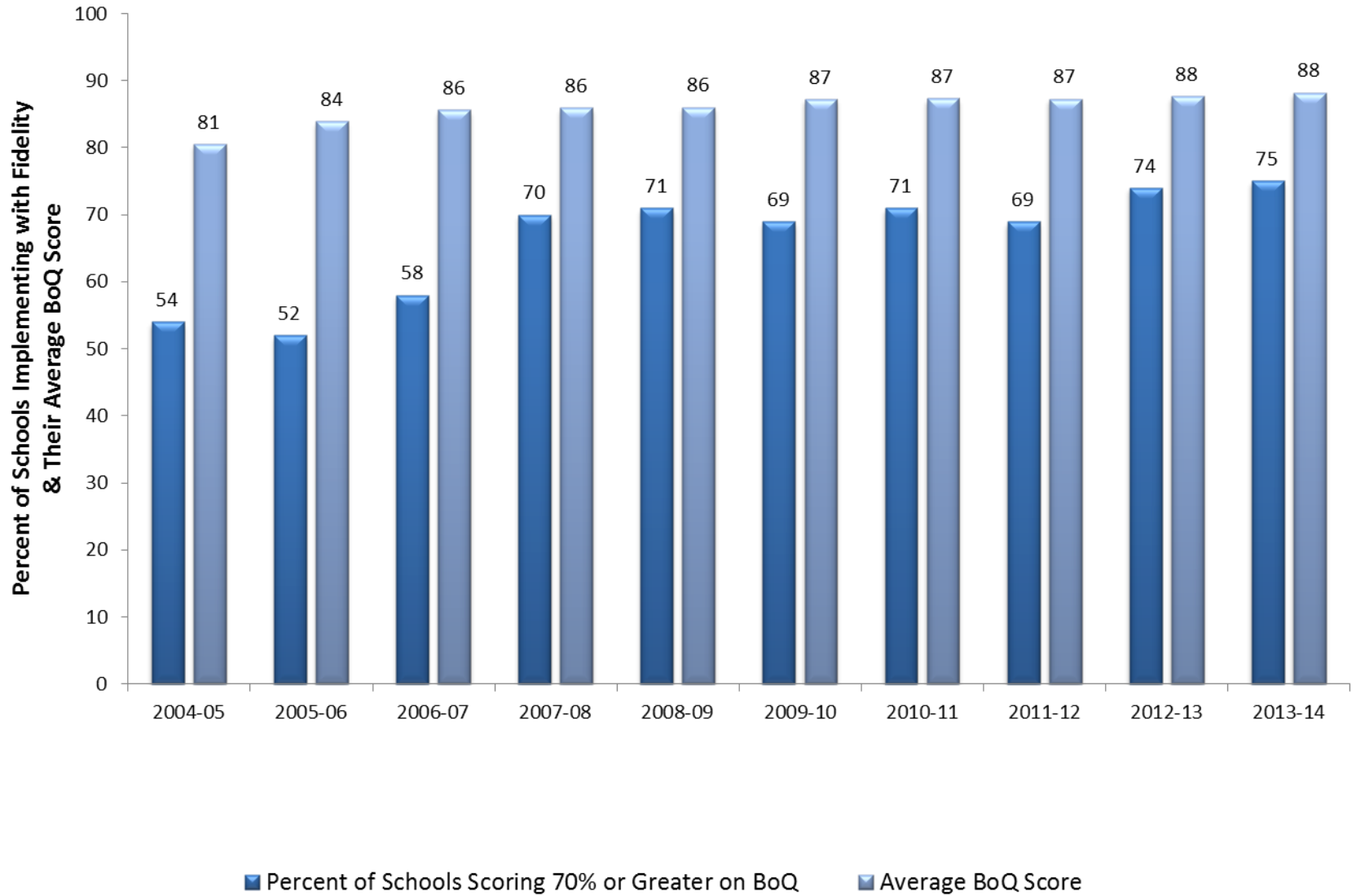
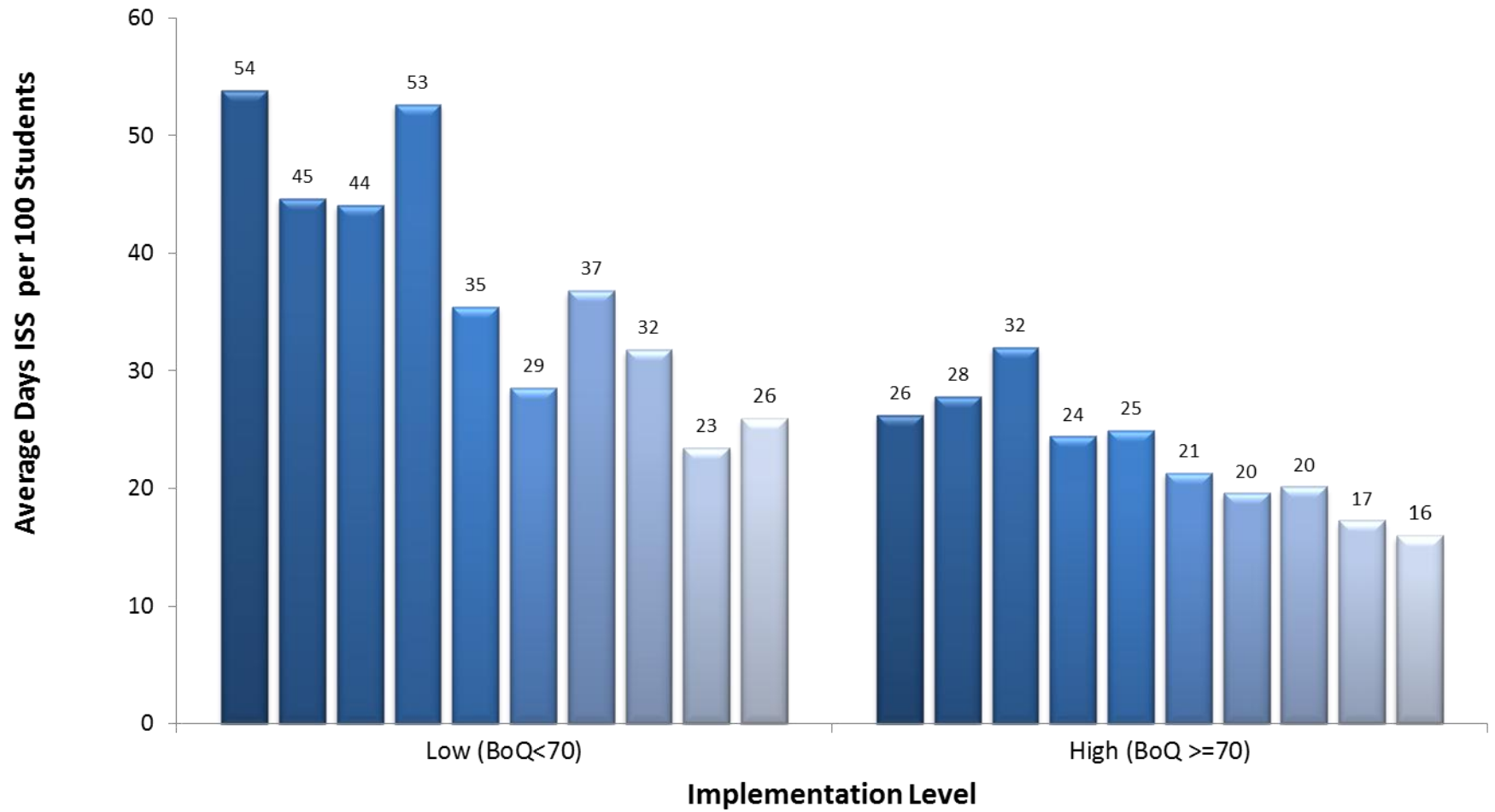# Percentage Change in Rate of Discipline Outcomes from Baseline to Year 1
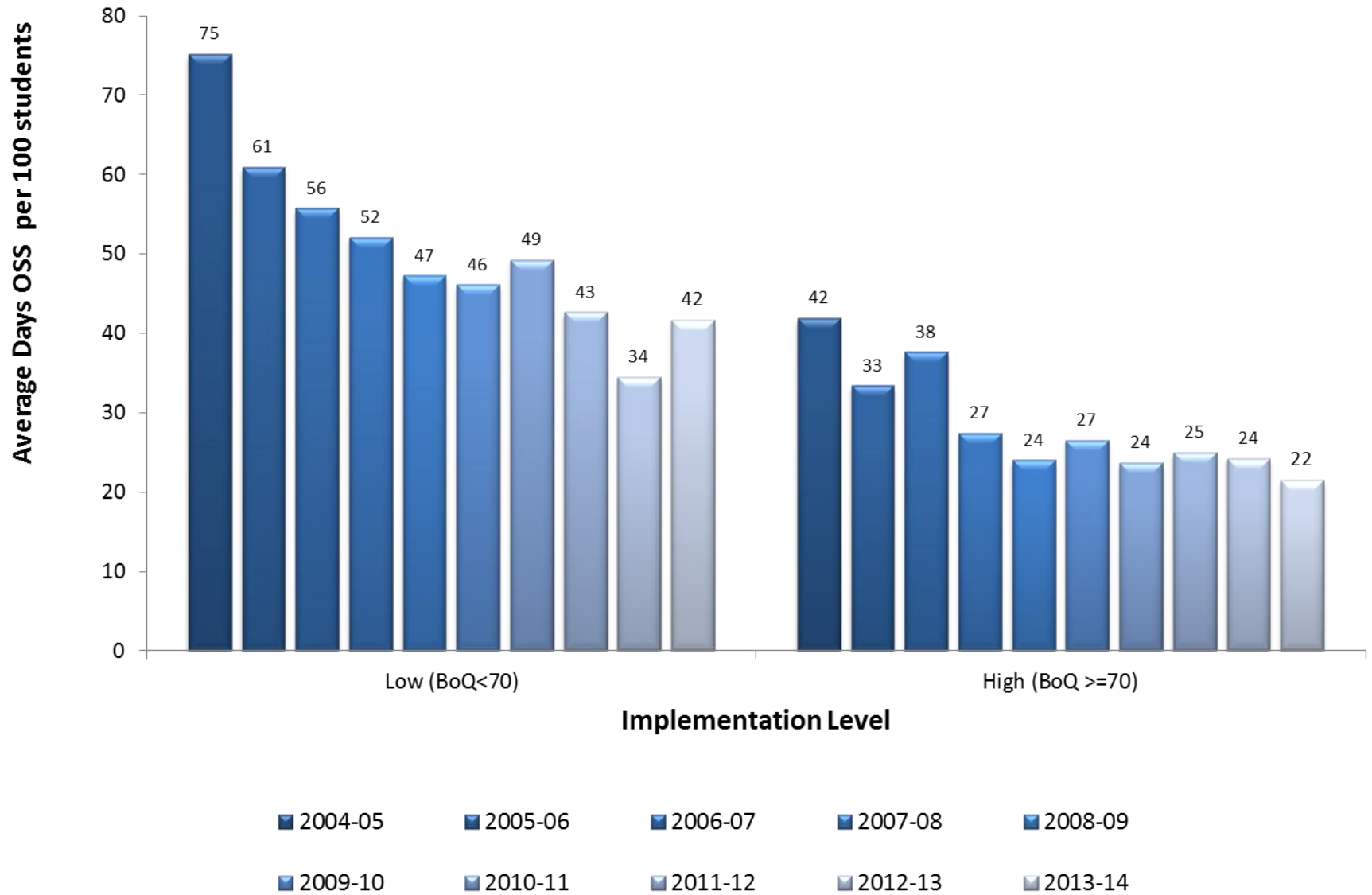
ODR Rates by Implementation Level Across Years

ISS Rates by Implementation Level Across Years

OSS Rates by Implementation Level Across Years

Average Days OSS per 100 students vs. Implementation Level

Low (BoQ<70): 75, 61, 56, 52, 47, 46, 49, 43, 34, 42

High (BoQ >=70): 42, 33, 38, 27, 24, 27, 24, 25, 24, 22

Legend: 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14

Stages of Implementation

Where are you?

Exploration/Adoption
Development Commitment

Installation
Establish Leadership Teams, Set Up Data Systems

Initial Implementation
Provide Significant Support to Implementers

Full Implementation
Embedding within Standard Practice

Innovation and Sustainability
Improvements: Increase Efficiency and Effectiveness

Should we do it?

Doing it right

Doing it better

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Effective Schoolwide Interventions

Implementation Levels

Nested circles from largest to smallest:
- Nation
- State/Territory
- District
- School
- Classroom
- Student

Past initiatives have failed due to lack of integration and alignment of *ALL* systems

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National PBIS Landscape
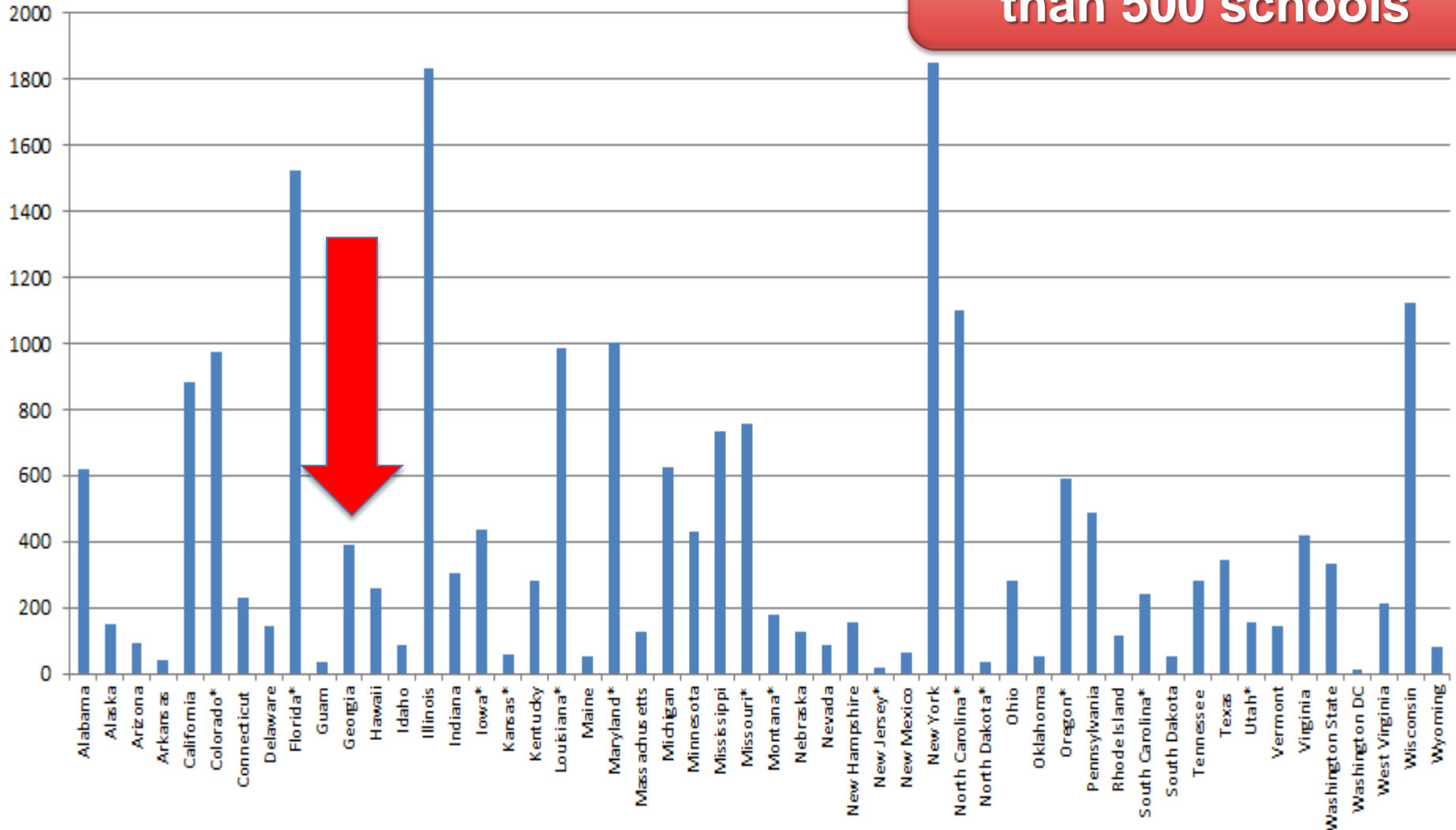
Schools using PBIS

August , 2014

21,611
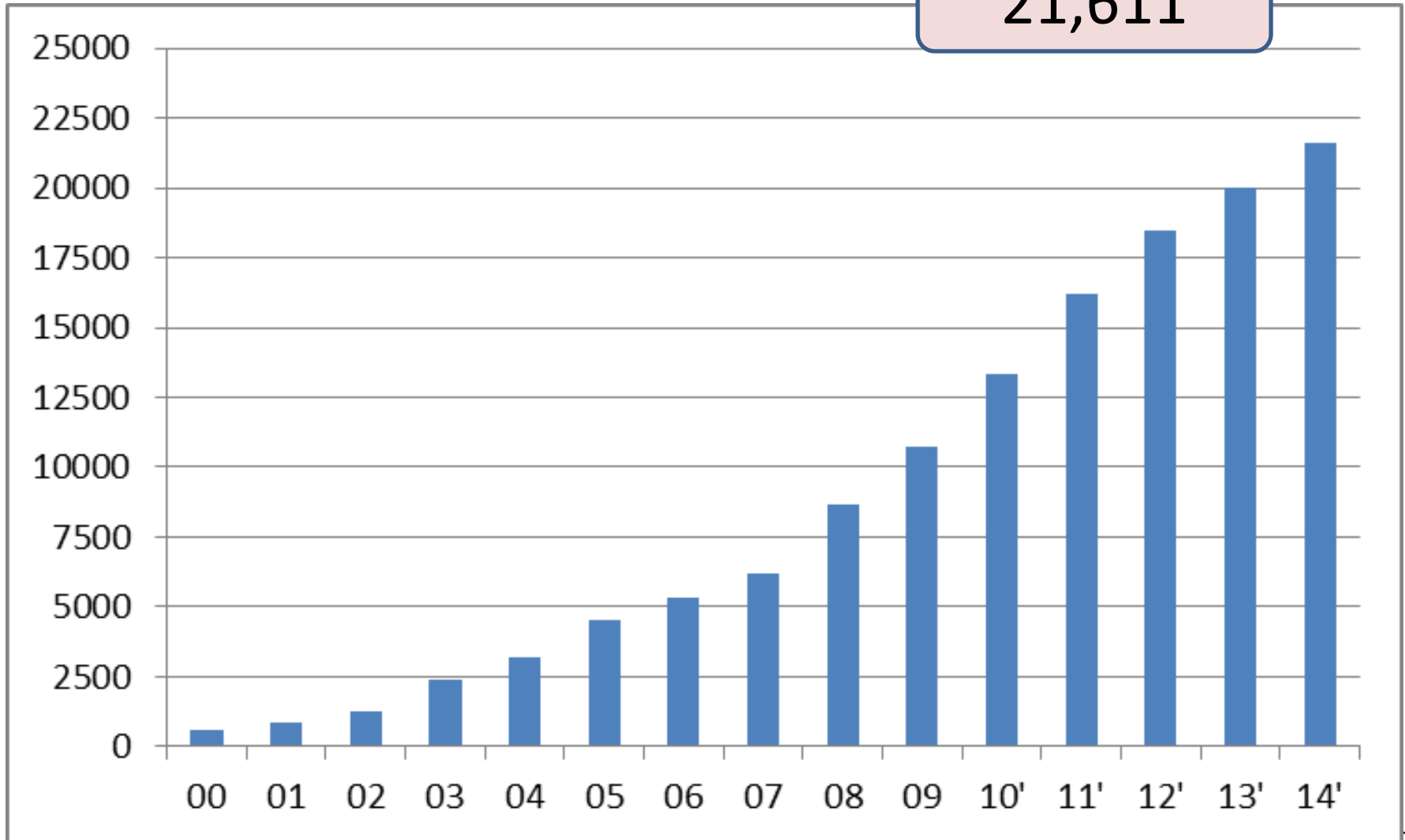
Number of Schools Implementation SWPBIS (Tier I) by State
August 2014
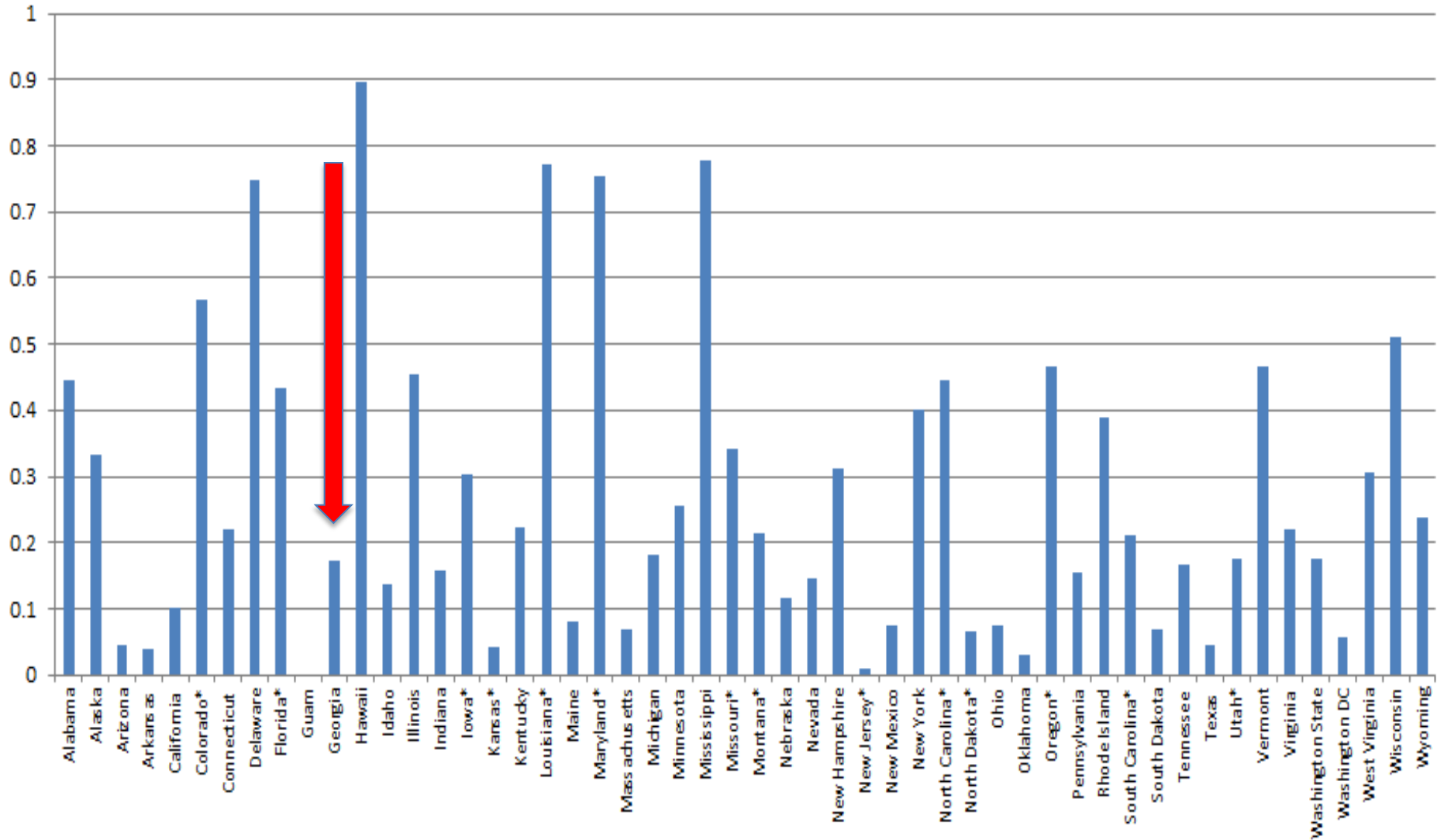
14 states with more than 500 schools

# Proportion of Schools Implementing SWPBIS by State
August, 2014

Fidelity of PBIS Implementation (number of schools reporting fidelity, and number of schools meeting Tier I fidelity) by state   (July 2014)

PBIS Schools - From 08/01/2013 to 07/15/2014

Number of Schools

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	DO	BI	AS	DD	GU	MP	PR	VI
Not Meeting Criteria	0	5	17	3	171	217	26	0	0	256	19	0	22	47	30	27	18	13	0	12	145	28	88	55	20	11	23	3	0	0	2	0	103	12	0	156	0	87	10	0	18	21	3	138	5	2	250	69	0	30	0	0	0	0	0	1	0	0	0
Meeting Criteria	0	18	53	5	620	274	237	1	3	793	291	0	44	853	112	474	50	362	0	25	549	62	255	263	45	610	121	109	0	1	6	0	286	377	3	114	0	234	361	19	105	20	26	105	5	122	192	111	0	102	4	0	0	0	0	36	0	0	0
Total With Surveys	0	23	70	8	791	491	263	1	3	104	310	0	66	900	142	501	68	375	0	37	694	90	343	318	65	621	144	112	0	1	8	0	389	389	3	270	0	321	371	19	123	41	29	243	10	124	442	180	0	105	4	0	0	0	0	37	0	0	0

Moving Toward Collaboration

- Need sustainable, collaborative action

- Need to address our systems
  - School-Wide
  - Classroom
  - Non-Classroom Settings
  - Students
  - Family/Community
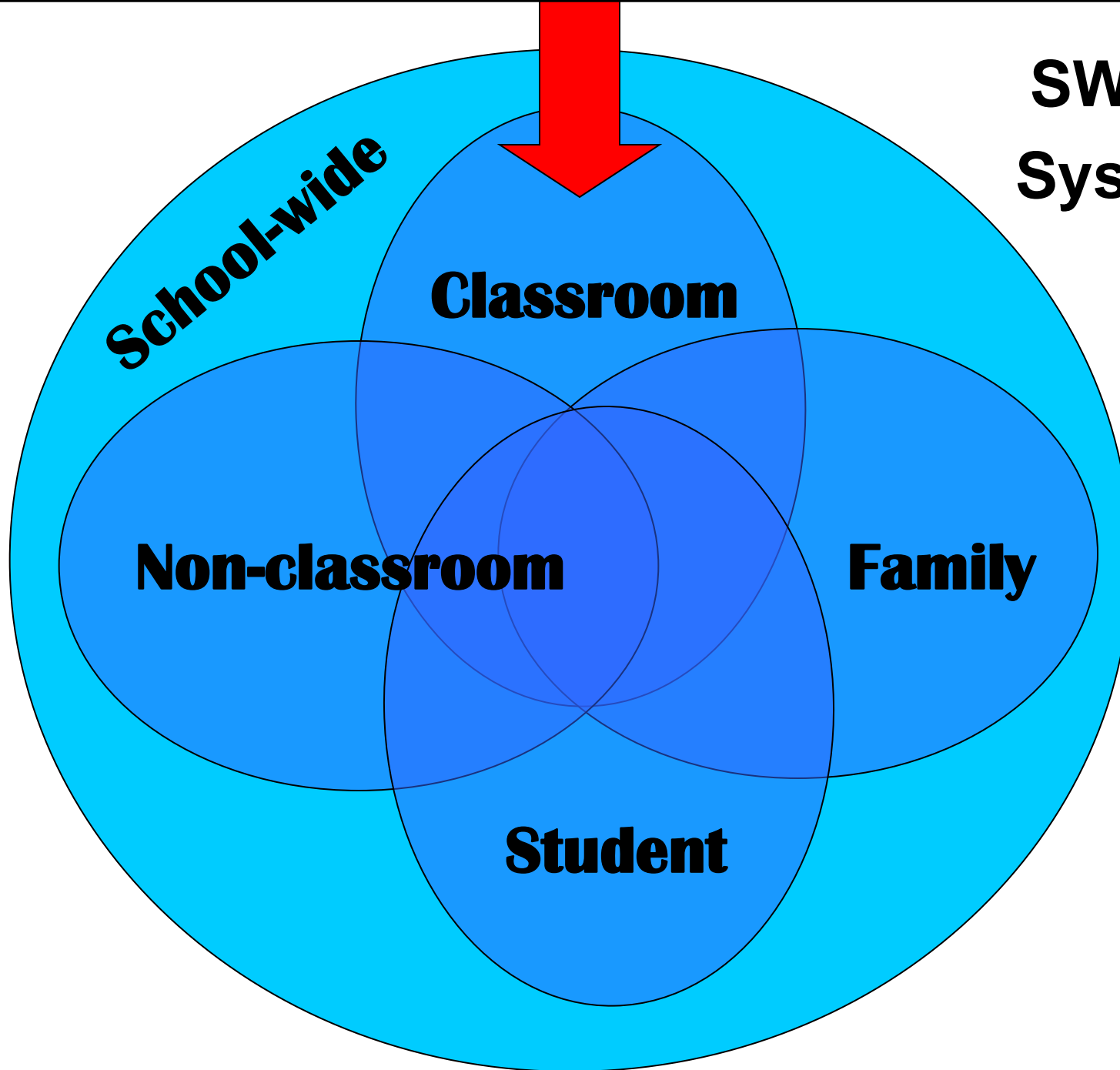
What Does this Mean for Us?

Changes Needed to Support:

Social and Emotional
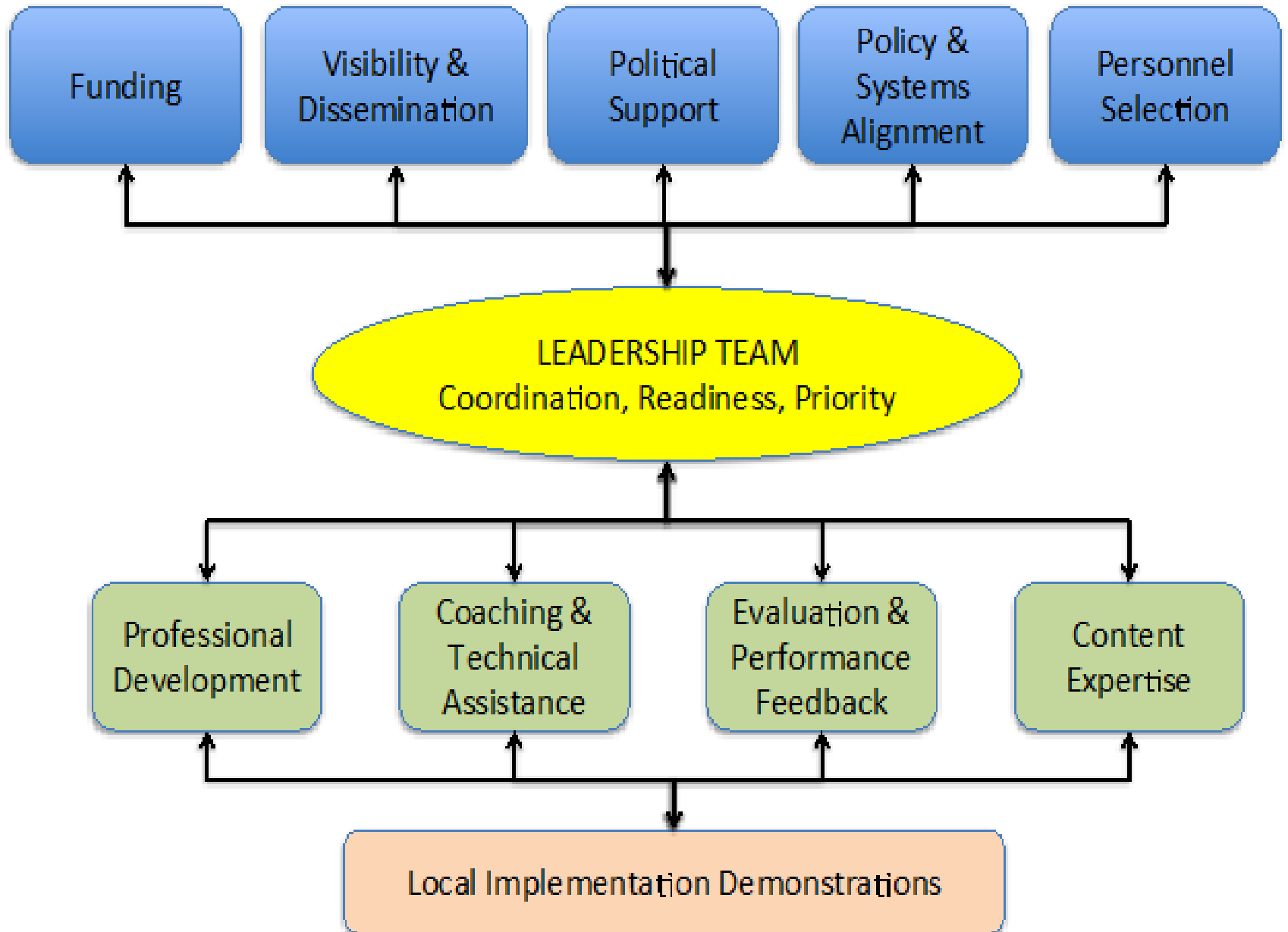
Physical Environment

Community Involvement

Family Engagement

Effective leadership evidenced by teams/individuals who:

- Establish a clear vision for change

- Focus on schools

- Create relationships with stakeholders

- Engage in problem solving

- Identify the correct barriers and goals

- Apply appropriate strategies based on school needs

- Evaluate the effectiveness of implemented strategies

- Invest in professional development

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)

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Effective Schoolwide Interventions

Georgia's PBIS Landscape

Vision: By 2020, all children in Georgia will read proficiently by the end of third grade

Common Agenda for Change
Elements that unify all partners and efforts

Language Nutrition	• Language is as critical to a baby and young child's brain development as healthy food is to the physical growth
Access	• All children and their families, have access to, and supportive services for, healthy development and success in high quality early childhood and early elementary education
Productive Learning Climate	• All educators understand the important role that climate plays in social-emotional development, school attendance, engagement, and ultimately student success.
Teacher Preparation and Effectiveness	• All teachers provide high quality evidence informed instruction and effective learning experiences tailored to the needs of each child, regardless of the child's background.

Approach to implement the common agenda

Local Ownership and Innovation   **Family Engagement and Involvement**   **Seamless Continuity**

PBIS Mission: To improve school climate in Georgia schools through the Positive Behavioral Interventions and Supports (PBIS) framework.

Goal 1: Increase awareness and visibility of PBIS

- Obj. 1: Create a PBIS "brand" and message
- Obj. 2: Create a unified PBIS communication plan in multiple languages for all stakeholders

Goal 2: Improve the state infrastructure to lead and support PBIS implementation

- Obj. 1: Form a state leadership team that guides and advises the implementation plan
- Obj. 2: Increase capacity within RESA to support PBIS implementation
- Obj. 3: Increase collaboration within GaDOE divisions related to discipline *(code of conduct, data , CCRPI)*
- Obj. 4: All teacher prep programs in Ga will include PBIS within their respective curricula

Goal 3: Increase PBIS training/coaching capacity at all Tiers

- Obj. 1: A curriculum developed for each tier of behavior support
- Obj. 2: Develop a coaching and technical assistance model for school PBIS coaches
- Obj. 3: Develop a coaching and technical assistance model for PBIS District Coordinators
- Obj. 4: Develop a coaching and technical assistance model for regional Climate Specialists
- Obj. 5: Collaborate w/Pre-K and child care centers to implement PBIS

Goal 4: Develop a comprehensive PBIS evaluation system

- Obj. 1: Form a PBIS evaluation team
- Obj. 2: Develop a state evaluation plan that addresses the continuum of supports
- Obj. 3: Data reporting platform for EOY school data and fidelity data
- Obj. 4: Establish a program evaluator position for PBIS work
- Obj. 5: Implement a PBIS recognition system
- Obj. 6: Build data reporting system that links funding, expenditures and student outcomes

Goal 5: Engage community stakeholders in PBIS

- Obj. 1: Each agency (including family & mental health) will include PBIS in their strategic plan
- Obj. 2: Develop interagency agreements surrounding PBIS
- Obj. 3: Formally engage with Ga Chamber of Commerce in collaboration with PBIS

Legend:
- GaDOE PBIS will take lead on objective
- Unknown Georgia agency will take lead on objective
- Combined GaDOE PBIS & unknown Georgia agency will take lead on objective

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Active Georgia PBIS Districts – August 2014
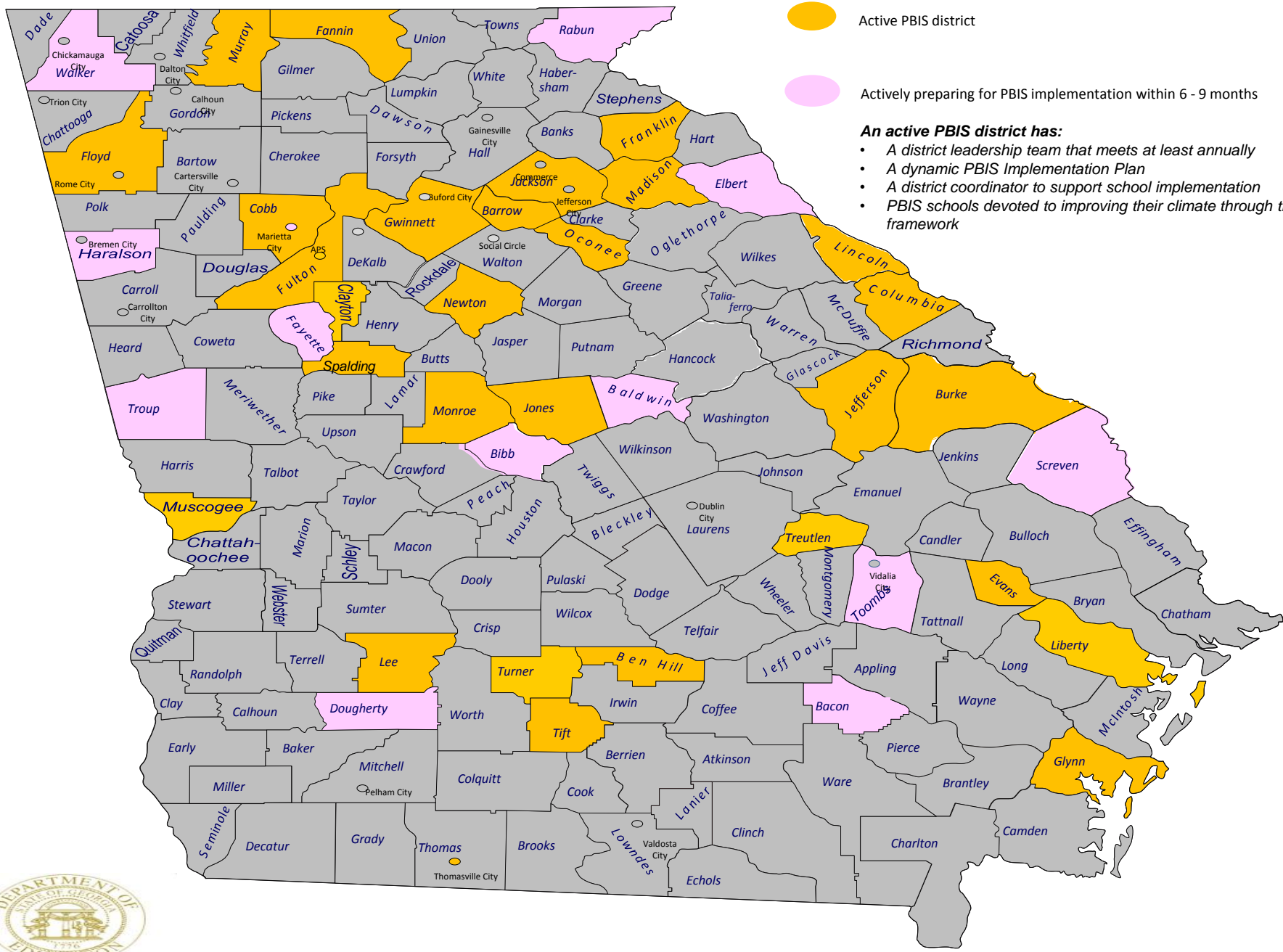
⬤ Active PBIS district

⬬ Actively preparing for PBIS implementation within 6 - 9 months

An active PBIS district has:
- *A district leadership team that meets at least annually*
- *A dynamic PBIS Implementation Plan*
- *A district coordinator to support school implementation*
- *PBIS schools devoted to improving their climate through the PBIS framework*

Ginny O'Connell, PBIS State Coordinator
MiMi Gudenrath
Tara Davis
Sandra DeMuth
Mark Fynewever

Georgia PBIS End of Year Data 2013-2014

JOEL MEYERS AND ANDY ROACH

GEORGIA STATE UNIVERS

The Center for Research on
School Safety
School Climate
And
Classroom
Management

Georgia State University

Georgia State University
CENTER FOR LEADERSHIP IN DISABILITY

Mean Benchmarks of Quality Schools Across Grade Levels

Description of Data. The graph below depicts the average BoQ scores for schools that completed the Benchmark of Quality instrument for school years 2012-2013 and 2013-2014.
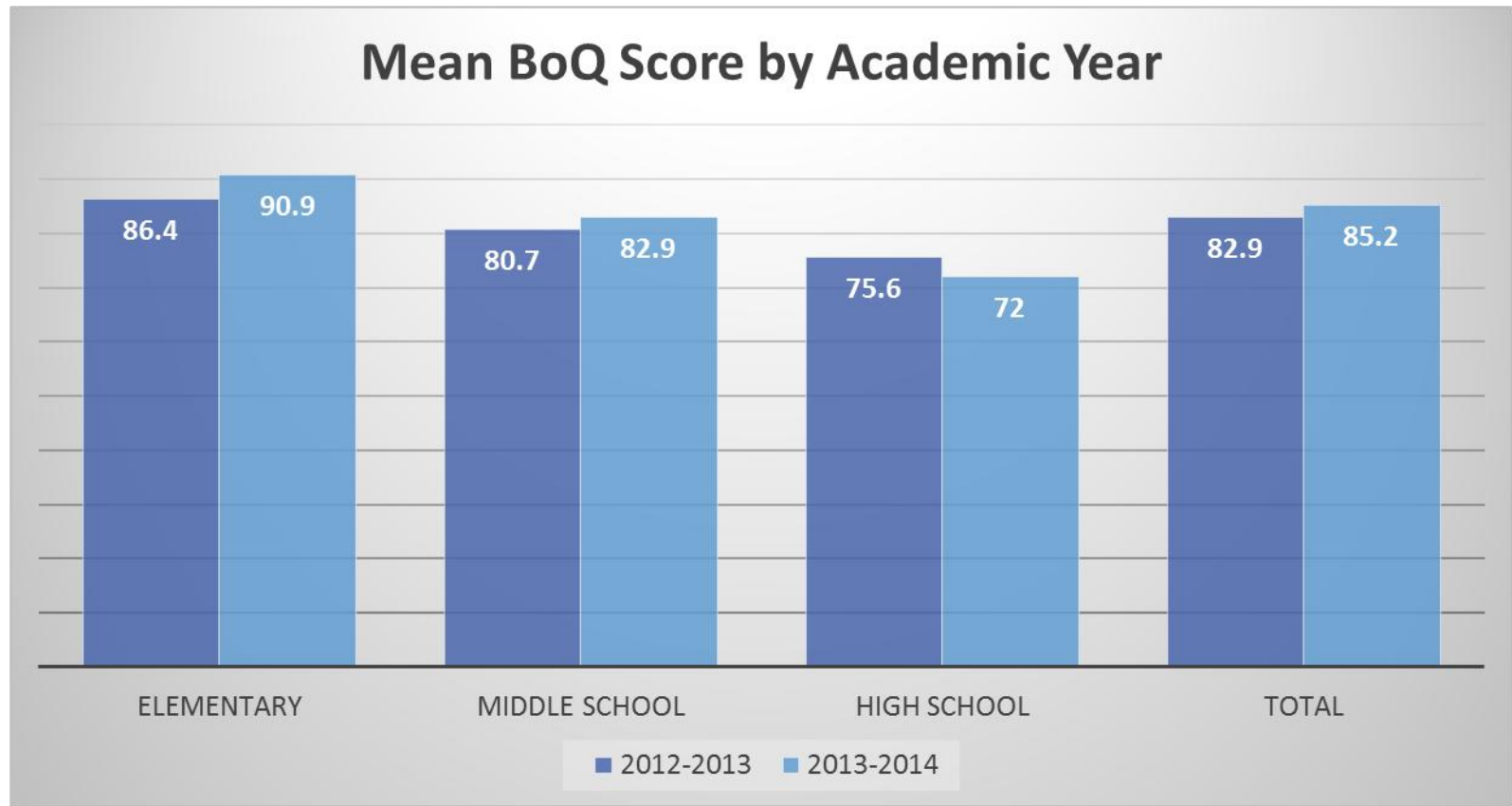
High Implementing Schools

Description of Data: The graph below depicts the percent of schools with 70% or more of their students at Tier 1 (i.e. 0-1 ODRs) and these school's mean Benchmarks of Quality scores for years 2012-2013 and 2013-2014.
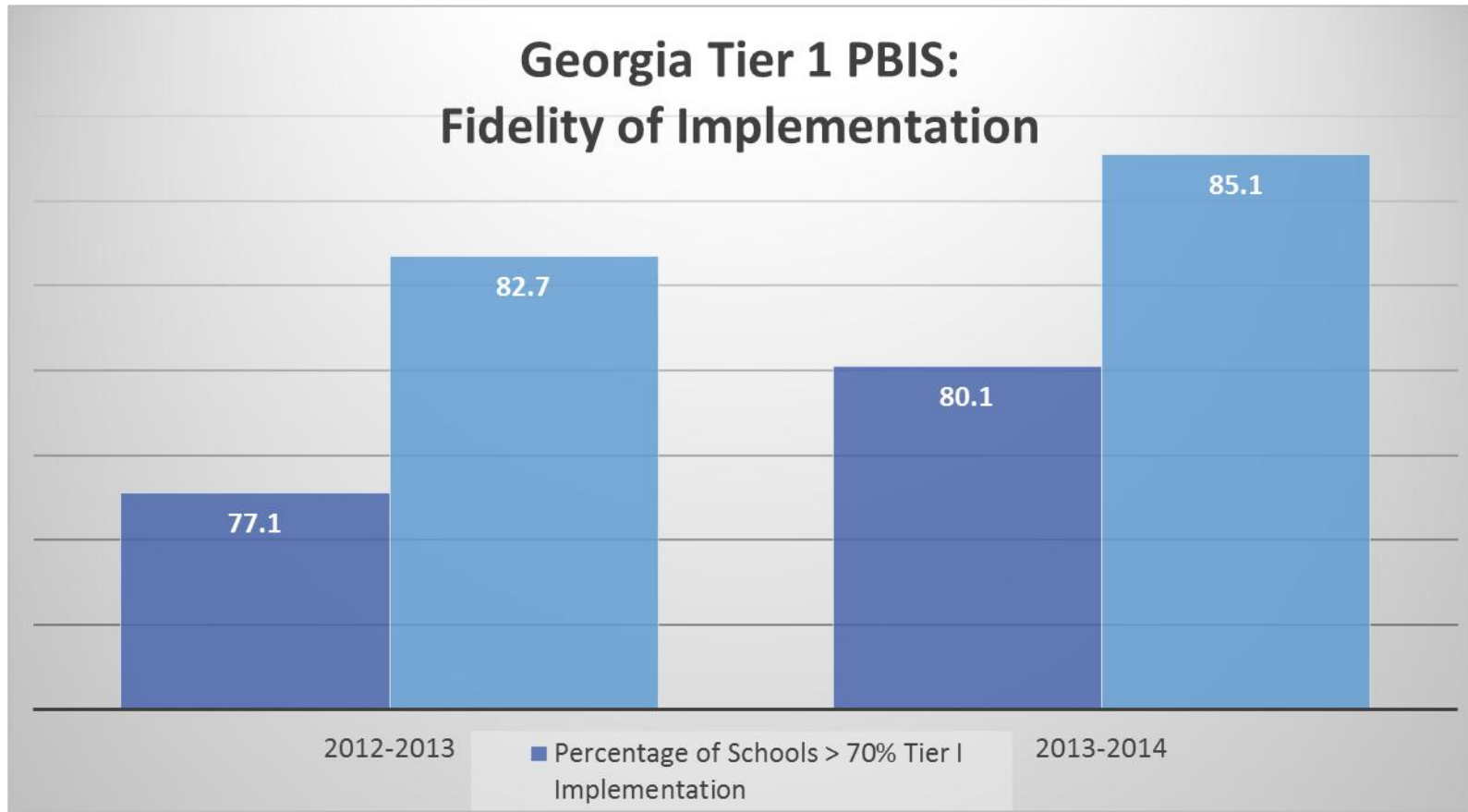
Office Discipline Referral (ODR) Data For High and Low Implementers

Description of Data: The chart below shows the average number of office discipline referrals per 100 students for schools that are implementing with higher fidelity (BoQ $\geq$ 70) and those implementing with lower fidelity (BoQ < 70) across multiple school years.

Mean ODRs per 100 students

School Year	High: BoQ > 70	Low: BoQ < 70
2011-2012	70.8	94.7
2012-2013	61.6	79.3
2013-2014	52.9	68.2
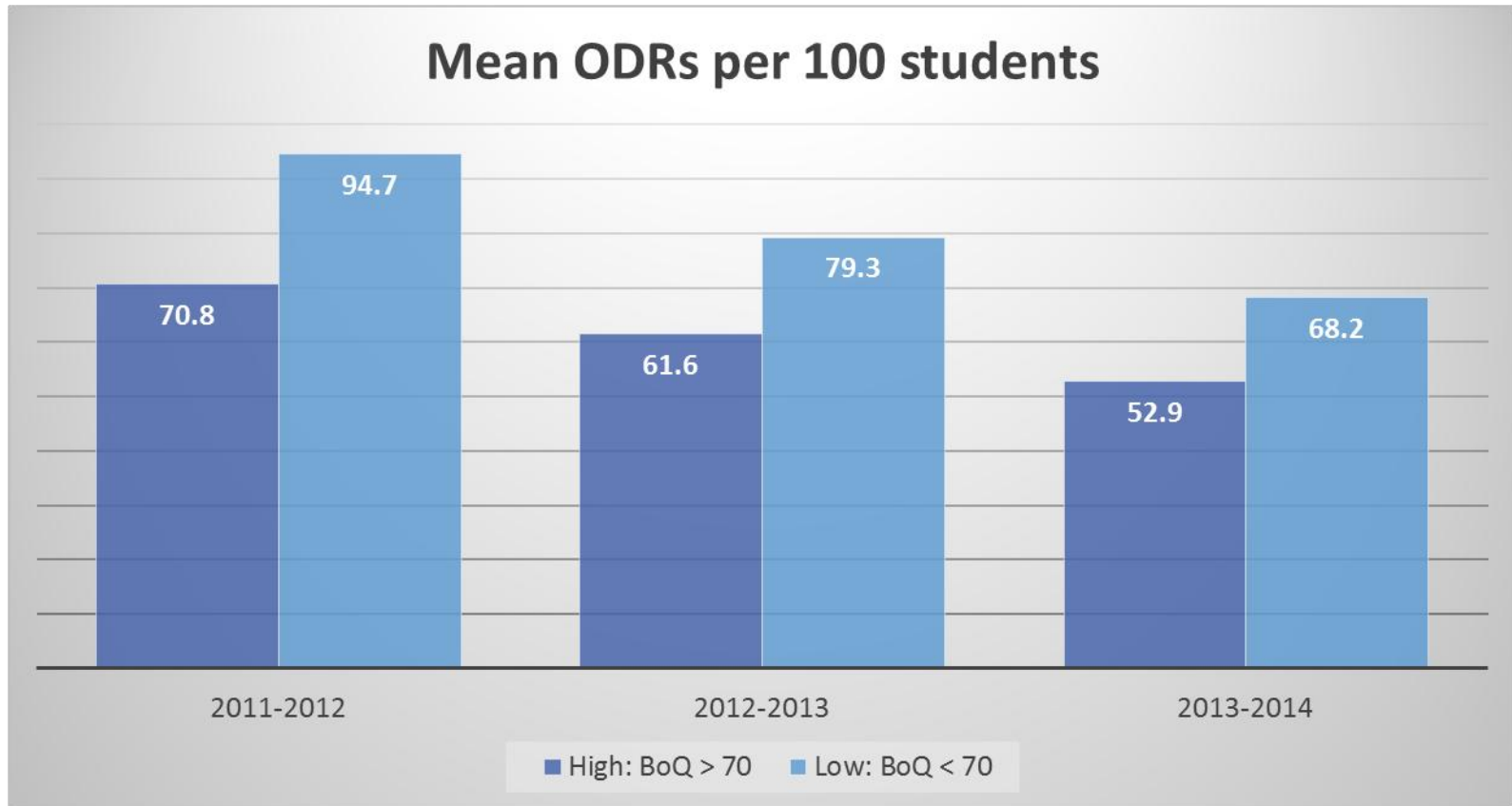
In-School Suspensions (ISS) Data for High and Low Implementers

Description of Data: The chart below shows the average number of in-school suspensions per 100 students for schools that are implementing with higher fidelity (BoQ $\geq$ 70) and those implementing with lower fidelity (BoQ < 70) across multiple school years.

Mean ISSs per 100 students

School Year	High: BoQ > 70	Low: BoQ <70
2011-2012	48.2	55.5
2012-2013	40.3	57.9
2013-2014	35.4	41.8
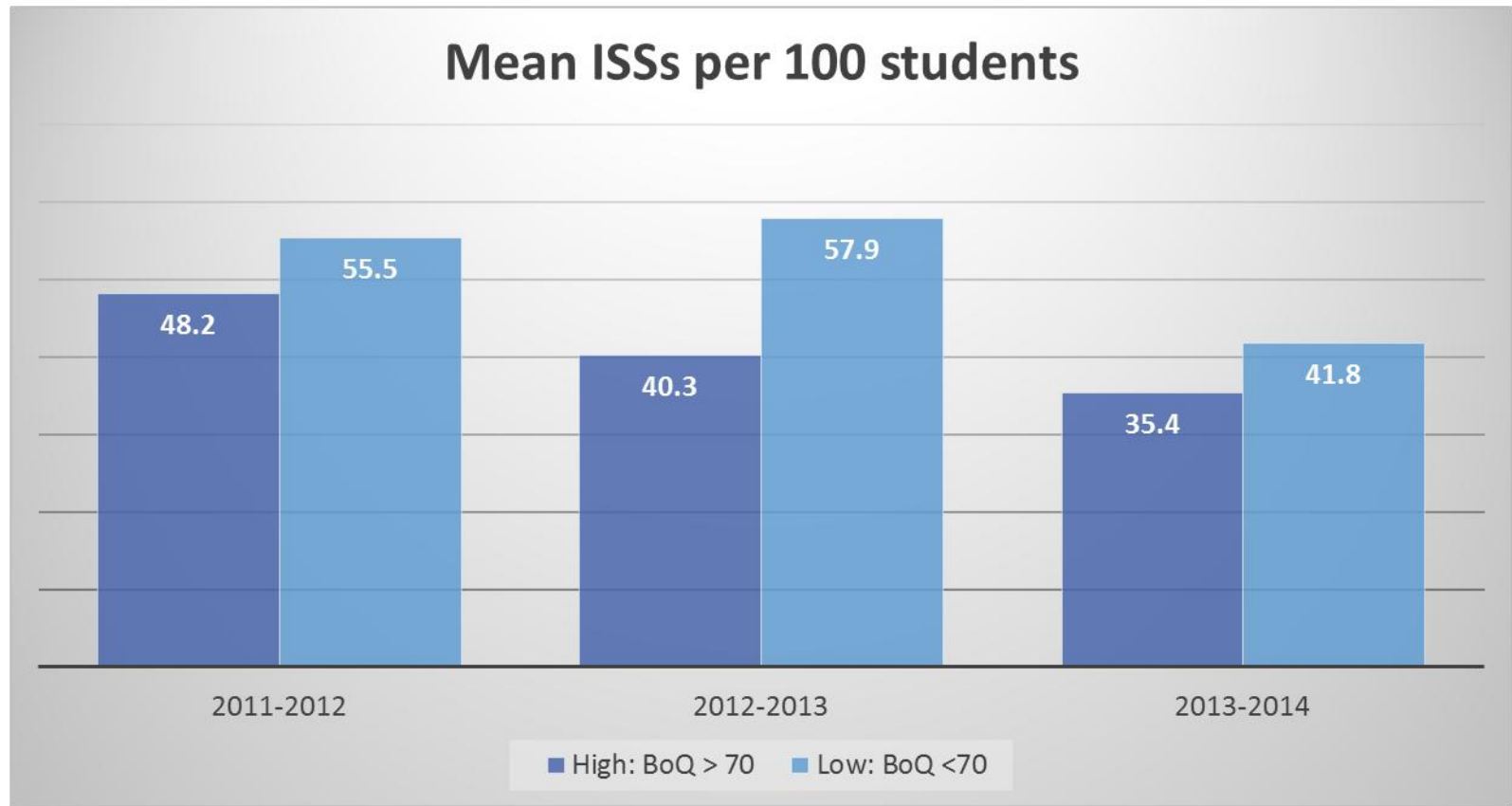
Out-of-School Suspensions (ISS) Data for High and Low Implementers

Description of Data: The chart below shows the average number of out-of-school suspensions per 100 students for schools that are implementing with higher fidelity (BoQ ≥ 70) and those implementing with lower fidelity (BoQ < 70) across multiple school years.

Mean OSSs per 100 students

	2011-2012	2012-2013	2013-2014
High: BoQ > 70	42	37.2	26.6
Low: BoQ <70	88.5	89	85.7
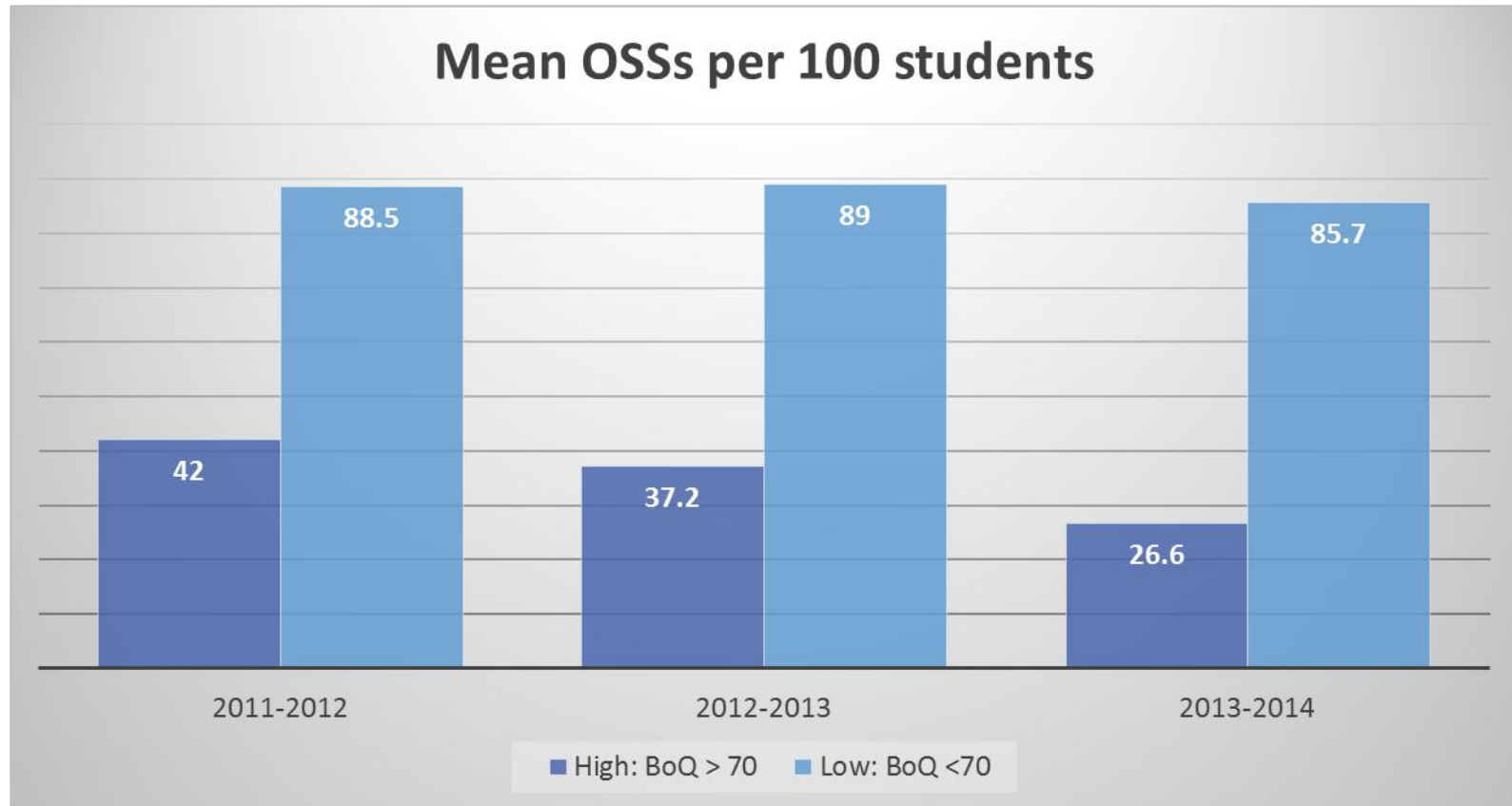
Basic Recommendations

- Never stop doing what already works

- Keep the child/children as the focus

- Always look for the smallest change that will produce the largest effect

- Do not add something new without also determining what to be removed

- Collect and **use data** for problem-solving

- **Adapt** any initiative to make it "fit" your school community, culture, context

- Work **together!**

"There are really only three types of people:

Those who make things happen;

Those who watch things happen; and

Those who ask, 'What happened?'"

Ann Landers

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The purpose of the State Implementation of Scaling-up
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scale, sustainable, high-fidelity implementation of effective
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