



PBS Forum

February 2009



“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?”

(Herner, 1998)



Positive Behavior Support of Georgia

- Georgia Dept. of Education Strategic Plan
- Collaboration & support from National Technical Center for PBIS through U. of So. Florida
- State PBS Leadership Team
- State PBS Action Plan
- Collaboration with the State Personnel Development Grant Graduation/Dropout Prevention Project
- School-wide PBS training 2008
- Monthly support through professional learning and training



EBIS and PBS

- Training in PBS through a State Improvement Grant
- EBIS and PBS are the same thing!
- Lessons learned through the EBIS project
 - District level commitment
 - District Action Plans
 - District Coordinators
 - School level PBS coaches
 - Ongoing technical assistance and support



Summer 2008 PBS Training

- Implementation system-wide in 2 systems: **Lee County** and **Emanuel County**
- 2 GNETS Programs
- 4 Alternative Schools
- Elementary, Middle and High Schools from:

**Baldwin, Carroll, Catoosa, Decatur, Madison,
Meriwether, Murray, Muscogee, Richmond**



Positive Behavior Support (PBS)

- A **process**...not a curriculum
 - Individualized to the unique features of your school
 - Emphasis on continuous, data-based improvement
 - Focus on efficiency, effectiveness & relevance
- An **instructional approach**
 - Focuses on teaching social behavior like academic skills
 - Acknowledges and encourages appropriate social development
 - Teaches, models, reinforces, reteaches, practices, pre-corrects, reinforces....



PBS is...

- a ***school-wide approach*** to discipline
- ***a proactive approach***
 - a way to ***encourage positive behavior*** and
 - a way to ***stop misbehavior*** before it starts
- individualized to the unique features of each school
- a team based approach to problem solving
- **data based** decision making



Main Messages

- The social culture of a school affects academic outcomes.
- Real change in schools is done through teams operating at the whole-school level.
- Effective practices are seldom implemented well and sustained for long periods without strong administrative support.



PBS and Rtl

- Quality curriculum and instruction
- Data used for decision making
- Evidence based interventions
- Progress monitoring
- Interventions at different levels to meet individual students' needs



What does PBS look like in schools?

- The school develops and uses school-wide **Expectations & Rules** in settings across campus to teach students appropriate behavior
- Discipline referral **Processes & Procedures** are consistent throughout the school
- **Data** is used to help track progress and identify areas to target for intervention
- A **Reward System** is used to encourage and model appropriate behavior and **Effective Consequences** are developed and used to discourage inappropriate behavior



Time Cost of a Discipline Referral

(45 minutes per incident)

	1000 Referrals per year
Administrator Time	500 hours
Teacher Time	250 hours
Student Time	750 hours
Totals	1500 hours lost!

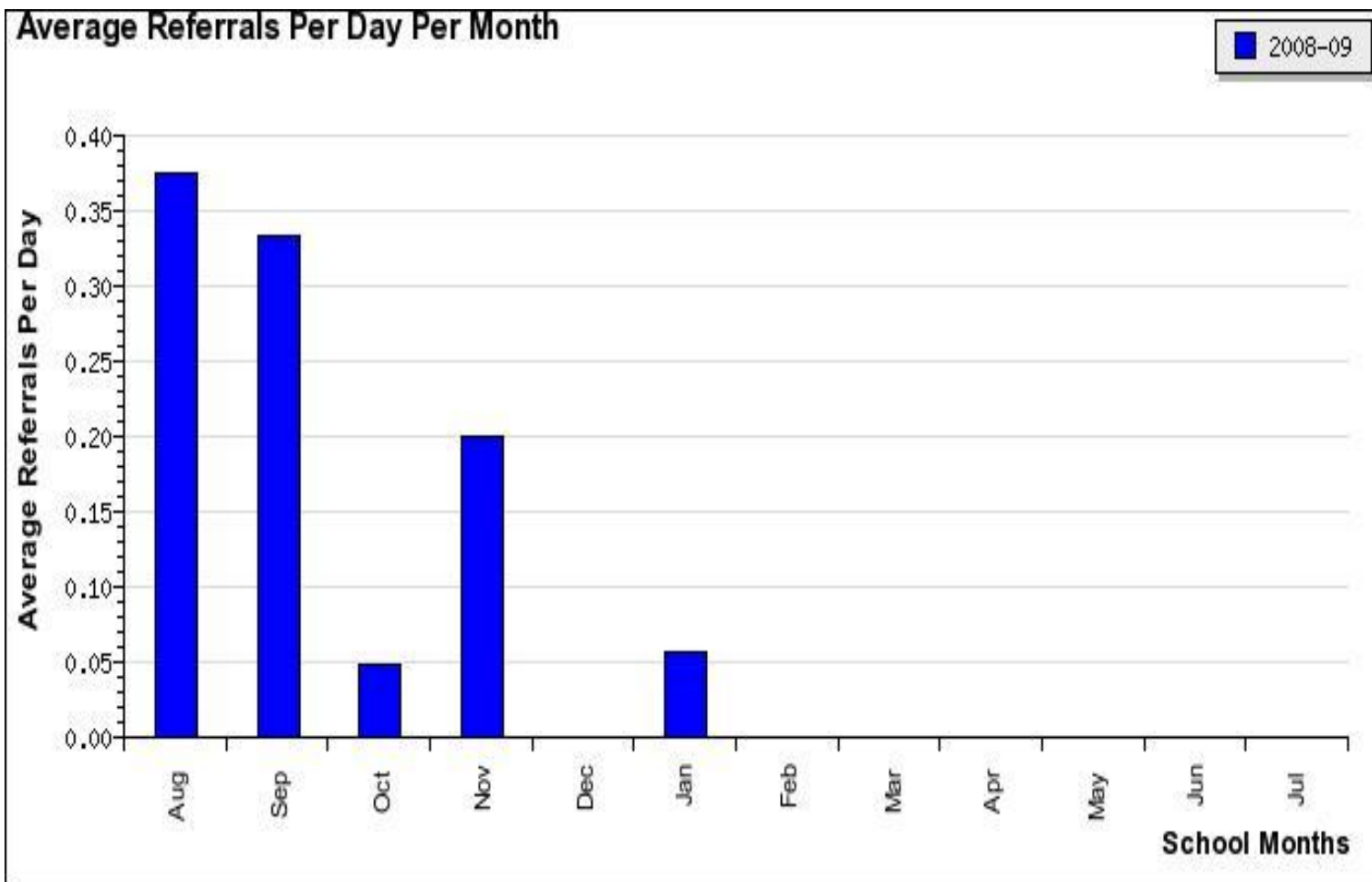


Lee County

- Lee County Elementary 37% reduction in office discipline referrals from 448 to 285
- Lee County Middle 50% reduction year one
- TLC Alternative School reduction in ODR's every month since September, no fights this year
- The ability to look at behavioral data and academic side by side to determine interventions and progress

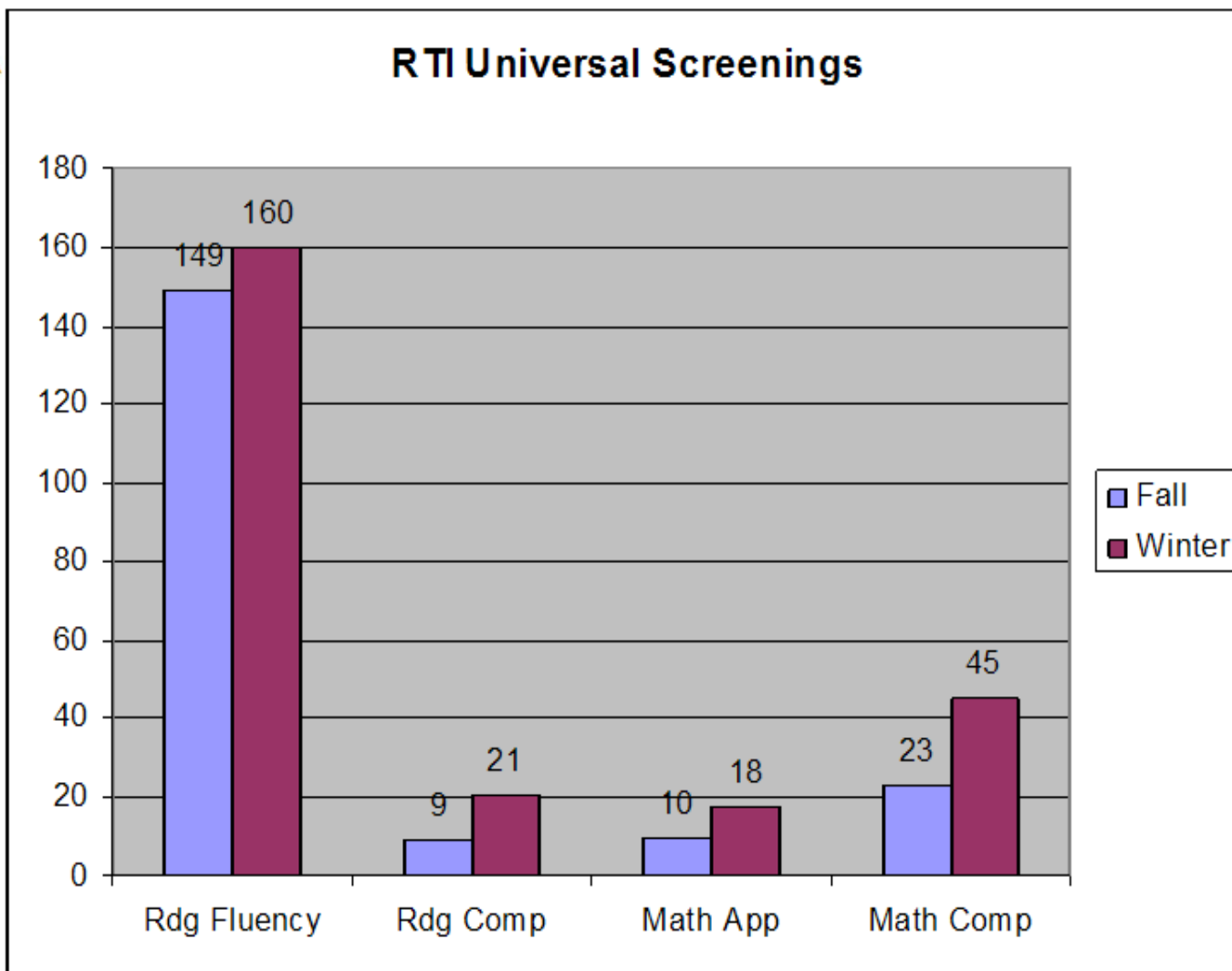


Walter





Walter

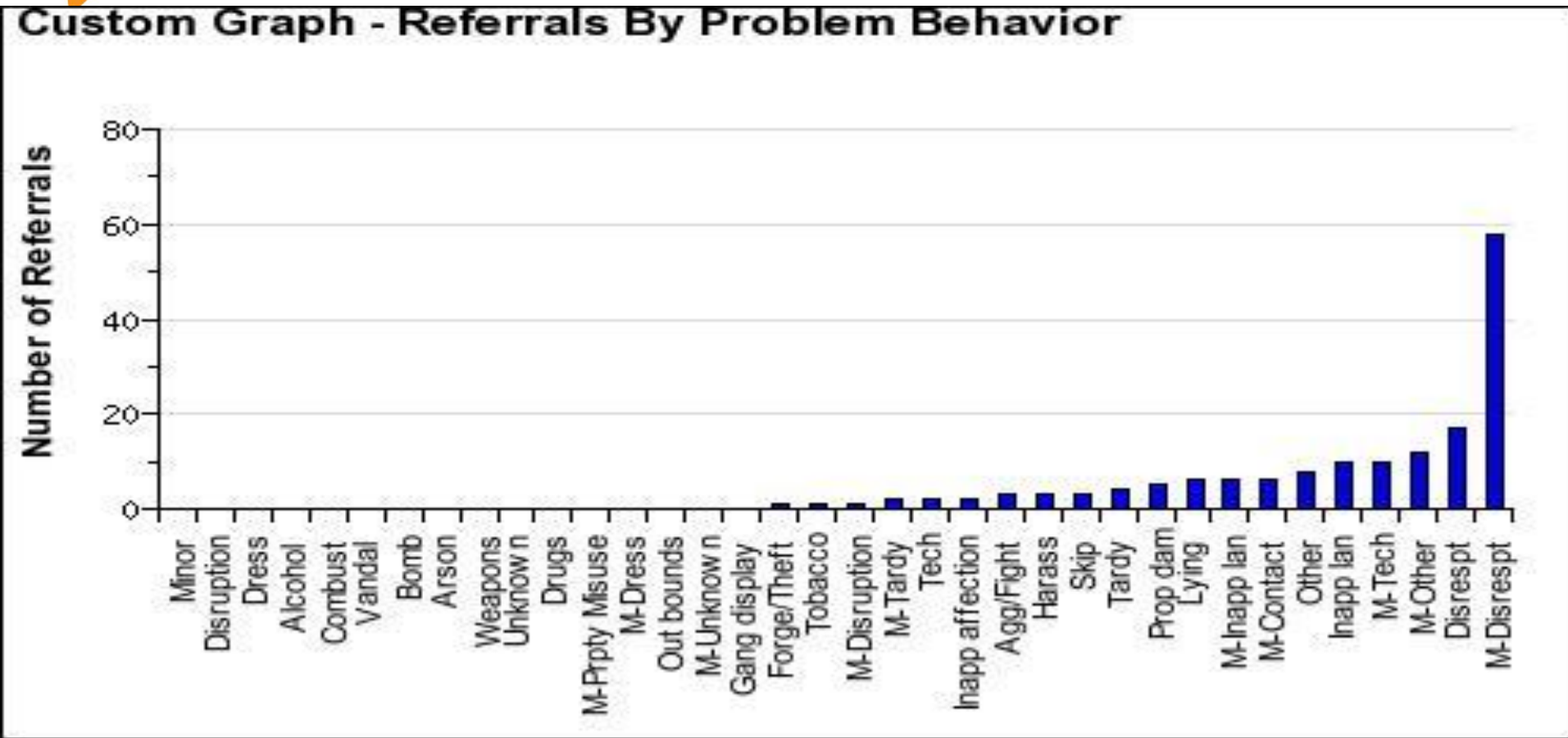




Discipline Data

- Who are the students?
- What are the behaviors?
- Where are the behaviors occurring most frequently?
- What time of day is most problematic?
- What are the consequences?
- Which teachers refer the most?

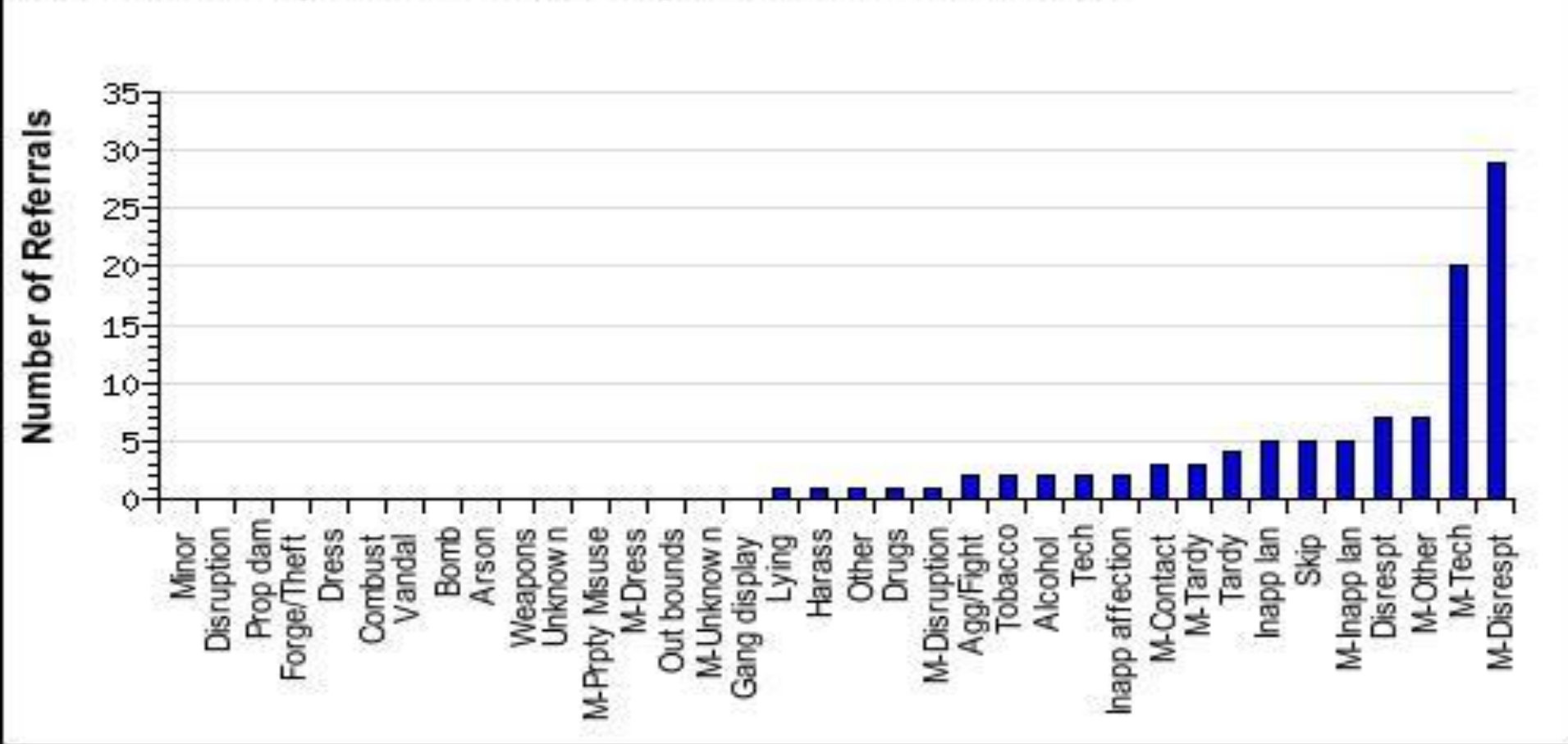
Male Behavior



Female Behavior

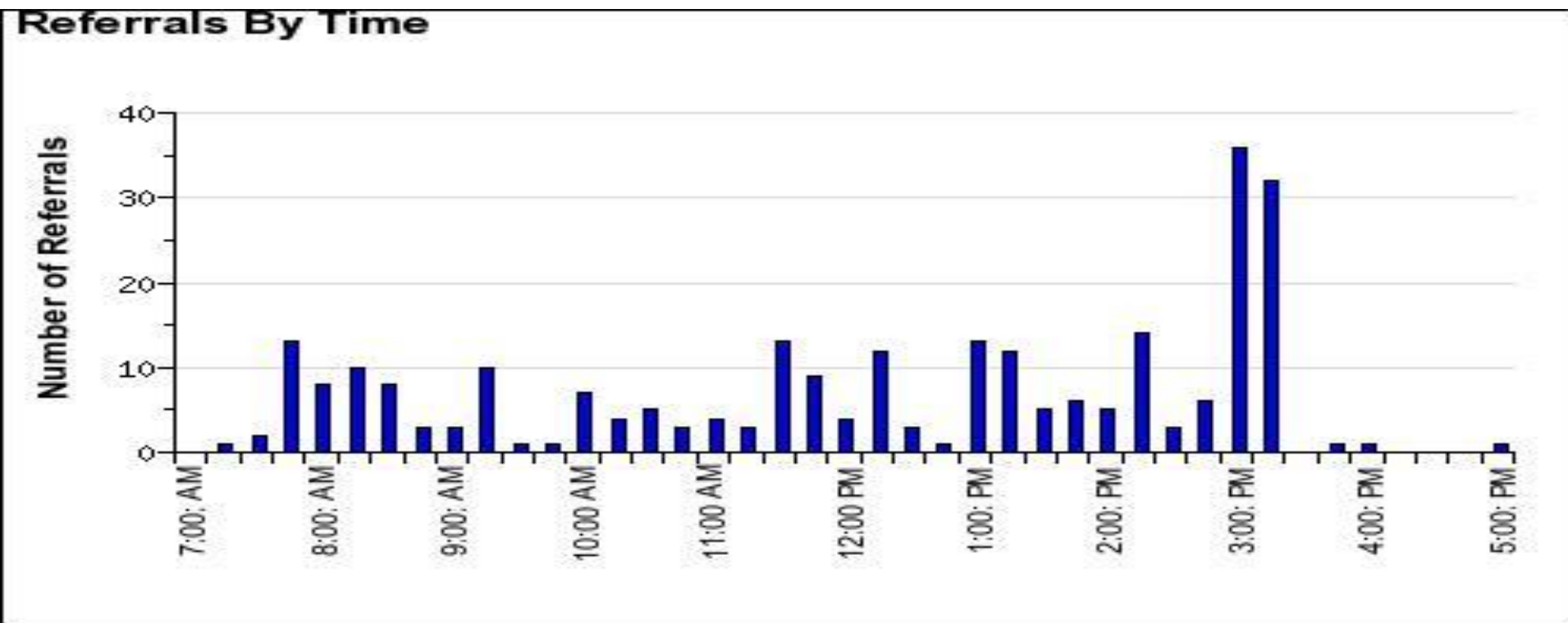


Custom Graph - Referrals By Problem Behavior



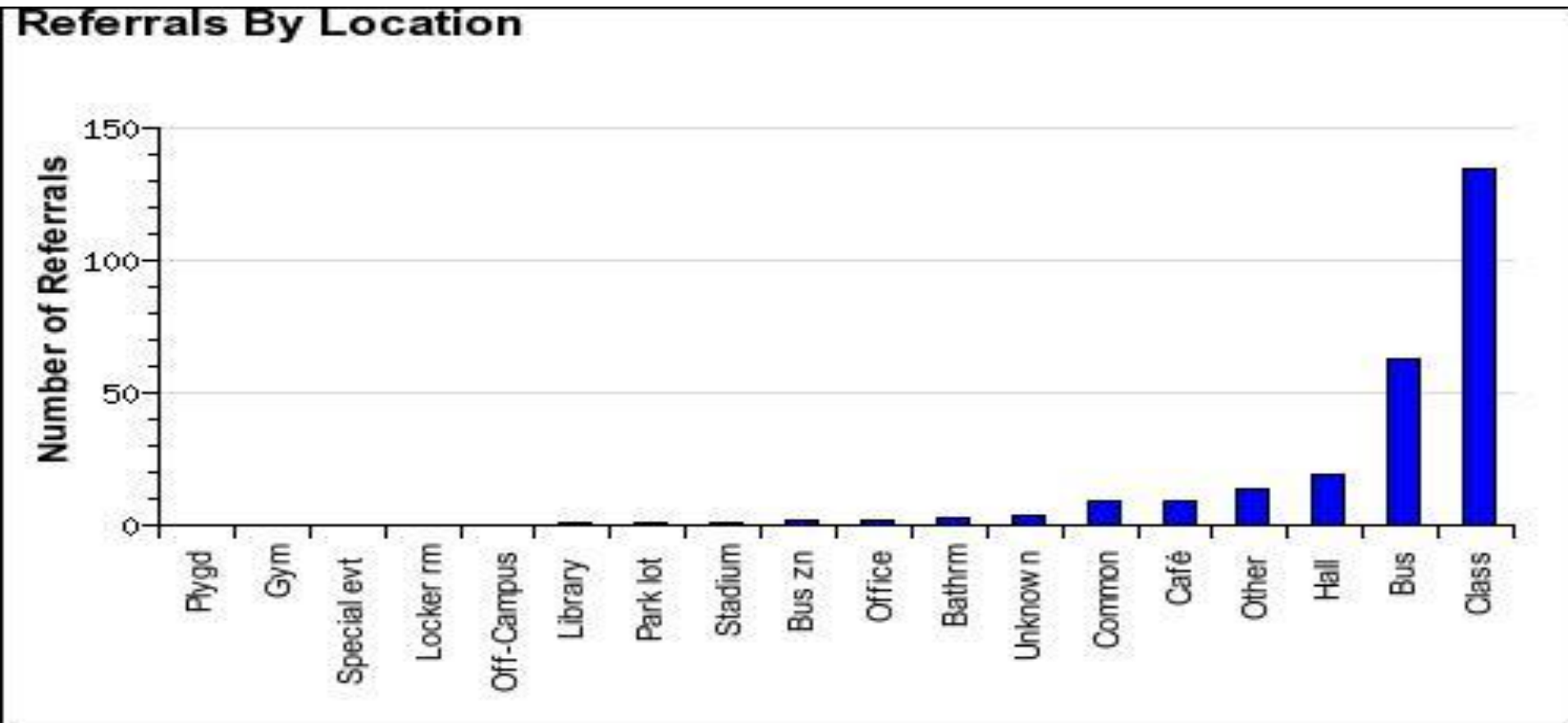


All Referrals by Time





Location of Problem Behavior



BAGLEY MIDDLE BENEFIT ANALYSIS

Adapted from PBIS Maryland

Name of school	Bagley Middle School - 1st semester comparison
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Number of referrals for 2007 - 2008	425
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Number of referrals for 2008 - 2009	222
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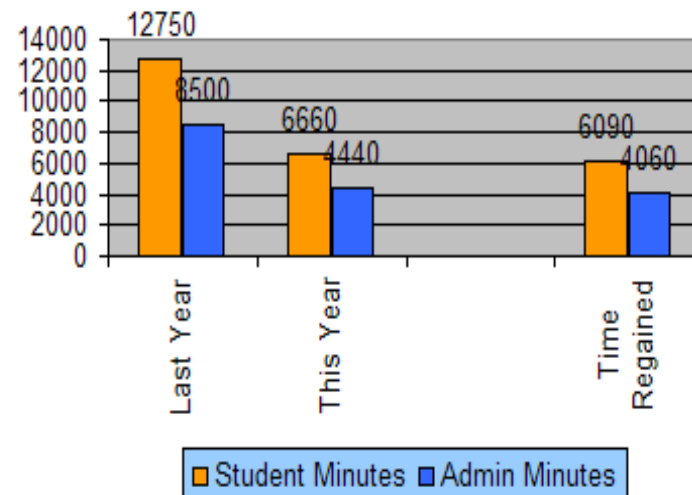
Average # of minutes student is out of class due to ODR	30
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Time Regained

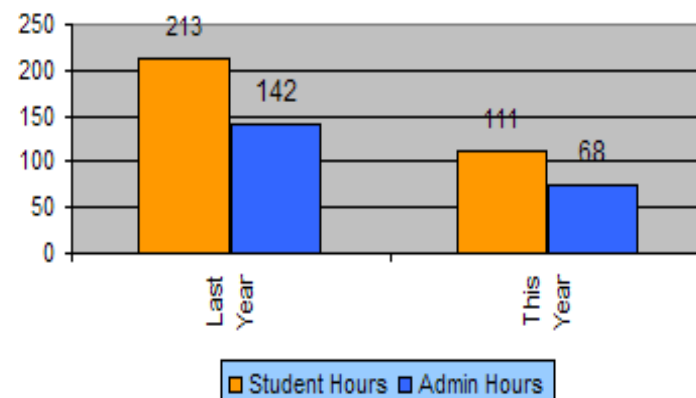
	Student	Administrator
Minutes	6090	4060
Hours	102	68
Days	13	8

52% Reduction

Bagley Middle School - 1st semester comparison



Bagley Middle School - 1st semester comparison

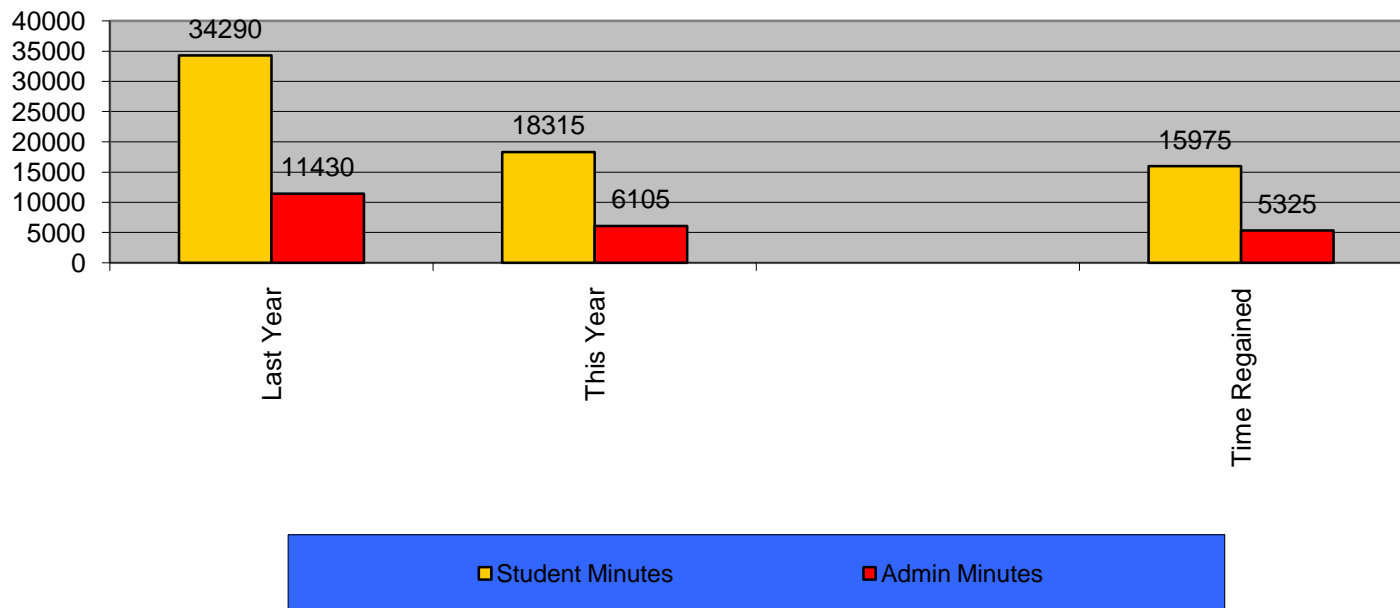


Bagley Middle School - 1st semester comparison



Swainsboro Middle School

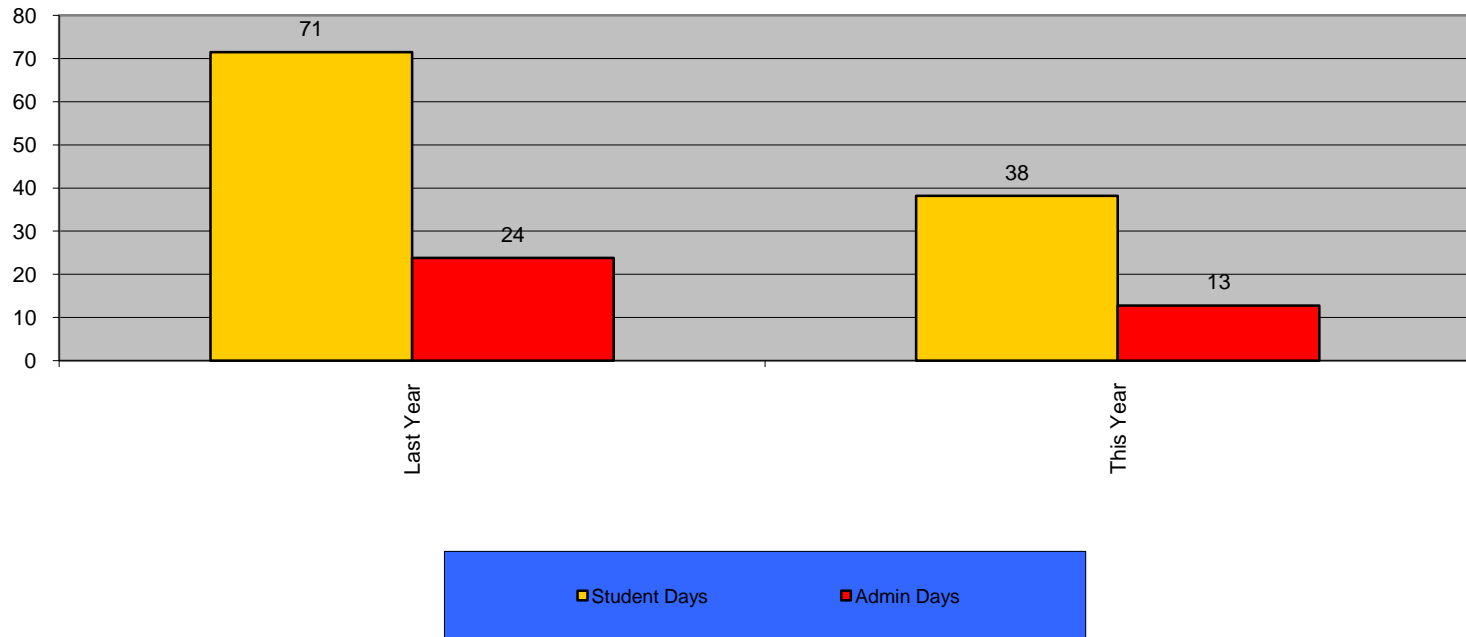
Swainsboro Middle School 1st Semester comparison






Swainsboro Middle School Data

Swainsboro Middle School 1st Semester comparison





Dates	Activity	Completed
February 2009	PBS Informational Forum attended by district level team	Forum attended by:
March 6, 2009	<ol style="list-style-type: none"> 1. District Leadership Team Formed 2. District PBS Coordinator Named 3. PBS Applications due 4. District Commitment Form due to GaDOE 	District Leadership Team Members: District PBS Coordinator:
March 20, 2009 <i>(10:00 a.m.-12:00 p.m.)</i>	District Coordinator Training via IlluminateLive!	Completed?
April 15, 2009	District Readiness Checklist to GaDOE	Completed? Date submitted:
May 15, 2009	<ol style="list-style-type: none"> 1. Submit New School Profile, School Training Readiness Checklist and Initial Benchmarks of Quality to GaDOE. 2. Submit organizational chart identifying school PBS team members and coaches. 	Completed? Date(s) submitted:
Prior to Summer PBS Training <i>(Dates and locations TBD)</i>	<ol style="list-style-type: none"> 1. District Leadership Team completes a District Action Plan. 2. Participating schools collect discipline data from 08-09 school year 	Completed? 



District PBS Leadership Team

- Completing a self assessment
- Creating a 3-5 year action plan
- Establishing regularly scheduled meetings
- Identifying a coordinator to manage and facilitate
- Securing stable funding for efforts
- Ensuring student social behavior is the top priority of the district



Who should be on the District Leadership Team?

- District & school administrators
- Instruction and Curriculum
- Safe and Drug Free Schools
- Special Education
- School Psychology and Counseling
- Title or other related initiatives
- Transportation



District PBS Coordinator

The PBS District Coordinator is employed at the district-level (e.g., Safe and Drug Free Coordinator, Special Education Director, District RtI Director, Lead School Psychologist, etc...) and is responsible for the coordination of Positive Behavior Support efforts in the district. The District Coordinator is the **liaison** between the district and the GaDOE Positive Behavior Support Unit.



District PBS Coordinator

- Establishing trainers to build and sustain school-wide PBS practices.
- Developing a coaching network (each school identifies a school coach to facilitate)
- Evaluating school-wide PBS efforts (walk throughs, team meetings and pbs surveys)
- Developing a dissemination strategy to establish visibility (website, newsletter, conferences, TV)
- Ensuring Action Plan is a working document



PBS School Coaches

- Attend training with team (initial school wide PBS training and SWIS) and monthly team meetings
- Effectively facilitate teams throughout the process (across the school year during team meetings and during activities in trainings)
- Monitor team progress (implementation, use of database, communication with faculty, etc.)
- Act as liaison between school teams and district coordinator
- Attend district level meetings/trainings (when applicable)
- Participate in regional/state level meetings/trainings (PBS Coaches' Training in the fall and monthly webinars)
- Psychologists, social workers, behavior specialists, counselors, graduation coaches, spec. ed. coordinators



PBS School Coaches

- Are data driven
- Are proactive thinkers
- Have the ability to redeliver training and information
- Have time available to devote to PBS planning
- Have strong relationships with administration



The School PBS Team

- Approximately 6-8 participants
- Representative of all faculty on campus
- At least one administrator serves on the team
- Assists the school in implementing and maintaining PBS efforts
- Meets monthly to review data and plan PBS activities and action plans
- Shares discipline data with staff and asks for staff input on PBS efforts



Establish and Maintain Team

Core team members will make or break the change effort. Choose the team to assure:

- Representation from all subject areas
- Representation from all staff cohorts
- Inclusion of a trusted administrator, discipline guru, motivator



What Next?

- Form a District PBS Team
- Name a District Coordinator
- Complete online application and District Commitment Form
- Receive notification in mid-March
- Refer to Timeline for Implementation



PBS Application

- <http://ebis.valdosta.edu/articles.htm>
- Click on articles
- [New District Applications](#)
- [Implementation Timeline Getting Started with GAPBS District Leadership Team Coaches' Roles and Responsibilities](#)
- **Email completed application to virginiaoconnel@doe.k12.ga.us**



Resources

- National Technical Center for PBIS
 - www.pbis.org
- University of So. Florida
 - www.flpbs.fmhi.usf.edu
- Georgia Department of Education, Positive Behavior Support web page



Questions???

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