

# Positive Behavioral Interventions and Supports

Efforts to Eliminate DMC

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Georgia Department of Education




# Learning Objectives

- Define key features of PBIS
- Identify where PBIS is being implemented in GA
- Describe how schools in GA get PBIS
- Locate resources to learn more about PBIS



# PBIS Training Matrix

	Classroom	Break	Lunch
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Cell phones silent</li> <li>• Computer only used for team work</li> <li>• Listen to team members' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phones on</li> <li>• Respond to emails</li> <li>• Return on time</li> </ul>	<ul style="list-style-type: none"> <li>• Return on time</li> <li>• Throw trash away</li> <li>• Network</li> </ul>
<b>Be an Active Participant</b>	<ul style="list-style-type: none"> <li>• Share work</li> <li>• Ask questions</li> <li>• Contribute Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Network</li> <li>• Move around</li> <li>• Stretch</li> <li>• Drink water</li> </ul>	<ul style="list-style-type: none"> <li>• Sit with other teams</li> <li>• Share successful experiences</li> <li>• Laugh</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Complete activities</li> <li>• Remain on task</li> <li>• Stay focused during training</li> <li>• Add unfinished items to Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Smile</li> <li>• Share solutions</li> <li>• Return on time</li> </ul>	

# **Positive Behavioral Interventions & Supports (PBIS)**

## **Building a Positive School Climate**



# An Essential *Shift* in Thinking



The central question is not:

**“What about the student is causing the performance discrepancy?”**

But

**“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”**



# What does the research/science tell us about behavior?

- Behavior is learned and can be taught
- Behavior is predictable
- Behavior is maintained by the consequences
- Punishment does not teach appropriate behavior

# Time Cost of a Discipline Referral

(45 minutes per incident)

	1000 Referrals per year
Administrator Time (30 mins.)	500 hours (63 days)
Teacher Time (15 mins.)	250 hours (32 days)
Student Time (45 mins.)	750 hours (94 days)
Totals	1500 hours lost! (188 days)

***Do we have time to teach behavior?***

# Traditional Discipline versus PBIS

## **Traditional Discipline:**

- Goal is to stop undesirable behavior through the use of punishment
- Focuses on the student's problem behavior

## **PBIS:**

- Goal is to stop undesirable behavior by:
  - Replacing with a new behavior or skill
  - Altering environments
  - Teaching appropriate skills
  - Rewarding appropriate behavior



# Designing Solutions

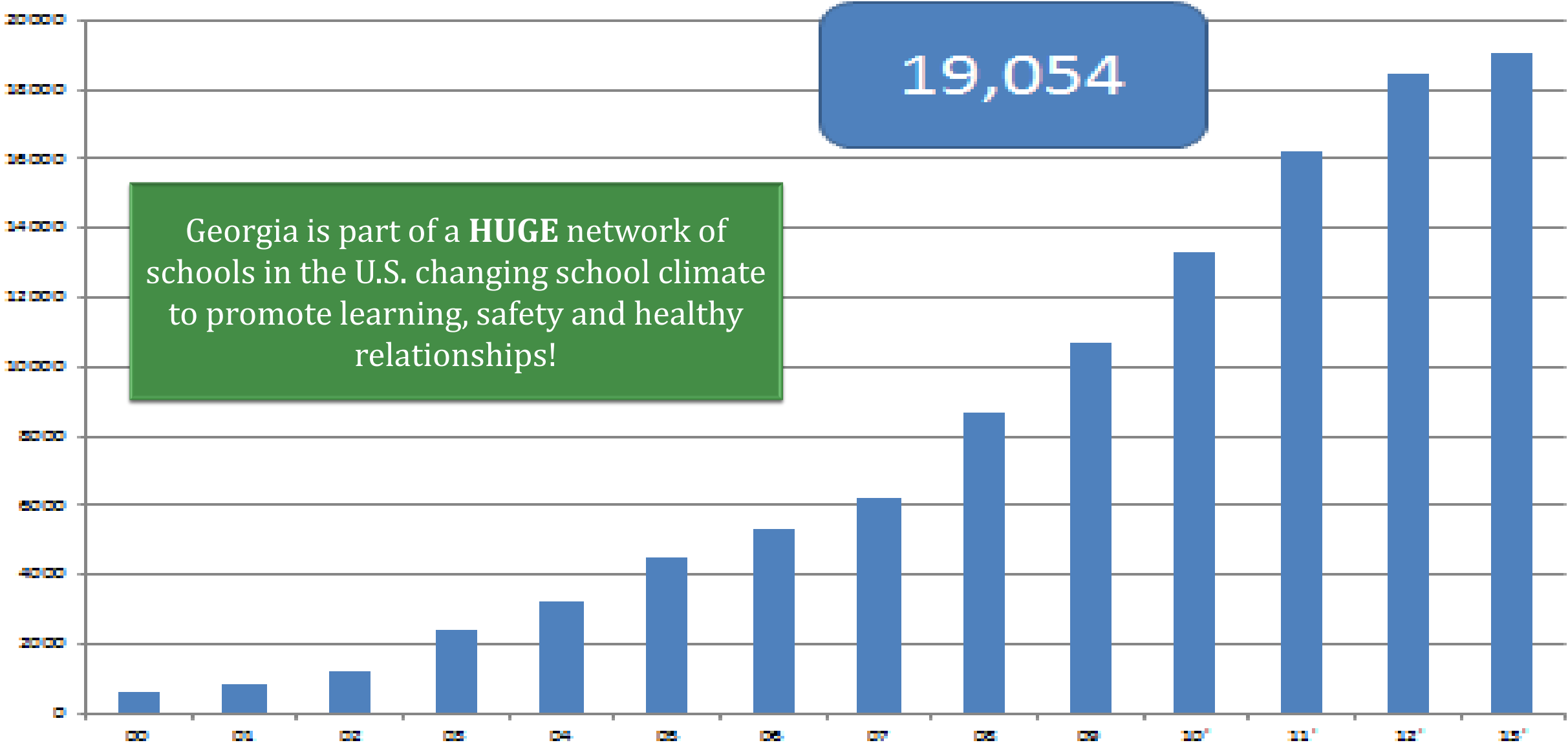
- If many students are making the same mistake, it is typically the system that needs to change, **NOT** the students
- Teach, monitor and reward before relying on punishment



# Build Effective Environments

- Positive behavior is more effective than problem behavior
- Preventative, teaching, and reinforcement-based strategies to achieve meaningful behavior changes
- Effective interventions for problem behavior

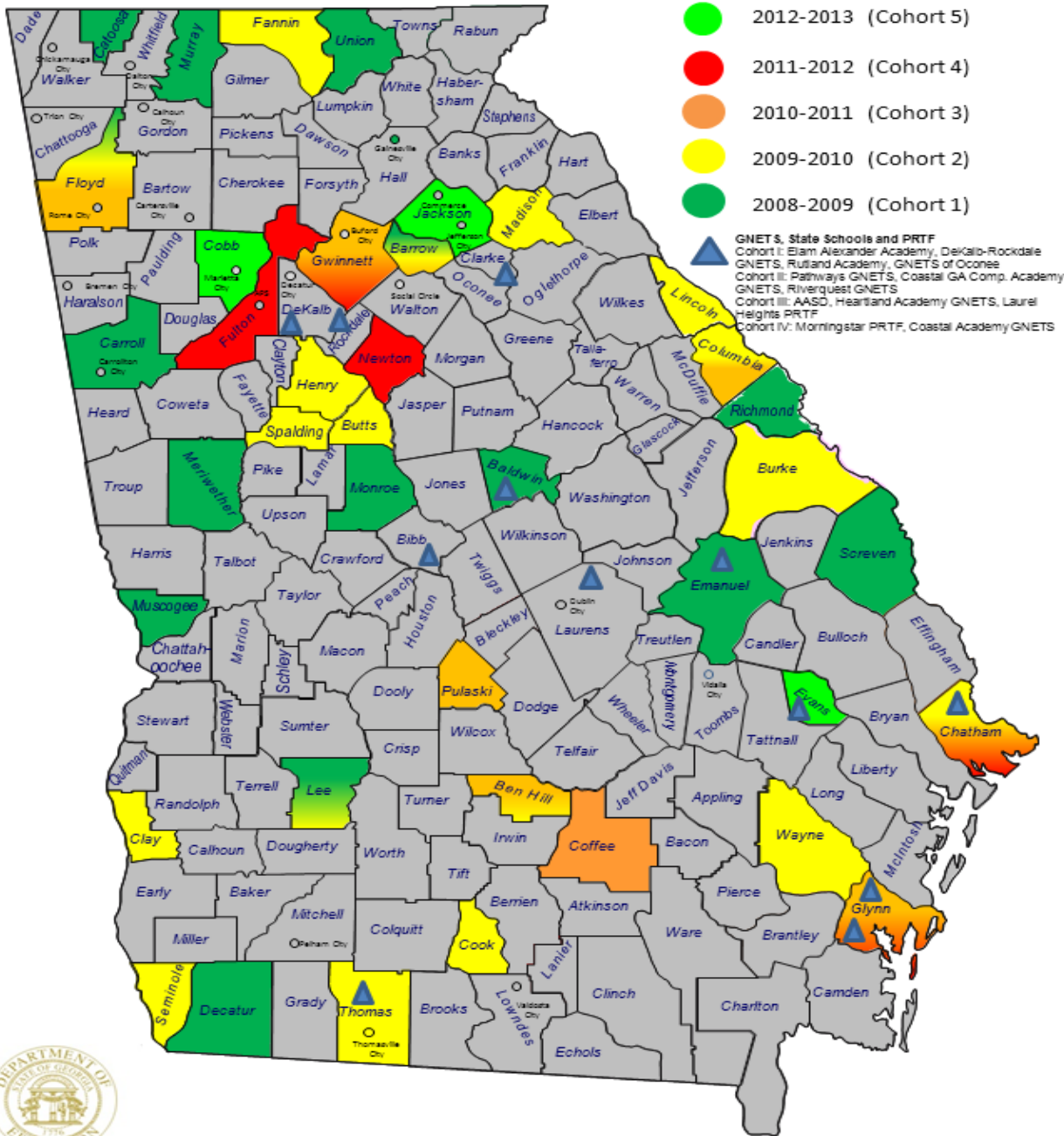
# Number of Schools Implementing SWPBIS since 2000



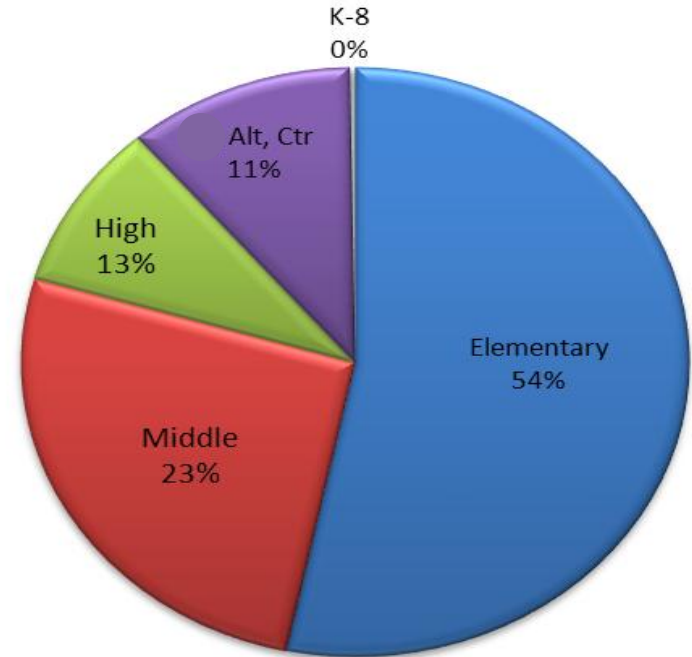
Georgia is part of a **HUGE** network of schools in the U.S. changing school climate to promote learning, safety and healthy relationships!

19,054

# Georgia School-wide PBIS Cohorts Groups



Since 2008, 29% of Georgia's LEA's, including 400 schools/programs, have been trained by the GaDOE PBIS Unit in School-wide Positive Behavior Supports.



\*\*This map represents districts in Georgia that were trained by GaDOE in School-Wide PBIS (SWPBIS).

# Schools that implement with fidelity demonstrate

- Up to 50% reduction in office discipline referrals
- Reductions to suspension rates
- Improved attendance
- Improved academic achievement
- Improved staff morale

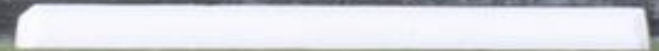


## The Critical Elements of School-Wide PBIS

1. The PBIS Team-Principal
2. Data Entry and Analysis
3. Clear Expectations & Rules
4. Teaching Behavior
5. Recognition (Feedback)
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation
9. Classroom
10. Evaluation

# School-wide Expectations

“Core values are timeless and do not change, while practices and strategies should be changing all the time.” -Jim Collins



# Core Values

1. Excellent customer service
2. Taking care of our people
3. Giving back
4. Doing the "right" thing
5. Creating shareholder value
6. Respect for all people
7. Entrepreneurial spirit
8. Building strong relationships





W/W

W/W

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**Gladden  
Middle School**  
**The Warrior Way**

***RESPECT***

***RESPONSIBILITY***

***DETERMINATION***



W/W

W/W

## Developing Expectations

1. Identify core values and expectations of all students and staff in all settings
2. Select 3 to 5
3. State in positive terms

- NO TALKING
- NO SMILING
- NO WEARING WEIRD CLOTHES
- NO RUNNING
- NO EATING
- NO DUMB QUESTIONS
- NO KICKING
- NO SWEATING
- NO COMING IN LATE
- NO BITING
- NO SWEARING
- NO COMING IN EARLY
- NO LAUGHING
- NO BURPING
- NO LOOKING AT THE CLOCK
- NO TICKING
- NO SNEEZING
- NO LOOKING OUT THE WINDOW
- NO HOWLING
- NO COUGHING
- NO SMART-ALECKY REMARKS
- NO SHOOLING
- NO MAKING STUPID FACES
- NO SCREAMING
- NO CRYING DURING TESTS
- NO GIGGLING
- NO DORKY HAIRSTYLES



Mrs. Mutner liked to go over a few of her rules on the first day of school.

Clear, concise  
rules reduce  
mixed  
messages



# Rules

- Examples of expected behavior – what to do, NOT - what not to do!
- Specific and observable
- Positively stated
- 3-5 for each expectation
- Rules must be enforceable and worth acknowledging!



**Site safety  
starts here**



**No Smoking**



**Keep these  
premises tidy**



**Eye protection  
must be worn**



**Ear protection  
must be worn**



**No unauthorised  
persons allowed  
on this site**



**High visibility jackets  
must be worn  
beyond this point**



**Foot protection  
must be worn**



**Safety helmets  
must be worn  
in this area**

# MEDIA CENTER

## EXPECTATIONS

<b>WE ARE RESPONSIBLE</b>	Maintain a clean and tidy computer station.	Maintain an environment conducive to learning.	Maintain pre-set computer settings and configurations.
<b>WE ARE RESPECTFUL</b>	Treat others as you want to be treated.  Use school appropriate language, tone and volume.	Follow teacher directions with a positive attitude.	Respect the computer stations by keeping them free of food and drink.
<b>WE ARE ROLE - MODELS</b>	Model on-task behavior at all times.	Put forth your best efforts.	Help your classmates when permitted.



GIVE East and PBIS

Teach Appropriate Behavior

Promote Positive Behavior

Make Data-Driven Decisions

Contact the PBIS Team

Matrices

Advisement Lessons

Behavioral Coach

## The GIVE Center

In order to achieve  
implemented a pro

## to be an PBIS School.

st overcome behavioral challenges. The GIVE Center East has  
interventions and support (PBIS) to enhance student achievement.

The GIVE Center East PBIS Program, along with only 22 others in the state, has achieved Operational Level status from the Georgia Department of Education. There are three main functions of our program:

1. Teach Appropriate Behavior
2. Promote Positive Behavior
3. Make Data-Driven Decisions



*Be a CHAMP!*

# HALLWAY

*Be a CHAMP!*

**BE COURTEOUS**



Keep it moving! Don't be a groupie.

**BE HONORABLE**

Use respectful language and behavior.

**BE ACCOUNTABLE**

Use your assigned locker.

**BE MOTIVATED**

Get to class!

**BE PREPARED**

Use your agenda.

# Athletics: Cheerleading Squad



RAH	Practice	Competitions	Eligibility	Lettering	Team Travel
<b>Respect</b>	Listen to coaches directions; push yourself and encourage teammates to excel.	Show positive sportsmanship; Solve problems in mature manner; Positive interactions with refs, umps, etc.	Show up on time for every practice and competition.	Show up on time for every practice and competition; Compete x%.	Take care of your own possessions and litter; be where you are directed to be.
<b>Achievement</b>	Set example in the classroom and in the playing field as a true achiever.	Set and reach for both individual and team goals; encourage your teammates.	Earn passing grades; Attend school regularly; only excused absences	Demonstrate academic excellence.	Complete your assignments missed for team travel.
<b>Honor</b>	Demonstrate good sportsmanship and team spirit.	Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.	Show team pride in and out of the school. Stay out of trouble – set a good example for others.	Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.	Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.



**It is not enough to just post the words on the walls of the school or just publish in agendas.....**

# Why teach behavior?

- For a child to learn something new, it needs to be repeated an average of 8 times.
- For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated an average of 28 times

(Harry Wong)

# Guidelines for Teaching Behavior

- Provide examples/non examples
- Apply to their own lives
- Check for comprehension
- Provide opportunities to practice
- Acknowledge small steps
- Differentiate instruction



1954: Bannister breaks 4-minute mile

9 Kitchen  
8 HS Medley  
7 1/14  
6 1/13  
5 1/15  
4 1/16  
3 1/17, 18

3 minutes to get to class

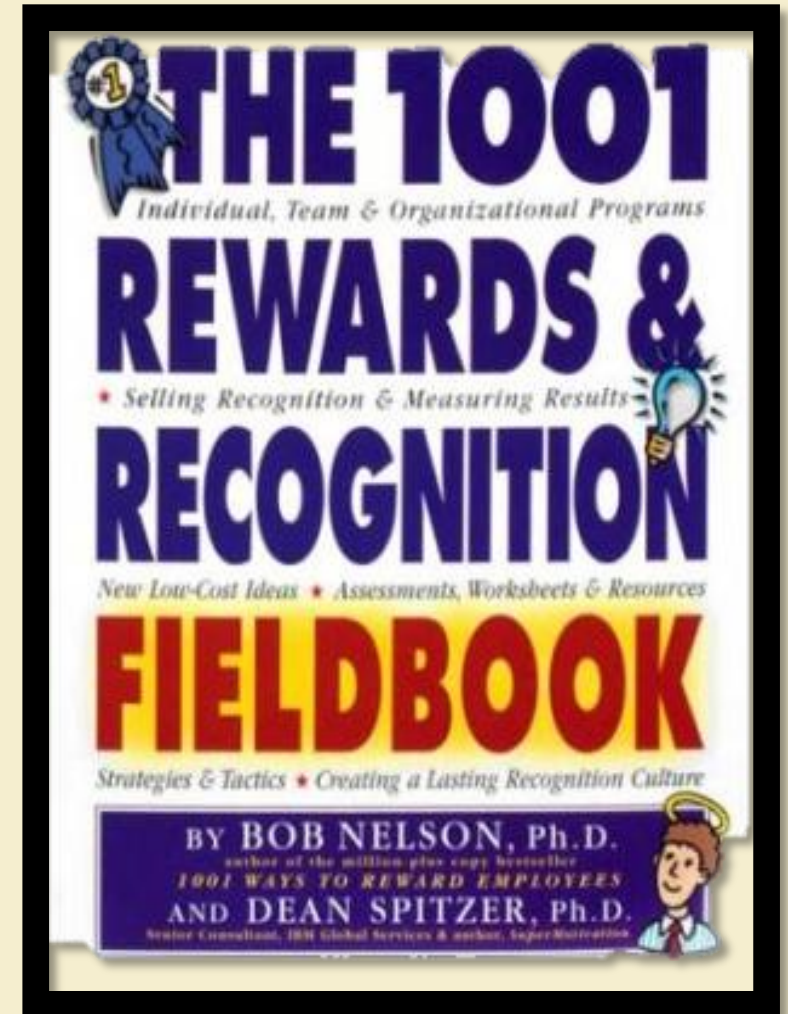
2<sup>nd</sup> Floor

NOT A MILE



# Acknowledging Appropriate Behavior

- Tied to specific behaviors
- Delivered soon after the behavior
- Age appropriate (actually valued by student)
- Delivered frequently
- Gradually faded away





GOOD LUCK

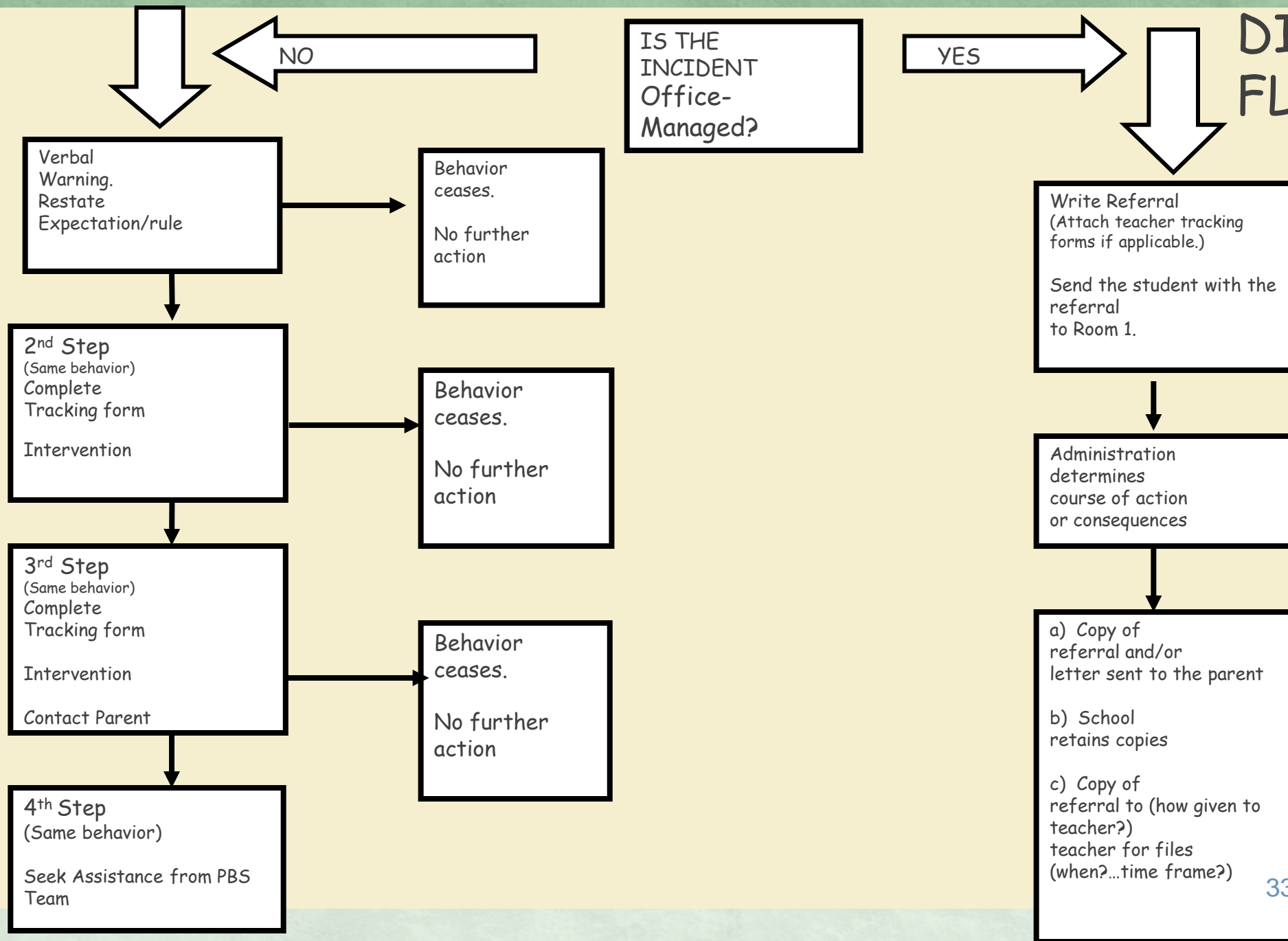
45  
M.P.H.

## Effective Discipline Procedures

- ✓ Consistent definitions of specific behaviors
- ✓ Classroom-managed vs. office-managed
- ✓ Alternatives to exclusion
- ✓ Effective consequences and interventions (considering function)

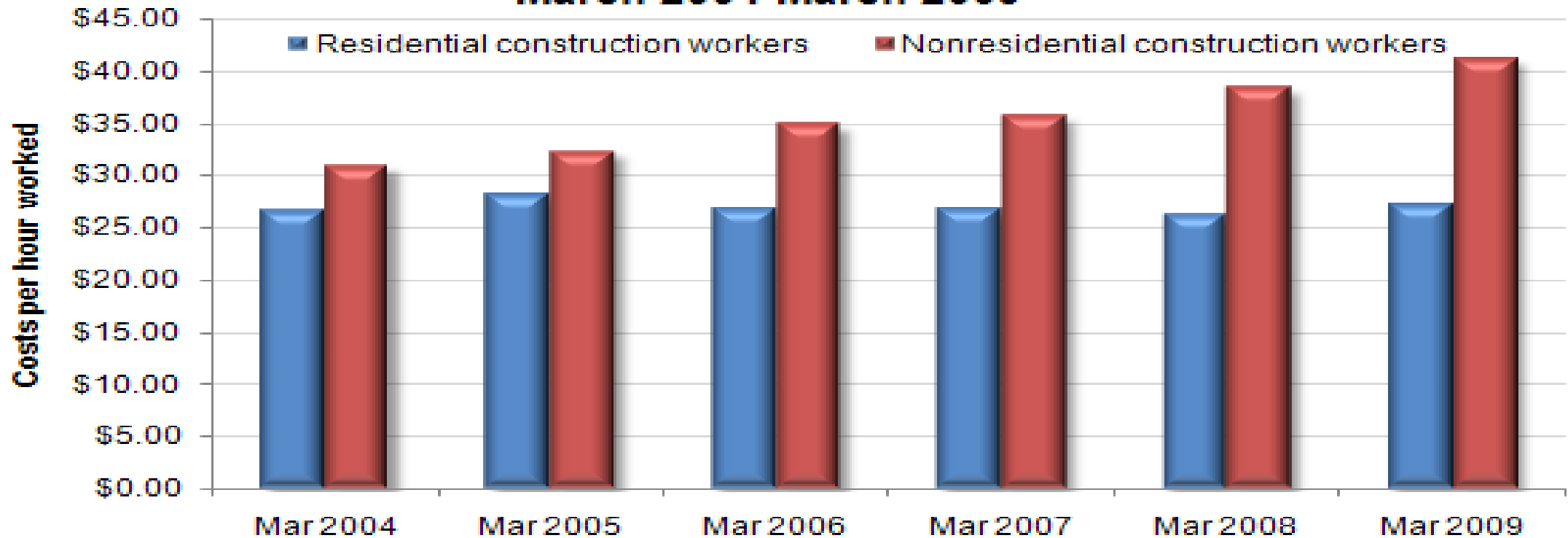


# DISCIPLINE FLOW CHART



# Using Data to Make Decisions

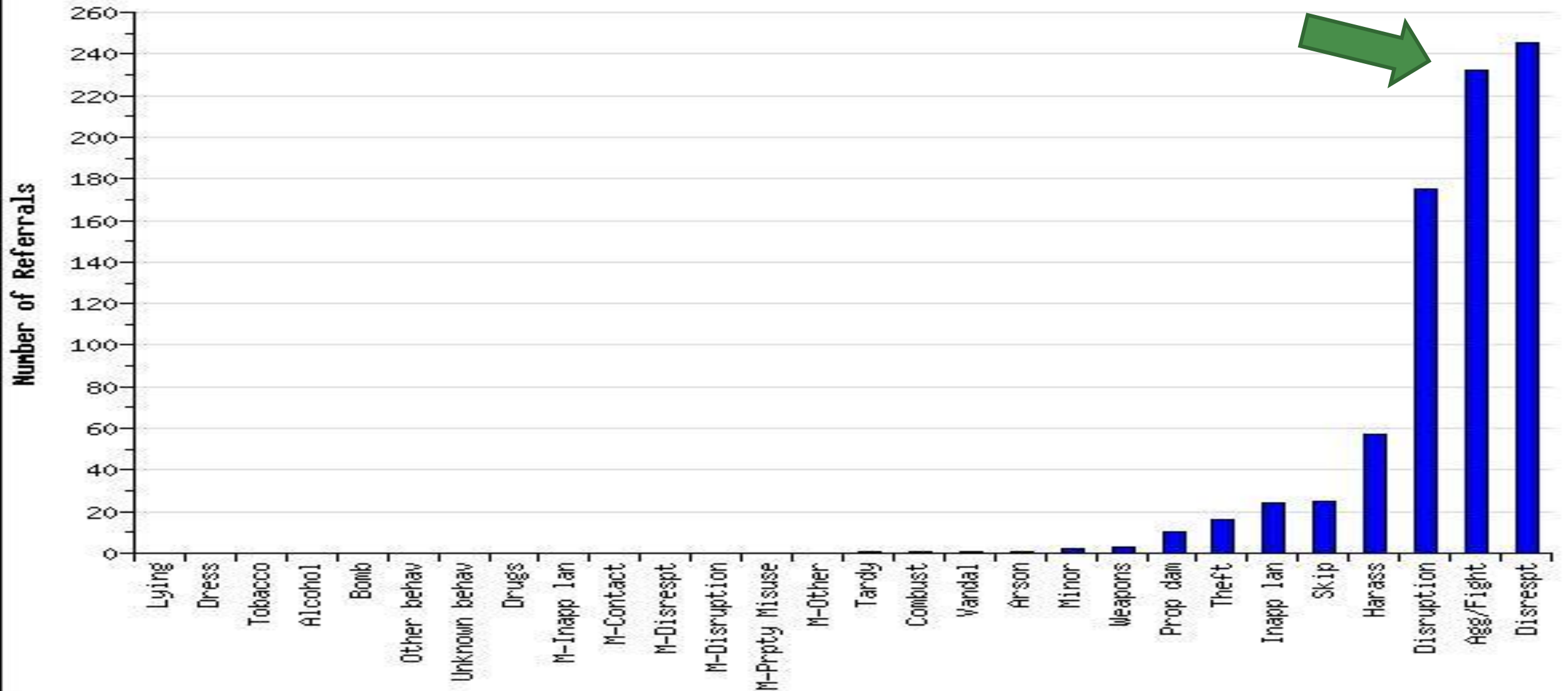
**Total compensation costs per hour worked, residential and nonresidential construction workers, seasonally adjusted, March 2004-March 2009**



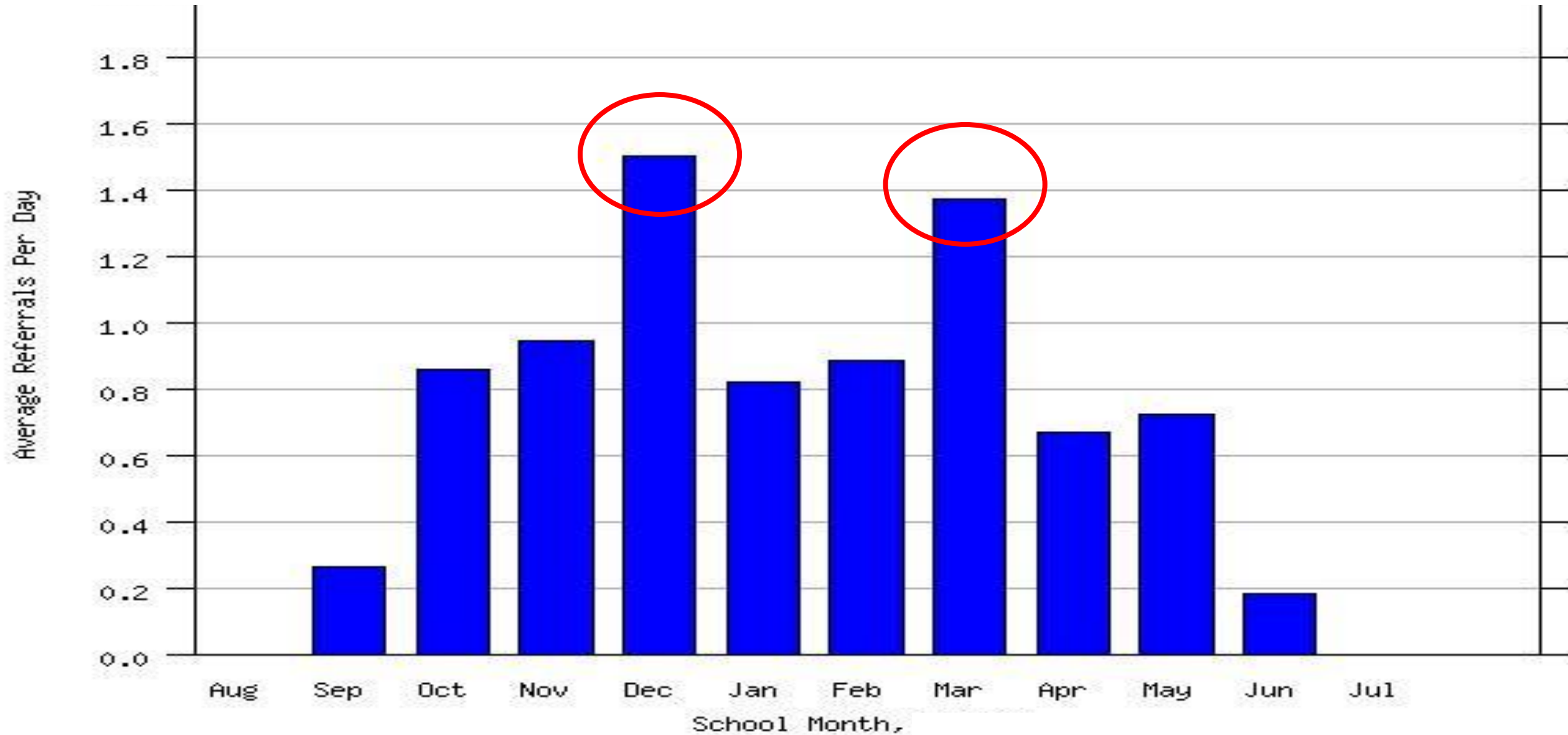
Source: U.S. Bureau of Labor Statistics

# Share: **BIG 5** - By Problem Behavior

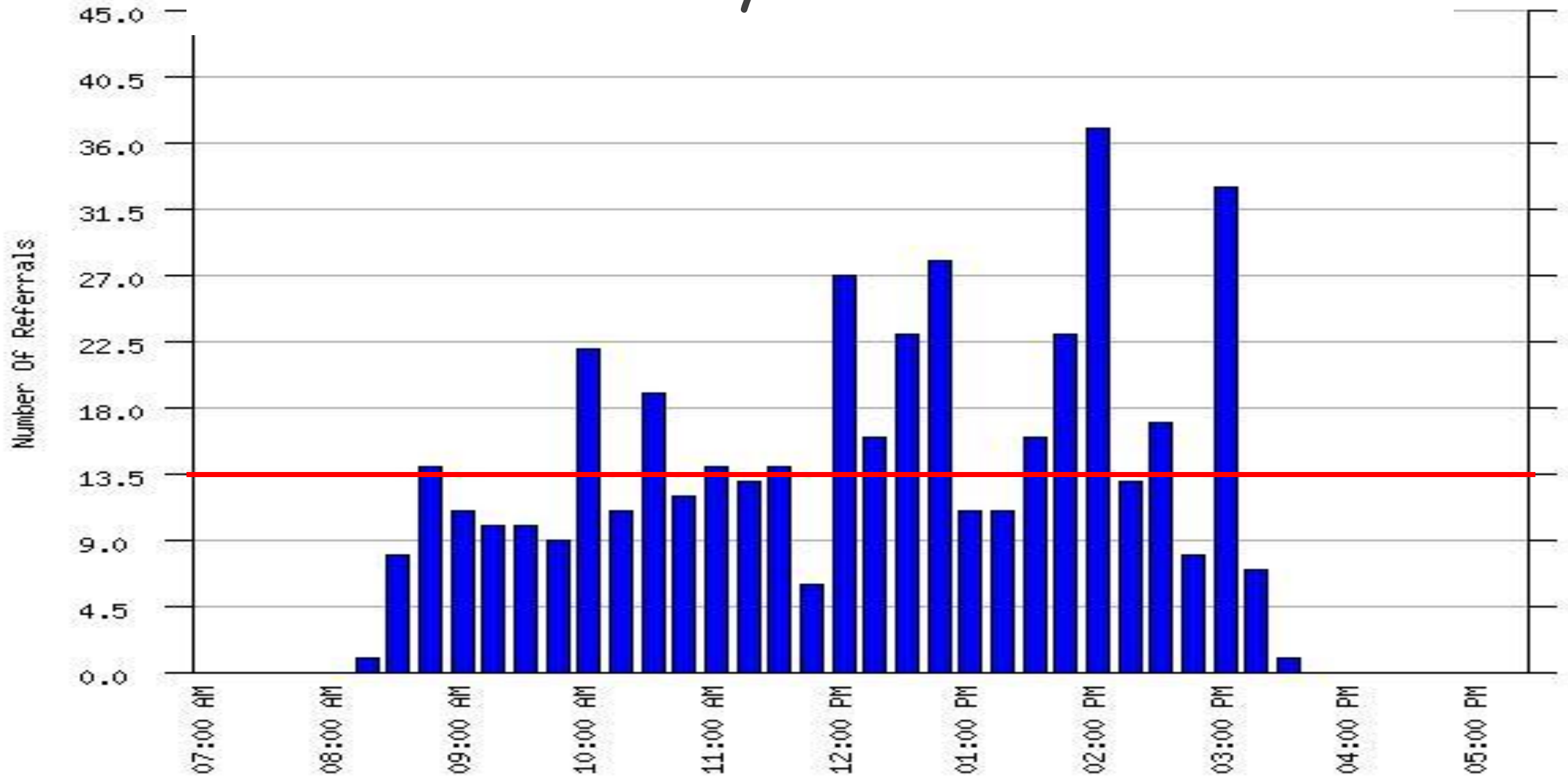
Referrals By Problem Behavior



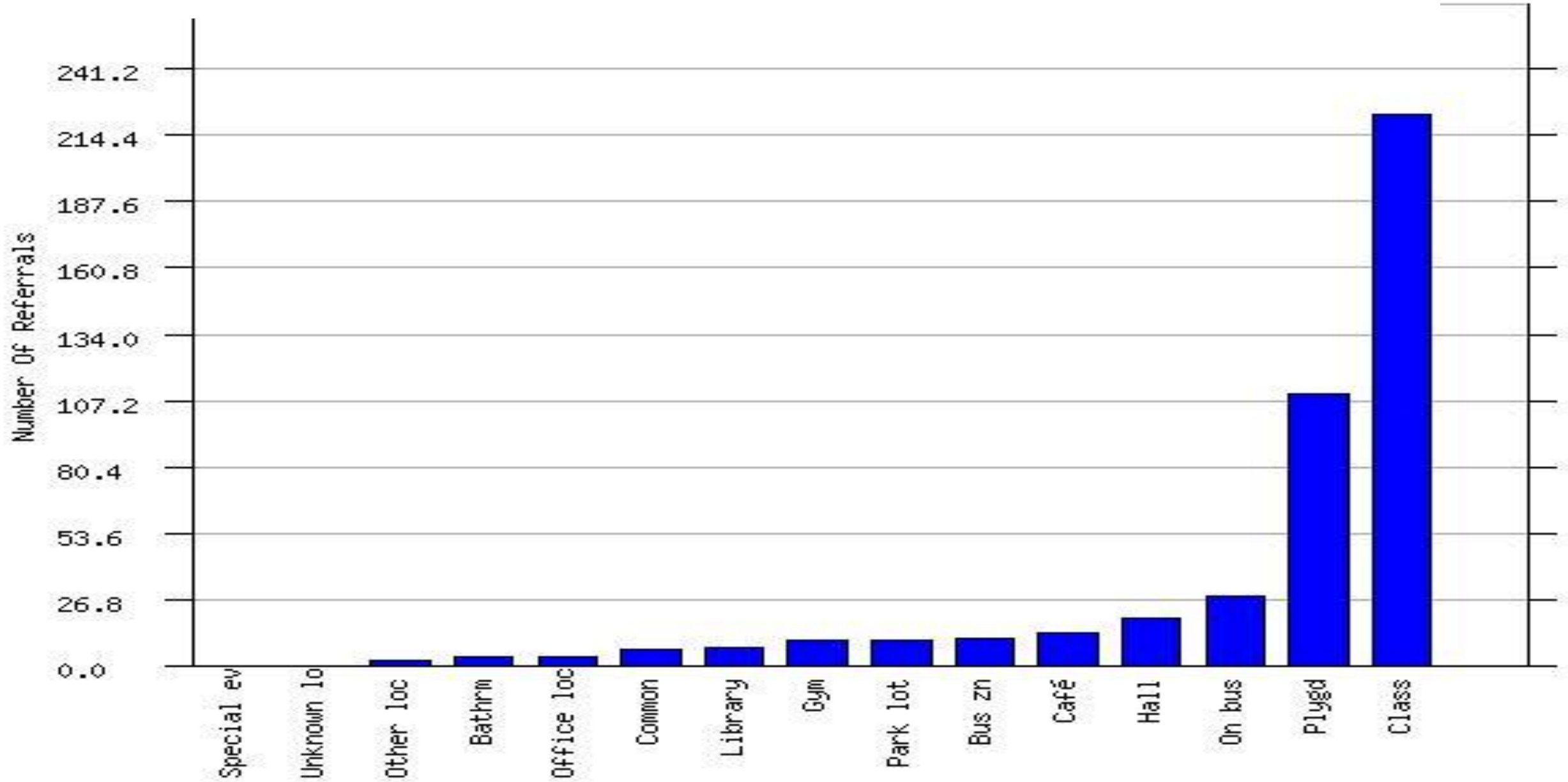
# Share: **BIG 5** - By Month



# Share: BIG 5 - By Time



# Share: BIG 5 - By Location



# 10 Critical Elements of PBIS

Anything less is experimentation!

1. The PBIS Team-Principal
2. Data Entry and Analysis
3. Clear Expectations & Rules
4. Teaching Behavior
5. Recognition (Feedback)
6. Effective Discipline Process
7. Faculty Commitment
8. Implementation
9. Classroom
10. Evaluation



SWPBIS  
 for Beginners

pbis.org

1 2 3 4 5 6



**PBIS Newsletter**  
 Influence of Socioeconomic Status and Racial Diversity  
[read more](#)



**What's New?**  
 Updates on the site: Newly added sections, items, and more  
[view details](#)



**Presentation Resources**  
 Slides from Training & Conference Presentations  
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Home School Family Community Evaluation Research Training Links  Search >>

**Top 5 Current Topics**

**Measuring SWPBIS: A New Evaluation Brief**

**Evaluation Brief: What Does it Cost to Implement School-wide PBIS?**

**Bully Prevention in SWPBS (Now In Spanish)**

**PBIS Tools: Tools to Evaluate Status and Impact of SWPBS at Multiple Tiers**

**USDE Discourages Seclusion and Restraint: U.S. Department of Education Issues Resource Document that Discourages Restraint and Seclusion**

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

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

**What is School-Wide Positive Behavioral Interventions & Supports?** Please click here for a quick summary of PBIS: 1) What is School-wide PBIS? 2) What does PBIS emphasize? and 3) What Outcomes Are Associated with Implementation of SW PBIS?

**Newly Added !**

**Positive Behavioral Interventions and Supports: History, Defining Features, and Misconceptions** Please click here to review historical development, characteristics, impact, and misconceptions of PBIS

**Getting PBIS in My School**

**PBIS State Coordinator Network:** Contact your regional or state PBIS coordinators for technical support or questions concerning the implementation of PBIS

[view details](#)

**PBIS Blueprints**

**2010 SWPBS Implementer's Blueprint and Self-Assessment**

[view details](#)

**Evaluation Blueprint for SWPBS**

[view details](#)

**Blueprint for SWPBS Training**





- Accountability
- Assessment Research, Development and Administration
- Career, Technical and Agricultural Education
- Curriculum and Instruction
- School Psychological Services
- Special Education Services and Supports**
- Student Support Teams
- State Schools

## Positive Behavioral Interventions and Support

PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 16,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

### Georgia PBIS

Since 2008, Georgia has been recognized as a PBIS implementing state. The goal of the PBIS Unit at the Georgia Department of Education (GaDOE) is to support high fidelity implementation of positive behavioral interventions and supports across the state for all students. The PBIS unit supports building regional capacity throughout the state by providing technical assistance, training, and coaching to implementing districts. Over the last four years, the GaDOE PBIS unit has trained over 350 school teams representing nearly every region of the state.

### Contact Information

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**Program Manager**  
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### Recorded PBIS Webinars for District Coordinators/Coaches

- [September 20, 2012](#)
- [August 16, 2012](#)

### Related Links

- [District Coordinators](#)
- [Coaches](#)
- [Interested in SW PBIS](#)
- [2012-2013 PBIS Calendar](#)

### Partners

- [PBIS Technical Center Website](#)

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