

Positive Behavioral Interventions and Supports of Georgia

Quick Facts!

Can you answer **YES** to any of these questions?

	YES	NO
1. Is overall school performance below national, state or local standards?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are more than 10% of students chronically absent or tardy?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are there high rates of problem student behavior, resulting in loss of academic time?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do teachers express dissatisfaction with the current school-wide discipline plan?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do several students receive disciplinary exclusions (OSS, ISS, expulsion or change of placement)?	<input type="checkbox"/>	<input type="checkbox"/>

Are these the **OUTCOMES** you would like to achieve in your school

	YES	NO
1. Increase in attendance.	<input type="checkbox"/>	<input type="checkbox"/>
2. Improvement in academic performance.	<input type="checkbox"/>	<input type="checkbox"/>
3. Increase in the number of appropriate student behaviors.	<input type="checkbox"/>	<input type="checkbox"/>
4. Student and teacher reports of a more positive and calm environment.	<input type="checkbox"/>	<input type="checkbox"/>
5. Reduction in the number of behavioral disruptions, referrals, and incident reports.	<input type="checkbox"/>	<input type="checkbox"/>

If you answered **YES** to any of these items, then your school may benefit from a school-wide discipline plan. Schools that have been successful in implementing school-wide positive behavior interventions and supports have reported the above outcomes.

What is **School-Wide Positive Behavioral Interventions & Supports (PBIS)**?

PBIS is the application of positive interventions and system changes to achieve socially important behavior change. It is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports). For a complete definition and more information, visit www.pbis.org.

School wide PBIS is a Tier I, universal approach which determines the set of social skills/behavior that all students are expected to display. The *curriculum* consists of specific school-wide expectations which are developed at each school, taught to students, and reinforced in every setting. Progress monitoring by school based PBIS teams guide the application of interventions through the RtI model in a consistent and systematic manner.

What are the **GOALS** of PBIS?

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PBIS is not a new intervention package. It is an application of a behaviorally based system approach to enhancing the capacity of schools, families, and communities to design effective environments that improve the fit between research-validated practices and the environments in which teaching and learning occur. The focus is on creating and sustaining school environments that improve lifestyle results (personal, health, social, academic, work, etc.) for all students by making problem behavior less effective, efficient, and relevant, while making desired behavior more functional. In addition, the use of culturally appropriate interventions is emphasized.

Who is **INVOLVED** in the PBIS Process?

School-wide PBIS requires a collaborative team consisting of:

- Administrators
- Teachers
- Support personnel such as graduation coaches, counselors, School Improvement Facilitators, etc.
- Special Education personnel such as behavior specialists, lead teachers, etc.
- Parents

You may already have these people coming together as part of a School Improvement Team. If so, this School Improvement Team can build on the processes that a school already has in place to improve the effectiveness, efficiency and relevance of both child and adult behavior. In addition, the team can develop a comprehensive, school-wide system to proactively reduce challenging behaviors and teach more appropriate behaviors.

What is a School-Wide PBIS **PLAN**?

The School-wide PBIS Plan includes the following steps:

1. Expectations are clearly and positively defined.
2. Behavioral expectations are taught to all students and staff.
3. Appropriate behaviors are acknowledged.
4. Behavioral errors are proactively corrected.
5. A database for keeping records and making decisions is established.
6. Data-based monitoring and adaptations to the plan are regularly conducted.

How can the GaDOE Positive Behavioral Interventions and Support Unit **ASSIST** your school?

The GaDOE will provide training and support to districts with all aspects of school-wide implementation including, but not limited to:

1. Training on the implementation of PBIS.
2. Support with monitoring data and making adaptations to the system PBIS Plan.
3. Training on the School-Wide Information System (SWIS) progress monitoring system.

If you would like to make a request for assistance with your district, please contact Ginny O'Connell, Program Manager of Positive Behavior Supports at (404) 657-9953 or email at goconnell@doe.k12.ga.us