

Start with the Heart: Equipping Elementary School Early Learners for Success

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START WITH THE HEART

building warm and welcoming early learning climates
for children from birth through third grade

Equipping Elementary School Early Learners for Success

Georgia Association of Positive Behavior Supports Conference

Wednesday, November 30, 2016

Metropolitan Regional Educational Service Agency

WHAT IS A POSITIVE SCHOOL LEARNING CLIMATE?



POSITIVE SCHOOL LEARNING CLIMATES



Early child care environment

VS

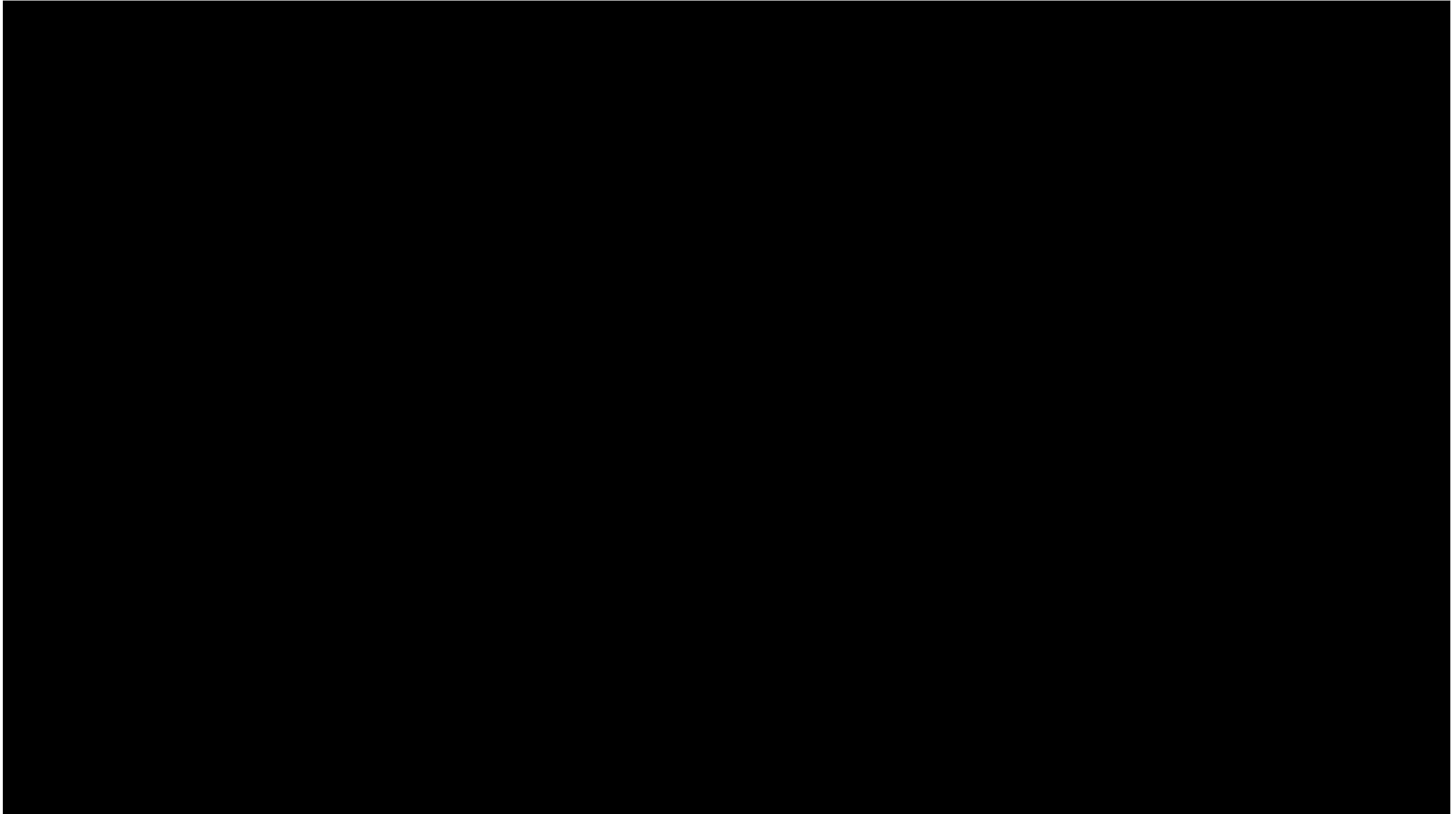


School environment

“EARLY LEARNING” = BIRTH TO AGE 8



BIRTH 1YEAR 2YEARS 3YEARS 4YEARS 5YEARS 6YEARS 7YEARS 8YEARS



<https://www.youtube.com/playlist?list=PLCTsJy5llwiSnd2qV3JPm6Hs-1NM74Gws>

LAYING THE FOUNDATION

What was already happening in the State...



Georgia Department of Early Care and Learning



GEORGIA'S RESPONSE
TO THE NEED FOR POSITIVE
EARLY LEARNING CLIMATES

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool
PBIS training
to improve
the learning
climate and
prepare
students for
kindergarten

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool
PBIS training
to improve
the learning
climate and
prepare
students for
kindergarten



Linked to K-3
PBIS training
to improve
school climate
and increase
reading
proficiency
by 3rd grade

EARLY ACCESS TO A POSITIVE LEARNING CLIMATE



Preschool
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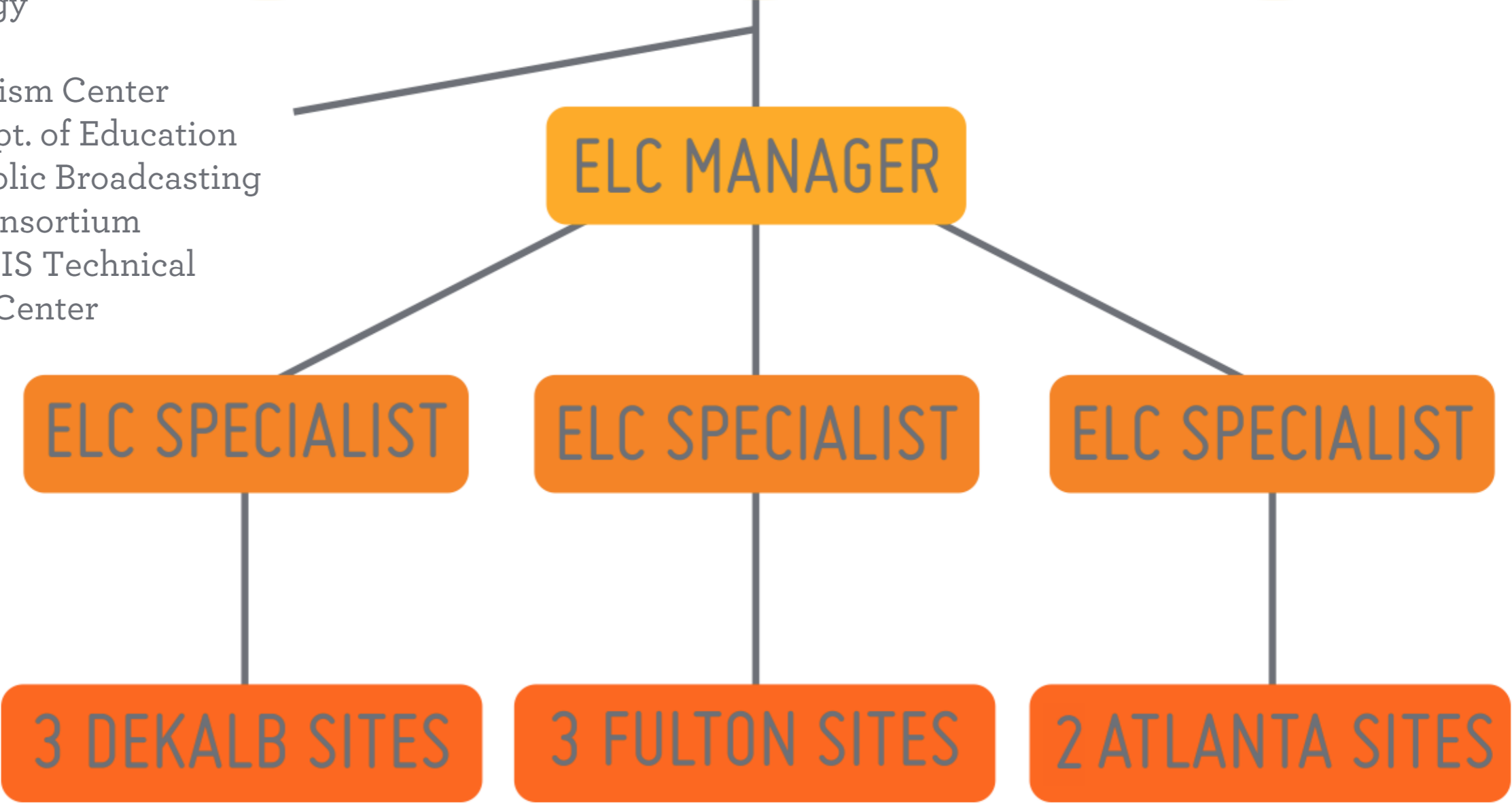
3rd grade
reading
proficiency
increases
likelihood of
high school
graduation

OUR STRUCTURE



Advisory Committee

- Aha! Strategy
- DECAL
- Marcus Autism Center
- Georgia Dept. of Education
- Georgia Public Broadcasting
- Pyramid Consortium
- National PBIS Technical Assistance Center



METRO RESA SITES

Fulton

- 1) Sheltering Arms—Welcome All
- 2) Brookview ES
- 3) Seaborn Lee ES

Atlanta

- 4) Whitefoord, Inc
- 5) Whitefoord ES

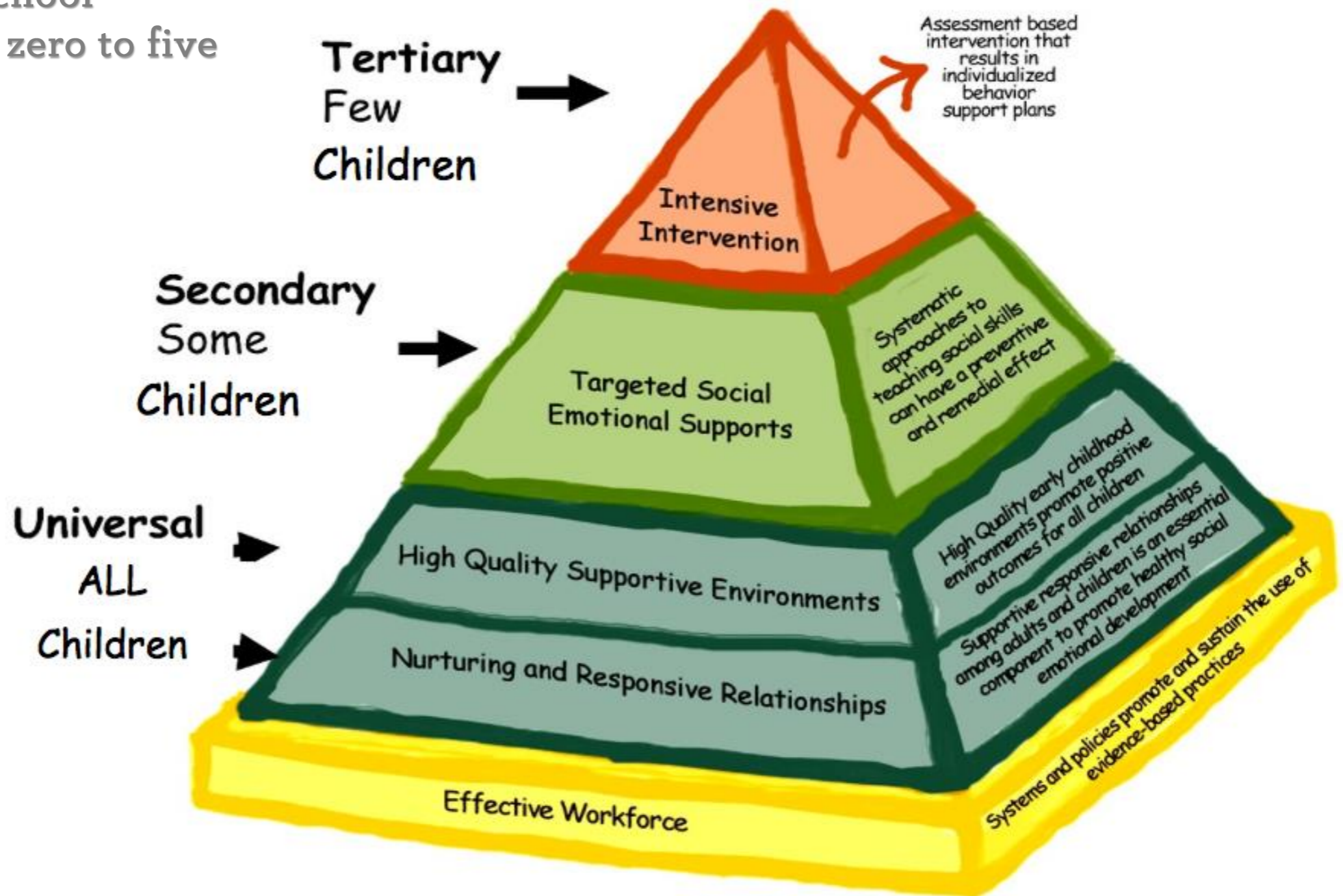
DeKalb

- 6) Childcare Network—Candler Rd.
- 7) McNair Discovery Learning Academy
- 8) Toney ES



PROGRAMWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

Focused on pre-school environments for zero to five



SCHOOLWIDE POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

Focused on K-12 environments

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports

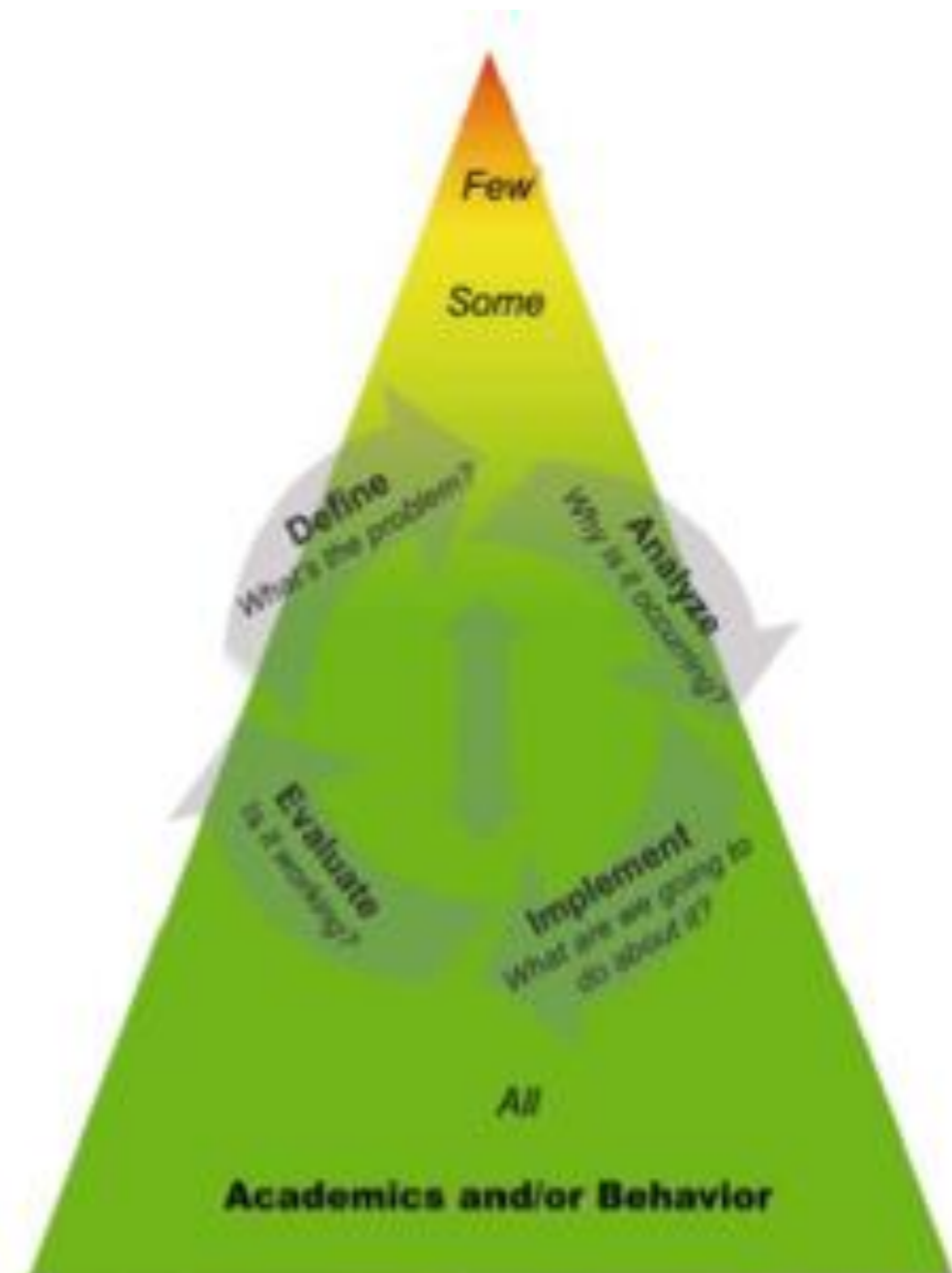
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

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.





**START
WITH THE
HEART**

GEORGIA'S EARLY LEARNING CLIMATE ALIGNED INITIATIVE

FOR SEAMLESS CLASSROOM-BASED SOCIAL EMOTIONAL SUPPORTS FOR BIRTH-AGE 8

Existing




PreK
(Birth-Age 5)




Program-wide PBIS,
the pyramid model

Aligned Model



PreK-Grade 3
(Age 5-8)



Existing



K-12
(Age 5-18)



School-wide
PBIS

Systems in place to acknowledge students

Tiered system of support framework

Capacity building

Family engagement

Focus on positive learning climates

Admin participation and support



Training & coaching support

Use positive language

Focus on prevention

Data-based decision making

Define and teach expectations and rules

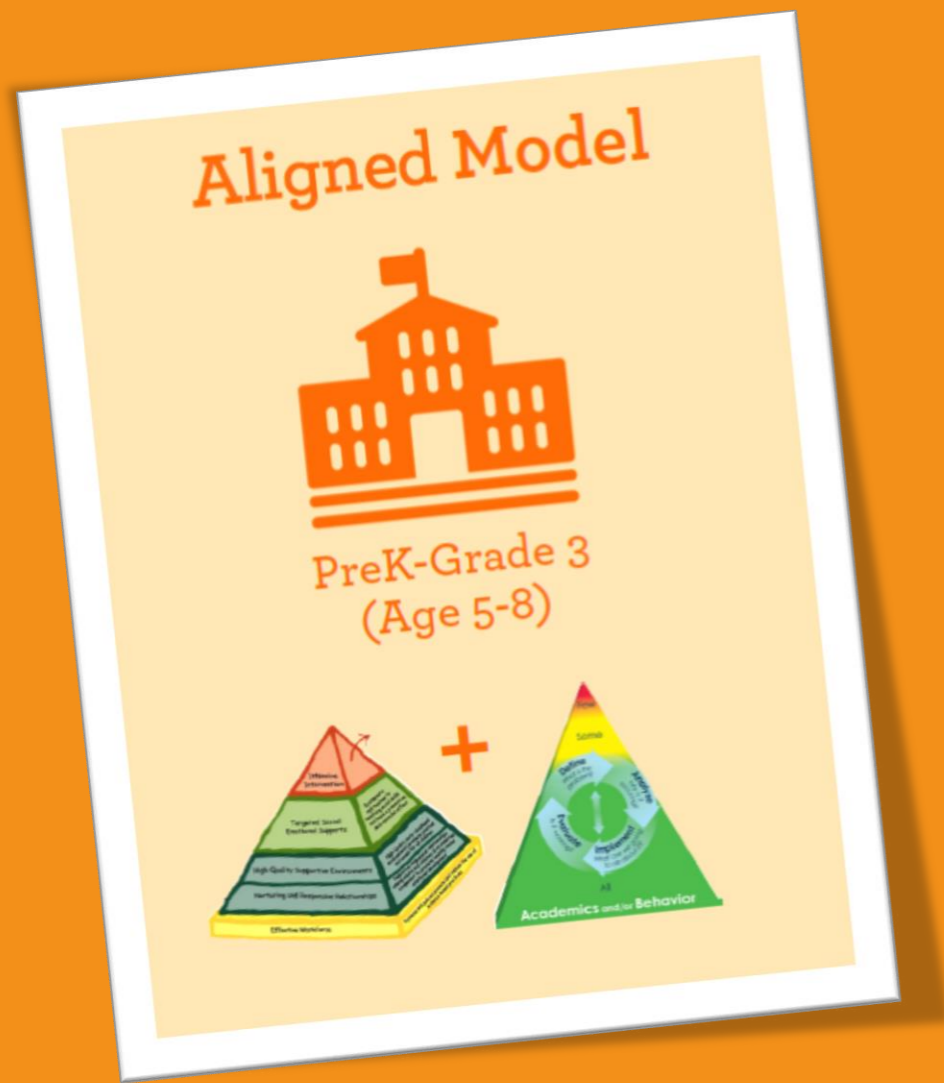
Team process and facilitated leadership



0-5

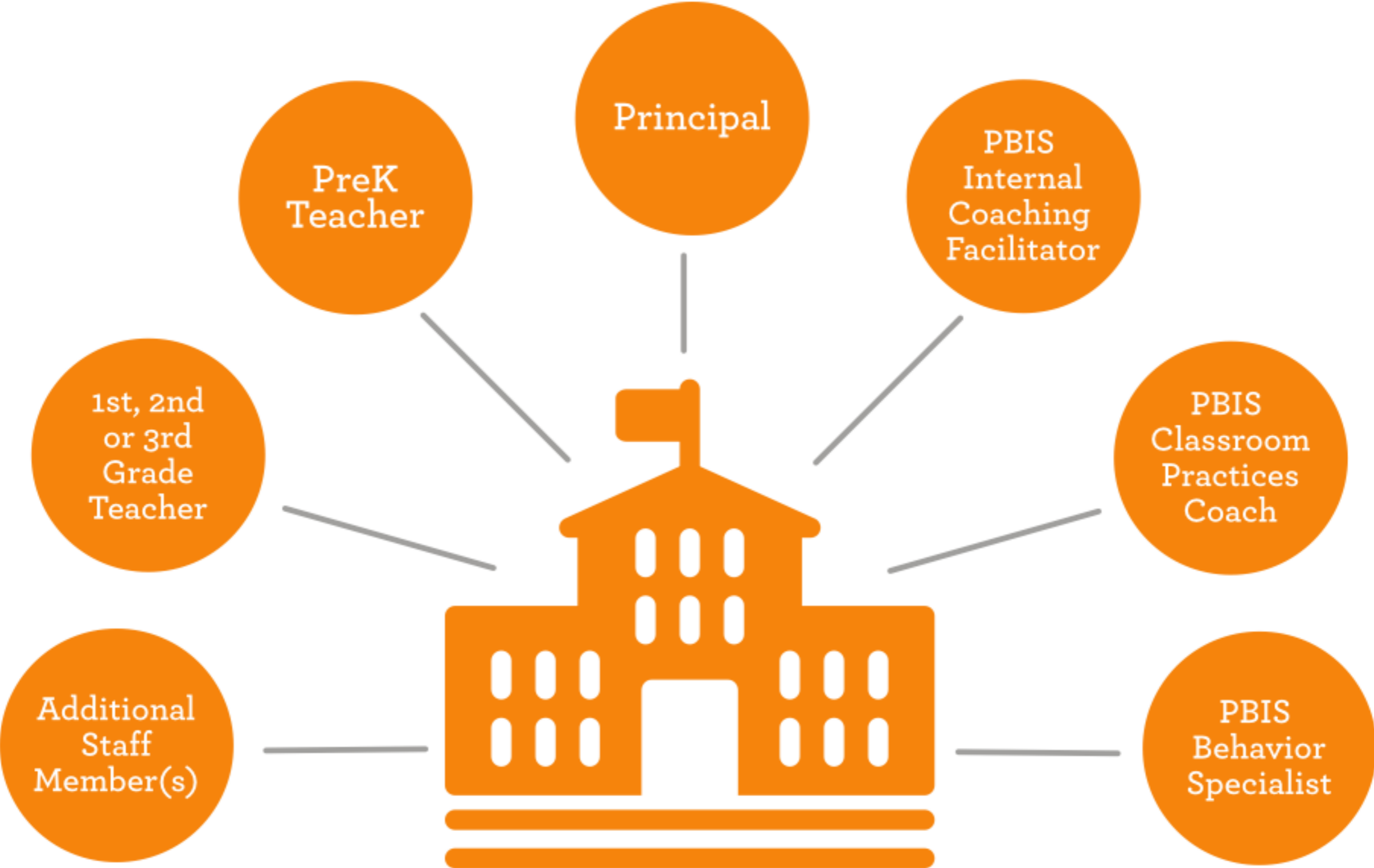
PreK-5th grade
(with particular
emphasis on
PreK-3rd grade)

K-12



TEAMS ROLES AND RESPONSIBILITIES

SCHOOL LEADERSHIP TEAM





All three tiers implemented together in a layered approach

Tiers one and two of PW-PBIS are implemented within tier one of the SW-PBIS framework to address individual needs of early learners as well as overall school climate

Three tiered continuum—school/class, groups, and individual students

Aligned Model



PreK-Grade 3
(Age 5-8)



PROFESSIONAL LEARNING

PROFESSIONAL DEVELOPMENT

SW-PBIS Tier 1 Workshops

Tier 1 School Leadership Team (3 days)

Internal Coaches (1/2 day)

SWIS Data Tool (1/2 day)

Classroom (1 day)

PW-PBIS (Pyramid Model) Workshops

Site Leadership Team (3 Days)

Internal Practice-Based Coaching (2 Day)

Behavior Specialist (2 Day)

Evaluation (2.5 Days)

Pyramid (Classroom) Practices (3 days)

ALIGNED PROFESSIONAL DEVELOPMENT

SW-PBIS Tier 1 Workshops for Elementary Schools

Tier 1 School Leadership
Team (3 days)

Evaluation – TPOT, CAT,
SWIS (2.5 Day)

Classroom Practice-Based
Coaching (2 Day)

Pyramid (Classroom)
Practices (1 Day + 45 Min
Sessions 1x per Month)

Behavior Specialist
(1/2 Day)

Readiness and Planning
(~5 to 7 Days)

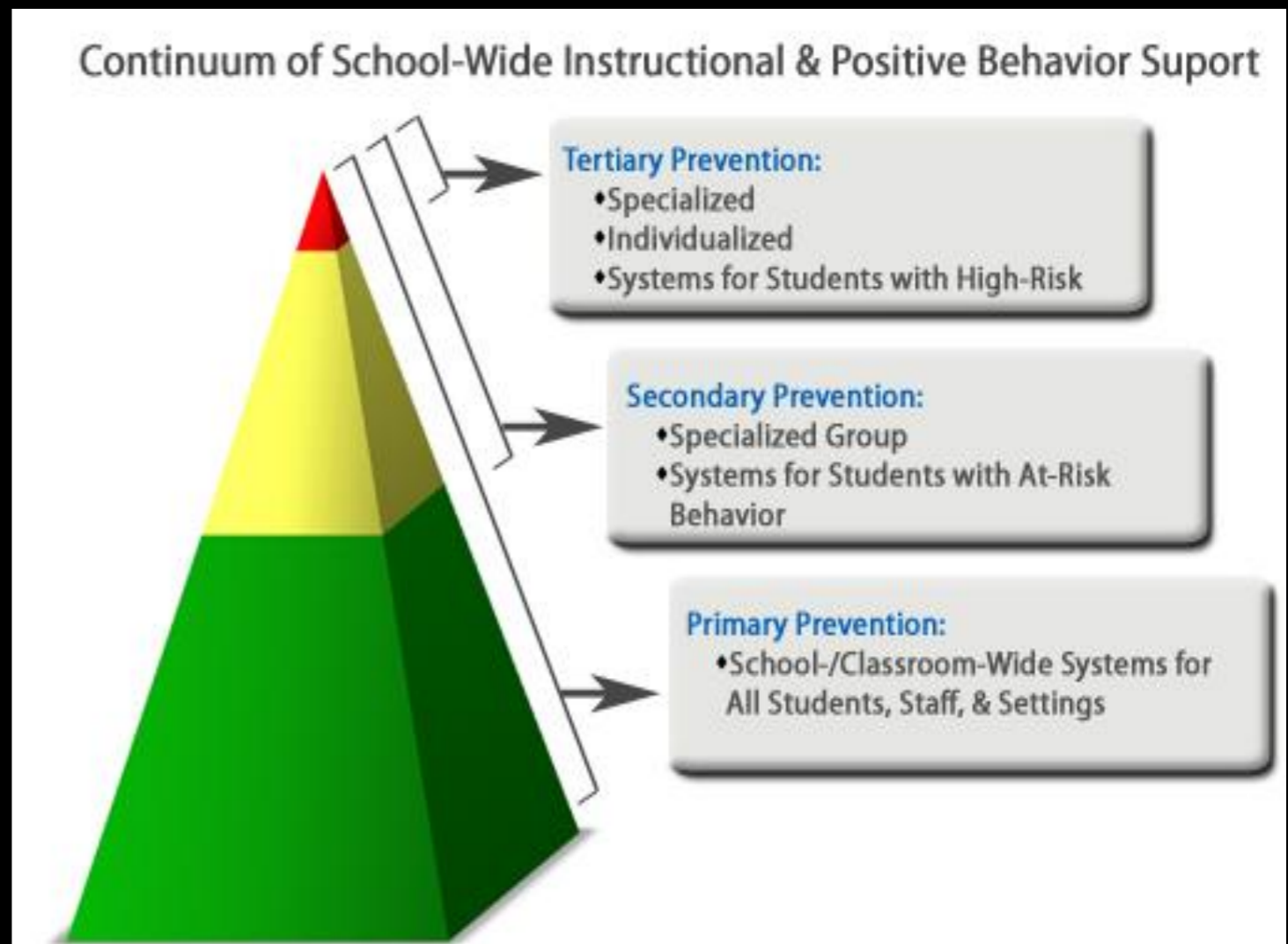
TEAM LEADERSHIP & ENSURING STAFF BUY-IN FOR PBIS



**Presented by
Jovita Wallace, Principal
Brookview Elementary School**

DEFINING “BUY IN” ... WHAT DOES THAT LOOK LIKE AT BVES?

- All students belong!
- Staff participation in teaching, acknowledging SW expectations
- Staff participation in training opportunities
- Staff participation in implementation of secondary and tertiary supports (95%-100%)



**SO HOW DO I
PROMOTE BUY-IN?**



ESTABLISHING SYSTEMS

✓ Build systems to support teacher behaviors FIRST!

❑ Communication system

- Feedback loop

❑ Create team & prioritize meetings

- Strong administrative presence, involvement

❑ Policy review & trainings

- Do your policies make teacher work harder?
Easier?

❑ Data access and sharing



Management/Policy

District Policy

Administrative leadership

- Active
- Prioritize PBIS on meeting minutes, school-wide communication, in daily practices

School policies reflect PBIS

- Student and faculty handbook
- Disciplinary consequences

Training

Explicit training:

What is PBIS and, What do I have to do?

Frequent training:

- Introductory, Boosters, Needs specific, Strategies

Embedded training:

How does PBIS align with other school initiatives?

Communication Loop

Communication is two way

System for staff/student/parent feedback:

- Surveys
- PBIS discussions
- Voting

Data

Use data to:

- **Present the extent of "problems"**
 - EX: 55% of our referrals are for disruptive behavior
- **Pinpoint areas of focus**
 - EX: Most disruptive behaviors happen in the classrooms on Thursdays after lunch
- **Show improvements**
 - EX: Implement Go Noodle/ Brain breaks after lunch we've seen a 13% decrease in classroom disruptions.
- **Validate teacher concerns**
- **Shape expectation through action plans**

STUDENTS + PARENTS/COMMUNITY + FACULTY & STAFF= BUY IN



- PBIS lessons
- Classroom Participation
- Assembly introducing PBIS expectations
- House Teams Meetings
- PBIS incentives (Panda Den, Panda Bucks, Panda Celebrations)
- Daily behavior reminders on BVES broadcast



- PBIS Corner on Website
- PBIS plan in student handbook
- Principal Panel PBIS update
- PBIS feedback survey
- House Team Meetings
- GOP Awards & Incentives
- Parent Volunteer Opportunities



- PBIS Game Day preview during Pre-planning
- Share School Wide PBIS Non-negotiables
- PBIS lesson plans
- Establishing PBIS team with representation from all grade levels
- PBIS feedback surveys
- Monthly staff PBIS PD

All STAKEHOLDERS must be actively participating in PBIS activities!

PBIS Walkthroughs

Frequent Assessments

Systems of
Accountability

PBIS Data Meetings

Feedback

“ We are what we
repeatedly do.
Excellence, therefore
is not an act but
a habit.”

~Aristotle

CONSISTENCY is key



To SUCcess

SO ... DO YOU HAVE ANY
QUESTIONS FOR ME?





Social emotional learning strategies taught as part of the pyramid practices

School staff and teachers are trained on classroom management strategies for all students as well as social emotional, developmentally appropriate pyramid practice to assist early learners

Social skills instruction occurs through teaching of expectations and rules

Aligned Model

































PreK-Grade 3
(Age 5-8)

























EXPECTATIONS AND RULES

ALIGNED SCHOOL-WIDE MATRIX

Seaborn Lee Elementary Expectations and Rules

	CAFETERIA 	HALLWAY 	RESTROOM 	ARRIVAL/ DISMISSAL 	PLAYGROUND 	ASSEMBLIES/ DRILLS 
P BE PREPARED	Get everything you need the first time 	Keep your pass handy 	Keep your pass handy 	Come and leave with everything you need 	Use restroom prior to recess 	Know the procedures 
A ACT RESPECTFULLY	Use a whisper voice 	Respect the quiet zone 	Respect other's privacy 	Follow the directions of the adults 	Use equipment properly 	Be attentive 
W WORK TOGETEHR	Keep area clean 	Stay with the pack 	Keep area clean 	Stay with the pack 	Follow game rules and demonstrate positive sportsmanship 	Stay with the pack 
S STAY SAFE	Walking feet and safe hands 	Hallway position 	Keep your feet on the floor 	Walking feet and safe hands 	Be aware of games and activities around you 	Stay in designated areas at all times 

ALIGNED CLASSROOM MATRIX

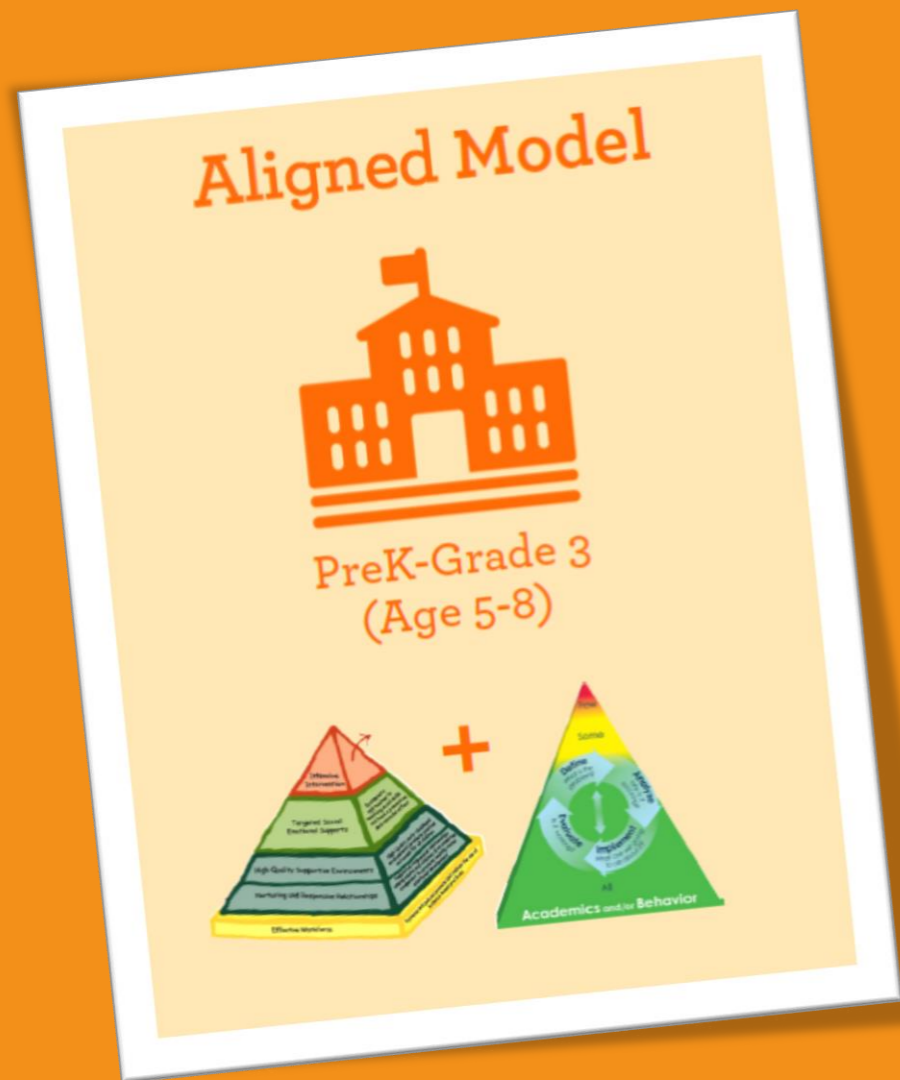
Mrs. Alleyne's 2 nd Grade Class	Stations	Carpet	Lining Up	Working at Desk	Arrival and Dismissal
<p>P</p> <div data-bbox="452 537 625 764" style="border: 1px solid black; padding: 5px; text-align: center;"> BE PREPARED </div>	<p>Bring pencil box and materials with you</p> 	<p>Walk quickly when Ms. Alleyne says it is time to come</p> 	<p>Have your lunchbox or anything you need</p> 	<p>Keep track of items in your pencil box</p> 	<p>Make sure folder is where it should be</p> 
<p>A</p> <div data-bbox="452 864 625 1120" style="border: 1px solid black; padding: 5px; text-align: center;"> ACT RESPECTFULLY </div>	<p>Use a whisper voice</p> 	<p>Only one person talks at a time and look at them</p> 	<p>Use polite words like "excuse me" when getting in your spot</p> 	<p>Use a whisper voice</p> 	<p>Silent during announcements</p> 
<p>W</p> <div data-bbox="452 1185 625 1441" style="border: 1px solid black; padding: 5px; text-align: center;"> WORK TOGETHER </div>	<p>Share the materials</p> 	<p>Sit in a way that lets your friends see</p> 	<p>If a friend doesn't remember their spot politely remind them</p> 	<p>Share the materials</p> 	<p>Make sure there is not any trash under your desks</p> 
<p>S</p> <div data-bbox="452 1508 625 1774" style="border: 1px solid black; padding: 5px; text-align: center;"> STAY SAFE </div>	<p>Stay in your station the whole time</p>  <p>Walk when it is time to leave</p> 	<p>Sit in a way that keeps yourself and your friends safe</p> 	<p>Walk to the line</p>  <p>Have an arms length in between you and your friends</p> 	<p>Keep chairs pushed in while working and when you leave</p> 	<p>Walk when coming in or lining up</p> 



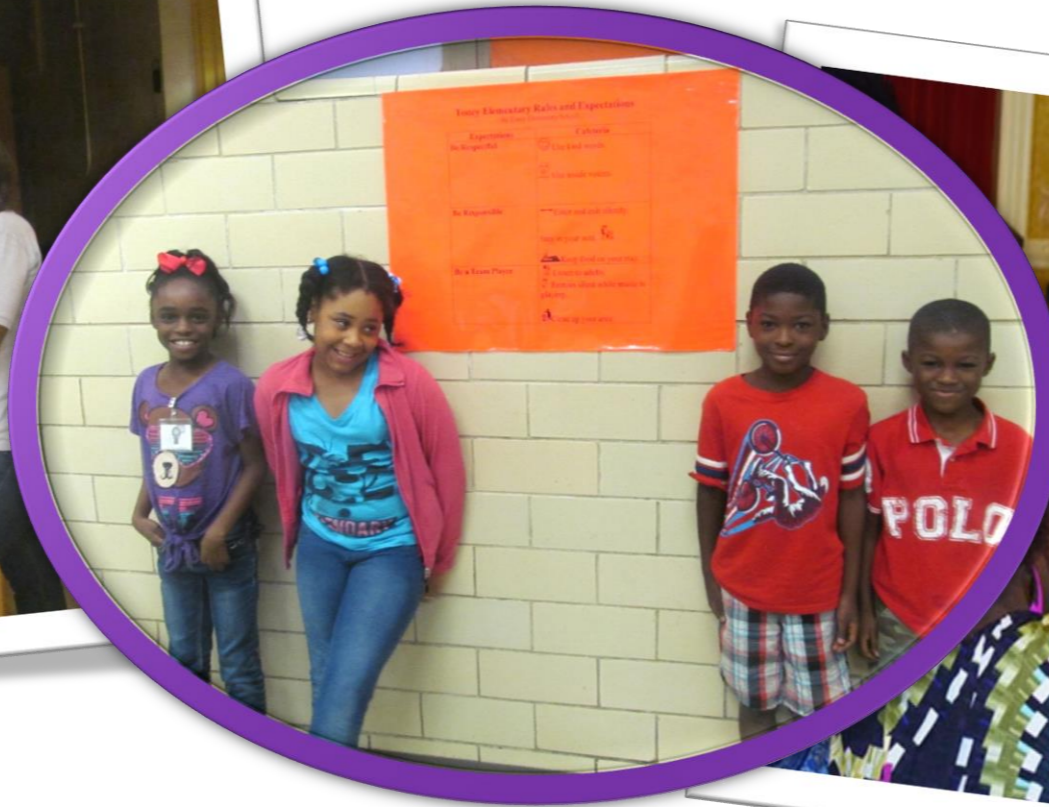
Classroom-based
implementation

Simultaneous
school-wide
implementation and
classroom coaching
of PreK-3rd grade
teachers

Starts with
building a
foundation using
school-wide
implementation
and then layers
classroom
support based
on need



CLASSROOM COACHING AND PYRAMID PRACTICES



Jamila Payne

Classroom Practices Coach

Toney Elementary School

Decatur, GA

Role of Classroom Practices Coach

- Mentors teachers in implementation of classroom practices
- Conducts TPOT and CAT to identify teachers' strengths and needs
- Provides practice-based coaching to teachers (observations, action planning, and debriefing)
- Supports teachers through explicit instruction of Teacher Strategies and Responses
- Tracks teacher growth of implementation of pyramid practices and achievement of action plan goals



Grade Level Monthly Meetings

Pyramid Practice Professional Developments

Identifying
Form
& Function



Teacher Strategies
& Responses

Friendship Skills
Problem Solving
Anger Management
Emotional Literacy and Empathy

Classroom Design
Schedules and Routines
Directions and Feedback
Behavior Expectations and Classroom Rules
Building Nurturing and Responsive Relationships

Classroom Coaching


Toney Elementary School

The Resources

- TPOT
- CAT
- Action Plans
- PBIS Walk-throughs
- Glow and Grow
- Grade-level Meetings

Toney Elementary Focus Walk for December 2015
Focus: PBIS
Grade _____

Name _____ Date: _____

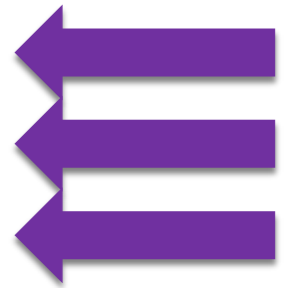


Look Fors:	Evidence	Yes I did observe				Comments
		T1	T2	T3	T4	
Are rules/expectations positively stated?	Rules/expectations will be posted in "kid-friendly language"					
Are rules/expectations posted?	Rules/expectations will be posted at students' eye level.					
Are the Teacher Strategies and Responses being used to manage behaviors in the classroom?	Teachers' use of specific Teacher Strategies and Responses were observed during the period.					
Are there more specific, positive statements being made as opposed to directive, generic statements.	Teachers' use of specific, positive statements/feedback when directing students.					
Transitions	Teachers are providing students with a warning about what task/activity is next.					

Classroom Coaching

Toney Elementary School

Month	Number of Referrals-Minor (Defiance)	Number of Referrals-Minor(Total)	Percent of Total (Minor-Defiance)
September	13	43	30%
October	9	21	42%
November	12	32	36%
December	3	19	15%
January	4	22	18%
February	10	28	35%
March	8	49	16%
April	7	23	30%
May	1	8	13%



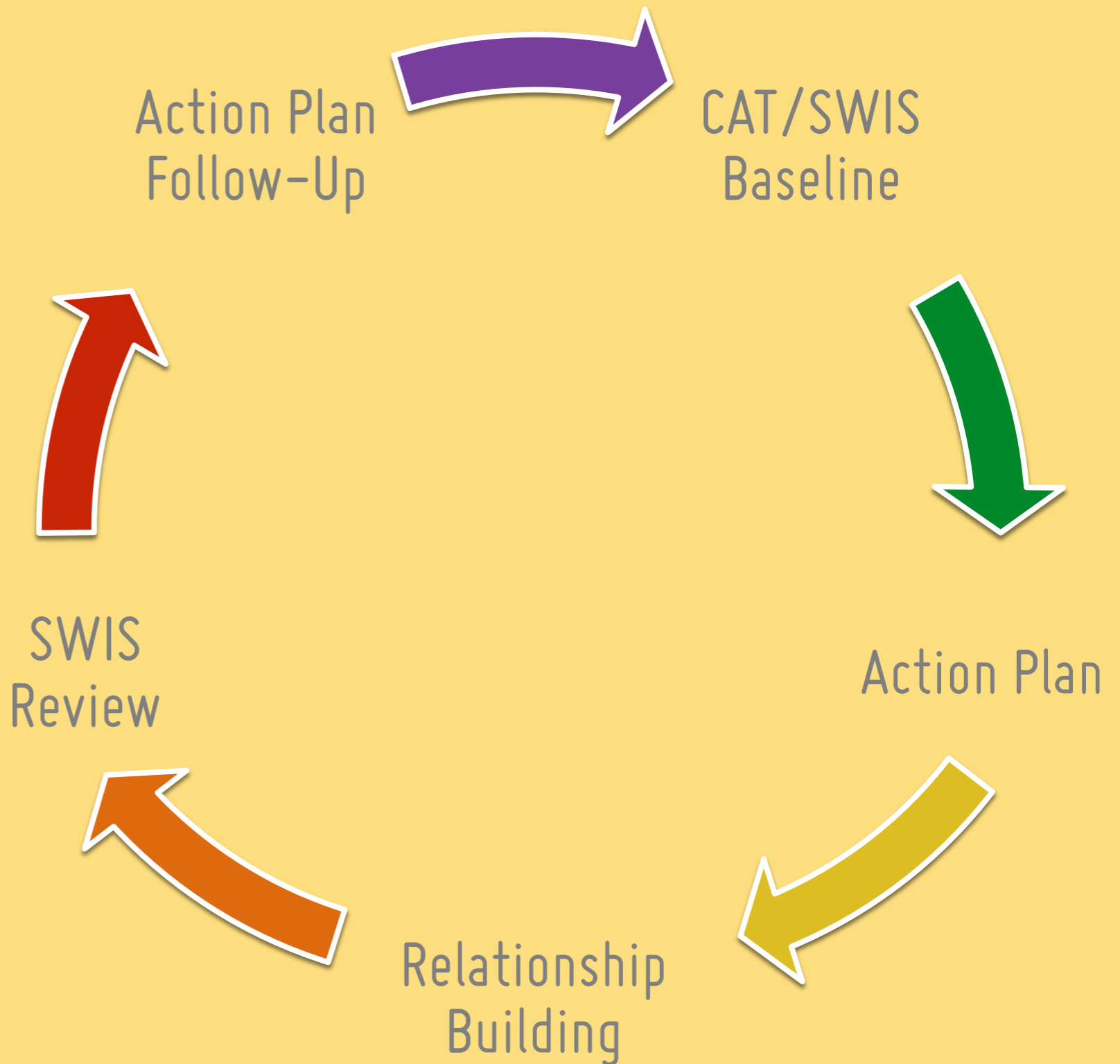
In addition to the five teachers I coach, I also **include other staff in walk-throughs.** The SWIS data **determines who is observed** and I provide feedback based on class needs.

Classroom Coaching

Toney Elementary School

**Cycle
of
Improvement**

**Meet Ms. Martin,
1st Grade Teacher**



Classroom Coaching

Toney Elementary School

September and October
SWIS data showed **8**
minor referrals for
defiance from 4
different students for
Ms. Martin's class.

CAT Baseline: In Place

Domains	Fall 2015
Ecological Factors	60%
Behavior Systems	37.5%
Curriculum and Instruction	20%

Classroom Coaching

Toney Elementary School

Teacher: Ms. Martin Grade: 1st **Action Plan** Meeting Date: 10/3/16

TPOT Action Plan		
The goal I will work on in my classroom: 1. Presenting directions in multiple ways. 2. Incorporating student choice into daily activities.		
Steps to achieve this goal:	Recommendations:	Timeline:
Goal 1: <ul style="list-style-type: none"> Find pictures that illustrate directions. Create posters to show pictorial directions for completing common tasks in the classroom, i.e. arrival procedures, etc. 	Look for simple pictures that students will be able to easily recognize.	Start date: 10/11/16 Date Observed Goal: 10/21/16
Goal 2: <ul style="list-style-type: none"> Research ways to provide choice. Practice different ways to provide choice. Denote use of providing students with choice in the lesson plan. 	Use colleagues as a resource to determine different ways to provide choice throughout tasks.	Start date: 10/11/16 Date Observed Goal: 10/21/16

Classroom Coaching

Toney Elementary School



Glow

Students are engaged in the activities you have created to facilitate learning. You have clearly built a relationship with your students and have incorporated strategies to foster this relationship, i.e. How are we going to have an awesome day?



Grow

Because of the behavior challenges presented in your room, directions may not need to be given to all students in the same way. Also, incorporate student-choice into daily activities.

Classroom Coaching

Toney Elementary School

How are you
going to have an
awesome day?



Classroom Coaching

Toney Elementary School

SWIS

Referral	Fall 2015	Spring 2016
All Major/Minor Referrals for Ms. Martin's Class	38	15
Minor Defiance	8	1

CAT Baseline: In Place

Domains	Fall 2015	Spring 2016
Ecological Factors	60%	80%
Behavior Systems	37.5%	68.8%
Curriculum and Instruction	20%	70%

Classroom Coaching

Toney Elementary School

Reflections

- Ms. Martin
- Importance of Classroom Coach
- Impact of Classroom Coach at Toney Elementary



Lessons Learned

Classroom Coaching



Glows

- Building relationships with faculty
- Receiving “raw” data about students
- Increased fidelity of overall implementation

Grows

- Teacher buy-in/Shift in thinking
- Time management



Acknowledgement system is ongoing, positive feedback to both individual children and whole group

Acknowledgement system takes root in positive descriptive feedback and group/classroom rewards; individual rewards may take place for 1st-5th grade children

Acknowledgment system includes group and individual components

Aligned Model



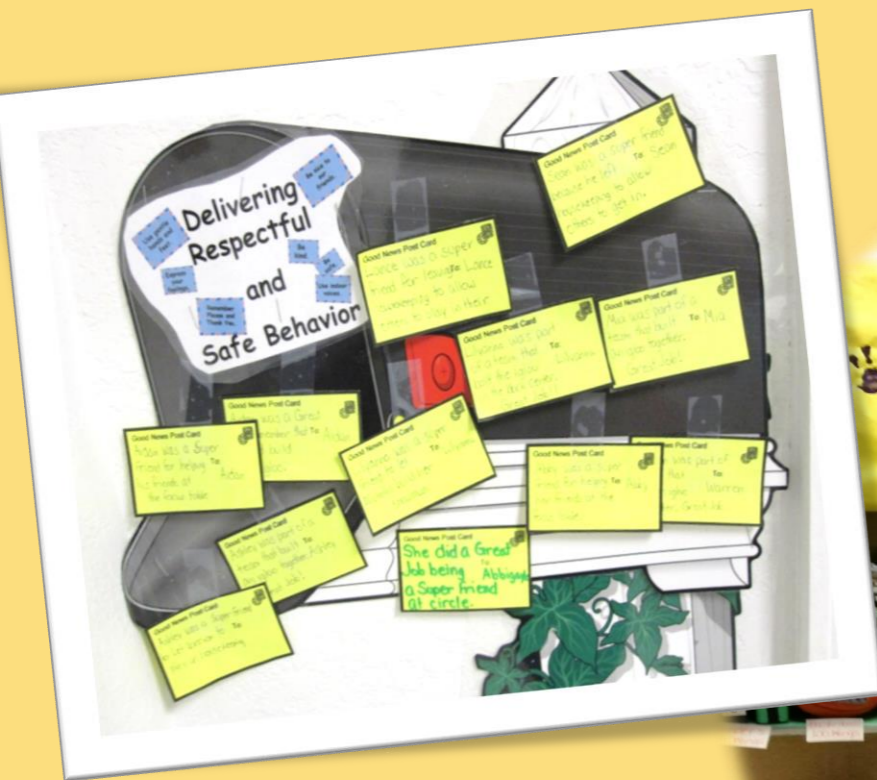
PreK-Grade 3
(Age 5-8)



ACKNOWLEDGEMENT

ALIGNED ACKNOWLEDGEMENT

Acknowledgement system takes root in positive descriptive feedback and group/classroom rewards; individual rewards may take place for 1st-5th grade children



Acknowledgement

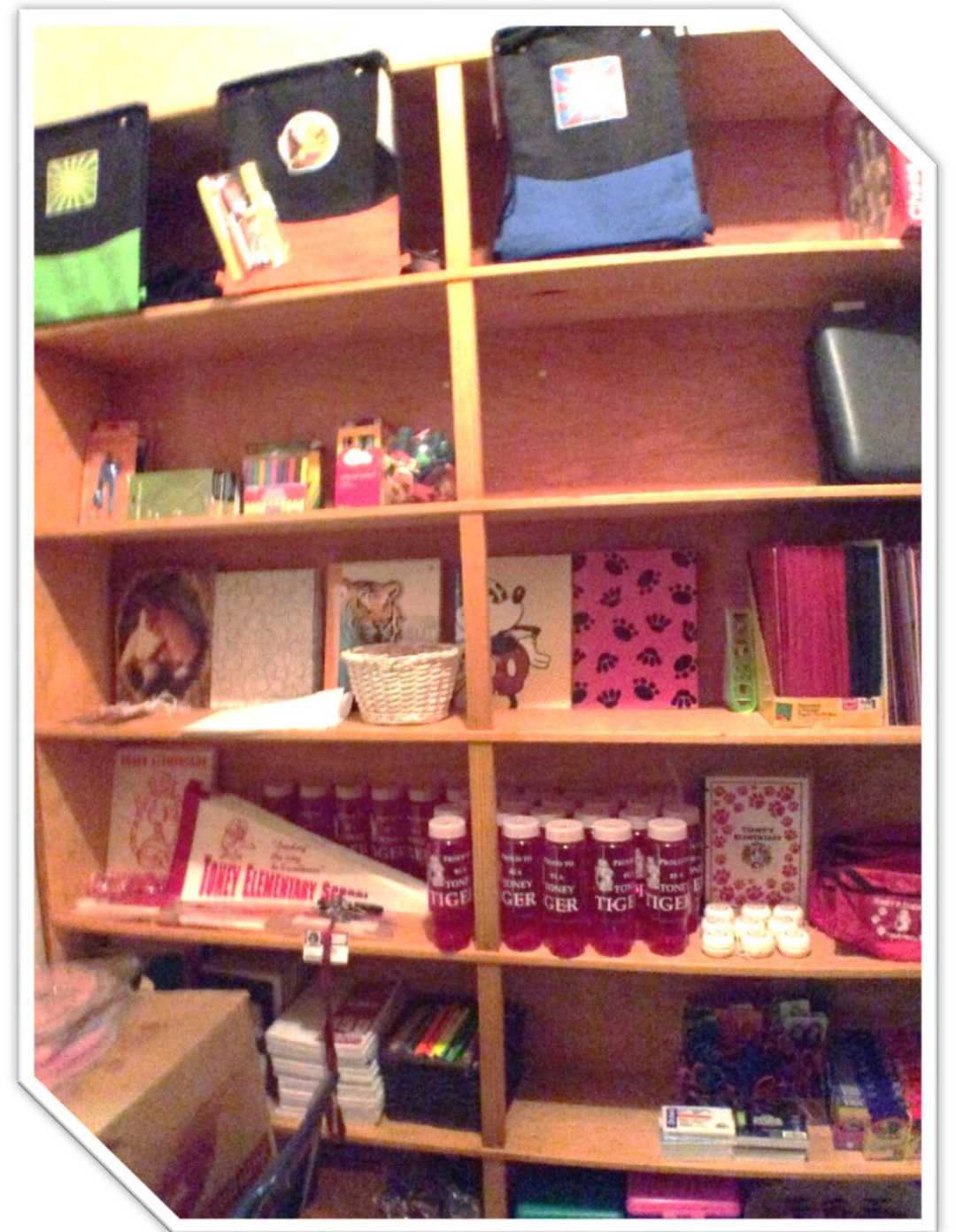
Toney Elementary School

Students

- Shout-out Board
- 4G Shout Out
- Tiger Pride Parties
- Tiger Paws
- School Store

Teachers

- Shout-out Board
- 4G Shout Out
- Coupons (Free Jeans Pass, Free Lunch, Leave 30 Minutes Early, Teacher Goodies)

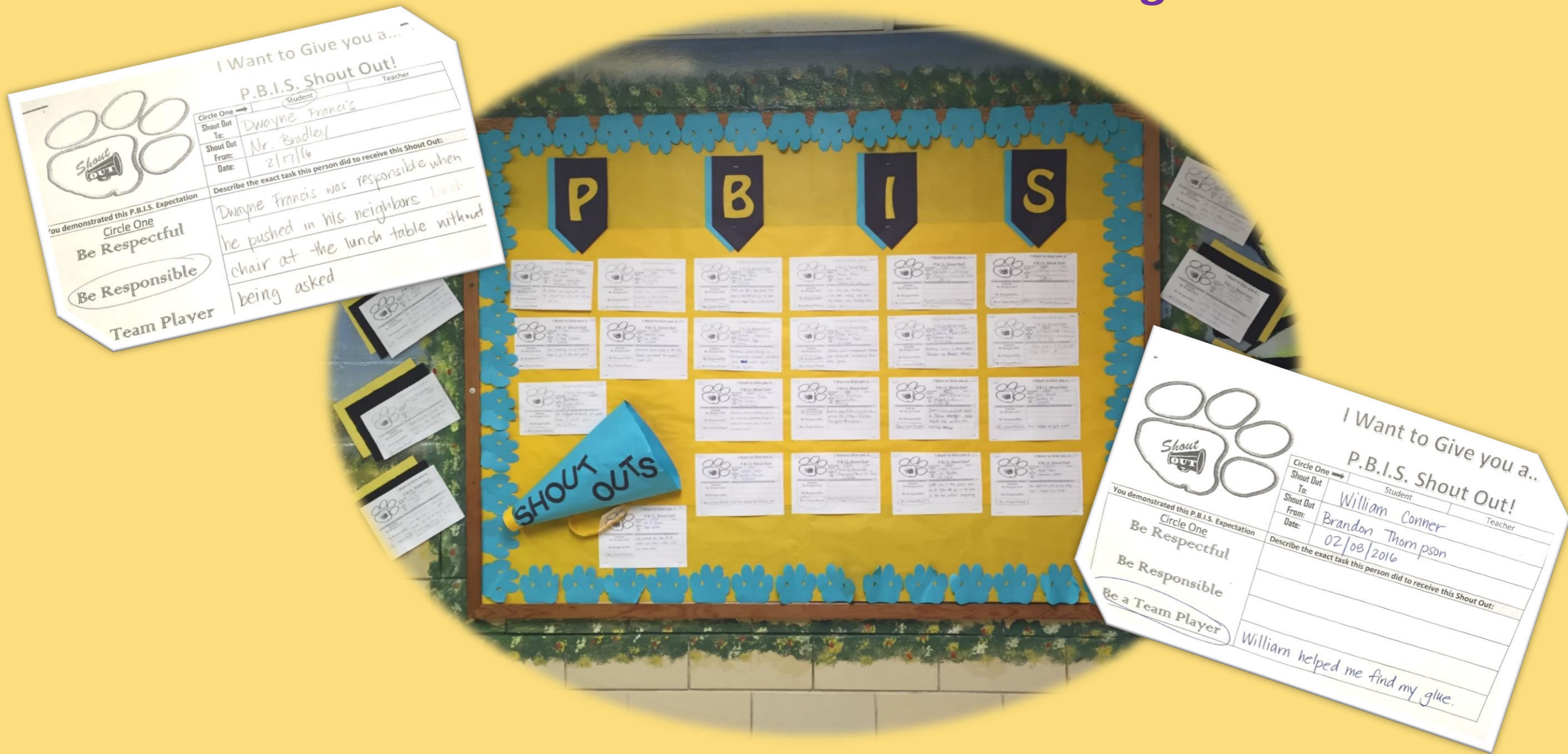


Acknowledgement

Toney Elementary School

Shout-Out Board!

For Student and Teacher Recognition



Lessons Learned


Acknowledgement

Glows

- Everyone loves to be acknowledged (especially teachers!)
- 1st – 3rd Graders

Grows

- 4th- 5th Graders
- School Store
- Consistency of acknowledging/rewarding



I Want to Give you a...
P.B.I.S. Shout Out!

Circle One →	Student	Teacher
Shout Out To:		
Shout Out From:		
Date:		
You demonstrated this P.B.I.S. Expectation	Describe the exact task this person did to receive this Shout Out:	
Circle One Be Respectful		
Be Responsible		
Be a Team Player		

Classroom Coaching or Acknowledgement Questions?





Focused on social, emotional and behavior development to prevent/respond to challenging behavior

Focused on social, emotional and behavioral development strategies coupled with preventative/proactive practices to improve school climate

Focused on preventative/proactive practices to improve school climate

Aligned Model



PreK-Grade 3
(Age 5-8)



DISCIPLINE SYSTEM

ALIGNED MINOR AND MAJOR REFERRAL FORMS

Office Referral Form - Minor Behaviors

Name: _____	Location
Date: _____ Time: _____	<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway
Grade: PreK K 1 2 3 4 5	<input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria
Referring Staff: _____	<input type="checkbox"/> Bathroom <input type="checkbox"/> Library
	<input type="checkbox"/> Gym <input type="checkbox"/> Bus
	<input type="checkbox"/> Other _____

Minor Problem Behavior	Teacher Strategy/Response
<input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Tardy <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Property Misuse/Damage <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Technology Violation <input type="checkbox"/> Other _____	<input type="checkbox"/> Time Out/Remove from Group <input type="checkbox"/> Student Conference <input type="checkbox"/> Loss of Item/Privilege <input type="checkbox"/> Family Contact <input type="checkbox"/> Phone Call <input type="checkbox"/> Email <input type="checkbox"/> Letter Home <input type="checkbox"/> Meeting/Conference <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Other _____

If you check other please select one of the following behaviors, if appropriate. If the behavior still isn't captured, please write-in the behavior on the line provided.

If you check other please select one of the following responses, if appropriate. If the response still isn't captured, please write-in the response on the line provided.

Activity (For PreK- 3rd Grade Student's Only)

<input type="checkbox"/> Arrival	<input type="checkbox"/> Classroom Job	<input type="checkbox"/> Classroom Instruction	<input type="checkbox"/> Individual Activity	<input type="checkbox"/> Circle/Large Group Activity
<input type="checkbox"/> Small Group Activity	<input type="checkbox"/> Centers/Indoor Play	<input type="checkbox"/> Meals/Snacks	<input type="checkbox"/> Quiet Time/Nap	<input type="checkbox"/> Outdoor Play
<input type="checkbox"/> Special Activity/Field Trip	<input type="checkbox"/> Self-Care/Bathroom	<input type="checkbox"/> Transition	<input type="checkbox"/> Departure	<input type="checkbox"/> Clean-Up

Possible Motivation

<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Obtain Items/Activities	<input type="checkbox"/> Unknown
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Avoid Peers	<input type="checkbox"/> Other _____

Others Involved in Incident

<input type="checkbox"/> None	<input type="checkbox"/> Peers	<input type="checkbox"/> Teacher	<input type="checkbox"/> Staff
<input type="checkbox"/> Substitute	<input type="checkbox"/> Unknown	<input type="checkbox"/> Other _____	

Office Referral Form - Major Behaviors

Name: _____	Location
Date: _____ Time: _____	<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway
Grade: PreK K 1 2 3 4 5	<input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria
Referring Staff: _____	<input type="checkbox"/> Bus <input type="checkbox"/> Gym
	<input type="checkbox"/> Bathroom <input type="checkbox"/> Library
	<input type="checkbox"/> Other _____

Major Problem Behavior	Activity	Administrator Action Taken
<input type="checkbox"/> Defiance <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Disruption <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Tardy <input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Fighting <input type="checkbox"/> Theft <input type="checkbox"/> Technology Violation <input type="checkbox"/> Property Damage <input type="checkbox"/> Lying/Cheating <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Out of Bounds Location <input type="checkbox"/> Tobacco <input type="checkbox"/> Drugs <input type="checkbox"/> Weapons <input type="checkbox"/> Alcohol <input type="checkbox"/> Other _____	<input type="checkbox"/> Arrival <input type="checkbox"/> Classroom Job <input type="checkbox"/> Classroom Instruction <input type="checkbox"/> Individual Activity <input type="checkbox"/> Circle/Large Group Activity <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Centers/Indoor Play <input type="checkbox"/> Meals/Snacks <input type="checkbox"/> Quiet Time/Nap <input type="checkbox"/> Outdoor Play <input type="checkbox"/> Special Activity/Field Trip <input type="checkbox"/> Self-Care/Bathroom <input type="checkbox"/> Transition <input type="checkbox"/> Departure <input type="checkbox"/> Clean-Up	<input type="checkbox"/> Time Out <input type="checkbox"/> Conference with Student <input type="checkbox"/> In-School Suspension <input type="checkbox"/> Loss of Privilege <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Family Contact <input type="checkbox"/> Phone Call <input type="checkbox"/> Email <input type="checkbox"/> Letter Home <input type="checkbox"/> Meeting/Conference <input type="checkbox"/> Time in Office <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Bus Suspension <input type="checkbox"/> Expulsion <input type="checkbox"/> Action Pending <input type="checkbox"/> Other Action Taken _____

Possible Motivation

<input type="checkbox"/> Obtain Peer Attention	<input type="checkbox"/> Avoid Tasks/Activities	<input type="checkbox"/> Obtain Items/Activities
<input type="checkbox"/> Obtain Adult Attention	<input type="checkbox"/> Avoid Adult Attention	<input type="checkbox"/> Avoid Peers
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other _____	

Others Involved in Incident

<input type="checkbox"/> None	<input type="checkbox"/> Peers	<input type="checkbox"/> Teacher	<input type="checkbox"/> Staff
<input type="checkbox"/> Substitute	<input type="checkbox"/> Unknown	<input type="checkbox"/> Other _____	

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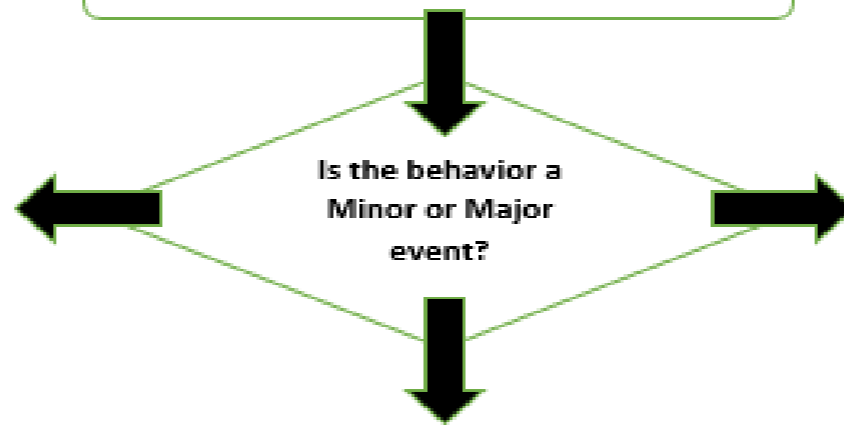
**Staff Handles
Minor Behaviors**

Verbal Redirection,
Re-teach/Review
Expectations and/or
offer choice
(1st Day/Cycle)
WARNING

Utilize Teacher
Behavior Strategies &
Complete Minor
Referral Form*
(3 days/cycles of same
minor behavior or 5
days/cycle of different
minor behaviors)

Deliver Minor Referral
Form(s) to Ms. Pope
after each occurrence
(NOTE: After 3 Minor
forms completed for
the same minor
behavior, complete
the Major form or
after 5 Minor forms
completed for
different minor
behavior, complete
the Major form.)
When completing
Major form follow
administration
managed flow chart.

Observe Problem Behavior



Minor Behavior Events	Major Behavior Events
Defiance	Defiance
Disruption	Physical Aggression
Physical Aggression	Disruption
Tardy	Inappropriate Language
Inappropriate Language	Harassment
Property Damage	Bullying
Technology Violation	Fighting
Tantrums+	Theft
Inconsolable Crying+	Technology Violation
Self-Injury+	Property Damage
Repetitive Behavior+	Tobacco
Social Withdrawal+	Drugs
Running Away	Weapons
	Alcohol
	Running Away

+ These minor behaviors, should never become majors as they are social emotional issues. Seek assistance from support staff to help in providing assistance.

For Early Learner Social Emotional Behaviors, Address Behavior and Have PBIS Behavior Specialist Implement a Behavior Support Plan
(It may or may not necessary to wait for three minor incidents to occur before seeking additional support)

**Administration Handles
Major Behaviors**

Complete Major Referral Form and Send Student to Office (Call office to have student escorted if needed)

For Early Learners, Request Administrator Support in Classroom (do not send child to office)

Administration addresses behavior with student and follows through with appropriate strategy

- Administration Managed Strategies**
- Conference with Student
 - Family Contact
 - Individual Instruction
 - Loss of Privilege
 - In-School Suspension
 - Out of School Suspension
 - Time in Office
 - Time Out
 - Bus Suspension
 - Exulsion

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Aligned Model



PreK-Grade 3
(Age 5-8)



DATA COLLECTION

ALIGNED BEHAVIOR INCIDENT REPORT (BIR) & SCHOOL-WIDE INFORMATION SYSTEM (SWIS) DATA TOOLS

SWIS School-wide Systems | CICO Check-In Check-Out | ISIS Individual Students | Brookview Elementary School

Dashboard | Add Referral | View Reports | Drill Down | Tools


Referral Entry

Referral Type: Minor

Student: Select...  

Grade:

IEP Status: --

Staff: Select...  

Date: 2/18/16 

Time:

Location:


Problem Behavior: Other

Perceived Motivation:

Others Involved:

Action Taken: Other Action Taken  



Notes 



Custom Fields

Other Problem Behaviors:

Teacher Strategy/Response:

Activity:

Family Contact:





Implementation
with fidelity
relies on 9
critical elements
with emphasis on
classroom
practice-based
coaching

Implementation with
fidelity relies on
combination of 10 critical
SW-PBIS elements, select
early learning critical
elements, and classroom
practice-based coaching
observations

Implementation
with fidelity
relies on
10 critical
elements

Aligned Model



PreK-Grade 3
(Age 5-8)



EVALUATION TOOLS

ALIGNED EVALUATION MEASURES

MEASURES	PURPOSE	EVALUATOR	TIMELINE
SW-PBIS Benchmarks of Quality (BOQ) with EC-BOQ Addendum	Fidelity of SW implementation	PBIS School Leadership Teams	April/May of each school year
Team Implementation Checklist (TIC)	Progress monitoring to assess Tier I implementation	PBIS School Leadership Teams	Twice a year (October and February)
Self-Assessment Survey (SAS)	Staff perception of PBIS implementation	All School Staff	Spring of each year
School-Wide Evaluation Tool (SET) with PRE-SET Addendum	Assess and evaluate critical SW and PW-PBIS features	Early Learning Climate Specialist (External Coach)	Baseline at beginning of school year and then may each year following
Fidelity Review Form and Principal Walkthrough	Progress monitoring for fidelity	Internal Coach and Principal	Twice a year (September/October & February/March)

ALIGNED EVALUATION MEASURES

MEASURES	PURPOSE	EVALUATOR	TIMELINE
Teaching Pyramid Observation Tool (TPOT)	Fidelity of implementation of classroom practices specifically related to promoting young children's social-emotional competence and addressing challenging behavior in Pre-K	Classroom Practices Coach	Baseline at beginning of school year and then April/May of each year following (Rolling TPOT observations and action plans throughout the year)
Classroom Assistance Tool (CAT) with Red Flag Addendum from the TPOT	Review of classroom systems which promote and support positive, appropriate behavior coupled with identification of key pyramid practices in K-3 classrooms	Classroom Practices Coach	Baseline at beginning of school year and then April/May each year following (Rolling CAT observations and action plans throughout the year)

Whitefoord Elementary School

Teaching, Fidelity and Data

**DeAngela Huggins
PBIS Internal Coaching Facilitator**

WHO WE ARE

- **Whitefoord Elementary is a neighborhood school within the Atlanta Public School System**
- **Tim Foster, Principal**
- **Title 1 school**
- **We serve 301 students**
- **Year 2 of Implementation**



PBIS Lessons





















EAGLE'S PBIS Lesson Plan

PBIS Expectation Teaching Schedule:

Month	Area	Expectation	Date
August	Hallway	Be safe, responsible, respectful	August 3rd
August	Restroom	Be safe, responsible, respectful	August 4th
August	Cafeteria	Be safe, responsible, respectful	August 5th
August	Playground	Be safe, responsible, respectful	August 8th
August	Hallway, Restroom, Cafeteria, Playground	Be Safe	Week of 15th
August	Hallway, Restroom, Cafeteria, Playground	Be Responsible	Week of 22nd
August	Hallway, Restroom, Cafeteria, Playground	Be Respectful	Week of 29th
September	Hallway, Restroom, Cafeteria, Playground	Be Safe	Week of September 6
September	Hallway, Restroom, Cafeteria, Playground	Be Responsible	Week of September 12
September	Hallway, Restroom, Cafeteria, Playground	Be Respectful	Week of September 19
September	Hallway, Restroom, Cafeteria, Playground	Be Safe	Week of September 26

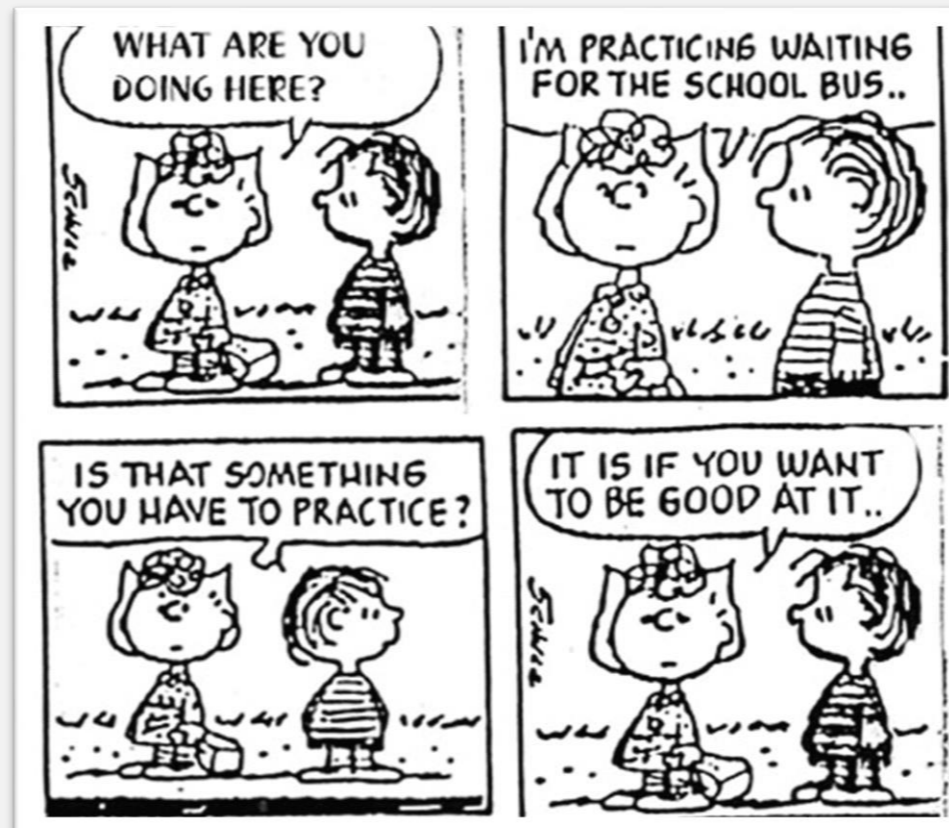
WHITEFOORD ELEMENTARY SCHOOL'S PBIS SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Expectations	Hallway	Restroom	Cafeteria	Playground
BE SAFE	 Keep hands and feet to yourself.  Stand on the third square from the wall.	 No horse playing.  Use zero voices.	 Stay in your seat.	 Keep hands and feet to yourself.  Use playground equipment properly.
BE RESPONSIBLE	 Line up on right side of the hall.  Use zero voices.	 Wash your hands every time.  Put trash in its proper place.	 Raise your hand for help.  Keep your area clean.	 Keep the playground clean and beautiful.
BE RESPECTFUL	 Leave space between you and the other person.	 Use materials appropriately.	 Use inside voices.	 Ask others to join in and play nicely.

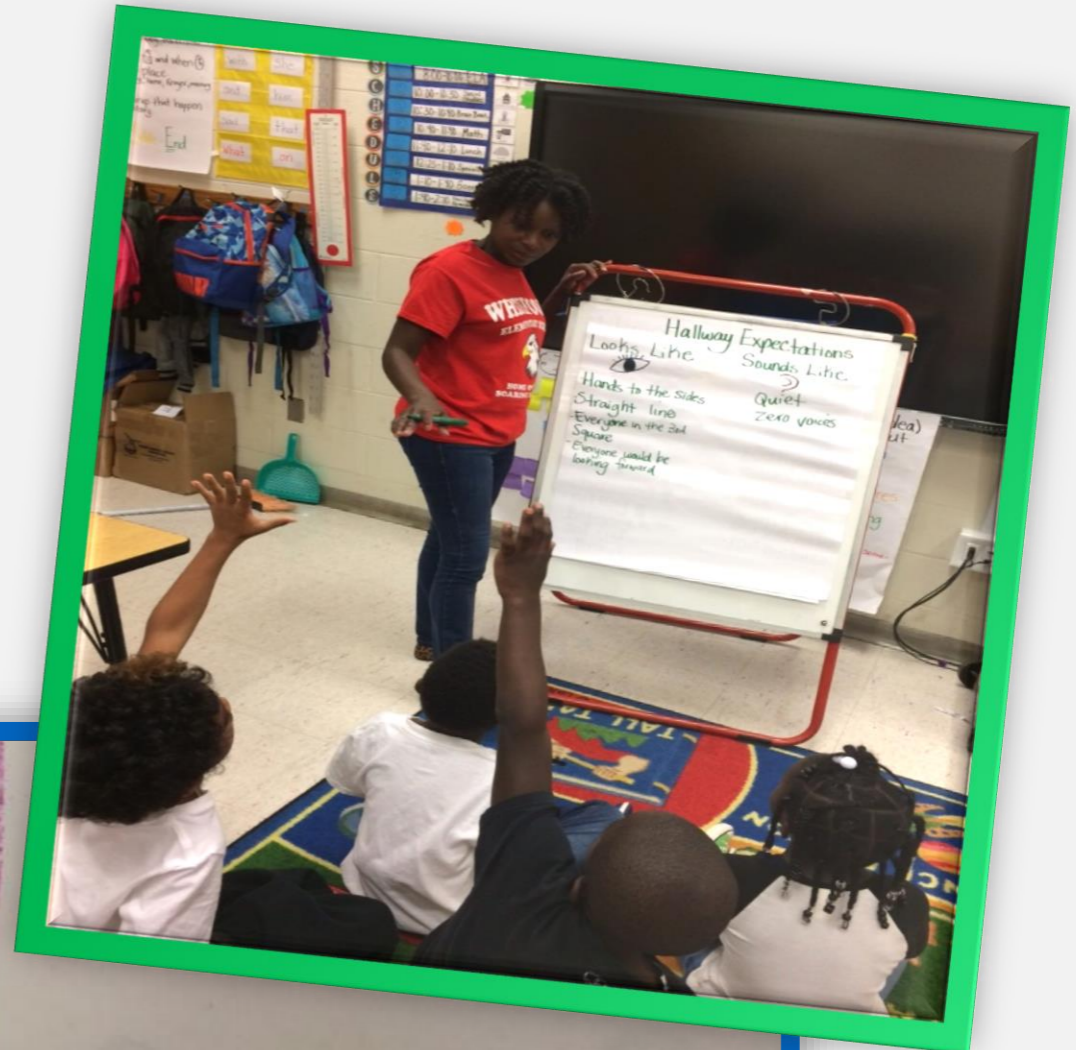
PBIS Lessons

When do we teach lessons...

- At beginning of the year PBIS Pep Rally
- Daily
- Proactively – before class/activity
- Spontaneously - ‘teaching moments’

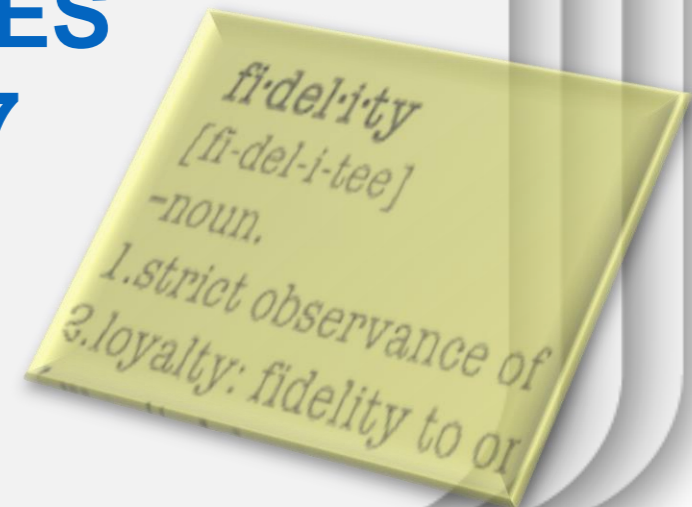


PBIS Lessons: Hallway Expectations



FIDELITY

- A Fidelity report is completed quarterly by PBIS Internal, External Coach, and Principal.
- School Administrative Team conducts walkthroughs daily to ensure lessons are being taught and the expectations of PBIS are being implemented.
- Results are shared with faculty and staff.
- Implementation of PBIS is tied to TKES (teacher evaluation tool) Standard #7 Positive Learning Environment.

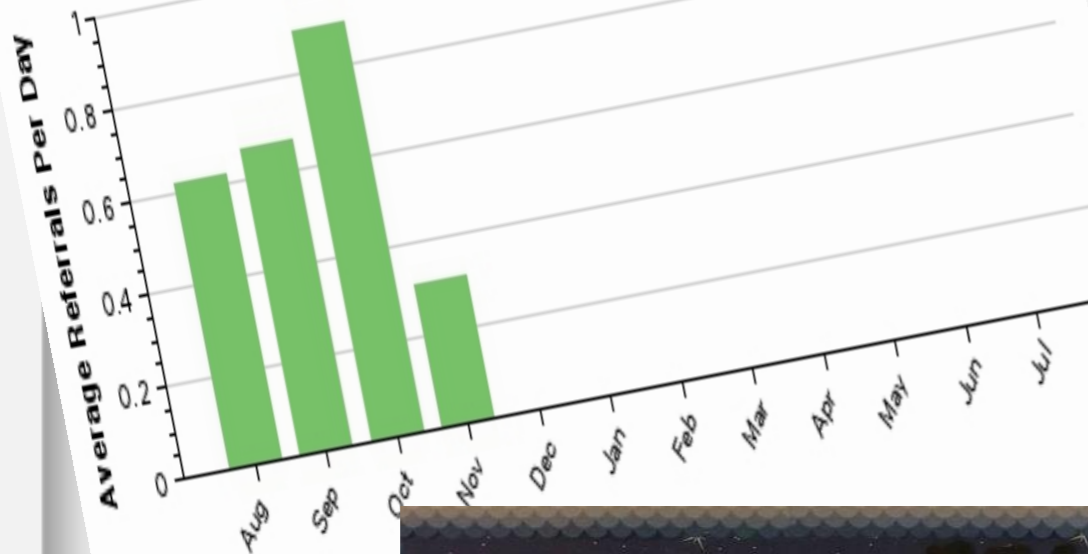


SWIS Data



Average Referrals Per Day Per Month

All, 2016-17



SWIS Drill-Down Worksheet

Red flag item:	<input type="checkbox"/> Who? <input checked="" type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where?
	Physical Aggression - Year to date 14 referrals
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?
	Kindergarten (12 out of 14)
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?
	Tuesday 9:15-11:00
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?
	Classroom
Drill-Down Filter:	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?
	Avoid Peers
Referral Summary:	How many students are related to the identified problem: 6
	How many referrals are related to the identified problem: 14
Precise Problem Statement:	Is the problem best addressed through systems or with individual students: <input type="checkbox"/> Systems <input checked="" type="checkbox"/> Students Students in Kindergarten are demonstrating physical aggression in the classroom. The behavior occurs on Tuesday between 9:15-11:00AM. The student's motivation is to avoid peers.

PBIS Data

Average Monthly Referrals

Time of Day

Day of Week

Grade Level

Location

Problem Behavior Incidents

Teacher Strategies of the Month

- Re-Teach/Practice**
Distract student an expected behavior; model the expected behavior; have student practice expected behavior and acknowledge the expected behavior.
- Individual Instruction**
Provide one-to-one attention to student who is having difficulty mastering a desired behavior. This may result in more specific or individualized instruction in the form of verbal, written, pictorial, visual aids with the curriculum.
- Offer Choice**
Provide student with a choice of at least two favorable tasks which allow them to have some degree of control.
- Proximity Control**
The teacher moves closer to the student exhibiting challenging behavior in an effort to stop the challenging behavior.

PBIS is the Way.....



Whitefoord Soaring Eagles
Be Safe - Be Respectful - Be Responsible



START WITH THE HEART

building warm and welcoming early learning climates
for children from birth through third grade

Questions?

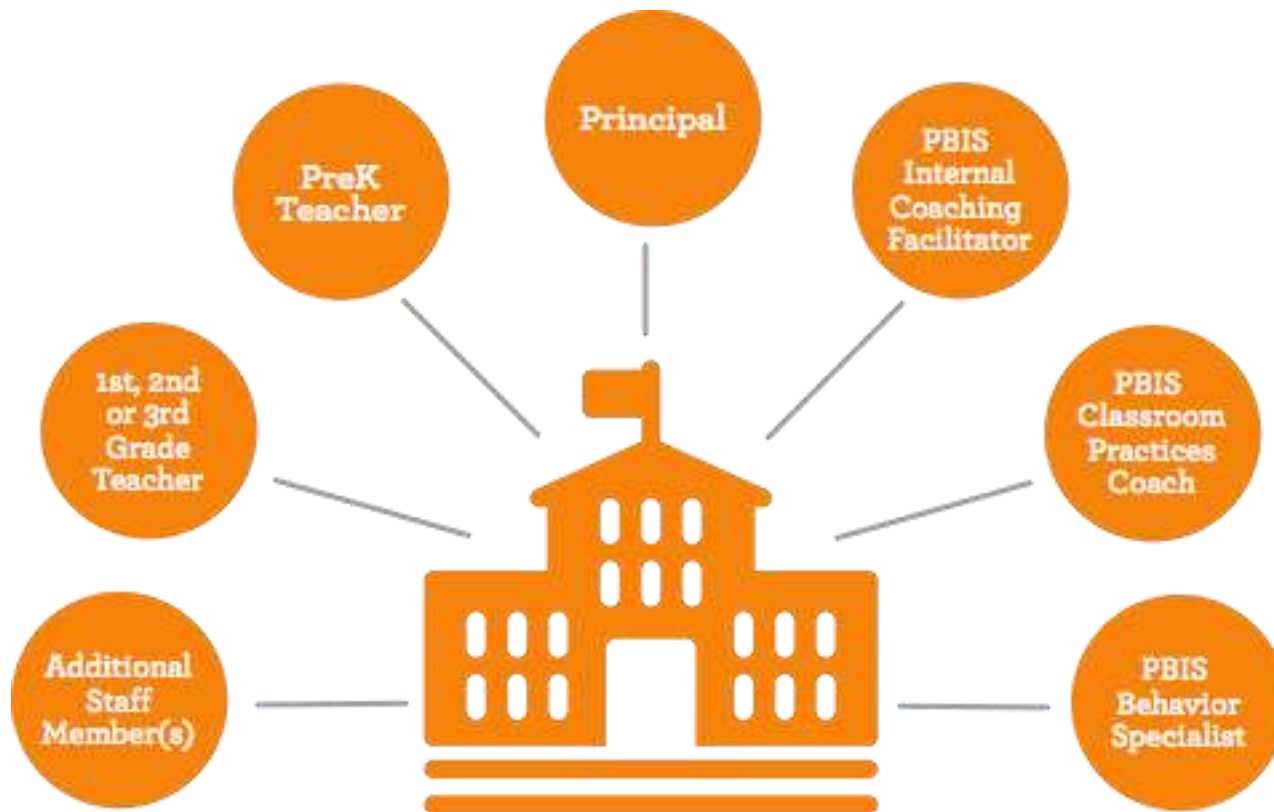
Michelle Sandrock, Early Learning Climate Manager, MRESA
Michelle.Sandrock@mresa.org - (678) 463-0180



PBIS ELEMENTARY SCHOOL LEADERSHIP TEAM

Roles and Responsibilities

The PBIS School Leadership Team should consist of six to ten members. This includes:



It is also recommend to include additional staff members such as data specialists (or someone with data expertise), school counselors, upper elementary grade teachers, other administrators, etc. Please note that individuals listed above may fill more than one of those roles at the same time.

**PBIS
Internal
Coaching
Facilitator**

The Internal Coaching Facilitator is the team lead of the PBIS School Leadership Team and the go-to person for school-wide PBIS implementation. Guiding efforts with fidelity, the Internal Coaching Facilitator will:

- Participate in PBIS School Leadership Team and SWIS trainings (*3.5 days*) as well as additional state and district professional development events
- Ensure the PBIS School Leadership Team meets at least monthly
- Develop PBIS School Leadership Team agendas and facilitate meetings
- Facilitates strategic problem solving with school teams ensuring evaluation data is regularly entered into SWIS and used for decision making
- Ensure equal distribution of roles and responsibilities of all members of the PBIS School Leadership Team
- Complete regular PBIS walk-throughs to ensure fidelity of PBIS implementation
- Report, promote, shape, and positively reinforce school team progress and products
- Complete and collect data required for PBIS school evaluations and reports using various tools and instruments such as the BoQ, EC-BoQ Addendum, TIC, SAS and End of the Year report
- Meet and collaborate with external coach and PBIS District Coordinator regularly for support/guidance in coaching duties

**PBIS
Classroom
Practices
Coach**

The Classroom Practices Coach is responsible for coaching identified Pre K- 3rd grade teachers in the adoption and implementation of the Pyramid Practices in their classrooms. Through the development of strong relationships, the Classroom Practices Coaches will:

- Participate in PBIS School Leadership Team, Pyramid Practice, Practice-Based Coaching and Evaluation Tool training (*6.5 days*)
- Attend monthly PBIS School Leadership Team meetings and collaborate with team members (in particular the behavior specialist)
- Collect data on teachers use of the pyramid practice strategies via the Teaching Pyramid Observation Tool (TPOT) and Classroom Assistance Tool (CAT)
- Help teachers in the development of individual action plans centered on the delivery and implementation of the Pyramid Practices to assist in increasing the use of evidence-based practices in the classroom
- Conduct at least two additional informal check-in observations each semester with teachers being coached to address specific activities or skills as determined by action plan
- Facilitate monthly grade-level coaching sessions with Pre K- 3rd grade teachers to address pyramid practice/social-emotional learning strategies based on SWIS data
- Meet and collaborate with external coach regularly for support/guidance in coaching duties

It is recommend that this individual not be a full-time classroom teacher, but someone who has the time to attend regular professional development sessions as well as dedicate the time to coach and support teachers. Individuals with teaching/instructional experience as well as mentoring and/or leadership skills would serve best in this role.

PBIS Behavior Specialist

The Behavior Specialist is responsible for supporting the PBIS Leadership Team and classroom teachers with the development of intervention strategies regarding specific children who are exhibiting challenging behaviors. The behavior specialist will:

- Participate in PBIS School Leadership Team and Pyramid Practice training (4 days) as well as an Intervention Strategy Training with the external coach (*1/2 day*)
- Attend all monthly PBIS School Leadership Team meetings and collaborate with team members (in particular the classroom practices coach)
- Utilize SWIS drill down data with the PBIS Leadership Team to determine the children experiencing challenging behavior most frequently as well as the circumstances surrounding the behavior
- Observe identified children, their classroom teachers and environment to help teachers determine strategies to prevent the behaviors, the skills the children need to be successful, and a plan for responding to the children when the new skills are or are not demonstrated
- Assist teachers with developing a behavior support plan using function-based problem solving and share with them how to collect implementation data to determine if plan is effective

Please note that the Behavior Specialist's role is to help teachers and families respond to children experiencing challenging behavior incidents that are age-appropriate, but happening too frequently in the classroom or school environment. If challenging behavior continues over time or a child presents other areas of need, the school should begin other formal supports such as SST, etc.

Principal

The principal is responsible for playing an active role in the PBIS change process by being visually supportive and creating an environment conducive for successful implementation. The principal will:

- Participate in PBIS School Leadership Team and SWIS trainings (3.5 days) as well as additional state and district professional development events as needed
- Attend monthly PBIS School Leadership Team meetings
- Ensure consistency and accuracy of data entry, using SWIS to capture office discipline referrals/behavior incidents and use its data for problem solving with team members
- Complete PBIS walk-throughs twice a year to ensure fidelity of PBIS implementation
- Provide release time for staff to fulfill their PBIS responsibilities
- Provide allocation of resources for PBIS implementation
- Promote PBIS as a priority among all staff, being visible at PBIS school staff, student and family trainings and integrating PBIS with other school initiatives and improvement activities



Additional Staff Member(s)

The other team members are responsible for being active supporters, implementers and leaders of PBIS. The other team members will:

- Participate in the PBIS School Leadership Team training (3 days) and any additional trainings as needed
- Attend monthly PBIS School Leadership Team meetings and collaborate with team members
- Participate in the action planning process and assist with other team roles (i.e. data entry, data analysis, meeting time keeper or recorder) and responsibilities (i.e. presenting to teachers, staff and families, overseeing family engagement, developing PBIS documents, serving on PBIS sub-committees and recruiting non-leadership team members to serve on PBIS sub-committees)
- Communicate with staff, students and family members about PBIS implementation and use of the framework in the school and classrooms

It is wise to designate one team member to handle data entry and/or data analysis. This role is a critical piece to implementing PBIS with **fidelity**. **Data entry consists of entering BIR/ODR's into SWIS regularly** while data analysis is the review of various SWIS reports prior to the PBIS Leadership Team meeting to determine trends in the data for team problem solving.



The external coach is a *guide on the side* who builds relationships and provides assistance to all members of the PBIS School Leadership Team to ensure they are equipped with the resources and knowledge to implement PBIS with fidelity. The External Coach will:

- Convene the PBIS School Leadership Team to conduct readiness activities
- Attend monthly PBIS School Leadership Team meetings to provide coaching and support through implementation of Critical Elements as documented on BOQ and EC-BOQ addendum
- **Attend all PBIS trainings involving members of their school's PBIS School Leadership Team**
- Provide monthly professional development/coaching sessions with Internal Coaching Facilitator and Classroom Practices Coach related to their responsibilities
- Communicate regularly with the School District PBIS Leadership Team and/or Coordinators
- Provide monthly Pyramid Practice training with the Classroom Practices Coach to all teachers PreK-3rd grade
- Assist with SWIS data interpretation and integrity
- Participate and/or conduct evaluations/observations/walk-throughs as needed



START WITH THE HEART

GEORGIA'S EARLY LEARNING CLIMATE ALIGNED INITIATIVE

FOR SEAMLESS CLASSROOM-BASED SOCIAL EMOTIONAL SUPPORTS FOR BIRTH-AGE 8

Existing



PreK
(Birth-Age 5)



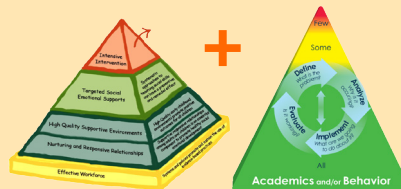
Program-wide PBIS, the pyramid model

- Birth-age 5
- Focused on social, emotional and behavior development to prevent or respond to challenging behavior
- Classroom implementation
- Implementation with fidelity relies on 9 critical elements with emphasis on classroom practice-based coaching
- Social emotional learning strategies are taught as part of the Pyramid Model Practices
- All three tiers of the pyramid are implemented in a layered approach in the classroom or program environment based on student need
- Acknowledgment system is on-going, positive feedback to both individual children and whole group

Aligned Model



PreK-Grade 3
(Age 5-8)

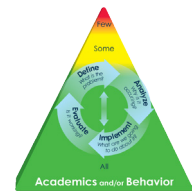


- PreK-3rd grade (with application PreK-5th grade)
- Focused on social, emotional and behavioral development strategies coupled with preventative and proactive practices to improve school climate
- Simultaneous school-wide implementation and classroom coaching of PreK-3rd grade teachers
- Implementation with fidelity relies on combination of 10 critical SW-PBIS elements, select early learning critical elements, and classroom practice-based coaching observations
- School staff and teachers are trained on classroom management strategies for all students as well as social emotional, developmentally appropriate pyramid practice to assist early learners
- Tiers one and two of PW-PBIS are implemented within tier one of the SW-PBIS framework to address individual needs of early learners as well as overall school climate
- Acknowledgment system takes root in positive descriptive feedback and group or classroom rewards; individual rewards may take place for 1st-5th grade children

Existing



K-12
(Age 5-18)



School-wide PBIS

- K-12th grade
- Focus on preventative/proactive practices to improve school climate
- Starts with building a foundation using school-wide implementation and then layers classroom support based on need
- Implementation with fidelity relies on 10 critical elements
- Social skills instruction occurs through teaching of expectations and rules
- Three tiered continuum—school or class, groups, individuals students
- Acknowledgment system includes group and individual components



Start with the Heart represents an approach to implementing one of the critical pillars of the Get Georgia Reading Campaign: positive learning climate. To see how all four pillars help children on a path to reading proficiently by the end of third grade visit getgeorgiareading.org