

Start with the Heart: Aligning PW and SW-PBIS in Early Elementary Grades

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START WITH THE HEART

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

Start with the Heart:

Aligning PW and SW-PBIS in Early Elementary Grades

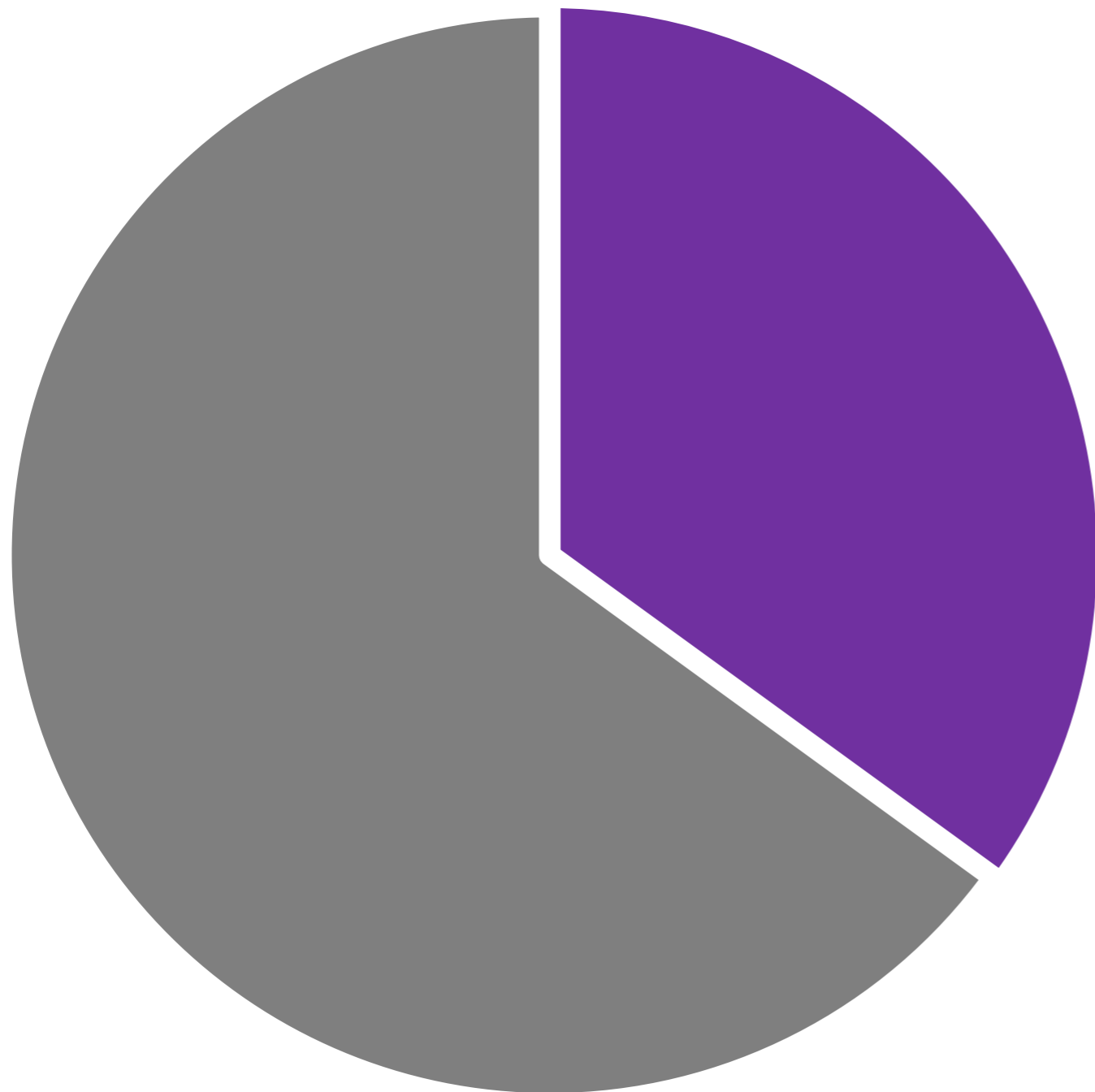
Georgia APBS Conference

November 28th – 29th, 2017

Georgia Department of Education

Metropolitan Regional Educational Service Agency

3RD GRADE READING PROFICIENCY IN GEORGIA, 2016



35%
Reading
Proficiently

65%
Not Reading
Proficiently

THE GET GEORGIA READING CAMPAIGN

“The Four Pillars”

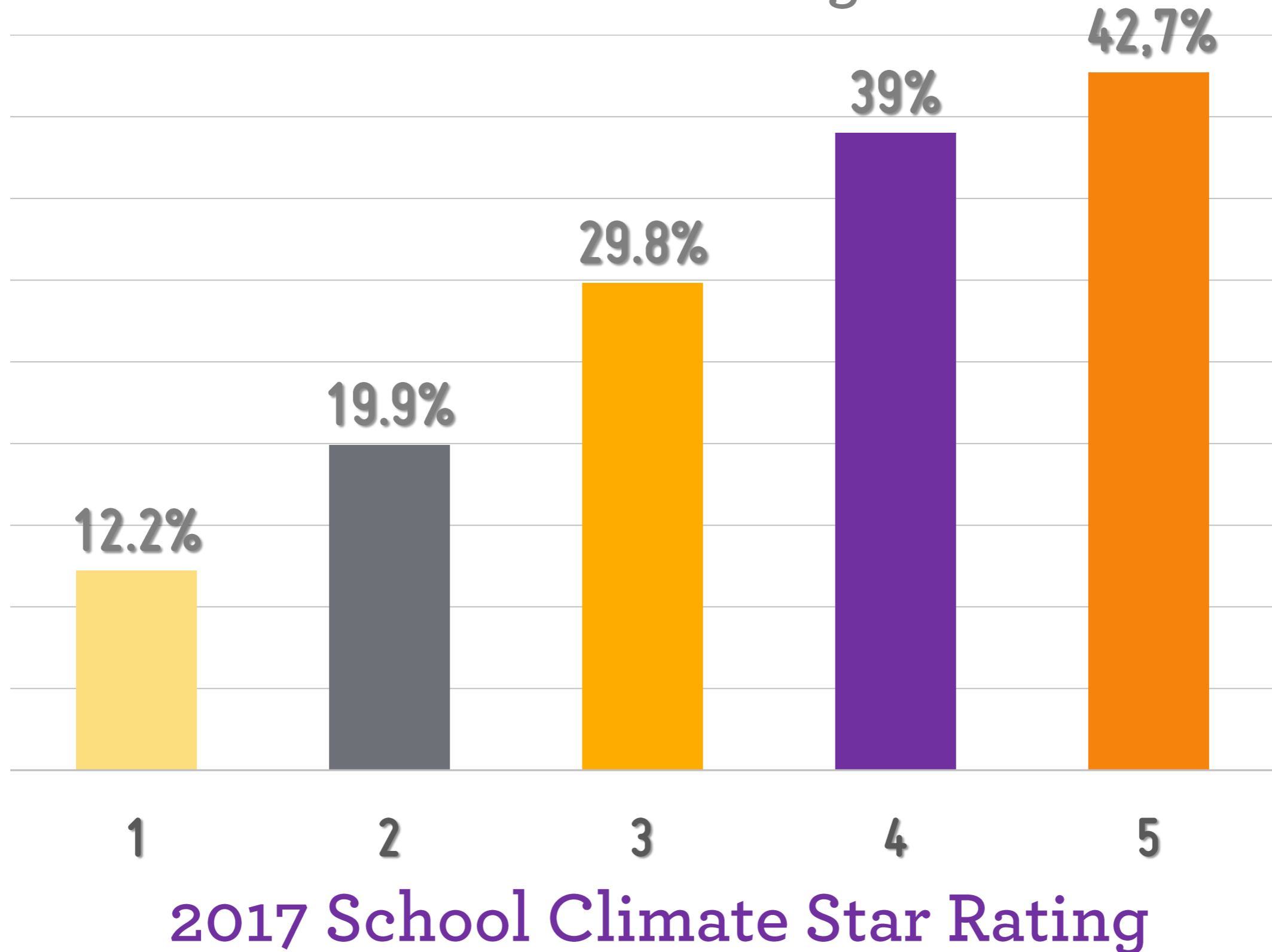


WHAT IS A POSITIVE SCHOOL LEARNING CLIMATE?



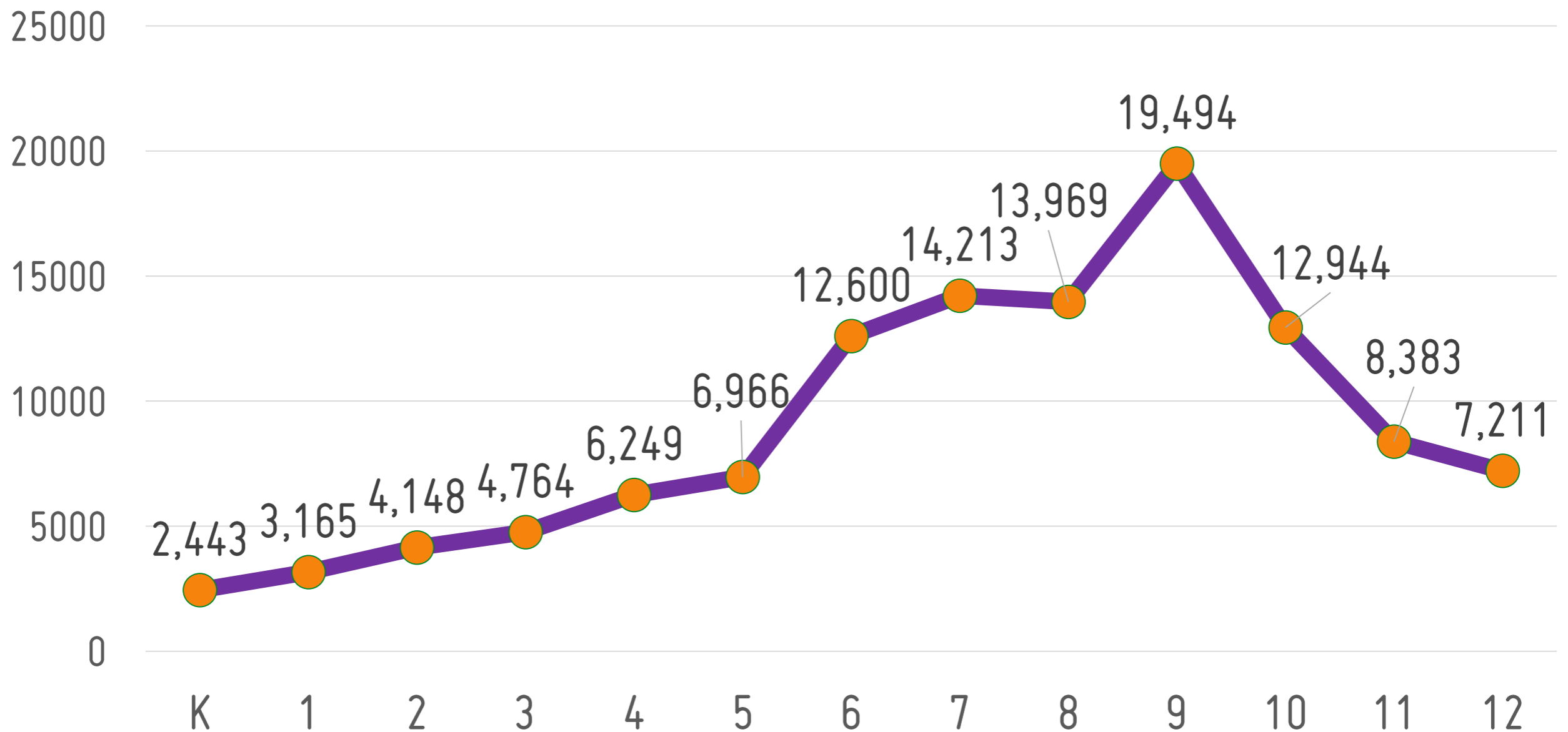
3RD GRADE READING PROFICIENCY (2017)

By School Climate Star Rating



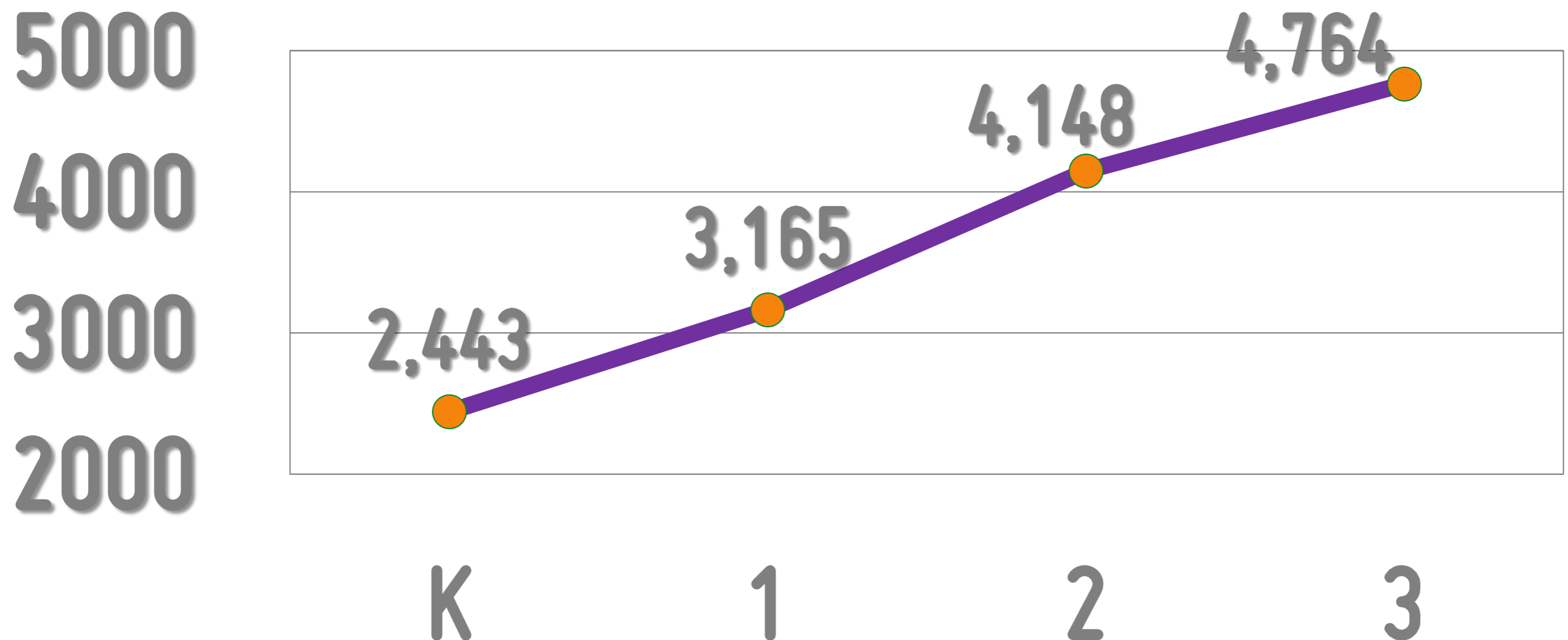
2016-2017 STATEWIDE DISCIPLINE

Out-of-School Suspension by Grade Level



14,520 CHILDREN

aged 5-8 years old, received out of school suspensions in Georgia in 2017



PRESCHOOL EXPULSIONS

OCCUR AT A RATE MORE THAN 3 TIMES
THAT OF GRADES K THROUGH 12

3x





NO SIGNIFICANT SUSTAINABLE CHANGE HAS EVER TAKEN PLACE WITHOUT FIRST CHANGING THE CONVERSATION.

POSITIVE SCHOOL LEARNING CLIMATES



Early child care environment



School environment

“EARLY LEARNING” = BIRTH TO AGE 8



BIRTH

1YEAR

2YEARS

3YEARS

4YEARS

5YEARS

6YEARS

7YEARS

8YEARS

THE PARTNERS AND PROCESS



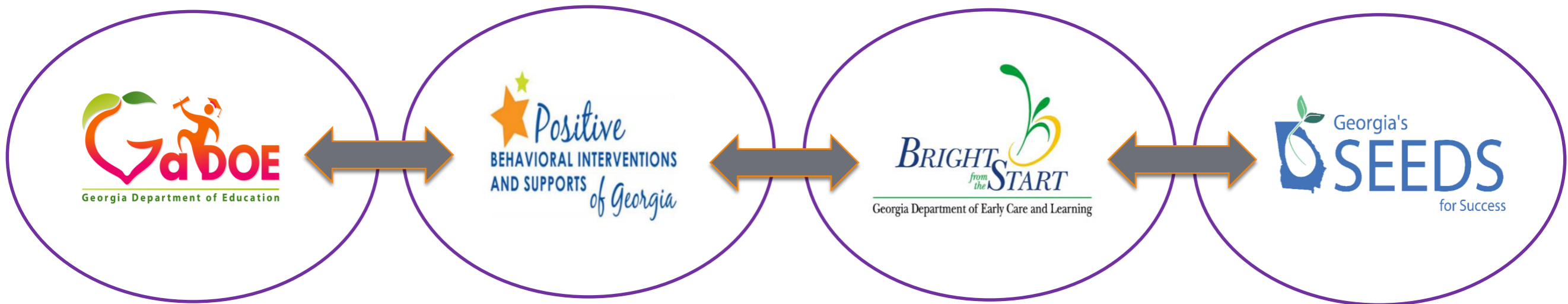


Georgia's Response to the Need for Positive Learning Climates

GEORGIA'S EARLY LEARNING CLIMATE PBIS ALIGNED MODEL

Aligning Pyramid Model and Tier I School-wide PBIS frameworks to support positive early learning climates and promote reading proficiency by third grade.

“Building Statewide Capacity and Sustainability”





**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

Aligned Model



PreK-Grade 3
(Age 5-8)



TEAMS ROLES AND RESPONSIBILITIES

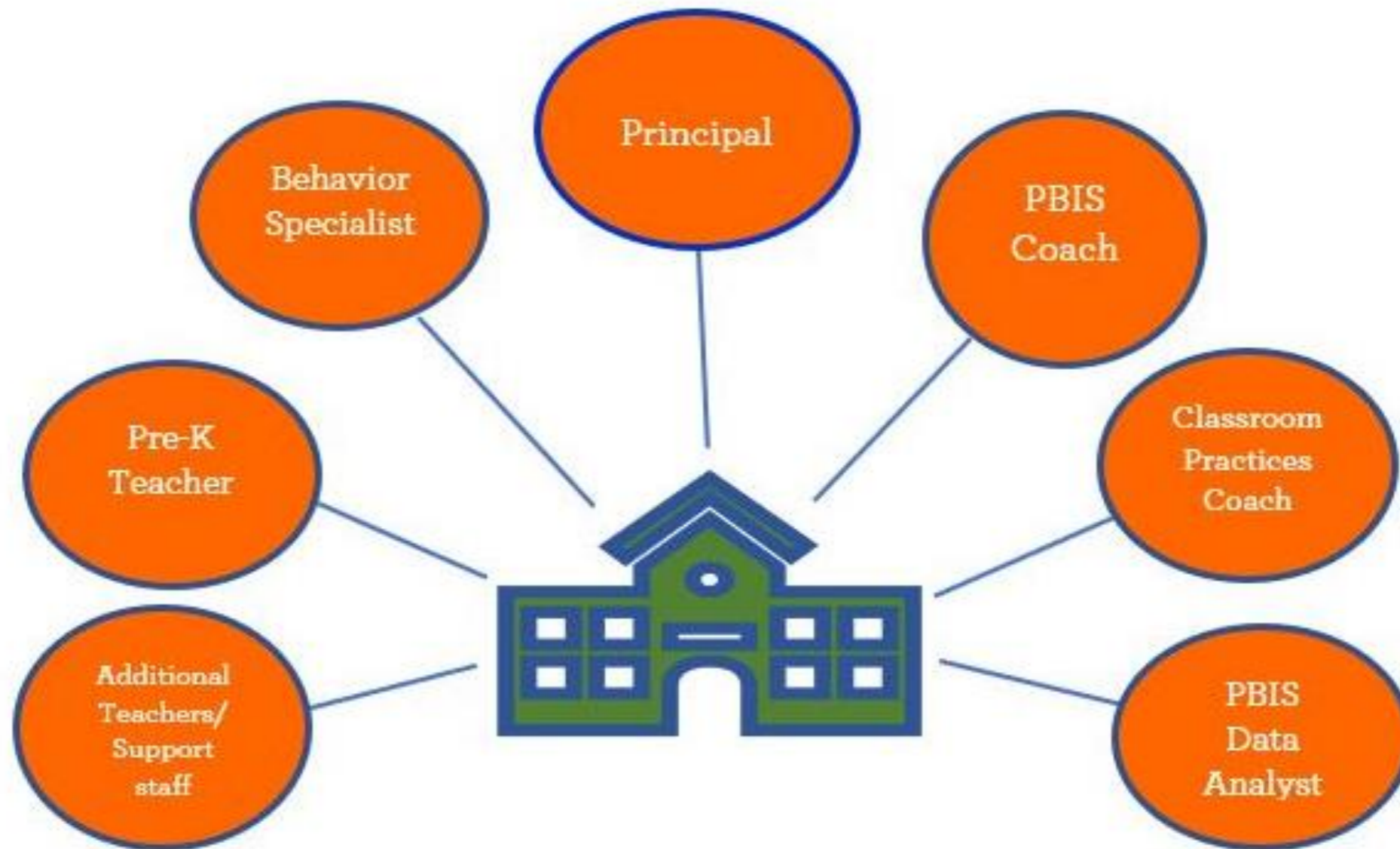


0-5

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

K-12

SCHOOL LEADERSHIP TEAM



Recommendations

Include other staff members on the team such as other administrators, school counselor, and K, 1st, 2nd, 3rd, 4th, and 5th grade teacher. Individuals listed above may fill more than one role at the same time.

PBIS Team should consist of six to ten members

CLASSROOM PRACTICES COACH

CONSIDERATIONS

Part-Time EIP
Teacher

Support Staff
Member

Full-Time
Role

Curriculum
Specialist

Classroom Practices
Coach/Behavior Specialist

Math or Reading
Instructional Coach

Teacher
Mentor



BEHAVIOR SPECIALIST

CONSIDERATIONS

Support Staff

RTI/SST Specialist

Full-Time Role

Instructional Support Teacher

Classroom Practices Coach/Behavior Specialist

Math or Reading Instructional Coach

Teacher Mentor



Aligned Model



PreK-Grade 3
(Age 5-8)



PROFESSIONAL LEARNING

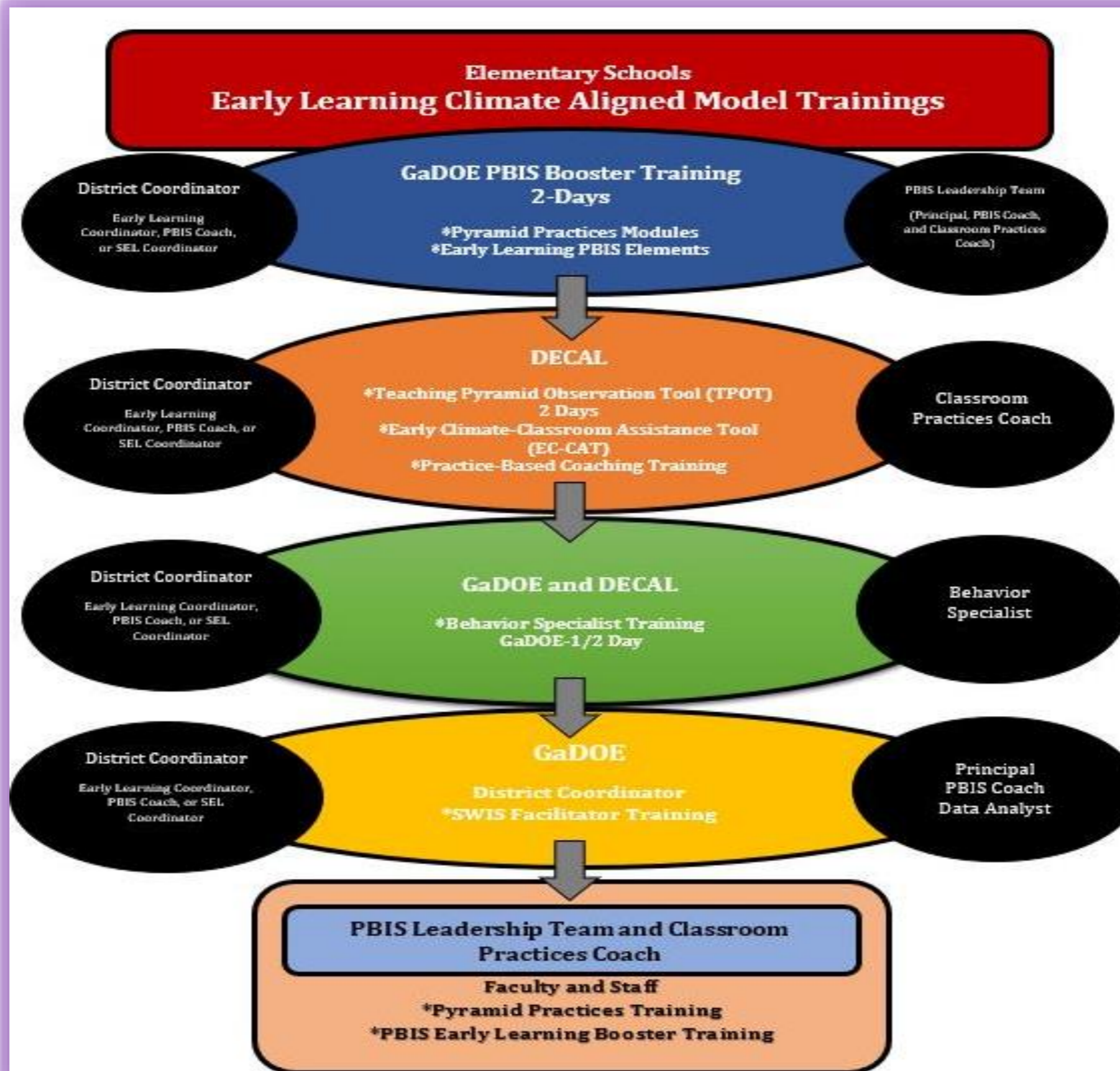


All three tiers implemented together in a layered approach

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 PROFESSIONAL DEVELOPMENT



Aligned Model



PreK-Grade 3
(Age 5-8)



EXPECTATIONS AND RULES

































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 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 TOGETHER	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 RULES

Pre-K Example

EXPECTATIONS	CLASSROOM RULES	
Be Respectful	Use Walking Feet 	Be a Good Friend 
Be Responsible	Raise Your Hand for Help 	Listen and Follow Directions 
Be A Learner	Give Your Best Effort 	

ALIGNED CLASSROOM RULES

Early Elementary Grades Example

OUR CLASSROOM RULES

Fourth and Ten, 2012

RULE THREE

Respect others. Respect yourself. Respect your school.



Fourth and Ten, 2012

BE RESPECTFUL



Fourth and Ten, 2012

RULE ONE

Listen when your teacher is talking.



Fourth and Ten, 2012

RULE FOUR

Raise your hand to speak to the class.



Fourth and Ten, 2012

BE RESPONSIBLE



Fourth and Ten, 2012

RULE TWO

Follow directions quickly.



Fourth and Ten, 2012

RULE FIVE

Be safe. Be kind. Be honest.



Fourth and Ten, 2012
















BE SAFE



Fourth and Ten, 2012
















ALIGNED CLASSROOM MATRIX

Whitefoord Elementary Pre-K Expectations, Rules & Procedures

Pre-K Classroom	Arrival	Circle Time	Small Group	Centers	Dismissal
Be Safe	<p>Walk quietly to the Carpet</p> 	<p>Sit in your assigned seat</p> 	<p>Keep hands and feet to yourself</p> 	<p>Use materials safely</p> 	<p>Walk quietly to the dismissal area</p> 
Be Respectful	<p>Zero voice level during morning announcements</p> 	<p>Use your listening ears</p> 	<p>Follow directions</p> 	<p>Listen to other's ideas</p> 	<p>Zero voice level during afternoon announcements</p> 
Be Responsible	<p>Place your backpacks in the closet</p> 	<p>Be ready to learn</p> 	<p>Use your inside voice level</p> 	<p>Clean your area</p> 	<p>Pack all your belongings in your back pack</p> 

ALIGNED CLASSROOM MATRIX

Whitefoord Elementary 3rd Grade Expectations, Rules & Procedures

3 rd Grade Classroom	Arrival	Independent Task Seat Work	Rotations/Centers	Small Group	Dismissal
Be Safe	<p>Walk quietly to your seat</p> 	<p>Keep chairs and work area organized</p> 	<p>Use materials safely to complete assigned task</p> 	<p>Keep hands and feet to yourself</p> 	<p>Walk quietly to the dismissal area and have materials ready to take home</p> 
Be Respectful	<p>Zero voice level during morning announcements</p> 	<p>Stay in your personal space and allow classmates to work productively</p> 	<p>Use your inside voice</p> 	<p>Work collaboratively and listen to other's ideas</p> 	<p>Remain quiet during afternoon announcements</p> 
Be Responsible	<p>Place homework in the designated area and have necessary learning tools ready</p> 	<p>Start assignments quickly and follow all directions</p> 	<p>Clean your area and place materials back where they belong</p> 	<p>Stay engaged and follow the teacher's directions</p> 	<p>Place homework and personal belongings inside your book bag</p> 

Aligned Model



PreK-Grade 3
(Age 5-8)



CLASSROOM COACHING AND PYRAMID PRACTICES



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 PYRAMID PRACTICES

One-on-one classroom coaching and action planning throughout the year

This is how I feel today!



Rug Rules

raising hand
eyes looking
ears listening
facing forward
hands still

Share

Trade

Wait and take turns.

CHILDREN DEVELOP CRITICAL SOCIAL-EMOTIONAL SKILLS THROUGH AGE 8



Confidence



Relationships



Persistence



Communication



Attentiveness

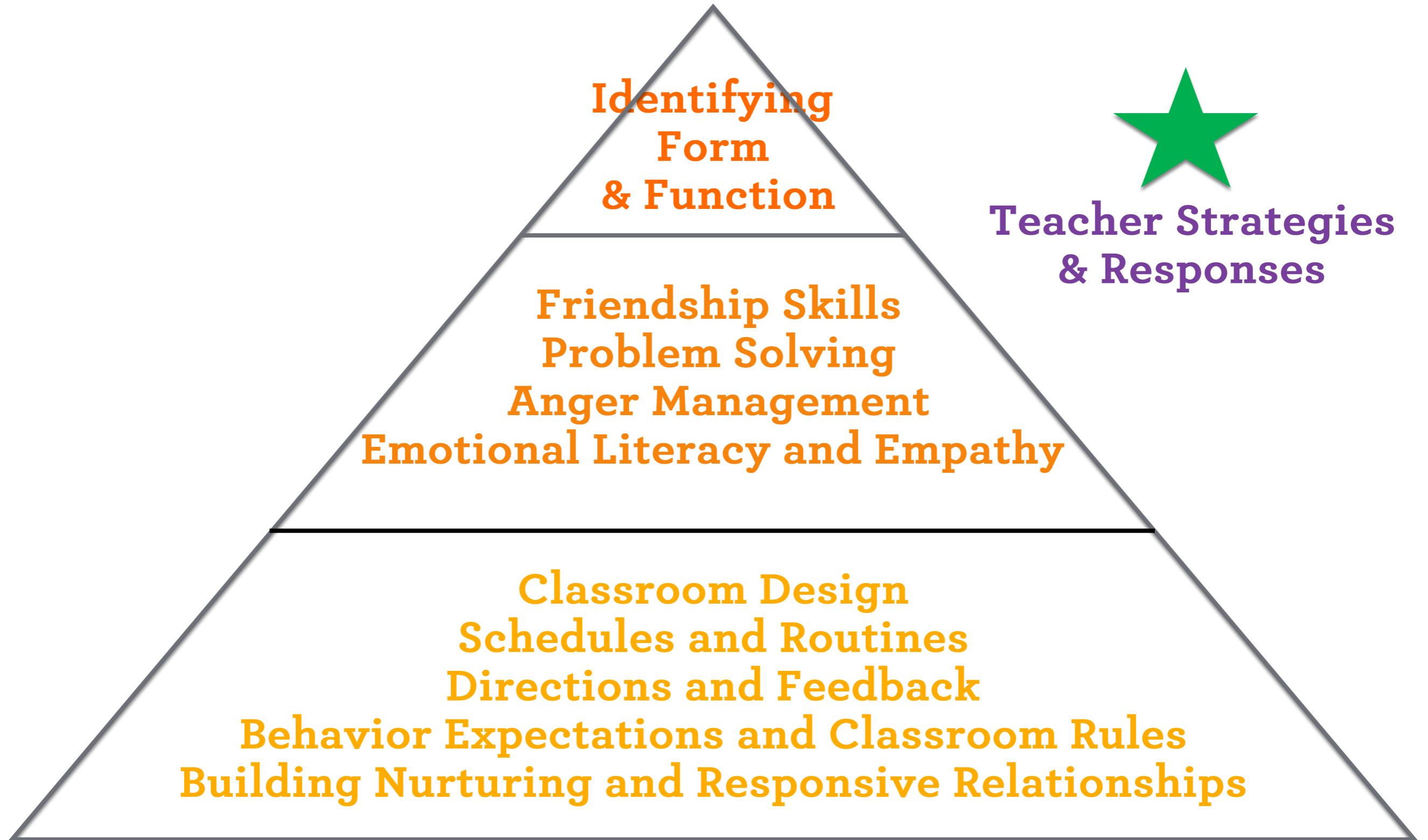


Problem-Solving



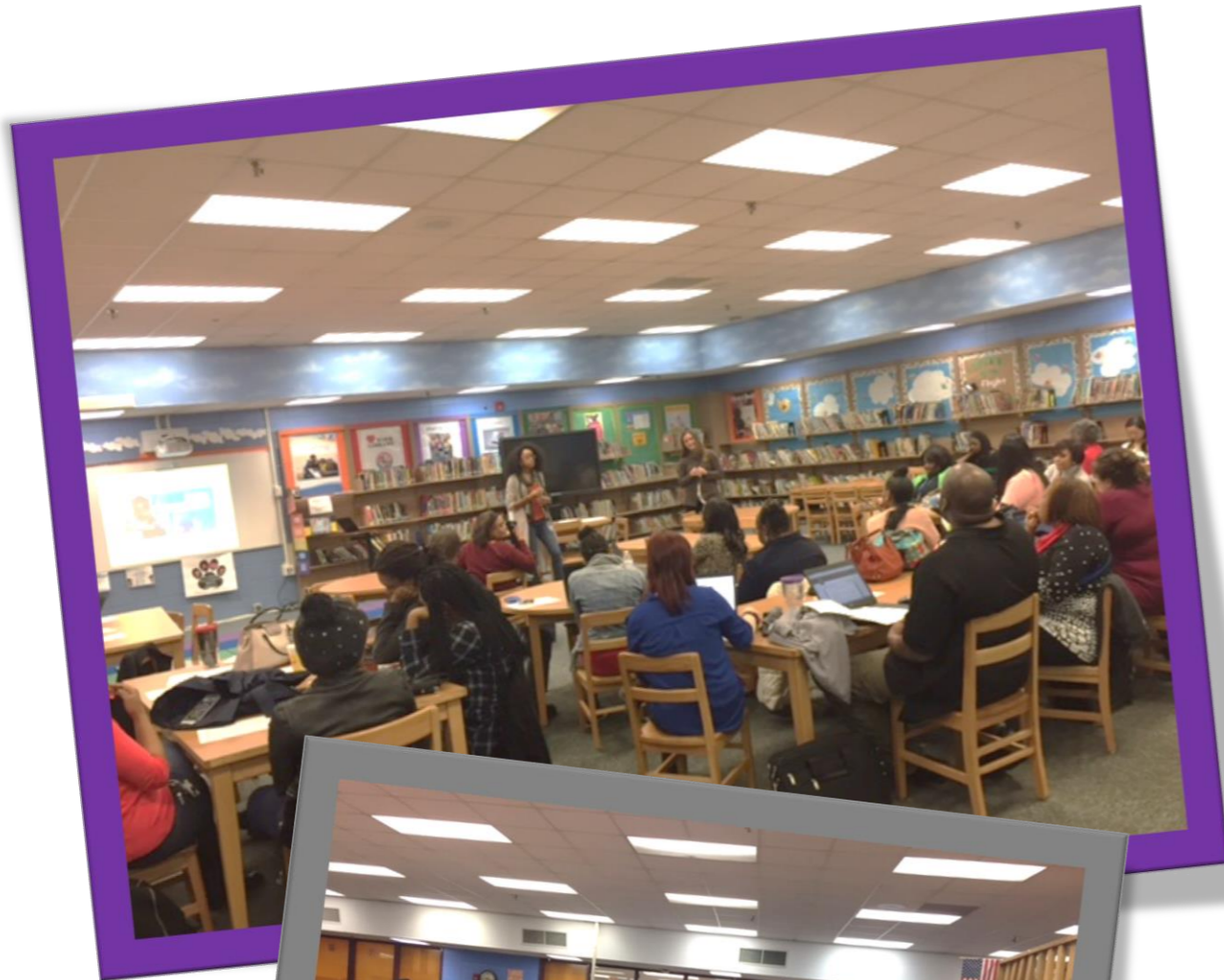
GRADE LEVEL MONTHLY MEETINGS

Pyramid Practice Professional Developments



GRADE LEVEL MONTHLY MEETINGS

Pyramid Practice Professional Developments



BROOKVIEW ES

SY16-17

PBIS NON-NEGOTIABLES

Teacher Name: _____ Grade Level: _____ Room #: _____

YES	NO	N/A	PBIS Non-Negotiables
			PHYSICAL SETTING: <ul style="list-style-type: none"> Classroom setting is arranged to promote learning and independence (i.e. materials organized/easily accessible, easy traffic flow, visual boundaries for learning areas, etc.)
			SCHEDULING: <ul style="list-style-type: none"> Visual daily schedule (includes pictures & words) is posted inside the classroom at student's eye level [PK-2nd] Daily schedule posted inside & outside the classroom [3rd-5th]
			SCHEDULING: <ul style="list-style-type: none"> Transition signals are evident and utilized (i.e. ring bell, hand motions, sing song/chant, timer, music clip, etc.) Teacher provides notice before the transition signal (i.e. 2 minute warning) [PK-2nd]
			SOCIAL INSTRUCTION/COMMUNITY BUILDING: <ul style="list-style-type: none"> Morning Meeting implemented daily (10-15 minutes in length)
			POSITIVELY STATED RULES & EXPECTATIONS: <ul style="list-style-type: none"> Class rules & expectations (includes a combination of words & visuals) are posted inside the classroom at students' eye level [PK-2nd] Class rules & expectations are posted inside the classroom [3rd-5th]
			POSITIVELY STATED RULES & EXPECTATIONS: <ul style="list-style-type: none"> Class rules, expectations and major procedures are posted as matrices (includes a combination of words & visuals) at students' eye level [PK-2nd] Class rules, expectations and major procedures are posted as matrices [3rd-5th]
			CLASSROOM BEHAVIOR: <ul style="list-style-type: none"> Class Behavior Chart posted with clothespins/clips (i.e. with student first names or numbers, etc.) [K-5th]
			AGE APPROPRIATE REWARD SYSTEM: <ul style="list-style-type: none"> Whole class recognition/reward system for appropriate behavior is in place

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Aligned Model



PreK-Grade 3
(Age 5-8)



ACKNOWLEDGEMENT



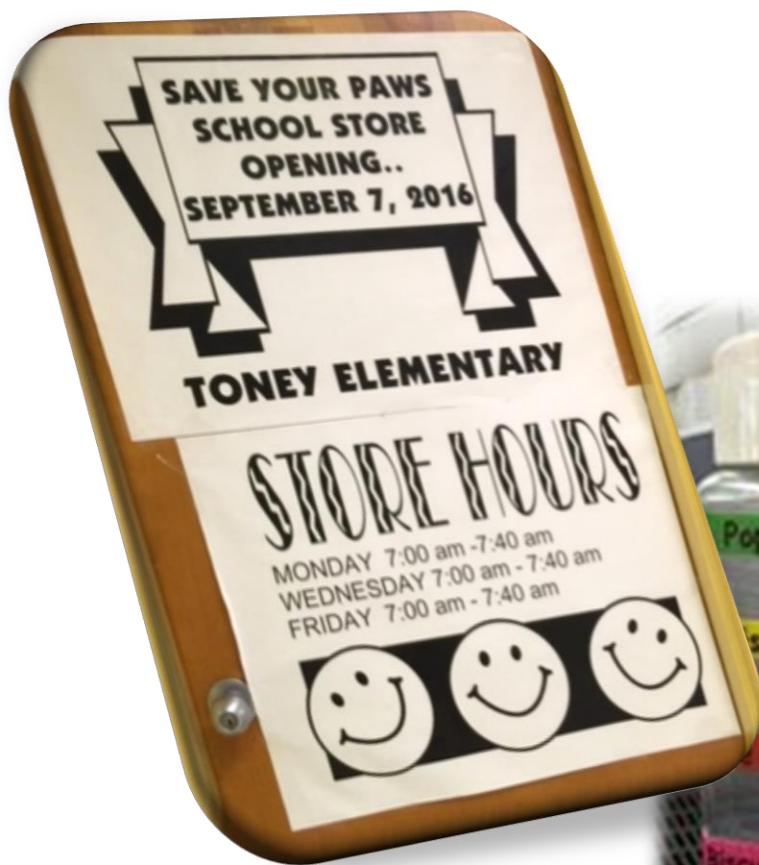
Acknowledgement system is ongoing, positive feedback to both individual children and whole group

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

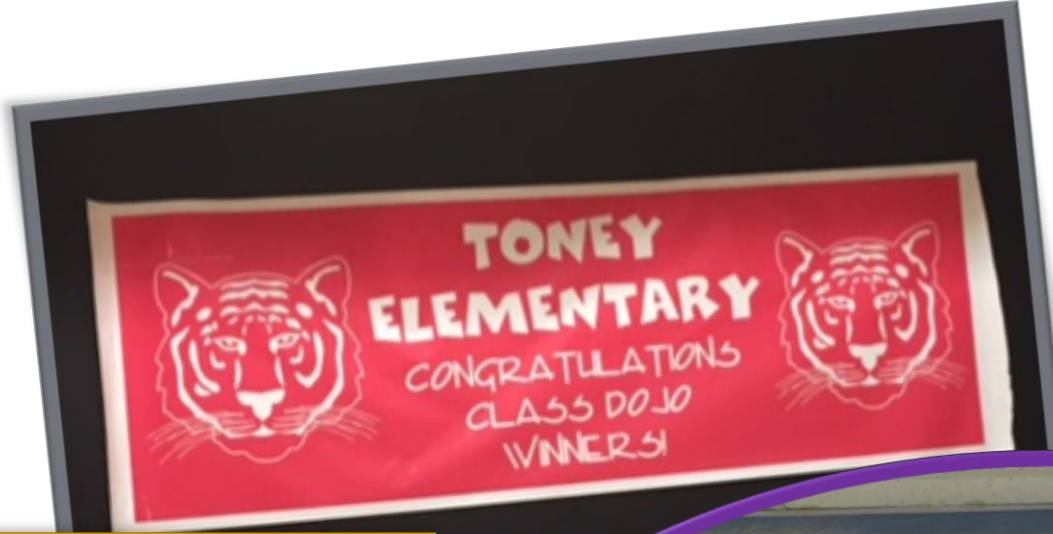
Acknowledgment system includes group and individual components

ALIGNED ACKNOWLEDGEMENT

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



ALIGNED ACKNOWLEDGEMENT



Aligned Model



PreK-Grade 3
(Age 5-8)



DISCIPLINE SYSTEM



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 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.

Tantrums
 Inconsolable Crying
 Trouble Falling Asleep
 Self Injury
 Repetitive Behavior
 Social Withdrawal
 Running Away
 Instigating

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 _____	

ALIGNED MINOR AND MAJOR DEFINITIONS

Early Learning Additions

Behavior	Definition	Examples
Minor Behavior Events		
Running Away	Student leaves any area alone and without permission or to escape an activity, direction, task, or place	Leaves classroom, cafeteria, or activity without permission/supervision or runs away from teacher when given a direction.

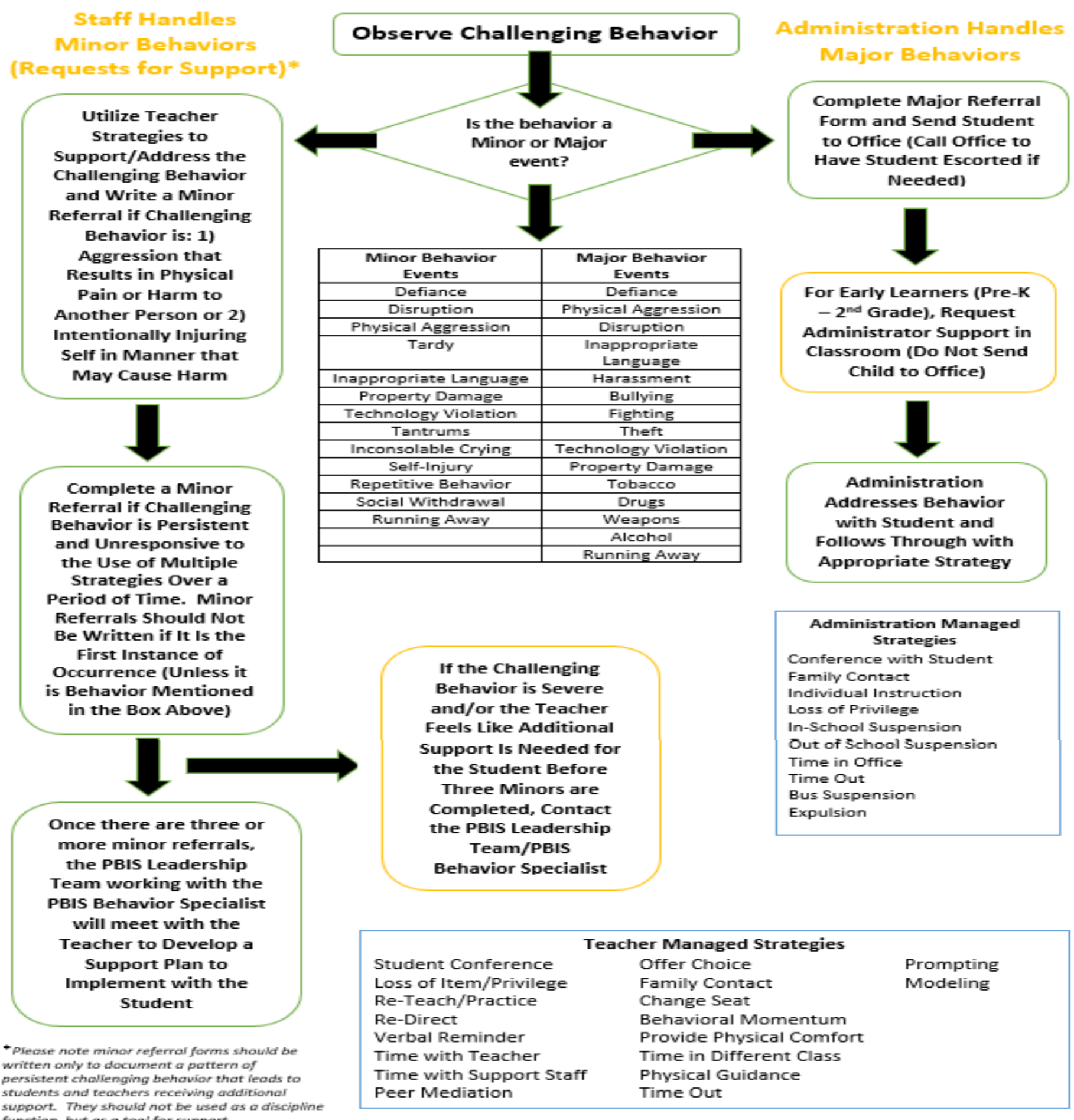
	MINOR PROBLEM BEHAVIORS	MAJOR PROBLEM BEHAVIORS
DISRUPTION	Student engages in disturbance that interrupts an activity or instruction such as loud talking, yelling, screaming, noise with materials, or horseplay.	Student repeatedly engages in behavior causing an interruption in a class or activity despite prior reprimand.
PHYSICAL AGGRESSION	Student engages in non-serious, but inappropriate physical contact.	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
INCONSOLABLE CRYING	Crying for an extended period of time. All typical comfort strategies are unsuccessful. (at least 30 minutes)	<i>Not a major behavior.</i>

Teacher Strategy Definitions

Offer Choice	The teacher will offer two favorable choices to student.
Prompting	Student will be prompted towards correct behavior by verbal or physical cues.
Behavioral Momentum	Scaffolding student to the appropriate behavior through chunked requests.
Re-Teach/Practice	Teacher instructs students in correct behaviors and/or practices them with teacher.
Provide Physical Comfort	The teacher will rock or hug the child.

A L L I G N E D

F L O W C H A R T



*Please note minor referral forms should be written only to document a pattern of persistent challenging behavior that leads to students and teachers receiving additional support. They should not be used as a discipline function, but as a tool for support.

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 | |

Dashboard | **Add Referral** | **View Reports** | **Drill Down** | **Tools** | **Brookview Elementary School**

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

Find Referral

Notes



Custom Fields

Other Problem Behaviors:

Teacher Strategy/Response:

Activity:

Family Contact:



Aligned Model



PreK-Grade 3
(Age 5-8)



EVALUATION TOOLS



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 EVALUATION MEASURES

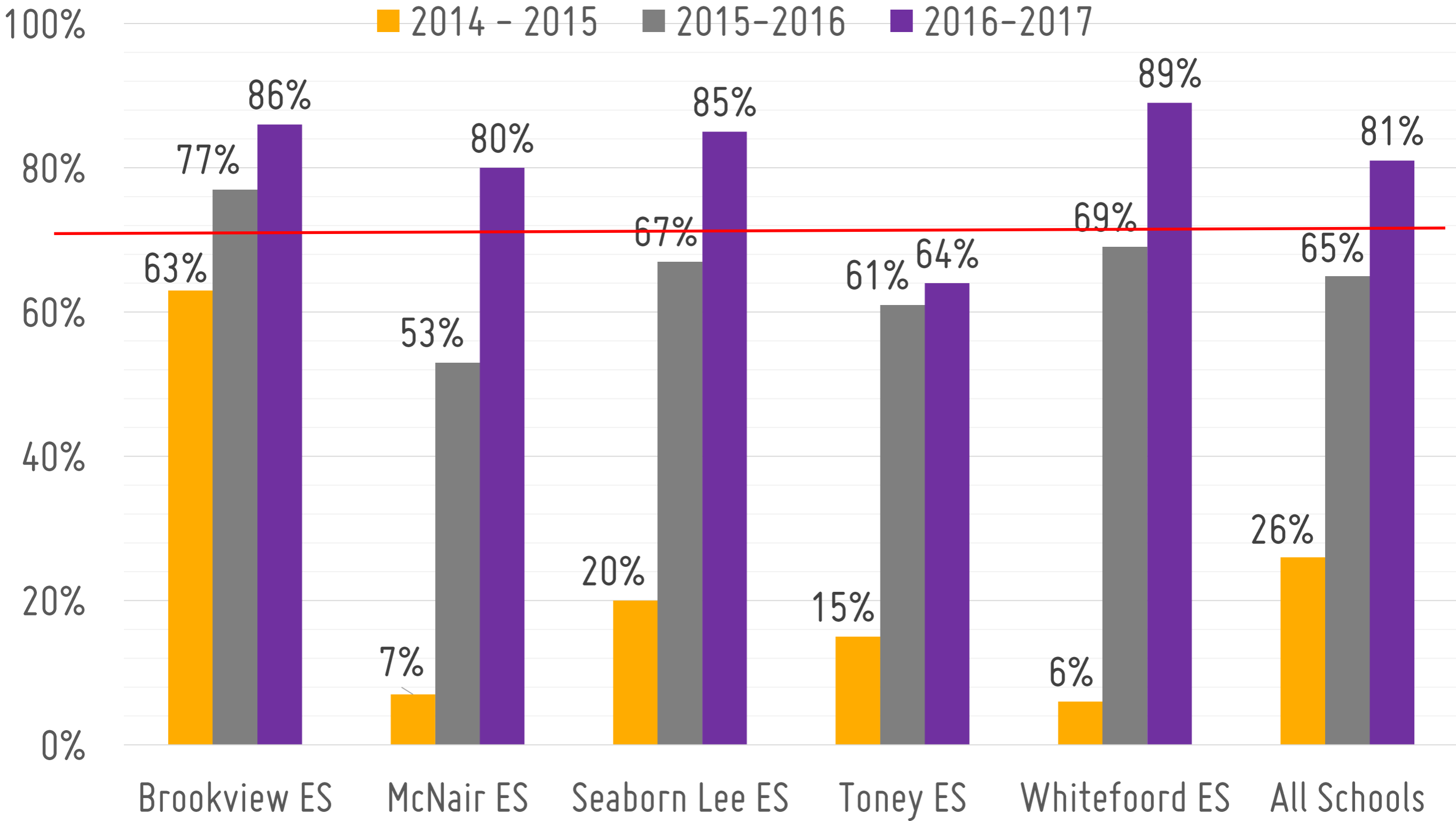
MEASURES	PURPOSE	EVALUATOR	TIMELINE
Tiered Fidelity Inventory (TFI) with EC-BOQ Addendum	Fidelity of SW implementation	PBIS School Leadership Teams	Fall and Spring of Each Year
Self-Assessment Survey (SAS)	Staff perception of PBIS implementation	All School Staff	Spring of each year
TFI Walkthrough with PRE-SET Addendum	Assess and evaluate critical SW and PW-PBIS features	PBIS District Coordinator or RESA School Climate Specialist	Fall and Spring of Each Year

EARLY CHILDHOOD –BASELINE OF QUALITY (EC-BOQ) ADDENDUM

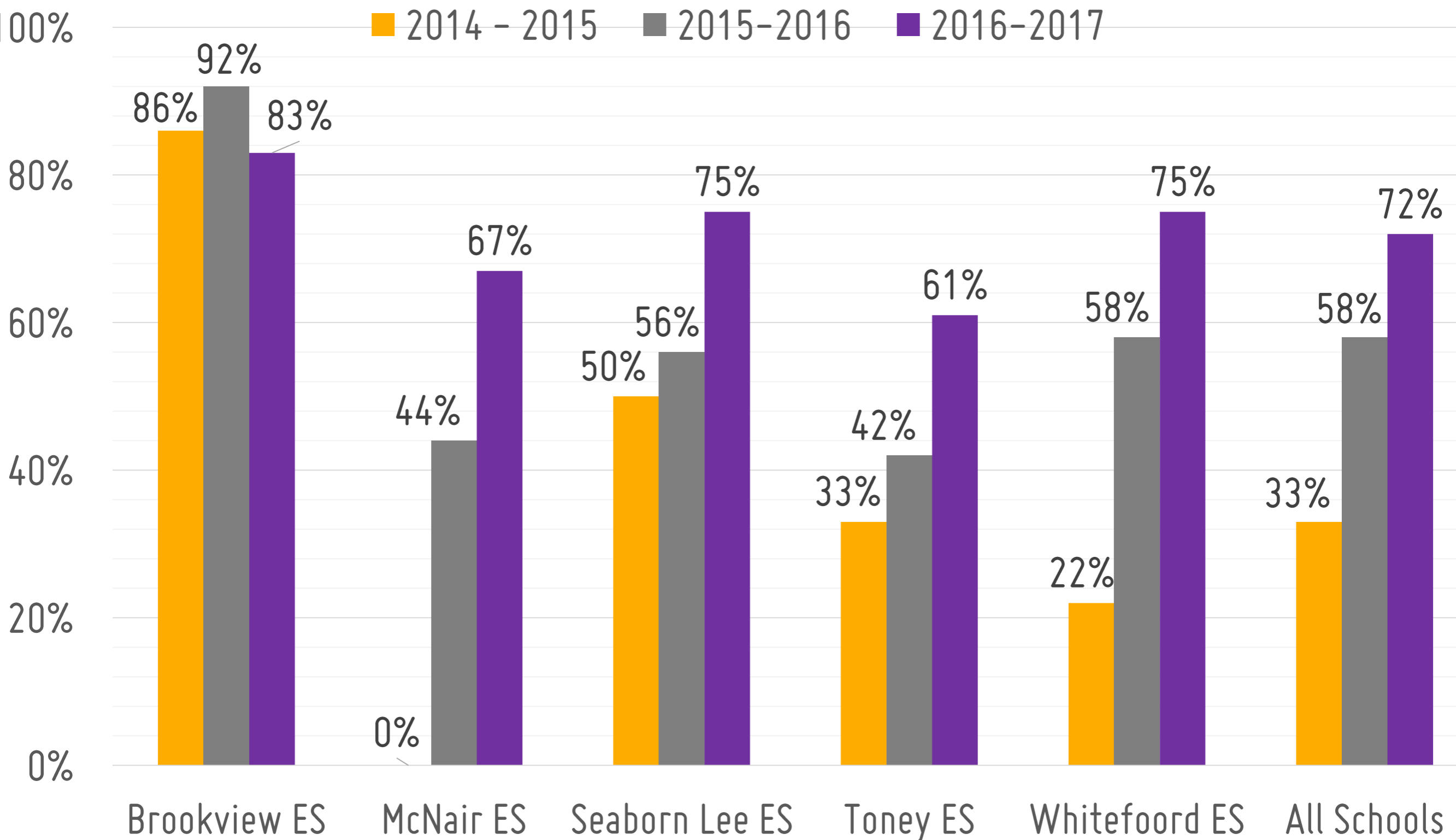
Benchmarks of Quality Indicators for Early Childhood *Adapted from (Kincaid, Childs, & George, 2010)*

Critical Elements	EC-BoQ Indicators	In Place	Partially In Place	Not In Place
Faculty Commitment	1. Feedback from Early Childhood faculty is obtained throughout the year			
Family Involvement	2. Families of students in early childhood are informed of SW-PBIS and asked to provide feedback on the adoption and mechanisms for promoting family involvement			
	3. Family involvement in SW-PBIS is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of SW-PBIS			
	4. Information is shared with families of children in the early childhood setting in a variety of formats (e.g., meetings, home visits, discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events)			
	5. Problem behaviors of young children are defined			
	6. Families of young children are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with school staff in the development of individualized plans of support for children			
Expectations & Rules Developed	7. Expectations and Rules in the early childhood setting are developmentally appropriate and linked the SW Expectations			
	8. Expectations are shared with families of young children to assist in the translation of the expectations to rules in the home			
	9. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families in the early childhood setting			
Reward/ Recognition Program Established	10. Strategies for acknowledging young children's use of the expectations are developmentally appropriate and used by all staff including administrative and support staff			
Implementation Plan	11. A revised plan for teaching young children the expectations/rules/rewards is developed, scheduled and delivered in a developmentally appropriate manner			
	12. Instruction of expectations and rules in the early childhood setting is embedded within large group activities, small group activities, and within individual interactions with young children			
	13. Revised strategies for acknowledging young children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff, etc.)			
Classroom Systems	14. Teachers and school staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to young children and promotes skill acquisition			
	15. Teachers and school staff respond to young children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior			
	16. Strategies for responding to problem behavior in the early childhood setting are developed. Teachers use evidence-based approaches to respond to problem behavior that is developmentally appropriate and teaches young children expected behaviors			
Evaluation	17. Process for measuring implementation fidelity in all early childhood classrooms is developed and used			
	18. Data are used for: (a) ongoing monitoring, (b) problem solving, (c) ensuring young children's response to intervention, and (d) school improvement			

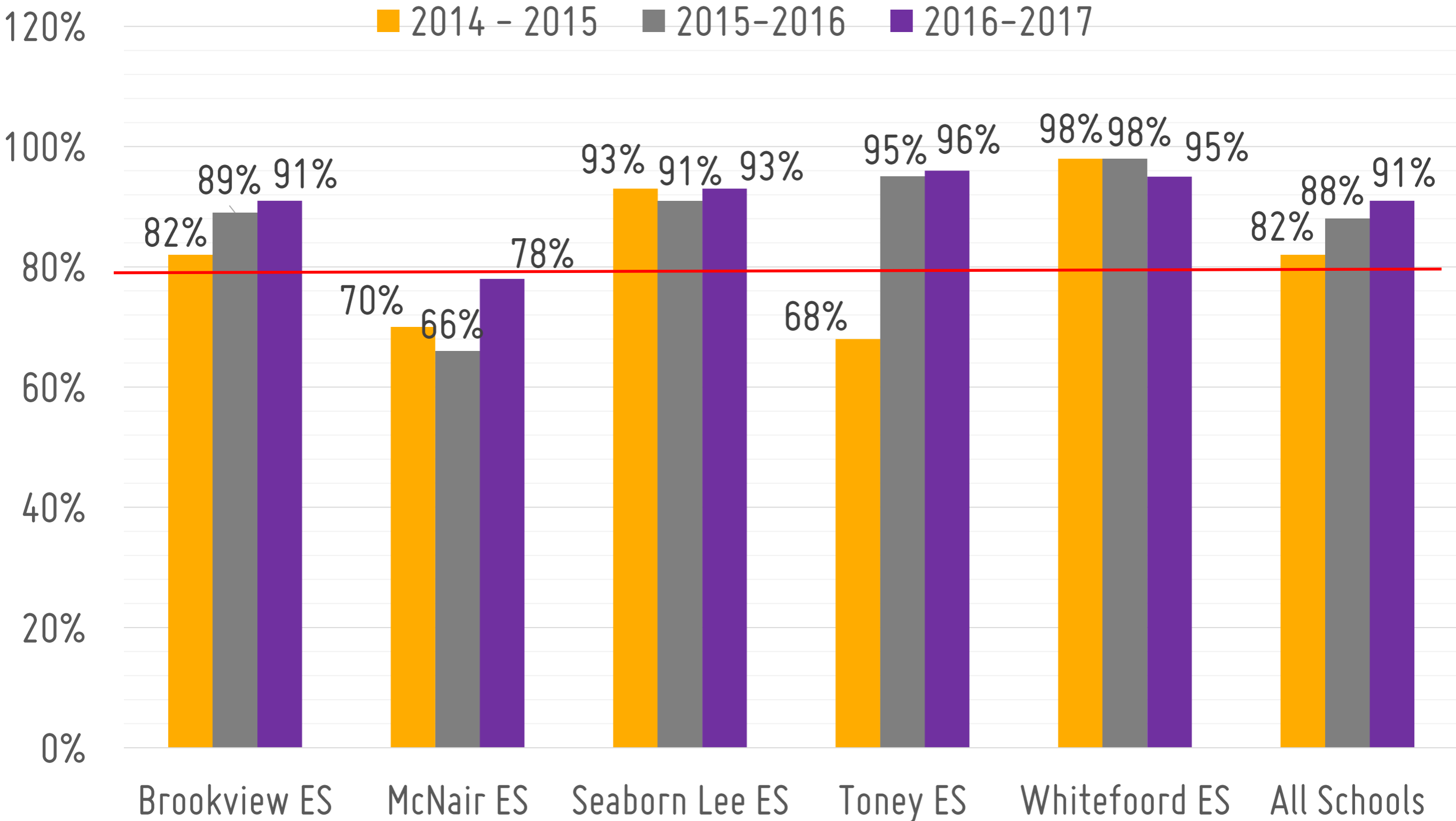
BASELINE OF QUALITY (BOQ)



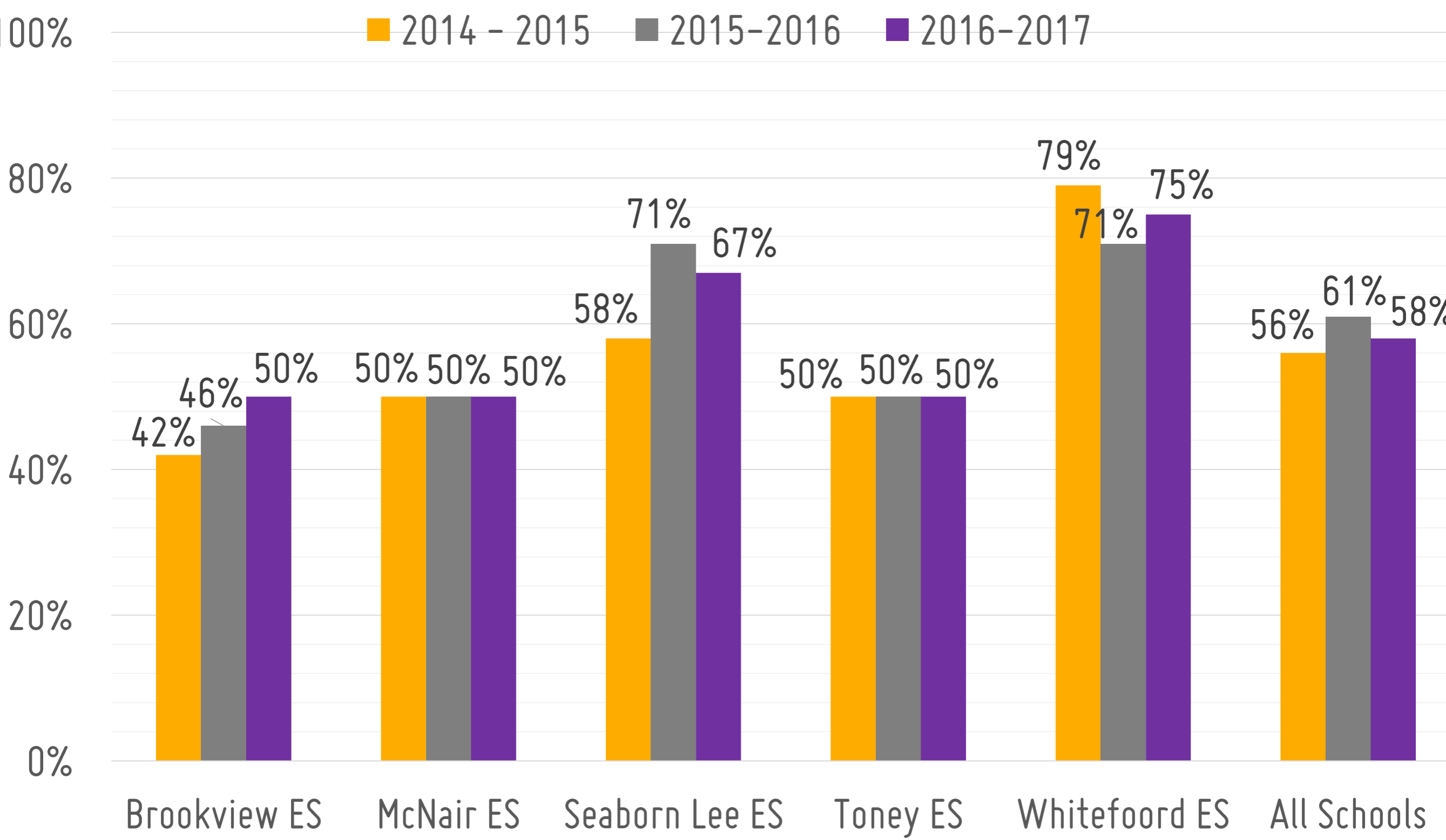
EARLY-CHILDHOOD BOQ ADDENDUM



SCHOOL-WIDE EVALUATION TOOL (SET)



PRESCHOOL-WIDE EVALUATION TOOL (PreSET)

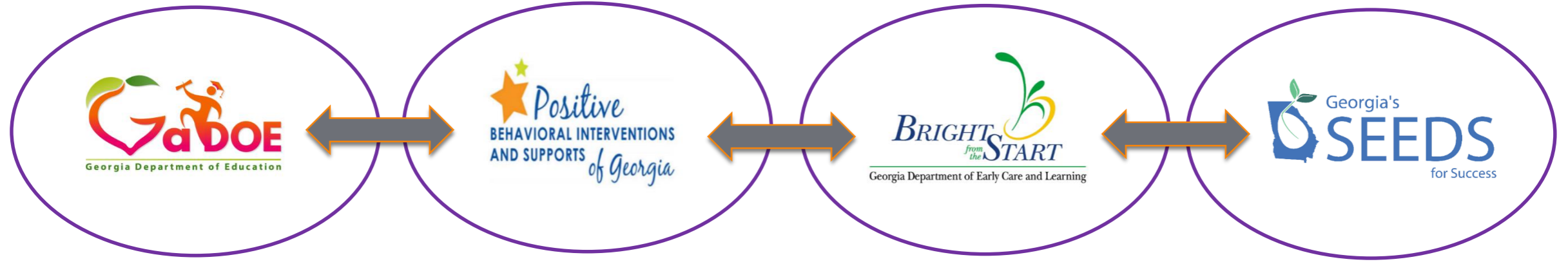


ALIGNED EVALUATION MEASURES

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)
Aligned Early Childhood Classroom Assistance Tool (EC-CAT)	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)

WHERE ARE WE GOING?

Early Childhood PBIS Program Specialist

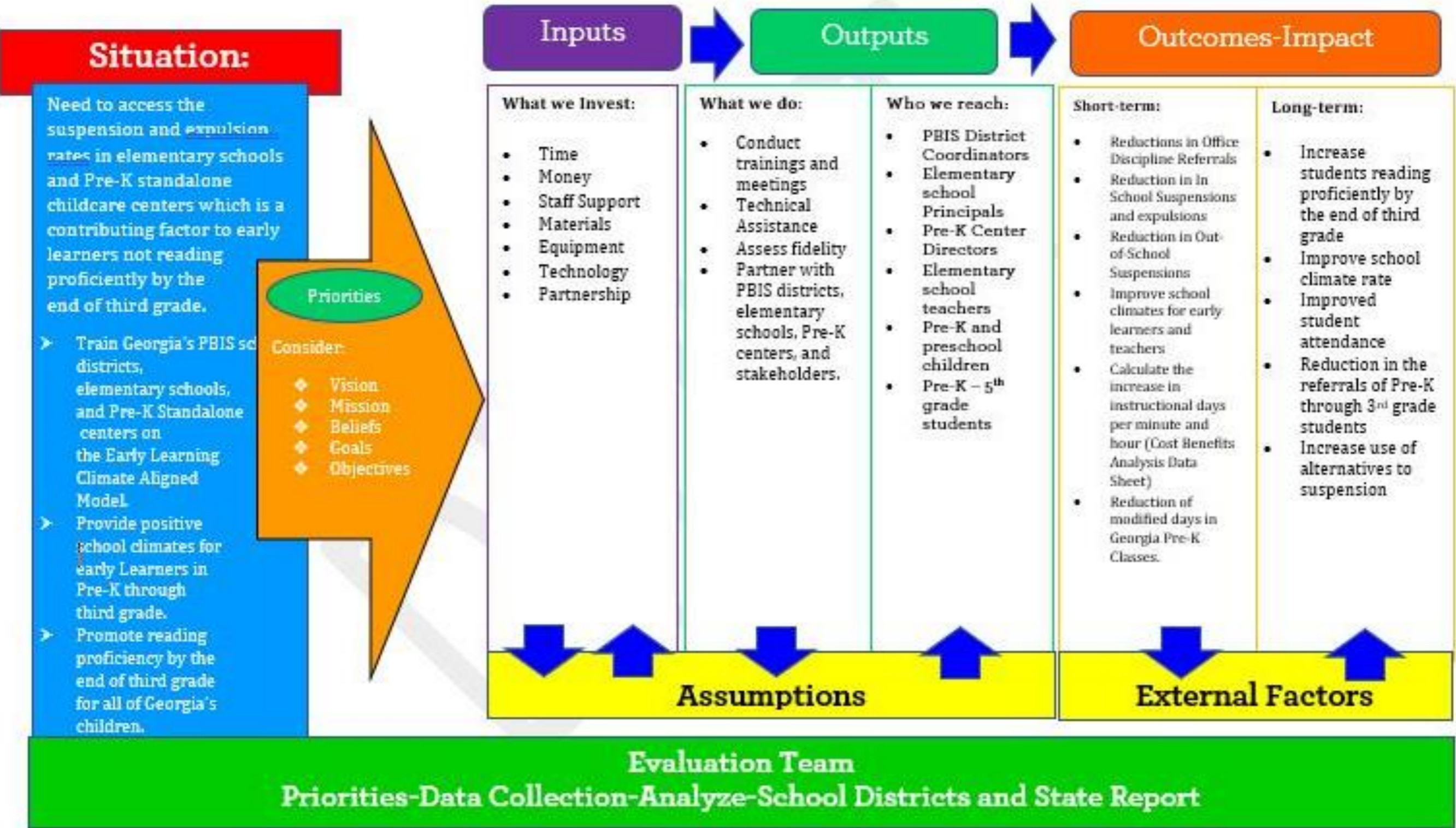


Support Services

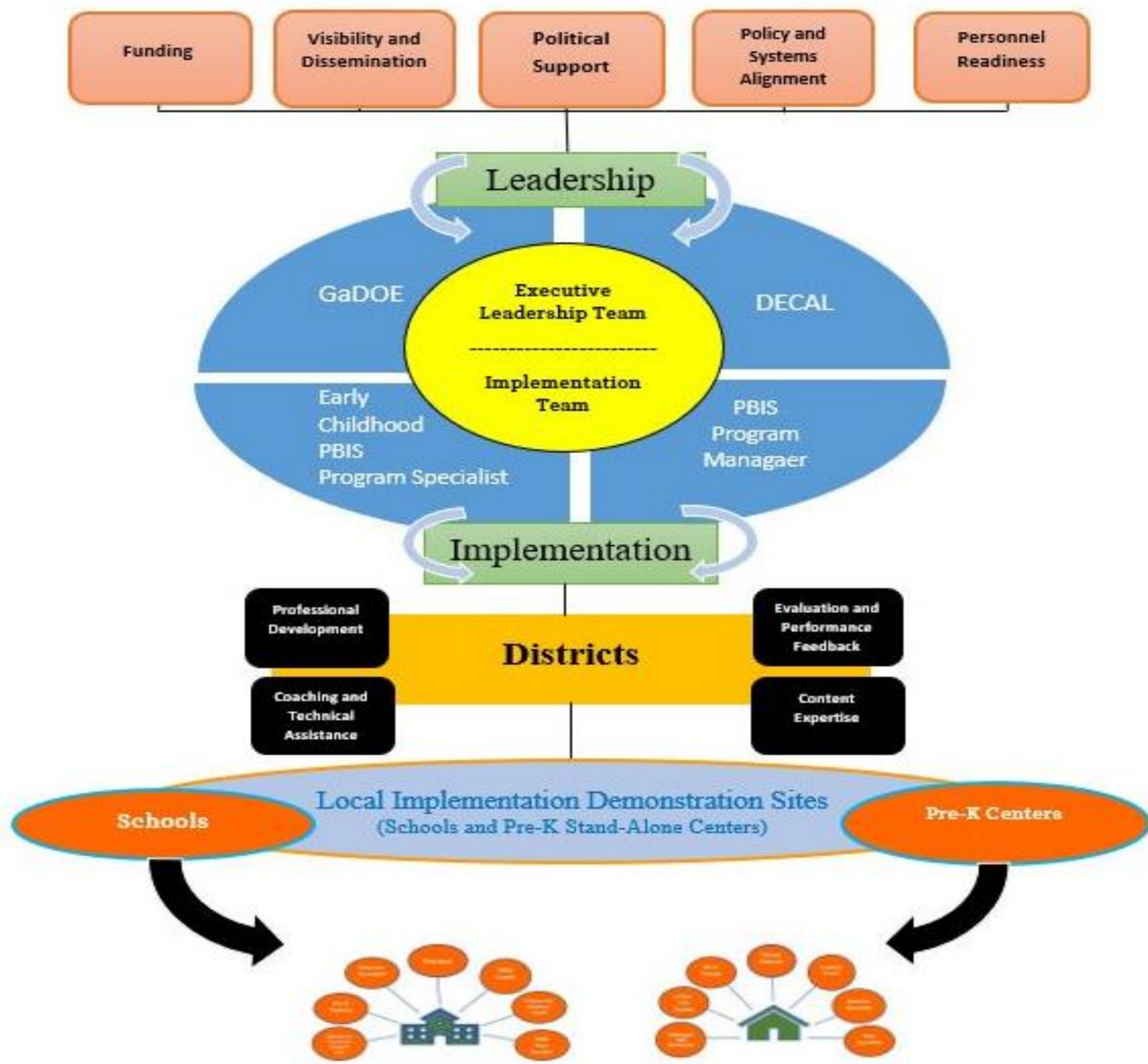


- Manage the state's partnering PBIS School Districts elementary schools and school system Pre-K centers implementation of the alignment work.
- Provide training, coaching, and technical assistance to PBIS District Coordinators, RESA's School Climate Specialists, DECAL Inclusion Specialists, elementary schools and school system Pre-K centers PBIS Leadership Teams.
- Assist the GaDOE and DECAL with school-wide (PBIS and PBIS Early Learning SEL Strategies) and program-wide (Pyramid Model) evaluation systems.

EARLY LEARNING CLIMATE PBIS LOGIC MODEL



STRUCTURE OF IMPLEMENTATION AND SUPPORT



PBIS ELEMENTARY SCHOOL RECOGNITION SYSTEM



Georgia DOE PBIS Levels of School Recognition – FY18

Only PBIS schools within active PBIS districts may submit data. An active PBIS district has a distinct PBIS/School Climate District Leadership Team (DLT) or has incorporated PBIS implementation progress into an existing district level team. In this instance, *Active* is defined as meeting at least 2-4 times a year evidenced by an action plan submitted to GaDOE-PBIS prior to May 31, 2018. Districts who do not submit evidence of being an “active” district will be unable to have their schools qualify for recognition.

PBIS schools must submit End-of-Year (EOY) data via the State Longitudinal Data System (SLDS). Data must be entered by a school administrator and reviewed within SLDS by the PBIS District Coordinator (DC) before May 31, 2018. Bonus consideration will be given to schools for participation in the following trainings: PBIS in the Classroom, PBIS Early Learning Classroom Modules, Youth Mental Health First Aid or Sources of Strength.

LEVEL: Installing

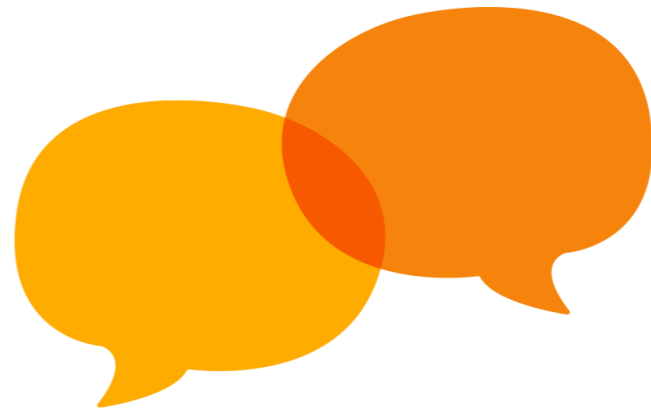
Training and Commitment	<ul style="list-style-type: none"> • The school PBIS team has participated in the GaDOE approved training covering all Critical Elements of Tier I PBIS. (see TFI) • The PBIS team is actively installing PBIS Tier 1 Critical Elements. • The PBIS team meets monthly. • A school administrator is an active member of the PBIS team.
Fidelity Instruments	<ul style="list-style-type: none"> • The PBIS team will complete the following: <ul style="list-style-type: none"> ○ Self-Assessment Survey (SAS): Schoolwide & Non-Classroom ○ Tiered Fidelity Inventory (TFI) (Take during training)
Outcome Data/Artifacts	<ul style="list-style-type: none"> • Report PBIS End-of-Year (EOY) data via SLDS. • Submit TFI Action Plan to PBIS District Coordinator.
Recognition	<ul style="list-style-type: none"> • 5 Bonus Points recommended for School Climate Star Rating. • Listed on the GaDOE-PBIS webpage as an active PBIS school.

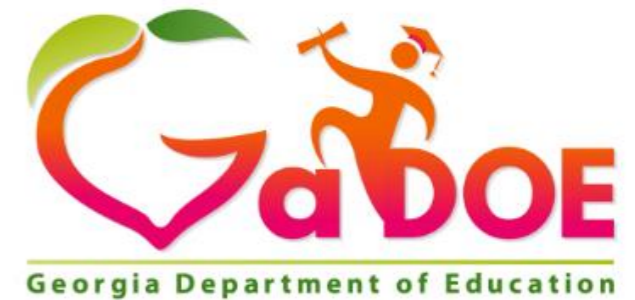
LEVEL: Emerging

Training and Commitment	<ul style="list-style-type: none"> • The school PBIS team has participated in the GaDOE approved training covering all Critical Elements of Tier I PBIS. (see TFI) • The PBIS team is actively installing PBIS Tier 1 Critical Elements. • The PBIS team meets monthly. • A school administrator is an active member of the PBIS team.
Fidelity Instruments	<ul style="list-style-type: none"> • The PBIS team will complete the following: <ul style="list-style-type: none"> ○ Self-Assessment Survey (SAS): Schoolwide & Non-Classroom ○ Tier 1 Walkthrough: 2-3 times (fall, winter, & possibly spring)

WHAT'S NEXT?

- GaDOE and DECAL are working together to identify School Districts to participate in the **PBIS Early Learning Climate Cohort I**.
- Elementary School and School System Pre-K Centers in Cohort I will be **trained and supported** in implementing the aligned critical elements.
- RESA School Climate Specialists will provide **coaching and technical assistance** on ways to enhance early learning climate in Tier 1 support systems for PBIS elementary schools as requested.





Thank You!

<http://decal.ga.gov/InstructionalSupports/Seeds.aspx>

<http://getgeorgiareading.org/resources-overview/early-learning-toolkit>

<http://www.gadoe.org/pbis>

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**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)



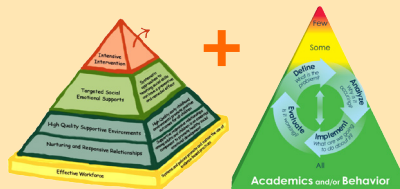
Program-wide PBIS,
the pyramid model

- 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)

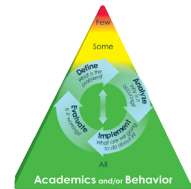


- PreK-3rd grade (with application PreK-5th grade)
- Focused on social, emotional and behavioral development strategies coupled with preventative and proactive practices to improve school climate
- Simultaneous school-wide implementation and classroom coaching of PreK-3rd grade teachers
- Implementation 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

What We Have Implemented

- Aligned parts of PW-PBIS with SW-PBIS to make the framework elements more developmentally appropriate for early learners (5 – 8 year olds) and equipped faculty and staff with social emotional, developmentally appropriate strategies to better support these students.
- Aligned critical elements include:
 - Expectations and Rules (utilizing pictures, simple language, etc.)
 - Addition of Family Engagement
 - Acknowledgement/Reward
 - Evaluation and Data Systems/Tools (fidelity and progress monitoring evaluate not only SW but particular PW/Classroom elements such as deposits to withdrawals, transitions, classroom systems; schools capture/track early learning minors and early learning behaviors aren't majors; behavior flow chart utilizes behavior specialist to help teachers with early learning challenges)
 - Teaming (Pre-K Teacher, Classroom Practices Coach)
 - Classroom Systems (Pyramid Practices)
 1. The Pyramid Practices Overview/Purpose
 2. Behavior Expectations and Classroom Rules
 3. Relationships
 4. Classroom Design
 5. Schedules and Routines
 6. Directions and Feedback
 7. Emotional Literacy
 8. Anger Management
 9. Problem Solving
 10. Friendship Skills
 11. Teacher Strategies and Responses
 12. Form and Function

What We Recommend:

- **Embed developmentally/age-appropriate classroom practice components** – from the Pyramid Model of PBIS (PW-PBIS) – into SW-PBIS Tier 1 training for elementary schools.
- Consider **training school cohorts by building level** on PBIS/school climate because students in Pre-K-5 and 6-12 are different developmentally.
- Create a separate **elementary school specific training** that addresses the need for developmentally/age-appropriate PBIS classroom practices **for schools that have been implementing PBIS** – trainers from supporting state agencies.
- **Train School Climate staff on PW-PBIS** and the difference for stand-alone centers vs. schools that have Pre-K in their elementary school building.
- **Consider diversifying school climate expertise to better assist students with needs that are different developmentally.** Look at a balance of school climate specialists across building levels – some with Pre-K – 5 expertise and some with 6-12 expertise.
- Encourage school districts and/or schools to invest in **classroom coaches** and consider integrating roles of the PBIS behavior specialist and classroom coach.
- **Train Pre-K – 3rd grade teachers on PBIS Classroom Practice Modules** to strengthen social-emotional learning competencies of teachers and create a positive learning environment in which students can thrive.
- Facilitate **professional learning communities of teachers and administrators across the early childhood-3rd grade continuum** so that:
 - Classroom reflect developmentally/age-appropriate expectations and
 - Instruction is delivered in ways that are engaging and support children's social-emotional development and executive functioning skills.