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Enhancing Community Partnerships to Expand PBIS

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Enhancing Community Partnerships to Expand PBIS

Positive Behavioral Interventions and Supports

Gainesville City School System





Introductions

Lee Rivera - District Intervention Coordinator

Dr. Leigh Sears - Director of Elementary Schools, Interventions (K-12), and Nurses (K-12)

Havilyn Towns - Academic Coach at Gainesville Exploration Academy



Why Enhance Community Partnerships?

Family, school, and community stakeholders are important partners in cultivating support systems where all can benefit. Schools are challenged to be creative to engage with stakeholders so that trusting relationships serve as the foundation of ongoing collaboration.



Examples of Ongoing Collaboration in GCSS

Before School Providers

After School Providers

Saturday School Providers

Summer School Providers

Day Camp Providers

Field Trip Hosts

CTAE Business Partnerships

Housing Authorities.....

*The list is basically endless! Begin by brainstorming where you would like to begin connecting PBIS with consistent expectations, employability skills, and character education. Then extend invitations for training, problem solving, and collaboration.



What Should Community Partner Training Look Like?

Immerse in the PBIS experience

Tug at the heartstrings

Connect PBIS with core values in organizations

Connect core values with your core values (They almost always match 100%.)

Environments should be safe, supportive, and predictable - much like workplaces!

Expectations must be explicitly taught and reinforced - Take out the guess work.

Teamwork makes the dream work.

In order for PBIS to work, you have to WORK IT.

*For most communities, an ultimate goal is to produce highly capable, successful **students** who then become highly capable, successful **community members**. PBIS helps all entities work towards this common goal!





Welcome to Gainesville Exploration Academy!

Immersion Experience - Play along!

STOMP Stickers - Ready, Respectful, Responsible, Role Models

[GEA News](#)

Expectations for Common Areas Aligned with 4 Rs (Rotation)

[Explicitly Teaching the 4Rs](#)

How did it feel to be immersed in PBIS at Gainesville Exploration?

Kids need **clarity, predictability, and relationships**. (We cannot teach something once and expect kids to always remember. We must teach, reteach, model, and teach again!)





Every Opportunity

[Why Would You Want to Silence Us?](#)





Core Values In Practice Create Our Reputation



Coca-Cola

Leadership: The courage to shape a better future

Collaboration: Leverage collective genius

Integrity: Be real

Accountability: If it is to be, it's up to me

Passion: Committed in heart and mind

Diversity: As inclusive as our brands

Quality: What we do, we do well



The Home Depot

We are a values-driven company and our eight core values include the following:

- **E**xcellent customer service
- **T**aking care of our people
- **G**iving back
- **D**oing the "right" thing
- **C**reating shareholder value
- **R**espect for all people
- **E**ntrepreneurial spirit
- **B**uilding strong relationships



Core Values in Action

ENRON'S CORE ETHICAL VALUES WERE CHISELED IN THEIR LOBBY:



INTEGRITY



COMMUNICATION



RESPECT



EXCELLENCE

But, in 2001, Enron's 15,000 employees lost their jobs because its leaders hid billions of dollars in debt and bankrupted the company.



How Are Core Values Created?

- Think about it..., *What does an ideal student look like?*
- Create a list of these characteristics, behaviors, skills, dispositions
- Select a person who can share





How Are Core Values Created?

- Think about it..., *What does an ideal teacher look like?*
- Create a list of these characteristics, behaviors, skills, dispositions
- Select a person who can share






How are Core Values Created?

- Our ideal conceptions of student/teacher create the expectations for our school (and arguably our community)
- Core Values/Expectations allow us to create common language, moving us from subjective to objective in terms of desired skills, behaviors, and attitudes
- Let's see how we compare to GCSS PBIS Expectations





Be The ONE!

	BE THE ONE!
Classroom Rules for _____	
R EADY	Insert text here.
R ESPECTFUL	Insert text here.
R ESPONSIBLE	Insert text here.
R OLE MODEL	Insert text here.





Safe, Supportive, Predictable Environment

School climate is the social atmosphere or learning environment in which kids experience learning which includes:

- Relationships
- Personal growth or goal orientation
- System maintenance and system change.

Simply put, it is the “feeling” of the school.





Think BIG About School Climate

Successful students are linked to host environments that are:

- Effective
- Efficient
- Relevant
- Durable
- Scalable
- Safe





**WHEN A FLOWER
DOESN'T BLOOM,
YOU FIX THE
ENVIRONMENT IN WHICH
IT GROWS, NOT
THE FLOWER**

-ALEXANDER DEN HEIJER





PBIS Definition and Background

“PBIS is an **evidence-based**, data-driven decision making **framework** for establishing the **social culture** and **behavioral supports** needed for a school to be an effective learning environment for all students and staff.”

(USDOE OSEP PBIS TA Center, 2010)



Tiered Model of School Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3/4: Intensive, Individualized Interventions & Supports

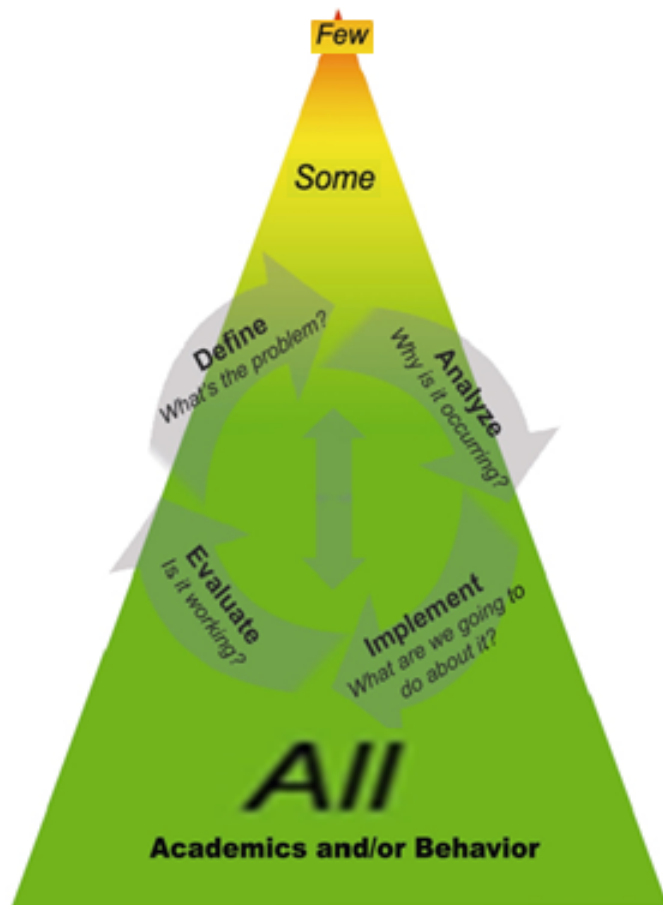
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

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.





Expectations and Rules

Building Consistency with Language

Expectations	Five or fewer overarching school-wide expectations
Rules	Specific tasks students are to do to achieve the school-wide expectations
Routines and Procedures	<p>Procedures are methods for accomplishing tasks in the classroom</p> <p>Procedures form routines that help students meet classroom expectations and rules/behaviors</p>





Matrix

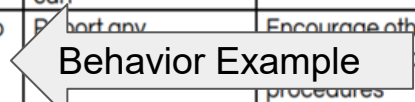
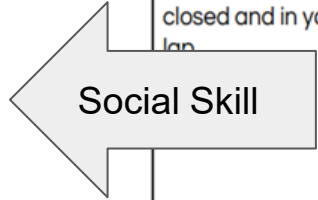
- Let's look at a sample matrix from Centennial Elementary
- Notice the 4 Rs, our core expectations
- Notice the locations, they are non-classroom locations
- Notice how we include behavioral examples of how students (and adults) meet the expectations through their actions/behaviors. Teaching in context is critical to success.





Be the ONE 4 R's Matrix

	Bus	Lunchroom	Natural Context		Playground
Ready	Keep backpack closed and in your lap	Use line procedure by lunch choice	Go for the right reason	Keep your hands behind your back Move forward in a straight line Walk on the right side	Line up quickly
Respectful	Use quiet kind words Keep your hands and feet to yourself	Use quiet kind words Show good manners	Keep walls and stalls clean Keep hands, feet, and eyes to yourself	Stay quiet	Keep hands and feet to yourself Treat others with kindness
Responsible	Stay seated Listen to your driver	Clean up after yourself Follow music procedures	Flush Wash hands Place trash in trash can	Set a good example Get to where you are going	Use the equipment correctly Take turns
Role Model	Encourage others to follow bus procedures Report any incidents	Encourage others to clean up their area Be the example	Be the example	Encourage others by procedures Be the example	Report any incidents to a teacher Encourage others to play nicely Be the example

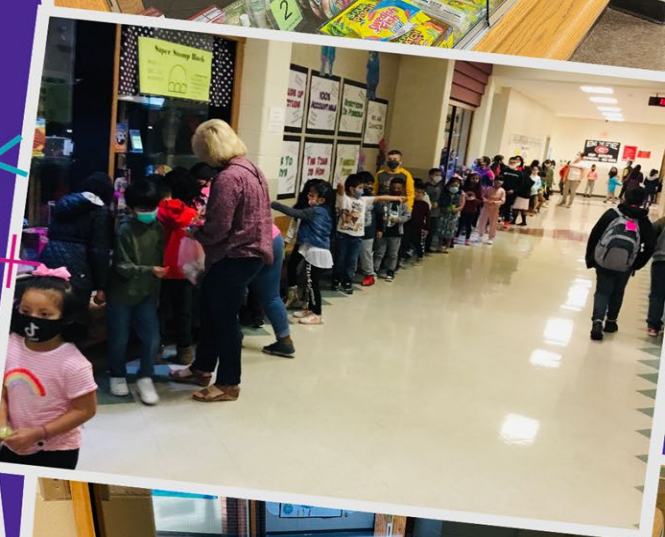




GEA PBIS STORE

PBIS Super Stomp Bucks

PBIS Super
STOMP Bucks





PBIS Team

*“A team is a group of people working **interdependently** to achieve a **common goal** for which members are **mutually accountable**”*

DuFour



Team Composition

School PBIS Leadership Team





GCSS Success Highlights

Gainesville City has achieved a **School Climate Star rating** (attendance, safe and substance free, discipline, surveys) of **4 or above** in all schools for the last three reported years.

Gainesville City has been **recognized by GPB for its efforts to align Attendance, Behavior, and Classroom Success (ABCs)** as early at-risk indicators for intervention through PBIS.

Gainesville City has **presented district initiatives at PBIS state conferences** for multiple years indicating its state leadership in PBIS efforts.

PBIS works!



If It's Important, You Have To Plan For It!

1. Goals, Actions & School Implications

a. Non-negotiables:

- i. Administrative presence at each PBIS meeting (two at middle and high)
- ii. At least one counselor included on the PBIS team to help merge SEL and behavioral components into comprehensive MTSS (two at middle and high)

- b. CLIP Goal Implications: Goal 2, Action Steps a & b / We inspire our students and thereby, increase grad rates (Goal 2) by improving conditions throughout all schools (PK-12) & removing barriers to learning. As can be seen in the data, it's time to take the next step in providing appropriate behavioral interventions in your schools, implementing culturally responsive practices, and supporting social emotional needs (aka - PBIS - Action a.)...


c. District Action:

- i. Develop district PBIS Steering Committee (District Action Plan submitted to DOE each year)
[District TFI](#)

- i. Establish alignment with parent family engagement ([article](#)) and employability skills
- ii. Provide PBIS refresher training for bus drivers, including processes, communication, and exemplars

a. School Action:

- i. Based on most recent SAS percent "in place" schoolwide PBIS
 1. If below 65%, Tier 1 refresher training for PBIS team, including vertical alignment opportunities (RESA)
 2. If 65% or higher, Tier 2 training required (RESA)



With this Strategic Plan, we continue refining strengths and streamlining innovative solutions for all students. Our ONE GAINESVILLE commitment involving students, staff, families, and the community will **INSPIRE, NURTURE, CHALLENGE, and PREPARE** our diverse 8,000+ youth.

Goal	Measure #1	Measure #2	Measure #3	Measure #4
INSPIRE Every student will be inspired and motivated to learn and achieve.	Increase the percentage of students participating in extracurricular activities.	Reduce the percentage of students participating in extracurricular activities.	Reduce the percentage of students participating in extracurricular activities.	Reduce the percentage of students participating in extracurricular activities.
NURTURE Every student will receive the necessary support to be successful.	Increase the percentage of students participating in career and college readiness activities.	Increase the percentage of students participating in career and college readiness activities.	Increase the percentage of students participating in career and college readiness activities.	Increase the percentage of students participating in career and college readiness activities.
CHALLENGE Every student will progress at a pace to meet higher academic standards.	Increase the percentage of students meeting growth targets on state and end-of-course assessments.	Increase the percentage of students meeting growth targets on state and end-of-course assessments.	Increase the percentage of students meeting growth targets on state and end-of-course assessments.	Increase the percentage of students meeting growth targets on state and end-of-course assessments.
PREPARE Every student will graduate with skills and experiences necessary to compete globally, think critically, and communicate effectively.	Increase the percentage of students completing college and career assessments.	Increase the percentage of students completing college and career assessments.	Increase the percentage of students completing college and career assessments.	Increase the percentage of students completing college and career assessments.

INSPIRE, NURTURE, CHALLENGE, PREPARE





Resources



www.pbis.org - National Technical Assistance Center



www.gadoe.org/pbis - State PBIS resource site for implementing schools



www.pbisapps.org - Houses our fidelity assessments (SAS and TFI)



www.pbisworld.com - Resource center with interventions and strategies organized by behavior





Resource Spotlight - PBIS World.com

Welcome to PBIS World! Click on a Behavior to Start:

Aggressive and/or Bullying	Anxiety	Confrontational/Defensive	Defiant
Disorganized	Disrespectful	Disruptive	Failing To Turn In Work
Frustration	Hyperactivity	Impulsive	Inappropriate Language
Lack of Participation	Lack of Responsibility	Lack of Social Skills	Low/No Work Completion
Lying/Cheating	Name Calling	Negative Attitude	Off-Task Disruptive
Off-Task Non-Disruptive	Out of Seat	Poor Coping Skills	Poor Peer Relationships
Poor Self Esteem	Rushing Through Work	Sadness/Depression	Somatic Complaints
Stealing	Tantrums/Out of Control	Tardiness	Unable to Work Independently
Unfocused/Inattentive	Unmotivated	Upset/Crying	Other





Rita Pierson

[Every Kid Needs a Champion](#)





PBIS is for ALL LEVELS - Elementary, Middle, High, Adults

[WHATEVER IT TAKES!](#)

[Ultimate List of PBIS Student Incentives](#)

[Ultimate List of PBIS Teacher Incentives](#)





I Have the Power!

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

~Haim Ginott





For It To Work, You Have To Work It!

[PBIS Works](#)





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