A Fair View: The Connection Between PBIS and Title I

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FVE Demographic Report
K-5 Enrollment, per Race/Ethnicity

- Hispanic/Latino: 77%
- Asian: 0%
- Black/African-American: 0%
- Native Hawaiian/Other Pacific Islander: 0%
- White: 16%
- Two or More Races: 2%
MISSION & BELIEFS

Fairview Elementary is committed to providing an engaging environment where students achieve academic excellence with the support of all stakeholders.

FOCI
- Standards-Based Instruction
- Higher-Order Thinking
- Differentiation of Educational Instruction

EXPECTATIONS
- Building Relationships
- Diversity Sensitivity
- Advocacy

SKILLS
- Communication
- Technology
- Assessment
TITLE I: OVERVIEW & IMPLICATIONS

• The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments (No Child Left Behind Act of 2001).

• Reading and writing – specifically a critical analysis of these skills – are crucial activities required in civic engagement (Behizadeh & Winn, 2011).

• Meiners (as cited in Behizadeh & Winn, 2011) recognized reading and writing as essential tools for surviving a current educational system where students of color are placed disproportionately in special education, suspensions, and expulsions. These disproportionalities all contribute to a higher likelihood of incarceration.
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health

Source: Association for Supervision and Curriculum Development (2014)
• The hidden curriculum is essentially the process of socialization that takes place in the school as students are exposed to the routines and rituals that structure classroom culture. This culminates in the school’s resemblance to prison time, imposing repetitive schedules and routines under increased surveillance and accountability. Freedom of choice is void (De Lisssovoy & Garcia, 2013).

• Zero-tolerance policies are contributors to this phenomenon.
DISCIPLINE GAP

• At the elementary level, the increases in the number of days a student is suspended from school are significantly correlated with African Americans (Butler, Lewis, Moore III, & Scott, 2012).

• Black students are suspended and expelled at a rate three times greater than White students (U.S. Department of Education Office for Civil Rights, 2014).

• While black students represent 16% of student enrollment, they represent 27% of students referred to law enforcement and 31% of students subjected to a school-related arrest. In comparison, white students represent 51% of enrollment, 41% of students referred to law enforcement, and 39% of those arrested (U.S. Department of Education Office for Civil Rights, 2014).
POSITIVE BEHAVIOR SUPPORTS
A Research-Based Overview
PBS: DEFINITIONS

• Positive behavior supports (PBS) serve as a practical approach for decreasing problem behavior and improving quality of life (QOL) for individuals, regardless of age and/or ability. It is an overt technology that incorporate value-based components into the art of decision-making skills (Carr, Dunlap, Horner, Schwartz, & Zarcone, 2008).

• PBS relies heavily on ecological and/or social validity, emphasizing the following components as guiding principles: instruction of desired behaviors, organization of consequence systems, redesign of environmental settings, and use of functional behavioral assessments (Dunlap, Horner, Sailor, & Sugai, 2009).

• The PBS framework is a multi-component process guided by the values collected from a three-side interaction: individual, family, and organizational community. It allows individuals and communities the opportunity to develop adaptive and prosocial behaviors conducive to a higher quality of life (Bradshaw, Dunlap, Horner, Kincaid, & Knoster, 2014).
PBS: FEATURES

Albin et al. (2002) identify the following components conducive to PBS:

- Comprehensive Lifestyle Change/Quality of Life
- Life-Span Perspective
- Ecological Validity
- Stakeholder Participation
- Social Validity
- Systems Changes and Multicomponent Intervention
- Prevention Emphasis
- Flexibility with Scientific Practices
- Multiple Theoretical Perspectives
SWPBS: DEFINITIONS

• Braaksma and McKevitt (2008) identify school-wide positive behavior supports (SWPBS) as a structured way to promote positive relationships in school while simultaneously providing students with social and behavior skills needed for successful learning.

• Horner and Sugai (2009) define SWPBS as a systems approach in establishing social culture and individualized behavior supports.
THEORETICAL INFLUENCES
MASLOW’S THEORY OF HIERARCHICAL NEEDS

- Physiological
- Safety
- Love & Belonging
- Esteem
- Self-Actualization
ECOLOGICAL SYSTEMS THEORY

• Microsystem - School
  • What relationships are present in the immediate setting?
  • What is the nature of these relationships?
  • What is the indirect influence on the developing person?

• Mesosystem - Home
  • How does the individual participate in another setting with a learned concept?

Source: Bronfenbrenner (1979)
ECOLOGICAL SYSTEMS THEORY

• Exosystem - Community
  • How does the individual connect and react to settings void of their active participation?

• Macrosystem - Society
  • What are the beliefs and values of our nation?
  • How do societal and cultural norms affect top-down policies?

Source: Bronfenbrenner (1979)
PEDAGOGY MODELS: A COMPARISON

TRADITIONAL PEDAGOGY

• Individual-Based
• Education as a Gift
• Narrated Learning
• Rote Memory

CRITICAL PEDAGOGY

• Community-Based
• Education as a Conquest
• Shared Learning
• Active Reflection

Source: Freire (2000)
THE POWER OF ONE:
ONE SCHOOL, ONE COMMUNITY, ONE VOICE
ONE SCHOOL

“IT TAKES A MIGHTY EAGLE TO BE A FAIRVIEW EAGLE!”
CRITICAL ELEMENTS OF PBIS

Source: Georgia Department of Education (2015)

- PBIS Team - Principal
- Data Entry and Analysis
- Clear Expectations & Rules
- Teaching Behavior
- Recognition (Feedback)

- Effective Discipline Process
- Faculty Commitment
- Implementation Plan
- Classroom
- Evaluation
PBIS TEAM MEMBERS

ADMINISTRATION
- Principal
- Assistant Principal

TEACHERS
- General Education
- Special Education
- Specials – Art

SUPPORT STAFF
- School Counselor
- School Psychologist
- Student Support Facilitator
- Parent Involvement Paraprofessional
PBIS TEAM: ROLES & RESPONSIBILITIES

- Data Entry & Analysis
  - Infinite Campus
  - SWIS

- Faculty Commitment
  - School-Based Meetings (PBIS, Staff, and Leadership)
  - Professional Memberships
  - Professional Trainings & Conferences

- Implementation Plan
  - Multi-Tiered Systems of Supports
  - Vision & Mission Statement
# Fairview Elementary School Expectations Matrix

<table>
<thead>
<tr>
<th>E</th>
<th>A</th>
<th>G</th>
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<th>E</th>
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</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td><strong>Be Responsible</strong></td>
<td><strong>Be Safe</strong></td>
<td><strong>School-Wide Positive Behavior Supports</strong></td>
<td></td>
</tr>
<tr>
<td>Earn respect</td>
<td>Enter Classroom and Be Ready to Engage</td>
<td>Enter and Exit in an Orderly Manner</td>
<td><strong>Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Always Consider Others’ Feelings</td>
<td>Accept Consequences Without Arguing</td>
<td>Avoid Physical Contact</td>
<td><strong>Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Give Respect</td>
<td>Give Your Best at All Times</td>
<td>Get Permission to Leave Assigned Areas</td>
<td><strong>Support</strong></td>
<td></td>
</tr>
<tr>
<td>Listen Silently To Speakers</td>
<td>Lead by Example</td>
<td>Learn and Follow Bathroom Etiquette</td>
<td><strong>Team</strong></td>
<td></td>
</tr>
<tr>
<td>Embrace Others’ Cultural Differences</td>
<td>Encourage Others to do Their Best</td>
<td>Eat Quietly to Avoid Accidents</td>
<td><strong>Culture</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Expectations & Rules

**Cafeteria**
- Eat quietly
- Greet staff members
- Respond to quiet signal

**Restroom**
- Keep feet on the floor
- Respect privacy of others

**Playground**
- Maintain personal space
- Take turns with shared equipment

**Arrivals/Dismissals**
- Follow instructions
- Greet the bus driver
- Stay in assigned area

**Hallway**
- Give personal space to others
- Keep body to yourself

**Classroom**
- Listen and follow directions
- Raise your hand before speaking
- Show courtesy to self and others

---

### 3 B's

**Be Respectful**
- Eat quietly
- Greet staff members
- Respond to quiet signal
- Keep feet on the floor
- Respect privacy of others
- Maintain personal space
- Take turns with shared equipment
- Follow instructions
- Greet the bus driver
- Stay in assigned area

**Be Responsible**
- Clean personal area after eating
- Obtain eating utensils
- Use appropriate language
- Use materials appropriately
- Use, wipe, flush, wash, and leave
- Use appropriate language
- Take care of playground materials
- Use appropriate language
- Have personal materials and dismissal tag ready
- Listen to announcements
- Use appropriate language
- Maintain a zero voice level
- Use appropriate language
- Complete assignments and homework
- Keep and maintain personal materials
- Use appropriate language

**Be Safe**
- Use eating utensils for intended purpose
- Walk at all times
- Keep feet, hands, objects to self
- Walk at all times
- Report broken objects
- Return into the building in a calm manner
- Recognize cues to enter and exit bus
- Remain seated
- Walk to assigned area
- Keep hands, feet, and objects to yourself
- Walk on the right side of the hallway
- Keep all chairs on the floor
- Use classroom materials for academic purposes
- Walk at all times

---

*School-Wide Positive Behavior Supports*

*“It takes a Mighty Eagle, to be a Fairview Eagle!”*
The Second Step Curriculum (Committee for Children, 2011) is a classroom-based, universal intervention designed for the following:

- Decrease problem behaviors
- Increase students’ school success
- Promote social-emotional competence and self-regulation

Lessons address the following units:

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving

Second Step allows for family and home-based activities, with materials available in English and Spanish.
TEACHING BEHAVIORS & MODELING EXERCISES

- Faculty and staff employ social learning theories to influence behavioral choices. This involves modeling and corrective feedback.

- Hula Hoop Technique (Personal Space)
  - Adults introduce concept of personal space
  - Adults place hula hoops on floor in cafeteria line
  - Adults models correct and incorrect techniques
  - Students emulate the correct behavior
  - Adults provide feedback
PBIS
1. Eyes Watching
2. Ears Listening
3. Voice Quiet
4. Body Still
RECOGNITION

• Opportunities
  • General Behaviors
  • Attendance
  • Arrivals/Dismissals

• Benefits
  • Real-Life Applications (Math)
  • Visual Reminders
# Eagles’ Debit Card Account Ledger

**Student Name:**

**Month:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Positive Act/Expectation Followed</th>
<th>Amount</th>
<th>Current Balance</th>
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<tbody>
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RECOGNITION

- Student of the Month
- Faculty/Staff Superhero of the Month
- Mighty Eagle Day
- Class Dojo
- Golden Tray Award
- School-Wide Assemblies
<table>
<thead>
<tr>
<th>Negative Consequences</th>
<th>1st Offense: Reminder of Expectations</th>
<th>2nd Offense: Active Reflection</th>
<th>3rd Offense: Parent Contact</th>
<th>4th Offense: Refocus Time</th>
<th>5th Offense: Office Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Active Reflection requires student to write down expectation broken, followed by conversation with teacher about possible solutions.)</td>
<td></td>
<td></td>
<td>(Time out from current class setting for 30 minutes or time from recess/fun activity.)</td>
<td>(Fighting, Terroristic Threats, and Section 2-4 Offenses may warrant immediate office referral.)</td>
</tr>
<tr>
<td>Positive Consequences</td>
<td>Golden Tray for Positive Cafeteria Behavior</td>
<td>Debit Card Deposits</td>
<td>Extra Recess or Fun Activity</td>
<td>Trendsetter of the Month and Student of the Month</td>
<td>Eagle Fun Day</td>
</tr>
</tbody>
</table>

**School-Wide Positive Behavior Supports**
FAIRVIEW ELEMENTARY

STUDENT NAME: ___________________________  HOMEROOM TEACHER: ___________________________

SUBMITTED BY: ___________________________  DATE OF INCIDENT: ___________________________

TIME OF INCIDENT: _______________________  LOCATION OF INCIDENT: _______________________

DESCRIPTION OF INCIDENT (USE BACKSIDE FOR ADDITIONAL SPACE):

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

DID STUDENT PARTICIPATE IN WEEKLY PBIS MEETINGS? ____________

WRITE COMPLETION DATE OF EACH PBIS STEP FOR THE CONSEQUENCES BELOW:

1st OFFENSE (REMINDER OF EXPECTATIONS)

2nd OFFENSE (ACTIVE REFLECTION- STUDENT WRITES EXPECTATION FOLLOWED BY CONVERSATION WITH TEACHER ABOUT POSSIBLE SOLUTIONS)

3rd OFFENSE (PARENT CONTACT)

4th OFFENSE (REFOCUS TIME- TIME OUT FROM CURRENT CLASS SETTING/RECESS/FUN ACTIVITY FOR 30 MINUTES)

5th OFFENSE (OFFICE REFERRAL- FIGHTING, TERRORISTIC THREATS, AND SECTION 2-4 OFFENSES MAY WARRANT IMMEDIATE OFFICE REFERRAL)

5th OFFENSE ADMINISTRATIVE ACTION:

RESOLUTION:

STUDENT CONFERENCE DATE: ___________________________

PARENT CONTACT DATE: ___________________________

TIME OUT __________ DAYS/ DATES: __________________

IN SCHOOL SUSPENSION ___________ DAYS/ DATES: __________________

OUT OF SCHOOL SUSPENSION ___________ DAYS/ DATES: __________________

BUS SUSPENSION ___________ DAYS/ DATES: __________________

AUXILIARY CODE ___________ USE ONLY FOR ISS, OSS AND BUS SUSPENSION

ADMINISTRATOR SIGNATURE: ___________________________  DATE: ___________________________

NOTES: ____________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
EVALUATION

• Attendance Rates
• Office Disciplinary Referrals
• Student Risk Screening Scale – Internalizing and Externalizing
• Self-Assessment Survey
• Benchmarks of Quality
SCHOOL-COMMUNITY RELATIONS

Source: Jackson (2016)
SCHOOL-COMMUNITY RELATIONS

Source: Southern Crescent Broadcasting (2015)
## COMPARISON DATA

<table>
<thead>
<tr>
<th></th>
<th>SY 14-15</th>
<th>SY 15-16</th>
<th>Percentage Change (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Events</td>
<td>322</td>
<td>229</td>
<td>-28.9%</td>
</tr>
<tr>
<td>Event Types</td>
<td>22</td>
<td>12</td>
<td>-45.5%</td>
</tr>
<tr>
<td>OSS Days (Absences)</td>
<td>161.24</td>
<td>117.52</td>
<td>-27.1%</td>
</tr>
<tr>
<td>Students Involved</td>
<td>116</td>
<td>111</td>
<td>-4.3%</td>
</tr>
</tbody>
</table>

Benchmarks of Quality (BOQ) Score: 77
## COMPARISON DATA

<table>
<thead>
<tr>
<th></th>
<th>SY 15-16 (Aug – Nov)</th>
<th>SY 16-17 (Aug – Nov)</th>
<th>Percentage Change (+/-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Events</td>
<td>107</td>
<td>51</td>
<td>-52.3%</td>
</tr>
<tr>
<td>Event Types</td>
<td>9</td>
<td>8</td>
<td>-11.1%</td>
</tr>
<tr>
<td>OSS Days (Absences)</td>
<td>38.00</td>
<td>14.37</td>
<td>-62.2%</td>
</tr>
<tr>
<td>Students Involved</td>
<td>60</td>
<td>30</td>
<td>-50.0%</td>
</tr>
</tbody>
</table>

Benchmarks of Quality (BOQ) Score: 77
SRSS-E7 Results by Grade and Time of Year

Source: Lane et al. (2015)
SRSS-I5 Results by Grade and Time of Year

Source: Lane et al. (2015)
ADDITIONAL CONSIDERATIONS

- Advanced Tiers
- Culturally-Responsive Strategies
- Disproportionalities
- Grants & Fundraising Ideas
- Learning Styles

- Mentoring Services
- Service-Learning Projects
- School-Parent Partnerships
- Student Participation Rates
- Vocabulary Skills
CONCLUSION

Contacts & Resources
CONTACT INFORMATION

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fvepbis@gmail.com
RESOURCES


RESOURCES