A Fair View: The Connection Between PBIS and Title I

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Recommended Citation
Mincey, Brian; Pittman, Shoni; Benjamin, Vaneisa; and Ervin, Vincent, "A Fair View: The Connection Between PBIS and Title I" (2016). Georgia Association for Positive Behavior Support Conference. 18.
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A FAIR VIEW:
THE CONNECTION BETWEEN
PBIS AND TITLE I

Brian Mincey, Ed.S.
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Vincent Ervin, Ed.S.

2016 Georgia Association for Positive Behavior Support Conference
December 1, 2016
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: 5%
- Other: 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
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.
SCHOOL TO PRISON PIPELINE

• 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 Lissovoy & 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
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

Microsystem - School

Mesosystem - Home

Exosystem - Community

Macrosystem - Society

Child
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

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>TEACHERS</th>
<th>SUPPORT STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>General Education</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Special Education</td>
<td>School Psychologist</td>
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<tr>
<td></td>
<td>Specials – Art</td>
<td>Student Support Facilitator</td>
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<tr>
<td></td>
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<td>Parent Involvement Paraprofessional</td>
</tr>
</tbody>
</table>

MINCEY, PITTMAN, BENJAMIN, & ERVIN
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>Be Respectful</th>
<th>E</th>
<th>A</th>
<th>G</th>
<th>L</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earn respect</td>
<td>Always Consider Others' Feelings</td>
<td>Give Respect</td>
<td>Listen Silently To Speakers</td>
<td>Embrace Others' Cultural Differences</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Enter Classroom and Be Ready to Engage</td>
<td>Accept Consequences Without Arguing</td>
<td>Give Your Best at All Times</td>
<td>Lead by Example</td>
<td>Encourage Others to do Their Best</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Enter and Exit in an Orderly Manner</td>
<td>Avoid Physical Contact</td>
<td>Get Permission to Leave Assigned Areas</td>
<td>Learn and Follow Bathroom Etiquette</td>
<td>Eat Quietly to Avoid Accidents</td>
</tr>
</tbody>
</table>

**School-Wide Positive Behavior Supports**
## Fairview Elementary School Expectations Matrix

"It takes a Mighty Eagle, to be a Fairview Eagle!"

### The 3 B’s
- **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

### Be Respectful
- **Clean personal area after eating**
- **Obtain eating utensils**
- **Use appropriate language**
- **Use materials appropriately**
- **Use, wipe, flush, wash, and leave**
- **Use appropriate language**

### Be Responsible
- **Make personal materials and dismissal tag ready**
- **Listen to announcements**
- **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**
TEACHING BEHAVIORS & THE CLASSROOM

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

- Student of the Month
- Faculty/Staff Superhero of the Month
- Mighty Eagle Day
- Class Dojo
- Golden Tray Award
- School-Wide Assemblies
# Fairview Elementary School

## CONSEQUENCES

<table>
<thead>
<tr>
<th>Negative Consequences</th>
<th>Positive Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Offense: Reminder of Expectations</td>
<td>Golden Tray For Positive Cafeteria Behavior</td>
</tr>
<tr>
<td>2nd Offense: Active Reflection</td>
<td>Debit Card Deposits</td>
</tr>
<tr>
<td>(Active Reflection requires student to write down expectation broken, followed by conversation with teacher about possible solutions.)</td>
<td>Extra Recess or Fun Activity</td>
</tr>
<tr>
<td>3rd Offense: Parent Contact</td>
<td>Trendsetter of the Month and Student of the Month</td>
</tr>
<tr>
<td>4th Offense: Refocus Time</td>
<td>Eagle Fun Day</td>
</tr>
<tr>
<td>(Time out from current class setting for 30 minutes or time from recess/fun activity.)</td>
<td></td>
</tr>
<tr>
<td>5th Offense: Office Referral</td>
<td>(Fighting, Terroristic Threats, and Section 2-4 Offenses may warrant immediate office referral.)</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
ONE COMMUNITY
Partners in Education & Transformation
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>
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</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>
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<tr>
<td>Event Types</td>
<td>9</td>
<td>8</td>
<td>-11.1%</td>
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<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>
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Benchmarks of Quality (BOQ) Score: 77
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
CONTACT INFORMATION

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458 Fairview Road
Stockbridge, GA 30281

770-474-8265
schoolwires.henry.k12.ga.us/fe
fvepbis@gmail.com
RESOURCES


RESOURCES