A Fair View: The Connection Between PBIS and Title I

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A FAIR VIEW:
THE CONNECTION BETWEEN
PBIS AND TITLE I

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December 1, 2016
FVE Demographic Report
K-5 Enrollment, per Race/Ethnicity

- Hispanic/Latino: 77%
- Asian: 5%
- Black/African-American: 2%
- Native Hawaiian/Other Pacific Islander: 0%
- White: 0%
- Two or More Races: 16%
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.
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 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 incorporates 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

• Braaksmaj and McKeveitt (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

- Self-Actualization
- Esteem
- Love & Belonging
- Safety
- Physiological
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

Macrosystem - Society
Exosystem - Community
Mesosystem - Home
Microsystem - School
Child

MINCEY, PITTMAN, BENJAMIN, & ERVIN
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>
</tr>
<tr>
<td></td>
<td>Specials – Art</td>
<td>Student Support Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent Involvement Paraprofessional</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>A</th>
<th>G</th>
<th>L</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></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><strong>Be Responsible</strong></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><strong>Be Safe</strong></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>
### Fairview Elementary School

**Expectations Matrix**

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

#### The 3 B's

<table>
<thead>
<tr>
<th>Cafeteria</th>
<th>Restroom</th>
<th>Playground</th>
<th>Arrivals/Dismissals</th>
<th>Hallway</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Eat quietly</td>
<td>- Keep feet on the floor</td>
<td>- Maintain personal space</td>
<td>- Follow instructions</td>
<td>- Give personal space to others</td>
<td>- Listen and follow directions</td>
</tr>
<tr>
<td>- Greet staff members</td>
<td>- Respect privacy of others</td>
<td>- Take turns with shared equipment</td>
<td>- Greet the bus driver</td>
<td>- Keep body to yourself</td>
<td>- Raise your hand before speaking</td>
</tr>
<tr>
<td>- Respond to quiet signal</td>
<td></td>
<td></td>
<td>- Stay in assigned area</td>
<td></td>
<td>- Show courtesy to self and others</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clean personal area after eating</td>
<td>- Use materials appropriately</td>
<td>- Take care of playground materials</td>
<td>- Have personal materials and dismissal tag ready</td>
<td>- Complete assignments and homework</td>
<td>- Keep and maintain personal materials</td>
</tr>
<tr>
<td>- Obtain eating utensils</td>
<td>- Use, wipe, flush, wash, and leave</td>
<td>- Use appropriate language</td>
<td>- Listen to announcements</td>
<td>- Use appropriate materials</td>
<td>- Use appropriate language</td>
</tr>
<tr>
<td>- Use appropriate language</td>
<td>- Use appropriate language</td>
<td></td>
<td>- Use appropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Use eating utensils for intended purpose</td>
<td>- Keep feet, hands, objects to self</td>
<td>- Report broken objects</td>
<td>- Recognize cues to enter and exit bus</td>
<td>- Keep hands, feet, and objects to yourself</td>
<td>- Keep all chairs on the floor</td>
</tr>
<tr>
<td>- Walk at all times</td>
<td></td>
<td>- Return into the building in a calm manner</td>
<td>- Remain seated</td>
<td>- Walk on the right side of the hallway</td>
<td>- Use classroom materials for academic purposes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Walk to assigned area</td>
<td></td>
<td>- Walk at all times</td>
</tr>
</tbody>
</table>

---

**School-Wide Positive Behavior Supports**

- "It takes a Mighty Eagle, to be a Fairview Eagle!"
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
| Date | Positive Act/ 
| Expectation Followed | Amount | Current Balance |
|------|-------------------|--------|----------------|
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

### Negative Consequences

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Offense:</th>
<th>Reminder of Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Offense:</td>
<td>Active Reflection</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Offense:</td>
<td>Parent Contact</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Offense:</td>
<td>Refocus Time</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; Offense:</td>
<td>Office Referral</td>
</tr>
</tbody>
</table>

*Active Reflection requires student to write down expectation broken, followed by conversation with teacher about possible solutions.*

### Positive Consequences

<table>
<thead>
<tr>
<th>Golden Tray For Positive Cafeteria Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debit Card Deposits</td>
</tr>
<tr>
<td>Extra Recess or Fun Activity</td>
</tr>
<tr>
<td>Trendsetter of the Month and Student of the Month</td>
</tr>
<tr>
<td>Eagle Fun Day</td>
</tr>
</tbody>
</table>

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## 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
SCHOOL-COMMUNITY RELATIONS

Source: Jackson (2016)
SCHOOL-COMMUNITY RELATIONS

Source: Southern Crescent Broadcasting (2015)
ONE VOICE

Initial Results & Future Considerations
# 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
HCS Vision for Personalized Learning

Personalized Learning Tenets

- Learner Profiles
- Competency/Flexible Pace
- Authentic/Project-based Learning
- 21st Century Skills
- Technology-enabled

All Students College And Career Ready

Student Voice and Choice

School Autonomy and District Support
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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fvepbis@gmail.com
RESOURCES


RESOURCES


