Differentiated PBIS: Supporting ALL students through the PBIS framework!

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Differen’ated PBIS:
Meeting the needs of all students through the PBIS Framework.

Learning Targets:
• I can effectively apply the principles of Differen-ated Instruction to the PBIS Framework.
• I can implement practical differen-a-on strategies to meet the needs of ALL students.

Differen’ated PBIS:
A Necessity

Describe the traits of a GNETS student.

Comprehensive, Integrated, Three-Tier Model of Prevention
( lava, Kolberg, & Mieres, 2009)

- 15% Tertiary Prevention (Tier 3)
- 80% Primary Prevention (Tier 1)
- 5% Secondary Prevention (Tier 2)

Academic | Behavioral | Social

Percent of students identified for Tertiary interventions/services:
Percent of students identified for Secondary interventions/services:
Percent of students identified for Primary interventions/services:

GNETS Three Tiered Model for Interventions & Service Delivery
Based on Academic Diagnostics & SDO Universal Screening Data
Differentiated PBIS: Our Current Status

- 6% of the student population (13) create 50% (116) of our ODRs YTD.

Differentiated PBIS: An Honest Look

- The basics: The content of the schoolwide expectations does not change; the way in which students take in the content is changed.
Differen'ated PBIS

The Matrix

Differen'ated PBIS: Learning Targets

The Social Skill Instruc-onal Schedule

Elam Alexander Academy

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain in your assigned seat</td>
<td>Follow adult instructions</td>
<td>Use appropriate language</td>
</tr>
<tr>
<td>Remain in your assigned space</td>
<td>Follow adult instructions</td>
<td>Use appropriate language</td>
</tr>
<tr>
<td>Follow classroom rules</td>
<td>Participants in class</td>
<td>Follow classroom rules</td>
</tr>
<tr>
<td>Be a good sport</td>
<td>Maintain work space</td>
<td>Be inclusive</td>
</tr>
<tr>
<td>Look it up</td>
<td>Take care of equipment</td>
<td>Quiet voice</td>
</tr>
<tr>
<td>Walk in the right side</td>
<td>Work in a straight line</td>
<td>Give others privacy</td>
</tr>
</tbody>
</table>

Classroom Expectations

- Safe: Follow classroom rules
- Responsible: Participate in class; Maintain work space
- Respectful: Use appropriate language; Follow dress code
Differentiation: Process & Product

Respectful Tasks Are Essential

Every student deserves work that is interesting and engaging and that challenges him or her to stretch.

Differentiated PBIS

Frayer Model

Social Skill

Ilustration

Explain to a new teacher what differentiation in terms of what he/she would be doing in the classroom with behavioral instruction – and why. The explanation should help the new teacher develop an image of differentiation in action.

Draw a picture that you feel clarifies the key intent, elements and principles of differentiation in terms of PBIS.

Develop a metaphor, analogy or a visual symbol that you think represents and clarifies what is important to understand about differentiation and PBIS.

Differentiation: The Environment

Getting Started: Product: Choice Boards
Differen’a’on: Expecta’ons and Acknowledgement System

• Interest Inventories
• Event Calendar
• Visibility
• Universal Events (PBIS vs Social Happenings)
Universal Language

Interest Inventories

Acknowledge ALL students through a preferred activity

Acknowledgement Pathways

Criteria
Differentiation: PBIS Classroom Practices

- Positive Reinforcement
- Active Supervision
- Precorrection
- Maximizing Academic Success
- Teach Prosocial Skills

Differentiated PBIS: Classroom Practices

- Regularly meet with students in small groups.
- Frontload Vocabulary
- Hold mini-workshops based on readiness needs
- Offer student choice in how to express learning
- Provide exemplars of effective student work from past classes at different levels of complexity