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.

Differen'ated PBIS:
Our Need

Comprehensive, Integrated, Three-Tier Model of Prevention

 Academic Behavioral Social

Tier 3
15%
Tertiary Prevention

Tier 2
80%
Secondary Prevention

Tier 1
100%
Primary Prevention

Goal: Reduce Harm
Specialized Individual Systems for Students with High Risk

Goal: Prevent Harm
School/Classroom Wide Systems for All Students, Staff, & Settings

PBI/GRS Framework

Validated Social Skills/ Character Education Curriculum
Differentiated PBIS: Our Current Status

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

Differentiated PBIS: An Honest Look

8% of the student population (13) create 50% (116) of our ODRs YTD.

Differentiated PBIS: An Honest Look

The content of the schoolwide expectations does not change; the way in which students take in the content is changed.

Differentiation: The Basics

Differentiation: The Content
Differenced PBIS: Learning Targets

Student Reference Material
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

Sit

Quiet

Raise Hand

Listen

G eI n G s t a r t e d :

Differentiation: The Environment

Getting Started: Product: Choice Boards

Differentiation: The Environment

C. Tomlinson, Wildly Exciting Education 2010

Explain to the new teacher what differentiation is in terms of what he or 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.

The Environment
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

PBIS Tailgate Party
Tailgate Party
September 28th
Food, Fun, Games, Prizes

PBIS Fall Festival
Join Us for a Wicked Good Time if you dare
Food, Fun, Costumes
October 28th

PBIS Staff vs Student Football Game
Football, Fun, Music, Concessions,
Turkey Bowl
November 10th

PBIS Reindeer Rock
Hot Chocolate, Candy Canes, Holiday Fun,
Reindeer Rock
December 14th

PBIS Talent Show
Talent Show
January 29th

PBIS Love & Basketball Shootout
Basketball Giveaways, valentines, and Music
February 12th

PBIS March Madness
NCAA March Madness
Staff vs Student Basketball Game
March 25th

PBIS Reindeer Rock
Reindeer Rock
December 18th

To Bankを利用するためのReindeer Rockへの参加者は、参加者登録が必要です。
参加登録はWebサイトにて行うことができ、参加資格者は参加当日の30分前に参加登録を行わなければなりません。
Differentiation: PBIS Classroom Practices

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

Differentiated PBIS: Classroom Practices

I am working for
- [ ] computer

I am working hard for...
- [ ] work
- [ ] no mouth
- [ ] no yelling

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