

Georgia's PBIS Endorsement: Standards and Coursework

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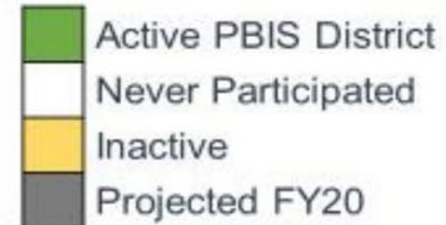
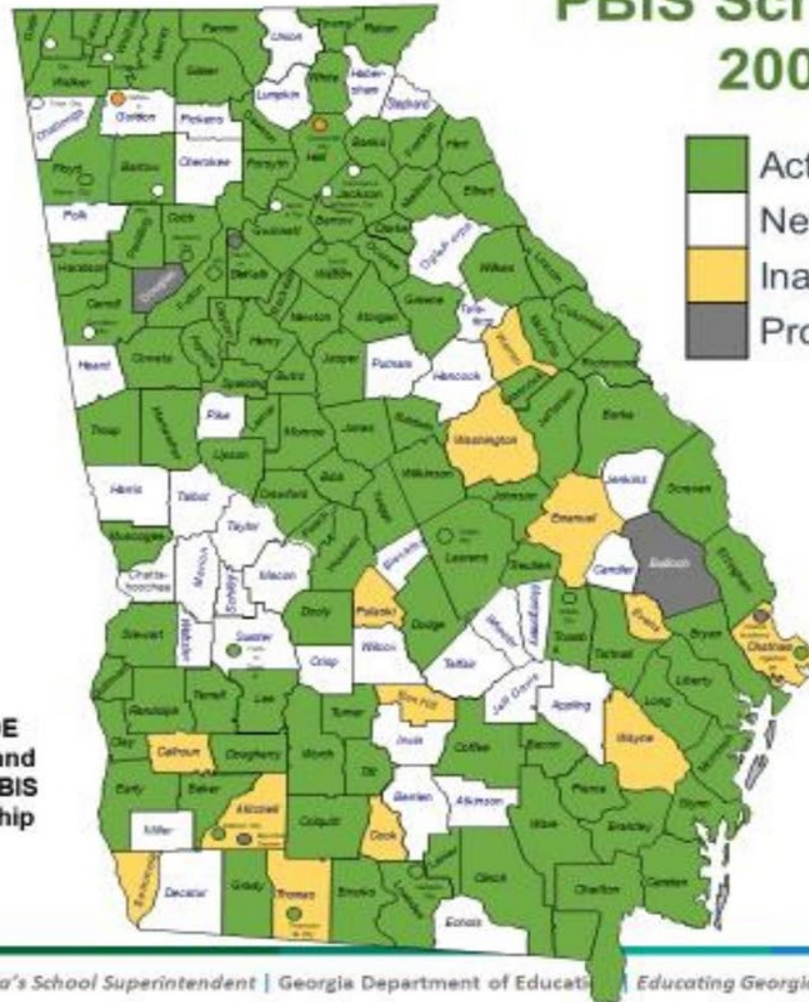
THE GEORGIA STORY....



**Why is it so important that
Georgia teachers have PBIS
training?**

**Sixty percent (60%) of
Georgia's 181 LEA's now have
active PBIS district teams.**

PBIS Schools trained 2008-2020



❖ Inactive = GaDOE trained district and school(s), but PBIS District Leadership Team no longer active.

Current as of
July 2019

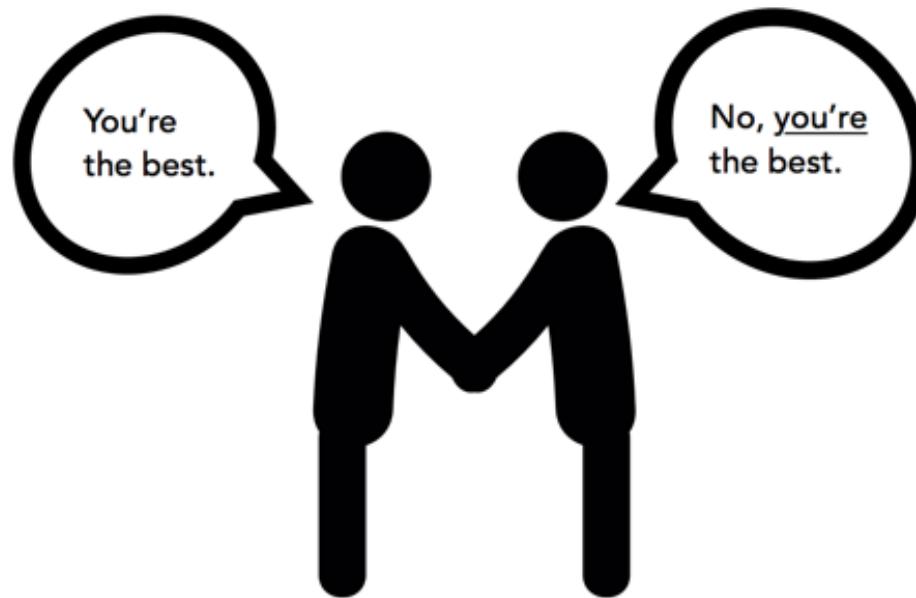
**Schools Trained:
Georgia is a
national leader in
both the number of
schools trained in
PBIS and those
implementing with
fidelity.**



680,000+ students

(39%) live and breath in
PBIS schools, an increase
of over 400,000 students
since 2015.

STEPS THE PARTNERSHIP TOOK: It began with mutual appreciation



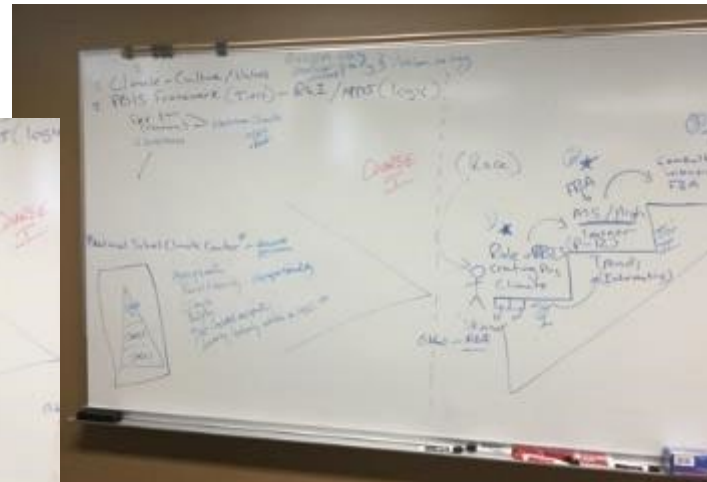
Early Years of Partnership



- **FIRST MEETING:** DECEMBER, 2015
- Meeting between stakeholders from the Georgia Department of Education, Georgia College & State University, and Georgia Southern University
- **SECOND MEETING:** OCTOBER 2016
- Purpose: Conversation about next steps toward a certificate and a PSC ENDORSEMENT

Key Questions for Each University

- What is our purpose, vision, and target audience?
- What would a multi-course series look like?
- What are ways in which necessary content could be divided among the three courses?



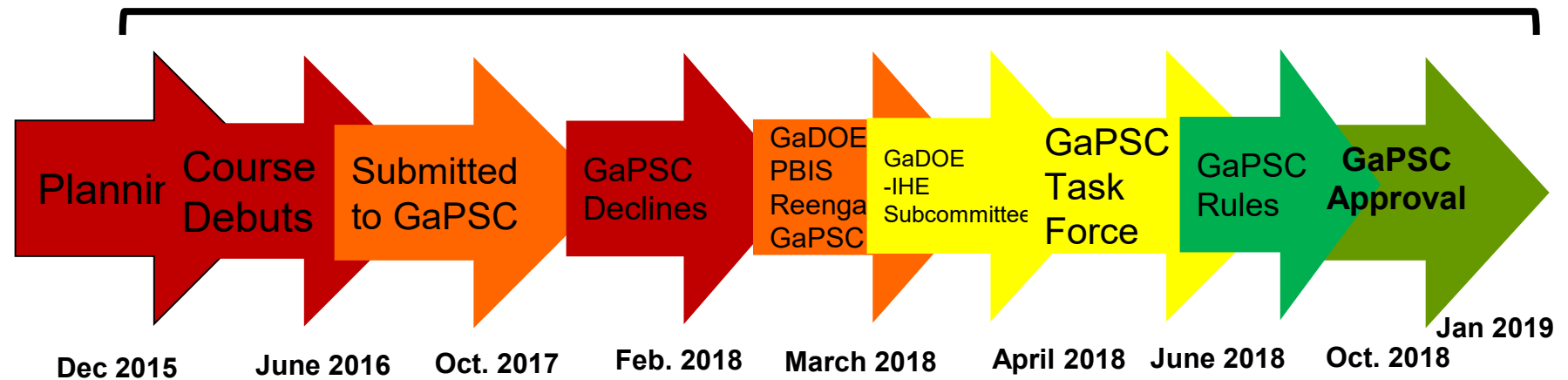
Different Sets of Needs: GSU's and GCSU's Targeted Audiences

- The partners agreed from the outset that each university would design a course series **to best suit its unique targeted audience**
- **Carnegie Classification**
 - Georgia Southern is classified as an R2: Doctoral Universities – High research activity
 - Georgia College and State is classified as Master's Colleges & Universities: Larger Programs
- **Georgia Southern University focused on** aspiring teacher-leaders and those interested in becoming coaches and district coordinators
- **Georgia College & State University focused on** masters-level students planning to teach in PK-12 classrooms.



Georgia Professional Standards Commission Teaching Certificate Endorsement

Timeline December 2015-January 2019



Trailblazing: Standards? What Standards?

- **JUNE 2018:** Task Force Subcommittee of PSC created set of proposed standards
- Challenges of being the first entity in the U.S. to create a PBIS Teaching Certificate Endorsement
- Standards created based on existing research, DOE professional development and practices found within schools

Guidance for Standards

Along with the creation of standards, a guidance document would be needed to assist all statewide entities who were interested in providing endorsement

- Guidance Document Task Force created to address guidance document
- Regional Education Support Association (RESA) to created professional development for CEU
- Other universities to offer coursework to create “add on” within existing programs of study
- Stand alone and embedded in graduate programs

Georgia PBIS Endorsement Standards

Category 1- Foundations of PBIS

- Competencies
 - Understanding the role of school culture and climate in student success and effective behavior management;
 - Knowledge of interconnected systems framework (e.g., mental health, trauma-induced care, suicide prevention).
 - Understanding of behavioral principles, including schedules of reinforcement and punishment, operant conditioning, and teaching strategies of proactive behavior management;
 - Knowledge of the origins of the tiered public health prevention model and the connection to a tiered behavior supports framework

Category 2 - School Wide Positive Behavior Support (SWPBIS)

- Competencies
 - Team-based implementation in the context of tertiary systems;
 - Discipline through the PBIS lens
 - Identification of critical features of School-Wide Positive Behavior Interventions and Supports through the universally-recognized Critical Elements of PBIS
 - Assessment of Critical Elements at the SW Level (e.g., TFI, BoQ, SAS, SET)

Category 3 – Data-Based Decision-Making

- Competencies
 - Development of an understanding of data collection systems and/or use of current student information systems (e.g., SWIS, Infinite Campus, PowerSchool, etc.)
 - Use of data to determine evidence-based practice for behavioral interventions;
 - Understanding of behavior in context, including the development of precision statements based upon classroom, school-wide and district data
 - Knowledge of discipline data (office referrals, OSS, ISS) to address disproportionality.

Category 4 - Multi-Tiered Systems of Support (MTSS)

- Competencies
 - Universal
 - Development of skills required for positive school-wide, classroom, and individual behavior management
 - Definition and rationale
 - Evidence-based practices
 - Assessment practices
 - Targeted
 - Definition and rationale
 - Evidence-based practices
 - Assessment and screening
 - Intensive
 - Students will demonstrate the application of “functional behavioral assessment” and “behavior support planning” in the context of Intensive Systems
 - Definition and rationale
 - Evidence-based practices
 - Assessment practices

Category 5 - Creating Positive Learning Environments

- Competencies
 - PBIS classroom management
 - Maximize structure
 - Teach expectations, rules and procedures
 - Actively engage students
 - Acknowledge appropriate behavior
 - Respond to inappropriate behavior
 - Culturally responsive practices
 - Using students' cultures and experiences to enhance their participation in the classroom culture;
 - Provide all students with access to effective instruction and adequate resources for learning.

The Importance of Collaboration

- The components that moved this original idea into a concrete set of standards is an example of:
 - The importance of PBIS to the state
 - The willingness to examine how partnerships can work toward improving school climate for all Georgia schools
 - The connectedness of PBIS stakeholders in P-12, IHE, the GaDOE, and the state organization (GAPBS) across Georgia

GCSU's Three-Course Series in PBIS Targeting PK-12 Classroom Teachers:

- Course I- EDEX 6123 Introduction to Positive Behavioral Interventions and Supports
- Course II- EDEX 6124 Positive Behavioral Interventions and Supports in the Classroom
- Course III- EDEX 6125 Implementation of Positive Behavioral Interventions and Supports at the Tier III Level



Content of GCSU courses

Major Course Assessments:

Course I: PBIS School-Wide Program Design Project in which students design a pilot school-wide PBIS program from scratch

Course II: PBIS Classroom Design Project in which students will design a PBIS-based classroom from top to bottom

Course III: Tier III Intervention Project in which students choose a real-world student, identify a target behavior, collect data, and then complete an FBA and BIP

Georgia Southern's Multi-Course Series in PBIS

- Course I -PBIS 8130 **Critical Issues in PBIS**
- Course II- PBIS 8839 **Data Collection in PBIS**
- Course III- PBIS 8838 **Administration in PBIS**



Content of GSU courses

Major Course Assessments:

Course I: Student Health Survey analysis of data collected by GaDOE and Georgia Appleseed for design of tiered interventions.

Course II: Data Collection for both class-wide and school wide PBIS; specific analysis of district, school and class data

Course III: Ethics Case study: students provided ethical dilemma involving discipline; use of PBIS Standards, Georgia Code of Ethics for Educators for resolution options.

Cohort Characteristics

Georgia College:

- Initial Stand-Alone Endorsement Cohort: 4 students
- As a component of Middle Grades MAT program: 40 students have taken Course I
- Endorsement integrated into Special Education M. Ed. Program beginning Summer 2020: 15-20 students projected

Georgia Southern:

- 20+ teachers who have completed coursework required for PBIS endorsement (three courses).
 - Majority of teachers serve on school PBIS team
 - Several course sections contain entire school PBIS team seeking endorsement



THANKS FOR DROPPING IN ON GEORGIA! Here's the day the endorsement passed!

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