



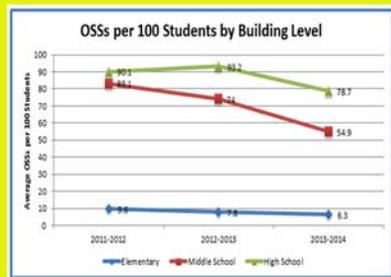
## Key Features of PBIS

Behavioral support is provided for **ALL** students school-wide. This system of support offers all students:

- Social skills instruction
- Positive and proactive discipline
- Social behavior expectations
- Active supervision and monitoring
- Positive acknowledgement
- Fair and corrective discipline
- Parent training and collaboration



GaPBIS has trained approximately 23% of the public schools in Georgia.



GaPBIS Schools: Elementary schools reported a 35% decrease, middle schools demonstrated a 34% decrease, and high schools reported a 13% decrease in Out-of-School Suspensions (OSS).

## Addressing Discipline, Climate and Safety in Georgia with PBIS

**How should schools address school safety, acknowledge students for achievement, and effectively discipline students?**

Parents report that their main school concern is the safety of their child (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007).

Challenging behaviors in schools, ranging from disruptive classroom behavior to physical violence, is a safety concern and they represent barriers to teaching and learning. Educators and parents both share this concern.

Rather than relying on a patchwork of short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, and playground.

The primary goal of Positive Behavioral Interventions and Supports or SWPBIS is to help schools design effective environments that will increase teaching and learning for all students.

**How does Positive Behavioral Interventions and Supports differ from traditional school discipline?**

Schools tend to focus on individual situations or individual student behavior rather than the entire school climate. This approach doesn't consider the reason why behaviors are occurring. The traditional way of dealing with these problems is to punish each student with the hope that future problems will decrease. When that does not occur, schools turn to the enforcement of tougher policies for violations.

This approach is not effective, causes more work for educators, and creates negative social climates in schools.

The American Heritage Dictionary defines discipline as "training that is expected to produce a specific character or pattern of behaviors, especially training that produces moral or mental improvement." This is the focus of Georgia's PBIS team. The GaPBIS team believes that like reading and math, behavior can be taught. Since 2008, the GaPBIS team has trained over 500 (per FY16) schools to prevent or reduce problem behaviors while creating more positive learning environments for all students.

