

505-3-.109 POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) ENDORSEMENT PROGRAM

(1) **Purpose.** This rule states field-specific content standards for approving endorsement programs that prepare individuals to model PBIS in the field and at the grade level of their base certification and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(2) **Definitions.**

(a) **Interconnected Systems Framework:** Represents a proposed and developing interconnection of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) systems to improve educational outcomes for all student, especially those with or at risk of developing mental health challenges.

(b) **Tiered Fidelity Inventory (TFI):** A checklist used by school staff engaged in School-Wide PBIS to determine how well the PBIS framework is being implemented by the school staff.

(c) **Self-Assessment Survey (SAS):** A survey used by school staff to examine the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors.

(d) **School-wide Evaluation Tool (SET):** Is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.

(e) **Multi-Tiered Systems of Support (MTSS):** The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and data to important educational decisions

(3) **Requirements.**

(a) A GaPSC-approved educator preparation provider may seek state approval to offer this field as either a stand-alone endorsement program or as an endorsement program embedded in a GaPSC-approved initial preparation program or an advanced (degree-only) preparation program. In addition to meeting all applicable approval requirements and standards, embedded endorsement programs must meet requirements specified in paragraph (e) 3. (viii) of GaPSC educator preparation rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Standard 1: Foundations of PBIS. Providers will prepare candidates who demonstrate the following competencies:

(i) Understanding the role of school culture and climate in student success and effective behavior management;

(ii) Knowledge of interconnected systems framework (e.g., mental health, trauma-informed care, suicide prevention);

(iii) Understanding of behavioral principles, including, but not limited to, schedules of reinforcement and punishment, operant conditioning, and teaching strategies of proactive behavior management; and

(iv) Knowledge of the origins of the tiered public health prevention model and its connection to a tiered behavior supports framework.

2. Standard 2: School Wide Positive Behavior Interventions and Support (SWPBIS). Providers will prepare candidates who demonstrate the following competencies:

- (i) Team-based implementation in the context of tiered systems across the continuum of supports;
- (ii) Discipline through the PBIS lens of teaching expected behaviors first in all interventions;

(iii) Identification of critical features of School-Wide Positive Behavior Interventions and Supports through the Critical Features as outlined by the Association for Positive Behavior Supports; and

(iv) Assessment of Critical Features at the school-wide level (e.g., Tiered Fidelity Inventory (TFI), Self-Assessment Survey (SAS), School-wide Evaluation Tool (SET)).

3. Standard 3: Data-Based Decision-Making. Providers will prepare candidates who demonstrate the following competencies:

(i) An understanding of data collection systems and/or use of current student information systems (e.g., School-Wide Information System (SWIS), Infinite Campus, PowerSchool, etc.);

(ii) Use of data to determine the impact of intervention on behavioral outcomes;

(iii) Understanding of behavior in context, including the development of precision statements based upon classroom, school-wide and district data; and

(iv) Knowledge of methods of analyzing discipline data (office referrals, out of school suspension and in school suspension) to address disproportionality.

4. Standard 4: Multi-Tiered Systems of Support (MTSS). Providers will prepare candidates who demonstrate the following competencies:

(i) At the Universal tier: Candidates will demonstrate skills required for positive school-wide, classroom, and individual behavior management as it relates to the curriculum (or Tier 1 plan) including:

- (I) Definition and rationale;
- (II) Evidence-based practices; and
- (III) Assessment practices and outcomes.

(ii) At the Targeted tier: Candidates will demonstrate an understanding of the process for identifying concerns, developing strategies and targeting students who require behavior support and instruction beyond the Tier I level including:

- (I) Definition and rationale;
- (II) Evidence-based practices;
- (III) Assessment practices and outcomes; and

(IV) Progress monitoring and evaluation.

(iii) At the Intensive tier: Candidates will demonstrate the application of “functional behavioral assessment” and “behavior support planning” in the context of Intensive Systems including:

(I) Definition and rationale;

(II) Evidence-based practices;

(III) Assessment practices and outcomes; and

(IV) Progress monitoring and evaluation.

5. Standard 5: Creating Positive Learning Environments. Providers will prepare candidates who demonstrate the following competencies:

(i) Competencies for PBIS classroom management include:

(I) Maximize structure;

(II) Teach expectations, rules and procedures;

(III) Actively engage students;

(IV) Acknowledge appropriate behavior; and

(V) Respond to inappropriate behavior.

(ii) Competencies for culturally responsive practices include:

(I) Use students’ cultures and experiences to enhance their participation in the classroom culture;
and

(II) Provide all students with access to effective instruction and adequate resources for learning.

Authority O.C.G.A. § 20-2-200