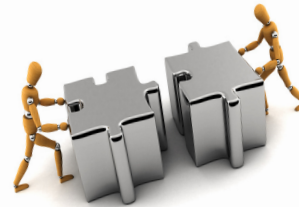


**Ohio Department of Education
Office for Exceptional Children
Positive Behavioral
Interventions & Supports (PBIS)
Update**

**Dr. Mike Petrasek
216-524-3000 Ext. 3831 (SST-3)
(614) 387-7706 (ODE)**

Office for Exceptional Children



Monitoring
Supports &
Services

Supports &
Services for
Diverse
Learners
(SWD, LEP,
Gifted)

Procedural
Safeguards

Resource
Management

OHIO PBIS NETWORK & WORKGROUPS

ODE Representatives

Wendy Stoica
Michael Petrasek

Workgroup I

VISIBILITY, MARKETING & POLITICAL SUPPORT

Facilitators:

Dena Shepard
Karen Stine

Members:

Sherri Helterbrand
Nancy Osko
Debbie Brewer

Workgroup II

FUNCTIONAL SUPPORT OF IMPROVEMENT PROCESS

Facilitators:

Cathy LaForme
Stephanie Childers
Mike Petrasek (sub)

Members:

Michele DiMuzio
Susan Scraff
Karen Merrin-Swope
Lynn McKahan
Mary Lynne Offredo

Workgroup III

BUILDING CAPACITY for SUSTAINABILITY

Facilitator:

Tom Stacho

Members:

Karen Kanotz
Carrie McClure
Jennifer Heim
Meghan Shelby
Alicia Lateer-Huhn

Workgroup IV

METHODOLOGY, TRAINING & BEHAVIOR

Facilitators:

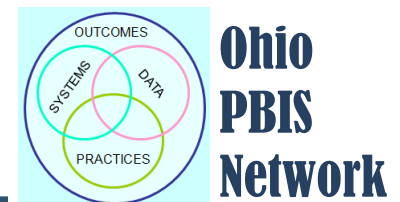
George Csanyi
Gloria Wright

Members:

Jackie Lawson
Heidi Kershinski
Laura Sheets
Marleen Bottoms
Jenine Sansosti

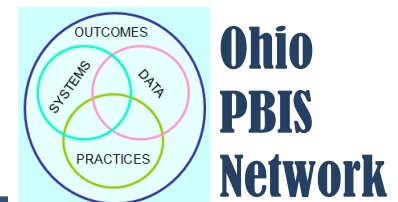
OHIO PBIS: Past, Present & Future

- **Past:** Ohio Integrated Systems Model (OISM). System was widely adopted throughout the state, but.....
- **Present:** Ohio PBIS Network is scaling up capacity to support LEA's
- **Future:** Broadly adopted model with statewide recognition system



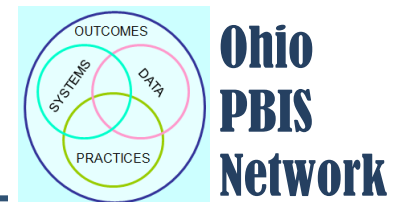
PBIS ~ Why?

- Reducing problem behavior reduces principal and teacher time processing discipline/office referrals = Increased time to support instruction
- Increases student responsible behaviors in support of academic success.
- Improves social performance and school climate
- Improves school safety



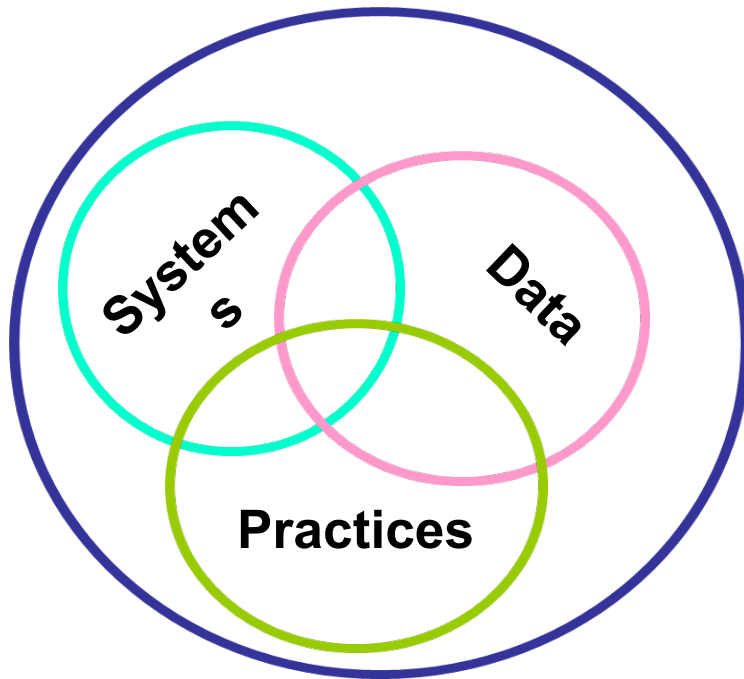
PBIS: Why now?

- Current anti-bullying requirements and initiatives
- Policy on Positive Behavioral Interventions and Supports
- OPES & OTES elements related to school environments
- Supports academic achievement



What is PBIS?

PBIS IS.....



- A proactive, team-based **framework** for sustaining safe schools.
- Develops **universal expectations** that enhance academic and behavioral outcomes for all students,
- Utilizes **data-based problem-solving** for addressing outlying behavioral concerns.
- Utilizes **research-based behavioral interventions** school-wide, along with secondary and tertiary interventions for targeted and individual behavior.

PBIS Structures....

Systems (*How things are done*)

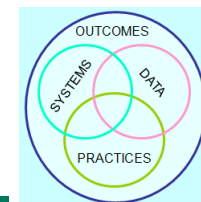
- Team based problem solving
- Data-based decision making
- Long term sustainability

Data (*How decisions are made*)

- On going data collection & use
- ODR's (# per day/mth, location, behavior, student)
- Suspension/expulsion, attendance, tardies

Practices (*How staff interact with students*)

- Direct teaching of behavioral expectations
- On-going reinforcement of expected behaviors
- Functional behavioral assessment



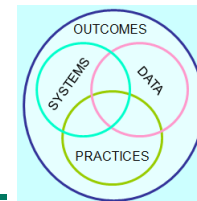
**Ohio
PBIS
Network**

Lori Newcomer & Lisa Powers

PBIS *Big Ideas:*

- **Clear expectations – overarching behavioral expectations**
- **Comprehensive instruction of expectations**
- **Consistency: all settings, all staff, proactively planned**
- **Create plans to teach pro-social “replacement” behaviors as needed**
- **Supportive and structured environment**
- **A clarion call to change school culture**

Terrence Scott, 2002



**Ohio
PBIS
Network**

Guiding Principles in PBIS

Framework:

- ❏ Misbehavior can be changed (*taught*)
- ❏ Environments (*Instructional*) can be created to change behavior
- ❏ Changing environments requires change in adult behavior & paradigm (*teaching*)
- ❏ Adult behavior (*teaching*) must change in a consistent and systematic manner
- ❏ Systems of support (*effective instructional environments*) are necessary for both students and adults.

The paradigm...

Punishing students who engage in problem behavior in the absence of school-wide support is *ineffective* and is associated with increased:

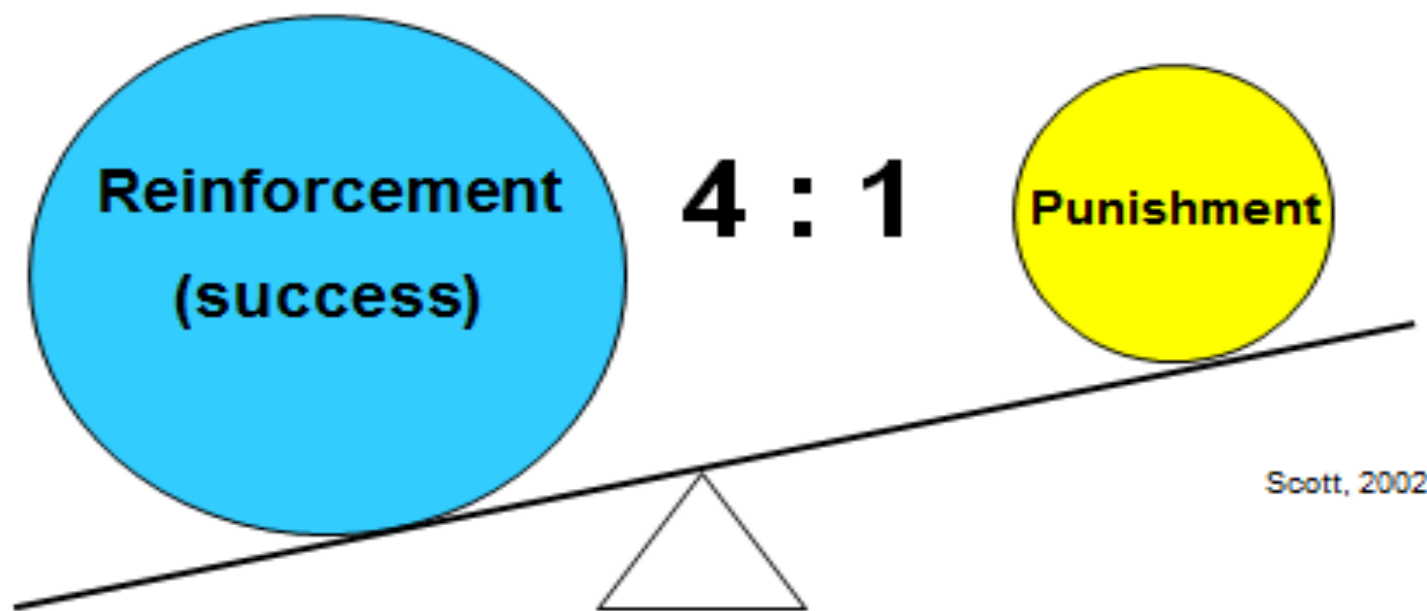
- ❏ Aggression
- ❏ Tardiness
- ❏ Vandalism
- ❏ Dropouts
- ❏ Truancy

Approaches to problem behavior that have been effective include:

- ❏ social skills training
- ❏ academic/curricular restructuring
- ❏ behavioral interventions

Discipline Works When...

Prevention creates more *positive*
than negative consequences



School-Wide

- ❏ Leadership Team
- ❏ Set of Positive Expectations for Behavior
- ❏ Procedures for teaching school-wide expected behaviors
- ❏ Continuum of supports for students who need additional support
- ❏ Procedures for ongoing data-based monitoring & evaluation

Individual

- ❏ Function-based behavior assessment & planning
- ❏ Person-centered planning & wraparound processes
- ❏ Targeted social skills & self-management instruction
- ❏ Individualized instructional & curricular accommodations

Evidence-Based Intervention Practices

Classroom

- ❏ Structure & predictability in routines and environment
- ❏ Expectations posted, taught, reviewed, & prompted
- ❏ High rates of opportunities to respond, delivery of evidence-based instruction
- ❏ Continuum of strategies to acknowledge appropriate behavior/ respond to inappropriate behavior.

Non-Classroom

- ❏ Positive expectations & routines taught
- ❏ Active supervision by all staff (Scan, move, interact)
- ❏ Pre-corrections & reminders
- ❏ Positive reinforcement

Family Engagement

- ❏ Continuum of support for families
- ❏ Frequent, regular positive contacts, communications, & acknowledgements
- ❏ Formal & active participation & involvement as equal partner
- ❏ Access to system of integrated school & community resources

The Three-Tier Response to Intervention Framework

Academic Systems

1-5% Intensive Individualized Interventions

5-10% Targeted Interventions

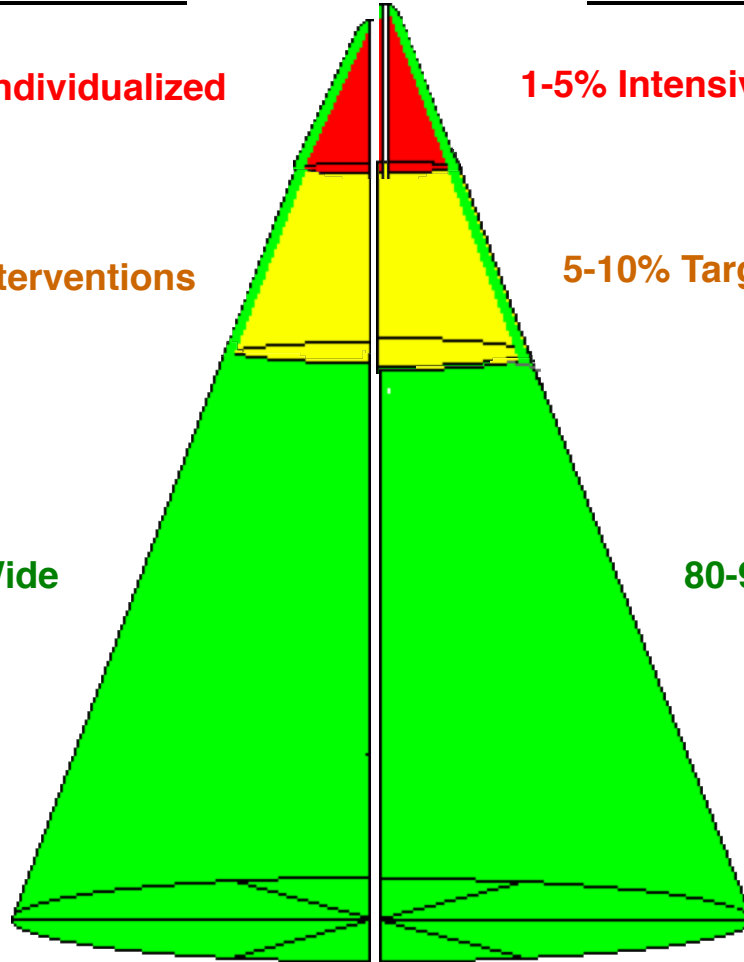
80-90% School-Wide Interventions

Behavioral Systems

1-5% Intensive Individualized Interventions

5-10% Targeted Interventions

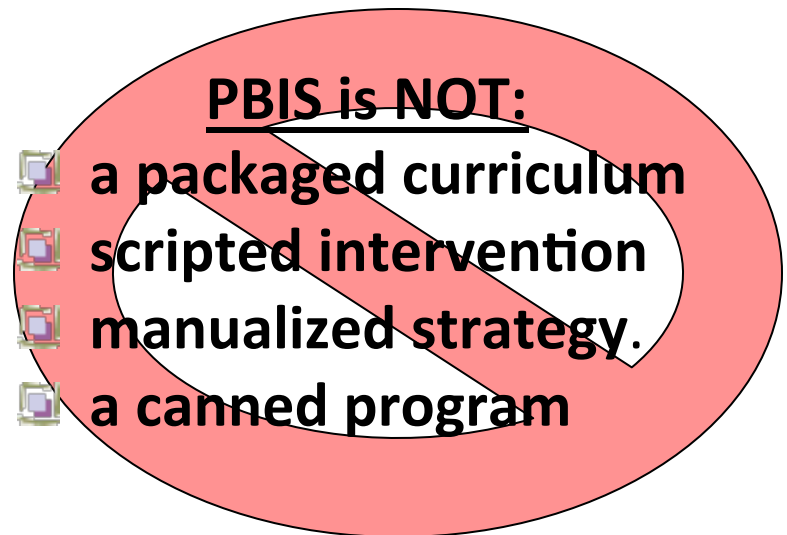
80-90% School-Wide Interventions



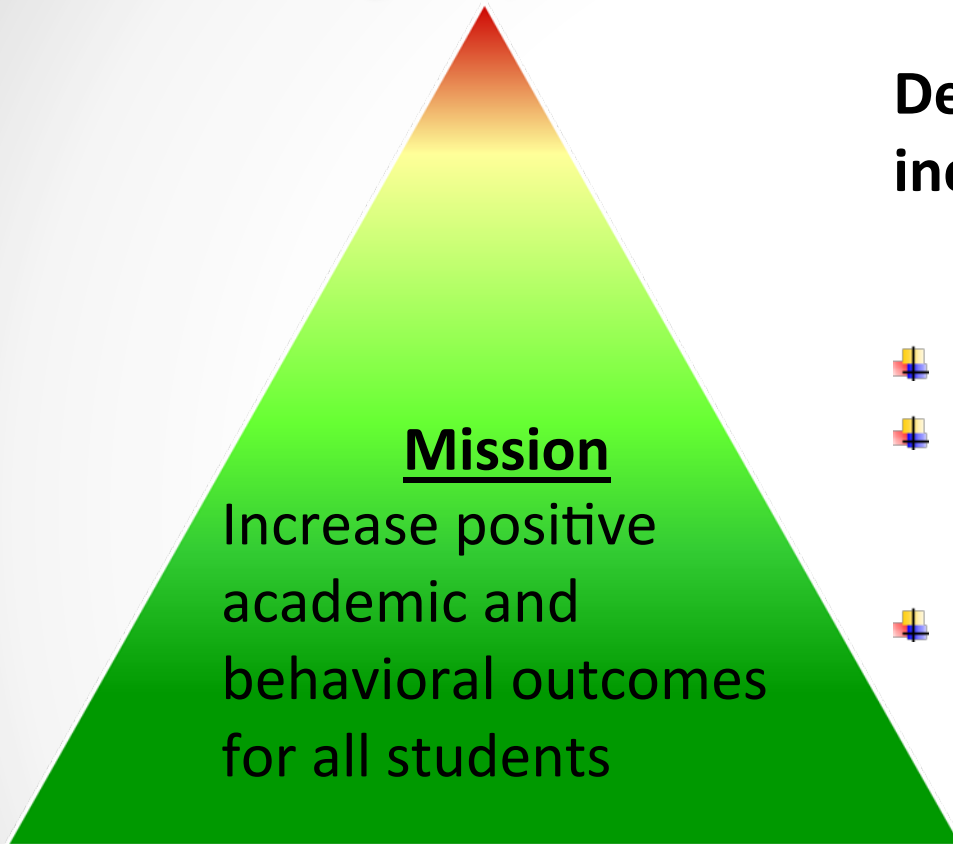
Adapted from OSEP
Effective School-Wide
Interventions

Positive Behavioral Interventions and Supports (PBIS) is:

- ❏ A proactive way for staff to :
 - ❏ organize evidence-based practices,
 - ❏ improve their implementation of practices, and
 - ❏ maximize academic and social behavior outcomes for students.



Scaling Up PBIS in Ohio



Goal

**Decrease student discipline,
increase student achievement**

Objectives

- ✚ Engage the framework
 - ✚ Support an Ohio PBIS Network to coordinate a state effort to scale up the work to a state level
 - ✚ Give a clear and consistent voice for supporting PBIS as it has proven to support achievement growth
- Support implementation of the work with fidelity and validity

Are children with disabilities achieving at high levels?

Ohio Improvement Process

Who is involved?

District/Building Leadership Teams

State Diagnostic Teams (SDTs) work with selected high support districts
 State Support Teams (SSTs) work with districts and schools in need of improvement
 Educational Service Centers (ESCs) work with other districts requesting assistance

How do these teams work in districts and schools?

Teams use data tools to identify critical needs

Who is involved?

District/Building Leadership Teams

State Diagnostic Teams
 State Support Teams
 Educational Service Centers
 Regional Managers
 Single Point of Contact

How do these teams work in districts and schools?

Review data
 Gather evidence of implementation and impact

STAGE 1

Identify Critical Needs of Districts and Schools

STAGE 2

Develop a Focused Plan

STAGE 4

Evaluate the Improvement Process

STAGE 3

Implement and Monitor the Focused Plan

Who is involved?

District/Building Leadership Teams

State Diagnostic Teams
 State Support Teams
 Educational Service Centers

How do these teams work in districts and schools?

Work with leadership to develop research based strategies and action steps focused on critical needs identified in stage 1.

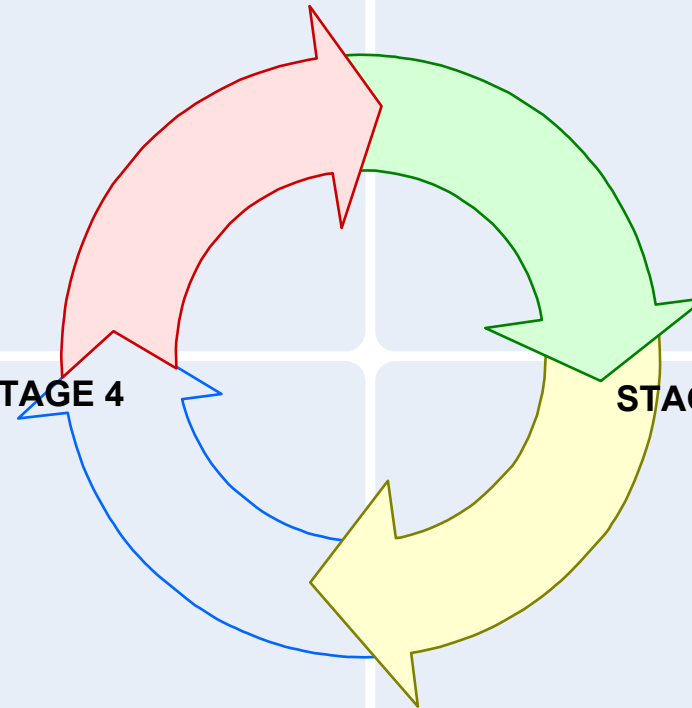
Who is involved?

District/Building Leadership Teams

Regional Service Providers
 External Vendors
 Higher Education

How do these teams work in districts and schools?

Provide technical assistance and targeted professional development
 Leverage resources



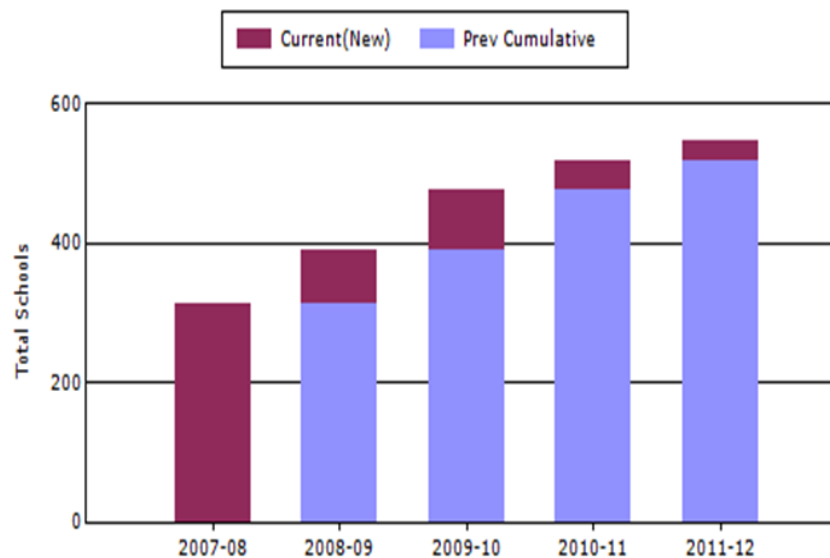
What is Ohio Currently Doing?

- 16 State Support Teams
 - Multi-faceted educational consultants
 - Each SST consultant has access to common training materials for PBIS
 - Ohio PBIS Network: a group of consultants/SPOCs/SPECs from 16 state regions
 - Joined the Association of Positive Behavior Support to utilize available resources, national behavior networks
 - Also utilize the OSEP sponsored National PBIS organization for support and training
- What does this mean?**
- No clear and consistent method for reporting/collecting data.
 - No current method in Ohio for documenting fidelity or validity
 - Shows definite interest in PBIS as well as the need for scaling up for the benefit of Ohio's students.

Summary of SW-PBIS Schools Report

Ohio		
	Current(new) Total	Cumulative Total
2007-08	312	312
2008-09	76	388
2009-10	89	477
2010-11	40	517
2011-12	29	546

Ohio - Summary of Schools Adopting SW-PBIS
200708-201112

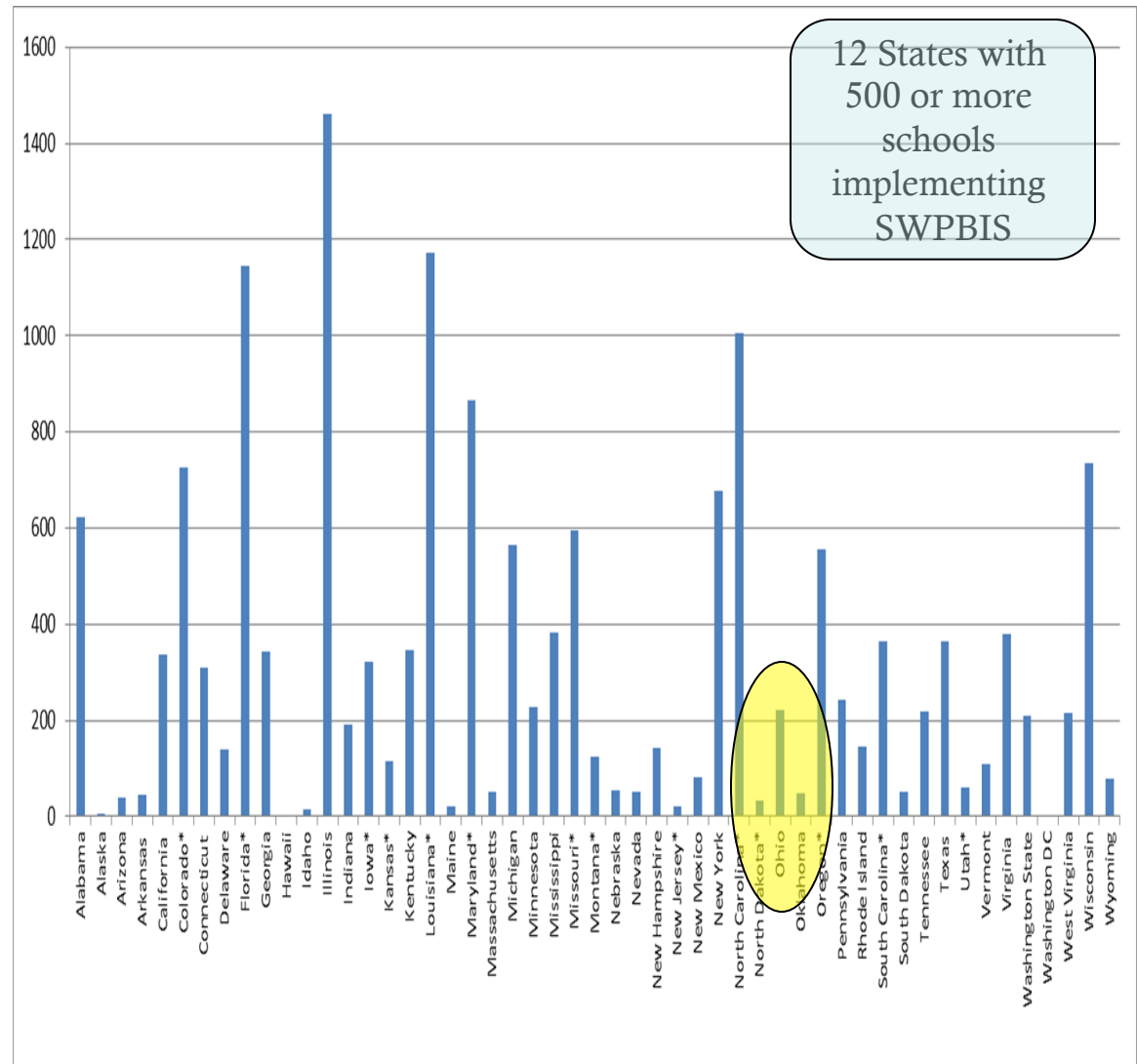


* - Total does not include schools that have no data in consecutive years

What is Ohio Currently Doing?

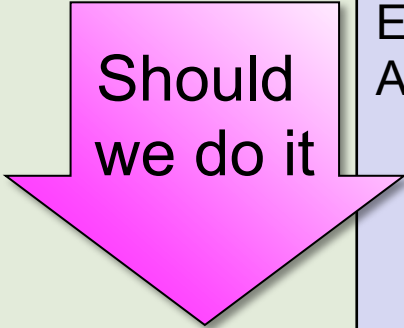
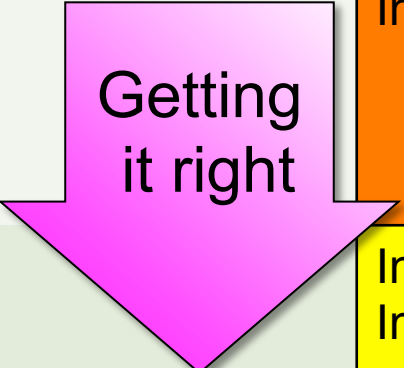
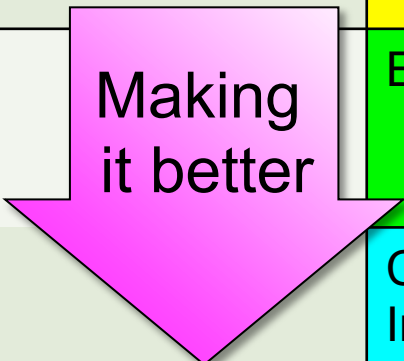
Count of School Implementing SWPBIS by State August, 2011

- 16 State Support Team – 1 for each region of the state
- Multi-faceted educational consultants, some focusing on behavior more than others
- Each SST consultant has access to common training materials for PBIS, developed by lead consultants whom join together to form the Ohio PBS Network (put on SharePoint workspace)
- Ohio PBS Network: a group of consultants/SPOCs/SPECs, representative of each of the 16 regions
 - Partnered together to join the Association of Positive Behavior Support - to utilize available resources, national behavior networks
 - Also utilize the OSEP sponsored National PBIS organization for support and training



Stages of Implementation

Steve Goodman

Focus	Stage	Description
	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

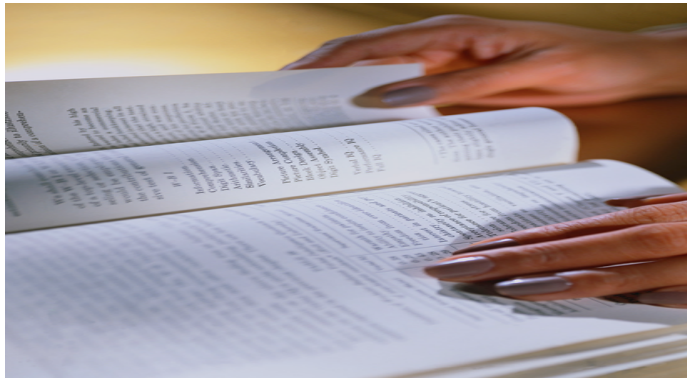
Prerequisite structures for PBIS

- 1) Established and functioning team structures (e.g. TBT's BLT's, DLT's, Behavior Workgroups, or similar)
- 2) System for ongoing behavioral data collection and utilization
- 3) A process for systemic change & improvement (e.g. OIP 4 Stage; 5 Step Process)

Essential Elements: Ohio

PBIS

- Administrative commitment & consistent involvement
- Established team based structures
- Consensus on (3-5) behavioral expectations
- Systematic teaching of behavioral expectations

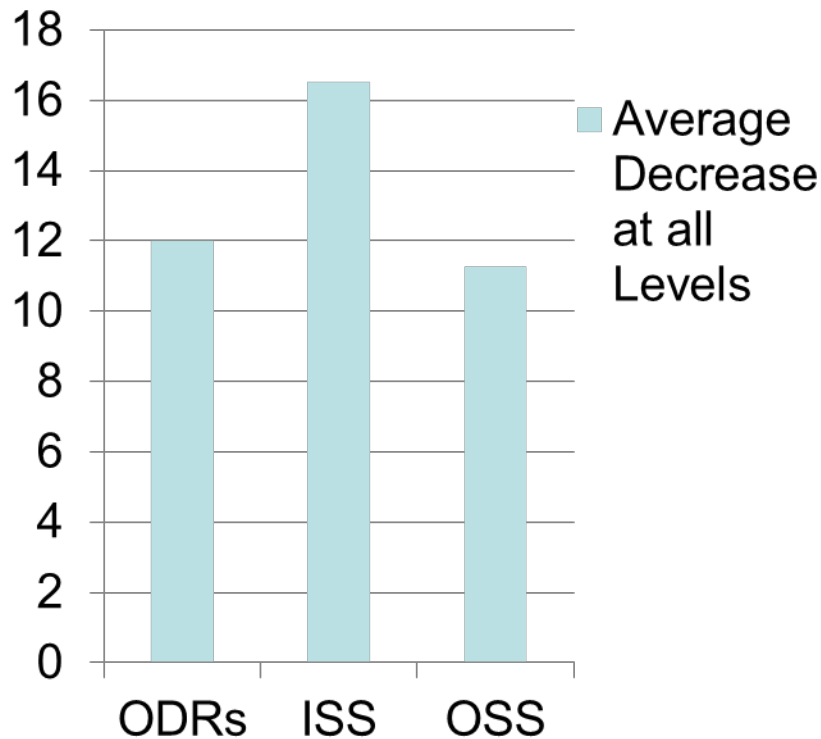


- System for reinforcing desired behaviors
- System for correction of behavioral errors
- Data-based decision making
- Multi-tiered system of behavioral supports
- Maintains culturally responsive practices

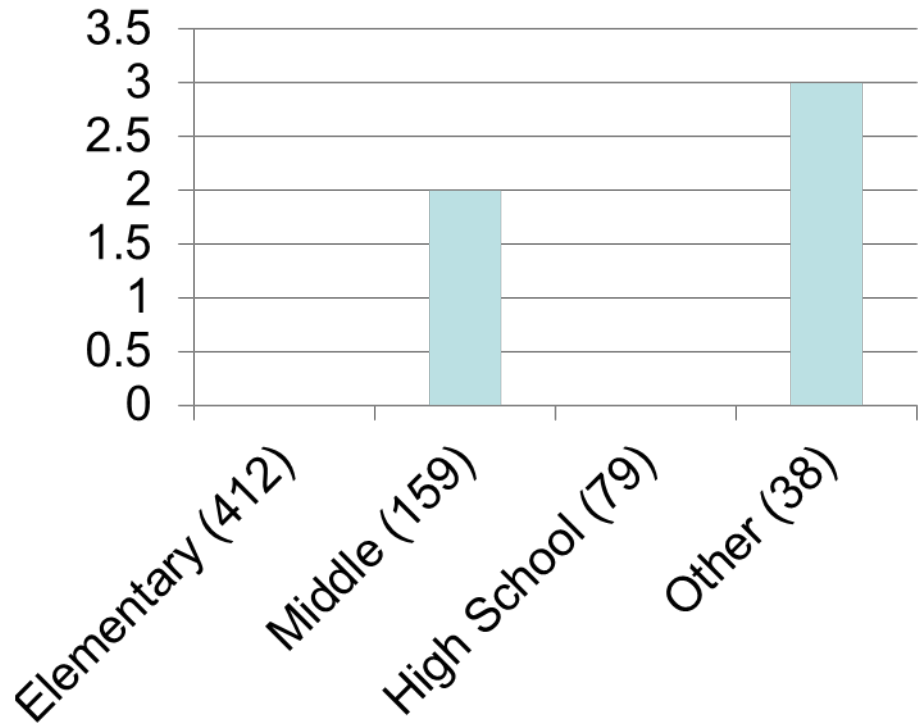
DRAFT	SYSTEMS	DATA	PRACTICES
Bronze Award Required Components (Developing)	<p>__ Evidence of administrator or internal PBIS facilitator attendance at SW-PBIS team meetings at least 75% of time.</p> <p>__ Established team structures (TBT, BLT, DLT, Behavior Team or similar) in place and utilize 5 Step Process.</p> <p>__ SW-PBIS team meets at least 5 times/year and maintains meeting minutes.</p>	<p>__ Evidence that data is collected, reviewed on a regular basis, and integrated into problem solving.</p> <p>__ Data based behavioral monitoring and progress is communicated systematically to staff.</p>	<p>__ SET performance at 80/80%</p> <p>OR</p> <p>__ Benchmark of Quality at 80%</p> <p>AND</p> <p>__ At least annual review that practices are culturally responsive</p>
Silver Award (Proficient) Required Components	<p>__ Evidence of administrator or internal PBIS facilitator attendance at SW-PBIS team meetings at least 75% of time.</p> <p>__ Established team structures (TBT, BLT, DLT, Behavior Team or similar) in place and utilize 5 Step Process.</p> <p>__ SW-PBIS team meets at least 7 times/year and maintains meeting minutes.</p> <p>__ Organized Tier II support systems are in place and regularly utilized.</p>	<p>__ Evidence that data is collected, reviewed on a regular basis, and integrated into problem solving.</p> <p>__ Data based behavioral monitoring and progress is communicated systematically to staff.</p> <p>__ Data based behavioral progress monitoring is maintained for students receiving Tier II supports.</p> <p>__ Evidence data, systems and practices is verified by an external facilitator/coach.</p>	<p>__ SET performance at 80/80%</p> <p>__ Benchmark of Quality at 80%</p> <p>__ At least annual review that practices are culturally responsive</p>
Gold Award (Accomplished) Required Components	<p>__ Evidence of administrator or internal PBIS facilitator attendance at SW-PBIS team meetings at least 75% of time.</p> <p>__ Established team structures (TBT, BLT, DLT, Behavior Team or similar) in place and utilize 5 Step Process.</p> <p>__ SW-PBIS team meets at least 9 times/year and maintains meeting minutes.</p> <p>__ Organized Tier II & Tier III support systems are in place and regularly utilized.</p>	<p>__ Evidence that data is collected, reviewed on a regular basis, and integrated into problem solving.</p> <p>__ Data based behavioral monitoring and progress is communicated systematically to staff.</p> <p>__ Data based behavioral progress monitoring is maintained for students receiving Tier II & Tier III supports.</p> <p>__ Evidence data, systems and practices is verified by an external facilitator/coach.</p>	<p>__ SET performance at 90/90%</p> <p>__ Benchmark of Quality at 80%</p> <p>__ At least annual review that practices are culturally responsive</p> <p>__ Evidence of supporting other schools with PBIS efforts</p> <p>__ Evidence of established FBA & BIP procedures</p>

Outcome Data (Academic & Behavior) from Other States Implementing PBIS

Change in Discipline Outcome Data – Florida*



Average Percentage Increase of Students Reading with Proficiency – Florida*



**After 1 year of
implementation...*

Outcome Data (Academic & Behavior) from Other States Implementing PBIS



North Carolina has seen academic achievement increases in 4 years of anywhere from 5% to 10% or more at all levels and within specific categories of students:

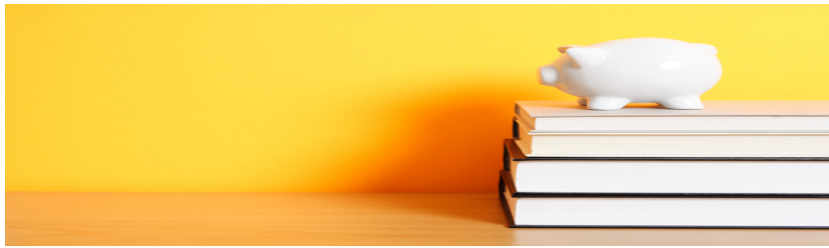
 [NC PBIS 10-11 Report.pdf](#)

Other Sources of the evidence based data for positive academic and behavioral outcomes include:

 www.pbis.org

 www.apbs.org





Impact of 491 Office Referrals in an Elementary School in Ohio

Administrative Time Lost

7,365 minutes

123 hours

20 work days

*Based on 15 minutes per referral

Student Instructional Time Lost

22,095 minutes

368 hours

61 school days

*Based on 45 minutes out of the
classroom

*** \$6,500 or more spent per year
for an instructional leader to
process office referrals *(Based on
an average salary of \$70,000)*

Impact of 3057 Office Referrals in a Middle School in Ohio

Administrative Time Lost

45,855 minutes

764 hours

95 work days

*Based on 15 minutes per referral

Student Instructional Time Lost

137,565 minutes

2,292 hours

382 school days

*Based on 45 minutes out of the
classroom

*** \$35,000 or more spent per year
for an instructional leader to
process office referrals. *(Based on
an average salary of \$70,000)*

Adapted from Barrett et.al.

Impact of 491 Office Referrals in an Elementary School in Ohio...

Adapted from Barrett et.al.

Administrative Time Lost

7,365 minutes

123 hours

20 work days

* Based on 15
minutes per referral.

Student Instructional Time Lost

22,095 minutes

368 hours

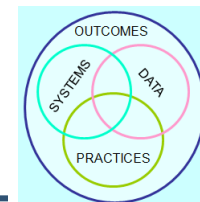
61 school days

* Based on 45 minutes
out of the classroom.

***** \$6,500 or more spent per year for an instructional leader to process office referrals. * Based on an average salary of \$70,000**

www.pbis.org

- School-wide Positive Behavior Support:
Implementer's Blueprint and Self-Assessment
- *Blueprint for School-wide Positive Behavior Support Training and Professional Development*
- *School-wide Evaluation Tool (SET)*
- *School-wide Benchmarks of Quality (BoQ)*
- *Monitoring Advanced Tiers Tool (MATT)*



**Ohio
PBIS
Network**

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