

Positive Behavior and Intervention Support (PBIS)

Early Childhood New Teams

Presenters:
SST 3 Consultants



Did you know that:

- Preschool expulsion rates are 3 times higher than K-12 expulsion rates?
- Young students who are expelled/suspended are 10 times more likely to drop out of high school?
- Over 10% of preschool teachers in state-funded programs expelled a preschooler in the past year?
- Hispanic and African-American boys represent 46% of all boys in Pre-K, but 66% of those suspended?
- Boys make up 79% of preschoolers suspended once.
- Early learning teachers report that coping with challenging behavior is their most pressing training need.

Over the course of the multi-day series, participants will build and design a framework to address these concerns through the implementation of the core components of Positive Behavior and Intervention Support (PBIS) at the Universal (Tier 1) level. This series addresses the unique context of early childhood while assisting with the alignment to school-aged PBIS. SST 3 consultants will provide support with the implementation and evaluation of adult fidelity to the framework.

Teams need to be prepared to meet at least monthly outside of the PD sessions.

Audience: Early Childhood program teams. Requires participation of at least one administrator. Additional members may include educators, assistant teachers, related service providers including psychologists and family representation. This is a team-based registration.

Registration: A team registration packet is provided on the pages following this flyer. Please complete the team registration forms and agreement form and submit to Theresa Richardson.

Email: theresa.richardson@escneo.org; or Fax: 216-446-3829

Phone: 216-446-3818 if you have any questions

Dates:

October 5, 2018

November 9, 2018

January 11, 2019

February 8, 2019

**Participants must attend
all sessions**

Time:

9:00 a.m.—3:30 p.m.

Sign-in begins at 8:30 a.m.

OA Contact Hours: 21.0

**Graduate Credit: 1 hr. pending
through Ashland University**

Location:

ESC of Northeast Ohio

6393 Oak Tree Blvd.

Independence, OH 44131



**Positive Behavioral Interventions and Supports (PBIS)
New Teams Training**

REGISTRATION FORM

District: _____ **Team Contact:** _____
Building: _____ **Grade Levels in Building:** _____
Email: _____ **Phone** _____

Select the series you are registering for:

	Early Childhood (recommended for school-based Pre-K program teams, may include early elementary) Dates: 10/5/18, 11/9/18, 1/11/19, 2/8/19
	Elementary Dates: 10/16/18, 12/4/18, 1/29/19, 3/6/19
	Secondary (recommended for middle and high schools) Dates: 10/16/18, 12/5/18, 1/31/19, 3/6/19

Team Membership *must be across grade levels and programs.*
Cohort Team Membership *must include, but is not limited to the following:*

1. Administrator
2. General educator
3. Intervention specialist/Itinerant teacher
4. Related services representative (i.e. school psychologist, speech and language pathologist, school social worker, counselor, etc.)
5. For Early Childhood: teaching team (teacher(s) and assistant teacher)
6. Instructional coach

Other team members to consider:

- Specials/fine arts (e.g., art, technology, etc.)
- Parent liaison/representation
- Student liaison (at the high school level)
- District level/Central office representation
- Paraprofessional
- Security

All registered cohort members *MUST attend all sessions.*

Please fill out ALL information for each Team Member!

Team Role	Team Member Name	School Email	Ohio Teaching License # OR Date of Birth and OPIN for EC.
*Administrator			
*General Educator			
*Intervention Specialist			
*Related Services			
Other:			
Other:			
Other:			
Other:			
Other:			
Other:			

*** REQUIRED TEAM MEMBERS**

All registered cohort members MUST attend all sessions.

Completed registration packet includes:

1. Registration form with all team members' information
2. New School Commitment Form (Early Childhood or School-age form as appropriate)
3. PBIS School Profile (complete information as appropriate for your building)

FAX registration to: Theresa Richardson at 216-446-3829 or email to theresa.richardson@escneo.org



School Profile Template

Person Completing Report

Name: _____

Email: _____

Date Completed: _____

School

Name: _____

School District: _____

County: _____

SST Region: _____

Current Year Student Characteristics

Enrollment by Grade (# of students):

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Enrollment by Ethnicity (# of students):

White	African-American	Hispanic or Latino	Asian	Native Hawaiian/Pacific Islander	American Indian / Alaska Native	Other

Enrollment by Gender (# of students):

Male	Female

Eligibility for Special Services (# of students):

IEPs	Free and Reduced Lunch	Chapter/Title	Other

School Behavioral Data

Category:	Total for Previous Academic Year	Total for Current Academic Year*
<i>(Early Childhood only):</i> Number of Behavior Incident Reports	_____	_____
Number of Minor Referrals	_____	_____
Number of Major Referrals	_____	_____
Number of In-School Suspensions	_____	_____
Number of Out-of-School Suspensions	_____	_____
Number of <i>Days</i> for Out-of-School Suspensions	_____	_____
Number of Students with One or More Out-of School Suspensions	_____	_____
Number of Expulsions	_____	_____
Number of <i>Days</i> for Expulsions	_____	_____
TOTAL SCHOOL ENROLLMENT (# of students)	_____	_____

Has your school disaggregated disciplinary data in the current school year to examine disparities based on race/ethnicity, gender, disability status, grade-level, or other relevant demographic factors? (check one)

Yes No

(The "OH PBIS Disaggregated Discipline Template" Excel file is available from your SST PBIS contact to assist you in producing disaggregated data graphs. Although submission of that file is not required for recognition at this time, schools are encouraged to use this helpful tool to identify disparities).

Average Daily Attendance

Previous School Year Average
% Daily Attendance:

Current School Year Average
% Daily Attendance*:

Tiered Fidelity Inventory (TFI) Scores

Tier 1 % Implementation:
Tier 2 % Implementation:
Tier 3 % Implementation:

Date Administered:

Self-Assessment Survey (SAS) Scores (if available)

Total Score:

Date Administered:

**Only include if full current year data is available (e.g., if you are completing this in October, you would not have full current year data available, so you would leave this information blank).*

Ohio Schoolwide Positive Behavioral Interventions & Supports

District Agreement for Beginning PBIS Teams



Ohio
PBIS
Network

Ohio Schoolwide Positive Behavior Interventions and Support

Thank you for your interest in School-wide Positive Behavior Support (SWPBS). The following information will help answer your questions about SWPBS implementation in your school and district.

What is SWPBIS?

PBIS is a schoolwide systematic approach using evidence-based practices and data driven decision making to improve school climate and culture; to achieve improved academic and social outcomes; and to increase learning for all students. It encompasses a wide range of systemic and individualized positive strategies to reinforce desired behaviors, diminish re-occurrences of challenging behaviors and teach appropriate behaviors to students.

Getting Started with SWPBS....

Contact your SST for information related to readiness, commitment, and training. We recommend that the district/school teams review the PBIS resources on the Ohio Department of Education website for an overview of PBIS. The overview provides an introduction to the fundamental elements, principles, guidelines of SWPBS.

Who Needs to Be Involved....

Commitment and support begins at the district level and district leaders need to be informed and dedicated to the implementation of SWPBS. Building administrators are expected to be actively involved in implementation along with a building team.

A PBIS Team is comprised of a broad representation of 5-10 staff members including: building administrator (**required**), general education teachers with grade level representation, intervention specialists, related service providers, specials teachers, para-educators, and family members.

What's Next....

The materials contained in this packet are used by you and your regional consultant to prepare your school for confirmation of your agreement and continued training, implementation, and support. Commitment, readiness, and planning are integral parts of the process to support the successful implementation of SWPBS.

Thank you for your interest and ongoing effort as you continue to pursue safe and effective learning environments for your staff and students.

Ohio Positive Behavioral Interventions and Supports Network

**Ohio Schoolwide Positive Behavior Support
New School Commitment Form**

The Regional SST Consultant Commits To:

1. Providing training and training materials
2. Providing ongoing technical assistance and coaching
 - a. Training of district/school teams
 - b. Assistance with data decision making, data collection
 - c. Create a network of SWPBS schools in the region

The School District Commits To:

1. The district will maintain a Climate and Culture Goal with a PBIS strategy as a top priority on their CCIP for the next 3-5 years.
2. Providing specific funding commitments within the annual school budget to support training for implementation of SWPBS. (Related costs such as travel, substitutes, materials and supplies)
3. Providing for release time for SWPBS Leadership Team on-going training and technical assistance activities. (see *Trainings and Meetings for Participating Schools*)
4. Designating a district representative and/or team to serve as a contact and to coordinate SWPBS implementation.

The School Building Commits To:

1. The building will maintain a Climate and Culture Goal with a PBIS strategy as a top priority on their CCIP for the next 3-5 years.
2. Designating a building administrator that actively leads and supports implementation and the SWPBS School Team.
3. Participation in regional level training and technical assistance activities.
4. Operate a student information system that can be used to determine information on discipline office referrals by problem behavior, by location, by student, by time of day, and the number of referrals per day/month.
5. Establish, define, teach, and reinforce school-wide expectations.
6. Providing resources, time, materials, and personnel to support implementation of new practices/procedures.
7. Participation in school implementation assessments which may include the Team Implementation Checklist, the Self Assessment Survey and others to be determined.

The SW-PBS Team Commits To:

1. Actively participate in on-going training and technical assistance activities.
2. Meeting at least monthly using a meeting agenda and recording minutes.
3. Completing appropriate checklists, surveys, forms, and record keeping procedures in a timely manner and submit to regional consultant.
4. Disseminating information about activities and accomplishments to the school as a whole.
5. Designate an internal building coach who will support activities to build capacity and sustain implementation of the PBIS framework.
6. Analyzing, and reviewing data at every team meeting to guide implementation and action planning.

By signing this commitment, the district and school site are agreeing to the above expectations for successful implementation of Schoolwide Positive Behavior Interventions and Support.

District _____ School Building _____

Superintendent of Schools: _____ Date: _____

Building Principal: _____ Date: _____

Regional SST Consultant: _____ Date: _____

Early Childhood Positive Behavior Interventions and Supports Early Childhood Program Site Agreement Year 1

Project Overview: The State Support Team is inviting programs to participate in a statewide network of sites featuring PBIS within early childhood settings. The Early Childhood Positive Behavior and Intervention Support (PBIS) site project promotes implementation of PBIS specific to the unique context of early childhood, while aligned with Ohio's school age PBIS initiative.

The goal of the project is to establish high functioning early childhood PBIS sites within each SST region. All sites will be supported with professional development, technical assistance and onsite coaching.

Project goals: The first year of PBIS implementation is focused on the development of Tier I structures to provide a foundation for Tier II and Tier III PBIS practices. Progress made during the first year is dependent on the action steps and timeline developed by the site-based leadership team.

Focus areas for year 1 include:

- Effective leadership teams in place to plan, guide and monitor PBIS implementation. The program administrator must participate on team.
- Program wide expectations and acknowledgement system established in all classrooms. Expectations are consistently taught and shared with families.
- Program sites utilize identified monitoring tool(s) twice a year to evaluate implementation.
- Identify data collection tools (such as BIR or SWIS) to monitor problem behavior.
- Instruction includes an ongoing focus on social-emotional competencies for all children.
- Program site participates in Ohio's yearly statewide PBIS Recognition system.
- One staff member is developed as an on-site facilitator of the PBIS process.

Supports: The State Support Team will provide the following to selected programs:

- Professional development related to the PBIS framework and practices for all staff. The training consists of 7 modules; each module is approximately 3-hours.
- On-site participation in leadership team meetings.
- Coaching and technical assistance to support implementation efforts.

Expectations: Participating sites agree to support the following outcomes:	
Outcomes	Indicator
All staff surveyed to ensure buy-in.	Survey completed before initial training date.
Entire leadership team trained to implement the PBIS framework.	Leadership team attend all training dates. (The training consists of 7 modules; each module is approximately 3 hours.)
Entire staff trained to implement the PBIS framework.	PD plan developed by leadership team to train entire staff throughout the year
Site specific action plan developed that details and guides implementation and data collection.	Action plan developed and submitted to external coach.
Leadership team meets monthly to plan, review data and monitor implementation of the action plan.	Monthly meetings scheduled. Data collected, available and reviewed according to timelines.
Staff consistently implement the PBIS framework and participate in observations and reflection.	Evidence of observation conducted twice yearly to indicate progress in implementation (e.g., TFI).
Site participates in Ohio's yearly PBIS recognition system.	Site participates through attendance, presentation, or application for recognition.

Required Signatures

District/Program Administrator:

_____ Date: _____

District/Program Superintendent:

_____ Date: _____

SST Director

_____ Date: _____

SST Consultant

_____ Date: _____