



# PreK-12 PBIS Training for Leadership Teams



**Positive Behavioral Interventions and Supports** is a framework that guides districts and schools in developing policies and practices that proactively define, teach and support appropriate behavior. PBIS suggests a shift in thinking about behavior and discipline. Rather than telling students what NOT to do, emphasis is placed on *teaching* students what TO do. PBIS creates consistent, predictable learning environments that increase positive behavior and academic outcomes for each student.

Over the course of this series, leadership teams will :

- Develop an understanding of the rationale for implementing PBIS at a district and building/program level.
- Learn about the core components of a PBIS framework
- Develop an action plan for implementation at the district/building/program level(s).

**Audience:** District, building or early childhood program teams. Requires participation of at least one administrator. This is a team-based registration. **Teams are limited to 6 team members.**

Series 1	
Dates	Location
October 9, 2019	ESC of Northeast Ohio 6393 Oak Tree Blvd., Independence, OH 44131
December 3, 2019	St. Michael's Woodside 5025 Mill Rd., Broadview Hts., OH 44147
January 21, 2020	ESC of Northeast Ohio 6393 Oak Tree Blvd., Independence, OH 44131

Series 2	
Dates	Location
December 12, 2019	ESC of Northeast Ohio 6393 Oak Tree Blvd., Independence, OH 44131
January 22, 2020	ESC of Northeast Ohio 6393 Oak Tree Blvd., Independence, OH 44131
March 9, 2020	ESC of Northeast Ohio 6393 Oak Tree Blvd., Independence, OH 44131

**Time: 9:00 am—3:30 pm (registration at 8:30 am)**

**Registration:** A team registration packet will be provided. Please return the completed the team registration packet that includes the registration form, new school commitment form and PBIS school profile to:

**Yvonne Daycak**  
**Fax: 216-446-3829**  
**Email: Yvonne.daycak@escneo.org**

**Submit your registration forms early. Each series is limited to 100 participants.**

**Professional Development Contact Hours: 15.0**  
**OA Hours: 15.0**  
**Participants MUST attend all sessions.**

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## Positive Behavioral Interventions and Supports (PBIS) New Teams Training REGISTRATION FORM

District: \_\_\_\_\_ Team Contact: \_\_\_\_\_

Building/Program: \_\_\_\_\_ Grade Levels in the Building: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Please check this box if you are a Community School

Select the series you are registering for:	
	<b>Series 1</b> Dates: October 9, 2019; December 3, 2019 and January 21, 2020
	<b>Series 2</b> Dates: December 12, 2019; January 22, 2020 and March 9, 2020

Team Membership
<p><b>Team Membership <i>must include</i>, but is not limited to the following:</b></p> <ol style="list-style-type: none"> <li>1. Administrator</li> <li>2. General educator</li> <li>3. Intervention specialist/Itinerant teacher</li> <li>4. Related services representative (i.e. school psychologist, speech and language pathologist, school social worker, counselor, etc.)</li> <li>5. For Early Childhood: teaching team (teacher(s) and assistant teacher)</li> <li>6. <b><u>For Community schools:</u></b> teams may be comprised of sponsor and management company personnel</li> </ol>

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:			

**\* REQUIRED TEAM MEMBERS    All registered cohort members MUST attend all**

# **Ohio District/Schoolwide Positive Behavioral Interventions & Supports**

## **District Agreement for Beginning PBIS Teams**



**Ohio  
PBIS  
Network**

# Ohio District/Schoolwide Positive Behavioral Interventions and Supports

Thank you for your interest in Positive Behavioral Interventions and Supports (PBIS). The following information will help answer your questions about PBIS implementation in your school and district.

## **What is Positive Behavioral Interventions and Supports (PBIS)?**

PBIS is a general education initiative, supporting all children and youth, Prekindergarten-Grade 12. The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports defines PBIS as: a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices.

## **Getting Started with PBIS**

Contact your State Support Team or Educational Service Center for information related to readiness, commitment, and training. We recommend that the district/school/program 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 PBIS.

## **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 PBIS. Building/program administrators are expected to be actively involved in implementation along with a building/program team.

A PBIS District Team may include: district administration, district PBIS trainers and coaches, representatives from each school building, and various department coordinators (special education, curriculum and instruction, early childhood).

A PBIS Building Team is comprised of a broad representation of 5-10 staff members including: building/program 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 district/school/program 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 PBIS.

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 Positive Behavior Interventions and Supports New School Commitment Form**

### **The Regional SST or ESC Consultant Commits To:**

1. Providing training and training materials for your district/school/program team
2. Providing ongoing technical assistance and coaching
  - a. Assisting with completion of Tiered Fidelity Inventory and other PBIS assessments
  - b. Assisting with completion of an action plan for implementation
  - c. Guidance with data collection and decision making
  - d. Supporting a network of PBIS schools/programs in the region

### **The School District Commits To:**

1. Maintaining a Climate and Culture Goal with a PBIS strategy as a top priority on their CCIP/OIP or School Improvement Plan for the next 3-5 years.
2. Providing specific funding commitments within the annual school budget to support training for implementation of PBIS. (Related costs such as travel, substitutes, materials and supplies)
3. Providing for release time for PBIS Building/Program Leadership Team on-going training and technical assistance activities. (see *attached Universal PBIS training dates*)
4. Designating a district coach and/or team to serve as a contact and to coordinate PBIS implementation.
5. Supporting ongoing data based decision making at the district/building/program level including the use of the Tiered Fidelity Inventory and other assessment measures on pbisapps.org.
6. Developing an Action Plan to include PBIS training and meeting times for PBIS building teams.

### **School Buildings/Early Childhood Programs Commit To:**

1. Maintaining a Climate and Culture Goal with a PBIS strategy as a top priority on their CCIP/OIP or School Improvement Plan for the next 3-5 years.
2. Designating both an administrator and a building/program coach that actively lead and support implementation and the PBIS School Team.
3. Participating in regional level training
4. Supporting Building/Program Coach attendance in regional coaching meetings
5. Establishing, defining, teaching, and reinforcing developmentally appropriate school/program-wide expectations.
6. Operating a student information system that can be used to determine information on discipline office Referrals/Behavior Incidents by problem behavior, by location, by student, by time of day, and the number of referrals per day/month.
7. Providing resources, time, materials, and personnel to support implementation of new practices/procedures.
8. Participation in PBISapps.org assessments which may include the Tiered Fidelity Inventory, Self - Assessment Survey and Climate Surveys.
9. Developing a clearly defined PBIS Action Plan for Tier 1 Practices.

### **The PBIS Team/EC PBIS Team Commits To:**

1. Designating an internal building coach who will support activities to build capacity and sustain implementation of the PBIS framework.
2. Actively participating in on-going training and technical assistance activities.
3. Meeting at least monthly using a meeting agenda and recording minutes.
4. Annually planning professional development to train all staff in the elements of PBIS and effective behavior practices.
5. Disseminating information about activities and accomplishments to the school as whole.
6. Analyzing, and reviewing data at every team meeting to guide implementation and action planning.
7. Completing a Tiered Fidelity Inventory and other PBIS assessments as determined by the team to determine adult implementation annually.
8. Completing a PBIS TFI Action Plan or PBIS Schoolwide Scale-up Action plan as the roadmap for implementation.

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/EC Program \_\_\_\_\_

Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Building Principal/EC Program Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Regional SST/ESC Consultant: \_\_\_\_\_ Date: \_\_\_\_\_

Building PBIS Coach: \_\_\_\_\_ Date: \_\_\_\_\_

## School Profile Template

### Person Completing Report

Name:	
Email:	
Date Completed:	

### School Information

Name:	
IRN #:	
School District:	
County:	
SST Region:	

### School Behavioral Data

Category:	Total # from start of school year 2017 through March 31st 2018	Total # from start of school year 2018 through March 31st 2019
<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		
<b>TOTAL SCHOOL ENROLLMENT (# of students)</b>		

*Has your school disaggregated disciplinary data in the current school year to examine disparities based on race/ethnicity, gender, and/or disability status, and used this data to guide planning? (check one)*

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

*\*Please write "N/A" if your school does not collect data on minor referrals*