

Early Childhood Positive Behavioral Interventions and Supports (PBIS) for New Teams

Presenters: SST-3 Consultants



The Early Childhood Positive Behavior and Intervention Support professional development series promotes implementation of PBIS specific to the unique context of early childhood while aligned with Ohio's school-aged PBIS initiative. This is a four-session series that focuses on:

- Introducing the concept of PBIS as a multi-tiered system of support.
- Implementing the core components of early childhood PBIS as well as the required elements necessary to implement the PBIS framework effectively.
- Developing effective leadership teams including an internal facilitator.
- Designing Program wide expectations and acknowledgement systems with developmentally appropriate practices.
- Sharing PBIS with families.
- Utilizing monitoring tools to evaluate implementation.
- Identifying data collection tools to monitor problem behavior including instruction of social-emotional competencies for all children.

In addition, SST-3 will provide selected programs with on-site participation in leadership team meetings as well as coaching and technical assistance to support implementation efforts.

Audience: Program leadership teams which may include general and special educators, teaching assistant, administrator/supervisor, family representative, related services provider, and BLT members. This is a team-based registration.

Registration/Questions: A team registration packet will be provided. Please complete the team registration form, agreement form and submit to:

Yvonne Daycak

Fax: 216-446-3829

Email: yvonne.daycak@esc-cc.org

Phone: 216-446-3808

Ohio Approved Credit: 21.0

Graduate Credit: 1 hour pending through Ashland University

Dates:

October 20, 2017

November 17, 2017

December 15, 2017

February 2, 2018

Times:

9:00 am - 3:15 pm

(registration at 8:30 am)

**Participants must attend
all sessions**

Location

ESC of Cuyahoga County
Essex Place
6393 Oak Tree Blvd.
Independence, OH 44131



Positive Behavioral Interventions and Supports (PBIS) New Teams Series

REGISTRATION FORM

District: _____

Team Contact: _____

Building: _____

Grade Levels in Building: _____

Email: _____

Phone: _____

Select the series you are registering for:

	<p>Early Childhood (recommended for school-based Pre-K programs and team may include early elementary) Dates: 10/20/17, 11/17/17, 12/15/17, 02/02/18</p>
	<p>Elementary Dates: 9/19/17, 10/16/17, 11/13/17</p>
	<p>Secondary (recommended for middle and high schools) Dates: 9/19/17, 10/17/17, 11/16/17</p>

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 or Itinerant teacher
4. Related services representative (i.e., School psychologist, Speech and language pathologist, School social worker, Counselor, etc.) and/or Instructional coach
5. For Early Childhood: Teaching team (teacher(s) and assistant teacher)

Other team members to consider:

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

All registered cohort members must attend all sessions.

Please fill out ALL information for each Team Member! *Team members MUST attend all sessions.*

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

*** REQUIRED TEAM MEMBERS**

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)

Please fill in and return with your completed registration packet to Yvonne Daycak at yvonne.daycak@esc-cc.org or fax number 216-446-3829

Ohio Schoolwide Positive Behavior Interventions & Supports

2017-2018

**District Agreements for Beginning
PBIS Teams**

(Early Childhood and School-age)



**Ohio
PBIS
Network**



Ohio Schoolwide Positive Behavior Interventions and Supports

Thank you for your interest in Schoolwide Positive Behavior Interventions and Supports (SWPBIS). The following information will help answer your questions about SWPBIS 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 reoccurrences of challenging behaviors and teach appropriate behaviors to students.

Getting Started with SWPBIS....

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 SWPBIS.

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 SWPBIS. 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 SWPBIS.

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 Interventions and Supports (SWPBIS)

New School Commitment Form for **Early Childhood Programs**

Overview: State Support Team 3 is inviting programs to participate in a statewide network of sites featuring PBIS within early childhood settings. Early Childhood Positive Behavior Interventions and Supports (PBIS) promotes implementation of PBIS specific to the unique context of early childhood, while aligned with Ohio’s school-age PBIS initiative. The goal is to establish high functioning early childhood PBIS sites within each SST region. All sites will be supported with professional development and technical assistance.

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.

Year one implementation focus areas include:

- Effective leadership teams in place to plan, guide and monitor PBIS implementation. The program administrator must participate on the 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 challenging behavior.
- Instruction includes an ongoing focus on social-emotional competencies for all children.
- One staff member is developed as an on-site facilitator of the PBIS process.

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

- Professional development related to the PBIS framework and practices for all staff. The training consists of 7 modules, offered across four days.
- 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 of staff commitment completed
Entire staff trained to implement the PBIS framework	Required leadership team staff attend all training dates and create a plan to train the rest of the staff
Site specific action plan developed that details and guides implementation and data collection.	Action plan developed and submitted to SST consultant.
Leadership team meets monthly to plan, review data and monitor implementation of 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)

Required Signatures

New School Commitment Form for **Early Childhood Programs**

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

District: _____ School Building: _____

Superintendent of Schools: _____ Date: _____

Principal/Program Administrator: _____ Date: _____

Regional SST Consultant: _____ Date: _____

Please sign and return with your completed registration form to Yvonne Daycak at
yvonne.daycak@esc-cc.org or fax to 216-446-2839

Person Completing Report

Name: _____

Email: _____

Date Completed: _____

School

Name: _____

School District: _____

County: _____

Current Year Student Characteristics

Key: ISS- In School Suspension OSS- Out of School

Enrollment by Grade

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# of students															
ISS															
OSS															

Enrollment by Ethnicity

	White	African-American	Hispanic or Latino	Asian	Native Hawaiian/ Pacific Islander	American Indian / Alaska Native	Other
# of students							
ISS							
OSS							

Enrollment by Gender

	Male	Female
# of students		
ISS		
OSS		

Eligibility for Special Services

	IEPs	Free & Reduced Lunch	Title 1	Other
# of students				
ISS				
OSS				

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*:

**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).*

