

# 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 including pre-k through grade 2. 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. We suggest teams of six participants.

**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](mailto:theresa.richardson@escneo.org); or Fax: 216-446-3829

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

**Dates:**

November 1, 2019

December 6, 2019

January 24, 2020

March 20, 2020

**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**

**Location:**

ESC of Northeast Ohio

6393 Oak Tree Blvd.

Independence, OH 44131

# 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.



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

**REGISTRATION FORM**

District: \_\_\_\_\_ Team Contact: \_\_\_\_\_  
Building: \_\_\_\_\_ Grade Levels in Building: \_\_\_\_\_  
Email: \_\_\_\_\_ Phone \_\_\_\_\_

**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) level/Central office representation  
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 @ 216-446-3829 or email [theresa.richardson@escneo.org](mailto:theresa.richardson@escneo.org)

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*