



# Ohio PBIS Network

## GETTING STARTED... WITH OHIO POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

### **Welcome:**

The Ohio Department of Education (ODE) and The Ohio PBIS Network welcomes your interest in Ohio's framework for implementing Positive Behavioral Interventions and Supports in your school, community school or your district. The PBIS efforts in Ohio are primarily supported by the ODE Office for Exceptional Children, the sixteen regional State Support Teams (SST), many Educational Services Centers (ESC) and interested schools like your own.

### ***Are We Ready to Get Started with PBIS?***

If your school is new to the PBIS process it is critical that you evaluate whether you have the necessary prerequisite structures in place to support a PBIS framework. If you are seeking initial training and support with PBIS you should be aware that the Ohio PBIS Network training supports will not be provided by the above cited agencies unless your school unless you can demonstrate that you have these needed structures established. For more detailed information on "*Are We Ready to Get Started with PBIS?*" see the Resource Documents section below.

### ***Commitment:***

The implementation of PBIS involves a long-term commitment to a process of evaluation, planning, development and renewal. Typically, schools need to anticipate a 3 to 5 years commitment in order to develop the highest quality program implemented with fidelity.

A PBIS school has a broad based consensus among its staff as to the value of the framework and a commitment to sustain the framework over time. A cornerstone of PBIS schools is their consistency in maintaining and supporting behavioral expectations for students throughout the school environment. This requires a consistency in adult behaviors and values. Administrative consistency and leadership is fundamental to PBIS implementation for students, parents and staff.

### **General Administrative Commitments:**

Administrative investment is essential to long-term success of PBIS in a school. School administrative leaders should plan to commit to the following:

- Obtaining and maintaining needed training for themselves and their staff.
- A commitment to regular attendance and involvement with team meetings in support of PBIS at all levels (teacher based teams, building leadership teams, district leadership teams, or other).

- Preparation to take a leadership role in modeling and sustaining the values, beliefs and actions to support PBIS.
- A commitment to maintaining an ongoing Improvement Process as reflected in the OIP 4 Stage, 5 Step Process, or similar process.

**General Team Commitments:**

Teacher based teams (TBTs, Behavior Workgroups, Data Teams, IATs, or other) commit to an ongoing process of developing and supporting the PBIS framework in their classrooms and in the larger school environment. Teacher based teams should plan to commit to the following:

- Participating in regularly scheduled meetings to plan and develop PBIS supports.
- Collect, share and utilize data in support of PBIS planning.
- Apply data and problem solving in a manner consistent with the OIP/PBIS 5 Step Process and maintain meeting minutes and organized behavioral progress monitoring.
- Support all phases of the PBIS process in all school and school related settings.
- Obtain training and technical assistance as needed and support others in obtaining this knowledge.
- Support internal and external facilitators in their efforts to move PBIS supports to better and more consistent levels.

**School, Community School & District Commitments:**

System leadership teams commit to an ongoing process of developing and supporting the PBIS framework and plan for the following:

- Maintaining an ongoing improvement process focusing on student behavior and school climate which is consistent with the Ohio Improvement Process 4 Stage, 5 Step format and is guided by the Seven Principles of the OIP.
- Identify behavior and school climate as one of the top three goals in the CCIP.
- Maintain a data collection and application systems in support of the improvement process.
- Maintain team based structures (e.g. TBTs, BLTs, CSLTs, DLTs, or Behavioral Workgroups) with established meeting routines and expectations.
- Provide meaningful professional development or technical assistance support and commit to external facilitation support.
- Commit administrative time, planning systems and resources to support PBIS
- Maintain communication and parent/community engagement efforts in support of PBIS.
- Identify an internal PBIS facilitator or administrator who will assume leadership responsibilities for the school/district.
- Commit to providing PBIS in conformity with the identified Essential Elements for Ohio School-wide Positive Behavioral Interventions and Supports (SWPBIS).
- Plan and develop a multi-tiered system of support with Tier II and Tier III interventions which are linked to the school's Tier I principles and structure.
- Complete, verify and submit the Ohio PBIS Agreement Form.

***Who Needs to be Involved?***

**Everyone!** PBIS is a framework that requires a broad consensus and commitment from staff, administration, students and parents. PBIS is about making positive changes to the culture of a school and requires involvement at all levels.