Implementing Positive Behavioral Interventions and Supports (PBIS) Framework within the Ohio Improvement Process (OIP)

The majority of school districts and community schools in Ohio has received training and are implementing the Ohio Improvement Process. The Ohio Improvement Process assists schools in developing a framework for long-term self-evaluation and change. Schools which have adopted the OIP have already created valuable systems (collaborative teams, data collection mechanisms) and practices (school improvement through a systematic problem solving process) which are necessary and valuable in developing a PBIS framework.

Since the OIP framework and the PBIS framework are built upon the similar philosophies, systems and practices an effort has been made in Ohio to avoid the unnecessary confusion that would come with rolling out separate initiatives. Rather, educators who are promoting innovation in their schools will benefit from providing a consistent philosophy, structure and process for academic and behavioral improvement. This is best achieved by fully understanding the complimentary aspects of both the OIP and PBIS frameworks.

The Ohio PBIS Network has defined essential elements, commitment obligations and a recognition process for schools implementing PBIS. The reader is referred to the <u>PBIS website</u> for additional details. Educators seeking additional information on the Ohio Improvement Process are referred to the Ohio Improvement Process Guide, which can be accessed at www.education.ohio.gov.

The following is a brief summary of the interface of Ohio PBIS with OIP.

The Ohio Improvement Process utilizes a four Stage, five Step process. Implementers of PBIS are encouraged to utilize the same process as outlined in the OIP. A brief summary of the OIP process follows with complimentary aspects of PBIS noted.

OHIO IMPROVEMENT PROCESS 4 STAGE PROCESS:

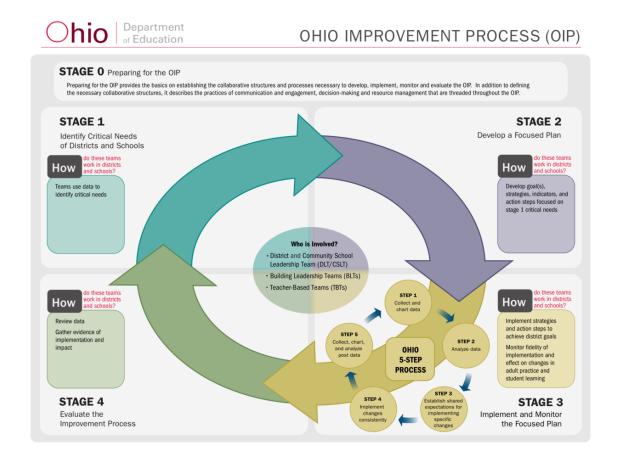
Stage 0: Preparing for the Ohio Improvement Process (preparing for PBIS via an OIP framework)

Stage 0 is designated as a marker for schools planning to initiate an improvement process. During this pre-implementation stage districts and community schools ready themselves for a long-term process of self-improvement. During this stage schools acquire the essential knowledge and resources needed to develop the collaborative structures and processes necessary to develop, implement, monitor, and evaluate the OIP or PBIS. In addition to defining the necessary collaborative structures, attention is paid to the practices of communication, engagement, decision making, and resource allocation that are threaded throughout this process which focuses upon academic and behavioral improvement.

In order to have a reasonable chance of building and sustaining OIP or School-wide Positive Behavior Interventions and Supports a school needs a variety of prerequisite systems and practices. The main systems or practices include: a) an established process by which to implement school improvement, b) established teams designed to assess, plan, implement and review school improvement processes, and c) an established system to acquire and apply student and school data.

School Improvement Process:

Schools wishing to implement PBIS need to establish practices to support school change and improvement. Fortunately, Ohio has a well-articulated recommended process to support school change, through the Ohio Improvement Process (OIP). The OIP 4 Stage process is pictured below.



If your school is not utilizing the Ohio Improvement Process and does not have a PBIS framework then you are essentially at Stage 0 for both processes. At Stage 0 you should be asking, "What do we need to do to establish a long-term process for communication, engagement, decision making and resource management that will sustain improvement for our school?"

If you school, community school or district has a well-established practices for school change and improvement that is different from that outlined in the OIP, you are encouraged to make sure your process is comprehensive in the manner of the OIP and that it has a similar problem solving sequence.

Team Collaborative Systems to Establish and Maintain PBIS:

In order to properly implement PBIS - team based, data driven, problem solving collaborative systems need to be in place.

The Ohio Improvement Process outlines recommended collaborative team structures to sustain a school improvement process. The Ohio Improvement Process Guide provides detailed information on the construction and maintenance of Teacher Based Teams (TBT's), Building Leadership Teams (BLT's), Community School Leadership Teams (CSLT's), District Leadership Teams (DLT's) and Goal Workgroups. The reader is referred to the OIP resources for additional information on recommended team systems.

Your school may have teams with different labels. Many schools have established Intervention Assistance Teams (IAT), Response to Intervention Teams (RTI), Data Teams, Behavior Teams, or Leadership Teams.

Regardless of what teams are called, it is important to evaluate whether your existing team systems have all the sufficient processes in place. It is critical that your collaborative structures have all of the following important practices and systems:

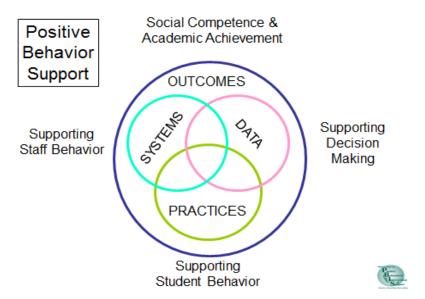
- Shared decision making processes, problem solving model, and measureable outcome focus
- Intra-team and inter-team collaboration and communication systems
- Set expectations (schedules, minutes, roles, rules for interactions)
- Systematic processes to acquire and apply data in pursuit of measurable outcomes
- A fundamental commitment to developing a consensus and involving all levels of the system

As your district or community school moves forward in implementing PBIS and aligning this effort with OIP framework this may be an important time to double check that your existing collaborative team systems are congruent with the efficient implementation of an improvement process.

<u>Data Systems in Support of the Improvement Process:</u>

There are a variety of potential sources for acquiring data in support of PBIS planning. It is important to evaluate whether you have a sufficient process and adequately broad data base to make decisions. The most common initial set of data for Ohio schools involved in the Ohio Improvement Process is the Decision Framework (see OIP Guide for initial information). At Stage 0 schools begin to consider their potential sources for data and begin identifying or allocating resources to acquire needed information, which will be more fully developed in Stage 1.

The reader will note the core concept alignment between the OIP structures cited above and the similar concepts for the PBIS framework, which is shown below.



You will note that both frameworks emphasis the systematic use of Data to enhance awareness, decision making and planning. The OIP utilization of an improvement process via the 4 stage, 5 step processes and its emphasis upon organized meeting structure are examples of scalable Practices. The OIP utilization of organized collaborative teams and communication channels are examples of essential Systems to support a long-term framework.

Stage 1: Identifying Critical Needs

The OIP Stage 1 focus is upon acquiring information to support immediate and long-term improvement planning. The reader is referred to the Ohio Improvement Process Guide for more detailed information.

In Stage 1 districts and community schools use the Decision Framework (DF) and other data sources for collecting, completing, analyzing, and interpreting qualitative and quantitative data to respond to essential questions.

The OIP Resource 6 provides a summary of possible sources for data collection. The OIP Resource 7 is a potentially valuable tool to acquire information regarding school environments and subgroup concerns. Schools are reminded to seek data from preschool and Head Start sources. Although schools cannot overemphasize academic performance data, some schools do so at the cost of ignoring important social, behavioral and climate data. Accordingly, additional sources of data to consider include:

- School-wide Evaluation Tool (SET)
- School-wide Benchmarks of Quality (BoQ)
- PBIS Team Implementation Checklist
- A variety of other blueprint and assessment instruments available at www.pbis.org

- Ohio School Climate Guidelines, Benchmark B Indicators (attendance, incidence of violence, expulsions, suspensions, participation rates in school nutrition programs, etc.).
- Safe Schools Audit
- SWIS data
- Comprehensive School Climate Inventory (www.schoolclimate.org).
- Office referral data
- Suspension and expulsion data
- Attendance/dropout data
- Juvenile court data
- Incidents of seclusion or restraint
- Disproportionality data
- IAT referral data
- Student survey or student screening data
- Academic achievement, RTI or progress monitoring data
- Related services contact data (guidance, nursing, special education, etc.)
- Staff survey data

Schools are encouraged develop a plan and process for data collection. Collaboration teams are encouraged to interpret data with sensitivity to diversity and cultural concerns. They are also encouraged to take an honest look at adult culture and school climate as part of a broad self-examination process. The Decision Framework (DF) is used to collect and summarize their data. Leadership teams make use of the profile report in communicating the high priority information gathered on the district/school.

The leadership teams are encouraged to not only identify high priority needs in the areas of Achievement & Growth (Level I), Instructional Management Variables (Level II) and Expectations and Conditions (Level III), but also to explore the correlations of Level III variables with Achievement and Instructional Management Variables.

Stage 2: Developing a Focused Plan

The leadership teams utilize the data from Stage 1 to formulate prioritized goals for the district or community school. Goals are formulated in a SMART format and leadership teams review the goals for their adherence to the SMART format. Districts or community schools identify two or three priority goals on their CCIP. Schools implementing PBIS typically have a student behavior/school climate goal on their CCIP.

Leadership teams identify Progress Indicators and Action Steps with Responsibilities, Timelines and Resource Requirements are specified. Building leadership teams will tailor the district action plan to the specific needs and priorities of their building. The OIP Resource 8 is useful in helping schools organize their plans and actions within the respective district plan and school improvement plans. OIP Resource 11 helps schools develop an organized template of action, task and timeline responsibilities going forward.

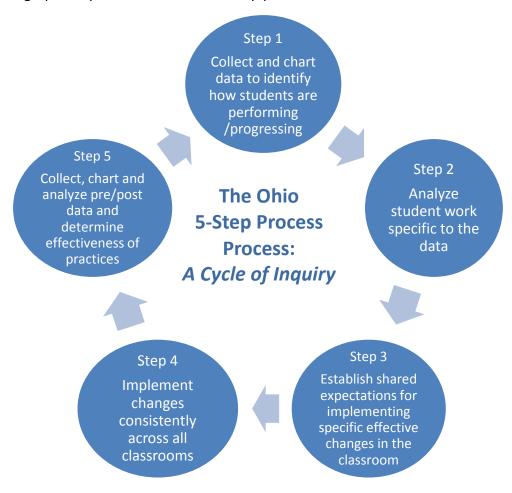
The implementation of PBIS requires a consensus and a uniform commitment to the framework and process. A cornerstone of the PBIS framework is a shift in adult behavior and uniform expectations throughout a school. Collaborative teams are encouraged to take extra time developing a plan which will obtain a high degree of consistency.

Schools implementing PBIS are mindful that full implementation of this framework typically takes 4 to 8 years. Schools adopting an OIP or PBIS framework seek to structurally integrate improvement processes that are continuous and long-term. They identify their timelines and action steps with this awareness in mind. Schools seek input from parents and community sources regarding their plan. They seek board adoption of the plan and commitment from the board to sustain a long-term process.

Stage 3: Implementing and Monitoring the Focused Plan

Districts and community schools utilize their collaborative teams to implement and monitor their plans. Effective teams have organized structures, schedules, agendas, and minutes. They adopt a culture of inquiry and systematically utilize the 5 Step process (or similar) to guide their improvement process.

A graphic representation of the 5 Step process is below.



Care is taken to insure that sufficient communication channels are established and maintained to allow for accurate monitoring of progress and to allow for mid-course corrections. Schools implementing PBIS monitor both formative and summative data on student behaviors and adult implementation on a regularly scheduled basis. Many aspects of PBIS implementation have clearly identifiable "Look Fors" and schools take full advantage of these observable dimensions to monitor progress.

Professional development to support the PBIS effort is integrated into the district and building plans. OIP Resource 18 is used to help organize professional development in a way that is aligned and job-embedded.

Progress on identified goals is tracked via the IMM.

Stage 4: Evaluating the Improvement Process

Schools review the data and progress summarized in the IMM as a framework for regularly scheduled assessments of progress with the improvement process. They use long-term trend data to identify what is working well and what needs improvement. Per established timelines district leadership teams and community school leadership team complete a comprehensive renewal of all aspects of the improvement process. They continue to develop their improvement process and revise their plan based upon the evidence before them.