



Ohio
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Ohio Positive Behavioral Interventions and Supports Implementation and Recognition System Guide for Schools



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Part 1: Purpose of the Guide

This guide provides a brief overview of the process and procedures for entering fidelity of implementation data into the national Positive Behavioral Interventions and Supports (PBIS) database: *PBISApps*. Ohio schools developing a PBIS framework, and those interested in applying for an Ohio PBIS Recognition Award, are encouraged to monitor their own progress and fidelity of implementation using the tools developed by the national OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports (pbisapps.org). Using these tools and other guidance resources (e.g. Blueprints for Successful PBIS Implementation, planning forms and more available at pbis.org), schools can self-monitor the practices, systems and data methods they are developing to ensure consistency in systematic and systemic implementation of the positive supports for all their children and youth.

This guide is not intended to be a comprehensive training manual. Rather, it is a quick guide to assist school personnel to know where to get started in:

- Finding needed fidelity of implementation tools and resources; and
- Learning initial steps for entering data obtained through the use of the established PBIS fidelity measures (see Part 2 of this guide).



Users new to the PBIS fidelity of implementation measures will find more detailed information on these measures at pbis.org (see the Evaluation tab).



Those who are new to the data entry process are encouraged to review the tutorials available at the *PBISApps* website (pbisapps.org). Please see the Resources tab that includes Video Tutorials and User Guides and Materials. Part 3 of this guide includes specific information on data entry and report generation.



WHY COLLECTING PBIS FIDELITY OF IMPLEMENTATION DATA IS IMPORTANT AND WHY IT IS IMPORTANT TO UTILIZE PBISAPPS

At the school level...

1. Leadership teams need tools to help organize and monitor team implementation of PBIS.
2. PBIS tools help teams identify areas and resources needed for PBIS implementation.
3. PBISApps gives schools ways to chart and display progress over time.
4. The fidelity of implementation data helps schools communicate to parents and community members the beneficial effects of PBIS efforts. These data are particularly helpful when used in conjunction with data on suspensions, expulsions and other disciplinary actions to measure effectiveness of PBIS.
5. Use of PBIS tools and PBISApps are essential tools in obtaining recognition for a school's PBIS efforts through the regional state support team PBIS recognition system.

At the regional and state levels...

1. To measure the progress of Ohio schools in adopting the State Board-required PBIS processes.
2. Helps establish a data-based framework for future assessment of how PBIS implementation helps improve key student indicators (for example, reduction of seclusion/restraint, reduced suspensions/expulsions or improved academic achievement).
3. Assist state support team regions in measuring progress in their regions and to identify potential areas for needed support.
4. Individuals using the PBISApps data systems are assigned roles, which designate their access to entering and viewing school data. Local PBIS coordinators are individuals who are appointed by the OSEP Technical Assistance Center on SWPBIS, either through nomination from a state coordinator or formal request via the PBIS Assessment Coordinator Information Form (see Appendix A). It is assumed that the PBISApps PBIS local coordinators are state support team PBIS primary contacts and primary trainers and have the authority to initiate site access to fidelity of implementation measures for school teams.
5. District coordinators are local PBIS coordinators who are internal PBIS coaches for larger Ohio school districts and are working with all schools in their districts to monitor fidelity of implementation and to make data-based decisions for action planning. State support team PBIS local coordinators will collaborate with internal PBIS district coaches for sharing coordination responsibilities (see Appendix B: PBIS Assessment Coordinator Policy).

If you have questions regarding how to become a PBIS Assessment local coordinator, please contact your regional state support team PBIS contact.



Part 2: OHIO PBIS Designated Fidelity of Implementation Measures



After an overview from the regional state support team PBIS trainer, building leadership teams can become further familiarized and oriented to each of the fidelity of implementation measures as indicated below.

- **PBISApps Surveys:** At pbisapps.org, click on **PBIS Assessment** for an overview of these designated measures.

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
All Tiers		TFI	
Universal Intervention (Tier I)	SET	BoQ SAS ECBoQ	TIC
Targeted & Intensive Interventions (Tiers II & III)	ISSET	SAS BAT	MATT
Outcome Tool/Instrument		School Safety Survey	

1.

Self-Assessment Survey (SAS)

The SAS (RTF) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

Who: Teams interested in knowing more about staff perception of SWPBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When: Annually



2.

Tiered Fidelity Inventory

The TFI (PDF) is based on earlier PBIS fidelity surveys (SET, BoQ, TIC, SAS, BAT, MATT). The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

Who: School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external SWPBIS coach serving as a facilitator. Coordinators and school teams can enter TIC results in PBIS Assessment.

When: First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 80% fidelity three consecutive times may choose to take the TFI as an annual assessment.

Supporting Materials

[TFI Walkthrough Video](#)

[TFI Training Slide Deck \(PDF\)](#)

[TFI Action Plan \(DOCX\)](#)

3.

Benchmarks of Quality (BoQ)

The BoQ (PDF) allows school teams to:

- Examine their Universal (Tier I) implementation fidelity – Are we doing what we said we would do?
- Document whether the Tier I implementation has been effective – Does our implementation have a positive impact?
- Identify strengths and weaknesses in the Tier I implementation – What are our strengths that we can acknowledge? What could we do to improve?

Who: Teams that want to assess Tier I implementation once per year. Coordinators or school teams submit the results of the BoQ Scoring Form in PBIS Assessment.

When: Annually – typically in the spring

A team's score comes from the [BoQ scoring form \(RTF\)](#). This form is a reflection of team member consensus combined with the coach's perspective. Some teams choose to complete the scoring form collaboratively with their coach during a team meeting. Other teams have team members provide input by each member completing a [team member rating form \(RTF\)](#) individually. The coach collects the forms, consolidates the results, includes his/her perspective and records the final scores on the scoring form. A [scoring guide](#) provides descriptions of each item on the scoring form.

The preferred single-response team checklist for Ohio PBIS implementation evaluation and recognition is the Tiered Fidelity Inventory. The Benchmarks of Quality are included for those teams that have used this tool prior to availability of the Tiered Fidelity Inventory and will need to designate a team member to back-enter the consensus responses before generating reports or Ohio PBIS Implementation Recognition Application submission.

4.

School Safety Survey (SSS)

The SSS (RTF) is survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS.

Who: The survey is to be completed in PBIS Assessment by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window has closed, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

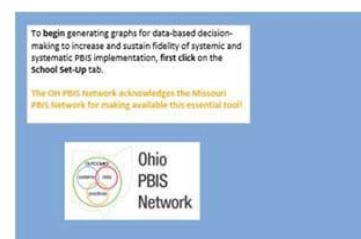
When: Annually

While this multiple-response survey is not a designated Ohio PBIS Implementation for Sustainability measure, teams will find this tool valuable for determining implementation outcomes and for data-based decision making for sustainability and continuous school improvement action planning.

➤ Outcome Measures:

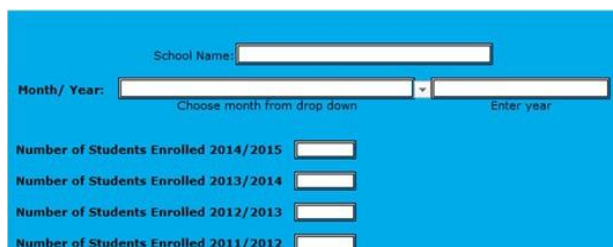
1. Office Discipline Referral data sets:

- SWIS *Big 5* and annual *Triangle Reports*; or
- OH Big 5 Generator reports for non-SWIS users: see Appendix E.



Big 5 Reports are graphs of Office Discipline Referral data sets organized by:

- Date;
- Time of day;
- Location;
- Problem behavior;
- Student.



School Name:

Month/ Year: Choose month from drop down Enter year

Number of Students Enrolled 2014/2015

Number of Students Enrolled 2013/2014

Number of Students Enrolled 2012/2013

Number of Students Enrolled 2011/2012

2. Ohio PBIS School Profile needs to be submitted with the Application for Building Recognition (and can be located on the last page of the Application). See Appendix C.

Part 3: Using PBISApps

The roles and responsibilities of local PBIS coordinators are summarized below.

PBIS Assessment OH State Support Team Local Coordinator Roles and Responsibilities:

Please note: Organization types range from schools to districts, states and countries. The functionality each user accesses for any organization within his/her scope depends entirely upon the user's role. From the Organizations Overview page, nearly every function is possible.

1. Make sure that *all* schools in the district are added when one state support team local coordinator adds a school to the organizations list. Add the schools in the district when leadership teams register for and begin School-wide PBIS Team training.
2. Make sure that each school/district added to the regional state support team *PBISApps*/PBIS assessment coordinator organizations list is added to ***all*** *PBISApps*/PBIS Assessment Coordinator Organizations Lists for that state support team region.
3. Set up and open *PBISApps* multiple-response surveys for building leadership teams. (Tutorial video: *Managing & Administering Multiple Response Surveys* is available at pbisapps.org.)
4. Share links and instructions for multiple-response survey completion with team contact and/or internal coach. (See Sample Email below.)
5. Collaborate with the building leadership team primary contact to determine who will have team member and recorder access, before opening the single-response survey: Tiered Fidelity Inventory. (Tutorial video: *Add Users to PBIS Assessment* is available at pbisapps.org.)
6. Partner with the school team member as external coach for Tiered Fidelity completion.
7. Ensure that building leadership teams are fluent in accessing and utilizing *PBISApps* Reports in continuous data-based decision-making and action planning cycles.
8. Access and generate *PBISApps* Reports for review of PBIS Recognition Awards Applications.

Sample Email:

To: PBIS BLT Primary Contact

Subject: PBIS Self-Assessment Survey Link

Below is the link for the PBIS Self-Assessment Survey, which is now open. We suggest that PBIS leadership team members take the survey first, so you are familiar with the format and terms within the survey and are then better prepared to assist colleagues. Please share this link with all staff.

We currently have the survey closing on [date]. Please reply if you need to change the closing date.

Link:

Ex: <https://www.pbisassessment.org/specific code for school listed here>

Thanks,
SST Region X *PBISApps*/PBIS Assessment Local Coordinator

Entering TFI data into PBISapps*

Step 1: Contact your state support team PBIS contact to locate a PBIS Apps/PBIS Assessment local coordinator in your region. Determine the one to two people who will fill the roles of team members and the one to two people who will fill the roles of recorders for your school:

ROLE	Team Member	Recorder	Coordinator
SYSTEM CAPABILITIES	View Dashboard Enter Survey Data Back-Enter Survey Data View Reports	View Reports	View Dashboard Open New Survey Edit Survey Window Dates Delete Survey Window Enter Survey Data Edit/Delete Survey Responses Back-Enter Survey Data View Reports Add New Team Members/Reporters Edit Another User's Information Delete User Access

Single-response surveys are surveys intended to be submitted by the team's coach or coordinator representing the team's consensus and/or the summarized responses.

Step 2: Click the name of the survey to take from the Open Survey Windows section.

Step 3: Locate the name of the organization for whom the survey will be submitted, and click the Take Survey link at the end of the row.

Step 4: Enter the survey responses for the displayed section.

Step 5: Click the >> to move to the next page.


Step 6: Click the Submit Survey button at the end of the survey to save the responses.

* Steps are the same for back-entering responses to complete the Benchmarks of Quality, for those districts who have been using this measure for data-based decision making prior to availability of the Tiered Fidelity Inventory.



Entering the Self-Assessment Survey

- Step 1:** Contact your state support team PBIS contact to locate a PBIS Apps/PBIS Assessment local coordinator in your region. Indicate the school and time period for which the Self-Assessment Survey should be open for staff completion. Note that you will have access to reports after midnight of the closing date you specify.
- Step 2:** Copy and paste the survey link into your preferred internet browser.
- Step 3:** Enter the survey responses for the displayed section.
- Step 4:** Click the >> to move to the next page.
- Step 5:** Click the Submit Survey button at the end of the survey to save the responses.

 PBISAssessment

> Documents

PBIS Self Assessment Survey

English ▼

1) Please indicate your role at the school:

- ☐ Administrator
- ☐ General Educator
- ☐ Educational/Teacher Assistant
- ☐ Special Educator
- ☐ Counselor
- ☐ School Psychologist
- ☐ Community Member
- ☐ Parent/Family Member
- ☐ Other

School-wide Systems - School-wide is defined as involving all students, all staff, & all settings.

For each of the statements below, click on the appropriate button:

a. "What is the **current status** of this feature (i.e. *in place, partially in place, not in place*)?"

b. For each feature listed **In Place, Partially In Place or Not In Place**, "What is the **priority for improvement** for this feature (i.e., *high, medium, low*)?"

	Current Status				Priority for Improvement			
	In Place	Partial In Place	Not In Place	Don't Know/NA	High	Med	Low	Don't Know/NA
1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Expected student behaviors are taught directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Expected student behaviors are								

Generating Survey Reports

Once schools have submitted surveys, reports are automatically available for team data-based decision making for action planning. For multiple-response surveys, such as the Self-Assessment Survey, reports are available after midnight following the survey closing date. To view reports related to any survey submitted through PBIS Assessment:

Step 1: Click the reports menu at the top of the screen. (Coordinators: Select Survey Reports.)

Step 2: Select Report Options from the left-hand side of the screen.

Step 3: Click Generate.

Report Options Include:

- 1 Select Survey:** Select a survey about which to report from the drop-down menu.
- 2 Report Type:** Select Total Score, Subscale, Items or Download from the drop-down menu to define which data to display related to the selected survey.
- 3 From Date:** Select a school year from the drop-down menu as the starting school year from which data will be included in the report.
- 4 To Date:** Select a school year from the drop-down menu as the last school year from which data will be included in the reports. *Note: This school year must be the same as or after the selected From Date.*
- 5 Select Organizations:** Drill down to the organization about which you want to report by selecting organizations from the Select Organization multi-select boxes. *Note: Hold SHIFT or CTL on your keyboard as you click on organizations to select more than one organization to include in the report.*

A TIP from the PBIS Assessment User's Manual
Change the report options and generate a new report in a new tab
for efficient access to the information you need.



Note: It might take a few minutes for data that has been entered into the system to appear in reports.

SWPBS TFI 2.1 - Total Score

SWPBS TFI 2.1 - Total Score - SWPBS TFI 2.1 - Demonstration School Exemplar

Demonstration School Exemplar
Zenith, Winnemac

School-Wide PBIS (SWPBS) Tiered Fidelity Inventory
Demonstration School Exemplar
5/5/2013 - 2/13/2015

Percentage Implemented

100%
80%
60%
40%
20%
0%

5/5/2013 5/5/2014 2/13/2015

Date Completed	Total Percentage
5/5/2013	59%
5/5/2014	74%
2/13/2015	33%

3/11/2015 5:20:47 PM 1 of 1

Print

Export Report

Reports in PBIS Assessment can be exported in Excel/CSV and PDF formats. To export any report:

- 1 Generate the report with all report options needed.
- 2 Click the Excel/CSV link to export the report in this format. The file will contain all raw data for surveys included in the report options. Graphs are not included.
- 3 Click PDF to export the report in this format. The file will contain all graphs for data included in the report options. Raw data are not included.



PBISAssessment | Dashboard | Surveys | Organizations | Reports

Dashboard > Reports

Report Options

Select Survey
Surveys
SAS

Self-Assessment Survey
Select Report
Total Score

From
2012 - 13

To
2015 - 16

Select Organizations
School Exemplar

Generate | Print | Close

Note: It might take a few minutes for data that has been entered into the system to appear in reports.

SAS - Total Score

SAS - Total Score - SAS - Demonstration School Exemplar

Self-Assessment Survey Total Score

Demonstration School Exemplar
NCS ID:
Zenith, Winnemac

Demonstration District
NCS ID:

School-Wide Current Status Demonstration School Exemplar 5/29/2013-5/15/2014

	On Track	Partial	Not
5/29/2013	41%	46%	13%
5/15/2014	74%	23%	3%

School-Wide Improvement Priority Demonstration School Exemplar 5/29/2013-5/15/2014

	High	Medium	Low
5/29/2013	12%	57%	31%
5/15/2014	10%	30%	60%

Non-Classroom Current Status Demonstration School Exemplar 5/29/2013-5/15/2014

	On Track	Partial	Not
5/29/2013	36%	53%	10%
5/15/2014	70%	24%	6%

Non-Classroom Improvement Priority Demonstration School Exemplar 5/29/2013-5/15/2014

	High	Medium	Low
5/29/2013	6%	58%	37%
5/15/2014	7%	21%	62%

Print Report

Once the report generates, click the Print button located at the bottom of the graph to print the report displayed on the screen.

Part 4: Ohio PBIS Recognition Award System

OH PBIS RECOGNITION SYSTEM DESCRIPTION

The Ohio PBIS Network and state support teams have initiated an award system to recognize those schools in Ohio that successfully implement school-wide PBIS with a high degree of fidelity. Schools and districts should plan to align their efforts with the OH PBIS Recognition System. This system is similar to what is utilized in other states and is consistent with the framework and resource materials available at pbis.org. The assessment instruments and manuals referenced below can be found at pbisapps.org.

Annual Recognition Process:

Contact your state support team regional PBIS contact for copies of each: [OH PBIS Recognition Application Form](#) and [OH PBIS Implementation Recognition Rubric](#).

Complete the application and related activities and submit to your state support team regional PBIS contact by **June 15** of the current school year.

Characteristics of Award Schools:

The purpose of the Ohio PBIS Recognition Award System is to identify schools that exemplify the highest levels of systems, data and practices in their implementation of PBIS. PBIS award-level schools have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team-based planning; 2) maintaining high levels of administrative involvement and support; and 3) systematically collecting, reviewing and applying data using a problem-solving process. These schools do a superior job of enhancing their school climate and culture in support of students and their academic achievement. These schools recognize that improvement in student behavior and achievement requires changes in adult behavior and in school systems.

Award schools have developed and maintained the necessary systems and supports to build a solid PBIS framework. These schools have maintained the Essential Elements of quality PBIS programming.

ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- ◆ Consistent administrative leadership and involvement in support of PBIS.
- ◆ School has established team-based structures (teacher-based, building leadership or district leadership teams or similar) that assess, problem solve and plan in support of PBIS.
- ◆ School has identified three to five behavioral expectations that are consistently supported throughout the school environments.
- ◆ Behavioral expectations are systematically and consistently taught and reviewed. There is a system to teach new students and new staff members the behavioral expectations for the school.

ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION


- ◆ A system of varied, creative and engaging reinforcements and rewards for desired behaviors is maintained.
- ◆ There is an organized system and approach to the correction of behavioral errors.
- ◆ Collaborative problem-solving and data-based decision making are processes utilized in all team-based structures.
- ◆ A multi-tiered system of support is available based upon identified student need.
- ◆ Practices are implemented in a culturally responsive manner.

OHIO PBIS APPLICATION FOR BUILDING RECOGNITION

Appendix C.



School: _____ Applying for: ☐ Bronze ☐ Silver ☐ Gold

 **Ohio PBIS Network**

APPLICATION FOR RECOGNITION 2019

Positive Behavioral Interventions & Supports


The Ohio PBIS Network & State Support Teams identify schools that exemplify best practices in the implementation of Positive Behavioral Interventions and Supports (PBIS). A recognized school demonstrates best practices within its system, and also is open and transparent in the sharing of their knowledge and resources with other schools. In applying for recognition, the school agrees to external verification of its application data and confirms its openness to involvement with the Ohio PBIS facilitation/coaching supports.

PBIS Award level schools have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team based planning, 2) maintaining high levels of administrative involvement and support, and 3) systematically collecting, reviewing and applying data using a problem-solving process. These schools do a superior job of enhancing their school climate and culture in support of students and their academic achievement. These schools recognize that improvement in student behavior and achievement requires changes in adult behavior and in school systems.

OHIO PBIS APPLICATION FOR DISTRICT RECOGNITION

Appendix D.

District: _____ Applying for: ☒ District Award

 **Ohio PBIS Network**

APPLICATION FOR RECOGNITION 2019

Positive Behavioral Interventions & Supports

The Ohio PBIS Network & State Support Teams identify districts that exemplify best practices in the implementation of Positive Behavioral Interventions and Supports (PBIS). A recognized district demonstrates best practices within its system, and also is open and transparent in the sharing of their knowledge and resources with other districts. In applying for recognition, the district agrees to external verification of its application data and confirms its openness to involvement with the Ohio PBIS facilitation/coaching supports.

PBIS Award level districts have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team based planning, 2) maintaining high levels of administrative involvement and support, and 3) systematically collecting, reviewing and applying data using a problem-solving process. These districts do a superior job of enhancing their school climates and cultures in support of their schools, students, and academic achievement. These districts recognize that improvement in student behavior and achievement within their schools requires changes in adult behavior and in district and school systems.

RECOGNITION AWARD CERTIFICATES: BRONZE, SILVER, GOLD & DISTRICT GOLD RECOGNITION AWARD BANNER ORDER FORM DISTRICT AWARD BANNER ORDER FORM

Certificates will be made available to award-winning school teams by the state support team primary contact(s).



BRONZE



SILVER



GOLD



DISTRICT

Appendices to Ohio PBIS Implementation and Recognition System Guide for Schools

- A. Local PBIS Coordinator Information Form
- B. PBIS Coordinator Policy
- C. OH PBIS Application for Building Recognition 2019
(including OH PBIS School Profile Template)
- D. OH PBIS Application for District Recognition 2019
- E. OH Big 5 Data Graph Generator