



**Department of
Education &
Workforce**

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IMPLEMENTATION AND USAGE OF FEDERAL FUNDS

Office of Whole Child Supports

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Ohio PBIS Legislation

April 2013-OAC 3301-35-15 approved

- PBIS Implementation and the use of restraint and seclusion approved

November 2018-Ohio Law ORC 3319

- PBIS used to reduce out-of-school suspensions and expulsions
- PBIS implementation a non-graded report card measure
- Required Course for those pursuing teaching license
- PBIS professional development at least every three years

June 2021-OAC 3301-35-15 approved

- Rule revised and re-approved to ensure districts establish consistent policies and procedures for the use of PBIS and emergency restraint and seclusion

Ohio Report Card PBIS Reporting Codes

Code	Definition
A	Work on implementing PBIS has not yet begun
B	Exploration and Adoption Researching PBIS: Exploring readiness and securing staff and administration agreement to implement PBIS
C	Installation: Creating the PBIS team, completing PBIS training, and establishing initial systems, data decisions, policies, and practices that will be required to implement PBIS
D	Initial Implementation: Rolling out and implementing PBIS schoolwide with a focus on Tier I supports
E	Full Implementation: Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports)
F	Innovation and Sustainability: Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports) beyond one year and demonstrating routine annual reviews for implementation with fidelity. The results of the Tiered Fidelity Inventory will be used to update and modify practices as needed

Report Card PBIS Reporting Business Rules

- As schools move through the stages of PBIS (across multiple years) the calculation ramps up the codes to earn a “YES” on the report card.
- New school not expected to be at the same stage as a school operating for multiple years.
- Districts receive a rating of “YES” or “NO” based on the ratings of all schools.
- Schools not reporting at Stage E or F are encouraged to contact the Department or their State Support Team to connect with additional resources and implementation support.

Table 2: PBIS ratings for schools- related to Stage reported in EMIS and Years Open

How long School has been Open	No PBIS Stage Reported	Stage A Reported	Stage B Reported	Stage C Reported	Stage D Reported	Stage E Reported	Stage F Reported
First Year	NO	NO	NO	YES	YES	YES	YES
Second Year	NO	NO	NO	NO	YES	YES	YES
At Least Three Years	NO	NO	NO	NO	NO	YES	YES

Chart illustrates the different codes to earn a “YES”, depending on how long the school has been open.

Positive Behavioral Interventions and Supports

Evidence-based,
tiered framework

Unites schools and
families as partners

Utilizes a positive
approach to
discipline

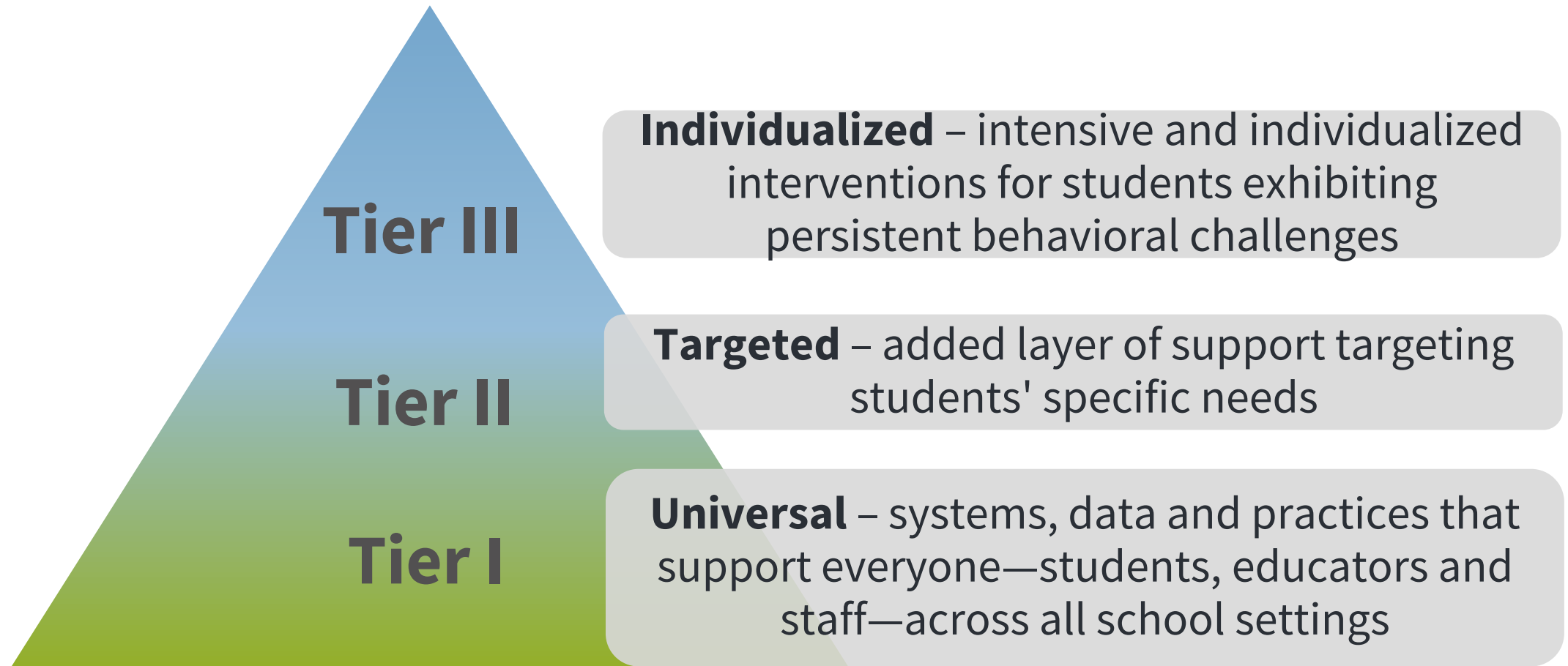
Positive skills
students will use
throughout their
lives

Proactive and
strengths-based
support for
students

PBIS is a Process



PBIS uses a Multi-tiered Systems of Support Framework



Tier 1

Tier 1 interventions:

- Schoolwide Positive Expectations and Social Emotion Behavior Skills are Defined and Taught
- Procedures for Establishing Classroom Expectations and Routines anchor to Schoolwide Expectations
- Continuum of Procedures for Encouraging Expected Social, Emotional Behavior
- Continuum of Procedures for Discouraging Unwanted Behavior
- Procedures for Ensuring School-Family Partnerships

Tier 2

Tier 2 interventions are:

- Aligned with school-wide systems
- Continuously available, easily implemented-interventions known by all
- Provide increased instruction and practice
- Provide increased adult supervision and opportunities for connection and reinforcement
- Are continuously monitored
- Support student choice, participation and self monitoring

Tier 3

Tier 3 interventions:

- Stem from a strong foundation in Tier 1 and Tier 2 supports
- Organize individual teams to support students with more intense needs
- Utilize Functional Behavior Assessment, Wraparound services and Individualized Behavior Support Plans
- Use Person Centered Planning

Outcomes Associated with PBIS



Improved Student Outcomes

- Academic Achievement
- Prosocial Behavior
- Attendance
- Emotional Regulation
- Reduced Bullying and Harrassment
- Reduced Alcohol and Other Drug Use
- Improved Outcomes for Students With Disabilities



Reduced Exclusionary Discipline

- Office Discipline Referrals
- Suspensions
- Restraint and Seclusion
- Racial Inequities

Evidence for each outcome available at www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice



Improved Teacher Outcomes

- Teacher Efficacy and Well-Being
- Teacher-Student Relationships
- Student Engagement and Instructional Time
- School Culture and Organizational Health
- Climate and Safety

PBIS is Not



- Packaged Curriculum or One Time Program
- Posters, Stickers, Food Rewards
- Against Consequences
- Limited to specific groups of students

When Considering PBIS Rewards...

Remember The Purpose Of Rewards Is To Encourage Engagement

- The Department encourages schools and districts to use funds for incentives that are not food
- Schools should consider rewards that encourage relationships and engagement
 - Lunch with a friend and staff member
 - Free admission to a school event
 - Teacher helper/assistant for a class period

Connecting PBIS and Mental Health: An Interconnected Systems Framework

Tier	Who	Academic (RTI)	Behavior (PBIS)	Behavioral Health, Prevention and Promotion
Intensive	High-risk/Identified Concern Individual Attention	<ul style="list-style-type: none"> • 1:1 instruction • Increased Time • Tutoring • 504 or IEP 	<ul style="list-style-type: none"> • BIP • Individual Counseling • Wraparound 	<ul style="list-style-type: none"> • Information and referral • Screening and consultation
Selective/Secondary	At-risk Small Groups	<ul style="list-style-type: none"> • Small Group • Supplemental Instruction 	<ul style="list-style-type: none"> • Small Group Skills • Check in/Check out • Mentor 	<ul style="list-style-type: none"> • Peer Support Groups • Education for Specific Groups
Universal	All Students	<ul style="list-style-type: none"> • Core Curriculum 	<ul style="list-style-type: none"> • Behavior Expectations • Teach appropriate behavior • Reinforce appropriate behavior 	<ul style="list-style-type: none"> • Access Policies • Anti Bullying Policies • Good Behavior Game • Life skills training • Youth led prevention • Social Norms

Benefits of Interconnected Systems Framework



Uncovering students with mental health needs earlier



Linking students needs to evidence based interventions



Data tracking system to ensure youth receiving interventions are showing improvement

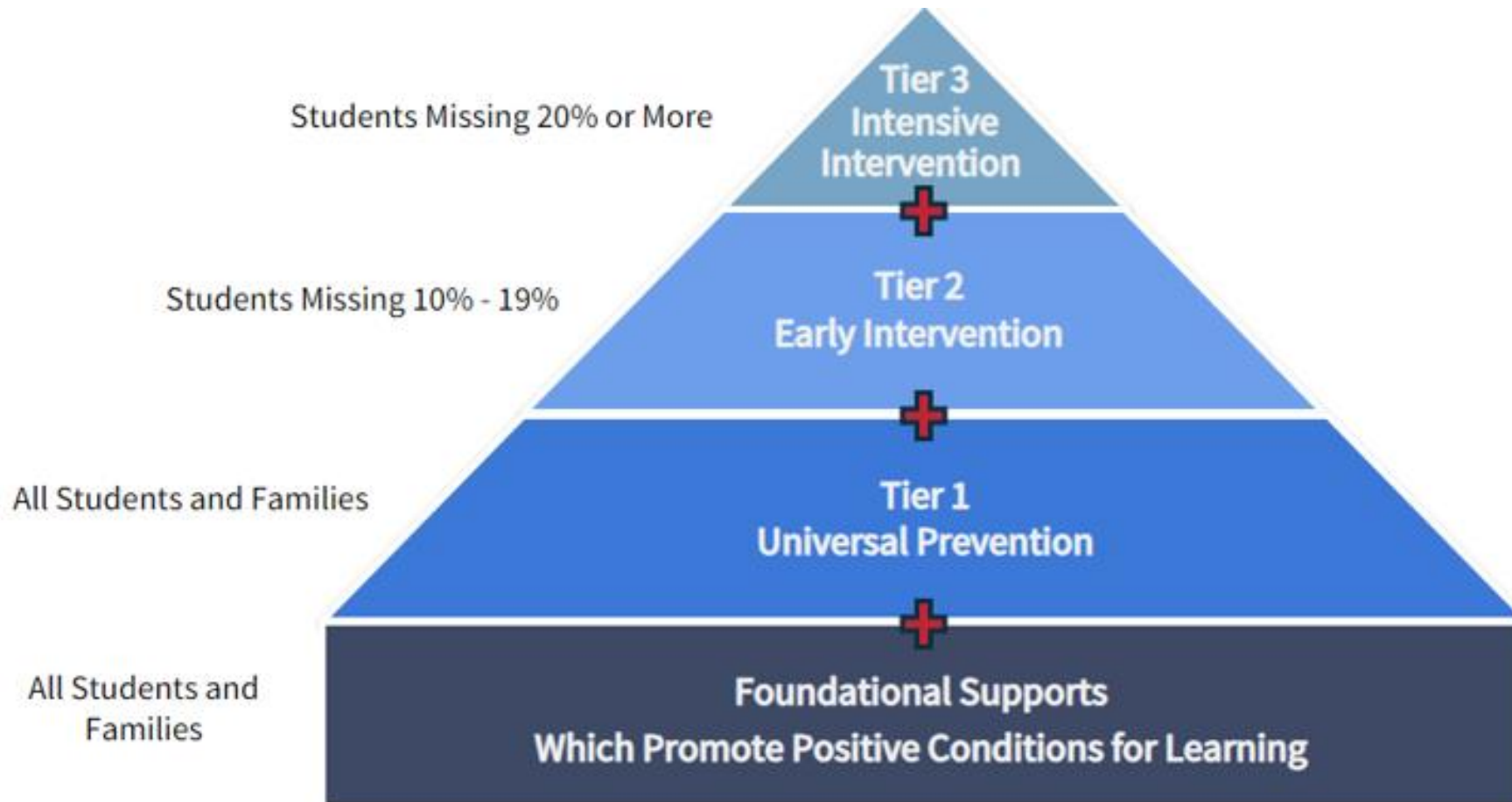


Expandable roles for clinicians to support adults as well as students across all tiers of support



Healthier school environments

Attendance and Family Engagement Integration



PBIS Training and Coaching Support

Current Model

- [Ohiopbis.org](https://ohiopbis.org): Four-part series covering fundamentals of PBIS implementation
- SST provides in depth training regarding implementation at each Tier.
- Follow up coaching and onsite implementation support available from SST



2025 Updates

- [Ohiopbis.org](https://ohiopbis.org) Fully asynchronous in-depth training modules for Tier 1 and Tier 2 and Classroom practices.
- SST provides resources and guides as companion tools to support training materials
- Follow up coaching and onsite implementation and support available from SST

Title I-A: Improving Basic Programs

- Provide financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
 - Possible supplemental activities to support PBIS:
 - Counseling
 - Behavioral interventions
 - School-based mental health services

Title II-A: Supporting Effective Instruction

- Strengthen the quality and effectiveness of teachers, principals and other school leaders.
- Possible supplemental activities to support PBIS:
 - PBIS Training for staff beyond Ohio's basic professional development requirement
 - Wellness and mental health
 - Issues related to school conditions for student learning such as safety, prevention, and absenteeism
 - Improving competency and responsiveness to improve conditions for all educators and students from underrepresented minority groups
 - Integrating aligned initiatives into the PBIS Framework
 - Funding teacher support groups or a Professional Learning Community (PLC)

Title IV-A: Student Support and Academic Enrichment

- Improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide:
 - All students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology to improve the academic achievement and digital literacy of all students

Title IV-A: Student Support and Academic Enrichment

- Possible supplemental activities to support PBIS:
 - Stipends for supplemental PBIS team members and liaisons
 - Supplemental materials such as videos, posters, to improve PBIS implementation at all Tiers
 - PBIS data systems to track office referrals and beyond
 - Design and implement tailored plan to reduce exclusionary discipline practices

Title IV-A: Student Support and Academic Enrichment

- Secondary reinforcements for demonstrating appropriate behavior in Tier I:
 - Items of nominal value could include pens, bookmarks, erasers, etc.
 - Items from school store
 - Early dismissal to go to lunch
 - Lunch with staff member

Title IV-A: Student Support and Academic Enrichment

- Stronger Connections Grant, supplement to Title IV-A
 - Awarded to Local Education Agency (LEA) applicants to provide students with safer and healthier learning environments.
 - Funding for activities that support student physical health, mental health, and safe and supportive environments.

Supporting Student Wellness

- [School Payment Reports](#)
- [Supporting Student Wellness](#)
- **At least 50% of SWSF must be used for mental or physical health services or a combination of both**

Key: ● Student Wellness and Success Funding ■ Disadvantaged Pupil Impact Aid

	Initiatives	Examples
● ■ Mental health services	Mental health services, including telehealth services, community-based behavioral health services and recovery supports	Hiring new or additional social workers and school counselors to provide supports to students Partnering with community agencies to identify student needs and provide evidence-based behavioral health services and recovery support
● ■ Physical health services	Physical health care services, including telehealth services and community-based health services	Hiring school nurses and healthcare providers to serve students during the school day Providing telehealth services to meet students' physical health needs in rural communities Constructing or adapting existing space for a school-based health center Collaborating with community partners to address student physical and mental health needs through school-based health care

RESOURCES

- [Why Parents Shouldn't Use Food as Reward or Punishment \(nationwidechildrens.org\)](https://www.nationwidechildrens.org)
- [Technical Assistance Toolkit for Wellness Policies](#)
- [School Health Guidelines | Healthy Schools | CDC](#)
- [Tips for Teachers: Promoting Healthy Eating and Physical Activity in the Classroom \(cdc.gov\)](https://www.cdc.gov/ncbddd/odphp/ps/healthy-eating-physical-activity-classroom-tips-2018)
- [Center on PBIS | School-Wide](#)

QUESTIONS?

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