
Ohio PBIS Network 2016 Annual Plan & 2014-2015 Annual Summary Report

January 2016



Ohio
PBIS
Network

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The Ohio Positive Behavioral Interventions and Supports (PBIS) Network has been making significant strides throughout the 2014-2015 school year. Buoyed by additional resources via the initiation of the School Climate Transformation Grant, continued support from the Ohio Department of Education's Office for Exceptional Children and synergy from the collaboration with grant partners within the Healthy Schools and Communities Resource Team, meaningful transformations are taking place in support of Positive Behavioral Interventions and Supports (PBIS) in Ohio. The following is a brief summary of the progress made by the network in supporting Ohio's scale up of PBIS throughout the state during 2014-2015.

Membership and Structure

The Ohio PBIS Network has maintained stable membership and participation during the past year. The network has continued a consistent involvement of approximately 40 members for the last three years. The network members are composed primarily of representatives from Ohio's 16 State Support Teams. The State Support Teams (SST) are sponsored and supported by the Ohio Department of Education's, Office for Exceptional Children. Each of the 16 State Support Teams has participating members in the Ohio PBIS Network. Additional network members include representatives from the department of education's Office for Exceptional Children, Office of Early Learning and School Readiness, and Office for P-20 Safety and Security. Staff from the Ohio Center for Autism and Low Incidence (OCALI) and Miami University also regularly participate in the network.

The Ohio PBIS Network has maintained a set of workgroups to serve a variety of scaling-up functions. During the last year, the workgroups renewed their members, goals and action steps. An Early Childhood PBIS Workgroup was created during the spring of 2013.

The current workgroups are listed as follows:

- Workgroup I: Visibility, Marketing & Political Support;
- Workgroup II: Family Engagement Through PBIS;
- Workgroup III: Building Capacity for Sustainability;
- Workgroup IV: Methodology, Training and Behavior; and
- Workgroup V: Early Childhood PBIS.

The workgroups maintain additional and separate planning and implementation meetings. On average, each workgroup meets three to five times a year to address their workgroup goals. Going forward, it is anticipated that the workgroup structure will be modified to conform to the ever changing network needs.

A quick visual summary of the Ohio PBIS Network's Workgroup structure follows.

OHIO PBIS NETWORK WORKGROUPS 2014-2015



The network continued to meet formally as a whole group for four regularly scheduled, full-day sessions in Columbus during the last school year. The network has maintained consistent quarterly meetings for the last three years. The meetings were well attended, productive and focused on the critical steps needed to expand PBIS in the state. The network members are focused professionals with the workgroup teams typically meeting throughout the lunch breaks and after the formal meeting has ended.

The activities and urgency of the work for the Ohio PBIS Network continues to be greatly accelerated with the Ohio State Board of Education's adoption of policy (January 2013) and rules (April 2013) regarding Positive Behavior Interventions and Support and Restraint and Seclusion. These rules and policy strongly support the adoption of PBIS in all public schools. Several members of the network assisted in the development of the language for the rules and policy and assisted in the development of resource materials related to the seclusion and restraint policy.

The Network continues to develop collaborative partnerships with offices within the department of education and Ohio state agencies. Examples of some of these efforts in development are listed below.

- Ongoing collaboration with the offices and agencies involved in the Safe Schools & Health Students grant initiative; including the department of education's Center for P-20 Safety and Security and the Ohio Department of Mental Health and Addiction Services.
- Ongoing participation with the Healthy Schools and Communities Resource Team (HSCRT - formerly the State Management Team), a multiagency, and multi-university group tasked with the coordination of health, mental health and grant-driven resources. The Healthy Schools and Communities Resource Team coordinates, supports and aligns the efforts of the School Climate Transformation Grant, the Project Aware Grant and the Safe Schools–Healthy Students Grant.
- Ongoing collaboration with the team of professionals charged with the development of the State Personnel Development Grant (SPDG). Included in the SPDG grant effort are initiatives to expand parent-teacher engagement and develop coaching resources. The PBIS Network has maintained an extraordinary effort to maintain alignment with Ohio Department of Education initiatives, including the Ohio Improvement Process.
- The Ohio PBIS Network has benefited greatly from collaboration and support from the Ohio School Psychologists Association (OSPA). OSPA has sponsored four statewide conferences in the last three years focusing on PBIS and mental/behavioral interventions for students.
- Collaboration and mutual support for the Every Moment Counts Initiative. Every Moment Counts is a mental health promotion initiative spearheaded by Ohio occupational therapists. It helps children make better use of nonacademic time to become more mentally healthy and more socially involved. The Every Moment Count initiatives support positive mental health as it is associated with feeling good emotionally, doing well functionally and coping with challenges in everyday life. For children and youth, this means doing well during academic (classroom) as well as nonacademic (recess, lunch, after-school extracurricular activities) times of the school day.
- Each year, members of the Ohio PBIS Network regularly provide presentations and trainings at the various state professional conferences (Special Education Leadership Conference, Ohio School Psychologist Association, Ohio Prevention and Early Intervention Conference, Connect for Success and others)

Consultation

The Ohio PBIS Network has been fortunate to receive continuing guidance and support of Dr. Timothy Lewis from the OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports. Dr. Lewis has provided periodic phone, video-link and face-to-face consultation on an ongoing basis to the network. His guidance has proven to be invaluable in assisting the network in efficiently setting its goals and priorities while minimizing missteps. Dr. Lewis also has visited Ohio on several occasions during the recent years to provide professional development sessions. Dr. Lewis will be continuing his support and consultation assistance with the network during the upcoming year. In recent years, Dr. Lewis has presented master sessions and consultation at the state Special Education Leadership Conference and at state PBIS workshops. The Ohio Network also was fortunate to have Dr. Rob Horner present a full-day session on PBIS Team Initiated Problem Solving (TIPS) at the spring 2014 Ohio School Psychologist Conference.

Network Accomplishments: 2014-2015

The Ohio PBIS Network's energetic members have generated numerous accomplishments during the past year. Briefly stated, an accomplishment list is highlighted below.

- Continued to develop and expand Ohio web-based resources for PBIS now available on the Ohio Department of Education website. See education.ohio.gov and *Search: PBIS*. During the last year we have added additional web based resources on classroom management, behavioral resources and restraint and seclusion prevention oriented training. The Ohio PBIS web pages are now being viewed on average by a 1000 viewers per month.
- Updated our collaboration capacity with our Primary Trainers and Coaches Network by utilizing a shared site to develop and share PBIS training resources.
- Continued development of Ohio PBIS resources in alignment with and in support of other state improvement initiatives, e.g. the Ohio Improvement Process (OIP) and the State Personnel Development Grant (SPDG).
- Continued Primary Trainer conference calls to share information and resources with PBIS trainers and coaches across the state.
- Provided basic overview information regarding PBIS at a variety of state conferences, such as: The Ohio Council for Children with Behavioral Disorders, Ohio School Psychologist Association and the Ohio Special Education Leadership Conference, as well as numerous regional presentations.
- Continued statewide trainings through the regional State Support Teams, utilizing the quality PBIS Overview, PBIS Train the Trainer, PBIS Classroom Management, and Tier II-III Workshop packages.
- Developed a Primary Trainers Coaches group composed of statewide trainers and coaches; the size of this group continues to expand.

Fundamental to the progress in scaling up of PBIS in Ohio has been the development of quality training resources. This work has primarily been generated by the Training Workgroup. Training resources have been developed, vetted and revised in the areas of: Basic Tier I PBIS Training, PBIS Classroom Management and PBIS Tier II Training. Additional training resources in the areas of PBIS coaching should be available prior to the end of this school year. Attendees at the many PBIS-related trainings have reported a high level of satisfaction and information acquired from the statewide and regional trainings provided.

Highlights of some of the data regarding the statewide PBIS trainings are provided below.

- A review of training registration records revealed that 44 introductory training and coaching support training sessions were provided for 1,836 attendees in 455 "new adopter" schools

(representing 221 school districts) during the 2014-2015 school year. Furthermore, advanced training and coaching supports were provided to 174 attendees from 81 schools (representing 63 school districts) on PBIS-aligned classroom management. Additionally, advanced Tier II/III coaching supports were provided to 554 attendees from 220 currently implementing schools (representing 145 school districts). Finally, “train the trainer” sessions were held for 122 attendees from 52 schools (representing 32 school districts).

- A review of training registration records revealed that trainings were provided to staff in nearly all regions of the state (see Figure 1). Districts participating in trainings represented urban, rural, suburban, and small town school districts. A further description of the number of districts involved in the trainings is summarized in (a) above. Within the participating districts, training and technical assistance was provided to a variety of staff. These data began to be systematically tracked on Feb. 23, 2015, when we implemented our 11-item PBIS post-training survey at all PBIS trainings. From that date until May 31, 2015, the majority of training attendees (n= 541) were teachers (56.3 percent) followed by related service professionals (24.8 percent), administrators (18.3 percent), and parent/community members (0.6 percent). Furthermore, these attendees (n= 541) primarily served elementary populations (55.4 percent) followed by middle school (15.4 percent), high school (10.4 percent), multi-grade (9.1 percent), district-level (6.1 percent), and other/not applicable (3.4 percent).

Figure 1. Number of trainings provided within the 16 State Support Team (SST) regions.



- In 2014-2015, schools completed the Tiered Fidelity Inventory (31 schools), the Self-Assessment Survey (173 schools), the Benchmarks of Quality (57 schools), the Team Implementation Checklist (90 schools), the Schoolwide Evaluation Tool (16 schools), the Early Childhood Benchmarks of Quality (1 school), and the ISSET (1 school). Because some of these schools completed multiple implementation measures and are thus double-counted in these figures, it is important to note that there were only 263 unique schools that entered data on at least one measure.

A summary of the most recently available Post-Training Survey results is included in **Appendix I**.

PBIS Network Workgroup Accomplishments: 2014-2015

For the last two and a half years, the workgroups that make up the core of the Ohio PBIS Network have been the workhorses of progress for scaling up PBIS in Ohio. A few of the many achievements of the workgroups are highlighted below:

- Workgroup I Visibility, Marketing & Political Support: The Marketing Workgroup generated several major accomplishments during the last year. The most notable of which includes:
 - Successful launch of the first PBIS Showcase Conference (see grant section for details).
 - Successful launch of an Ohio PBIS Recognition System that recognizes schools meeting standards for fidelity of implementation.
 - Developing a near final draft of a Fidelity of Implementation and Recognition Guide for Ohio.
 - Promoted the scale up of PBIS by presentations at Ohio educator conferences.
- Workgroup II Family Engagement and PBIS:
 - This relatively new workgroup has developed an introductory set of materials to help orient parents to PBIS. This group also is working on increasing resources for families on the state website. The workgroup will continue to expand PBIS resources for parents in the upcoming year.
- Workgroup III Building Capacity for Sustainability:
 - Reviewed other states to assess Ohio's relative capacity for sustainability.
 - Conducted a comparative analysis of SST facilitators to districts to determine need and identified specific needs for Ohio urban areas.
 - Developed a plan to address potential PBIS staff turnover.
 - Supported PBIS coaching development with Edmodo Resources for Tier I coaching and team supports.
 - Continued to monitor progress and update the Ohio PBIS 5-Year Plan.
- Workgroup IV Methodology, Training and Behavior:
 - This group continues to develop and revise high-quality training materials and resources. This workgroup has added training resources for PBIS classroom management and Tier II-III training during the last year.
- Workgroup V Early Childhood PBIS:
 - The Early Childhood Workgroup continues its work to integrate early childhood content into the PBIS training materials and resources.
 - The workgroup also maintains an ongoing effort to maintain alignment between other early childhood initiatives and PBIS.
 - The Early Childhood Workgroup is collaborating with Dr. Lewis to develop and pilot an early childhood version of the Tiered Fidelity Inventory (TFI-EC).

Grant Related Initiatives

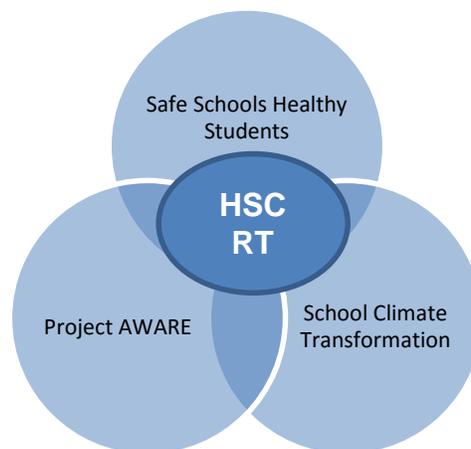
The PBIS work in Ohio has been greatly accelerated with the award of a U.S. Department of Education School Climate Transformation Grant. The Office for Exceptional Children consulted with the Miami University Center for School Based Mental Health Programs (CSBMHP) and received the School Climate Transformation Grant and a Department of Health and Human Services Substance Abuse and Mental Health Service Administration (SAMHSA) Project Aware: "Now is the Time" grant. Both grants are expanding PBIS and mental health supports to the schools in Ohio.

Ohio is in a very elite group of states that received funding for all three behavioral health federal grants: School Climate Transformation Grant, Project Aware and Safe Schools Healthy Students Grant.

The state management team (Healthy Schools and Communities Resource Team) that was developed in support of the Substance Abuse and Mental Health Service Administration Safe Schools - Healthy Students grant also has provided coordination and advisory functions for the School Climate Transformation and Project Aware grants. The Healthy Schools and Communities Resource Team (HSCRT) is facilitating a coordinated and comprehensive effort to promote safe schools, improve school environments and cultures, provide multi-tiered systems of support, promote social-emotional learning and improve coordinated supports and care for Ohio students.

As part of our multi-grant effort, we are partnering with staff members from the Ohio University Voinovich School of Leadership and Public Affairs to initiate original research related to the development of a Positive Behavioral Interventions and Supports Public Value Proposition. The initial phases of this study will begin in the spring of 2016.

Healthy Schools and Communities Resource Team



All three grants (School Climate Transformation, Project Aware, and Safe Schools/Healthy Students) share common and interrelated goals. These shared, common and interrelated goals are aligned to five defining elements. The five elements were outlined by the original Safe Schools Healthy Students grant and are as follows:

- Element 1: Promoting Early Childhood Social and Emotional Learning and Development;
- Element 2: Promoting Mental, Emotional and Behavioral Health;
- Element 3: Connecting Families, Schools and Communities;
- Element 4: Preventing Behavioral Health Problems, Including Substance Abuse;
- Element 5: Creating Safe and Violence-Free Schools.

A crosswalk summarizing the five elements of the three grants, with state- and local-level task details has been completed and receives periodic updates.

The School Climate Transformation Grant effort has benefited greatly from the unique and synergistic collaboration generated within the Healthy Schools and Communities Resource Team. The generous support and guidance provided by the team that originally led the Safe Schools Healthy Students Grant and now coordinates all three grant efforts has facilitated a more efficient scaling up of PBIS and the School Climate Transformation efforts.

The collaboration and cooperation among the many elements that make up the Healthy Schools and Communities Resource Team has been very positive, in spite of the inherent challenges involved in working with multiple organizations.

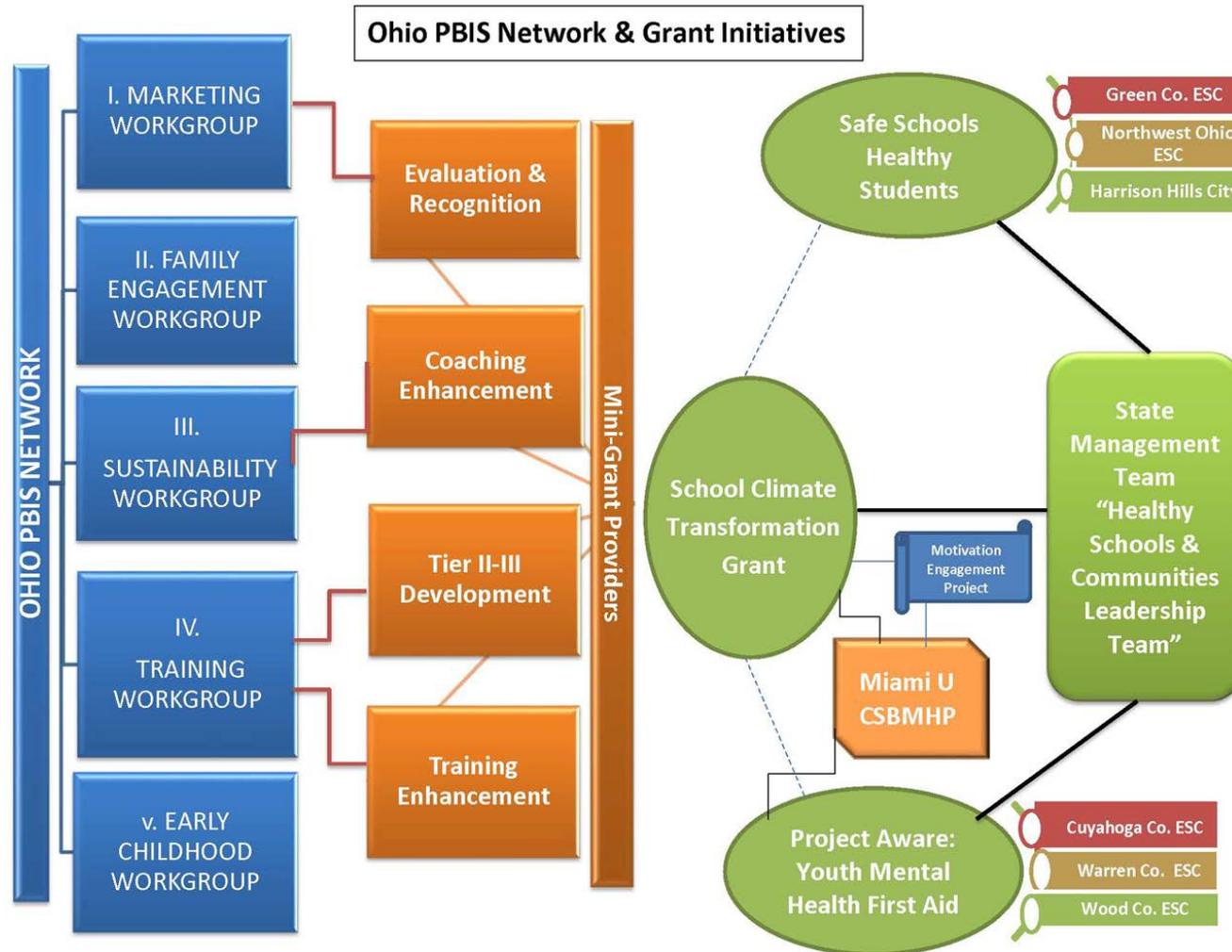
Major Accomplishments Associated with the School Climate Transformation Grant and the Healthy Schools and Communities Resource Team

As indicated above, the first year of the School Climate Transformation Grant has brought meaningful progress with the grant, in collaboration with the sister grants. A brief summary of these accomplishments is provided below:

- Utilizing funds from the School Climate Transformation Grant, the Marketing Workgroup successfully orchestrated the first annual Ohio PBIS Showcase Conference. This conference featured:
 - Presentations from 10 model programs provided by high-quality and innovative PBIS schools across the state.
 - Recognition of schools that have obtained bronze, silver or gold status with their implementation of PBIS.
 - Keynote and training sessions by Dr. Steve Goodman (Michigan) regarding sustainability and planning.
 - A full-day training session by Joellen Killion on PBIS Process Coaching.
- Successful reconstitution of the state management team into a unified Healthy Schools and Communities Resource Team providing oversight and planning to the three grants aligned to five key elements.
- Development of six Community Management Teams to coordinate district-level grant initiatives for the Safe Schools Healthy Students and Project Aware Grants.
- Adoption of mission and vision statements for the Healthy Schools and Communities Resource Team. The team is making good progress in defining its needs, goals, priorities and action steps.
- School Climate Transformation Grant-funded PBIS mini-projects fill the gap of needed resources in support of scaling up PBIS. These mini-projects included the following:
 - PBIS train-the-trainer opportunities were provided to 375 new PBIS trainers. This effort provided five regional two-day trainings with additional follow-up support.
 - An Ohio PBIS Coaching Guide is being developed and is nearing completion. This guide integrates PBIS fundamentals within a Process Coaching framework aligned to the Ohio Improvement Process (OIP).
 - A PBIS Tier II – III Workbook is nearing completion. These resources integrate fundamental materials developed by Missouri PBIS with essential elements of the Ohio Improvement Process and Ohio PBIS Process Coaching.
 - An Ohio Fidelity of Implementation and Recognition Guide is under development. This guide will be providing quick reference information on the Ohio PBIS Recognition System, use of PBISapps and information on basic PBIS evaluation tools.
- Successful first year initiation of Youth Mental Health First Aid (YMHFA) trainings and scale up of training capacity.

- Development of a detailed crosswalk specifying five element-oriented tasks for the three grants. The crosswalk also details state- and community-level action steps.
- Development of a Mental Health, Social, Emotional Screening and Evaluation Compendium, which details 50 no-cost screen tools to benefit schools in identifying key areas of need related to student well-being and engagement.
- Our grant partner, the Miami University affiliated Ohio Mental Health Network for School Success (OMHNSS) is rolling out a web based mapping of mental health and community resources available for each of the 88 counties in Ohio. The Ohio Mental Health Network for School Success also is providing a Quality and Effective Practice Registry, which identifies successful strategies and programs that meet the academic and social-emotional needs of students.

The Abstracts for the School Climate Transformation and Project Aware Grants can be found in **Appendix II**. A graphic summary of the Ohio PBIS Network with its workgroups, mini-projects and the multi-grant partners is provided as follows.



Current Goals for the Ohio PBIS Network

Although the Ohio PBIS Network has realized substantial progress in scaling up PBIS in Ohio, there is recognition that the work is far from done. A brief overview of current priorities the PBIS Network plans to accomplish in the next 12 months are listed below:

- Scale up the acceptance and use of PBIS fidelity of implementation tools (e.g. Tiered Fidelity Inventory), utilization of PBISapps, applications for the Ohio PBIS Recognition System and participation at an annual PBIS Showcase Conference.
- Improve the quality and reliability of our methods for acquiring statewide PBIS data, including outcome data.
- Improve the development and implementation of the Ohio PBIS coaching network.
- Finalize web based resources (PBIS Coaching Guide, Tier II – III Workbook and quality examples) currently under development and increase the use of these resources.
- Develop resources and supports for early childhood PBIS, including work on developing early childhood modifications for the Tiered Fidelity Inventory.
- Develop and expand resources for families in support of PBIS.
- Expand resources and materials in support of behavioral health integration in Ohio schools.
- Develop a more meaningful set of web based training resources to supplement the existing PBIS training efforts.
- Following our consultation with Dr. Steve Goodman (MiBLISi – Michigan), we will be updating our 5-Year Plan to integrate his sustainability recommendations.

The Ohio PBIS Network has been striving to update and organize the network goals and priorities for the current and future years. The network goals were aligned to the School-wide PBIS Implementation and Self-Assessment. As mentioned, the current Ohio PBIS Network 5-Year Plan is in the process of revision following Dr. Goodman's consultation, the most recent version of the plan can be found in **Appendix IV**.

Current Goals for the School Climate Transformation Grant

- Develop and update Ohio resources in support of Tier I PBIS, including a Tier I Workbook.
- Continue to expand the PBIS training capacity throughout the state, including additional train-the-trainer opportunities for 350.
- Roll out initial phases of development and piloting for a student motivation initiative aligned to PBIS.
- Increase statewide training opportunities for PBIS classroom management and Tier II-III interventions.
- Expand coaching supports and coaching resources at all levels: local, regional and state.

Annual Self-Assessment

The SWPBS Self-Assessment was completed during the summer of 2015 by members of the PBIS Network. The results of this self-assessment with a comparison to results from the previous two years can be found in **Appendix III**.

**Appendix I
Summary of Post-Training Survey Results**

Analysis of PBIS Post-Training Survey Data

The purpose of this report is to describe the methods, findings and conclusions from an analyses of Ohio PBIS post-training survey data.

Instrument

An 11-item PBIS post-training survey was developed in December 2014 and finalized in February 2015. The survey was based on a survey used by State Support Team 3 and was revised via feedback from PBIS Network members and Ohio Department of Education employees. The survey was administered to attendees of Ohio PBIS-themed training sessions between Feb. 23 and May 31, 2015. Following several demographic items, the survey asked questions about the attendees' satisfaction with the training, knowledge obtained through the training, usefulness of the training, perceptions of the presenter(s), perceptions of the challenges/benefits of implementing PBIS, plans for implementing PBIS and recommendations for improving the training sessions. Most items were answered using a Likert-scale or checklist format, although three items required open-ended narrative responses.

Participants

Post-training survey data were submitted for 541 training session attendees. The majority of training attendees were teachers (56.3 percent), followed by related service professionals (24.8 percent), administrators (18.3 percent), and parent/community members (0.6 percent). Furthermore, these attendees primarily served elementary populations (55.4 percent) followed by middle school (15.4 percent), high school (10.4 percent), multi-grade (9.1 percent), district-level (6.1 percent), and other/not applicable (3.4 percent) populations. The attendees represented nearly all SST regions of the state, as well as urban, rural, suburban, and small town school districts.

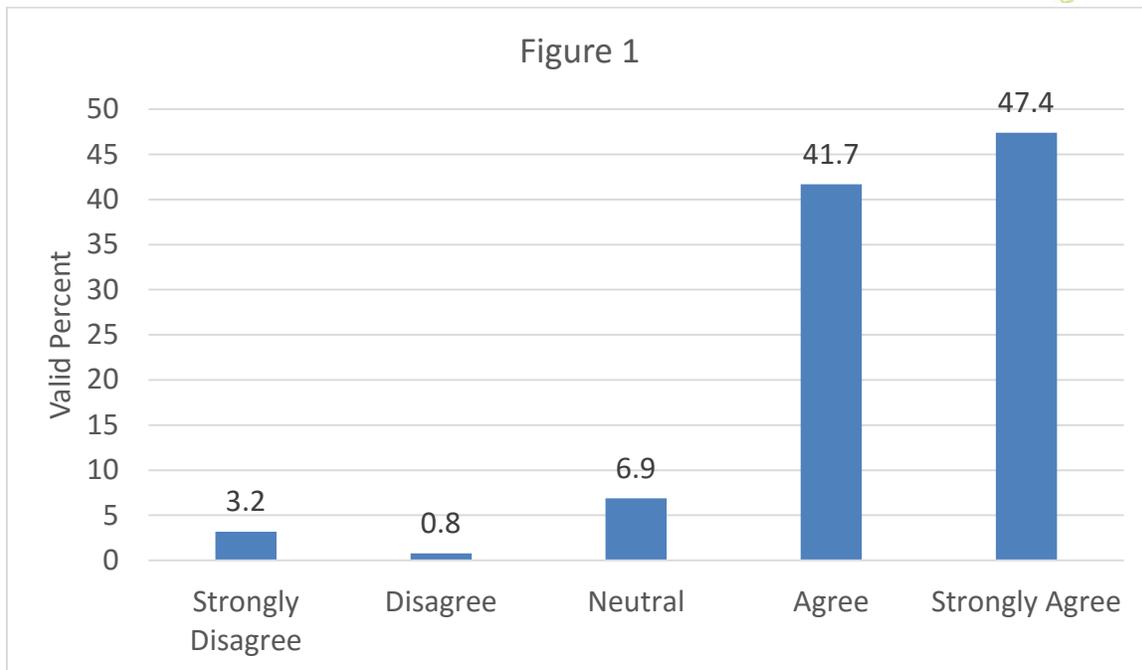
Analyses

Data were entered into SPSS by trained graduate assistants and was verified for accuracy. After the data were appropriately coded, the quantitative items were analyzed using descriptive statistics, frequencies and graphs. The three open-ended items were analyzed qualitatively using a thematic analysis in which all the responses from an item were read and then grouped into subject categories (e.g., staff buy-in, time) with other similarly worded responses. Unique responses were noted, but not reported with the common themes.

Results

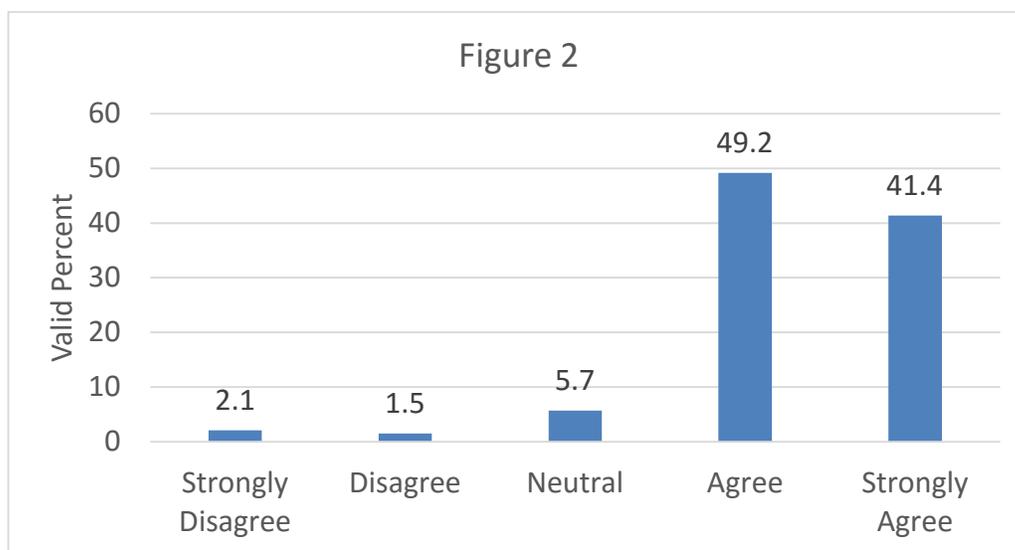
Satisfaction with Sessions

One item on the survey stated, *"I am very satisfied with this session"* and asked attendees to indicate whether they strongly disagreed, disagreed, were neutral, agreed, or strongly agreed with the statement. Of those 525 attendees who answered this item, 47.4 percent strongly agreed with the statement and 41.7 percent agreed with this statement, for a total of 89.1 percent who were satisfied with the session (see Figure 1).

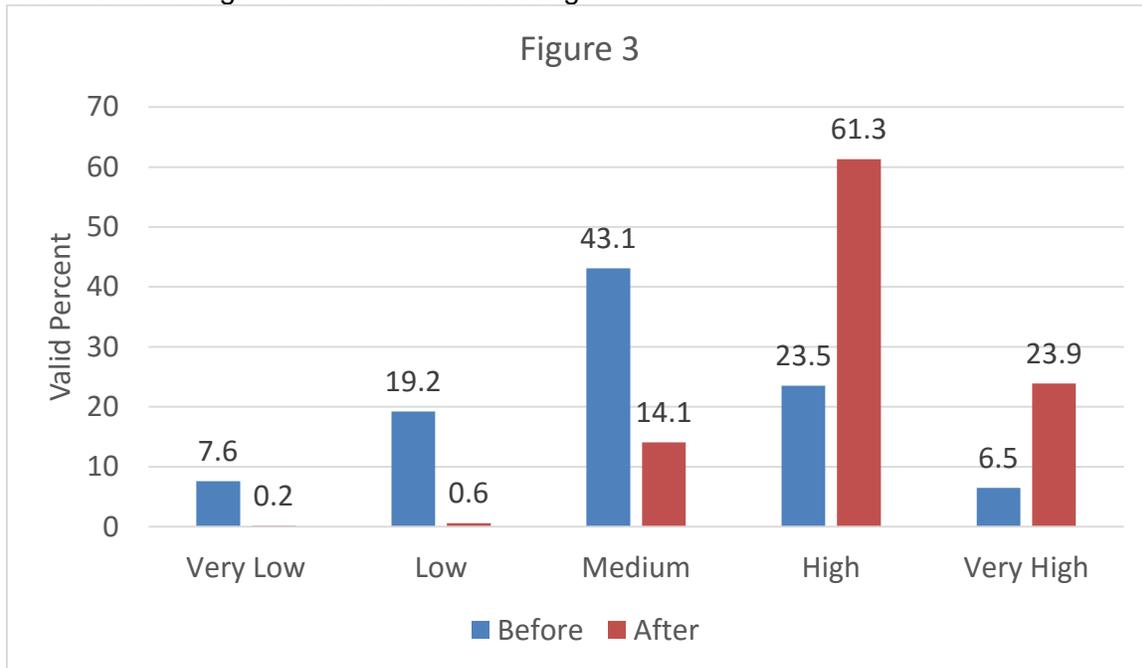


Knowledge Obtained from Sessions

One item on the PBIS post-training survey stated, “This session improved my knowledge and understanding of PBIS as a process for implementing a multi-tiered behavioral framework” and asked attendees to indicate whether they strongly disagreed, disagreed, were neutral, agreed, or strongly agreed with this statement. Of the 524 attendees who answered this item, 41.4 percent strongly agreed with the statement and 49.2 percent agreed with this statement, for a total of 90.6 percent who believed that the training improved their knowledge and understanding to some degree (see Figure 2).

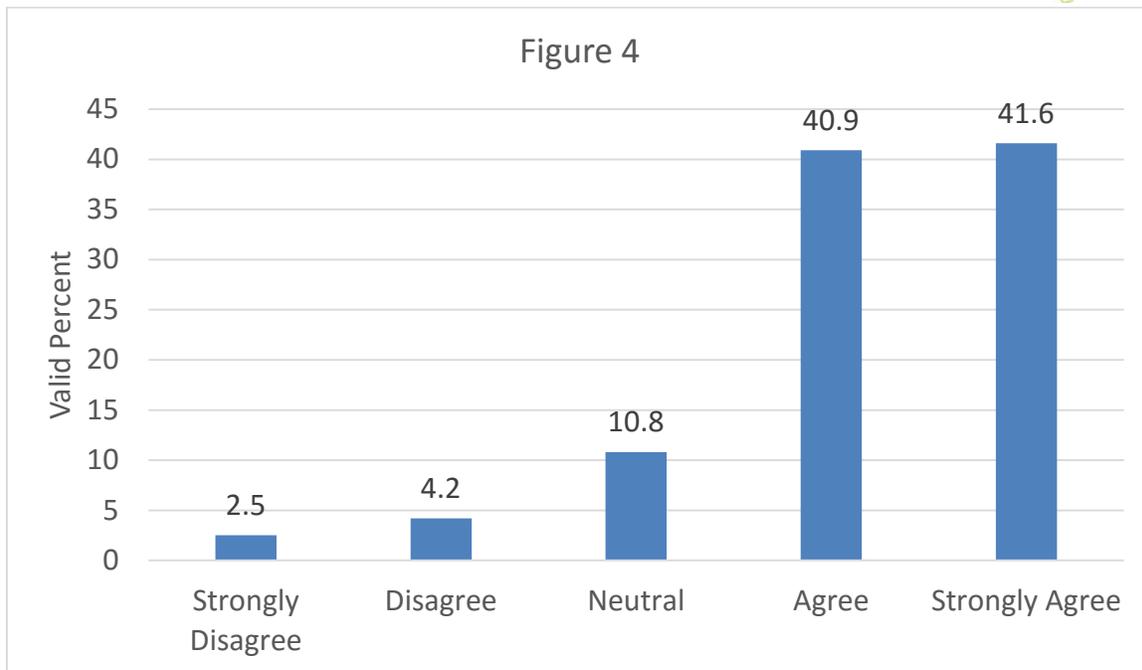


A set of two additional items asked attendees to rate their knowledge of PBIS (a) before and (b) after the session, using a response scale ranging from “very low” to “very high.” When asked to retrospectively rate their knowledge level before the session, most attendees rated their knowledge as “medium” (43.1 percent), followed by “high” (23.5 percent). When asked to rate their knowledge level at the conclusion of the training, the majority of participants rated their knowledge as “high” (61.3 percent) followed by “very high” (23.9 percent). These results (see Figure 3) suggest an increase in self-perceived knowledge as a result of the trainings.

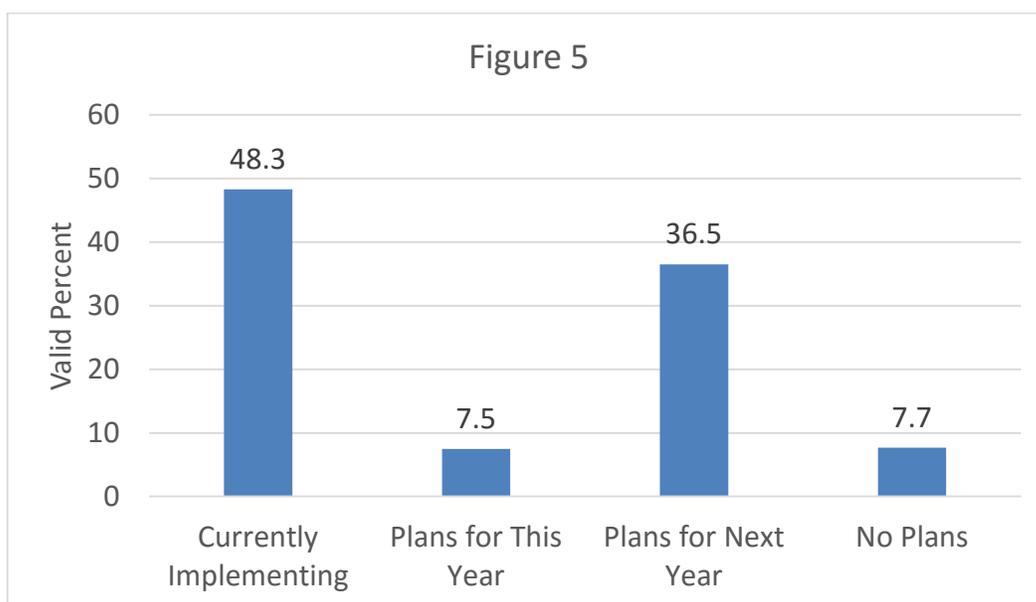


Usefulness of Information from Sessions

One item on the survey stated, “*I am likely to use information from this session within 4 weeks,*” and asked attendees to indicate whether they strongly disagreed, disagreed, were neutral, agreed, or strongly agreed with this statement. Of the 519 attendees who answered this item, 41.6 percent strongly agreed with the statement and 40.9 percent agreed with this statement, for a total of 82.5 percent who believed that they would apply the information within four weeks (see Figure 4).

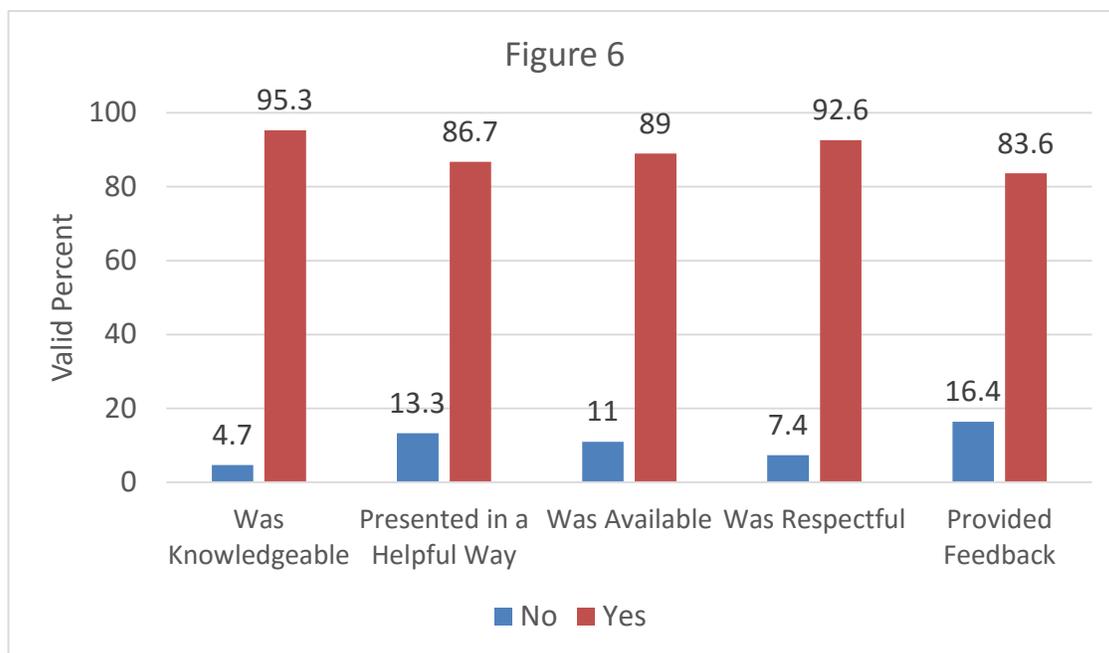


One item on the PBIS post-training survey asked whether the individual attendee's district or school (a) is currently implementing PBIS, (b) plans to implement PBIS during the current school year, (c) plans to implement PBIS during the next school year, or (d) has no plans to implement PBIS during the current or next school year. Of the 541 attendees who completed the post-training survey, 493 responded to this item. Of those 493 attendees, 55.8 percent indicated that their schools either were currently implementing PBIS or would be implementing PBIS in the current school year. An additional 36.5 percent indicated that their schools would begin implementation in the subsequent school year, with the remaining 7.7 percent having no plans to implement. Together, 92.3 percent of the schools were either implementing or had plans to begin implementation during the current or next school year (see Figure 5).



Perceptions of Presenter(s)

One item on the PBIS post-training survey asked attendees about their perceptions of the session facilitator(s). The item listed five statements about the presenter(s) and asked attendees to check all statements that apply. These statements included, (a) “was/were knowledgeable about the session content,” (b) “presented information in a way that helped me learn,” (c) “was/were available to address my questions,” (d) “was/were respectful to participants,” and (e) “provided feedback that helped me gain knowledge necessary to enhance my skills.” Out of the 541 attendees who completed the post-training survey, 513 responded to this item. Of those 513, 95.3 percent indicated that the presenter(s) was/were knowledgeable, 86.7 percent said that the presentation style helped them learn, 89 percent indicated that the presenter(s) was/were available to answer questions, 92.6 percent thought that the presenter(s) was/were respectful to participants, and 83.6 percent indicated that the presenter(s) provided helpful feedback (see Figure 6).



Challenges and Benefits of PBIS

On an open-ended item, participants were asked about the challenges they faced in moving their PBIS work forward. Many participants mentioned program buy-in as a barrier. For example, one participant noted, "What will be most challenging will be shifting the philosophy and beliefs of staff members to be congruent with the implementation of PBIS. It will be challenging to make sure that all staff members believe in PBIS and are willing to implement with fidelity." Another noted, "Biggest challenge will be to get 80% of the staff to buy into the concept." Another frequently mentioned barrier was lack of resources, such as time, money and staff. As explained by one participant, "Our biggest challenge will be time. With a limited staff and increasing demands with testing, evaluations and other duties, there are only so many hours in a day. Delegating to staff is also a struggle as each person is already so involved on committees and carrying extra responsibilities above and beyond what they do in the classroom." Other challenges mentioned included: implementation consistency, fidelity and sustainability; communication to all staff; education and professional development for teachers; staff turnover; data collection, analysis and interpretation; planning and organization; and teacher accountability.

Despite these challenges, participants also reported numerous benefits of PBIS on another open-ended item. Many participants mentioned improved student behavior and school climate as a benefit. For example, one participant noted that one positive outcome is "Better behavior throughout [the] classroom and school." Another noted, "I think that implementing this program in our school will benefit the students and the staff and create a more positive environment for all of us." Another frequently mentioned benefit was improved abilities to address student needs. As explained by one participant, "I see that we will be able to support and address student behavioral needs sooner and more effectively." Other commonly mentioned benefits included consistency in behavioral expectations, discipline and program procedures; increased teaching and learning time; higher student achievement and self-esteem; access to data for analysis, evaluation and decision making; opportunities for teacher, staff, student and community collaboration; increased organization and access to resources; improved Functional Behavioral Assessment (FBA) processes; and accountability for teachers and students.

Recommendations for Improvement

On another open-ended item, participants were asked what improvements could be made for future PBIS professional development sessions. Many participants mentioned making the sessions more interactive by minimizing time spent lecturing and watching videos and increasing time for discussion, activities, brainstorming, team-building, team planning and feedback as a possible improvement. For example, one participant suggested, "Less time talking *at* us, more time with real scenarios and discussion," and another recommended making the sessions, "More hands-on and interactive." Another frequently mentioned suggestion was providing more examples of specific strategies and interventions that could be used in each tier (especially two and three), as well as examples of how real schools are implementing the program by visiting these schools, having experienced teachers or staff give presentations, using videos and pictures, or providing additional training sessions specifically aimed at this. As explained by one participant: "I found the most helpful part of the professional development was when other schools shared the programs/systems they had in place." Other commonly mentioned suggestions included: eliminating repetitive information in presentations (shortening sessions that are drawn out) and expanding sessions that have more material to cover; holding the sessions at a different time of year (not during testing months); increasing the number of breaks during the sessions; offering lunch, snacks or beverages; providing professional development for the entire staff (including general education teachers); walking through processes in case studies from start to finish; providing online access to all materials used in the presentations; leading practice in filling out relevant forms; discussing optimum timelines for teams; presenting more ideas for positive incentives and reward systems; and increasing one-on-one time with presenters for questions and guidance.

Discussion

Overall, training outcomes were highly favorable. Attendees felt their knowledge of PBIS was enhanced by the trainings, were generally satisfied with the content of the trainings, rated presenters highly in all five areas assessed (knowledge, respectfulness, availability, presentation style and feedback), and felt that the training content was useful. Although many positive outcomes were observed, suggestions to consider for continuous improvement include (a) incorporating more examples/interaction in the training sessions (or in supplementary materials), and (b) addressing the consistently perceived barrier of achieving the school buy-in necessary to sustain PBIS implementation.

**Appendix II
Grant Abstracts:
School Climate Transformation &
Project Aware: “Now is the Time”**

ABSTRACT

The goal of Ohio's "*Positive Transformations for Ohio Schools: Building Statewide Positive Supports*" is to **build and expand the statewide resources and local implementation of a multi-tiered behavioral framework to improve school climate**. The recently formed Ohio Department of Education- (ODE) sponsored *Ohio PBIS Network*, will increase the training, coaching and resources available to LEA's. The Ohio PBIS Network is composed of PBIS specialists from each of Ohio's 16 regional State Support Teams (SST). The PBIS Network specialists are integrated into the SST's and will be able to provide multi-tiered behavioral supports in a manner that is coordinated and aligned with other Ohio change and improvement initiatives.

We are requesting Competitive Preference Priority (and up to an additional 5 points) for our coordinated plan to integrate *Positive Transformations* with the current *Safe Schools/Healthy Students (SS/HS)* initiative and the proposed "Now is the Time" *Project AWARE and Healthy Transitions* efforts. We also will align and coordinate with other mental health, prevention and core school improvement (e.g., the Ohio Improvement Process and State Personnel Development Grant) initiatives. To enhance the likelihood that these projects will result in sustained systems improvement, we will be utilizing a unified State Management Team to oversee all grant(s) related efforts.

We have established five global goals for our project, which include the following: 1) Improving the capacity of SEA personnel to assist LEA implementation of PBIS by providing coordinated resources and support; 2) Developing a group of trained and experienced professionals to provide training and coaching to LEAs on PBIS implementation; 3) Enhancing LEA capacity to implement and sustain PBIS by providing embedded PBIS professional development and technical assistance opportunities; 4) Developing curriculum materials, training protocols and evaluation procedures for a motivation and engagement-focused PBIS to be pilot ready for year two; and 5) Implementing an evidence-based system for evaluating the fidelity and outcomes of PBIS, as well as recognizing exemplar PBIS schools. We have articulated several specific priorities, key activities and evaluation measures aligned with each of the global goals.

A statewide PBIS evaluation system and procedures will be constructed utilizing core indicators that are reflected in the Office of Special Education Programs (OSEP) Center on PBIS's Evaluation Blueprint model (Algozzine et al., 2010) areas of: context; input; fidelity; impact; and replication, sustainability, and improvement. These data sources will generate information used for decision-making by the Ohio PBIS Network, implementing LEAs, and trainers/coaches.

In the event that *Positive Transformations* is funded (but not *Project AWARE* or *Healthy Transitions*), we will align and coordinate our efforts with the already funded *Safe Schools/Healthy Students* initiative and adjust our strategies to focus primarily on the development and sustainment of our multi-tiered behavioral framework to improve school climate. Our coordination efforts will revolve around the unifying goals, objectives, priorities and strategies of the successfully funded initiatives. The State Management Team, which already exists for the SS/HS initiative, will be leveraged to support all future successfully funded endeavors (*Positive Transformations, Project AWARE, and Healthy Transitions*).

Abstract

Through the “**Making Ohio AWARE: Building Statewide Mental Health First Aid Capacity**” initiative, Ohio will develop a modern, enhanced infrastructure to raise awareness of mental health needs among school-aged youth and increase statewide and local capacity to develop, implement and sustain the delivery of integrated, comprehensive, evidence-based mental health and behavioral health services for youth and families. The efforts will occur through collaborative partnerships between the Ohio Department of Education, three partnering Local Education Agencies (Cuyahoga County, Warren County, and Wood County Educational Service Centers), the State Management Team, the Center for School-Based Mental Health Programs, the Ohio Mental Health Network for School Success and other state departments.

The initiative’s target population is students and families in 30 ‘high need’ school districts served by the ESCs. The 30 districts enroll 142,742 students, with 38 percent ethnic minority students families with a median household income \$32,893, and 46 percent of families living in poverty. Building off the successes of Ohio’s Safe Schools/Healthy Students initiative, AWARE activities will be driven by four SEA & LEA goals that align with the five existing S S /HS elements. Both at the state and local levels, a coordination and integration plan driven by needs assessment data will facilitate the integration of multiple service systems to enhance communication and service delivery across systems, reflecting shared vision and values (serving the 142,742 students and families in the high-need districts).

The project will promote a comprehensive and coordinated system for promoting wellness, safety and resilience built upon foundations of Positive Behavioral Interventions and Supports, Safe Schools and other support programs. Cross-sector assets and resources will be leveraged to build and support an effective interconnected systems workforce by increasing the number of individuals trained to deliver Youth Mental Health First Aid (three state-level SEA trainers and 9 LEA trainers), the number of first responders trained in Youth Mental Health First Aid (750 trained yearly and 3,750 trained throughout the project), and youth access to mental health services (for at-risk students identified within the 30 districts). The initiative will use data to inform decision-making, emphasizing state-wide capacity building for evidence-based innovations.

Across the project objectives, a key aspect in the success will be engaging youth, families and schools as agents of community change. It is anticipated that achievement of project goals will enhance system capacity and strengthen partnerships by providing documented, effective community-based models for other communities wishing to adopt comprehensive, integrated mental health promotion plans. The project’s goals are to obtain measurable change on school-aged youth’s behavioral and academic indicators, as well as in the functioning of adult first responders who will be better equipped to understand and respond appropriately when faced with students experiencing mental health concerns.

**APPENDIX III
SWPBS IMPLEMENTATION AND PLANNING
SELF-ASSESSMENT SUMMARY
2014-2015**

SWBPS SELF-ASSESSMENT 2014-2015 PROCESS AND SUMMARY

Members of the Ohio PBIS Network completed an initial baseline self-assessment of state-level PBIS implementation during the fall of 2012. One year follow-up assessments were completed during the fall of 2013 and summer of 2014. The most current self-assessment was completed at the September 2015 Ohio PBIS Network Meeting. The self-assessments utilized the *SWPBS Implementation and Planning Self-Assessment*, which is a component of the SWPBS Implementer's Blueprint from the OSEP Center on Positive Behavioral Interventions & Supports.

There were some complications with the assessments. First, the response rate was not particularly good for the initial (fall 2012) assessment, with only nine members completing the survey instrument. Additionally, the 2012 assessment utilized an earlier version of the self-assessment instrument, so there were items that could not be compared to the newer version (utilized in 2013), which had more items. To enable comparisons between the multiple year assessments, we are reporting on 18 items that have remained consistent each year.

A review of the charts on the following pages generated results that appear to be consistent with a process that is beginning to develop a moderate level of progress. Of the 18 assessment items reported below, 14 demonstrate positive trend growth. Two items generally suggest flat or mixed progress. Those items are as follows:

- Leadership Team: Adequate and designated time to manage operations;
- Demonstrations: At least 10 school demonstrations of SWPBIS process and outcomes.

Two items indicated negative trends and are listed below:

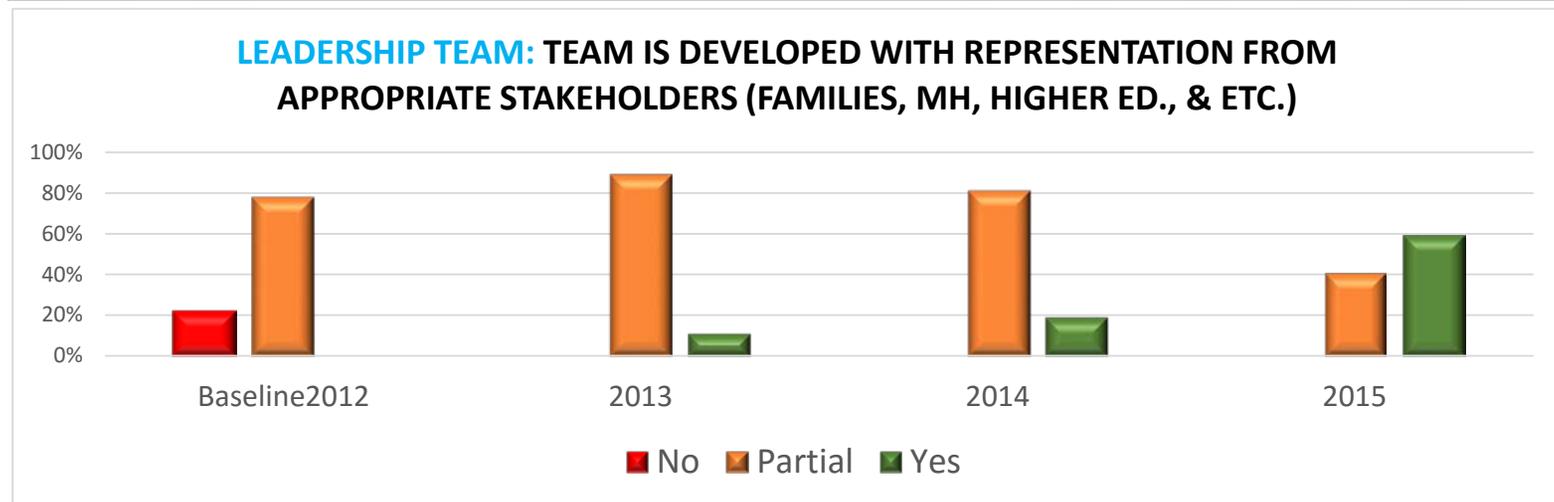
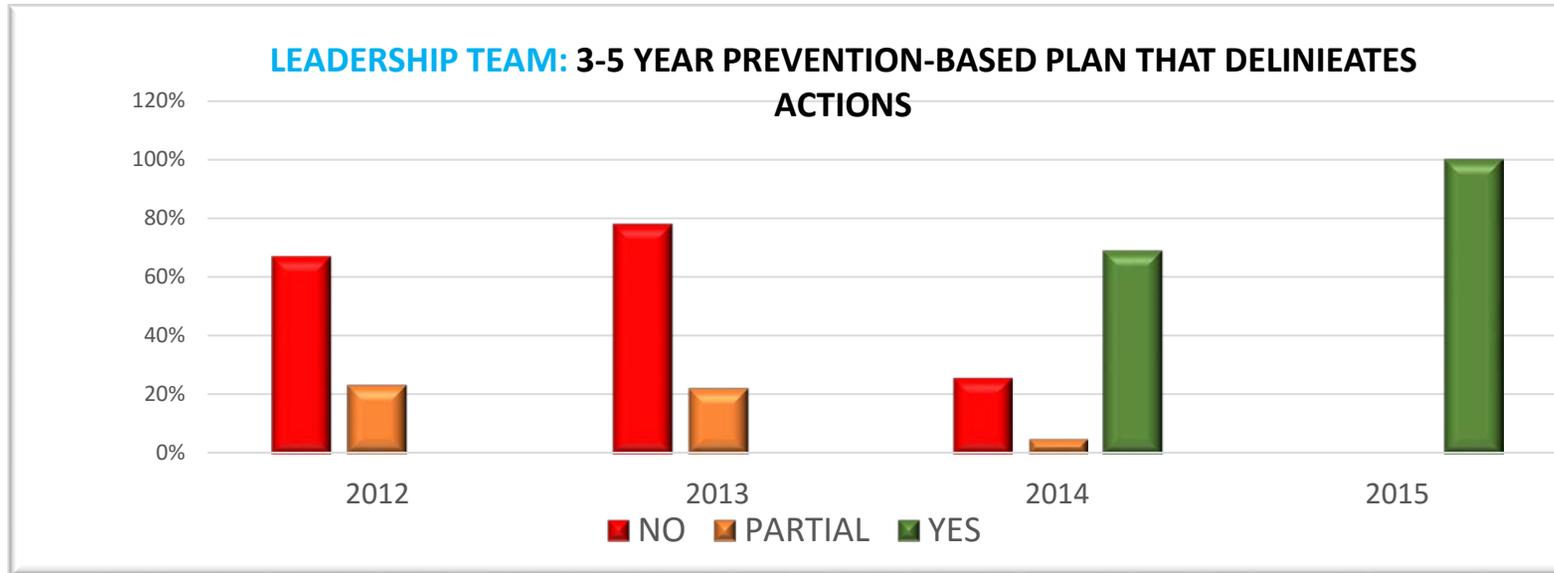
- Political Support: Social behavior is a top five goal for the state;
- Political Support: Support from the state administrator is secured.

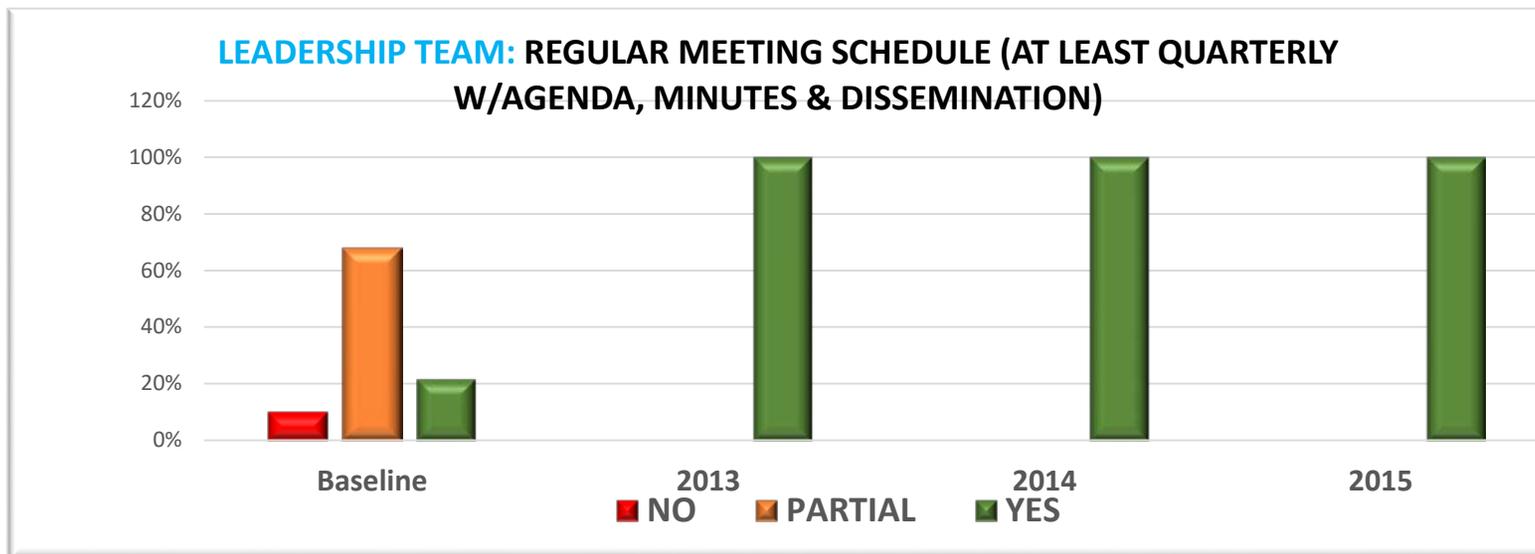
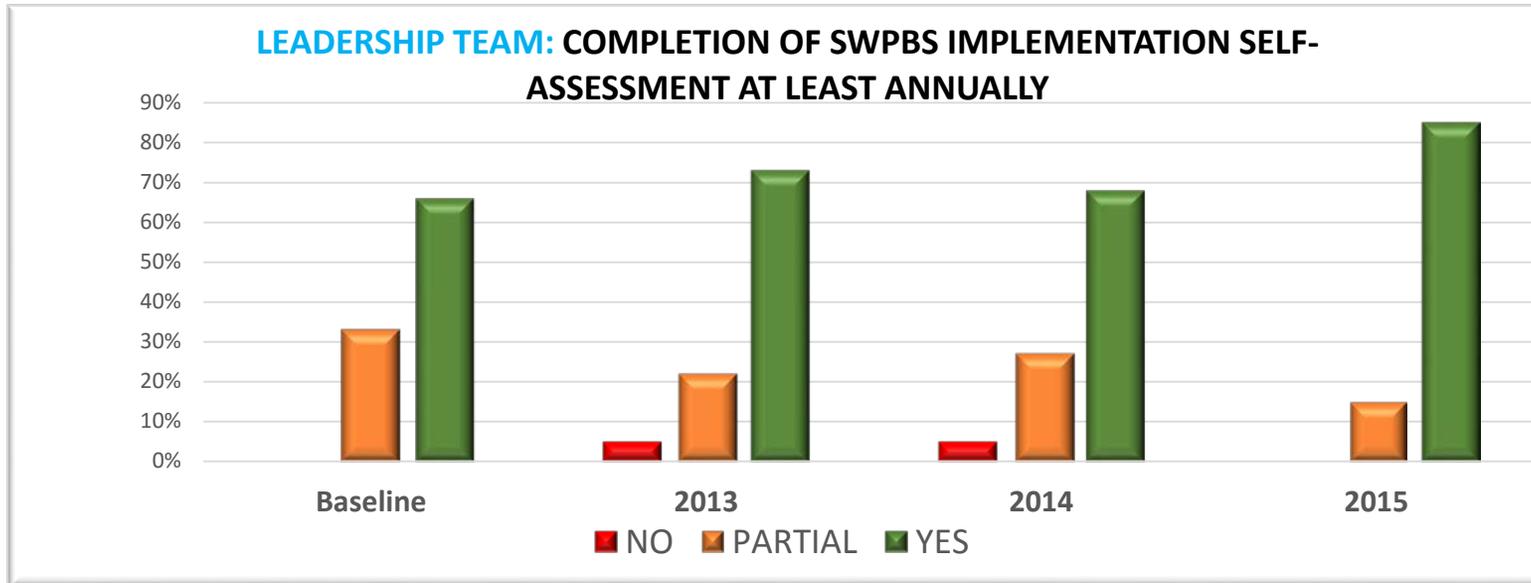
It appears that the network has some lessening of confidence in the political support to sustain PBIS. This suggests the need for the network to increase efforts toward sustainability and internal public relations.

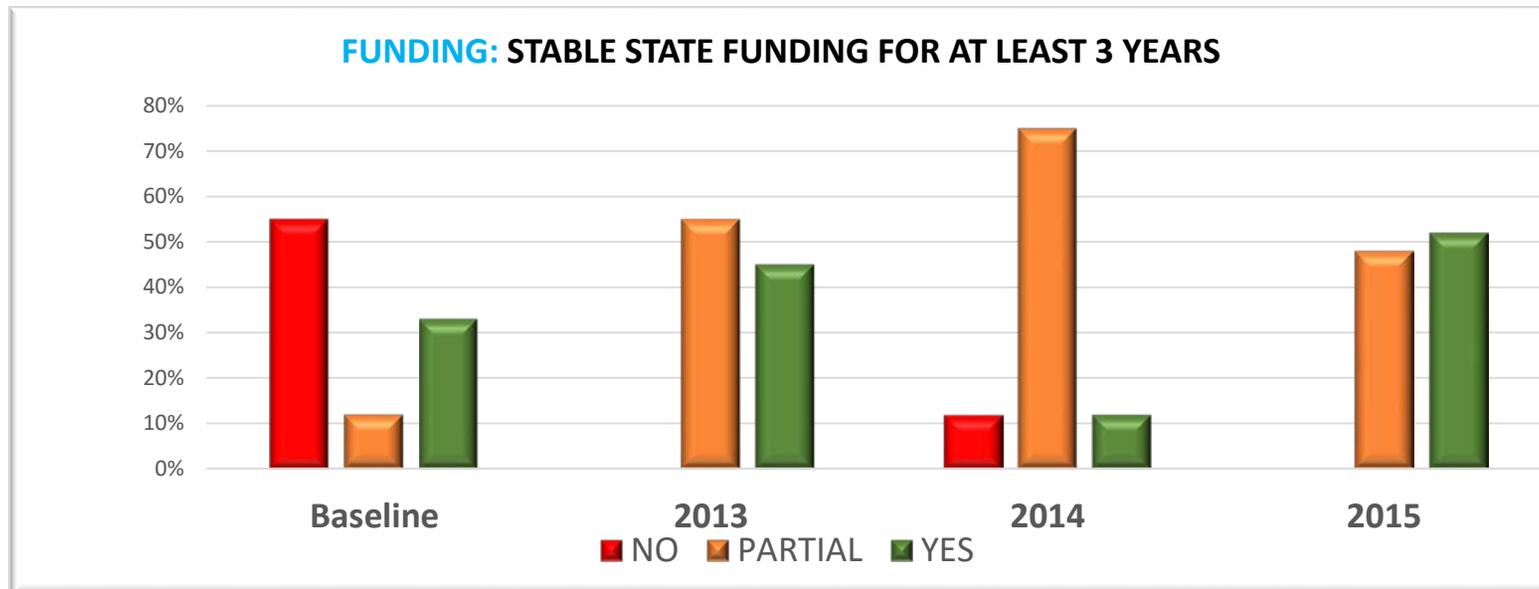
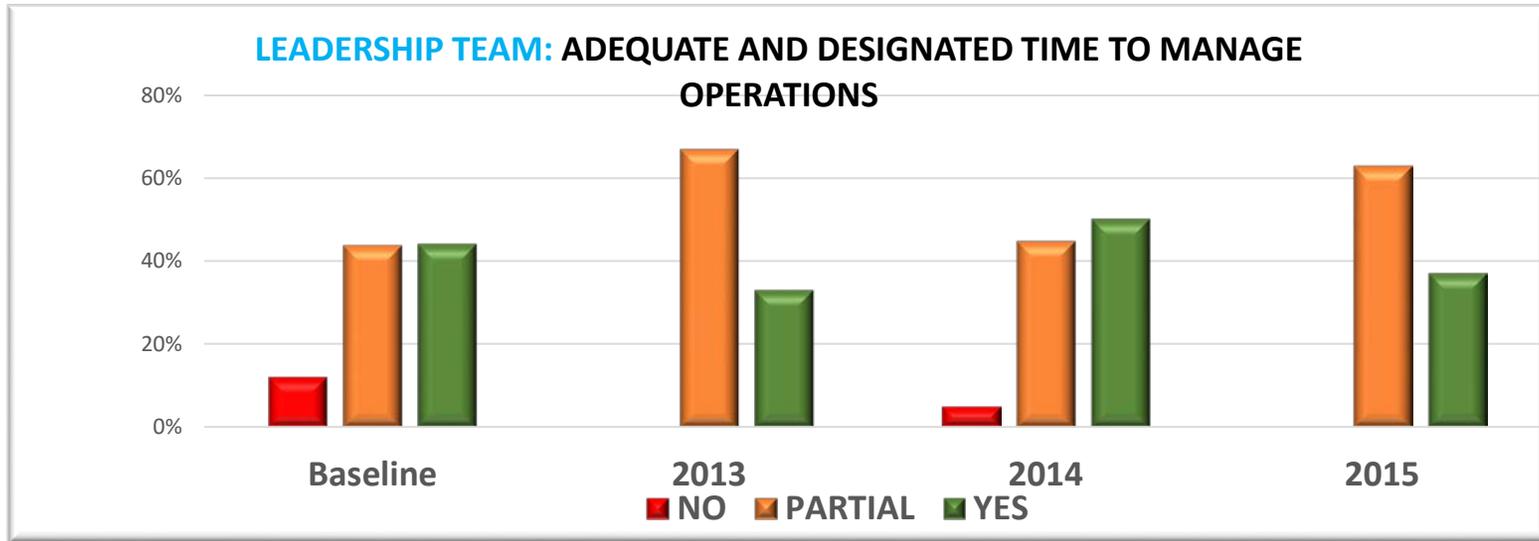
Important to note regarding the charts that follow:

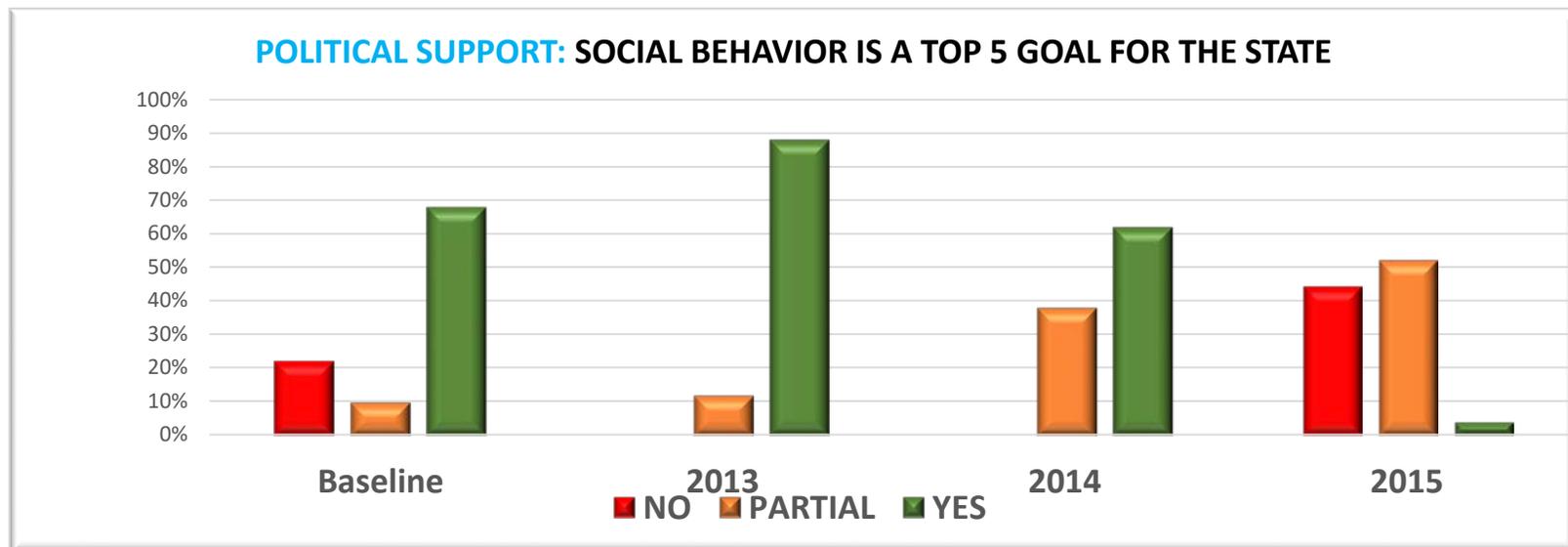
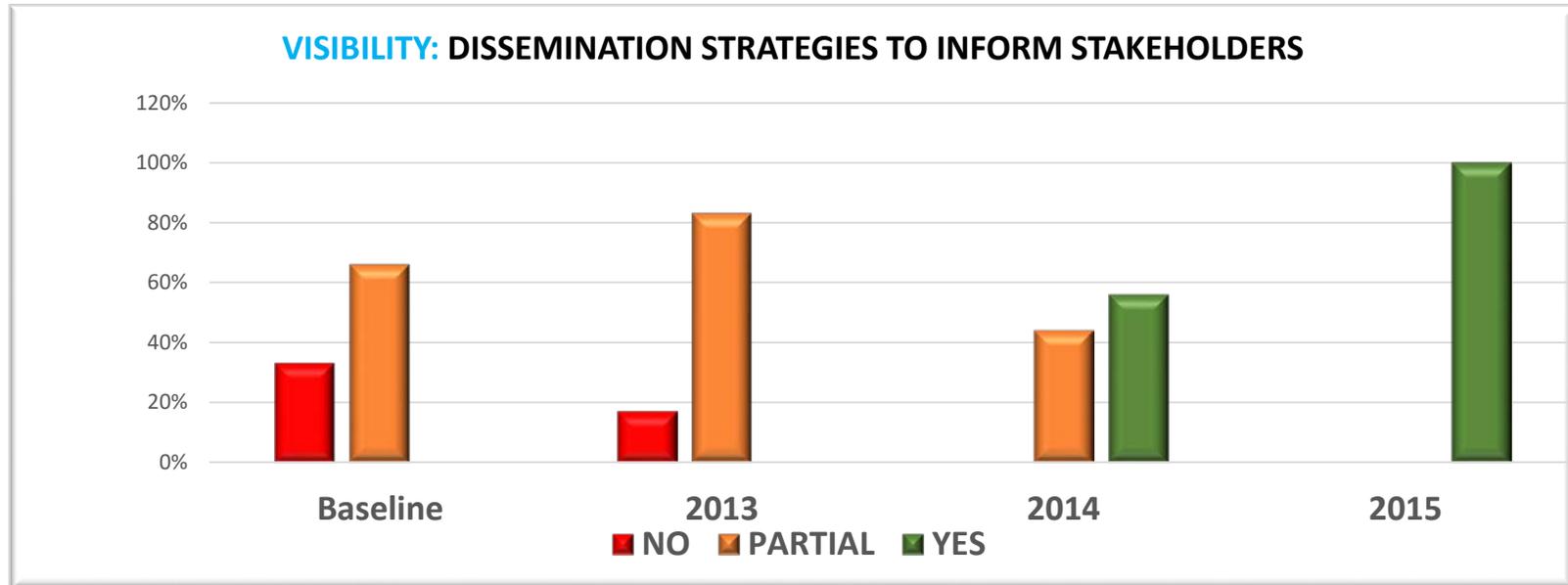
Charts are organized by the percentage of respondents who responded, no, partial or yes to the respective items. A separate bar chart is presented for each of the last three years: 2012 (baseline), 2013, 2014 and 2015. In viewing the charts, you may wish to note:

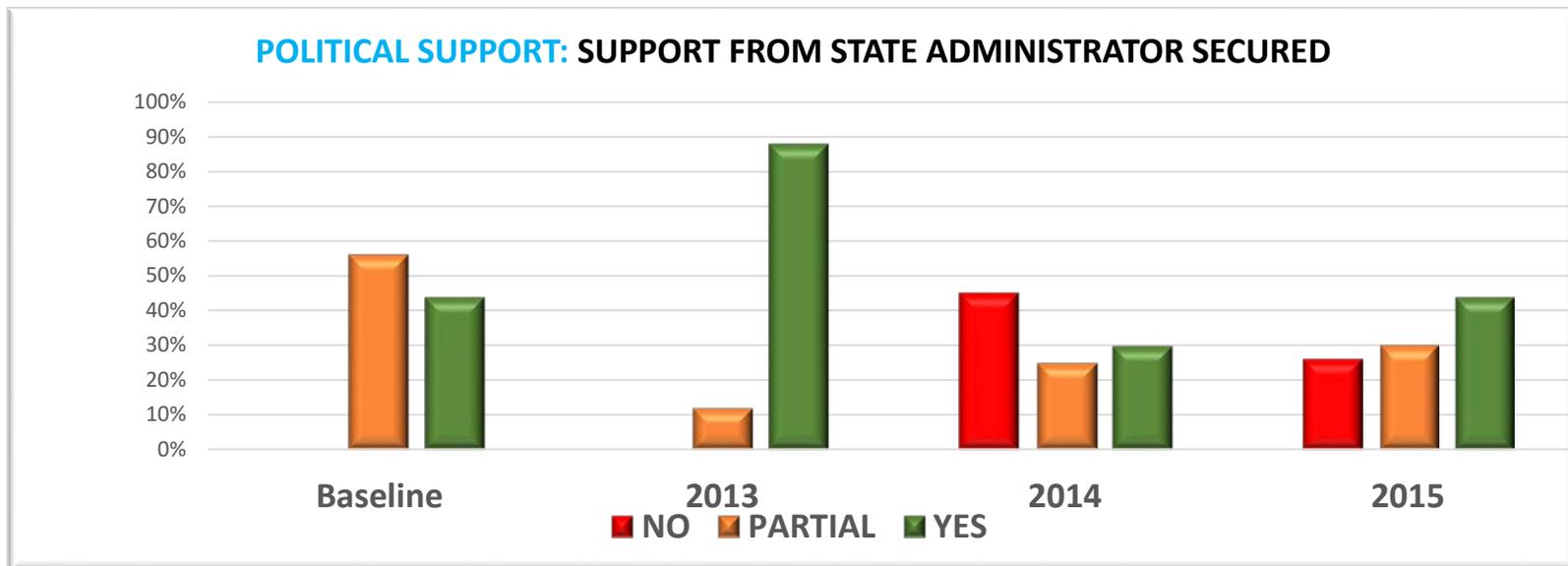
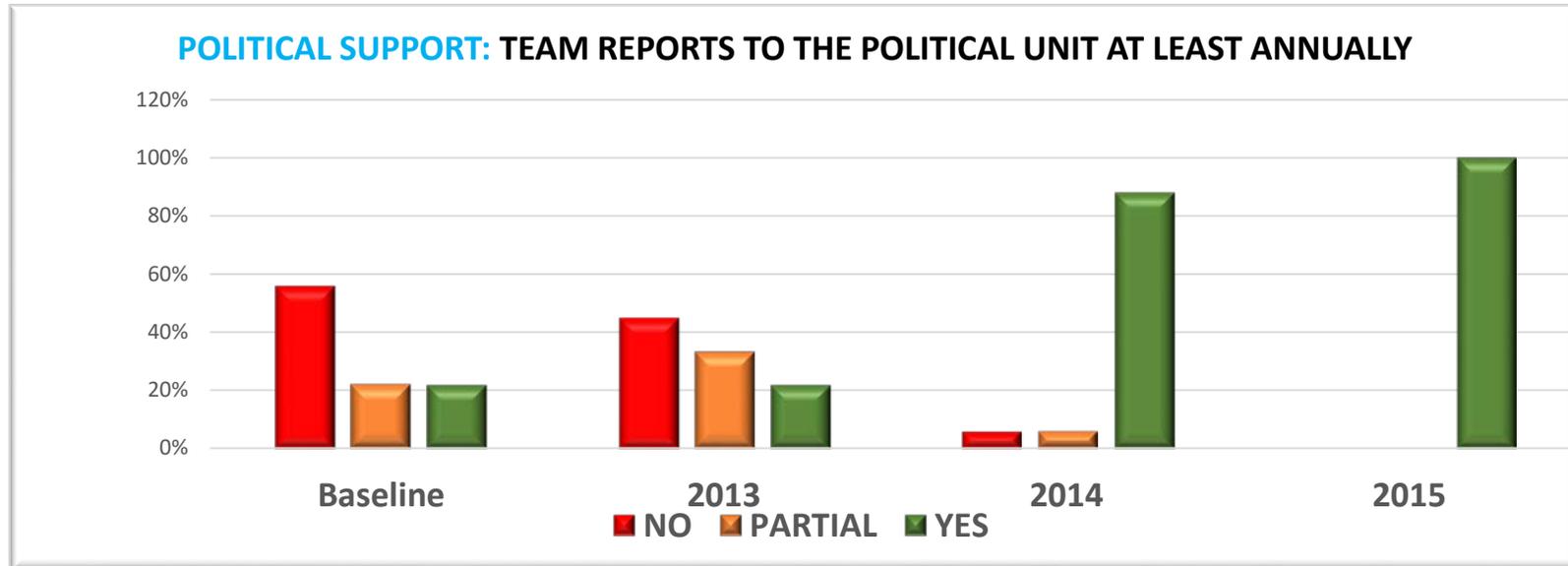
- **Red (No) responses indicate a lack of progress;**
- **Orange (Partial) responses indicate partial progress toward the objective;**
- **Green (Yes) responses indicate an affirmation of positive progress toward the objective.**

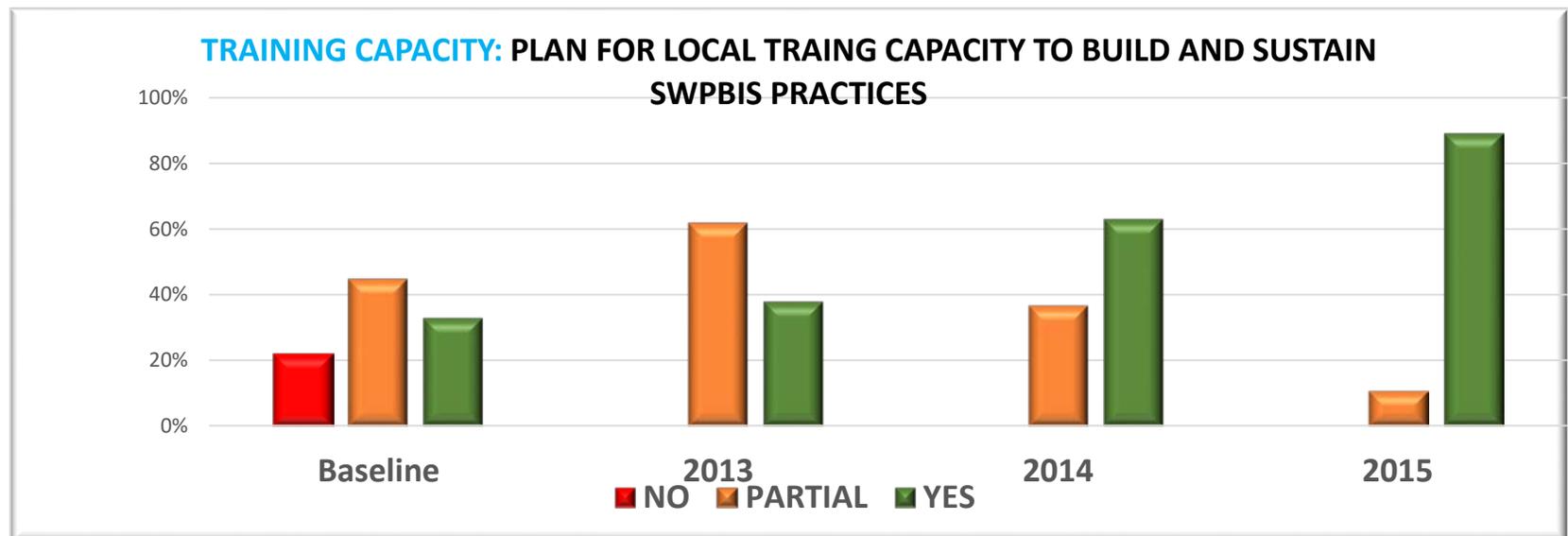
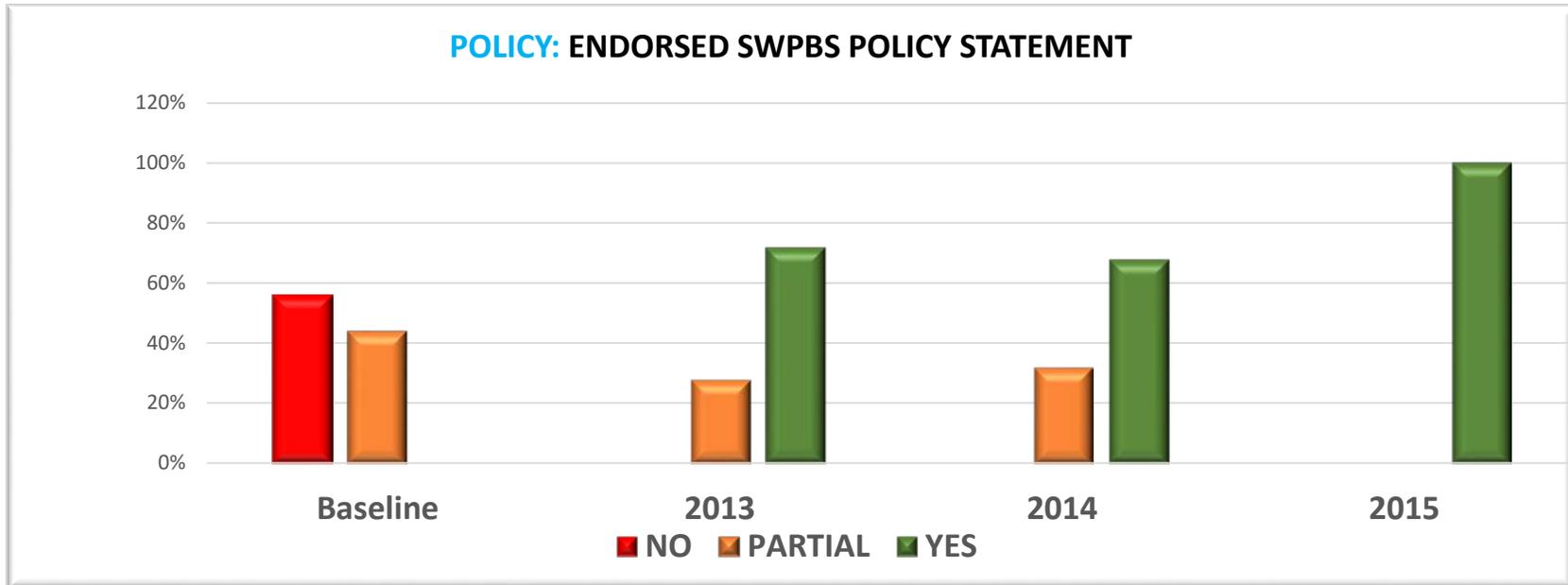


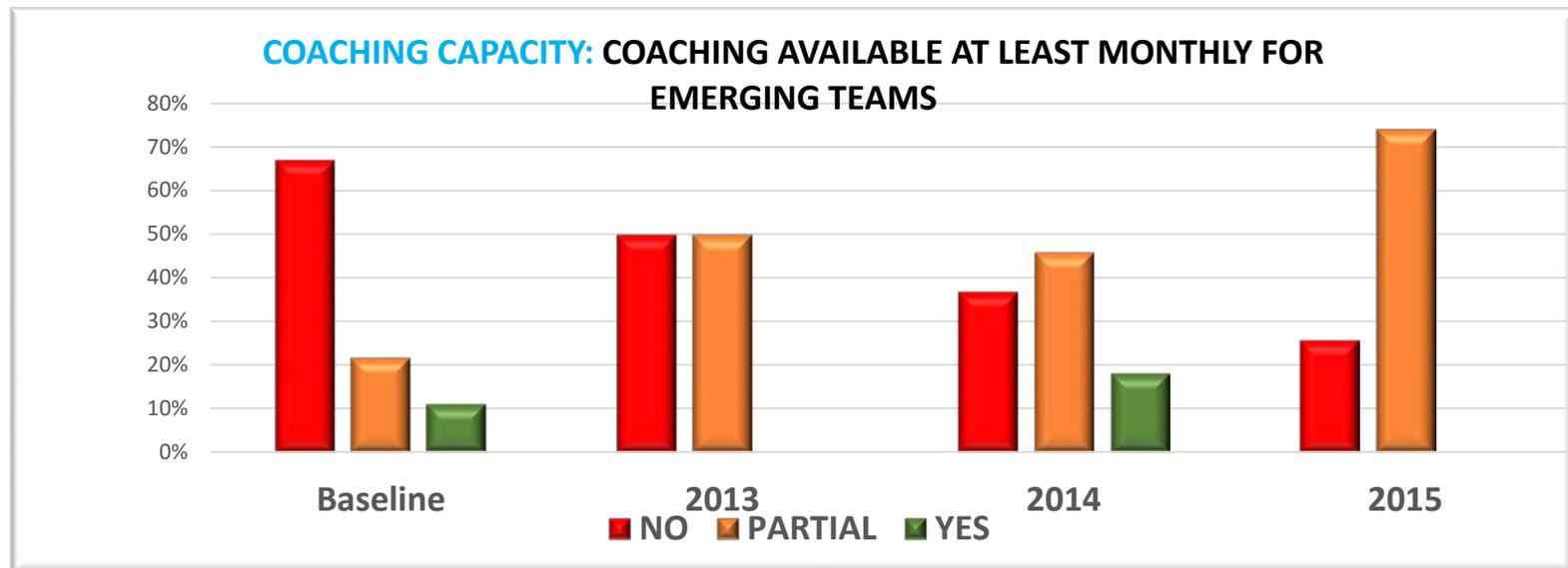
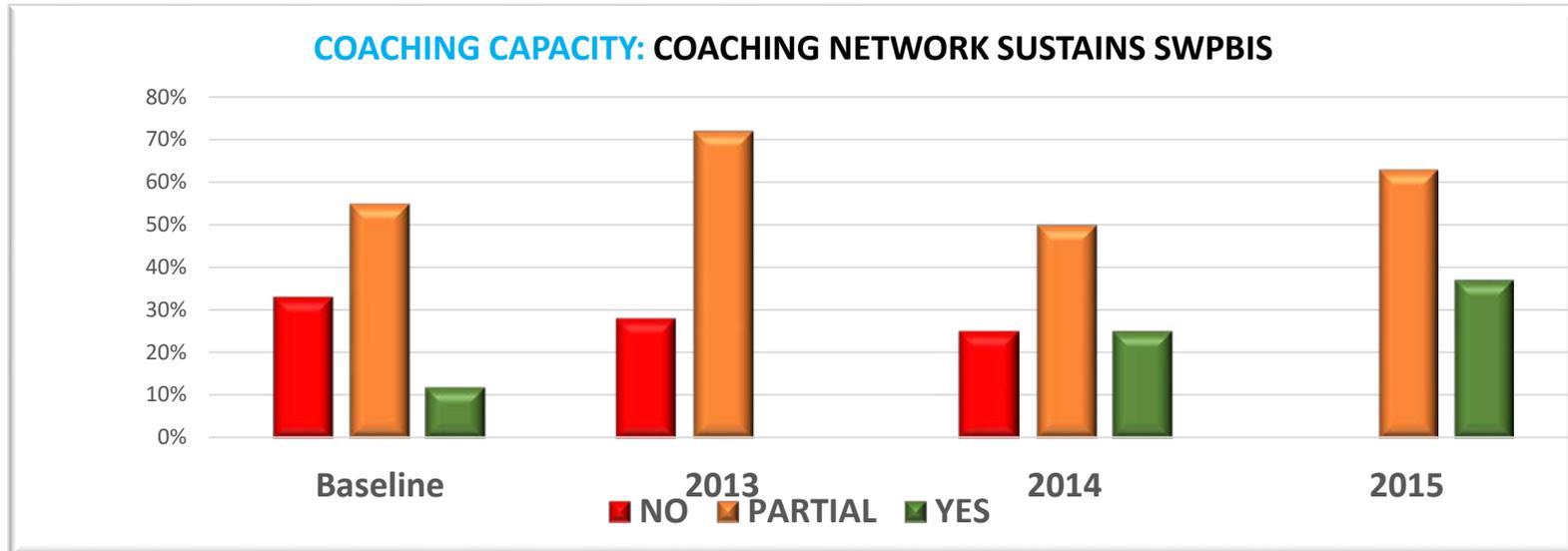


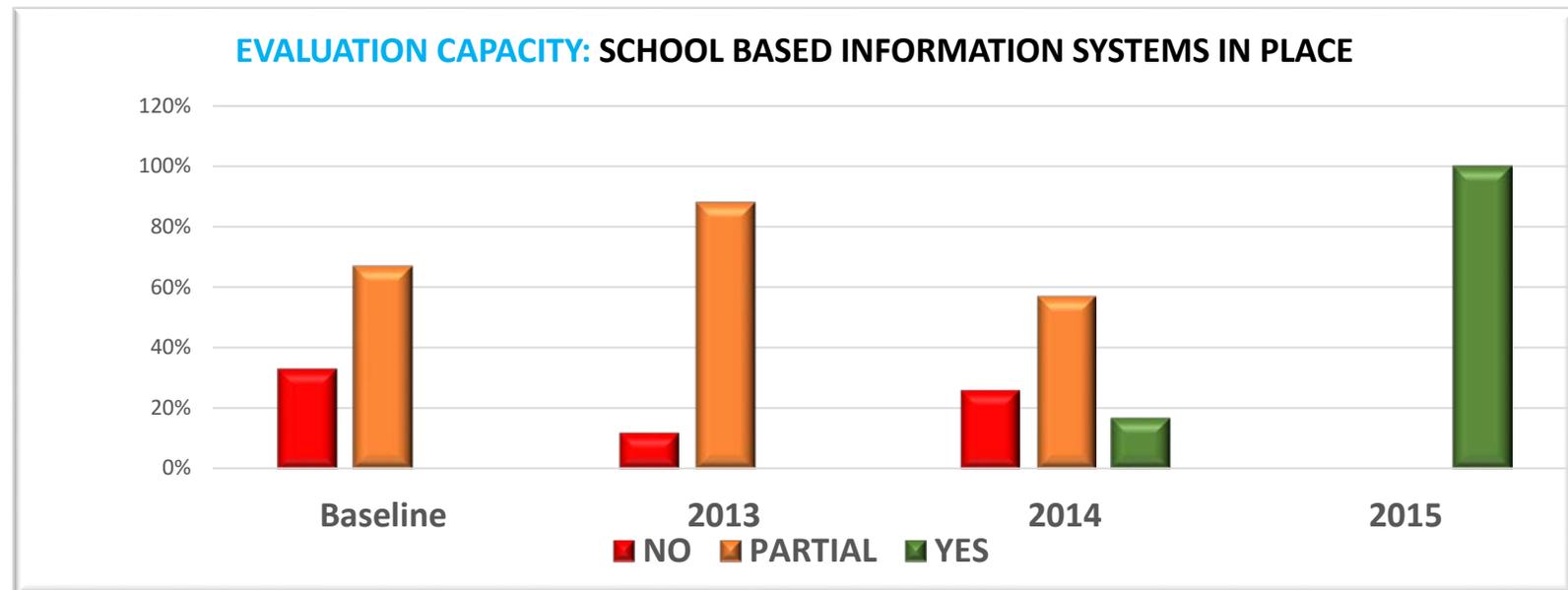
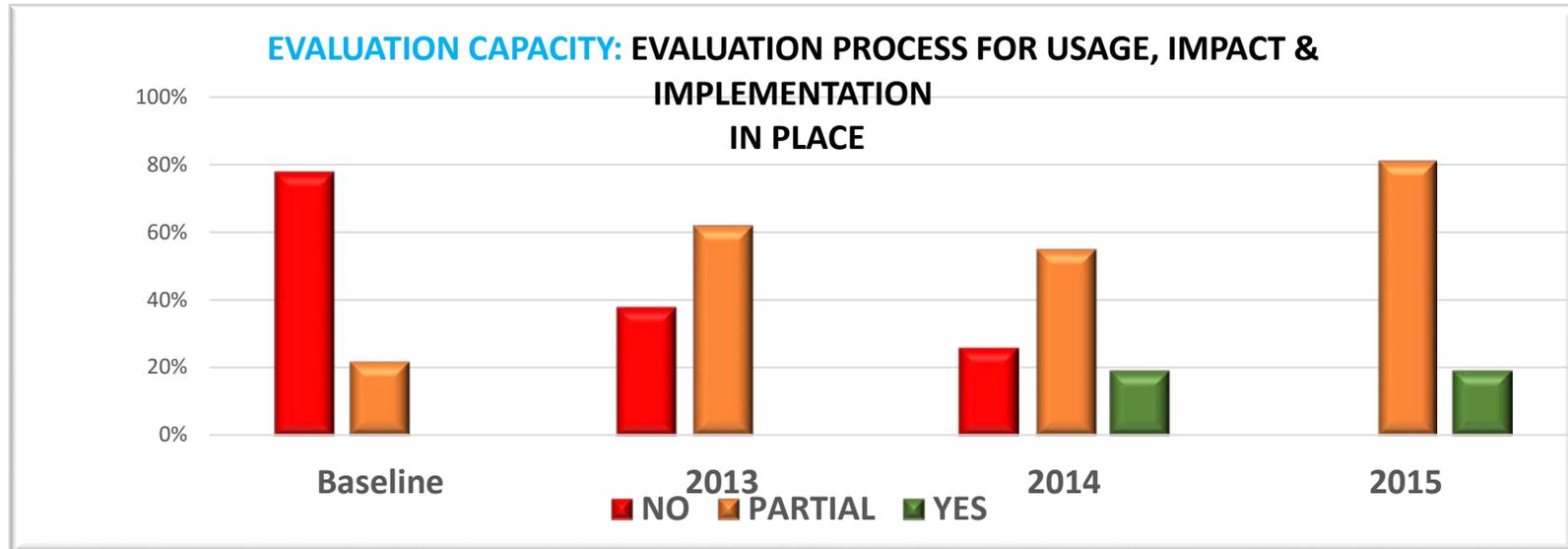


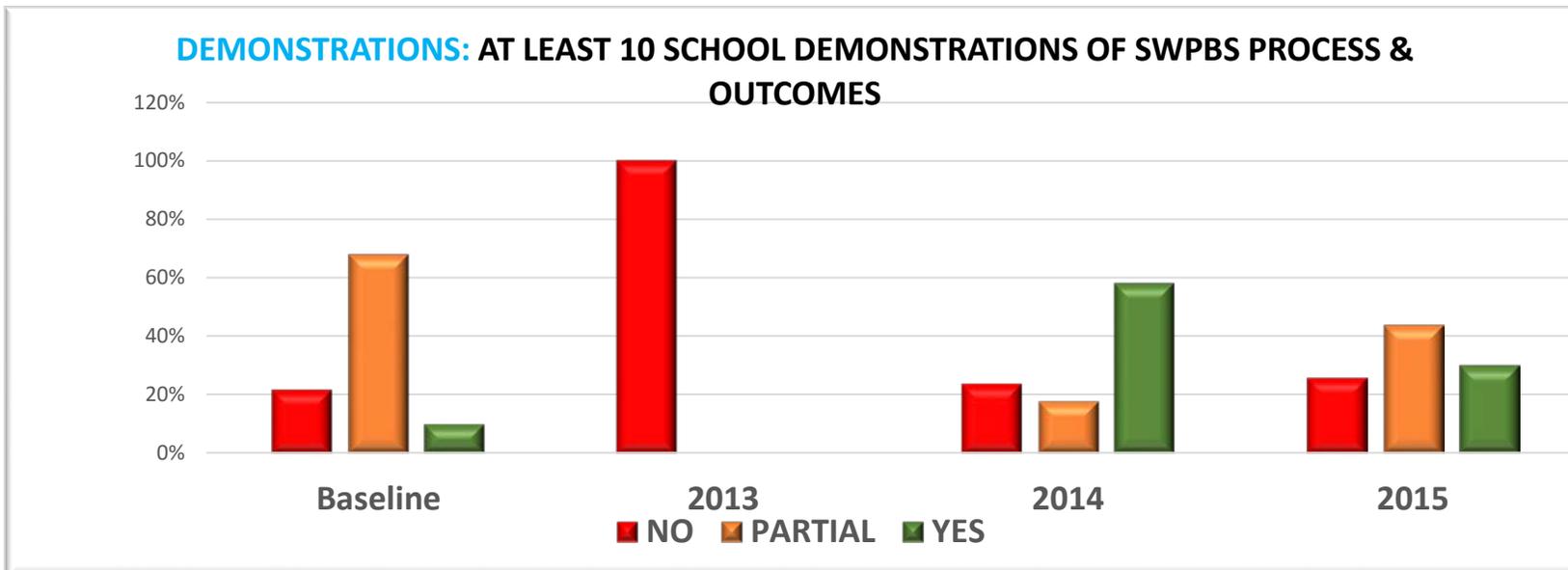
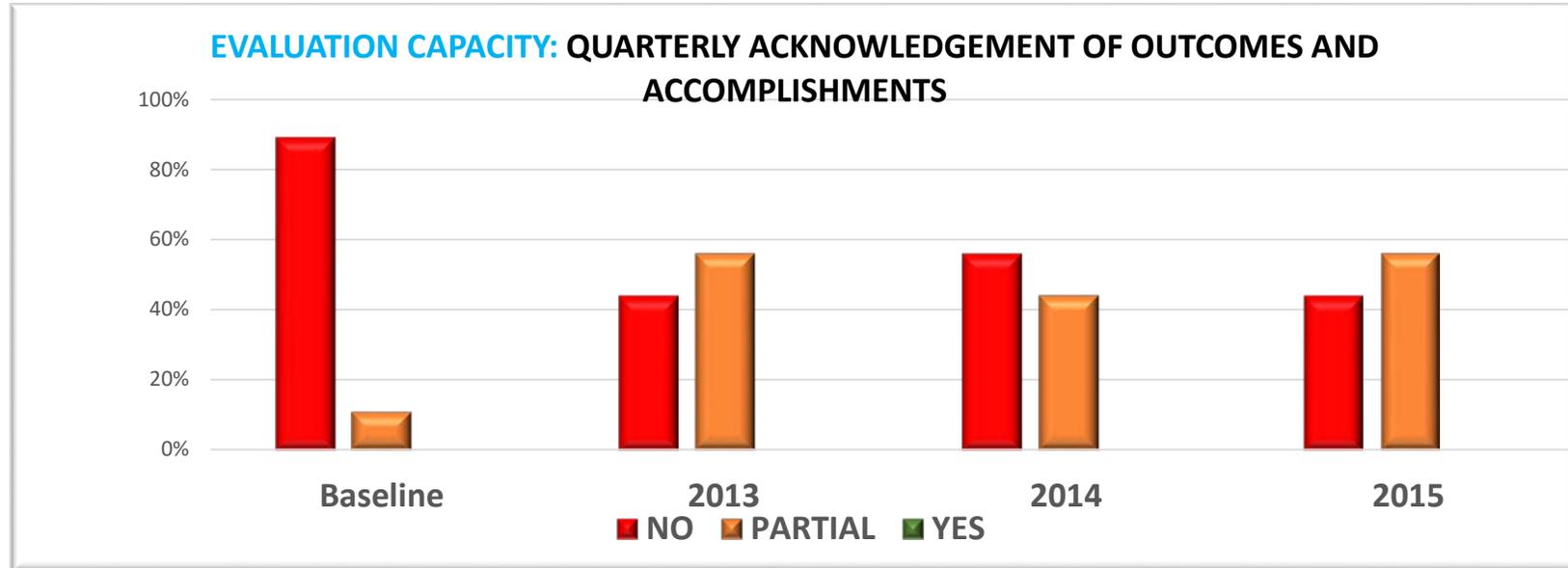












**Appendix IV
Ohio PBIS Network 5-Year Plan
(Currently under revision)**



1. State Wide Leadership Team (Coordination)

<p>Goal 1A: Leadership Team (Ohio PBIS Network) is configured to address multi-school (district) and/or multi-district (region, state) leadership and coordination.</p>	<p>In Place Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When: Y1</p>
<p>Goal 1B: Leadership Team is established with representation from appropriate range of stakeholders (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation and accountability).</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Identify possible representatives to integrate into PBIS and mental health efforts (school boards, superintendents, principals, guidance counselors, university partners, mental health/ADAMHS boards, developmental disabilities centers, career centers, police officers, juvenile justice centers). 2. Formalize a State Management Team composed of state agency representatives and stakeholders to oversee grant(s) efforts and provide advisory supports. 3. Develop an agreed upon interconnected systems framework for multisystem collaboration (Health, Mental Health, Board of DD, Juvenile Justice & etc.) and service integration in schools. 4. Develop, refine and pilot models for efficient delivery of community resources to schools. Each state region will create an action plan to facilitate collaboration with community agencies and in support of PBIS. 	<p style="text-align: center;">Who?</p> <p>Marketing Workgroup I in coordination with grants</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Office for Exceptional Children/Grant Workgroup VI Family Engagement Workgroup II Sustainability Workgroup III</p>			<p style="text-align: center;">By When</p> <p>Y3 – Completed</p> <p>Y3- December 2014 Completed</p> <p>Y3 – July 2015 Initial phase completed – under further development</p> <p>Y4 – Y5 Initiated</p>	



State Wide Leadership Team (Coordination)

Goal 1C: Leadership Team establishes regular meeting schedule (at least quarterly) and meeting process (agenda, minutes, dissemination).	Status:	Yes X	Partial	No	By When:
Goal 1D: Leadership Team has established individual(s) who have adequate and designated time to manage day-to-day operations .	Status:	Yes	Partial X	No	By When:
If Partial or No Action Steps: <ol style="list-style-type: none"> 1. Review other states' (Missouri, Florida, Illinois, Maryland, Kansas, Michigan, etc.) PBIS frameworks to inquire about current PBIS capacity. 2. Identify ratios of state support team facilitators compared to number of districts per region 	Who? Sustainability Workgroup III Sustainability Workgroup III			By When Y3- Completed Y3- Completed	
Goal 1E: Leadership Team has established individuals who put policy and action planning into practice .	Status:	Yes X	Partial	No	By When:
Goal 1F: Leadership Team has established individuals who inform leadership team on implementation outcomes.	Status:	Yes X	Partial	No	By When:



2. Funding

<p>Goal 2A: Recurring/stable state funding sources are established to support operating structures and capacity activities for at least three years.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Develop efficient application of federal grants, state financing, Medicaid and local sources to sustain PBIS and mental health supports on a long-term basis. 2. Maintain long-term partnership agreements between state support teams and Ohio Department of Education to support PBIS efforts. 	<p>Who?</p> <p>Office for Exceptional Children/Grant Workgroup VI, Family Engagement Workgroup II, Ohio Department of Education, State Management Team, state support teams and local sources</p> <p>Office for Exceptional Children Executive Director Dr. Zake Office for Exceptional Children/Grant Workgroup VI</p>			<p>By When</p> <p>Y3 - Y5, reviewed biannually</p>	
<p>Goal 2B: Funding and organizational resources across related initiatives are assessed & integrated.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Meet with Ohio Department of Education's Safe and Supportive Learning team and develop action plan to integrate related initiatives. 2. Meet with Family Engagement representatives to integrate related initiatives. 	<p>Who?</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Family Engagement Workgroup II Office for Exceptional Children</p>			<p>By When</p> <p>Y3 – November 2014 but in need of update</p> <p>Y3 – November 2014 Work continuing</p>	



3. Visibility

<p>Goal 3A: Dissemination strategies are identified and implemented to ensure that stakeholders are informed about activities and accomplishments (e.g., website, newsletter, conferences, TV).</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> Explore possibility of creating annual PBIS Ohio Summit/Conference (can be statewide, cohort, or regional). 	<p>Who?</p> <p>Sustainability Workgroup III, Office for Exceptional Children/Grant Workgroup IV, & C. Csanyi</p>			<p>By When:</p> <p>Y-3 Completed but continuing</p>	
<p>Goal 3B: Procedures are established for quarterly and public acknowledgement of implementation activities that meet criteria.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial</p>	<p>No X</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> Finalize and publish acknowledgement criteria. Develop plans for public acknowledgement of schools implementing PBIS - Gold, Silver and Bronze. 	<p>Who?</p> <p>Marketing Workgroup I, State Management Team</p> <p>Marketing Workgroup I, State Management Team</p>			<p>By When</p> <p>Y3 – December 2014 Completed 8/15</p> <p>Y3 – January 2015 Completed 8/15</p>	



4. Political Support

<p>Goal 4A: Student social behavior is one of the top three to five goals for the political unit (state, district, region).</p> <p>1. Completed, but in need of renewal and sustainability.</p>	<p>Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>Goal 4B: Leadership Team reports to the political unit at least annually on the activities and outcomes related to student behavior goal and SWPBS implementation.</p>	<p>Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>Goal 4C: Participation and support by administrator from state chief or equivalent administrator are agreed upon and secured.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <p>1. Share annual report and academic/behavioral outcomes connected to PBIS implementation with state administrators.</p>	<p>Who?</p> <p>Office for Exceptional Children/Grant Workgroup VI</p>			<p>By When</p> <p>Annually</p>	



5. Policy

Goal 5A: SWPBS policy statement developed and endorsed	Status:	Yes X	Partial	No	By When:
Goal 5B: Procedural guidelines and working agreements have been written and referenced for implementation decision making.	Status:	Yes X	Partial	No	By When:
Goal 5C: Review implementation and outcomes data annually and use input for policy development/change.	Status:	Yes	Partial X	No	By When:
If Partial or No Action Steps: 1. Collect and compile statewide PBIS data. 2. Seek PBIS Network feedback.	Who? Marketing Workgroup I, Office for Exceptional Children/Grant Workgroup VI, PBIS Network			By When Y3 - Spring Y3 - Spring	
Goal 5D: Audit of effectiveness, relevance and implementation integrity of existing related (similar outcomes) initiatives , programs, etc., is conducted annually to refine policy.	Status:	Yes X	Partial	No	By When:
If Partial or No Action Steps:	Who?				
Goal 5E: Action plan for integrated and/or collaborative implementation of SWPBS with other initiatives having similar outcomes and goals.	Status:	Yes	Partial X	No	By When:



If Partial or No Action Steps:	Who:	By When
<ol style="list-style-type: none"> 1. Develop plan for integrating and collaborating implementation of SWPBS with other initiatives having similar outcomes and goals (Ohio Improvement Process/Decision Framework, OLAC Modules). 2. Outline links between Early Childhood PBIS and other state/national initiatives. 3. Create Position Statement on Early Childhood PBIS. 4. Create a position statement around seclusion and restraint in the Early Childhood arena. 	<p>Sustainability Workgroup III, Marketing Workgroup I, Office for Exceptional Children/Grant Workgroup VI, Ohio Leadership Advisory Council</p> <p>Early Childhood Workgroup V</p> <p>Early Childhood Workgroup V</p> <p>Early Childhood Workgroup</p>	<p>On-going</p> <p>Y3 – Summer On-going</p> <p>Y3 – Summer</p> <p>Y4</p>



6. Training Capacity

Goal 6A: Leadership Team gives priority to identification and adoption of evidence-based training curriculum and professional development practices.	Status:	Yes	Partial X	No	By When:
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Develop classroom supports/effective instructional practices/universal PBIS training modules and resources. State support teams offer regional training throughout the state. <ol style="list-style-type: none"> a. Revise schoolwide modules; b. Connect classroom modules to Universal Tier; c. Integrate parent-family connections to modules (prevention/intervention approaches/Approaches to Strategic Planning document); d. Integrate early childhood connections to modules; e. Integrate community mental health to modules. 2. Develop a renewal cycle & plan for continuous updating of training materials. <ol style="list-style-type: none"> a) Develop classroom supports and effective instructional practices training and resources; b) Develop 5-step process with behavioral data; c) Develop Tier 2 training curriculum; d) Develop Tier 2 training resources and workbook; e) Develop Tier 3 training curriculum and resources; f) Develop Tier 3 training resources and workbook. 	<p style="text-align: center;">Who?</p> <p>Training Workgroup IV</p> <p>Training Workgroup IV, with assistance from relevant workgroups</p> <p>Training Workgroup IV</p> <p>Training Workgroup IV</p> <p>Training Workgroup IV</p> <p>Training Workgroup IV</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Training Workgroup IV</p>	<p style="text-align: center;">By When</p> <p>Y3 - Fall</p> <p>Y3-Spring Complete, except for MH modules</p> <p>Y3 – Spring</p> <p>Y3 – Spring</p> <p>Y3 – Spring</p>			



<p>3. Develop a bank of early childhood resources</p> <p>4. Develop family engagement materials, resources and model practices.</p> <p>5. Develop a model and process of family engagement aligned with PBIS, OIP and SPDG.</p> <p>6. Develop “PBIS Basics for Parents” resources.</p> <p>7. Provide process coaching training to all PBIS Network, primary trainers and internal coaches.</p> <p>8. Develop a workbook and resource materials to support statewide coaching efforts (aligned to OIP and SPDG).</p> <p>9. Develop comprehensive resources for motivation and student engagement aligned with PBIS practices.</p> <ul style="list-style-type: none"> a. Curriculum; b. Teacher resources and teacher guide; c. Aligned motivation resources for parents; d. Develop data tools and data resources to assess motivational improvement; e. Identify pilot protocols and cites for PBIS Motivation implementation. 	<p>Office for Exceptional Children/Grant Workgroup VI Early Childhood Workgroup V</p> <p>Family Engagement Workgroup II</p> <p>Family Engagement Workgroup II</p> <p>Family Engagement Workgroup II</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Office for Exceptional Children/Grant Workgroup VI</p>	<p>Y3 – Spring</p> <p>Y4</p> <p>Y4</p> <p>Y4</p> <p>Y3</p> <p>Y3</p> <p>Y3</p> <p>Y3</p>			
<p>Goal 6B: Leadership Team has established local training capacity to build and sustain SWPBS practices.</p>	<p>Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p>	<p style="text-align: center;">Who?</p>				



Goal 6C: Leadership Team has established plan for continuous regeneration and updating of training capacity.	Status:	Yes	Partial X	No	By When:
If Partial or No Action Steps: <ol style="list-style-type: none"> 1. Develop plan for addressing staff turnover and training incoming state support team PBIS facilitators. <ul style="list-style-type: none"> • Attend train-the-trainer with a state support team PBIS regional team; OR • Watch the Ohio Department of Education training video and participate in a state support team training. 	Who? Sustainability Workgroup III			By When Y3 – Winter Completed, but in need of sustainability	

7. Coaching Capacity

Goal 7A: Leadership Team has developed a coaching network (primary trainers-external facilitators) that establishes and sustains SWPBS.	Status:	Yes X	Partial	No	By When:
If Partial or No Action Steps:	Who?				
Goal 7B: Individuals develop methods to provide coaching and facilitation supports for emerging and established school teams.	Status:	Yes	Partial X	No	By When:



8. Evaluation Capacity

<p>Goal 8A: Leadership Team has developed an evaluation process and schedule for assessing (a) extent to which teams are using SWPBS; (b) impact of SWPBS on student outcomes; and (c) extent to which the leadership team's action plan is implemented.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps: (a) IMPLEMENTATION DATA: 1. The Office for Exceptional Children will access statewide implementation data on PBISapps, which may include measures listed below: <ul style="list-style-type: none"> • Number of districts implementing PBIS; • Benchmarks of Quality (annually); • School Wide Assessment Survey (annually); • School Wide PBIS Tiered Fidelity Inventory. (b) OUTCOME DATA: 1. Suspension and Expulsion Data (requirements per Ohio Policy for PBIS Seclusion and Restraint). 2. Office discipline referral. 3. Number of Seclusions and Restraints. 4. Student Achievement data. 5. Graduation Rate. (c) ACTION PLAN IMPLEMENTATION: 1. Per Benchmarks of Quality/School Wide Assessment Survey results or School Wide Evaluation Tool.</p>	<p>Who? Office for Exceptional Children/Grant Workgroup VI Via RFP Grant?? Marketing Workgroup I Miami University Office for Exceptional Children/Grant Workgroup VI Marketing Workgroup I</p>			<p>Y3 – Y7 Y4 Y4 Y3 Y3</p>	
<p>Goal 8B: School-based data information systems (e.g., data collection tools and evaluation processes) are in place.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>



<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Data Collection Tools Worksheet for Behavior. 2. SWIS Training offered in state for data collection. 	<p>Who?</p> <p>Office for Exceptional Children/Grant Workgroup VI & Miami University</p> <p>Office for Exceptional Children/Grant Workgroup VI</p>	<p>Y3 - ??</p> <p>Y3 – by July 2015</p>
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<p>Goal 8C: District- and/or state-level procedures and supports are in place for system level evaluation.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial</p>	<p>No X</p>	<p>By When:</p>
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<p>If Partial or No</p> <ol style="list-style-type: none"> 1. Ohio's Office for Exceptional Children will identify evaluation tools from 8 (a) that will be used to determine statewide PBIS outcome data. 2. Quarterly review of PBIS 5-Year Plan to progress monitor action plan steps. 	<p>Who?</p> <p>Office for Exceptional Children/Grant Workgroup VI, Miami University, and with input from Regional PBIS Primary Trainers</p> <p>Sustainability Workgroup III</p>		<p>Y3- Winter</p> <p>Y3 and ongoing</p>		
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<p>Goal 8D: Annual report of implementation integrity and outcomes is disseminated.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
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<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Share annual report and academic/behavioral outcomes connected to PBIS implementation with state administrators/Ohio Department of Education, regional state support team partners and superintendents/districts. 2. Review 5-Year Plan quarterly to monitor progress 	<p>Who?</p> <p>Office for Exceptional Children/Grant Workgroup VI</p> <p>Sustainability Workgroup III</p>		<p>Y2 – Y7</p> <p>Y3 – Y7</p>		
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Evaluation Capacity

Goal 8E: At least quarterly, disseminate, celebrate, and acknowledge outcomes and accomplishments	Status:	Yes	Partial	No X	By When:
If Partial or No Action Steps: <ol style="list-style-type: none"> 1. Determine a plan for collecting the number of schools implementing and fidelity of implementation (components of the recognition systems: gold, silver, bronze). 2. Develop recognition system application. 3. Develop annual marketing plan for exhibits and/or presentation at conferences: training and coaching information/recognition system steps. 4. State support team PBIS trainers will utilize the state support team PBIS Implementer Grid to identify exemplar implementers and invite to apply for recognition. 5. Communicate recognition system criteria through state support team regions for newly trained and schools previously trained. 6. Full implementation of PBIS School Implementer Recognition System: timelines, access to application forms, processes, tools. 	Who? Marketing Workgroup I - All			Completed but continuing Y3 - Winter Y3 - Winter Y3 Y3 Y3 - Summer Y5	

9. Behavioral Expertise

Goal 9A: The interaction and relationship between effective academic instruction and schoolwide behavior support are visible and promoted.	Status:	Yes	Partial X	No	By When:
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<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> Integrate PBIS into the Ohio Improvement Process Framework. <ul style="list-style-type: none"> OIP/PBIS Crosswalk Decision Framework OLAC Modules Behavior data based decision making using the 5 step process. Revise Connections Document. 	<p>Who?</p> <p>Sustainability Workgroup III</p> <p>Sustainability Workgroup III</p>			<p>Completed</p> <p>Y3</p>	
<p>Goal 9B: SWPBS behavioral expertise includes fluency with the process and organizational strategies that support and enhance the use of evidence-based behavioral practices.</p>	<p>Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p>	<p>Who?</p>				

10. School/District Demonstrations

<p>Goal 10A: At least 10 schools have adopted SWPBIS and can be used as local demonstrations of process and outcomes.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
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If Partial or No Action Steps:	Who?	Initiated but in need of continuing work
<ol style="list-style-type: none"> 1. Regional PBIS facilitators will identify schools/districts in their regions that are high-level implementers as determined by mini School Wide Evaluation Tool or Benchmarks of Quality/School Wide Assessment implementation. 2. PBIS demonstration schools will be published and made available to regional facilitators/superintendents/districts. 	<p>Marketing Workgroup I Regional PBIS facilitators</p>	<p>Y3</p>
<ol style="list-style-type: none"> 3. Twitter/social media account for implementation, acknowledgement and recognition. 	<p>Marketing Workgroup I</p>	<p>Y3</p>

Possible Year 5 (2016-2017) Goals/Strategies/Action Steps/Need Areas:

- The Ohio Department of Education and Office for Exceptional Children are COLLECTIVELY involved in the OHIO PBIS Network;
- Sponsoring a Safe School/PBIS Annual Conference;
- PBIS website includes Tier 1-3 resources, training modules, contact information, data/evaluation resources etc.;
- OHIO PBIS Network involved partners from several agencies (mental health, DD, etc.);
 - Training, coaching and facilitation.
- The Ohio Department of Education and Office for Exceptional Children coordinate the state’s PBIS implementation and impact (evaluation/outcomes) through data collection and monitoring procedures;
 - i.e. percent or number of schools implementing all tiers with fidelity.
- PBIS is contained in and part of OLAC Modules;
- PBIS is directly related to Ohio Improvement Process implementation and incorporated into Ohio Improvement Process tools such as the Decision Framework;
- Statewide PBIS Training Manual is available;
- System to recognize schools (gold, silver, etc.);
- Coaching system in place (internal capacity building);
- PBIS becomes embedded into the work, not an add on.

Possible Year 4 (2015-2016) Goal/Strategies/Action Steps/Need Areas:

- Tier 3 intensive supports, strategies, intervention (FBA) in need of further development;
- Tier 3 Integrated Systems Framework needs development in collaboration with multi-grant efforts;
- Development of Web-based training modules in a coordinated system for long-term training supports.