
Ohio PBIS Network 2017 Annual Plan & 2016-2017 Annual Summary Report

September 2017



Ohio
PBIS
Network

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Brief History

The Ohio Positive Behavioral Interventions and Supports (PBIS) Network began its initial organizational efforts in the Fall of 2012 under the direction of the Ohio Department of Education, Office for Exceptional Children. By the Fall of 2013 the Ohio PBIS Network had developed its basic working structure with quarterly network meetings and established workgroups.

The activities and urgency of the work for the Ohio PBIS Network was 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.

To obtain resources to assist in the scaling up the PBIS and student mental health effort in Ohio schools, The Office for Exceptional Children (OEC) in partnership with the Miami University Center for School Based Mental Health Programs (CSBMHP) applied and received two federal grants. The U.S. Department of Education, School Climate Transformation Grant (SCTG) and the Substance Abuse and Mental Health Services Administration (SAMHSA), Project AWARE Grant both received five-year funding for the period of 10/1/2014 to 9/30/19.

Buoyed by additional resources via the initiation of the School Climate Transformation and Project AWARE Grants, 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) and broader mental health supports for the students of Ohio.

The following summary highlights the overall progress of the Network in supporting Ohio's scale up of PBIS and some specific achievements made by the network during the 2016-2017 school year.

Membership and Structure

The Ohio PBIS Network maintains stable and energetic membership of over 40 members. 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 at least one participating member 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 maintains a set of workgroups to serve a variety of scaling-up functions. The current workgroups list and visual summary (Figure 1) are 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



OHIO PBIS NETWORK WORKGROUPS 2017-18 (9/1/17)



Figure 1: Ohio PBIS Workgroup Structure & Membership

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.

The network continues to meet formally as a whole group for four regularly scheduled, full-day sessions in Columbus each school year. The network has maintained consistent quarterly meetings for the last four 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 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, literacy, and coaching resources. The PBIS Network has maintained an extraordinary effort to maintain alignment with Ohio Department of Education initiatives, including the Ohio Improvement Process.
- Emily Jordan, Michael Petrasek, and Jill Jackson regularly participate and support the work of the Ohio Interagency Council for Youth (OICY). OICY has provided multi-agency consultation and guidance to the Ohio Department of Mental Health and Addiction Services (OhioMHAS) as they pursue SAMHSA grants for State Youth Treatment Planning (SYT-P) and Ohio Youth Treatment Implementation (YT-I). OICY also works to increase coordination in the provision of youth prevention and care initiatives associated with the following initiatives: ENGAGE/Systems of Care, Safe Schools Healthy Students, Project AWARE, PBIS (School Climate Transformation Grant), PAX Good Behavior Game, and the Behavioral Health Juvenile Justice initiative.
- The Ohio PBIS Network has benefited greatly from collaboration and support from the Ohio School Psychologists Association (OSPA). OSPA has sponsored many statewide conferences in the last four years focusing on PBIS, counseling, and mental/behavioral interventions for students.
- Collaboration and mutual support continues 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, examples of these include: Special Education Leadership Summits, Ohio School Psychologist Association, Ohio Prevention and Early Intervention Conference, Ocalicon, Ohio Promoting Wellness and Recovery Conference, Connect for Success, and others state and national conferences

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 has been fortunate to have several other national experts come to Columbus in recent years to provide valuable training opportunities. Examples of these trainings include: a) Dr. Rob Horner (national director) on PBIS Team Initiated Problem Solving (TIPS), b) Joellen Killion on PBIS Process Coaching, c) Dr. Steve Goodwin (director MiBLSI) on PBIS Sustainability, d) Dr. Barbara Mitchell on PBIS Supports in the Classroom, and e) Dr. Susan Barrett (director, Mid-Atlantic PBIS Network) is coming in December 2017 to consult on coaching systems.

Network Accomplishments: 2016-2017

The Ohio PBIS Network's energetic members have generated numerous accomplishments during the past year. Working in coordination with their respective State Support Teams, network members have continued to expand PBIS across the state, with accomplishments as highlighted below.

- The network is continuing to develop and expand Ohio web-based resources for PBIS now available to state trainers and coaches via our Edmodo site. Resources on the Ohio Department of Education website continue to see regular traffic. See education.ohio.gov and *Search: PBIS*. The Ohio PBIS web pages have an average of 1000 viewers per month.
- The network provided quarterly PBIS coaches meetings to help scale up coaching supports in the state.
- Network members continue to provide basic overview information regarding PBIS at a variety of state conferences, such as: The Ohio Council for Children with Behavioral Disorders, Ohio Promoting Wellness and Recovery, Statewide Summit for Enrichment and Education, Ohio School Psychologist Association, Safe and Healthy Schools Summit and four Ohio Special Education Leadership Summits, as well as numerous regional presentations.
- Continued statewide trainings through the regional State Support Teams, utilizing the quality PBIS Overview, PBIS Team Training, PBIS Train the Trainer, PBIS Classroom Management, and Tier II-III workshop packages.
- The network is scaling up the utilization of Motivation and Engagement Aligned PBIS (described later in the report). These unique resources support active student self-improvement and provide resources to intervene with students who have lost their motivation and engagement with the educational process. SSTs 4 and 13 are supporting the utilization of these resources in Fairport Harbor and Indian Hill school districts.

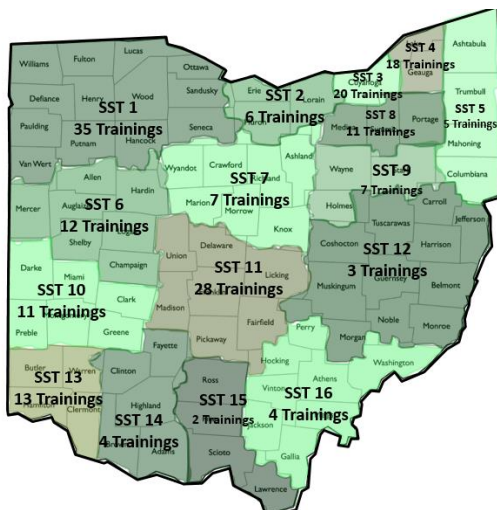
Fundamental to the progress in scaling up of PBIS in Ohio has been the development of quality training resources. This work has primarily been generated by the Training Workgroup. Training

resources have been developed, vetted and revised in the areas of: Basic Tier I PBIS Training, PBIS Classroom Management and PBIS Tier II Training, PBIS Coaching, PBIS Motivation and Engagement. 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 trainings were provided to staff in all 16 SST regions of the state (see Figure 2). LEAs participating in trainings represented urban, rural, suburban, and small town school districts. Within the participating LEAs, training and technical assistance was provided to a variety of staff. From October 1, 2016 until May 31, 2017 the majority of training attendees who noted their role in the building (n= 2,358) were teachers (64.2%), followed by administrators (16.5%), other (10.1%), related service professionals (6.5%), paraprofessionals (2%), and parent/community members (0.2%). Furthermore, these attendees who noted the grade-level they served (n= 2,358), primarily worked with elementary populations (43.6%) followed by middle school (21%), high school (15.3%), multi-grade (8.7%), district-level (4.5%), preschool (5%), and other/not applicable (1.9%) populations.

Figure 2. Number of trainings provided within the 16 State Support Team (SST) regions.



- 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 attendees were asked to indicate whether they strongly disagreed, disagreed, were neutral, agreed, or strongly disagreed with this statement. Of the 184 LEAs represented in this sample who had attendees that answered this item during Year 3, 97.3% (n=179) of LEAs reported an improvement in knowledge and understanding as a result of the training or technical assistance. The value of 97.3% exceeds our goal of 80%. (Note: We operationalized an LEA as having "improved" in their knowledge if that LEA had at least 50% of attendees either strongly agree or agree with the item statement).

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

Each year the Network members complete a self-assessment aligned to the blueprint established by the U.S. Department of Education’s Technical Assistance Center on PBIS. A four-year analysis and summary of the network’s progress on the key practices outlined in the blueprint can be found in **Appendix VI**.

PBIS Network Workgroup Accomplishments: 2016-2017

For the last three 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 workgroup achievements generated in the last year are highlighted below:

- Workgroup I Visibility, Marketing & Political Support:
 - The marketing workgroup continues to spearhead much of the planning and marketing associated with the (now annual) PBIS Showcase Conference and the state-wide PBIS Recognition System. The third annual conference is scheduled for late November 2017.
- Workgroup II, Family and Community Engagement:
 - This workgroup continues to develop family friendly resources to introduce and engage parents with PBIS, including a Family PBIS Brochure.
 - The workgroup has been developing rubrics for family engagement at all three tiers.
 - The workgroup continues to collaborate with other family oriented organizations to coordinate resources and parent engagement efforts.
 - The workgroup presented an engagement workshop at last December's Showcase Conference.
- Workgroup III Building Capacity for Sustainability:
 - This workgroup maintains multiple responsibilities associated with the annual Showcase Conference, including the identification and selection of presenters and poster sessions.
 - Workgroup III provides on-going planning and coordination for state and regional coaching supports.
 - This group continues to develop and provide access for coaching resources and materials.
 - This workgroup has responsibility for the Network 5-Year Plan with quarterly updates to the plan.
- Workgroup IV Methodology, Training and Behavior:
 - This group continues to develop and revise high-quality training materials and resources. During the last year, this workgroup has been completing an updated readiness and overview module for Tier III PBIS and a Tier III training module (power points and associated resources).
- Workgroup V Early Childhood PBIS:
 - The Early Childhood Workgroup has been totally updating and revitalizing the resources and training for early childhood PBIS in Ohio.
 - The workgroup is scaling up statewide training and coaching to update early childhood providers with the new resources.
 - The Early Childhood Workgroup continues to collaborate with Dr. Lewis to develop and pilot an early childhood companion guide for 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 collaborated 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 was expanded to provide 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. See Figure 3 for a graphic image of the HSCRT structure.

The HSCRT is composed of representatives from six Educational Service Centers (ESC), multiple state agencies, and many community service organizations. The HSCRT provides direct consultation regarding the development of educational and mental health resources in the six ESC communities. The state management team also collaborates and advocates for coordinated service planning among the represented state agencies.

The HSCRT is initiating a broader effort to develop coordinated service planning in the state. Our state management team is in early stage discussions with a sister state management team the Ohio Interagency Collaborative for Youth (OICY) and the Ohio Family and Children First Council to explore more efficient and more meaningful inter-agency planning and collaboration.

As part of our multi-grant effort, we have been partnering with staff members from the Ohio University Voinovich School of Leadership and Public Affairs. This partnership has generated original research related to the development of a Positive Behavioral Interventions and Supports Public Value Proposition. The initial research study and public value summary report has been completed and available for distribution. A follow up phase is being planned to help communities become better aware of the public value when PBIS is implemented.

Healthy Schools and Communities Resource Team

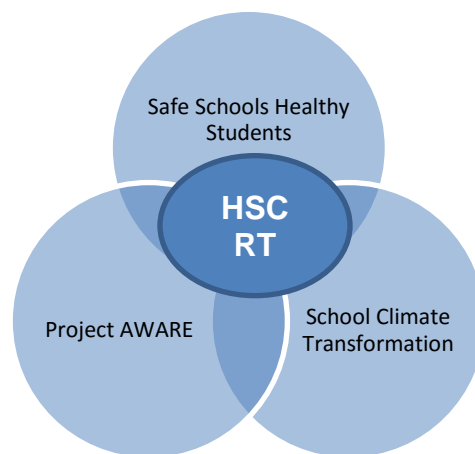


Figure 3: Healthy Schools and Communities Resource Team

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, despite the inherent challenges involved in working with multiple organizations.

Motivation and Engagement Aligned PBIS

A PBIS innovation initiative has been supported by the School Climate Transformation Grant, that utilizes the framework and processes of PBIS to provide a multi-tiered system of motivation and engagement supports for students. Called “Motivation and Engagement Aligned PBIS” the data, systems and practices of PBIS have been broadened into a system that supports both student and staff self-improvement. Motivation and Engagement Aligned PBIS systematically challenges students of all ages to acquire the tools and growth mindset to become a better individual academically, behaviorally and socially.

Students who are most at risk for disciplinary action (suspensions/expulsions), dropping out of school, and chronic academic underachievement typically are unmotivated and disengaged from the educational process. The motivation and engagement materials provide new resources for schools who wish to promote improved student motivation and reduce the negative effects associated with student disengagement. Included with the resources are a set of 80 short but meaningful activities teachers can utilize to systematically support student engagement in a process of long-term self-improvement.

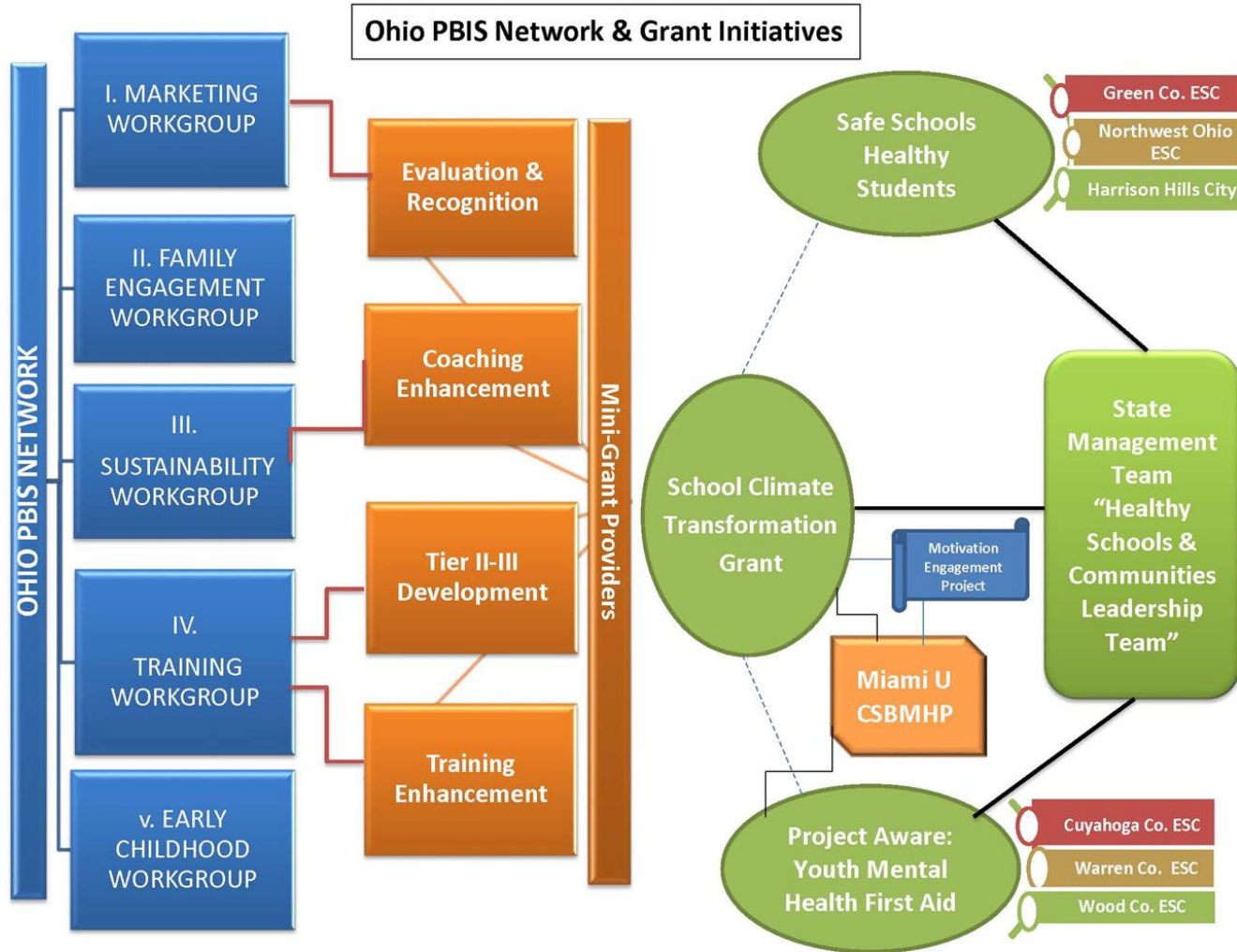
Motivation and Engagement Aligned PBIS provides teachers with a screening process to identify students in their classroom most at-risk for problems in these areas. Additional assessment tools and methods are available for more detailed individual assessment of students most at-risk, and potentially in need of Tier II or Tier III intervention. A comprehensive list of potential interventions aligned to 8 defined factors most likely to be associated with low motivation or engagement are available. A Motivation and Engagement Aligned PBIS Workbook outlining the above methods and resources is now completed.

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

As we complete the third year of the School Climate Transformation Grant (5-year total funding) it is clear the grant funding has enabled a scaling up of PBIS and mental health resource development that would not have been otherwise possible. As indicated above, the School Climate Transformation Grant, in collaboration with the sister grants, has generated many meaningful accomplishments, as outlined below.

- SCTG funds have enabled us to make the Ohio PBIS Showcase a successful and now annual event. This conference now typically features:
 - Presentations from over 20 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 nationally recognized experts in this field.
- Improved state level planning for school supports, health services and mental health resources involving multiple state agencies resulting from the Healthy Schools and Communities Resource Team, Ohio Interagency Council for Youth and Family and Children First Council collaboration systems.
- Continuing supports are provided to the six Community Management Teams associated with the Safe Schools Healthy Students and Project AWARE Grants. Each of these six communities have adopted PBIS initiatives and are pilot sites for the integration of school based mental health services.
- 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 in five regional two-day trainings with additional follow-up support.
 - Funding to support the development of a comprehensive set of Ohio PBIS training resources, as previously mentioned in this document. All Ohio PBIS training resources are aligned to the Ohio Department of Education model for continuous improvement, the Ohio Improvement Process (OIP).
 - Funding to support the initial scale up of the Motivation and Engagement Aligned PBIS initiatives in SST regions 4 and 13.
- HSCRT oversees the provision of the Project AWARE, Youth Mental Health First Aid (YMHFA) trainings.
- A Mental Health, Social, Emotional Screening and Evaluation Compendium and an accompanying School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance Manual have been developed to assist schools in selecting quality screening instruments has been developed. The Compendium details 50 no-cost screen tools to benefit schools in identifying key areas of need related to student well-being and engagement.
- Our HSCRT grant partner, the Miami University's Ohio Mental Health Network for School Success (OMHNSS) continues to update 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 V**. 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 the continuing priorities the PBIS Network 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
- Continue efforts to support more schools in adopting, utilizing and sustaining the PBIS framework as their foundation for behavioral and social emotional supports to students
- Expand the development and implementation of the Ohio PBIS coaching network
- Continue to develop and expand resources for families in support of PBIS
- Expand resources and materials in support of behavioral health integration in Ohio schools

Since its inception, Ohio PBIS Network has been striving to align the network goals with the national implementation blueprint as measured by the SWPBIS Implementation and Planning Self-Assessment. The Ohio PBIS Network 5-Year Plan is strongly influenced by data from the self-assessment process. The network's current 5-Year Plan can be found in **Appendix VII**.

Current Goals for the School Climate Transformation Grant

Funding for the SCTG is scheduled to end in September 2019. Priorities for the remaining two years of SCTG funding will focus upon the following state PBIS needs.

- Continue to expand the PBIS training capacity throughout the state, including additional train-the-trainer opportunities for 100 individuals.
- Develop a set of on-line PBIS training modules to further expand training options for interested Ohio schools.
- Provide additional opportunities for Ohio schools interested in scaling up their utilization of Motivation and Engagement Aligned PBIS.
- Expand coaching supports and coaching resources at all levels: local, regional and state.

Implementation and Planning and Self-Assessment

Each year the Ohio PBIS Network has completed a self-assessment following a blueprint suggested by the U.S. Department of Education Technical Assistance Center on PBIS. The results of this annual analysis can be found in Appendix VI.

Please see the following appendices for expanded details regarding outcome data, the annual self-assessment process, and long-term planning for the Ohio PBIS Network.

APPENDIX I
Analysis of Disciplinary and Achievement Outcomes Associated with PBIS in
Ohio
Handout

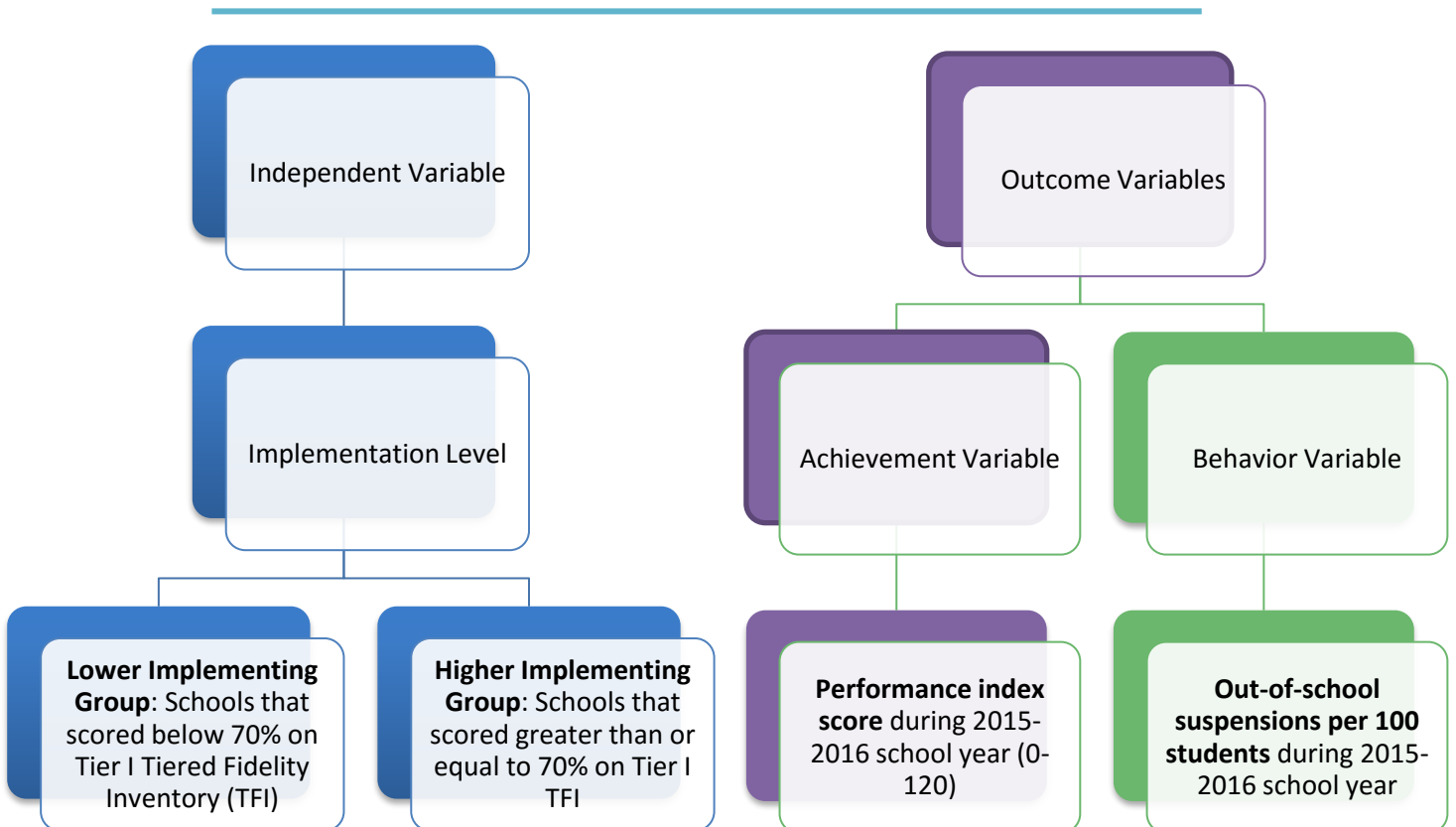
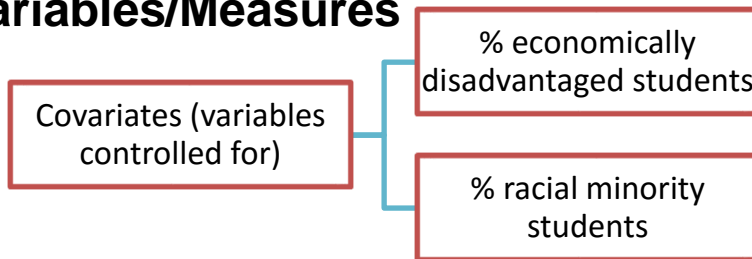
Analysis of Disciplinary and Achievement Outcomes Associated with PBIS in Ohio

Purpose

The purpose of this analysis was to determine whether there are differences in discipline and academic outcomes based on PBIS implementation fidelity level in Ohio schools, when controlling for key school demographic variables that were also related to the outcomes.



Variables/Measures

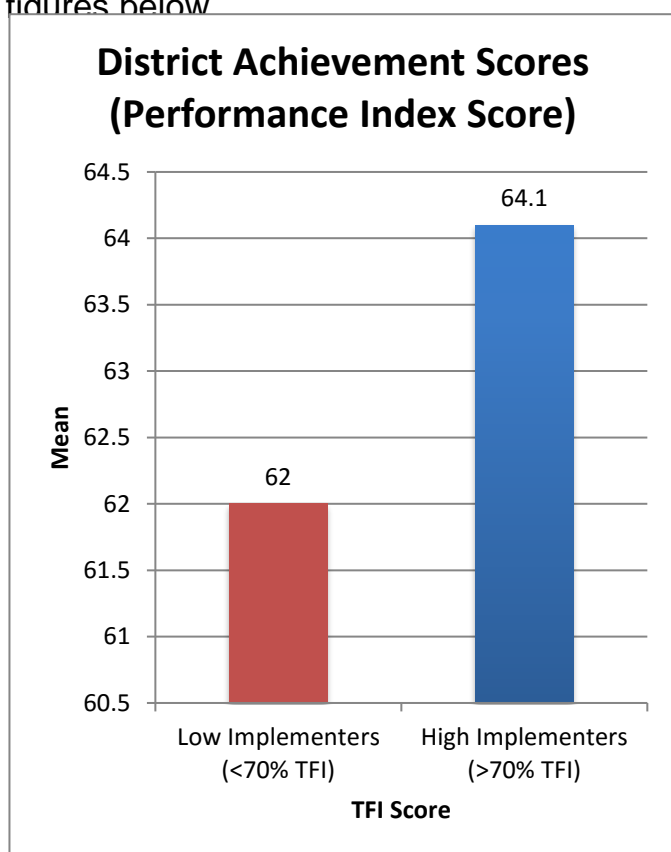


Sample

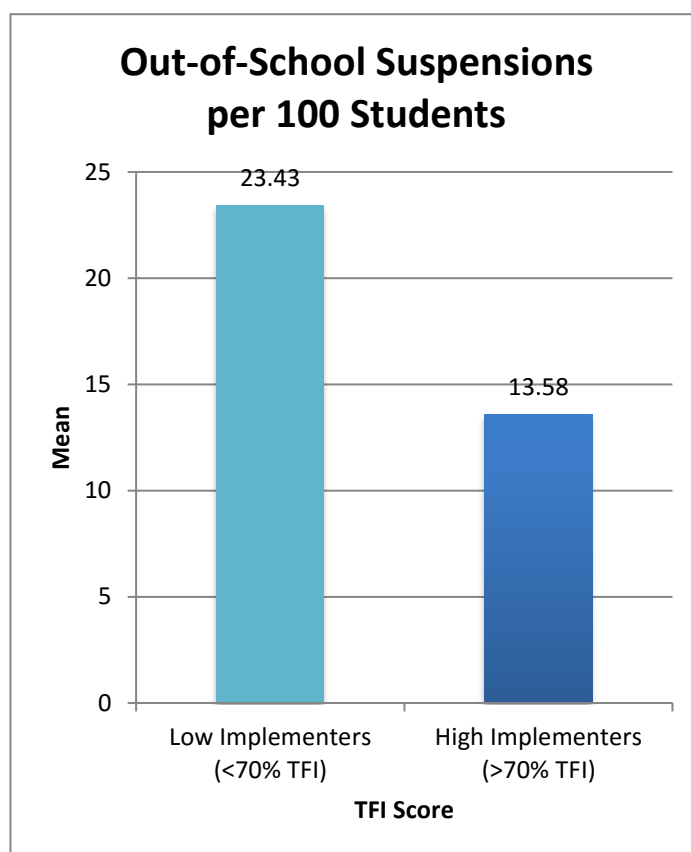
The sample consisted of 154 schools from 70 school districts that completed the TFI during the 15-16 academic year, submitted their data using PBISApps, and had available data on the outcome variables.

Results

Results of the MANCOVA revealed that, when controlling for the demographic covariates, there was a significant main effect for implementation fidelity ($F_{(2, 148)} = 3.87$; $p < .05$). Follow-up univariate ANCOVAs revealed that implementation level had a significant main effect on out-of-school suspension ($F_{(1, 151)} = 7.74$; $p < .025$). Specifically, the higher implementing schools experienced a lower number of out-of-school suspensions per 100 students than lower implementing schools, when controlling for demographic covariates. Follow-up univariate ANCOVAs also revealed that implementation level did not have a significant main effect on the achievement outcome when controlling for the covariates. These results are depicted in the figures below



Covariates appearing in the model are evaluated at the following values: Student Poverty = 54.0915, Student Minority = 34.4183.



Covariates appearing in the model are evaluated at the following values: Student Poverty = 54.0915, Student Minority = 34.4183.

Conclusions

Higher fidelity Tier 1 PBIS implementation is significantly associated with positive student outcomes in this sample, especially those related to student behavior. Although limitations in the study design prevent definitive causal conclusions, the findings suggest benefits associated with implementing core Tier 1 PBIS and regularly assessing fidelity in doing so.

This handout was prepared by Amity Noltemeyer (Professor in School Psychology) and Katelyn Palmer (Graduate Assistant) at Miami University. Any questions or feedback regarding this handout can be directed to Amity Noltemeyer at anoltemeyer@miamioh.edu.

Appendix II
Outcomes Associated with PBIS Implementation in Ohio

Outcomes Associated with PBIS Implementation in Ohio

Purpose

The purpose of this analysis was to determine whether there are differences in discipline and academic outcomes based on PBIS implementation fidelity level in Ohio schools, when controlling for key covariates.

Variables/Measures

The independent variable in the analysis was *implementation level*. Two groups were created according to their degree of PBIS implementation as measured on the Tiered Fidelity Inventory (TFI). The TFI is a coach-guided self-assessment tool that measures PBIS implementation fidelity across three tiers. This instrument has been found to demonstrate strong construct validity, interrater reliability, and 2-week test-retest reliability (McIntosh et al., 2017). The first group consisted of schools that scored below 70% on the Tier 1 TFI, and the second group consisted of schools that scored greater than or equal to 70% on Tier I TFI. Seventy percent was selected as the cutoff since this is generally recommended as an acceptable estimate of implementation with fidelity.

The dependent variables were each school's (a) *performance index score* during the 2015-2016 school year, which is a score that ranges from 0-120 and reflects the achievement of every child enrolled for the academic year based on statewide achievement tests, and (b) *out-of-school suspensions per 100 students (OSS)* during the 2015-2016 school year.

Covariates that were controlled for included the percentage of economically disadvantaged students and the percentage of minority students in the school. These covariates, which were correlated significantly but moderately with the dependent variables, were included in the analysis to reduce their effects on the dependent variable.

Sample

The sample consisted of 154 schools from 70 school districts that completed the TFI during the 2015-2016 academic year, submitted their data using PBISApps, and had available data on the dependent variables. Of these schools, 77 scored less than 70% on the TFI and 77 scored or greater to 70%. Furthermore, 87 of the schools were elementary schools, and 52 were middle or high schools, and 37 were other school types (e.g., PreK-12, PreK-8, preschool). There was a mix of urban, suburban, small town, and rural schools represented within the sample. There were no significant differences in the grade level or geographical typology distribution between the lower and higher implementing PBIS groups.

Analyses

Descriptive statistics were first calculated to learn more about the properties of the variables (means, standard deviations, frequencies, etc.). Next, a Multivariate Analysis of Covariance (MANCOVA) was conducted to determine whether (a) the two implementation groups differed on the composite dependent variable (when controlling for the percentage of minority students and percentage of economically disadvantaged students, which were both significantly related to the dependent variables). Follow-up univariate ANCOVAs were used to further discern the specific dependent variable(s) that contributed to the overall significant effect.

Results

Descriptive statistics were calculated to understand the properties of the variables. Overall, most of the schools in the sample reported data for all of the variables of interest. Although the data were highly variable for these variables, schools scored about 65% on average on the Tier 1 TFI, reported about 18 suspensions per 100 students on average, and scored about 62 on average on the performance index. Correlations between each variable of interest were also run. Most of the variables were significantly associated with each other with the exception of the relationship between Tier 1 TFI score

and percentage of economically disadvantaged students and the relationship between Tier 1 TFI score and percentage of minority students. These descriptive statistics and correlations are provided in Tables 1 and 2 below.

Table 1

Descriptive Statistics

Variable	Sample Characteristics			
	n	M	SD	Range
Tier 1 TFI Score	176	65.4	21.37	90
2015-2016 OSS per 100 Students	163	18.07	27.91	162.5
2015-2016 Performance Index Score	155	62.84	14.13	56.4
Percent Economically Disadvantaged	165	53.58	26.71	99
Percent Minority	165	33.64	31.41	99

Table 2

Correlations

Variable	1	2	3	4	5
1. Tier 1 TFI Score					
2. 2015-2016 OSS per 100 Students	-.22**				
3. 2015-2016 Performance Index Score	.19*	-.7**			
4. Percent Economically Disadvantaged	-.11	.53**	-.8**		
5. Percent Minority	-.05	.59**	-.68**	.79**	

Note. * $p < .05$. ** $p < .01$

When controlling for the covariates, the estimated mean 2015-2016 OSS per 100 students among schools scoring below 70% on the TFI Tier I was 23.43, whereas it was 13.58 among schools scoring above 70% on the TFI Tier I. Furthermore, the performance index score among schools scoring below 70% on the TFI Tier I Score was 61.99, whereas the estimated mean for schools scoring above 70% on the TFI Tier I score was 64.10.

Results of the MANCOVA revealed that, when controlling for the demographic covariates, there was a significant main effect for implementation fidelity ($F_{(2, 148)} = 3.87; p < .05$). Given the significance of the overall test, the univariate main effects were examined. Follow-up univariate ANCOVAs revealed that implementation level had a significant main effect on out-of-school suspension ($F_{(1, 151)} = 7.74; p < .025$). Specifically, the higher implementing schools experienced a lower number of out-of-school suspensions per 100 students than lower implementing schools, when controlling for demographic covariates. Follow-up univariate ANCOVAs also revealed that implementation level did not have a significant main effect on the achievement outcome when controlling for the covariates. These results are summarized in Table 3 and depicted in Figures 1 and 2 below.

Table 3

Multivariate and Univariate Analyses of Variance F Ratios for Outcomes by Implementation Level

Variable	MANOVA F(2, 148)	2015-2016 OSS per 100 students	2015-2016 Performance Index
Implementation	3.87*	7.74**	2.38

* $p < .05$. ** $p < .01$. *** $p < .001$.

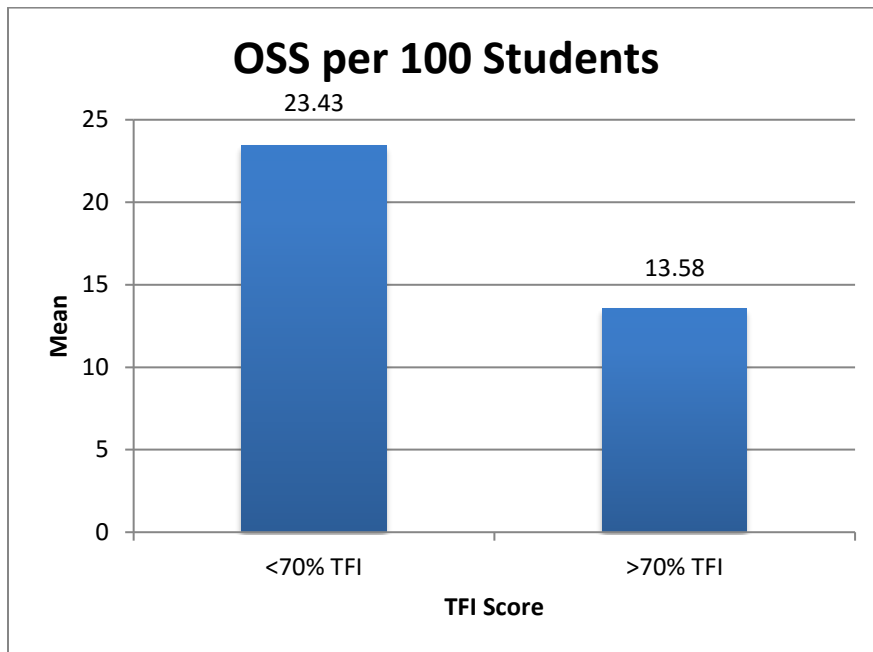


Figure 1. Covariates appearing in the model are evaluated at the following values: Student Poverty = 54.0915, Student Minority = 34.4183.

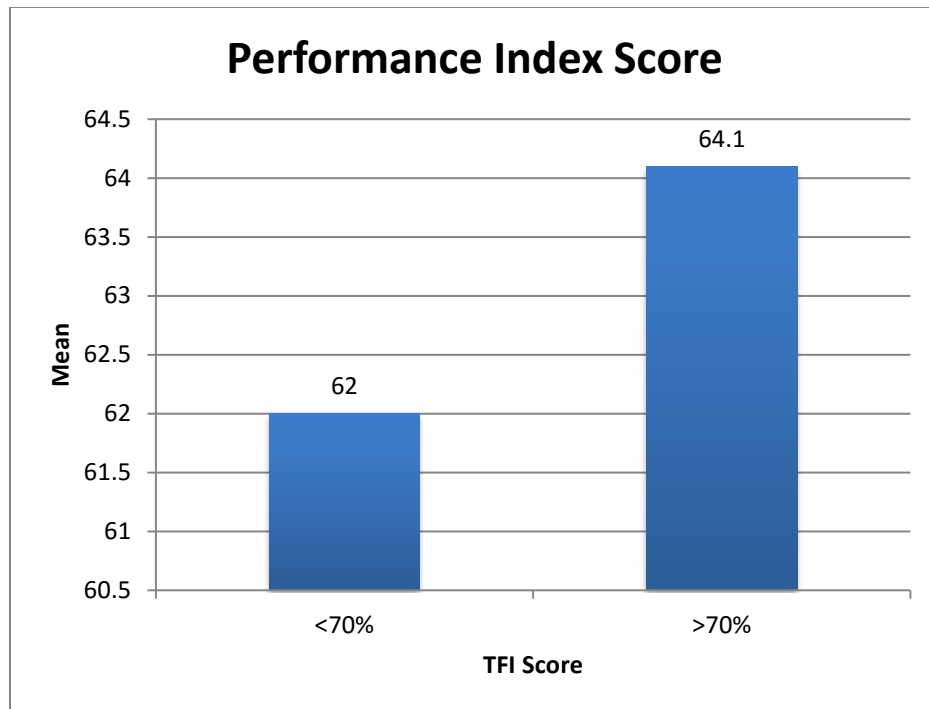


Figure 2. Covariates appearing in the model are evaluated at the following values: Student Poverty = 54.0915, Student Minority = 34.4183.

Conclusions and Implications

Overall, the results suggest higher Tier 1 PBIS implementation is significantly associated with positive student outcomes, especially those related to student behavior, in this sample. That is, when controlling for the percentage of minority and economically disadvantaged students, Ohio schools that scored greater than or equal to 70% on the Tier 1 TFI experienced fewer out-of-school suspensions per 100 students compared to schools in Ohio that scored below 70% on the Tier 1 TFI. Although limitations in the study design prevent definitive causal conclusions and further research is needed, these preliminary findings suggest a possible benefit associated with implementing core Tier 1 PBIS and regularly assessing fidelity in doing so. For schools seeking to implement PBIS, the core components of Tier 1 are briefly highlighted below, and more information about Tier 1 supports can be found at <http://www.pbis.org/school/tier1supports>.

- Establish 3-5 clear behavioral expectations.
- Teach, model, and practice these behavioral expectations.
- Develop a system of meaningful reinforcers for students and consistently discipline students when expectations are not met.
- Make decisions using data and regularly monitor student progress.
- Intervene with at-risk students early by implementing universal interventions that are effective for this population of students.
- Develop a multi-tiered system of supports by providing interventions to students based on their level of need.
- Implement evidence-based interventions.

This report was prepared by Amity Noltemeyer (Professor in School Psychology), Katelyn

Palmer (Graduate Assistant), and Anthony James (Assistant Professor in Family Science and Social Work) at Miami University. Any questions or feedback regarding this report can be directed to Amity Noltemeyer at anoltemeyer@miamioh.edu.

Appendix III
Ohio Award Winning PBIS School Outcomes

Ohio Award Winning PBIS School Outcomes: 2015-2016

Purpose

The purpose of these analyses was to determine whether several behavioral outcomes are impacted by PBIS implementation fidelity level in Ohio award-winning PBIS schools, as measured by the schools' PBIS award statuses (i.e., gold, silver, or bronze).

Variables/Measures

The outcome variables were collected by consulting a form completed by schools regarding their school profiles for the previous (2014-2015) and current (2015-2016) academic years. These variables are listed below:

- Number of minor referrals per 100 students for previous and current year
- Number of major referrals per 100 students for previous and current year
- Number of in-school-suspensions per 100 students for previous and current year
- Number of out-of-school suspensions per 100 students for previous and current year
- Number of expulsions per 100 students for previous and current year
- Daily attendance rates for previous and current year
- Tiered Fidelity Inventory (TFI) implementation scores
- SAS total score

Sample

The sample consisted of 49 schools that were recognized for implementing PBIS with a high degree of fidelity in the 2015-2016 academic year. These schools received gold, silver, or bronze rewards depending on specific criteria determined by a workgroup within the Ohio PBIS Network. Additionally, 31 of the schools were elementary schools and 18 were middle/high schools. There was also a mix of urban, suburban, and rural schools represented within the sample. Furthermore, these schools completed the TFI during the 2015-2016 academic year and also reported information related to their schools' profiles for the 2014-2015 and 2015-2016 academic years.

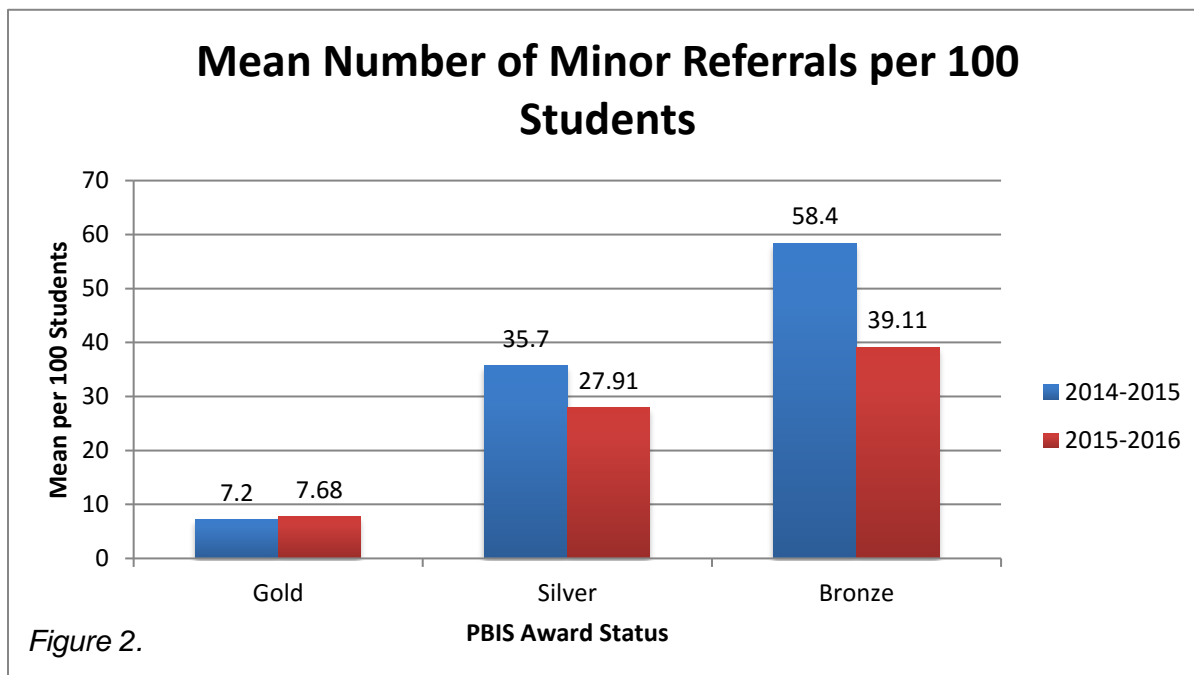
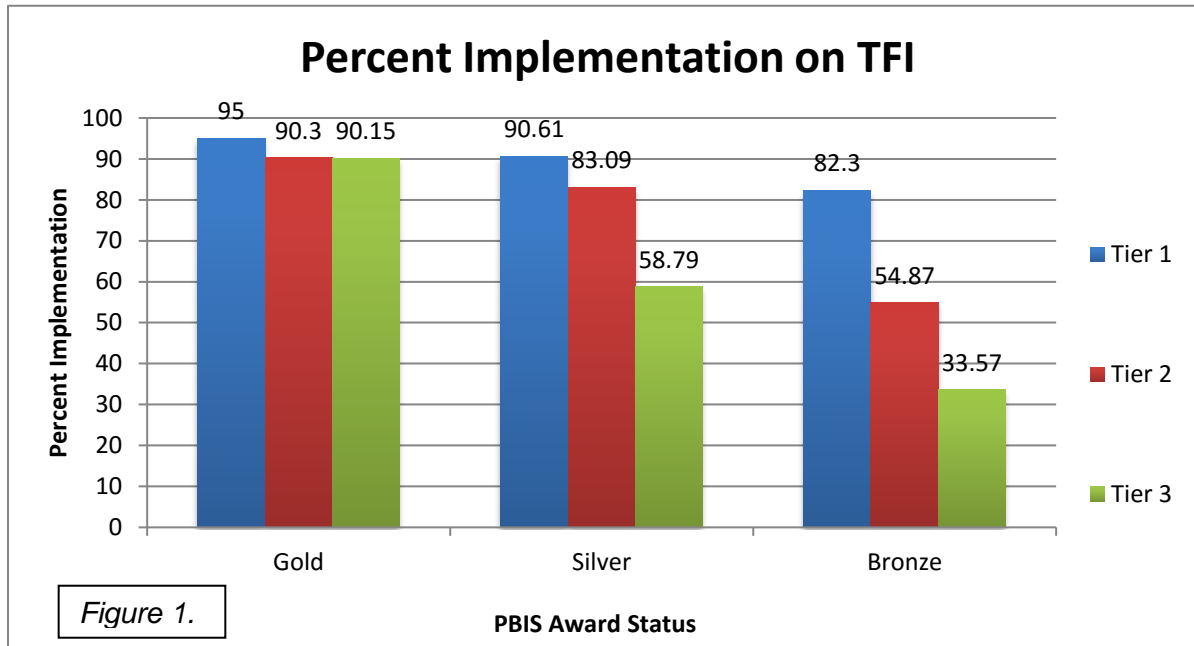
Analyses

Descriptive statistics were calculated to learn more about the properties of the variables (means, standard deviations, range, etc.). Graphs were also created to visually compare means across gold, silver, and bronze schools.



Results

The means for the various outcome measures were calculated for the 2014-2015 and 2015-2016 academic years for bronze, silver, and gold award recipient schools. These results are depicted in Figures 1-7. *Note:* For Figures 5-7, the Ohio bar represents comparison data from Ohio schools accessed from the 2015-2016 state report card. Ohio comparison data were not available for the outcomes in Figures 1-4.





Mean Number of Major Referrals per 100 Students

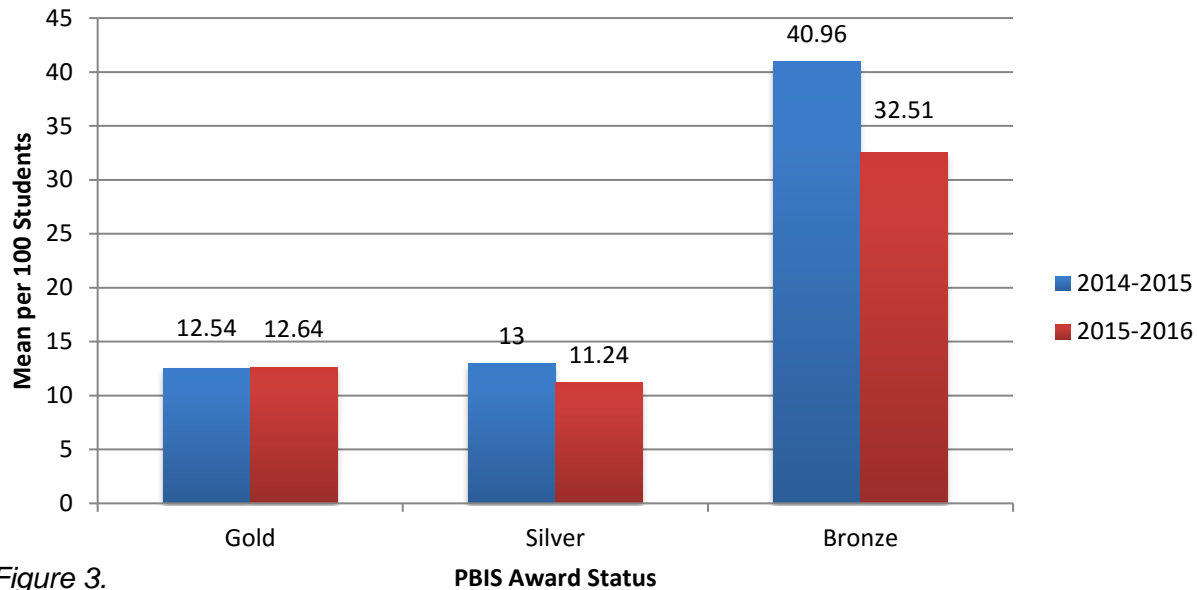


Figure 3.

Mean Number of In-School-Suspensions per 100 Students

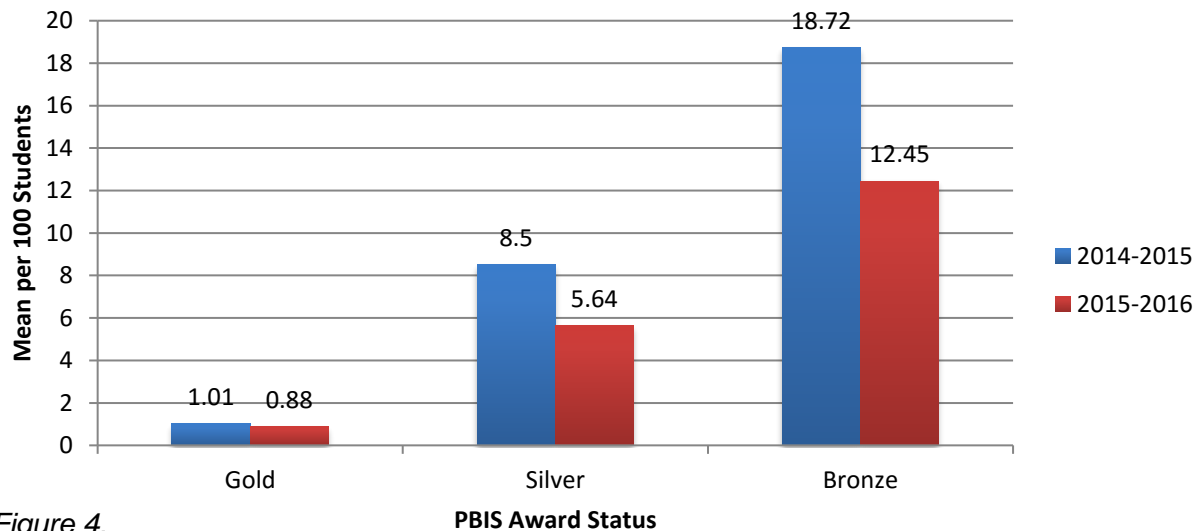


Figure 4.

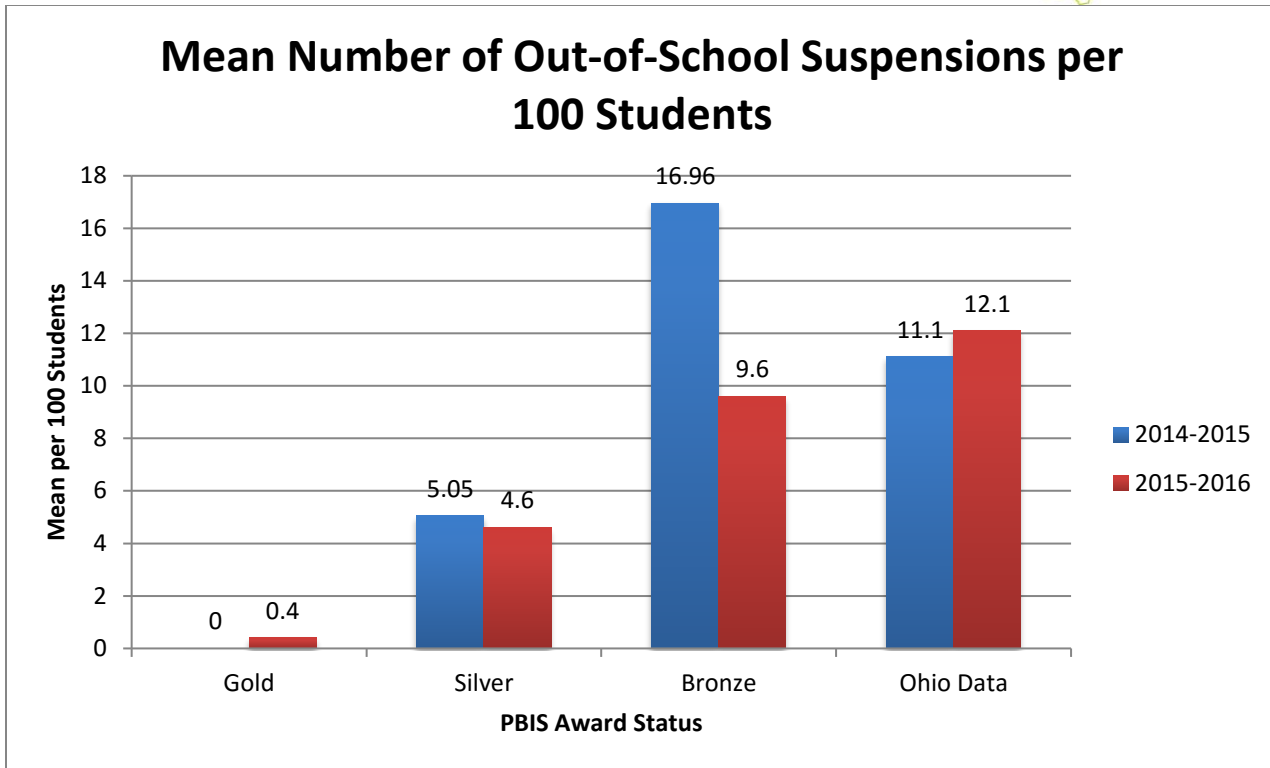


Figure 5.

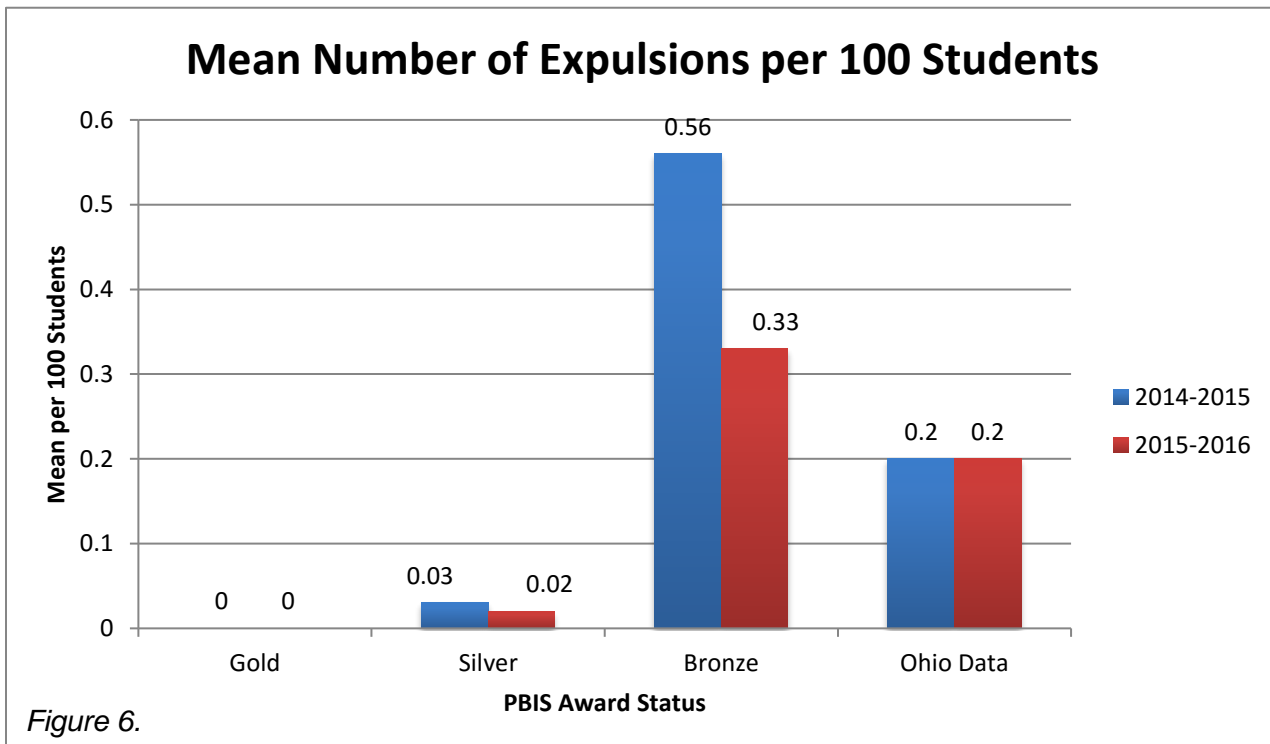


Figure 6.

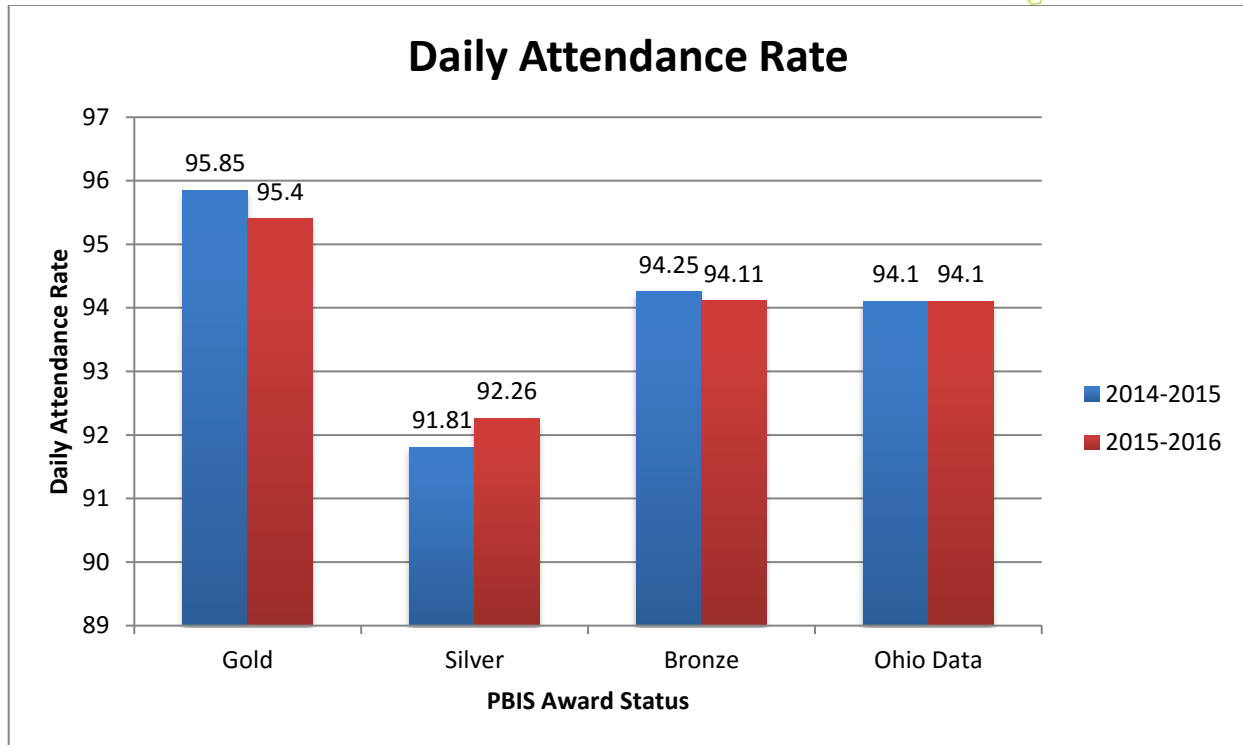


Figure 7.

Conclusions

A few conclusions can be made from these analyses. First, gold, silver, and bronze award-winning schools are implementing Tier 1 PBIS with high levels of fidelity. At Tier 2, gold and silver award-winning schools are implementing with fidelity, and at Tier 3 gold award-winning schools are.

Second, the behavioral outcomes appear to be associated with the schools' PBIS award statuses. Across almost all behavioral outcomes, gold recipients report the fewest number of behavioral incidents per 100 students, and bronze recipients report the highest number of behavioral incidents per 100 students. A similar trend can be seen when looking at schools' attendance data. Specifically, gold recipients report higher attendance rates compared to silver or bronze recipients. Although no definitive causal conclusions can be drawn, the observed differences by award status can potentially be attributed to reported differences regarding implementation of PBIS as measured by the TFI. As can be seen from the TFI scores, gold recipients report higher scores across all 3 tiers compared to silver or bronze recipients. Thus, these PBIS awards seem to differentiate schools by their degree of implementation, and these differences between award levels are related to various behavioral outcomes in these schools.

Furthermore, award-winning schools look favorable when compared to Ohio statewide averages on several outcome variables. For example, compared to statewide averages, award-winning schools evidenced lower levels of out-of-school suspensions per 100 students at all three award levels, lower levels of expulsions per 100 students at the gold and silver award levels, and higher levels of attendance at the gold and bronze levels.

A final conclusion is related to changes in behavioral incidents over time. Bronze and silver recipients experienced decreases in all types of behavioral incidents per 100 students between the 2014-2015 academic year and the 2015-2016 academic year. Gold recipients either experienced decreases, or



remained at relatively similar already low levels. Although there are a few exceptions, the general trends over time suggest that schools implementing PBIS with fidelity are either experiencing reductions in problem behaviors over time or are maintaining low levels of problem behaviors from the year prior.

This report was prepared by Amity Noltemeyer (Professor in School Psychology) and Katelyn Palmer (Graduate Assistant) at Miami University. Any questions or feedback regarding this report can be directed to Amity Noltemeyer at anoltemeyer@miamioh.edu. Version 2.0 July 2017



**Appendix IV
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 analysis of 2016-2017 Ohio PBIS post-training survey data.

Instrument

An 11-item PBIS post-training survey was administered to attendees of Ohio PBIS-themed training sessions between June 1, 2016 and May 31, 2017. 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 2,839 training session attendees, a similar total from the 2015-2016 school year, which included 2,856 attendees. The majority of training attendees were teachers (64.3%), followed by administrators (16%), other (10.4%), related service professionals (6.9%), paraprofessionals (1.7%), and parent/community members (0.4%). Furthermore, these attendees primarily served elementary populations (43.2%) followed by middle school (21.6%), high school (16.1%), multi-grade (7.8%), district-level (4.9%), preschool (4.7%), and other/not applicable (1.7%) populations. Compared to 2015-2016 data, this year's data reflected similar demographics, and the attendees represented all SST regions of the state, as well as urban, rural, suburban, and small town school districts.

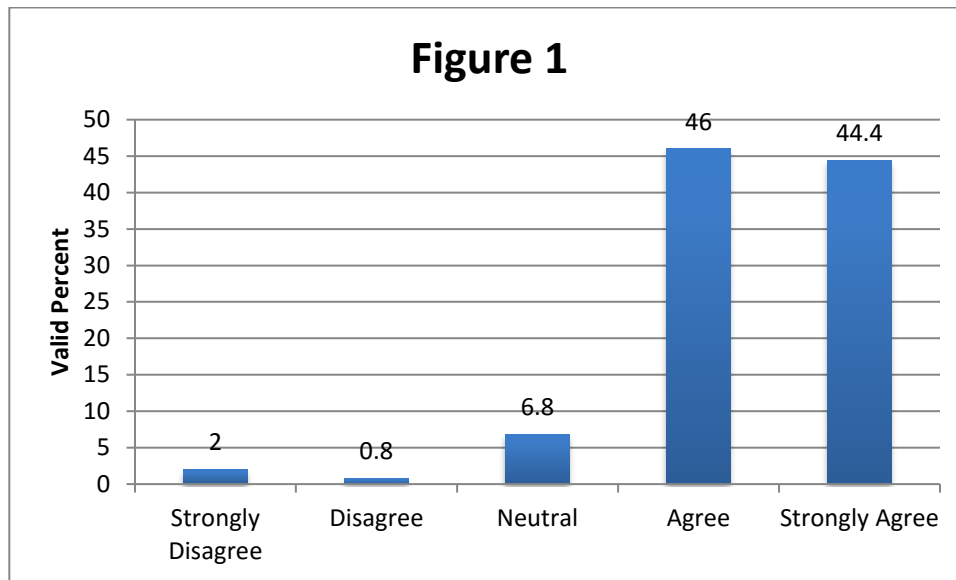
Analyses

Data were entered into SPSS by trained graduate assistants and were spot-checked 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. Finally, non-parametric statistical tests were conducted to determine if there were significant differences in responses to three of the items, based on the type of training conducted.

Results

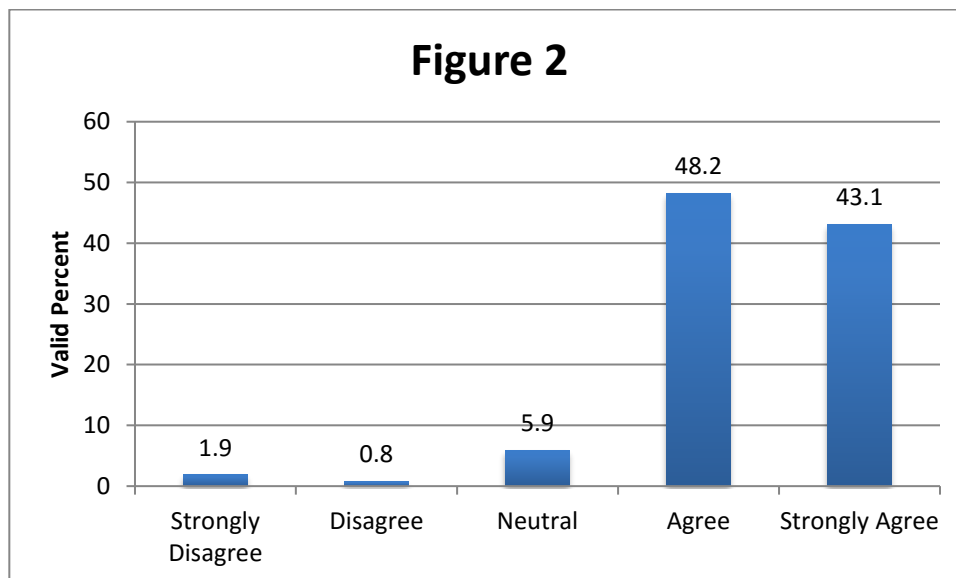
Satisfaction with Sessions

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 2,828 attendees who answered this item, 44.4% strongly agreed with the statement and 46% agreed with this statement, for a total of 90.4% who were satisfied with the session (see Figure 1). This is consistent with the 90.7% agreement level in the 2015-2016 school year.



Knowledge Obtained from Sessions

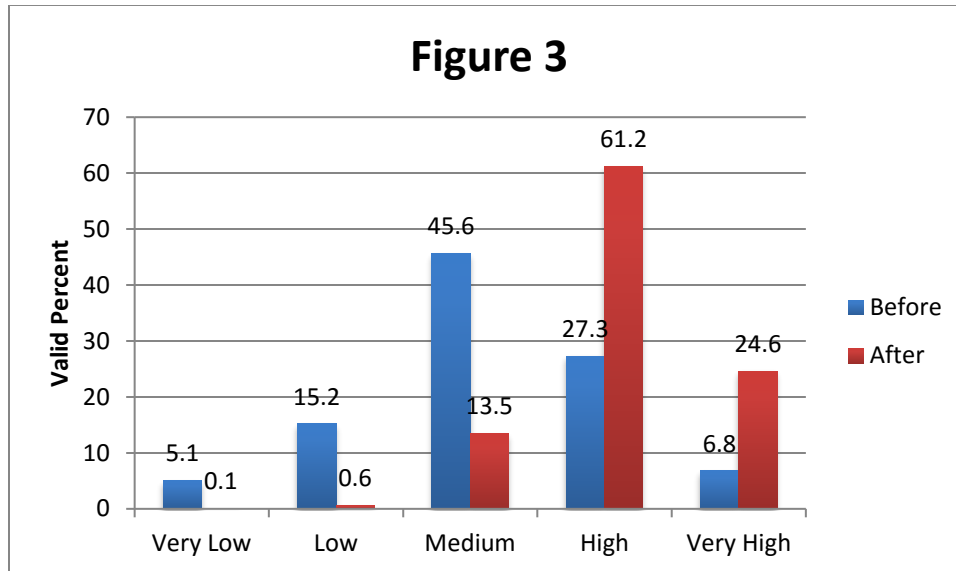
One item on the PBIS post-training survey stated, “*This session improved my knowledge and understanding of PBIS as a process for implementing a multi-tiered behavioral framework*” and asked attendees to indicate whether they strongly disagreed, disagreed, were neutral, agreed, or strongly agreed with this statement. Of the 2,833 attendees who answered this item, 43.1% strongly agreed with the statement and 48.2% agreed with this statement, for a total of 91.3% who believed that the training improved their knowledge and understanding to some degree (see Figure 2). This is consistent with the 91.6% agreement obtained in the 2015-2016 school year.



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”

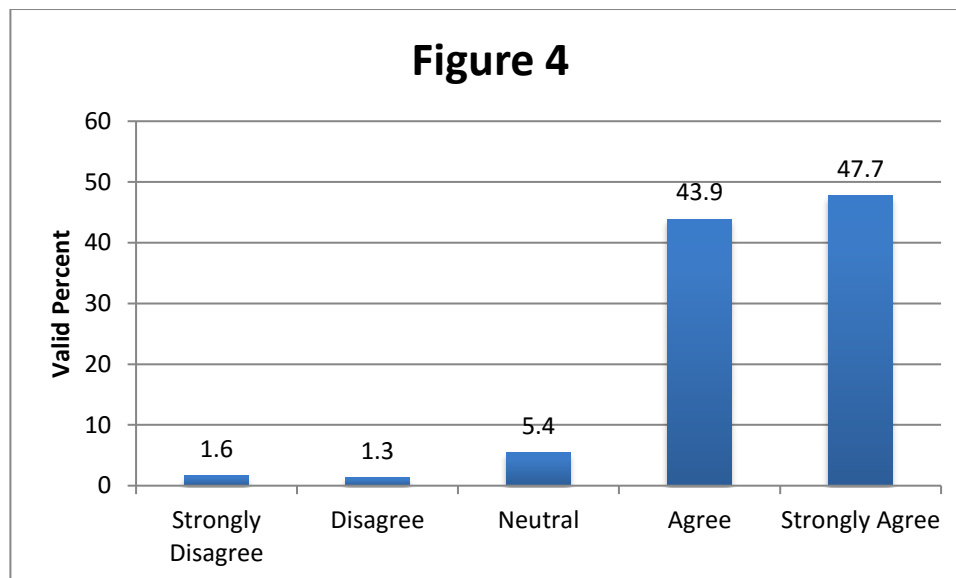


(45.6%), followed by “high” (27.3%). When asked to rate their knowledge level at the conclusion of the training, the majority of participants rated their knowledge as “high” (61.2%) followed by “very high” (24.6%). These results (see Figure 3) suggest an increase in self-perceived knowledge as a result of the trainings.



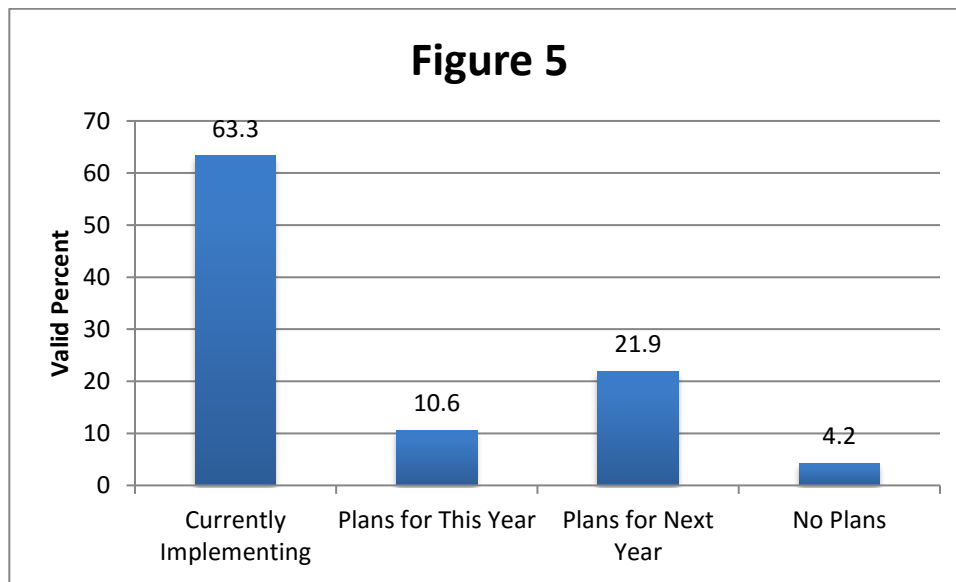
Usefulness of Information from Sessions

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 2,821 attendees who answered this item, 47.7% strongly agreed with the statement and 43.9% agreed with this statement, for a total of 91.6% who believed that they would apply the information within 4 weeks (see Figure 4). This value represents a slight increase from the 89.9% agreement obtained in 2015-2016.



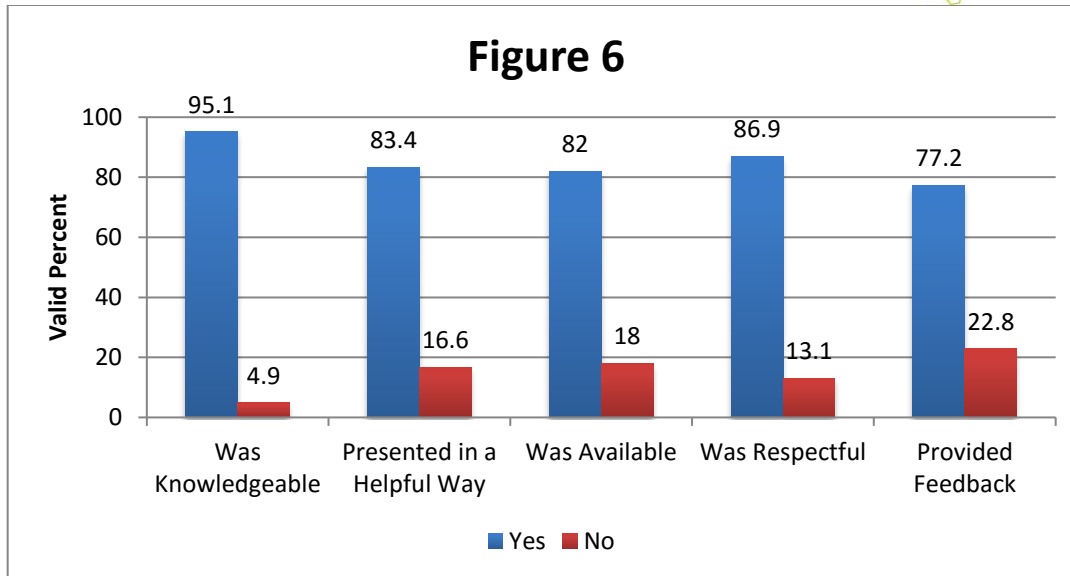


One item on the PBIS post-training survey asked whether the attendees' district or school (a) is currently implementing PBIS, (b) plans to implement PBIS during the current school year, (c) plans to implement PBIS during the next school year, or (d) has no plans to implement PBIS during the current or next school year. Of the 2,839 attendees who completed the post-training survey, 2,565 responded to this item. Of those 2,565 attendees, 73.9% indicated that their school either was currently implementing PBIS or would be implementing PBIS in the current school year. An additional 21.9% indicated that their school would begin implementation in the subsequent school year, with the remaining 4.2% having no plans to implement. Together, 95.8% of the schools were either implementing or had plans to begin implementation during the current or next school year (see Figure 5), which is consistent with last year's value of 95.3%.



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 2,839 attendees who completed the post-training survey, 2,661 responded to this item. Of those 2,661, 95.1% indicated that the presenter(s) was/were knowledgeable, 83.4% said that the presentation style helped them learn, 82% indicated that the presenter(s) was/were available to answer questions, 86.9% thought that the presenter(s) was/were respectful to participants, and 77.2% indicated that the presenter(s) provided helpful feedback (see Figure 6). Compared to last year's data, participants responded slightly less favorably to these items.



Challenges and Benefits of PBIS

On an open-ended item, participants were asked about the challenges they faced in moving their PBIS work forward. Like previous years, the most frequently mentioned barrier was program buy-in from teachers, administrators, and students. As explained by one participant: "We still need to make sure that all of our teachers buy-in," and another noted, "There are going to be students who simply will not buy-in to some of these strategies." Another frequently mentioned barrier was lack of resources, such as time, money, and staff. For example, one participant expressed concern with "Just getting the time and staffing resources organized to continue implementation." Similarly, another participant stated, "The problem we often face is finding time to collaborate as a team." A third frequently mentioned barrier was ensuring consistent implementation. For instance, one participant expressed concerns regarding, "Consistency in implementing among all staff with high fidelity." Other challenges mentioned included: implementation sustainability within a school and across a district; involvement of parents and school personnel besides teachers (i.e. bus drivers, cafeteria aids, related service workers, etc.); communication to all staff; education and professional development for teachers and other school staff; 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 being "Positive school climates for both students and staff," and another noted, "This could really improve our climate and behavior." Additionally, participants mentioned increased teaching and learning time as a likely result of improved student behavior and school climate. For instance, one participant stated, "I think improved behavior will lead to improvement in learning," and another participant shared, "PBIS will create a positive learning and work environment for all." Other commonly mentioned benefits included more positive relationships between teachers and students; proactively meeting all students' needs; consistency in behavioral expectations, discipline, and program procedures; access to data for analysis, evaluation, and decision making; opportunities for teacher, staff, student, and community collaboration; increased organization and access to resources; increased student motivation and engagement; improved 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. Like last year, many participants mentioned making the sessions more interactive by minimizing time spent lecturing and watching videos and increasing time for discussion, activities, brainstorming, and feedback as a possible improvement. As explained by one participant, “I would like to see more development in a small group setting and less large group lecture,” and another participant recommended including “More movement and activity.” Another frequently mentioned suggestion was providing time for participants to collaborate with their teams. For instance, one participant mentioned wanting “More ‘team time’ to develop positive reinforcement plans,” and another participant stated, “I wanted more talk time with my team to digest the information.” 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 (i.e., not during testing months or at the very beginning/end of a school year); increasing the number of breaks during the sessions; offering lunch, snacks, or beverages; walking through processes in case studies from start to finish; providing online access to all materials used in the presentations; ensuring all sessions include multiple schools for networking opportunities; and presenting more ideas for positive incentives and reward systems.

Differences Between Training Types

A quantitative analysis was conducted to determine any significant differences between training types on the item regarding participants’ satisfaction with the session. Significant differences were found between training types ($H = 73.71, p < .05$). Follow-up comparisons revealed significant differences between Introductory sessions and Classroom Management sessions ($H = 191.66, p < .05$) and Introductory sessions and Tier II/III Training sessions ($H = -195.15, p < .05$). Specifically, participants reported significantly higher levels of satisfaction after attending Classroom Management and Tier II/III training sessions compared to Introductory sessions.

Another analysis was conducted to determine any significant differences between training types on the item regarding participants’ improvement of knowledge following the session. Significant differences were found between training types ($H = 51.71, p < .05$). Follow-up comparisons revealed significant differences between Coaching sessions and Classroom Management ($H = 211.69, p < .05$), Coaching sessions and Tier II/III Training sessions ($H = 283.57, p < .05$), and Introductory sessions and Tier II/III Training sessions ($H = -182.74, p < .05$). Specifically, participants reported that their knowledge improved significantly more following Classroom Management sessions and Tier II/III Training sessions compared to Coaching sessions. Furthermore, participants reported their knowledge improved significantly more following Tier II/III Training sessions compared to Introductory sessions.

A final analysis was conducted to determine any significant differences between training types on the item regarding participants’ likelihood of using the information from the session within the next 4 weeks. Significant differences were found between training types ($H = 33.92, p < .05$). Follow-up comparisons revealed significant differences between Classroom Management sessions and Coaching sessions ($H = 192.54, p < .05$) and Classroom Management sessions and Introductory sessions ($H =$



189.6, $p < .05$). Participants reported being more likely to use the information within the next 4 weeks after attending Classroom Management sessions compared to Coaching and Introductory sessions.

Discussion

Altogether, training outcomes continue to be highly favorable among participants across Ohio. Like previous years, 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, feedback), and felt that the training content was useful. Although many positive outcomes were observed, suggestions to consider for continuous improvement include (a) making the sessions more interactive with collaborative activities and opportunities to receive feedback, (b) providing more time for participants to work with their team, (c) addressing the consistently perceived barrier of achieving the school buy-in necessary to sustain PBIS implementation, and (d) discussing ways to find the time and resources necessary for consistent implementation.

Report prepared by Amity Noltemeyer and Katelyn Palmer at Miami University in June 2017. Questions can be directed to Amity Noltemeyer at anoltemeyer@miamioh.edu.



**Ohio
PBIS
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**Appendix V
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.



**Ohio
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**APPENDIX VI
SWPBS IMPLEMENTATION AND PLANNING
SELF-ASSESSMENT SUMMARY
2012-2017**



SWBPS SELF-ASSESSMENT 2012-2017 PROCESS AND SUMMARY

The Ohio PBIS Network is utilizing the blueprint and self-assessment process recommended by the U.S. Department of Education's, Technical Assistance Center on PBIS. Utilization of this process is intended to help align Ohio's PBIS effort with established national best practice standards.

Members of the Ohio PBIS Network completed an initial baseline self-assessment of state-level PBIS implementation during the fall of 2012. Follow-up assessments were completed approximately every year. The most current self-assessment was completed at the May 2017 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.

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 (see charts that follow) that have remained consistent each year. There was a longer gap between the 2015 and the May 2017 self-evaluation. This delay was related to a network request that the self-assessments correspond to the end of the school year calendar and other logistical considerations.

Trend Summary

A review of the data on the following pages generates a picture of reasonably good progress toward the development of resources to support PBIS in Ohio. General observations are as follows.

Areas of established progress or success
Completion of Annual Self-Assessment, 3-5 Year Plan Delineates Actions, Regular Meeting Schedule, Reports at Least Annually, Endorsed PBIS Policy,
Areas of continuous growth
Representation from Appropriate Stakeholders, Social Behavior a Top 5 Goal for State, Support for State Administrator, Local Training Capacity, Coaching Network,
Areas of continuing need or concern
Adequate Time to Manage Operations, Stable Funding, Dissemination Strategies to Inform Stakeholders, Coaching Available for Emerging Teams, Evaluation Capacity, Demonstration Schools

A few things of note regarding the above item summary includes:

- Although well-defined data collection tools are available to local schools through PBISApps, there is growing concern with the number of schools who do not enter data consistently year after year.
- There is growing concern with funding to support the PBIS work with the federal grants ending in two years.
- Although the annual PBIS Showcase represents a meaningful opportunity to disseminate quality resources, it would be desirable to have additional resources to provide more continuous sharing of information throughout the state.



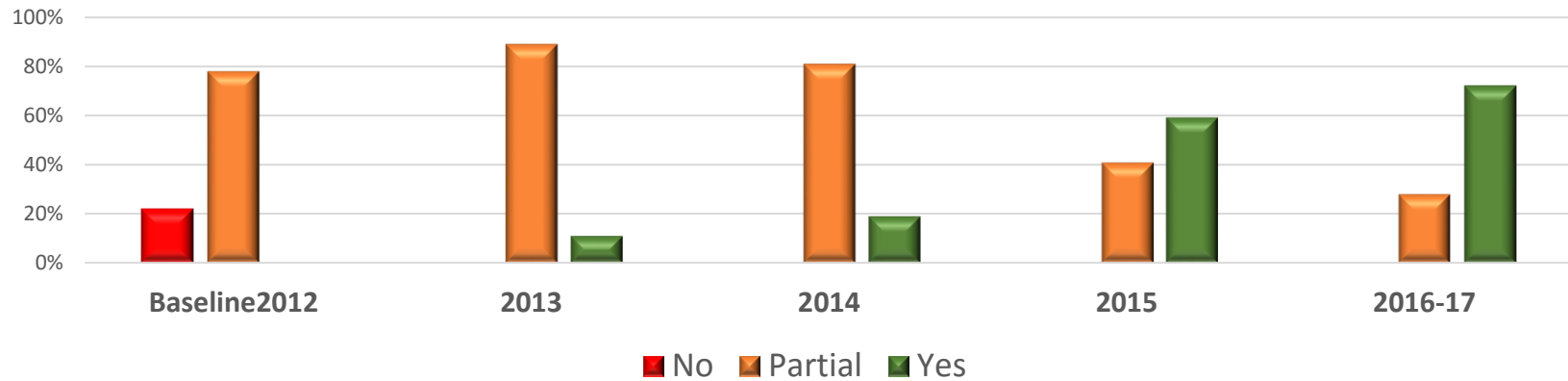
Important to note regarding the charts that follow:

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 four years, post baseline. Note:

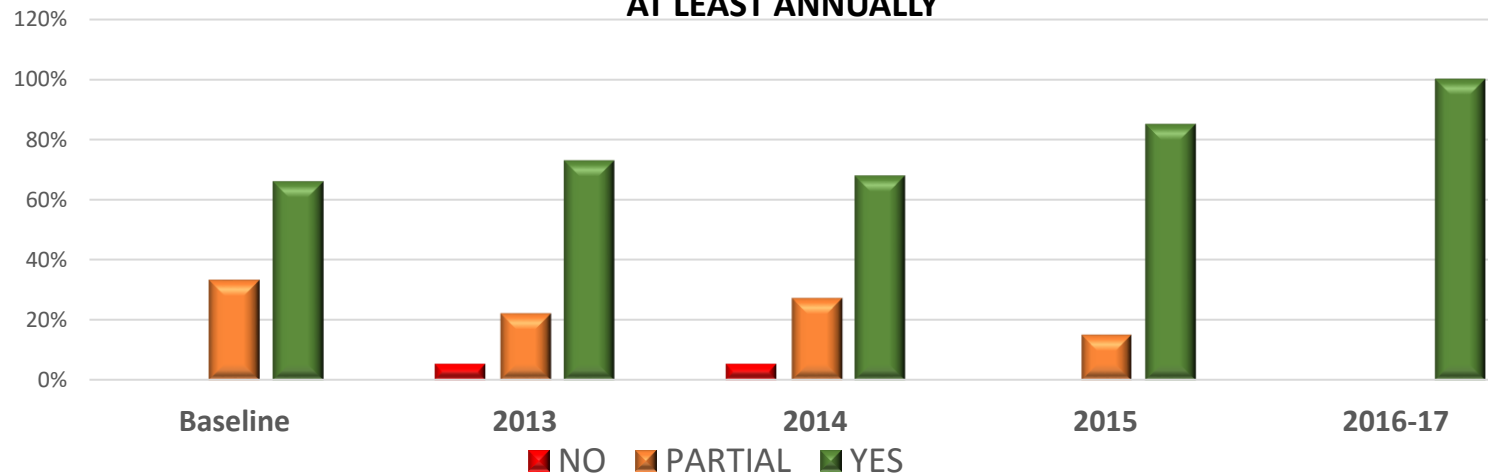
- Red (No) responses indicate a lack of progress;
- Orange (Partial) responses indicate partial progress toward the objective;
- Green (Yes) responses indicate an affirmation of positive progress toward, or success, with the objective.

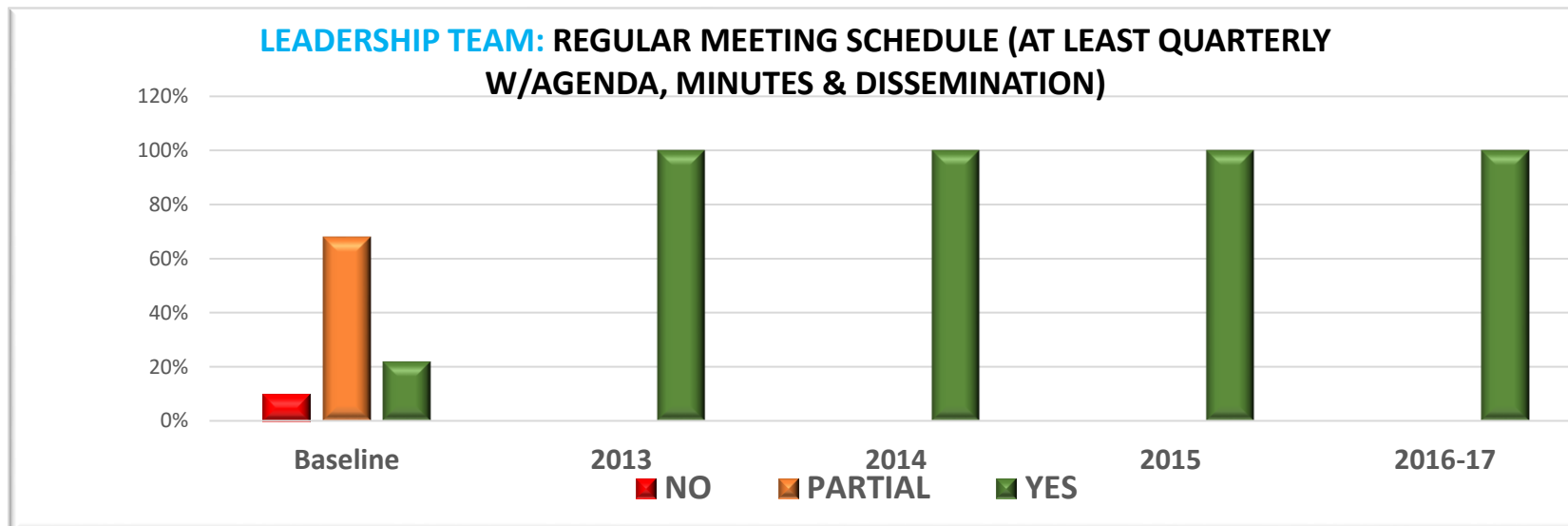
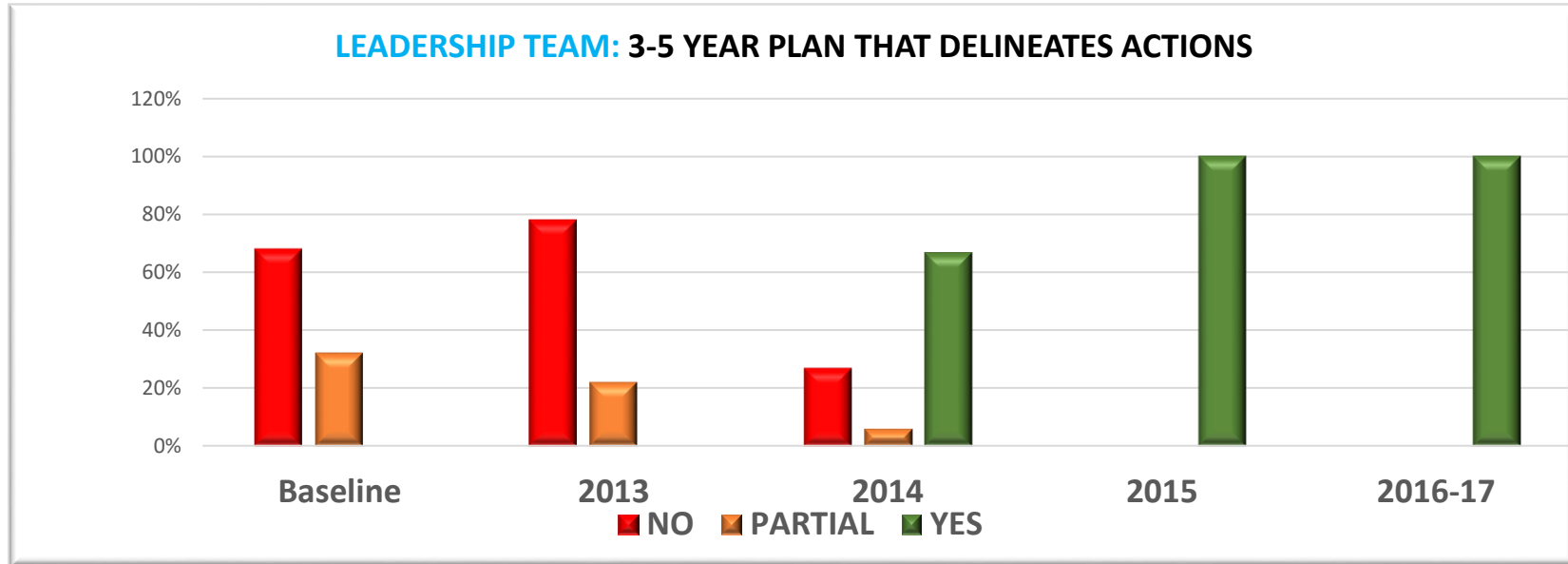


LEADERSHIP TEAM: TEAM IS DEVELOPED WITH REPRESENTATION FROM APPROPRIATE STAKEHOLDERS (FAMILIES, MH, HIGHER ED., & ETC.)



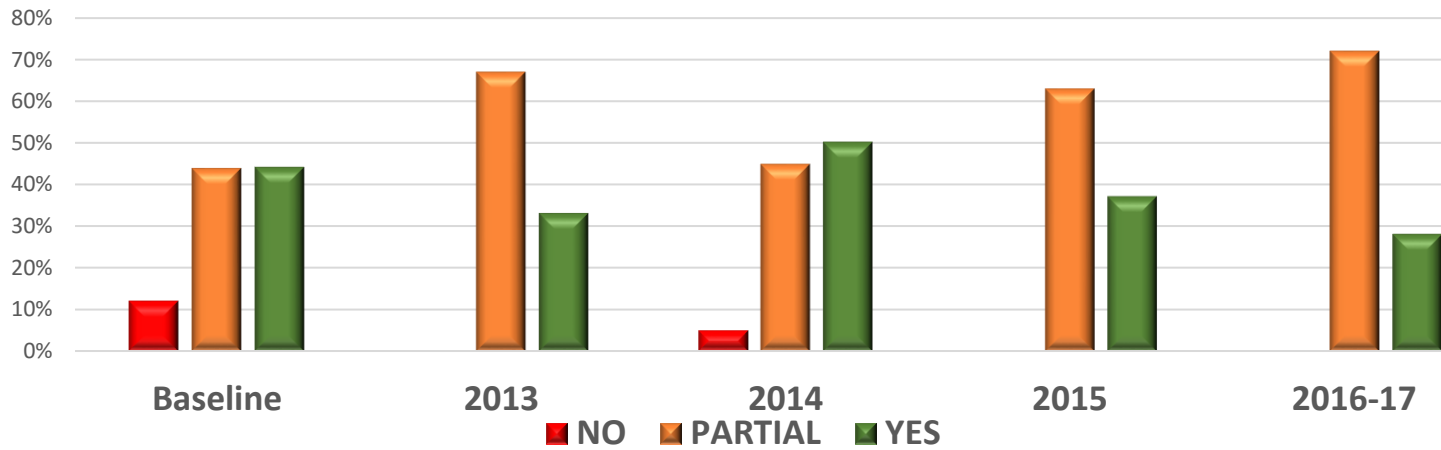
LEADERSHIP TEAM: COMPLETION OF SWPBS IMPLEMENTATION SELF-ASSESSMENT AT LEAST ANNUALLY



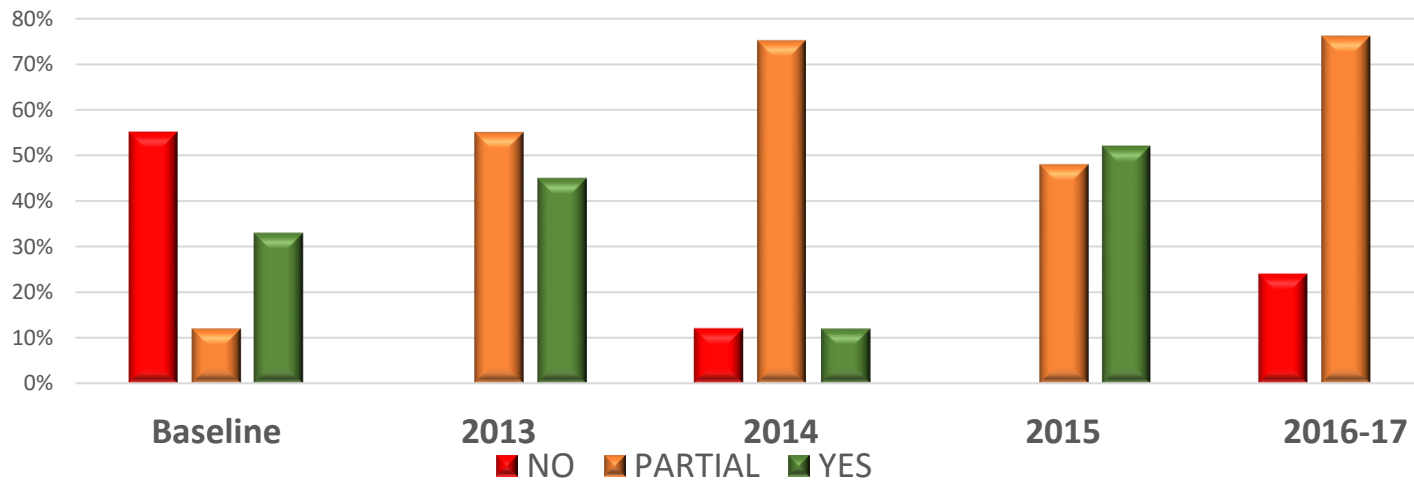


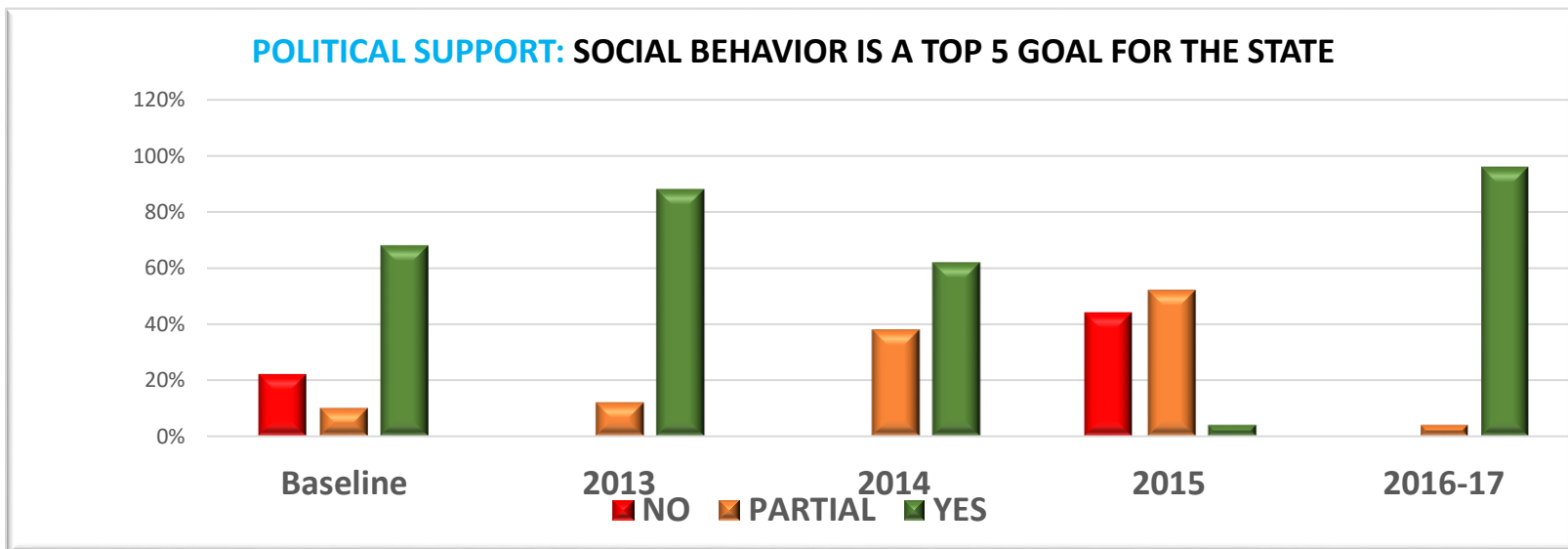
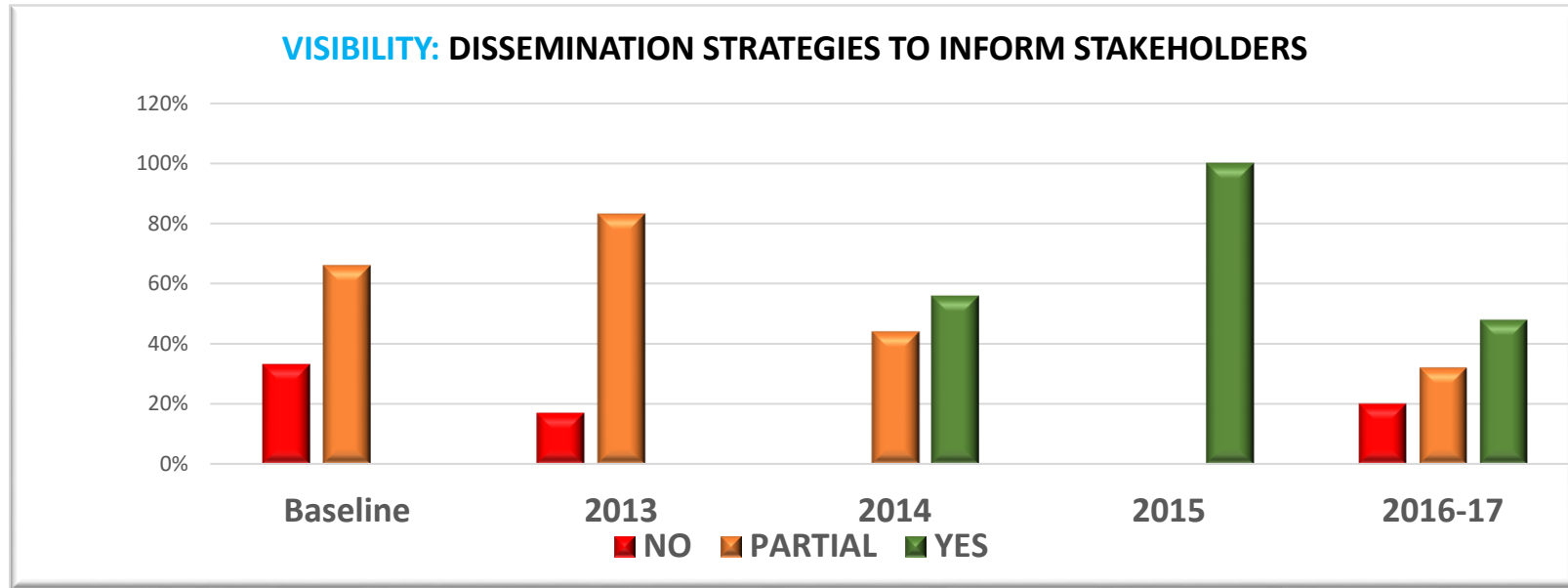


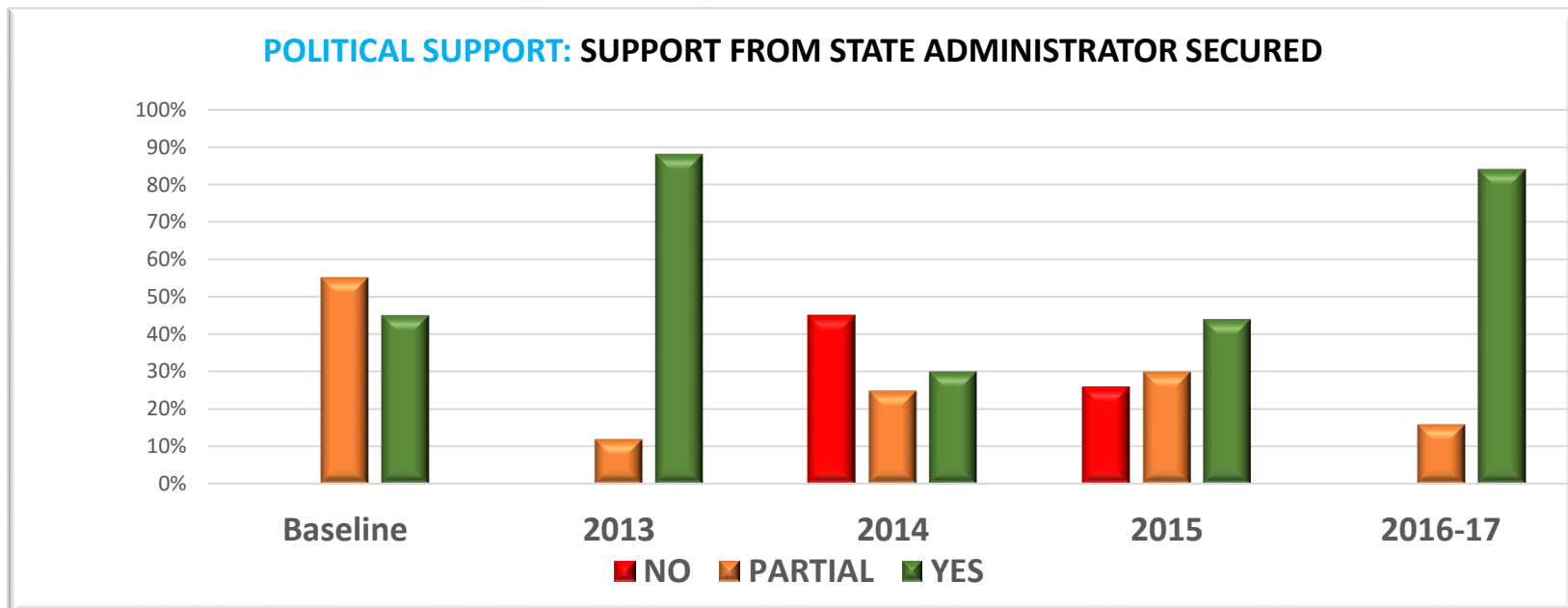
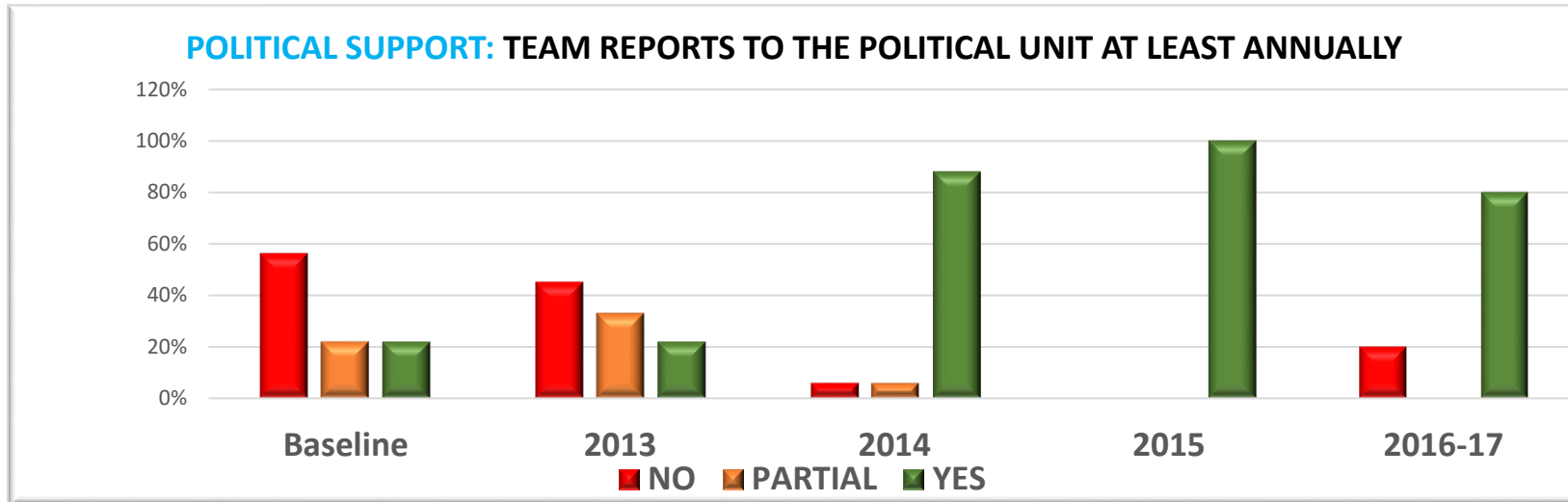
LEADERSHIP TEAM: ADEQUATE AND DESIGNATED TIME TO MANAGE OPERATIONS

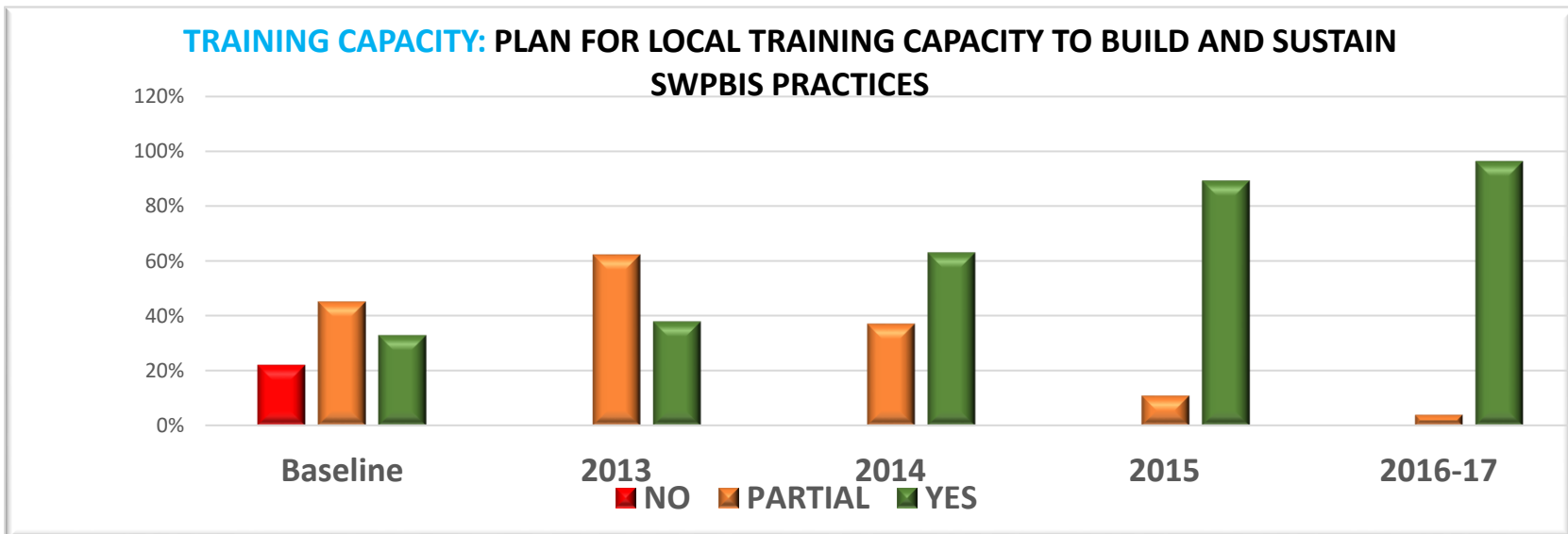
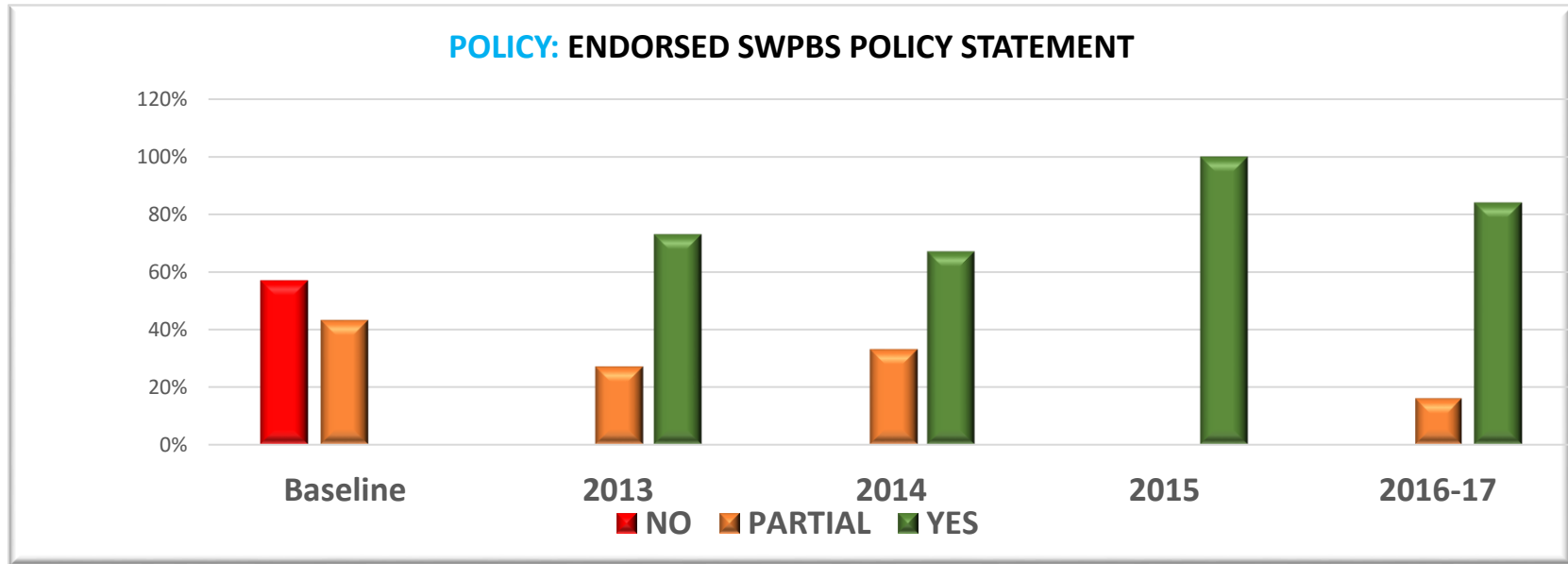


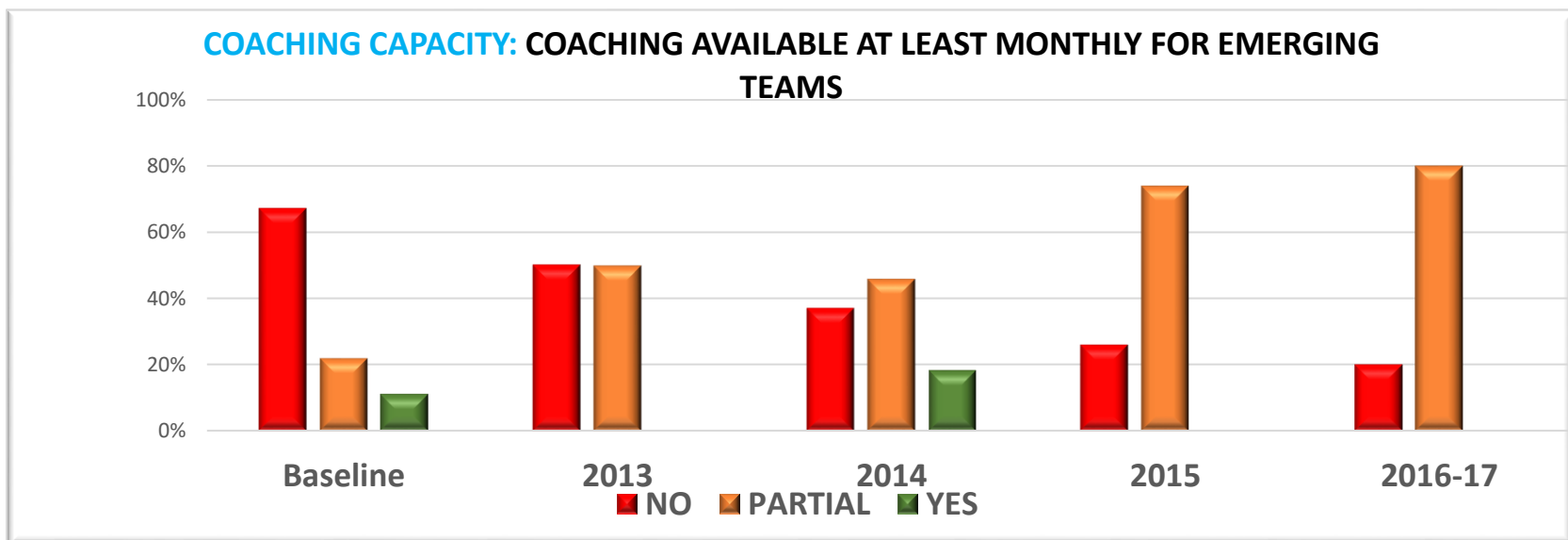
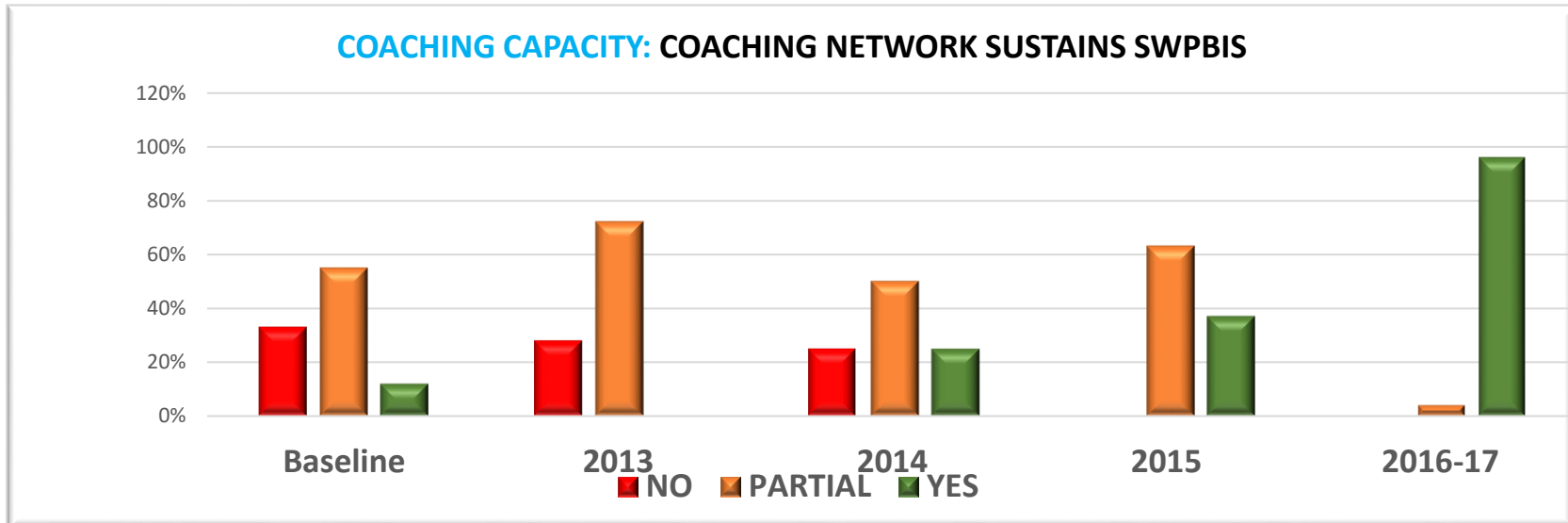
FUNDING: STABLE STATE FUNDING FOR AT LEAST 3 YEARS

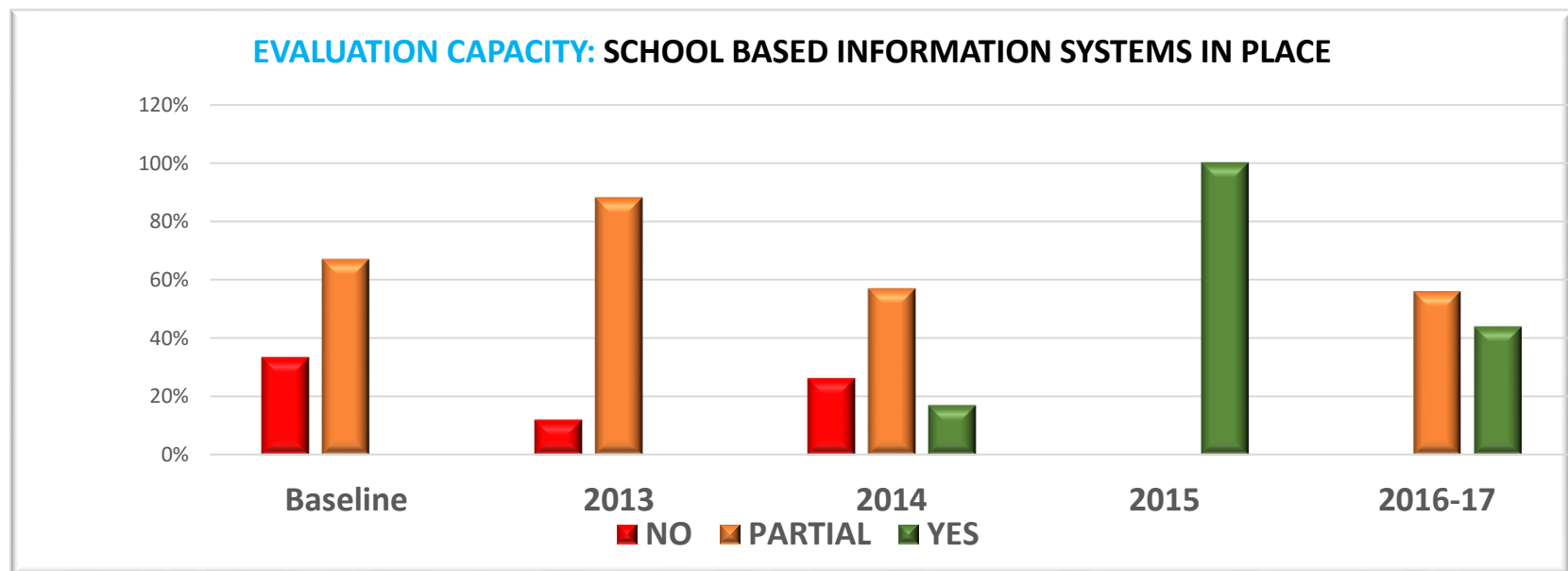
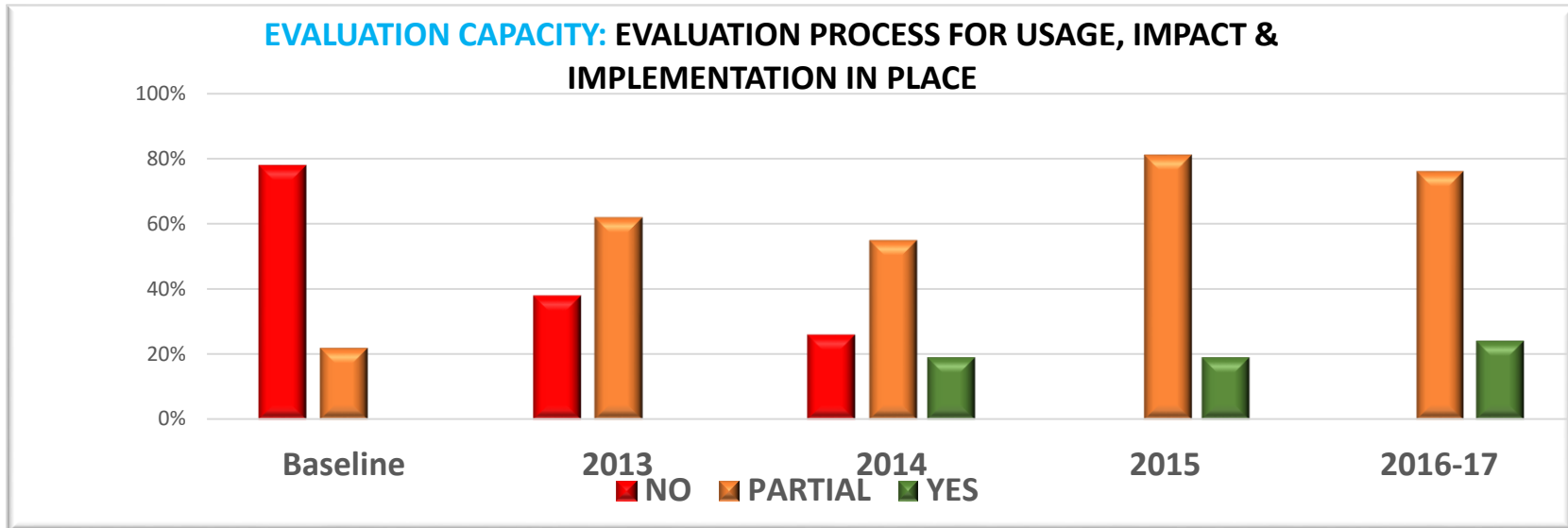


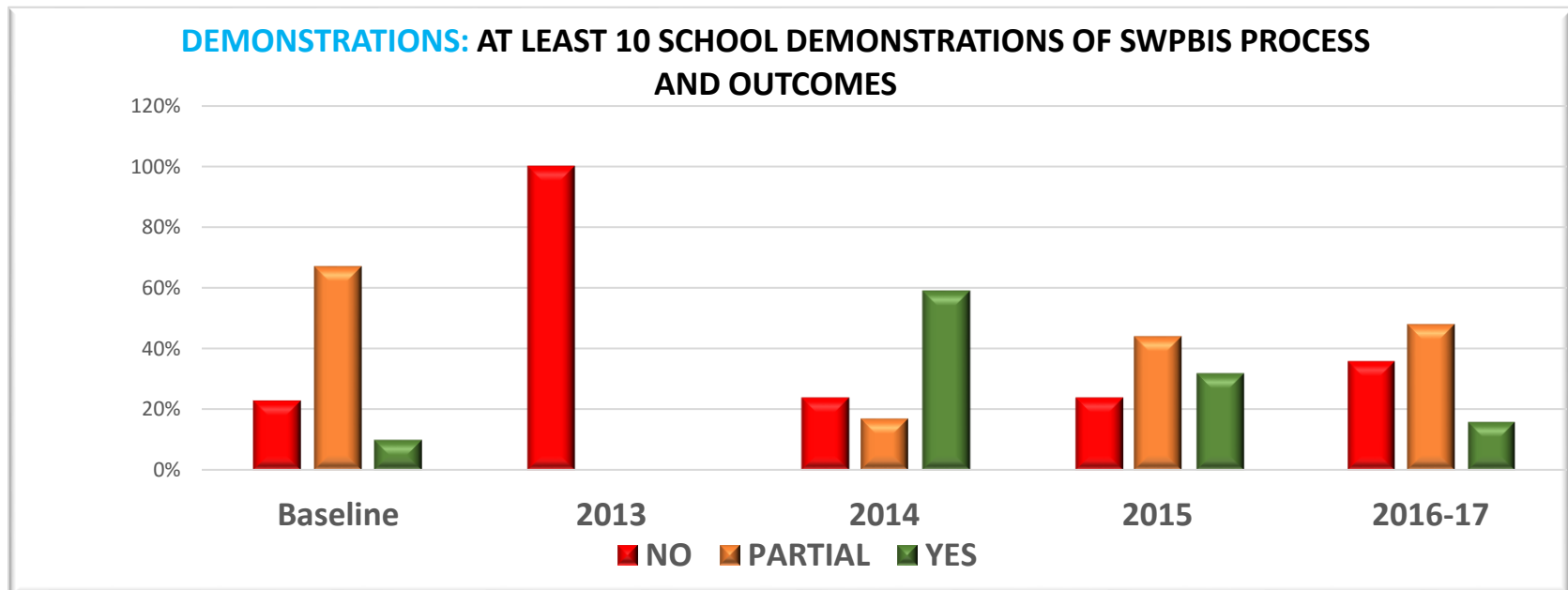
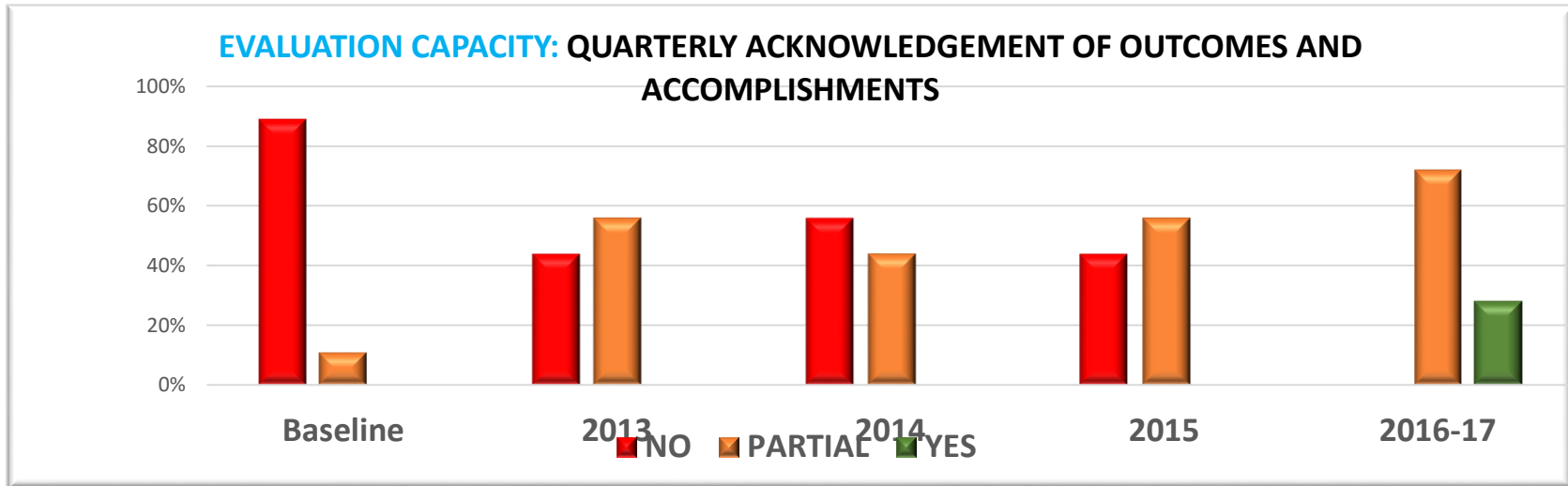












**Appendix VII
Ohio PBIS Network: Current 5-Year Plan**



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 Completed</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 & accountability).</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial</p>	<p>No</p>	<p>By When: Completed</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> 1. Identify possible representatives to integrate into PBIS and MH efforts (School Boards, Superintendents, Principals, Guidance Counselors, University Partners, Mental Health/ADAMHS Boards, DD Centers, Career Centers, Police Officers, Juvenile Justice Centers) 2. Formalize a State Management Team (SMT) 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 & pilot models for efficient delivery of community resources to schools. Each 	<p style="text-align: center;">Who?</p> <p>Marketing Workgroup I in coordination with grants: -MH First Aid Trainers -OIP/SST Colleagues -OMHNSS email distribution list -State Management Team (Grants)</p> <p>OEC/Grant HSCRT</p> <p>OEC/Grant Workgroup VI</p> <p>OEC/Grant Workgroup VI Family Engagement Workgroup II Sustainability Workgroup III</p>			<p style="text-align: center;">By When</p> <p>Addressed through: Ohio PBIS Network, Healthy Schools and Communities Resource Team (HSCRT), Ohio Interagency Council for Youth, State Family and Children First Councils = Completed but, ongoing collaborations</p> <p>Y3- December 2014 Completed</p> <p>Y3 – July 2015 Completed but revisions may be pending</p> <p>Y4 - Summer Family Engagement-Workgroup (FEW) in progress</p>	



state region will create an action plan to facilitate collaboration with community agencies and in support of PBIS		
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State Wide Leadership Team (Coordination)

Goal 1C: Leadership Team establishes regular meeting schedule (at least quarterly) & meeting process (agenda, minutes, dissemination).	Status:	Yes X	Partial	No	By When: Completed		
Goal 1D: Leadership Team (ODE/SST) has established individual(s) who have adequate & 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 SST Facilitators compared to number of LEA's per region 3. Adequate funding in question after end of grants 	Who?			By When			
		Sustainability Workgroup III			Completed 12/9/2014 documented in PBIS network minutes. OH has similar capacity to successful implementation states if SST PBIS facilitators are included.		
		SST PBIS Leads/ Sustainability Workgroup III			Y3- Completed 12/2014 Document created CM/KS Urban areas targeted for additional training supports . Training enhancement grant		
					Y4-5 Revisit for long-term sustainability		
Goal 1F: Leadership Team has established individuals who inform leadership team on implementation outcomes.	Status:	Yes	Partial	No	By When: Annual Report		



		X			& Grant Reporting	
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2. Funding

Goal 2A: Recurring/ stable state funding sources are established to support operating structures & capacity activities for at least three years.	Status:	Yes	Partial X	No	By When:
If Partial or No Action Steps: <ol style="list-style-type: none"> 1. Develop efficient application of federal grants, state financing, Medicaid, and local sources to sustain PBIS & Mental Health supports on a long-term basis. 2. Maintain long term partnership agreements between SST and ODE to support PBIS efforts. 	Who? OEC/Grant Workgroup VI, ODE, HSCRT, SST's, and local sources Dr. Monachino OEC/Grant Workgroup VI			By When Y4 - Y5, review	
Goal 2B: Funding & organizational resources across related initiatives are assessed & integrated.	Status:	Yes	Partial X	No	By When:
If Partial or No Action Steps: <ol style="list-style-type: none"> 1. Meet with ODE's Safe and Supportive Learning team and develop action plan to integrate related initiatives. <ol style="list-style-type: none"> a. Develop long-term state, interagency collaboration plan 2. Meet with Family Engagement representatives to integrate related initiatives. 	Who? OEC/Grant Workgroup VI ODE, HSCRT & OICY Collaboration Family Engagement Workgroup II OEC			By When Y3 – November 2014 Completed Y4-5 Y3 – (FEW) in progress Summer Institute Aug 2014 Spec Ed Leaders Conference- Oct 2014	



		<p>Material Group -Dec 2014 PBIS network - November 2014-network December 2014-network March 2015-network April 2015-w training group May 2015-network October 2015-network December-2015 March 2016 May 2016 August 2016 December 2016-Cancelled February 2017- Rescheduled April 2017</p>
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3. Visibility

<p>Goal 3A: Dissemination strategies are identified & implemented to ensure that stakeholders are informed about activities & 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 dissemination strategies to inform stakeholders about activities and accomplishments via website and other forms of electronic activities. Plan an annual PBIS Ohio Summit Statewide Conference 	<p>Who?</p> <p>Marketing Workgroup I</p> <p>OEC/ M. Petrasek, Supporting Capacity for Sustainability, Visibility and</p>			<p>By When</p> <p>Y4 December 2016: In Progress: Website, Edmodo, Facebook, Twitter [see Goal 10A, Action Step 3.] Annual Implementation Recognition Awards & Showcase. Sharing of data/results on award-winning schools.</p> <p>Third annual Showcase</p>	



<p>-Marketing (1) and Capacity (3) will work together on Action Steps for Spring application for recognition and PBIS showcase</p> <ul style="list-style-type: none"> a. Review presenters for key note presentation b. Review district applications for December presentations. c. Poster session addition 2016 d. Add showcase presentation strands/focus: family, early childhood, PBIS coaches, and Tier 2/3 <p>3. Plan for funding of Showcase Conference, post-grant funding</p>	<p>Marketing</p> <p>ODE/OEC willing to fund in the future?</p>	<p>Conference scheduled for 11/30 & 12/1 2017</p> <p>Annual planning and review</p>			
<p>Goal 3B: Procedures are established for quarterly & public acknowledgement of implementation activities that meet criteria. <u>Quarterly state recognition not a goal</u></p>	<p>Status:</p>	<p>Yes</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No Action Steps:</p> <ul style="list-style-type: none"> 1. <u>Finalize and publish acknowledgement criteria.</u> <p>Develop acknowledgment criteria for preschool programs/EC settings and coordinate with Marketing Workgroup</p>	<p>Who?</p> <p>Marketing Workgroup I, State Management Team</p> <p>Early Childhood Workgroup V</p> <p>Marketing Workgroup I, State Support Team Primary PBIS Contacts</p>			<p>By When</p> <p>Y4 – 3rd annual recognition application will be finalized in January 2017 and due in June 2017 -Initiated Twitter acct. – Summer 2016</p> <p>Y6 (2017-2018)</p> <p>Y4 – Implementation Recognition Awards Process Completed</p> <p>Completed, but with continuing</p>	



<p>2. Develop plans for public acknowledgement of schools implementing PBIS- Gold, Silver, & Bronze.</p>		<p>improvements</p>
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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>Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When: Completed but needs ongoing attention</p>
<p>Goal 4B: Leadership Team reports to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBS implementation.</p>	<p>Status:</p>	<p>Yes X</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>1. Annual report and regular reporting to OEC leadership. (Upper administration receptivity has been variable in the past).</p>					<p>Regularly completed</p>

<p>Goal 4C: Participation & support by administrator from state chief or equivalent administrator are agreed upon & secured.</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: 1. Share annual report and academic/behavioral outcomes connected to PBIS implementation with state administrators. (see above item)	Who? OEC/Grant Workgroup VI	By When Annually
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5. Policy

Goal 5A: SWPBS policy statement developed and endorsed	Status:	Yes X	Partial	No	By When: State policy adopted
Goal 5B: Procedural guidelines & working agreements have been written & 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:
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If Partial or No Action Steps: 1. Collect and compile statewide PBIS data. 1a. investigate what other states are using for state-level data and choose what data	Who? Marketing Workgroup I, Grant Partners Early Childhood Workgroup V	By When Y4 & Y5- Share statewide data with network (i.e., data on award-winning schools, data from School Climate Transformation Grant and PBIS Apps) Y6 (2017-2018)
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<p>2. Seek PBIS Network feedback.</p>	<p>OEC/Grant Workgroup VI, PBIS Network</p>			<p>Y3 - Spring</p>	
<p>Goal 5D: Audit of effectiveness, relevance, & implementation integrity of existing related (similar outcomes) initiatives, programs, etc. is conducted annually to refine policy.</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>				

<p>Goal 5E: Action plan for integrated and/or collaborative implementation of SWPBS with other initiatives having similar outcomes and goals.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial</p>	<p>No</p>	<p>By When: Completed but ongoing</p>
<p>If Partial or No Action Steps:</p> <ol style="list-style-type: none"> Develop plan for integrating and collaborating implementation of SWPBS with other initiatives having similar outcomes and goals (Ohio Improvement Process/Decision Framework, OLAC Modules) <p>-Capacity Group will inquire whether to include Connecting the Dots document in ALL PBIS trainings.</p> <ol style="list-style-type: none"> Outline links between Early Childhood PBIS and other state/national initiatives. 	<p>Sustainability Workgroup III, Marketing Workgroup I, OEC/Grant Workgroup VI, Ohio Leadership Advisory Council</p> <p>Sustainability Workgroup</p> <p>Early Childhood Workgroup V</p> <p>Early Childhood Workgroup V</p>			<p>By When</p> <p>12/9/2014 Completed OIP crosswalk, Connecting the Dots, Grant Structure Crosswalk, and inclusion in all training modules. February 2016</p> <p>10/2015 completed (PBIS EC Framework document; also included within Tier 1 training Introductory Module)</p> <p>10/2015 completed (EC Framework document)</p>	



<p>3. Create Position Statement on Early Childhood PBIS.</p> <p>4. Create a position statement around seclusion & restraint in the Early Childhood arena</p>	<p>Early Childhood Workgroup</p>	<p>12/8/16 completed draft, waiting for approval from legal</p>
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6. Training Capacity

<p>Goal 6A: Leadership Team gives priority to identification & adoption of evidence-based training curriculum & professional development practices.</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. Develop classroom supports/effective instructional practices/universal PBIS training modules and resources. SST's offer regional training throughout the state.</p> <p>a. Revise school wide modules</p> <p>b. Connect classroom modules to Universal Tier</p>	<p>Who?</p>			<p>By When</p>	
	<p>Training Workgroup IV</p>			<p>Y3 - Fall (Completed Y3)</p>	
	<p>Training Workgroup IV, with assistance from relevant workgroups</p>			<p>Y3-Spring (completed Fall Y3)</p>	
	<p>Training Workgroup IV Family Engagement II/Training</p>			<p>Y4-Fall Y3-Spring (Completed Feb,</p>	



<ul style="list-style-type: none"> c. Integrate Parent-Family connections to modules (Prevention/Intervention) Approaches/Approaches to Strategic Planning document) d. create early childhood Tier 1 modules 	<p>Workgroup IV</p> <p>Early Childhood Workgroup V</p>	<p>2015)</p> <p>grou 4/18/17 completed Tier 1 modules for Overview - 4</p>
<ul style="list-style-type: none"> e. Integrate Early Childhood modules to school-age Modules 	<p>Early Childhood Workgroup V/Training Workgroup IV</p>	<p>Y6 (2017-2018)</p>
<ul style="list-style-type: none"> f. Integrate Community Mental Health to Modules 	<p>Training Workgroup IV and all relevant stakeholders including mental health and wraparound services</p>	<p>Y5</p>
<ul style="list-style-type: none"> 2. Develop a renewal cycle & plan for continuous updating of training materials <ul style="list-style-type: none"> a. Update Tier I to include a policy statement for district/building 	<p>Training Workgroup IV</p>	<p>Y5</p>
<ul style="list-style-type: none"> a) Develop classroom supports and effective instructional practice training and resources 	<p>Training Workgroup IV</p>	<p>Y4 (Completed)</p>
<ul style="list-style-type: none"> b) Develop 5 step process with behavioral data 	<p>Subgroup from Training Workgroup IV/Sustainability Workgroup III</p>	<p>Y3 – Spring (Completed)</p>
<ul style="list-style-type: none"> c) Develop Tier 2 training curriculum 	<p>Training Workgroup IV</p> <p>OEC/Grant Workgroup VI</p>	<p>Y3 – Spring (Completed)</p>
<ul style="list-style-type: none"> d) Develop Tier 2 training resources and workbook 	<p>Training Workgroup IV</p>	<p>Y3 – Spring Completed</p>
<ul style="list-style-type: none"> e) Develop Tier 3 training curriculum and resources 	<p>OEC/Grant Workgroup VI</p>	<p>Y4 – Spring</p>
<ul style="list-style-type: none"> f) Develop Tier 3 training resources and workbook 		<p>Y3 – Spring</p>



<p>5. Provide process coaching training to all PBIS Network, Primary Trainers, and internal coaches.</p> <p>6. Develop a workbook and resource materials to support statewide coaching efforts (aligned to OIP and SPDG).</p> <p>7. 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 sites for PBIS Motivation implementation 	<p>OEC/Grant Workgroup VI</p> <p>OEC/Grant Workgroup VI</p> <p>OEC/Grant Workgroup VI</p>	<p>Resources onto ODE website - ongoing</p> <p>Y3 Completed</p> <p>Y3 Completed</p> <p>Y4 Completed, waiting on communications approval</p> <p>Completed</p> <p>Completed</p>			
<p>Goal 6B: Leadership Team has established local training capacity to build & 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>				
<p>Goal 6C: Leadership Team has established plan for continuous regeneration & updating of training capacity.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>



If Partial or No Action Steps:	Who?	By When
<p>1. Develop plan for addressing staff turnover and training incoming SST PBIS Facilitators. -Attend train the trainer with a SST PBIS regional team OR -Participate in an SST Universal team training -Participate in Regional Trainings</p> <p>2. What are ongoing needs for SST to implement the three tiers of training?</p>	<p>Sustainability Workgroup III</p> <p>Early Childhood Workgroup V</p> <p>Sustainability Workgroup III</p>	<p>Access to the State Network training video Tom Stacho training available to all SST staff - provided Spring 2017</p> <p>Y6 Early Childhood PBIS training provided Spring 2017 and continuing</p> <p>April/May 2016 and ongoing 2-3 times/year</p>

7. Coaching Capacity

Goal 7A: Leadership Team has developed a coaching network (Primary Trainers-External Facilitators) that establishes & sustains SWPBS.	Status:	Yes X	Partial	No	By When:
<p>If Partial or No Action Steps:</p> <p>1. State & regional coaching networks</p>	Who?				Established, but need to scale-up capacity
<p>Goal 7B: Individuals develop methods to provide coaching & facilitation supports for emerging and established school teams.</p>	Status:	Yes	Partial X	No	By When:



If Partial or No Action Steps:	Who?	
<p>1. Develop differentiated methods for supporting external/internal district coaching in emerging PBIS school teams (face to face, electronic/Edmodo website and supporting materials).</p>	<p>Sustainability Workgroup III</p> <p>Early Childhood Workgroup V</p>	<p>Y2-5</p> <p>Y6</p>
<p>a. Develop online webinar series PLC for PBIS coaches with monthly topics/skill building</p>	<p>Sustainability Workgroup/ OEC Cathy Csanyi</p>	<p>Y3 June 2015 Materials in Box for External and Internal Coaching Supports.</p>
<p>b. OEC attended face to face regional SST PBIS Networking Coaches meetings to identify regional needs and supports.</p>	<p>Sustainability Workgroup III in collaboration with OEC/Cathy Csanyi</p>	<p>Y 3 and Y 4 May 30, 2015 discontinue coaching webinars due to low attendance</p>
<p>c. Regional PBIS quad leads have been assigned to increase SST PBIS Coaching Capacity. Common planning will occur to increase both External and Internal Coaching capacity; develop coaching agendas with specific focus.</p>	<p>Sustainability Workgroup III in collaboration with Training and Methodology Workgroup</p>	<p>Y 4 January 2016 quarterly Coaching agendas will be developed in connection with the coaching manual</p>
<p>d. TFI Guidance by regional coaches to increase number of districts applying for PBIS recognition and increase the Ohio Data Base.</p>	<p>Sustainability Workgroup III</p>	<p>Y4 and ongoing</p>
<p>2. Develop unified coaching workbook and resources in alignment with SPDG model.</p>	<p>OEC/Grant Workgroup VI</p>	<p>Y4/5 and ongoing</p>
<p>3. Universal coaching materials will be available on the</p>		<p>Y3 - 6/2015 OEC Grant Workgroup Completed</p>



ODE website and via Edmodo. <ul style="list-style-type: none"> a. Develop Implementation Checklist and revise b. Approve final Powerpoint Training Package (for SSTs) regarding Coaching Manual c. Updates to the Coaching Manual 4.. Tier II coaching materials <ul style="list-style-type: none"> a. Align Tier 2 Resources to the Tier II Manual (BOX) b. Amendments to the Coaching manual Tier 2 5. Tier III coaching materials	Sustainability Workgroup III Sustainability Workgroup III Sustainability Workgroup III	Y 4 September, 2015 State Leadership Conference: Scaling Up PBIS, Coaching Manual, Edmodo Coaching Supports Updates Annually 2016-17 Amendments 2017 Y5
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Goal 7C: Coaching functions are identified & established for internal (school level) & external (district/regional level) coaching supports	Status:	Yes X	Partial	No	By When:
If Partial or No Action Steps:	Who?				



8. Evaluation Capacity

<p>Goal 8A: Leadership Team has developed an evaluation process & schedule for assessing (a) extent to which teams are using SWPBIS, (b) impact of SWPBIS on student outcomes, & (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: Completed, but LEA compliance is unreliable over time</p>
<p>If Partial or No Action Steps: (a) IMPLEMENTATION DATA: 1. OEC will access Statewide implementation data on PBISapps which may include measures listed below: - Number of Districts implementing PBIS - Benchmarks of Quality (annually) -School Wide Assessment Survey (annually) -School Wide PBIS Tiered Fidelity Inventory (The Ohio PBIS post-training survey will also be used as a data source regarding the number of districts implementing PBIS and team member knowledge about PBIS) (b) OUTCOME DATA: 1. Suspension and Expulsion Data (requirements per Ohio Policy for PBIS Seclusion and Restraint) 2. Number of Office discipline referrals 3. Number of Seclusions and Restraints 4. Student Achievement data (c) ACTION PLAN IMPLEMENTATION:</p>			<p>Who? OEC/Grant Workgroup VI Marketing Workgroup I Miami University OEC/Grant Workgroup VI</p>		<p>Completed: Provided by Amity N. at least annually Y3 – Y7 Y4 and Y5- Shared statewide data with network (i.e., data on award-winning schools, data from School Climate Transformation Grant and PBIS Apps) Y4 Y4 & Y5- In process. Shared outcome data on award winning schools,. Continuing to explore options on most efficient and accurate means for accessing other outcome data. Engaged in some preliminary analyses regarding achievement data. Y3 - Y7</p>



<p>1. Per PBISEvaluation (Tiered Fidelity Inventory)</p>	<p>Marketing Workgroup I OEC/Grant Workgroup VI</p>		<p>In Process: TFI data from 2015-2016 shared with Network</p> <p>Y3</p>		
<p>Goal 8B: School-based data information systems (e.g., data collection tools & 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 options data collection systems for districts 2. SWIS Training offered in State for Data Collection 3. Develop: Recognition & Evaluation Process Guide 	<p style="text-align: center;">Who?</p> <p>Emily Jordan OEC</p> <p>OEC/Grant Workgroup VI</p> <p>Hamilton Co ESC (K. Stine) and Marketing Workgroup I</p>		<p>Y3 - Completed</p> <p>Y3 – Completed but will continue annual offering based upon need</p> <p>Y3 Completed and accessible to Network, SST Trainers and BLT's via Edmodo pending ODE Communications approval Y4 Approved 8/2016 and will be uploaded to ODE PBIS web page for access during 2017 Recognition Award application process</p>		



<p>Goal 8C: District &/or state level procedures & supports are in place for system level evaluation.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial X</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No</p> <ol style="list-style-type: none"> Ohio OEC will identify evaluation tools from 8 (a) that will used to determine statewide PBIS outcome data Quarterly review of PBIS 5 year plan to progress monitor action plan steps 	<p>Who? OEC/Grant Workgroup VI, Miami University, and with input from Regional PBIS Primary Trainers</p> <p>Sustainability Workgroup III</p>			<p>Y3- Completed</p> <p>Completed and ongoing</p> <p>Updates quaterly by teams and share out action step progress by groups at PBIS Network</p>	
<p>Goal 8D: Annual report of implementation integrity & outcomes is disseminated.</p>	<p>Status:</p>	<p>Yes</p>	<p>Partial</p>	<p>No</p>	<p>By When:</p>
<p>If Partial or No</p> <p>Action Steps:</p> <ol style="list-style-type: none"> Share annual report and academic/behavioral outcomes connected to PBIS implementation with state administrators/ODE, Regional SST partners, and superintendents/LEAs. 5 Year Plan included in the Ohio PBIS Network Annual Summary Report 	<p>Who?</p> <p>OEC/Grant Workgroup VI</p> <p>Sustainability Workgroup III OEC</p>			<p>Y2 – Y7: Completed for Y2, Y3, to continue annually</p> <p>Y3 – Y7 Completed and: Annual Submission Report</p>	



Evaluation Capacity

<p>Goal 8E: At least quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments</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. 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 OH conferences: training and coaching information/recognition system steps 4. SST PBIS trainers will utilize the SST PBIS Implementer Grid to identify exemplar implementers and invite to apply for recognition 5. Communicate recognition system criteria through SST regions for newly trained and OH schools previously trained 6. Full implementation of OH PBIS School Implementer Recognition System: timelines, access to application forms, processes, tools. 	<p style="text-align: center;">Who?</p> <p style="text-align: center;">Marketing Workgroup I - All</p>			<p>Y3 now completed annually- Complete</p> <p>Y3 now completed annually – Complete</p> <p>Y3: Complete- Put updated chart in 4 conference exhibitor materials kits on May 28; continually updated</p> <p>Y5: 3rd Annual Recognition/ Implementation materials to be disseminated in January for June 2017 submissions</p> <p>Y5: 2016 Award Recipients recognized at 12.1.2016 OH PBIS Showcase.</p>	



9. Behavioral Expertise

Goal 9A: The interaction and relationship between effective academic instruction and school-wide behavior support are visible and promoted.	Status:	Yes	Partial X	No	By When:
<p>If Partial or No Action Steps:</p> <ul style="list-style-type: none"> 1. Integrate PBIS into the Ohio Improvement Process Framework <ul style="list-style-type: none"> a. OIP/PBIS Crosswalk b. Decision Framework c. OLAC Modules d. Behavior data based decision making using the 5 step process. 	Who?				
	Sustainability Workgroup III			<p>Y3 Crosswalk complete 12/9/2014 Decision Framework in process at ODE, being monitored by our committee 12/9/2014 -Decision Framework Revision projected 2/2016</p>	
	Sustainability Workgroup III			<p>OLAC Module still in discussion, our group thinks it should move forward to get on the OLAC plan for next year's budget 12/9/2014 OED did not support plan: discontinue 2/16</p> <p>Methodology , Training and Behavior Group working on 5 step process (JS/HK/MS) Complete</p>	



2. Revise Connections Document				Y 3 Revised Connections doc and included in training materials. 12/9/2014	
Goal 9B: SWPBS behavioral expertise includes fluency with the process and organizational strategies that support and enhance the use of evidence-based behavioral practices	Status:	Yes X	Partial	No	By When:
If Partial or No Action Steps:	Who?				

10. School/District Demonstrations

Goal 10A: At least 10 schools have adopted SWPBIS and can be used as local demonstrations of process and outcomes.	Status:	Yes	Partial X	No	By When:
If Partial or No Action Steps: <ol style="list-style-type: none"> 1. Regional PBIS facilitators will identify schools/districts in their region whom are high level implementers as determined by mini School Wide Evaluation Tool or Tiered Fidelity Inventory/ Benchmarks of Quality/School Wide Assessment implementation. 2. PBIS demonstration schools will be published and made available to Regional Facilitators/Superintendents/LEAs. 	Who?			<p style="text-align: center;">Marketing Workgroup I Regional PBIS facilitators</p> <p>Need to put in place a system where award schools may agree to be demonstration schools for their region</p> <p>In December, 2016, 54 schools received from their SST, at the 2nd Annual OH PBIS Showcase, a Bronze, Silver or Gold Implementation Recognition Award (up from 22 schools in 2015)</p> <p>In Process: See above</p>	



<p>3. Twitter/Social Media Account for Implementation, Acknowledgement, and Recognition</p> <p>4. Early childhood SST master trainers will provide coaching and TA to selected demonstration sites to achieve a high level of implementation as determined by the TFI (with early childhood considerations).</p>	<p>Marketing Workgroup I</p> <p>Early Childhood Workgroup V</p>	<p>In Progress: [See Goal 3A, Action Step 1.] 2016 Implementation Recognition Award Teams Celebratory is posted on YouTube and available to SST colleagues.</p> <p>Y7 (2018-2019)</p>
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