Ohio Positive Behavior Interventions and Supports (PBIS) Professional Development Requirements

Ohio law and rule require districts[1] to implement a positive behavior intervention and supports framework on a system-wide basis. To implement a schoolwide framework effectively it is essential to provide professional development to student personnel[2]. Ohio law states each school district must provide professional development or continuing education in Positive Behavior Intervention and Supports (PBIS) to:

1. Any of the district's teachers who teach in buildings that serve students in any of grades pre-kindergarten through three and who completed a teacher preparation program prior to 2018; and
2. All of the district's administrators who serve students in any of grades pre-kindergarten through three, including the school district superintendent, building principals, and assistant principals, who have not already completed a course of instruction, professional development, or continuing education in positive behavior intervention and supports.

Ohio rule extends these professional development requirements stating districts will provide professional development on PBIS to student personnel[2] at least every three years. Professional development can be provided by a building or district PBIS Leadership Team or an appropriate state, regional, or national source in collaboration with the building or district positive behavior intervention and supports leadership team. The professional development must include the following topics:

- An overview of positive behavior intervention and supports;
- The process for teaching behavioral expectations;
- Data collection;
- Implementation of positive behavior intervention and supports with fidelity;
- Consistent systems of feedback to students for acknowledgement of appropriate behavior and corrections for behavior errors; and
- Consistency in discipline and discipline referrals.

The professional development tables below include the required topics from Ohio rule and provide additional recommendations for content and time. Table 1 orients student personnel to the core practices of PBIS at the Tier I level. This content is best suited for schools that are in the beginning phases of implementing PBIS. Orienting staff at the start of implementation and providing additional professional development throughout the school year are critical to faithful implementation and increase PBIS effectiveness.

For schools in Full Implementation[3] or Innovation and Sustainability,[4] professional development must still cover the required topics, but the content can be extended to include effective classroom practices, Tier II and Tier III practices, and supplemental topics such as alignment with trauma-informed practices and social and emotional learning. Table 2 provides a variety of recommendations for how the required topics can be extended. Not all of the content listed is expected to be covered in one professional development session. PBIS Leadership

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[1] The law defines district as a local, exempted village, city, joint vocational or cooperative education school district as defined in Chapter 3311 of the Revised Code; an educational service center that operates a school or educational program; a community school as defined in Chapter 3314 of the Revised Code; a science, technology, engineering, and mathematics school as defined in Chapter 3326 of the Revised Code; or a college-preparatory boarding school as defined in Chapter 3328 of the Revised Code. For purposes of this rule, the term does not include schools operated in facilities under the jurisdiction of the department of rehabilitation and corrections or the department of youth services.

[2] Student personnel means teacher, principal, counselor, social worker, school resource officer, teacher's aide, psychologist, bus driver, related services providers, nursing staff, or other school district staff who interact directly with students.

[3] Full Implementation is implementing PBIS with all systemic components and a range of interventions (Tiers I, II, III supports).

[4] Innovation and Sustainability is implementing PBIS with all systemic components and a range of interventions (Tiers I, II, III supports) beyond one year AND demonstrating routine annual reviews for implementation with fidelity using the Tiered Fidelity Inventory and the results to update and modify practices as needed.

Teams should follow data-based decision-making to match the professional development content with the needs of the staff and school.

Questions regarding PBIS and PBIS requirements can be sent to the Ohio PBIS mailbox.

HOW TO USE THESE OUTLINES

District and building PBIS Leadership Teams can reference the items outlined below as they create professional development for staff. The bolded topics are required, and the bulleted content is provided as a recommendation or possibility when implementing the requirement. Ohio law and rule does not provide requirements regarding the length of the professional development. It is best practice to provide on-going professional development throughout the year, and the sessions can be spread out throughout the school year.

Table 1

Topic	Supporting Materials	Possible Time
An Overview of Positive Behavior Intervention and Supports (Required Topic) The following are recommendations for content within the required topic: • What is PBIS? ○ Definition of PBIS from the OSEP National Technical Assistance Center on PBIS ○ Definition of PBIS from Ohio law and rule ○ Four core elements of PBIS (systems, data, practices, outcomes) ○ Multi-tiered systems of support • Rationale for PBIS ○ Why PBIS is important for all schools ○ Why PBIS is important for *our* school (teams can share current behavior data and needs and seek input on why staff members feel implementing PBIS is needed or what they want to see change through PBIS implementation) ○ Federal and state rules and guidance	• OSEP Technical Assistance Center on PBIS • PBIS Getting Started • Ohio Department of Education-PBIS • What is PBIS? The BEST Intro Video – Dina Hidiq Zebib • Positive Behavioral Interventions and Supports: It Takes the Whole Building video series- Learning Management System	50 minutes
The Process for Teaching Behavioral Expectations (Required Topic) The following are recommendations for content within the required topic: • Schoolwide Expectations ○ Explain expectations and rules ▪ Expectations are the overarching desired behaviors for staff and students across all environments ▪ Rules are the observable behaviors that fit within the expectations and can vary per environment ○ Share the district or school expectations and how they were determined	• OSEP Technical Assistance Center on PBIS: Tiered Framework • District or school PBIS expectation examples • School PBIS matrix examples • Positive Behavioral Interventions and Supports: It Takes the Whole Building video series - Learning Management System	30 minutes

○ Share the school matrix that lists behavior expectations and label observable behaviors ○ The importance of teaching and practicing expectations across all environments ○ Share the district or school plans for teaching and reteaching expectations, including booster sessions ○ Incorporating expectations into daily practices and classroom environment	○ Chapter 03: Teaching Expectations	
Consistent Systems of Feedback to Students for Acknowledgment of Appropriate Behavior and Corrections for Behavior Errors (Required Topic) The following are recommendations for content within the required topic: - Reinforcing Appropriate Behavior ○ Why acknowledging and reinforcing behavior is important ○ How to acknowledge behavior (positive/ negative ratio, timely and specific feedback) ○ Share the district or school encouragement system - Behavior Correction ○ Brief explanation of factors that influence behavior and behavior management ○ Prevention and intervention strategies that are appropriate to the age and developmental level of students ○ Review the multi-tiered systems of support and when and how teachers refer students for additional supports	- Positive Behavioral Interventions and Supports: It Takes the Whole Building video series - Learning Management System ○ Chapter 04: Reinforcing Expectations - OSEP Technical Assistance Center on PBIS: Supporting and Responding to Behavior	40 minutes
Consistency in Discipline and Discipline Referrals (Required Topic) The following are recommendations for content within the required topic: - Rationale for consistent procedures for addressing challenging behavior - Share district or school definitions of challenging behavior - Share the schoolwide process for responding to challenging behavior (class-managed vs. office-managed; discipline flow chart if one was created) - Explain how to complete a behavior referral form and why consistency is important		30 minutes
Data Collection (Required Topic) - The following are recommendations for content within the required topic: How to use data for problem solving and intervention selection	- OSEP Technical Assistance Center on PBIS: ○ Team-initiated Problem Solving	30 minutes

• Data sources and the importance of collecting accurate data • Explain how to complete a behavior referral form and why consistency is important	○ Team Meeting Videos - show the process • Positive Behavioral Interventions and Supports: It Takes the Whole Building video series - Learning Management System ○ Chapter 05: Making Data-Informed Decisions	
Implementation of Positive Behavior Intervention and Supports with Fidelity (Required Topic) The following are recommendations for content within the required topic: • Explain that PBIS is an ongoing process that will take time and commitment for several years to reach full implementation • Share plans for ongoing professional development and coaching • Explain that the team will work with staff for annual assessment of implementation (are we doing what we said we could do?) and outcome evaluation (is it working, or do we need to make changes?) • Development of Tier II and Tier III systems only after Tier I is in place with fidelity	• PBISApps.org • Tiered Framework	20 minutes

Table 2

Topic	Supporting Materials	Possible Time
An Overview of Positive Behavior Intervention and Supports (Required Topic) The following are recommendations for content within the required topic. • Review of PBIS ○ Definition of PBIS from the OSEP National Technical Assistance Center on PBIS ○ Definition of PBIS from Ohio law and rule ○ Four core elements of PBIS (systems, data, practices, outcomes) ○ Multi-tiered systems of support • Tier II Practices	• OSEP Technical Assistance Center on PBIS • Ohio Department of Education-PBIS • Tiered Framework • OSEP Technical Assistance Center on PBIS: Culturally Responsive Practices	50

○ Understanding how Tier II supports connect with Tier I supports ○ Tier II services and supports available for students ○ Explain the essential features of each Tier II service or support ○ Criteria and directions for referral • Tier III Practices ○ Tier III services and supports available for students ○ Criteria and directions for referral to Tier III services ○ General overview of Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) • Culturally Responsive Practices in PBIS		
The Process for Teaching Behavioral Expectations (Required Topic) The following are recommendations for content within the required topic: • Effective Classroom Practices ○ Teaching behavior expectations in the classroom ○ Establishing classroom routines and procedures • Re-teaching and reinforcing behavior expectations through Tier II practices • Re-teaching and reinforcing behavior expectations through Tier III practices	• OSEP Technical Assistance Center on PBIS: Tiered Framework • District or school PBIS expectation examples • School PBIS matrix examples	30 min
Consistent Systems of Feedback to Students for Acknowledgment of Appropriate Behavior and Corrections for Behavior Errors (Required Topic) The following are recommendations for content within the required topic: • Review behavior specific praise • Self and peer monitoring to check implementation of positive reinforcement • Transitioning extrinsic reinforcement to intrinsic reinforcement • Tier II ○ Providing consistent and positive feedback with Tier II interventions (for example, Check-In, Check-Out) ○ Selecting and providing interventions that match function of behavior • Tier III	• OSEP Technical Assistance Center on PBIS - Tier II • OSEP Technical Assistance Center on PBIS - Tier III • Supporting and Responding to Behavior	40 min

○ Providing consistent and positive feedback with Tier III interventions ○ Selecting and providing interventions that match function of behavior		
Consistency in Discipline and Discipline Referrals (Required Topic) The following are recommendations for content within the required topic: • Review district or school definitions of challenging behavior • Review the schoolwide process for responding to challenging behavior (class-managed vs. office-managed; discipline flow chart if one was created) • Explain how to complete a behavior referral form and why consistency is important • Restorative discipline practices • Alternatives to exclusionary discipline		30 minutes
Data Collection (Required Topic) The following are recommendations for content within the required topic: • Behavior tracking in the classroom (tools, frequency, data analysis) • Tracking and using data to monitor Tier II supports and progress • Tracking and using data to monitor Tier III supports and progress	• OSEP Technical Assistance Center on PBIS: ○ Team-initiated Problem Solving ○ Team Meeting Videos - show the process • Positive Behavioral Interventions and Supports: It Takes the Whole Building video series - Learning Management System	45 minutes
Implementation of Positive Behavior Intervention and Supports with Fidelity (Required Topic) The following are recommendations for content within the required topic: • Review the importance of implementing with fidelity • Share data from implementation measures such as the Tiered Fidelity Inventory or School-wide Evaluation Tool and how data will inform action planning		20 minutes

ADDITIONAL RESOURCES

The following resources from the National Technical Assistance Center on PBIS can further assist PBIS Leadership Teams in developing professional development plans for student personnel.

- Training and Professional Development Blueprint for PBIS
- PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support