
Ohio Positive Behavioral Interventions and Supports (PBIS) Network

2017-2018 Annual Summary Report

March 2019



Ohio
PBIS
Network

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Brief History

The Ohio Positive Behavioral Interventions and Supports (PBIS) Network began in Autumn 2012 under the direction of the Ohio Department of Education (ODE), Office for Exceptional Children (OEC). By Autumn 2013 the Ohio PBIS Network developed its basic 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 the [PBIS policy](#) (January 2013) and rules (April 2013). The policy and rules strongly support the adoption of PBIS in all public schools. Several members of the network assisted to develop the language for the rules and policy and assisted the develop the seclusion and restraint policy resources.

The OEC partnered with the Miami University Center for School Based Mental Health Programs (CSBMHP) to applied and received two federal grants to increase the PBIS and student mental health effort in Ohio schools. 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 from Oct. 1, 2014 – Sept. 30, 2019.

Due to the School Climate Transformation and Project AWARE Grants, continued support from the OEC and continued collaboration with grant partners within the Healthy Schools and Communities Resource Team, meaningful transformations have been taking place in support of Positive Behavioral Interventions and Supports (PBIS) and broader mental health supports for the students of Ohio.

The signing of House Bill 318 in August 2018 has brought additional assistance and challenges to the PBIS efforts in Ohio. House Bill 318 expanded school safety efforts in Ohio; affirmed PBIS requirements for all districts; mandated PBIS training for specific teachers; and created new PBIS and social-emotional learning requirements for university pre-service teacher training programs. This has created a greater demand for PBIS training that exceeds current capacity. In October 2018, the department received another five-year SCTG from the U.S. Department of Education. This new SCTG will help provide additional PBIS training and coaching resources for schools in Ohio.

The following summary highlights the overall progress of the network in supporting Ohio's PBIS efforts and specific achievements during the 2017-2018 school year.

Membership and Structure

The Ohio PBIS Network maintains stable and energetic membership of approximately 40 members. The network members are composed primarily of representatives from Ohio's 16 State Support Teams (SST). The SSTs are sponsored and supported by the Ohio Department of Education. Each SST has at least one participating member in the Ohio PBIS Network. Additional members include representatives from the OEC, ODE Office of Integrated Student Supports (ISS), and the ODE Office of Early Learning and School Readiness. These offices are all part of the Center for Student Supports. Other Ohio PBIS Network members include staff from the Ohio Center for Autism and Low Incidence (OCALI) and Miami University.

The Ohio PBIS Network has various workgroups to assist in different aspects of PBIS. 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 2018-19

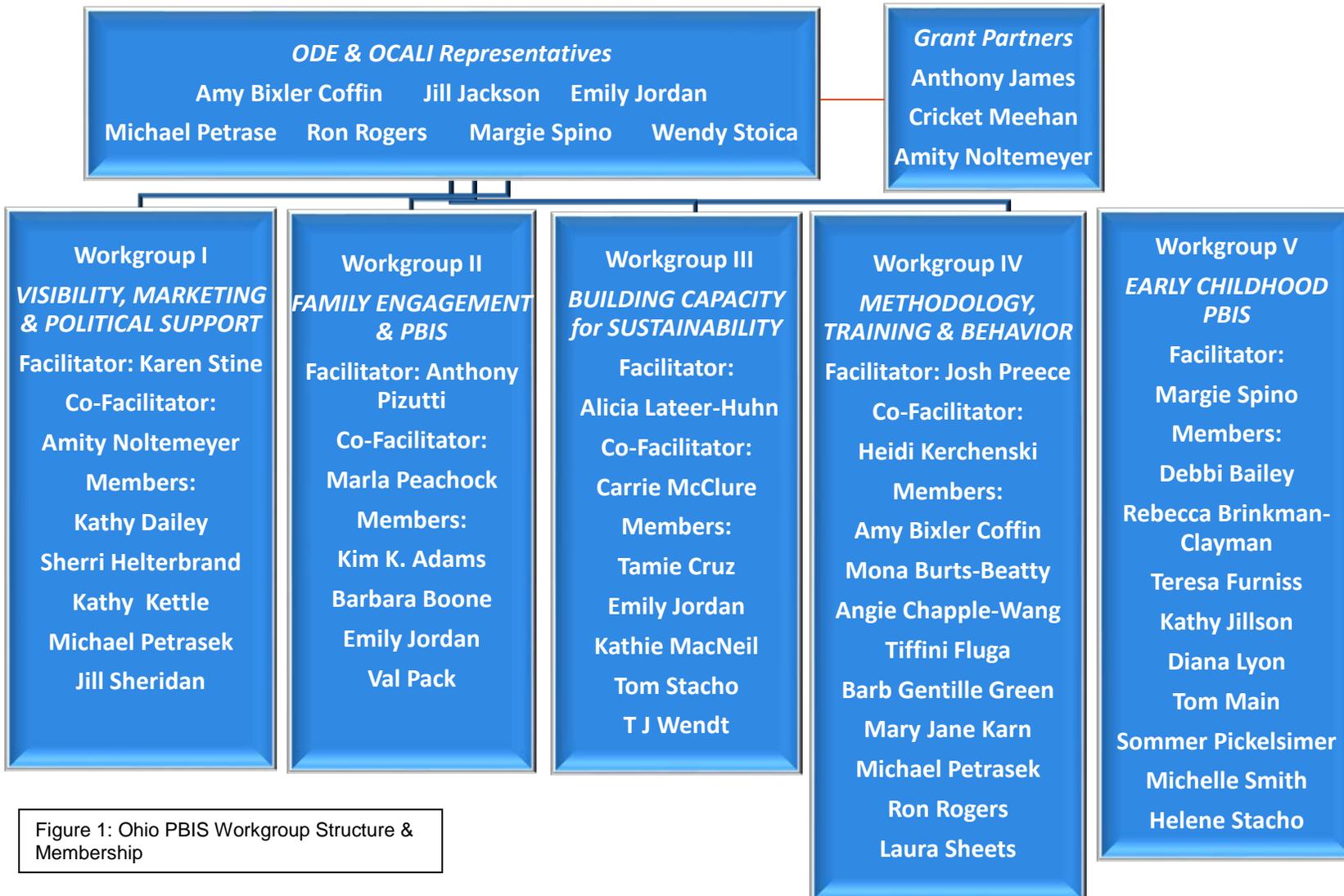


Figure 1: Ohio PBIS Workgroup Structure & Membership

The workgroups conduct separate planning and implementation meetings. On average, each workgroup meets three to five times a year to address the workgroup goals. It is anticipated that the workgroup structure will be modified to address ever-changing network needs.

The entire network meets for full-day sessions in Columbus four times each school year. The network has maintained consistent quarterly meetings for the last five years. The meetings focused on the critical steps needed to expand PBIS. The network members are focused professionals with the workgroups meeting throughout the lunch breaks and after the formal meeting has ended.

The network continues to develop collaborative partnerships with ODE offices and other state agencies. Some examples are as follows.

- Ongoing collaboration with the offices and agencies involved in the Safe Schools & Health Students grant initiative, including the Center for P-20 Safety and Security and the Ohio Department of Mental Health and Addiction Services (OhioMHAS). (Note: The Safe Schools Health Students Grant ended on Sept. 30, 2018).
- 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.
- Periodic 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.
- Jill Jackson, Emily Jordan, and Michael Petrasek regularly participate and support the work of the Ohio Interagency Council for Youth (OICY). OICY has provided multi-agency consultation and guidance to the OhioMHAS as they pursued the SAMHSA grants for State Youth Treatment (SYT) 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 SCTG, PAX Good Behavior Game, and the Behavioral Health Juvenile Justice initiative. Moving forward, OICY plans to provide policy recommendations to the Cabinet Council and support integrated mental health initiatives through the Child and Family First Council.
- The Ohio PBIS Network benefits greatly from collaboration and support from the Ohio School Psychologists Association (OSPA). OSPA sponsored many statewide conferences in the last four years focusing on PBIS, counseling, and mental/behavioral interventions for students.
- Each year, members of the Ohio PBIS Network regularly provide presentations and trainings at the various state professional conferences, including: OCALICON, Special Education Leadership Summits, OSPA, Ohio Prevention and Early Intervention Conference, Ohio Promoting Wellness and Recovery Conference, Connect for Success and others.

Consultation

The Ohio PBIS Network has been fortunate to receive 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 is invaluable to help the network efficiently set its goals and priorities while minimizing missteps. Dr. Lewis visited Ohio several times in the recent years to provide professional development sessions. Dr. Lewis will continue his support and consultation assistance with the PBIS network the upcoming year. Dr. Lewis presented master sessions and consultation at the state Special Education Leadership Conference

and PBIS workshops. Several other national experts have come to Columbus in recent years to provide valuable training opportunities. Examples of these trainings include the following:

- 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
- e) Dr. Susan Barrett (director, Mid-Atlantic PBIS Network) on PBIS coaching systems.

Network Accomplishments: 2017-2018

The Ohio PBIS Network's energetic members have generated numerous accomplishments during the past year. Working in coordination with their respective SST, members have continued to expand PBIS across the state 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 the Edmodo site. Resources on the Ohio Department of Education website continue to see regular traffic. Go to education.ohio.gov and search: PBIS. Historically, the Ohio PBIS webpages have an average of 1,000 viewers per month.
- Network members continue to provide basic overview information regarding PBIS at a variety of state conferences, including: The Ohio Council for Children with Behavioral Disorders; Ohio Promoting Wellness and Recovery; Statewide Summit for Enrichment and Education, Ohio School Psychologist Association; Nutrition and Wellness Training and Vendor Show; Safe and Healthy Schools Summit; and others.
- Continued statewide trainings through the regional SSTs, including the PBIS Overview, PBIS Team Training, PBIS Train the Trainer, PBIS Classroom Management, and Tier II-III workshop packages.
- The network is expanding the use of Motivation and Engagement Aligned PBIS. These resources support active student self-improvement and provide resources to intervene with students who have lost motivation and engagement with the educational process. SSTs 4 and 13 are supporting the utilization of these resources in the Fairport Harbor and Indian Hill school districts. The network developed a one-day Motivation and Engagement PBIS Workshop. The first workshop was conducted in September 2018 and additional trainings anticipated in Spring 2019.

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 for the period Oct. 1, 2017 - Sept 30, 2018 are provided below.

- Trainings were provided to staff in all 16 SST regions of the state. Local education agencies (LEAs) participating in trainings represented urban, rural, suburban, and small-town school districts. Training and technical assistance was provided to staff from the participating LEAs. A review of post-training survey records revealed that 963 attendees in 133 "new adopter" schools (representing 81 school districts) received **introductory training** through 78 sessions. Of the introductory training sessions, 43 sessions specifically targeted **early childhood**. These sessions were attended by 486 attendees from 43 schools (representing 34 districts). Furthermore, 205 attendees from 70 schools (representing 47 school

districts) received advanced training on PBIS-aligned **classroom management** through 17 sessions. Additionally, 232 attendees from 61 currently implementing schools (representing 51 school districts) received advanced **Tier II/III support** through 16 sessions. Finally, 740 attendees in 123 schools (representing 76 school districts) received **coaching** through 41 sessions.

Note: The number of individual attendees in this document may be overestimated. Since the surveys were anonymous, individuals may have attended more than one training.

- Districts rate improvement in their knowledge and understanding with specific trainings on the post-training survey. 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.” Attendees indicated whether they strongly disagreed, disagreed, were neutral, agreed or strongly agreed with this statement. Of the 237 LEAs that had training attendees who responded to this item, 234 (98.73%) reported an improvement in knowledge and understanding as a result of training or technical assistance. This result exceeds the SCTG goal of 80 percent.

Note: The team operationalized an LEA as having "improved" in its knowledge if that LEA had at least 50 percent of attendees either strongly agree or agree with the item statement).

A summary of the post-training survey results is included in **Appendix V**.

PBIS Network Workgroup Accomplishments: 2017-2018

For the last three and a half years, the Ohio PBIS Network workgroups have been the driving force of progress for PBIS expansion in Ohio. A few of the many workgroup achievements in the last year are highlighted below:

- Workgroup I Visibility, Marketing & Political Support:
 - The marketing workgroup continues to spearhead the planning and marketing associated with the annual PBIS Showcase Conference and the state-wide PBIS Recognition System. A very successful and well-attended fourth annual conference was held in late November 2018.
- 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 is 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.
- Workgroup III Building Capacity for Sustainability:
 - This workgroup maintains multiple responsibilities associated with the annual Showcase Conference, and the state-wide PBIS recognition process. This includes the identification and selection of presenters and poster sessions.
 - Workgroup III provides ongoing planning and coordination for state and regional coaching supports.
 - This workgroup is responsible for the Network Five-Year Plan with biannual plan updates.
- 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 updating the Tier I training materials and expanding the training materials associated with Tier III, Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) (PowerPoints and associated resources).
- Workgroup V Early Childhood PBIS:
 - For the last two years the Early Childhood Workgroup has been updating and revising 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. This effort includes establishing early childhood PBIS demonstration sites in all 16 SST regions.

Grant Related Initiatives

The Ohio PBIS was greatly expanded upon award of a U.S. Department of Education, School Climate Transformation Grant (SCTG). The Office for Exceptional Children (OEC) jointly 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 were used to expand PBIS and mental health supports in Ohio schools. At the time, Ohio was part of an elite group of states that received funding for all three behavioral health federal grants. The five-year funding period for the SCTG and Project Aware is October 2014 – September 2019.

In October 2018, the Department received a second SCTG award. The new five-year SCTG provides a total of approximately \$3,460,000 in funding to support Ohio PBIS. The funding period for this SCTG is Oct. 1, 2018 through Sept. 30, 2023. This funding will facilitate the preparing of Ohio Educational Service Centers (ESC) to conduct of PBIS training for their regions. The grant also will support additional PBIS personnel. Additional staff will provide regional training and coaching, development and coordination.

The state management team, Healthy Schools and Communities Resource Team (HSCRT) developed in 2013 to support the Safe Schools Healthy Students grant was expanded to provide coordination and advisory functions for the School Climate Transformation and Project AWARE grants. The 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 to view the HSCRT structure.

The HSCRT is comprised of representatives from six ESCs, state agencies, and 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.

Healthy Schools and Communities Resource Team

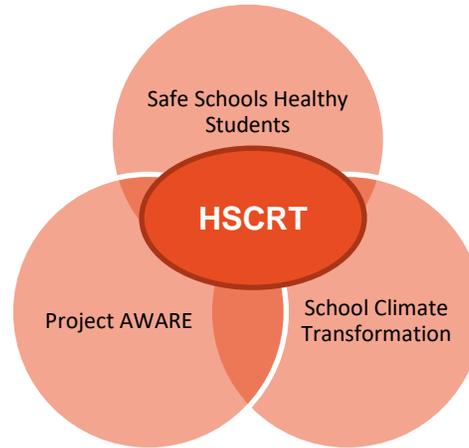


Figure 3: Healthy Schools and Communities Resource Team

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

As part of the multi-grant effort, HSCRT partnered with staff from the Ohio University Voinovich School of Leadership and Public Affairs and Case Western Reserve University’s Begun Center for Violence Prevention, Research and Education. The partnership with Ohio University resulted in original research in the development of a PBIS Public Value Proposition. The research study and public value summary report was completed. The report is available to help communities better understand the public value of PBIS implementation.

Staff from the Case Western Begun Center provides expertise and consultation at the HSCRT meetings. They also provided a series of regional PBIS Next Steps trainings. These trainings provided guidance in identifying and selecting evidence-based programs and treatment services within the schools to enhance behavioral health supports, with an emphasis on Tier II and III services.

All three grants share common and interrelated goals. These goals are share five defining elements outlined by the Safe Schools Healthy Students grant 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.

The SCTG effort has benefited greatly from the HSCRT. 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 an efficient expansion of PBIS and the School Climate Transformation efforts.

The collaboration and cooperation among HSCRT are positive, despite the inherent challenges involved working with multiple organizations.

Motivation and Engagement PBIS

A PBIS innovation initiative supported by the SCTG, Motivation and Engagement PBIS, utilizes PBIS framework and processes to provide a multi-tiered system of motivation and engagement supports for students. The data, systems and practices of PBIS are expanded into a system supporting student and staff self-improvement. Motivation and Engagement PBIS systematically challenges students of all ages to acquire the tools 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 wishing to improve student motivation and reduce the negative effects associated with student disengagement. The resources include activities teachers can use to systematically support student engagement in long-term self-improvement.

Motivation and Engagement PBIS provides teachers with a screening process to identify students most at-risk for problems in these areas. Additional assessment tools and methods are available for individual assessment of students most at-risk, and potentially in need of Tier II or III intervention. A comprehensive list of potential interventions aligned to eight defined factors most likely associated with low motivation or engagement are available. A Motivation and Engagement Aligned PBIS Workbook outlining the above methods and resources is now complete. A one-day professional development session on these materials was presented in September 2018, with additional trainings planned for Spring 2019.

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

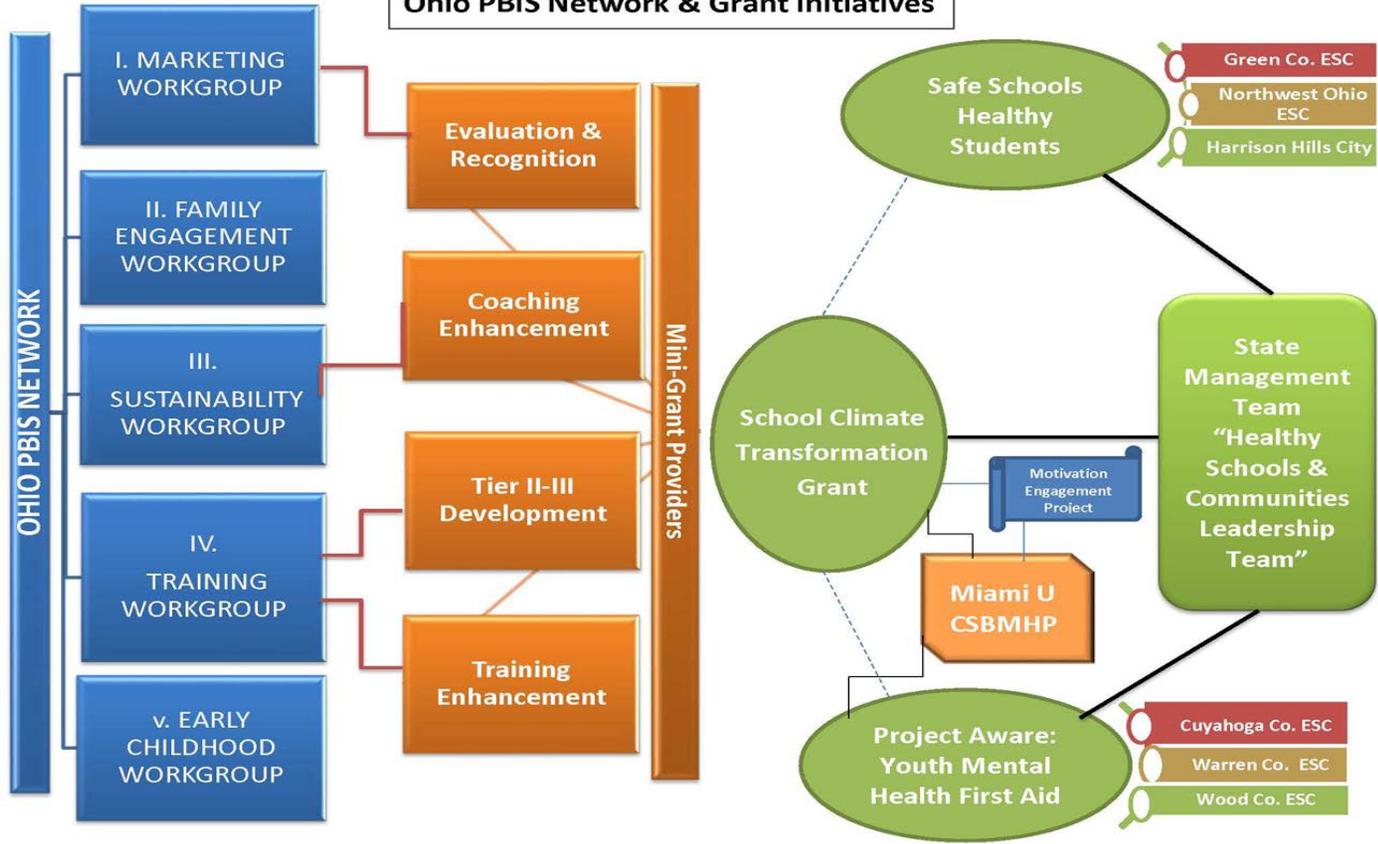
As we completed the fourth year of the original SCTG, the funding clearly has enabled an expansion of PBIS and mental health resource development. As indicated above, the SCTG, in collaboration with the sister grants, has generated many meaningful accomplishments, as outlined below.

- SCTG funds have enabled us to make the Ohio PBIS Showcase a successful, annual event. This conference now features:
 - Presentations from over 20 model programs provided by high-quality and innovative PBIS schools across the state.
 - Recognition of schools obtaining bronze, silver or gold status with their implementation of PBIS.
 - Keynote and training sessions by nationally recognized experts in this field (years 1-3).
- Improved state-level planning for school supports, health services and mental health resources due to collaboration from the Healthy Schools and Communities Resource Team, Ohio Interagency Council for Youth and Family and Children First Council.

- Continuing supports are provided to the six Community Management Teams associated with the Safe Schools Healthy Students and Project AWARE Grants. Each of these communities have adopted PBIS initiatives and are pilot sites for the integration of school-based mental health services.
- SCTG PBIS mini-projects fill the gap of required resources to expand PBIS. These mini-projects included the following:
 - PBIS train-the-trainer opportunities were provided in regional two-day trainings with additional follow-up support.
 - Development of comprehensive Ohio PBIS training resources. All Ohio PBIS training resources are aligned with the Ohio Department of Education, Ohio Improvement Process (OIP).
 - Funding to support the initial 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 accompanying School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance Manual were developed to help schools select screening instruments. The Compendium outlines 50 no-cost screen tools to help schools identify 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 Ohio counties. The OMHNSS also provides a Quality and Effective Practice Registry, which identifies successful strategies and programs that meet the academic and social-emotional needs of students.

See below for a graphic summary of the Ohio PBIS Network, workgroups, mini-projects and the multi-grant partners.

Ohio PBIS Network & Grant Initiatives



Current Ohio PBIS Network Goals

Although the Ohio PBIS Network made substantial progress in PBIS, the work is far from over. A brief overview of the continuing priorities is listed below:

- Increase the acceptance and use of PBIS implementation fidelity tools (i.e. Tiered Fidelity Inventory) and use of PBISApps. Encouraging the use of the PBISApps data system is challenging as it is not formally required.
- Develop a process to further expand any large increase in demand with the Ohio PBIS Recognition System. Applications for the Ohio PBIS Recognition System have increased each year. Currently each SSTs manages the recognition system for their region, but the SSTs are approaching their staffing capacity.
- Continue efforts to increase the amount of schools adopting and using the PBIS framework as their foundation for behavioral and social emotional supports.
- Expand the Ohio PBIS coaching network at all the local, regional and state levels. A survey of SST coaching practices in May 2018, indicated that most of the SSTs offer some type of coaching assistance to new PBIS schools. However, there is a lack of consistency in coaching delivery across the SSTs. From those that responded to the survey, coaching was delivered: a) in monthly/quarterly meetings, b) direct coaching at schools (new teams only), or c) informal consultation with internal PBIS coaches.
- Continue to develop and expand PBIS resources for families
- Expand behavioral health resources and materials for use in Ohio schools
- It would be desirable to renew collaboration and mutual support with the Every Moment Counts Initiative. Every Moment Counts is a mental health promotion initiative led by Ohio occupational therapists. It helps children make better use of nonacademic time to become more mentally healthy and socially involved. The Every Moment Counts initiatives support positive mental health as it is associated with feeling good emotionally, doing well functionally and coping with challenges in everyday life. This means doing well in the classroom as well as in nonacademic (recess, lunch, after-school extracurricular activities) settings.

Since its inception, Ohio PBIS Network strives to align network goals with the national implementation blueprint as measured by the [SWPBIS Implementation and Planning Self-Assessment](#). The Ohio PBIS Network Five-Year Plan is strongly influenced by data from the self-assessment process. The Five-Year Plan is reviewed biannually at Network meetings.

Current School Climate Transformation Grant Goals

Funding for the original SCTG ends September 2019. Priorities for the remaining year of original SCTG funding are focused on the following:

- Continue to expand the PBIS training capacity throughout the state, including additional train-the-trainer opportunities for Ohio ESCs.
- Develop online PBIS training modules to expand training options for interested Ohio schools. These modules will provide basic PBIS information to supplement, but not replace face-to-face team, PBIS training. Online modules also may be developed to provide resources for specific populations (e.g. superintendents) or specific topics (e.g. Tier II or Tier III supports).
- Provide additional training opportunities and resources for Ohio schools interested in using Motivation and Engagement Aligned PBIS.
- Expand coaching systems and coaching resources at the local, regional and state levels.

Implementation and Planning and Self-Assessment

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

Evaluation of Outcomes Associated with the Implementation of PBIS in Ohio

Miami University periodically reviews Ohio PBIS implementation data. Reports summarizing these data analyses can be found Appendices I-IV. These reports examined the relationship between PBIS implementation and potentially desirable outcomes (e.g. reductions in suspensions, discipline incidents or potential improvement in academic performance). Please note these evaluation summaries reflect correlations between variables and are not experimentally-controlled studies. The data analyses consistently indicate that the implementation of PBIS with fidelity is associated with desirable student outcomes.

Initial evaluation of Ohio PBIS data associated with academic outcomes has indicated a trend toward improved test scores (Performance Index) but not at a level of statistical significance. These results are broadly consistent with national PBIS data that suggests that PBIS tends to positively mediate variables associated with improved school performance (school climate, improved student attendance, increased instructional time), but with a less consistent effect on statewide test scores.

Review of data from individuals participating in PBIS trainings provided by the SSTs indicates a high level of satisfaction and acquisition of knowledge. See Appendix V for a detailed summary of post-training survey data.

APPENDICES

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

Longitudinal Disciplinary and Achievement Outcomes Associated with School-Wide PBIS Implementation

Longitudinal Disciplinary and Achievement Outcomes Associated with School-Wide PBIS Implementation Level (SWPBIS)

Purpose

The purpose of this study was to:

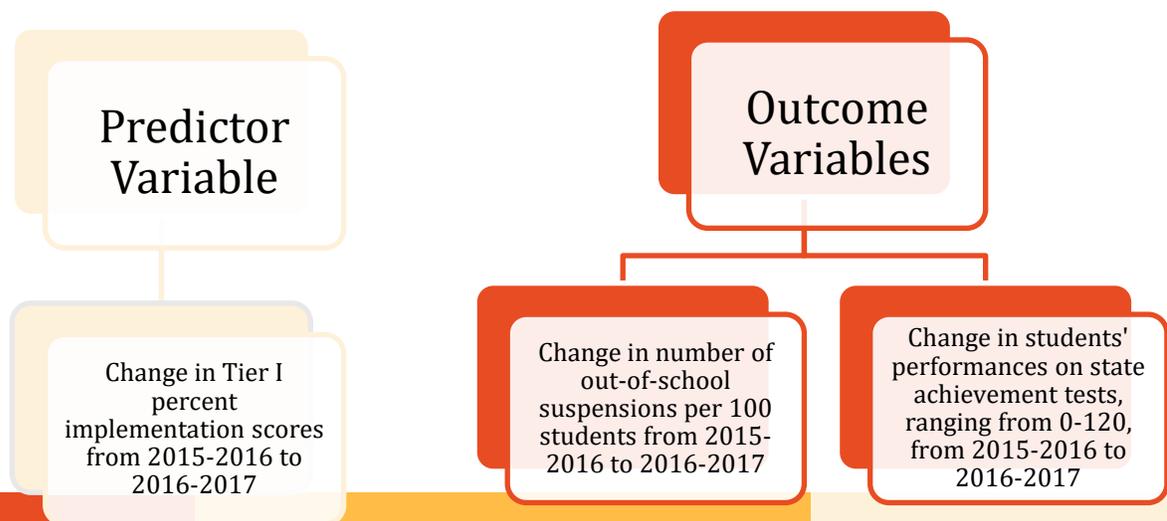
- Contribute to existing research examining the relationships between SWPBIS, student behavior, and academic outcomes
- Determine the degree to which changes in Ohio SWPBIS implementation fidelity levels between the 2015-2016 and 2016-2017 academic years predicted changes in out-of-school suspensions per 100 students (OSS) and performance index scores during the same two years.

Sample and Methodology

The sample for this study consisted of 85 Ohio schools from 31 school districts. More specifically, 41 elementary schools, 14 middle schools, nine high schools, and 21 prek-8 buildings. Participating schools completed the TFI during 2015-2016 and 2016-2017 academic years submitted TFI scores using PBISApps and had available data on the dependent variables for 2015-2016 and 2016-2017 academic years.

Analyses

- Descriptive statistics were calculated
- Correlations were calculated to identify covariates that significantly related to the dependent variables.
- Two separate linear regressions were conducted: the first examined the degree to which changes in TFI scores predicted changes in OSS per 100 students, and the second examined the degree to which changes in TFI scores predicted changes in the performance index scores.
- For each regression analysis, school-level demographic covariates that were significantly related to the outcome variable were controlled for in the first step, although none of the covariates ended up in the final models.



Results

- Changes in TFI Tier I scores from 2015-2016 to 2016-2017 were found to significantly predict changes in OSS per 100 students from 2015-2016 to 2016-2017.
 - Changes in TFI Tier I scores explained about 13.4% of the variability among changes in OSS per 100 students.
 - For each one-point increase on the TFI Tier 1 score from 2015-2016 to 2016-2017, there was a corresponding decrease of .27 suspensions per 100 students
- Changes in TFI Tier I scores from 2015-2016 to 2016-2017 did not significantly predict changes in performance index scores from 2015-2016 to 2016-2017.

Variable	n	Minimum	Maximum	Mean	Std. Dev
Change in OSS per 100 Students	36	-48.10	24.90	-4.05	13.61
Change in Performance Index Scores	83	-6.90	13.40	2.34	3.10
Change in TFI Tier I Scores	85	-30.00	60.00	14.67	18.73

Table 1 shows descriptive statistics for each variable and demonstrates that on average, between 2015-2016 and 2016-2017, schools increased their TFI Tier I scores by about 14.67 points, reported about 4.05 fewer suspensions per 100 students, and scored about 2.34 higher on the performance index.

Conclusions

- Changes in implementation fidelity over time significantly inversely predicted changes in suspension rates but did not significantly predict academic outcomes.
- These findings echo previous findings of PBIS implementation being linked to reductions in problem behavior, with the connection of PBIS implementation to achievement outcomes being less clear.
- As a non-randomly selected sample, results may not be representative of the true effects of PBIS on behavior and academic outcomes.

Implications for Future Research

Tiers II and III	Time Span	Outcome Variables
<ul style="list-style-type: none"> • Future studies could examine relationships between PBIS implementation and student outcomes at higher tiers 	<ul style="list-style-type: none"> • Future studies could consider examining fidelity effects over a longer period of time 	<ul style="list-style-type: none"> • Future studies could use a more specific and malleable academic outcome variable, rather than performance index

This handout was prepared by Anthony James, Amity Noltemeyer, Katelyn Palmer, and Rachel Ritchie 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

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

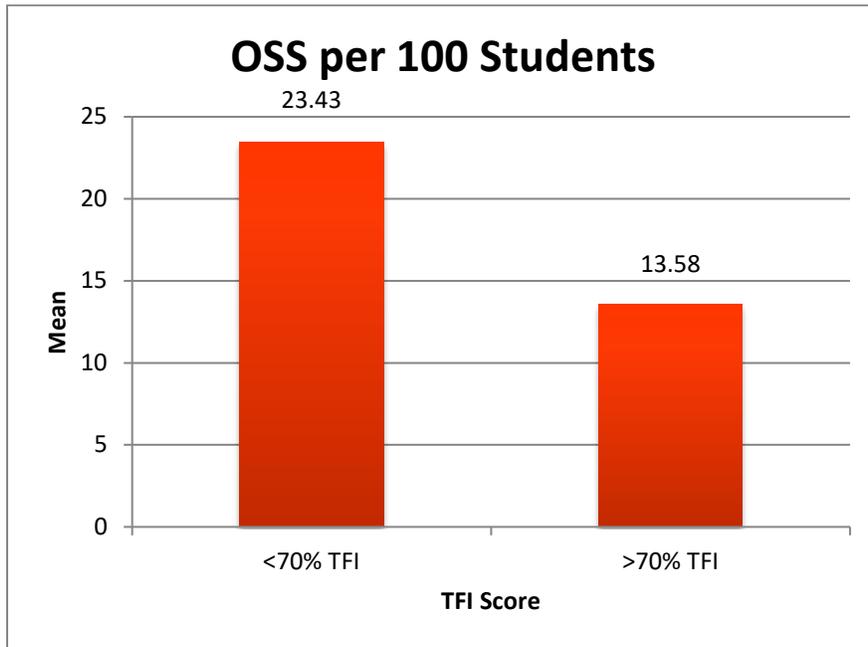


Figure 1. Covariates appearing in the model are evaluated at the following values: Student Poverty = 54.0915, Student Minority = 34.4183.

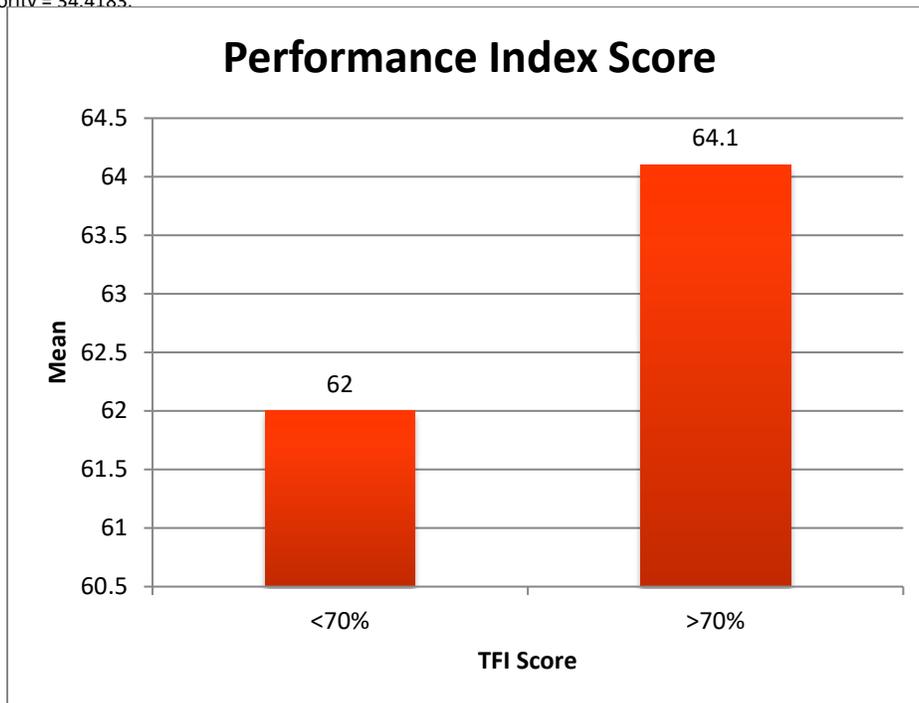


Figure 2. Covariates appearing in the model are evaluated at the following values: Student Poverty = 54.0915, Student Minority = 34.4183.

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

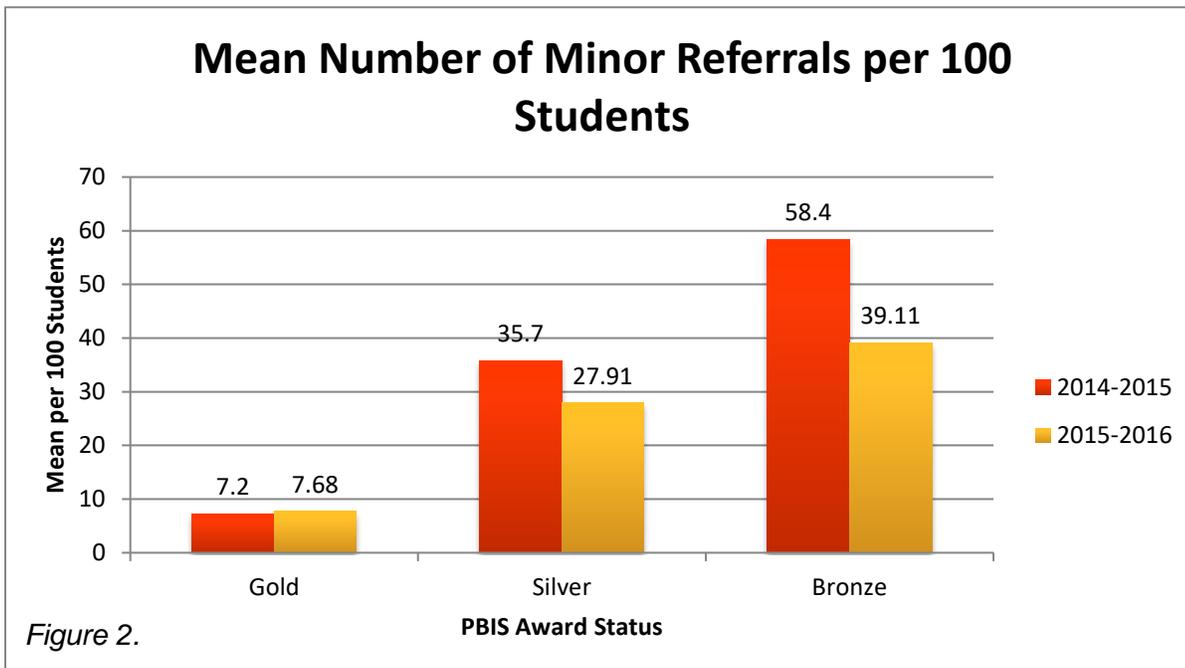
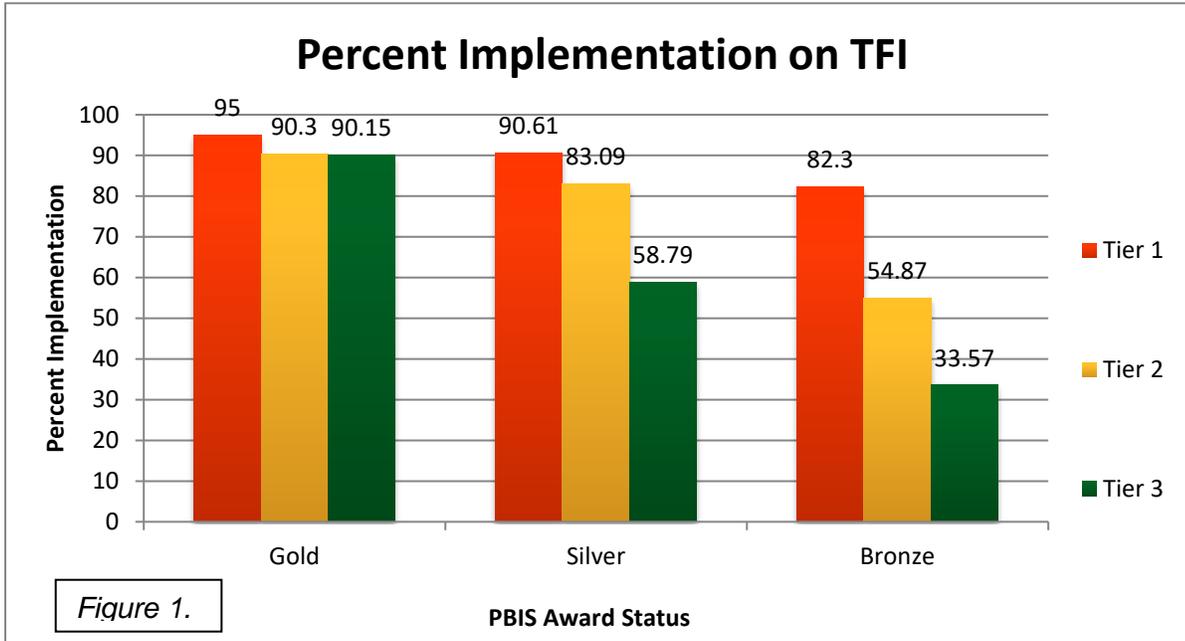
The sample consisted of 49 schools that were recognized for implementing PBIS with a high degree of fidelity in the 2015-2016 academic year. These schools received gold, silver, or bronze rewards depending on specific criteria determined by a workgroup within the Ohio PBIS Network. Additionally, 31 of 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

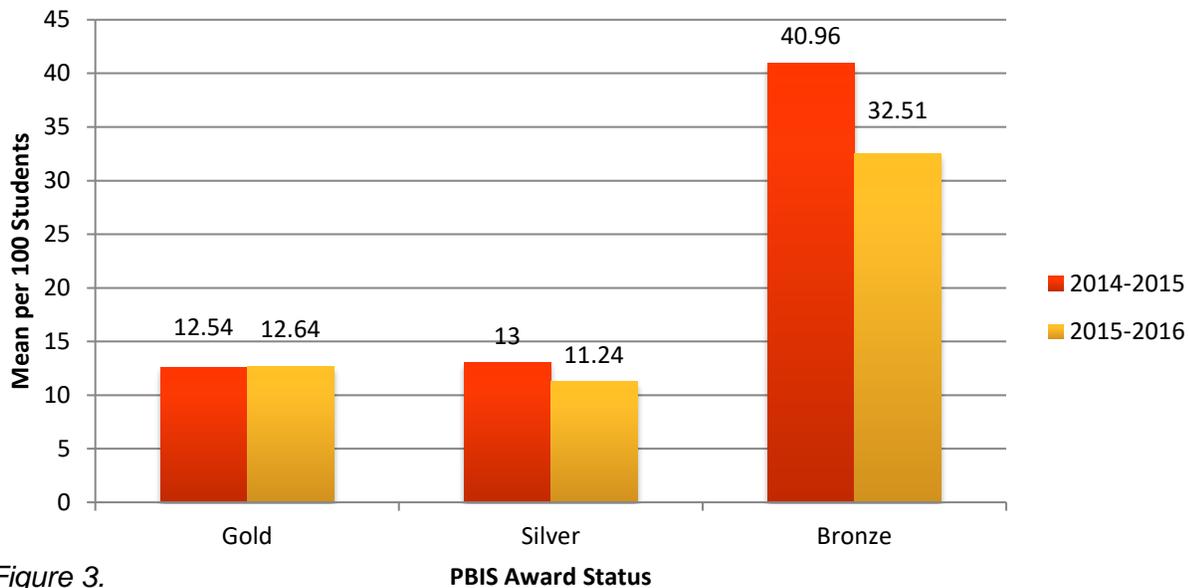


Figure 3.

Mean Number of In-School-Suspensions per 100 Students

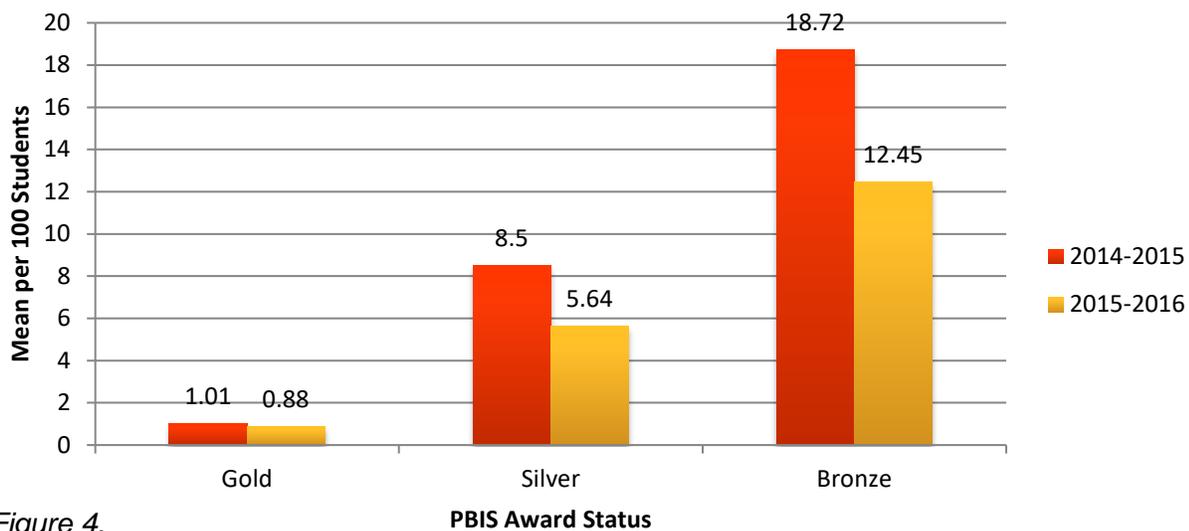


Figure 4.

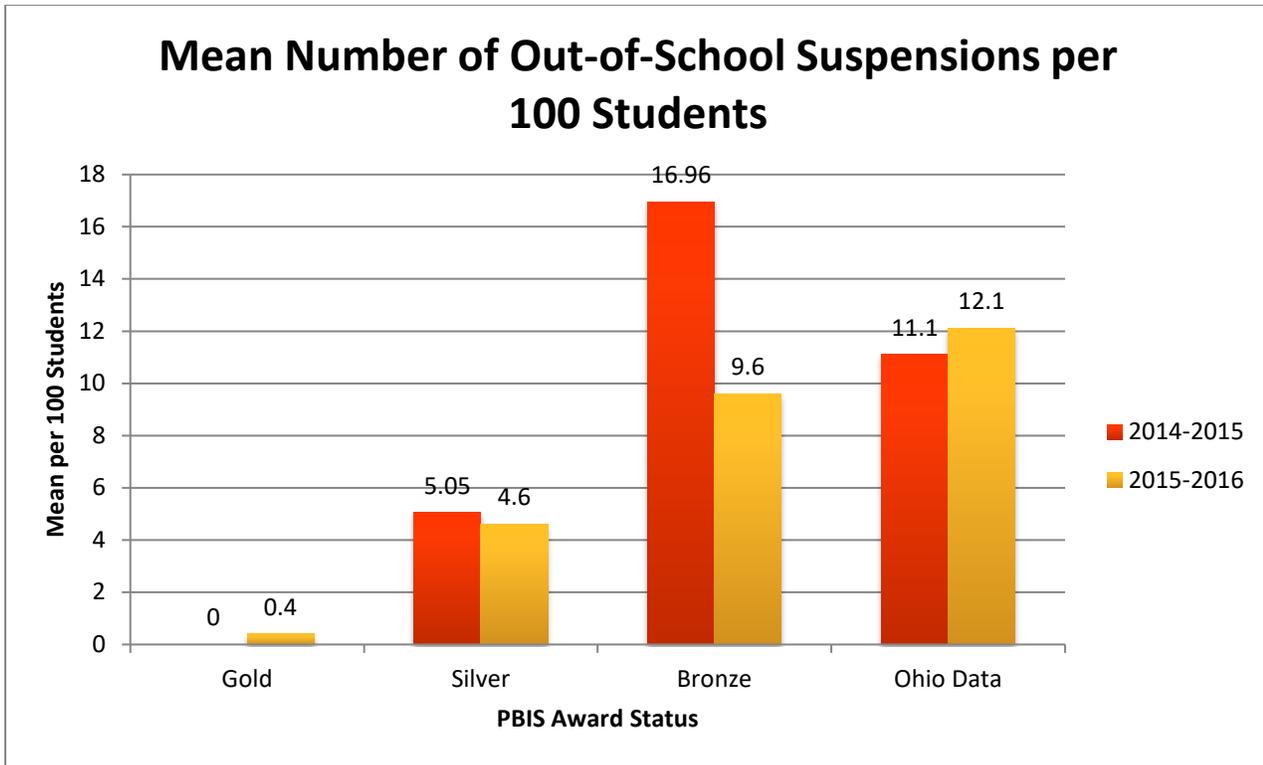


Figure 5.

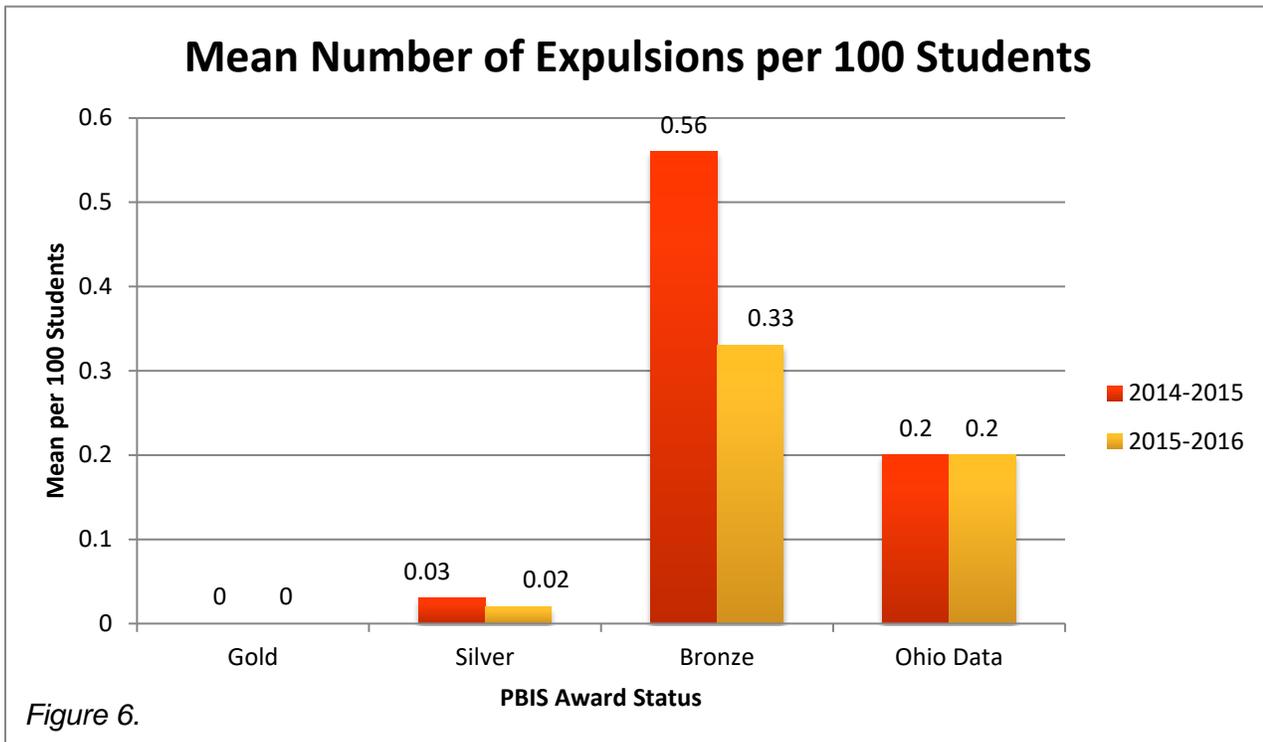


Figure 6.

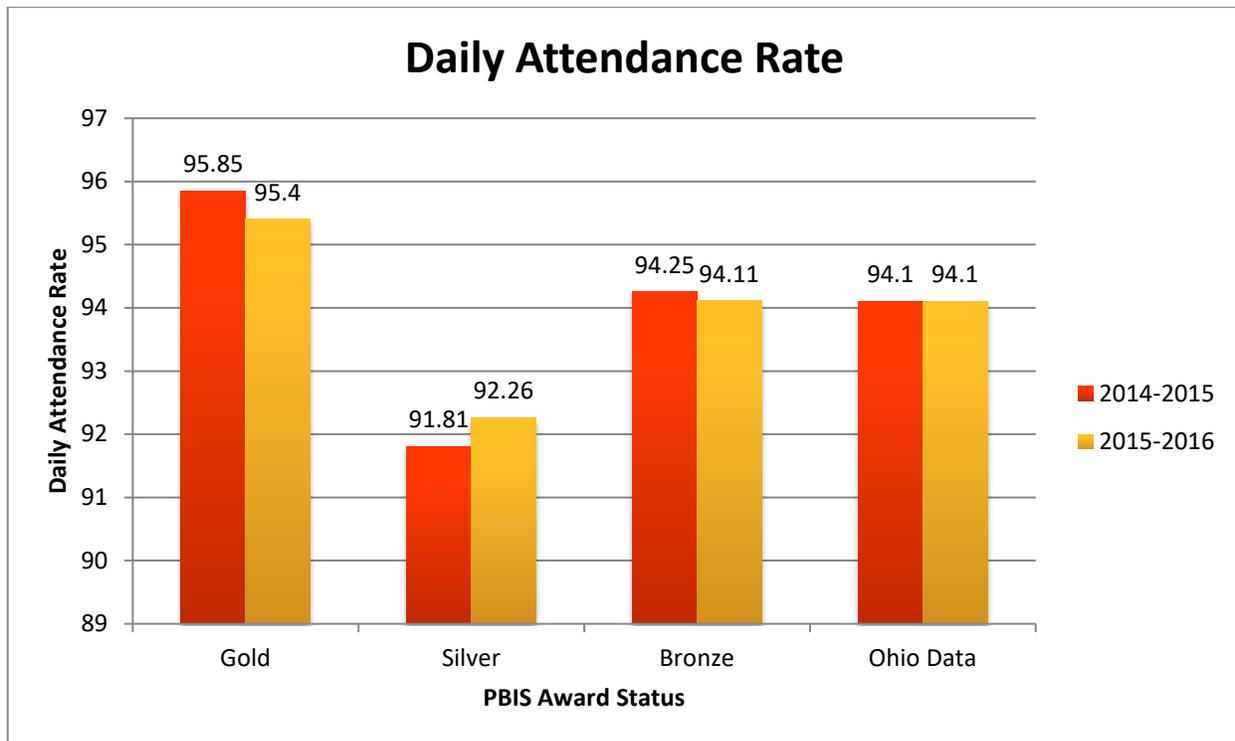


Figure 7.

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

**SWPBS Implementation and Planning
Self-Assessment Summary
2012-2018**

SWBPS SELF-ASSESSMENT 2012-2018 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 2018 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Representation from Appropriate Stakeholders, • Adequate Time to Manage Operations, • Social Behavior a Top 5 Goal for State, • Support from State Administrator, • Dissemination Strategies to Inform Stakeholders, • Local Training Capacity, • Coaching Network, • Demonstration Schools
Areas of continuing need or concern
<ul style="list-style-type: none"> • Stable Funding, • Coaching Available for Emerging Teams, • Evaluation Capacity (3 indicators)

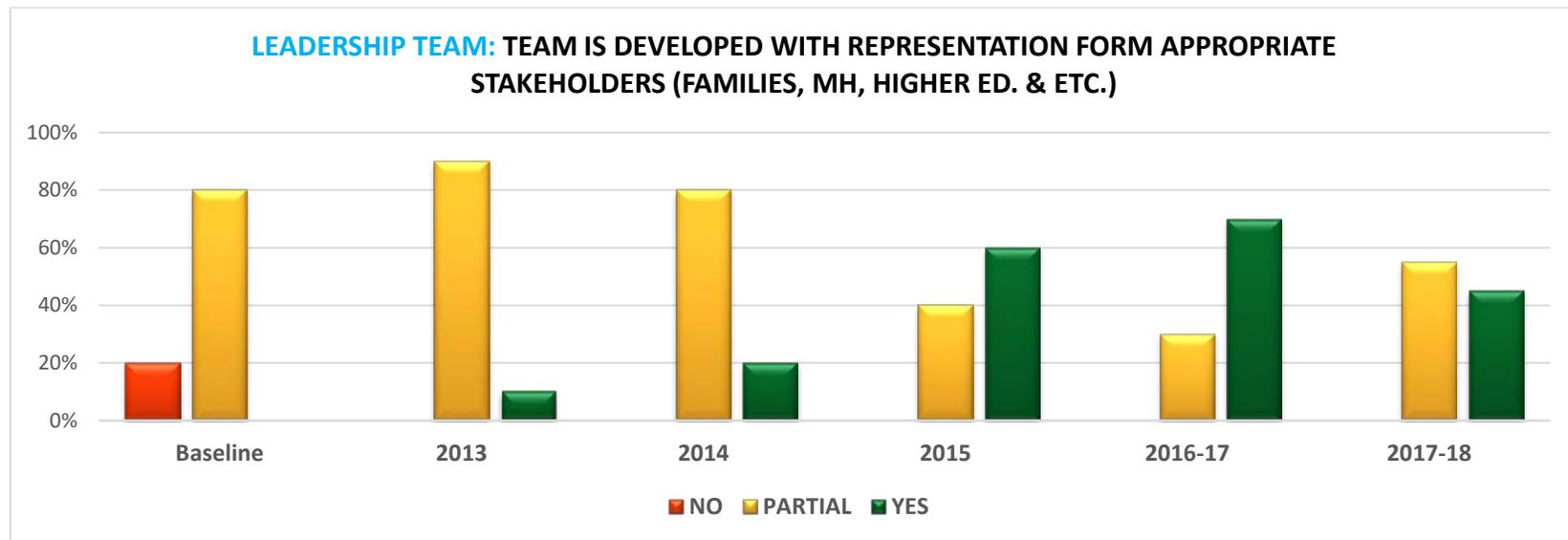
A few things of note regarding the above item summary includes:

- 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.
- 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.

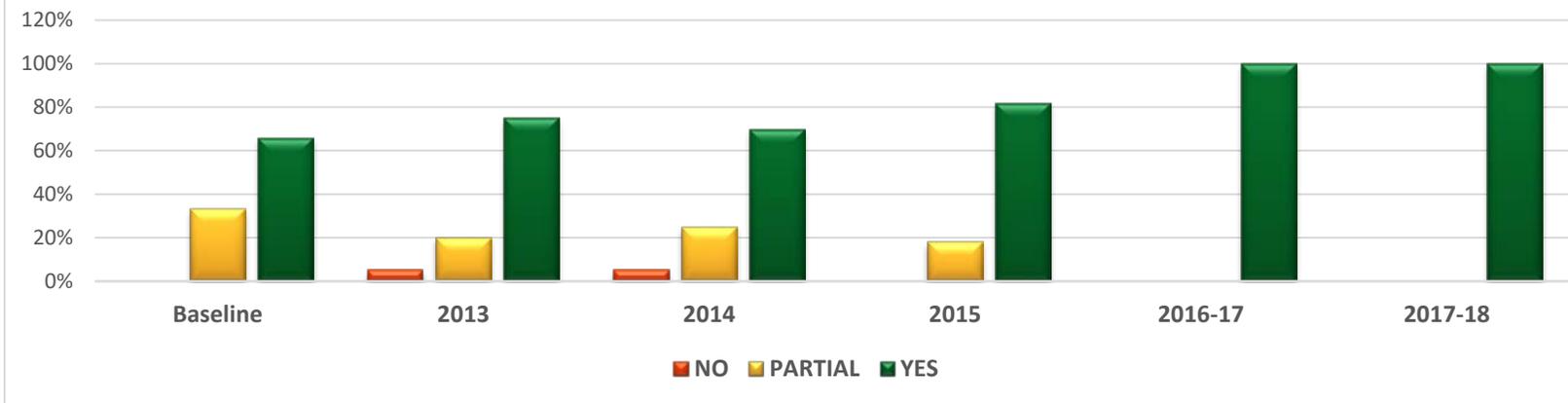
Important to note regarding the charts that follow:

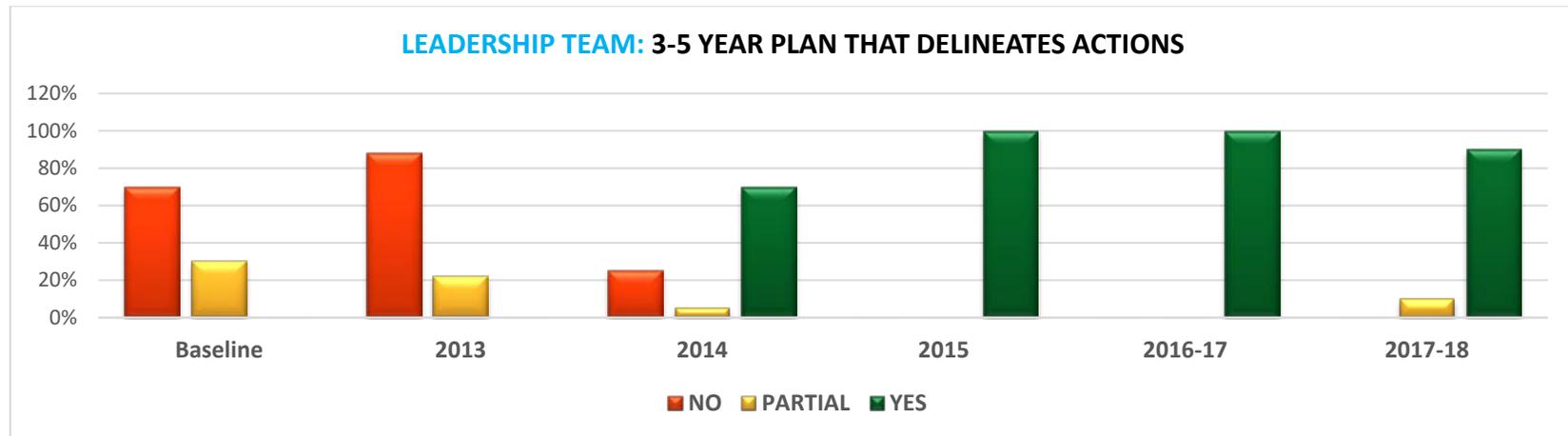
Charts are organized by the percentage of respondents who responded: no, partial, or yes to the respective items. A separate bar chart is presented for each of the last five years, post baseline. Note:

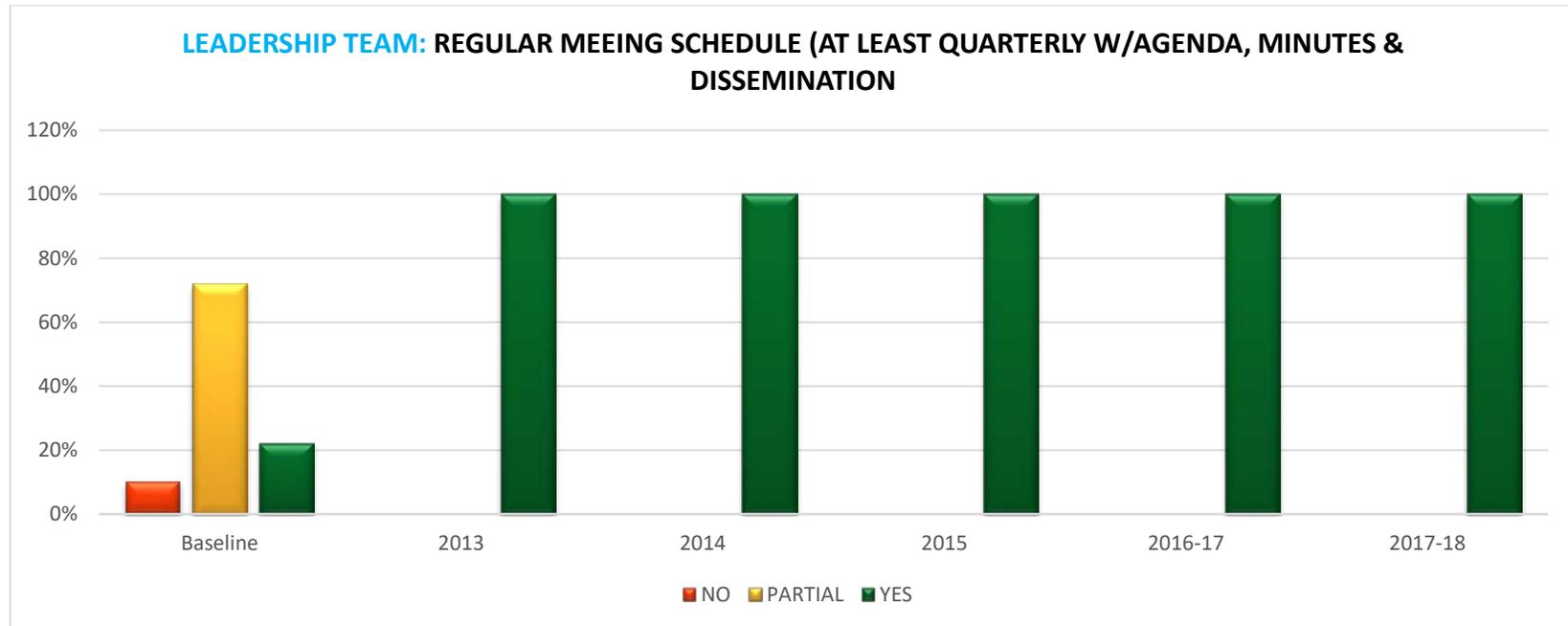
- Red (No) responses indicate a lack of progress;
- Orange (Partial) responses indicate partial progress toward the objective;
- Green (Yes) responses indicate an affirmation of positive progress toward, or success, with the objective.



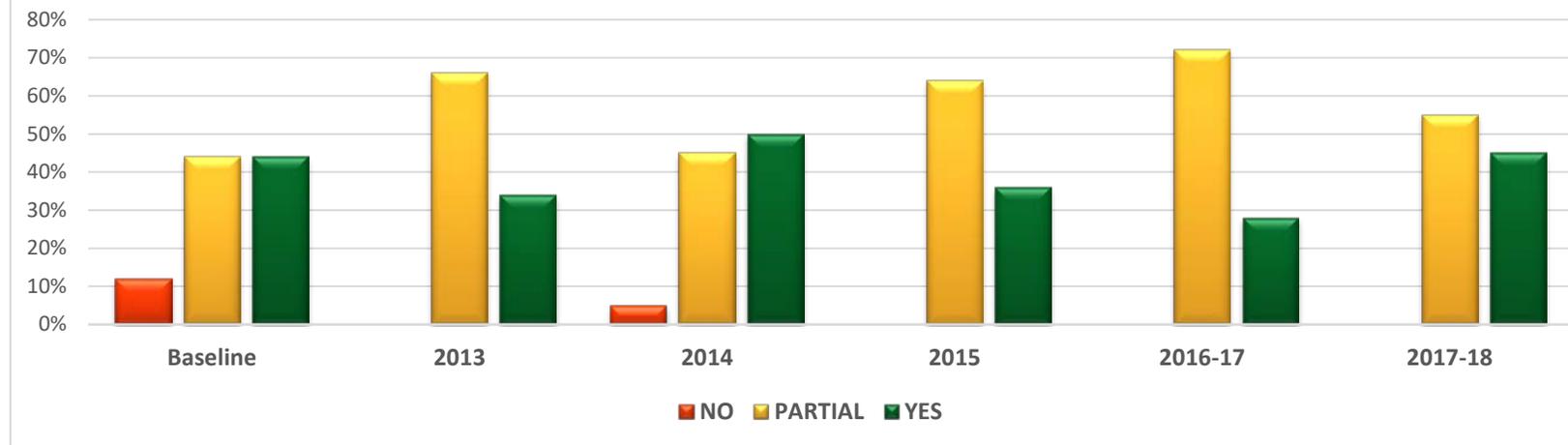
LEADERSHIP TEAM: COMPLETION OF SWPBS IMPLEMENTATION SELF-ASSESSMENT AT LEAST ANNUALLY

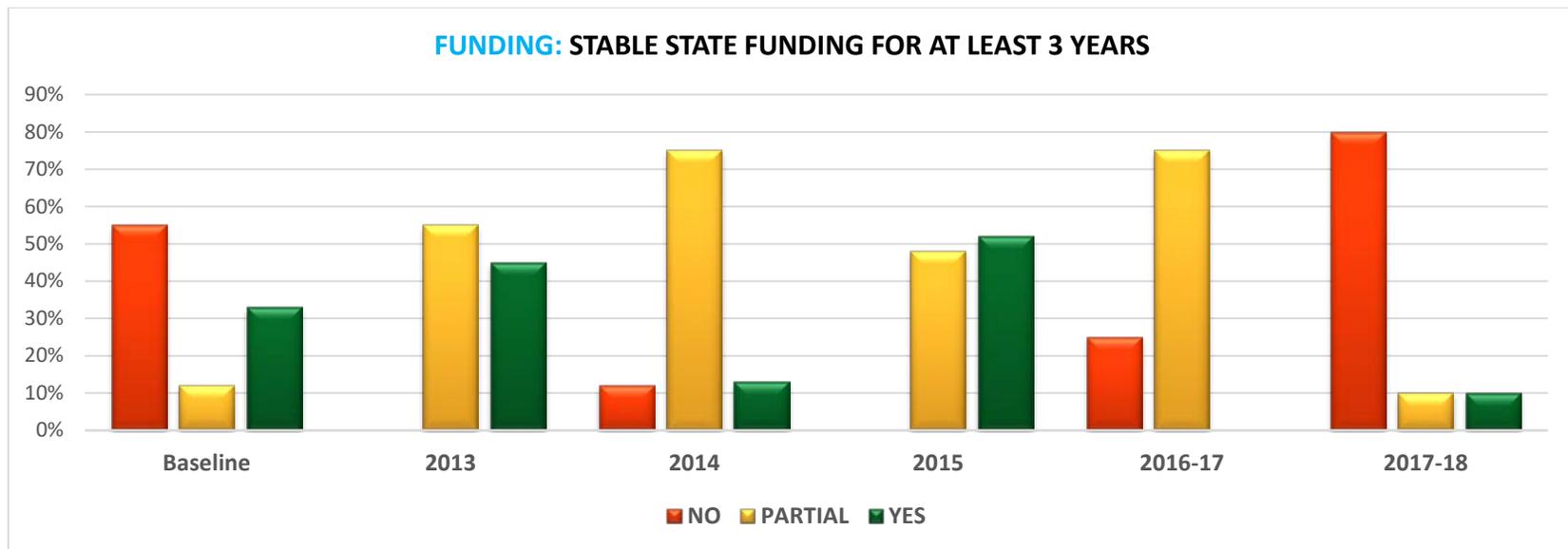


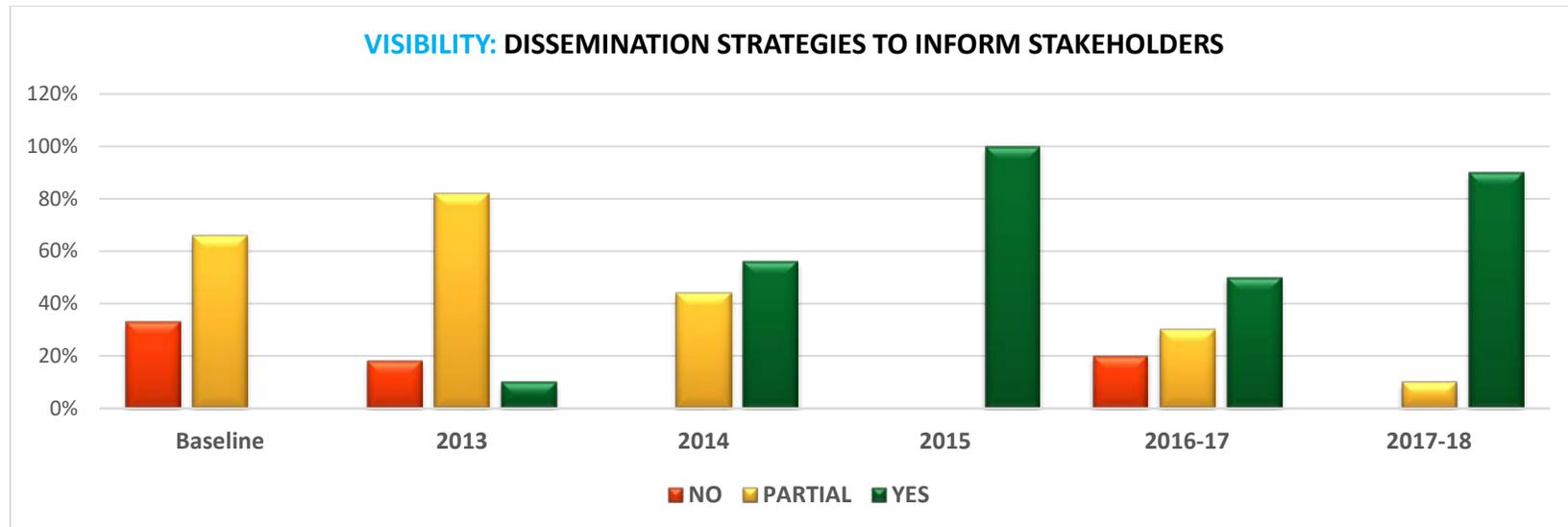


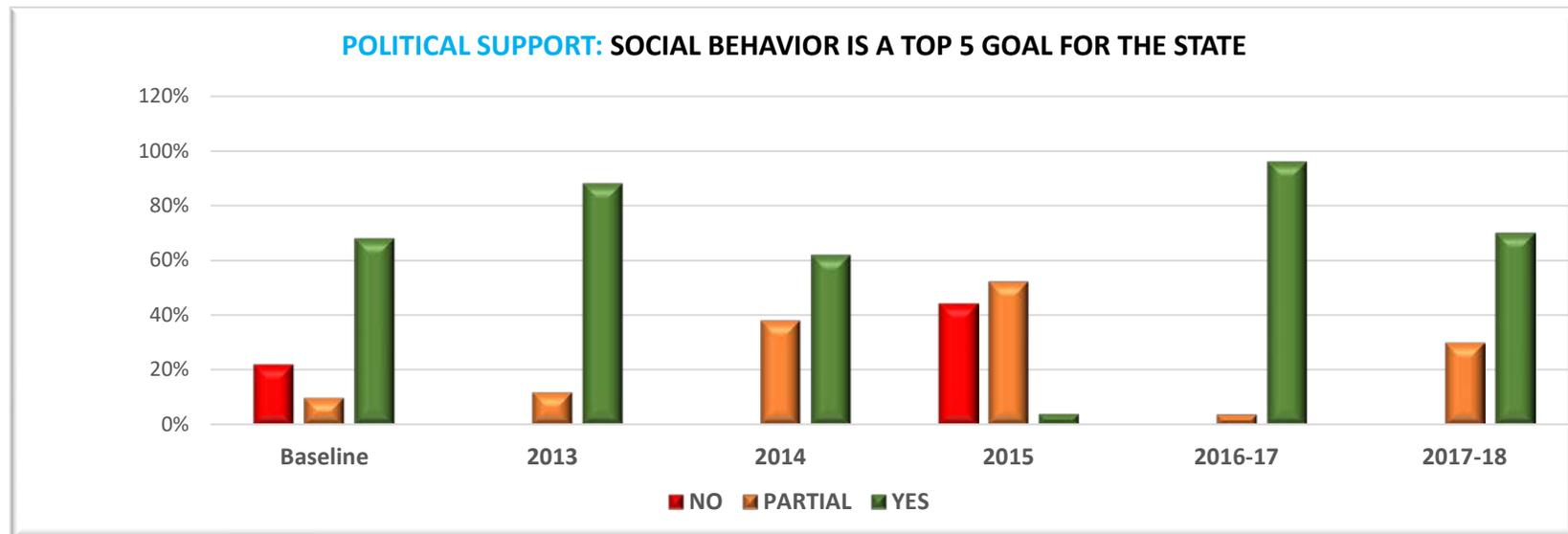


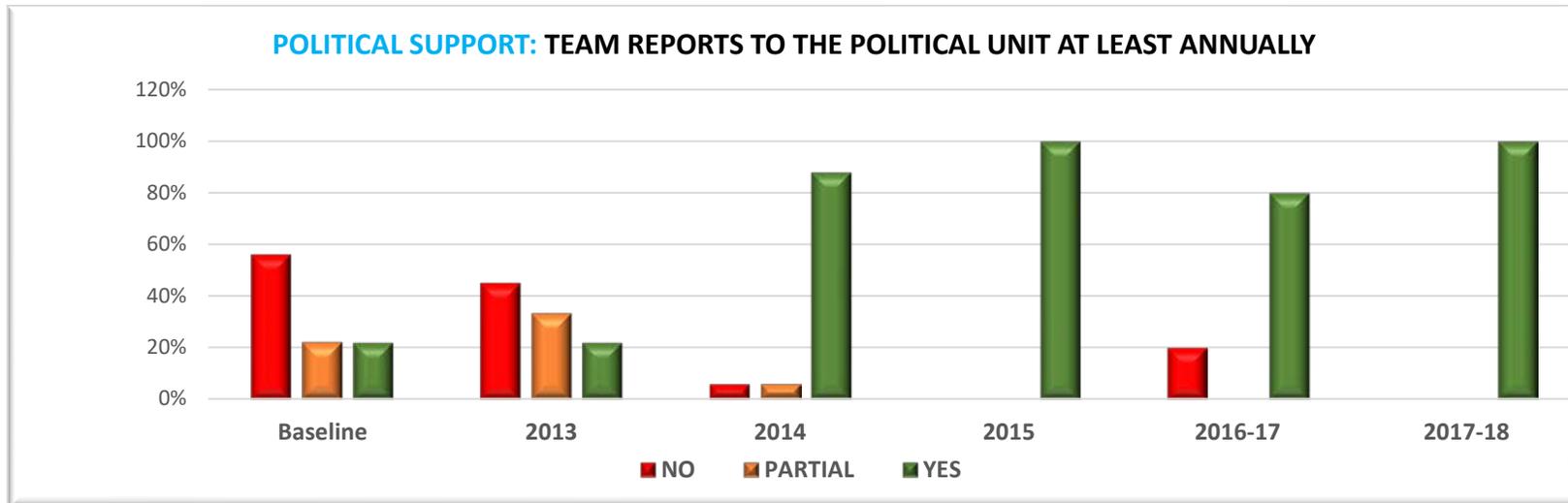
LEADERSHIP TEAM: ADEQUATE AND DESIGNATED TIME TO MANAGE OPERATIONS

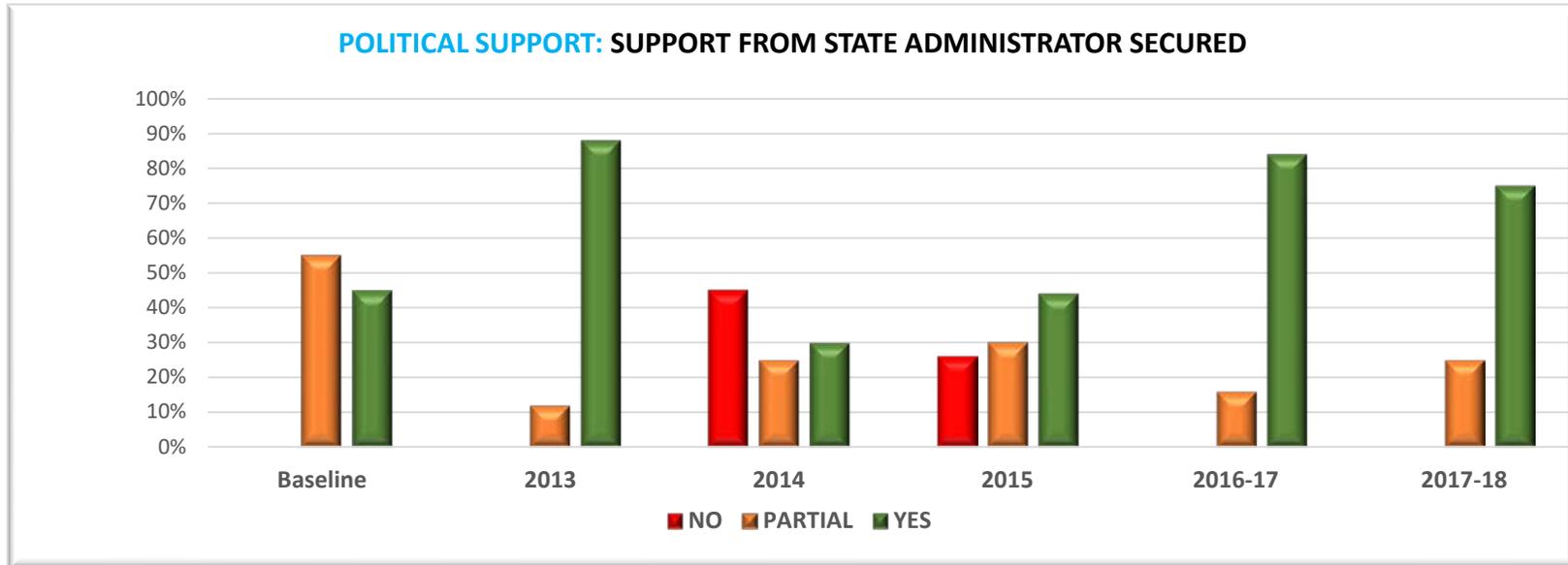


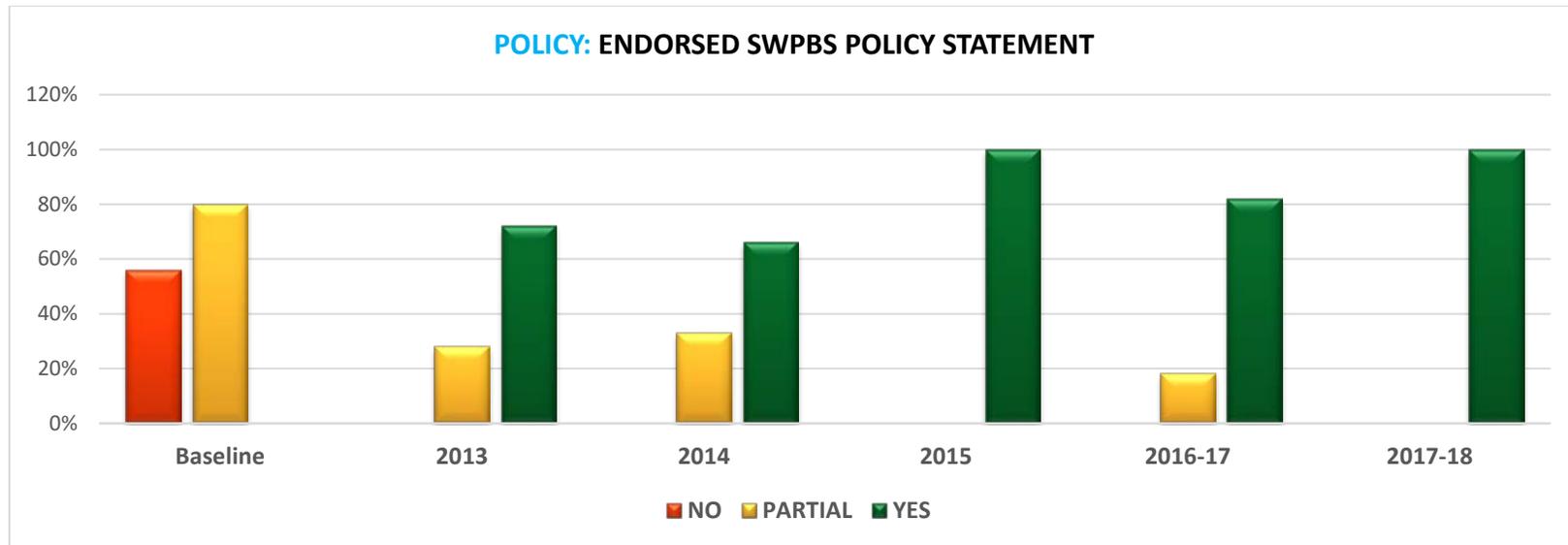


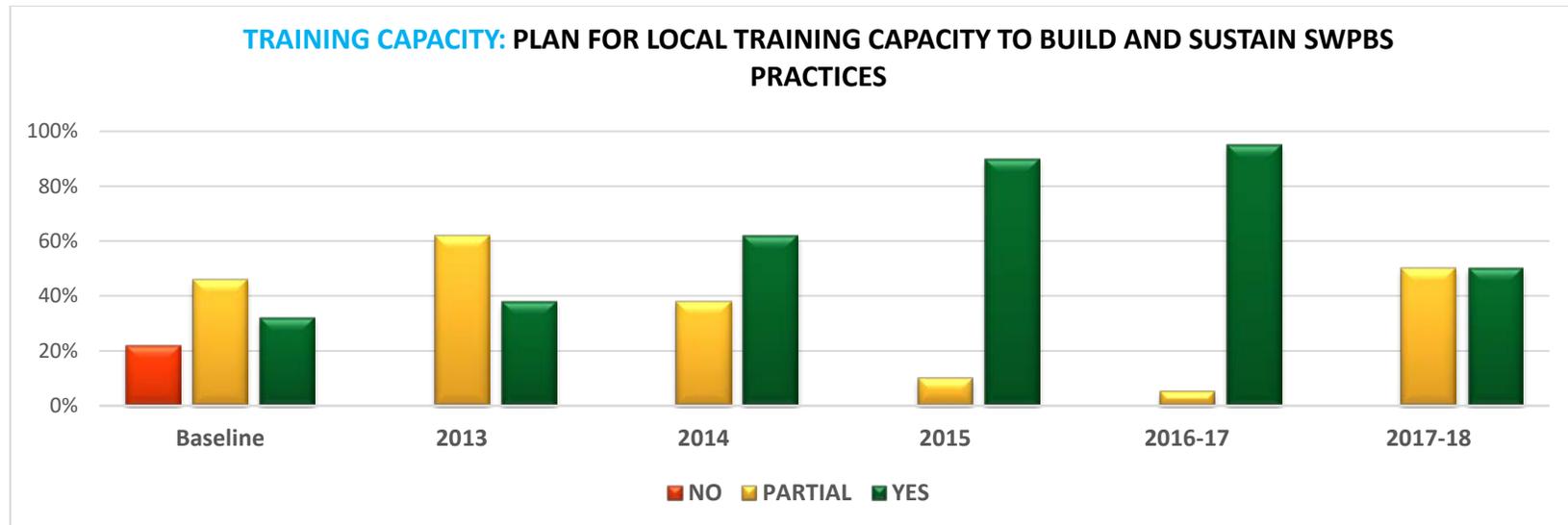


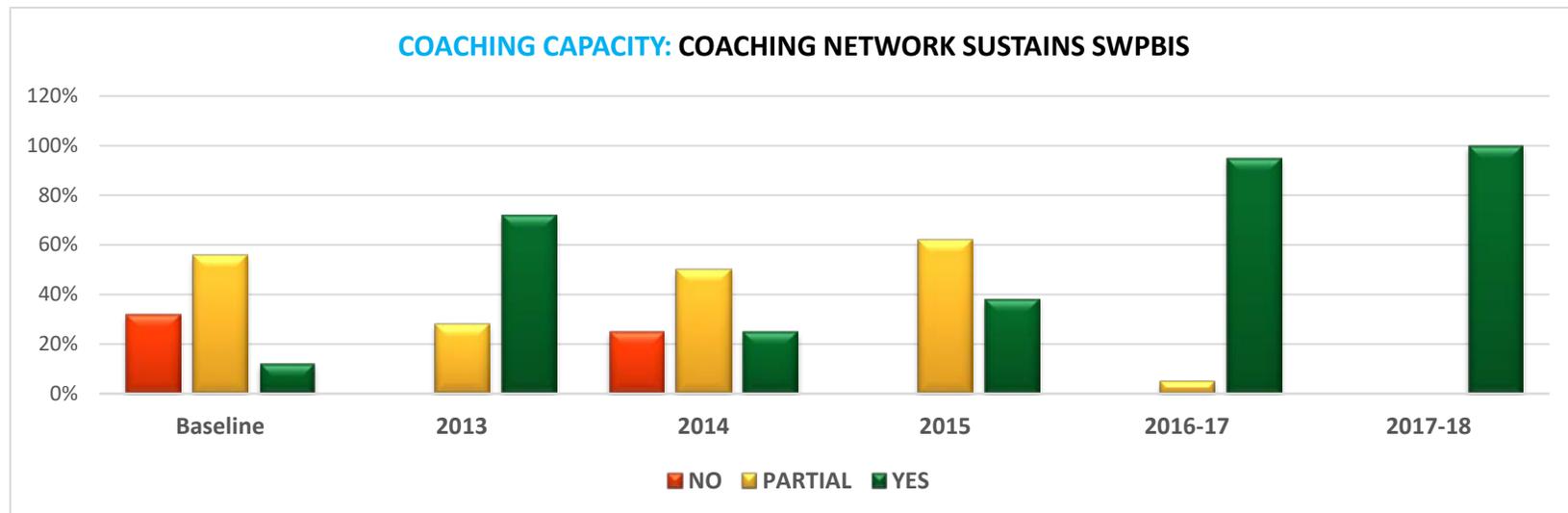


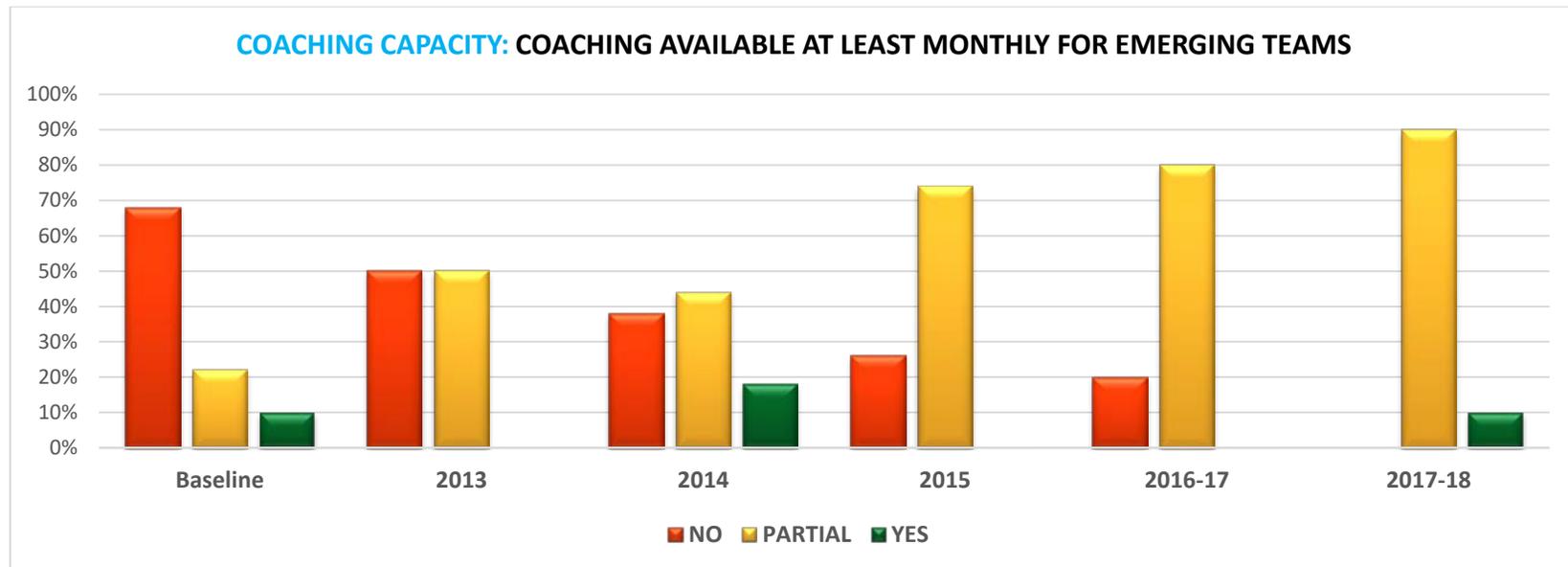


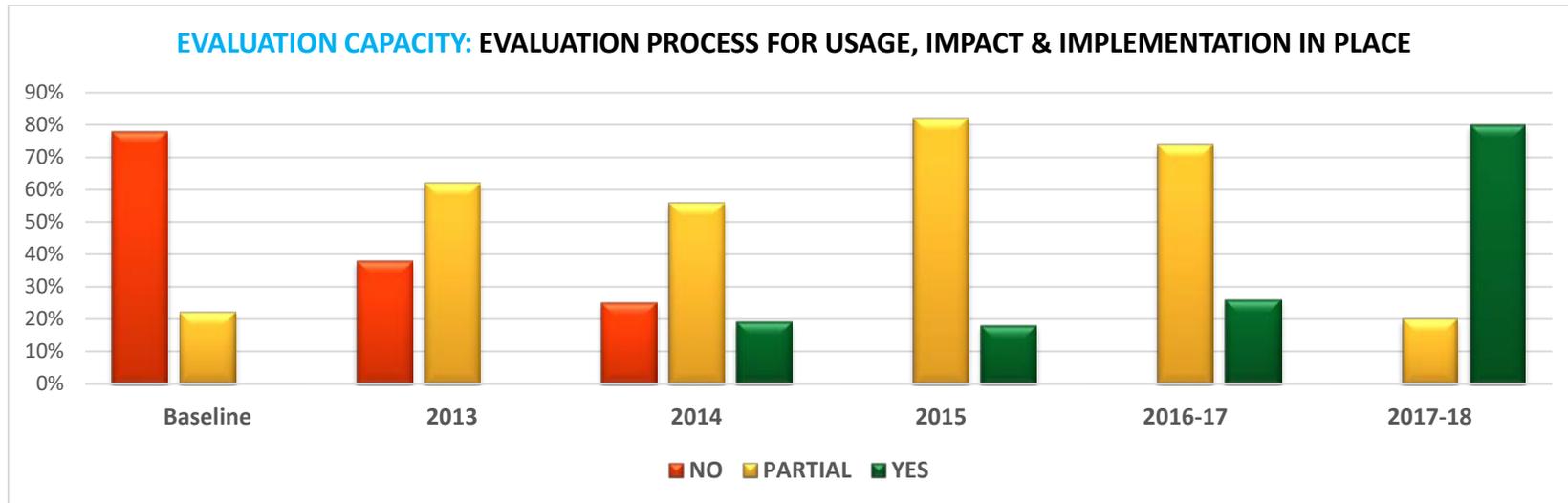


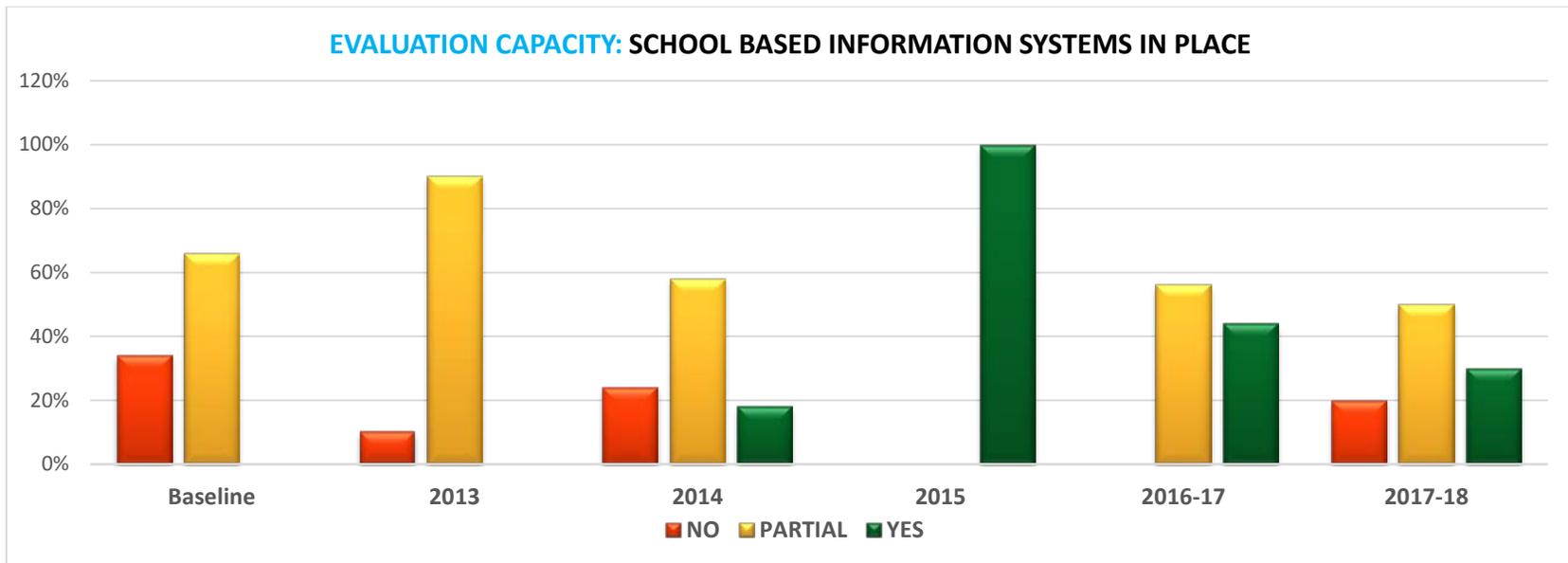


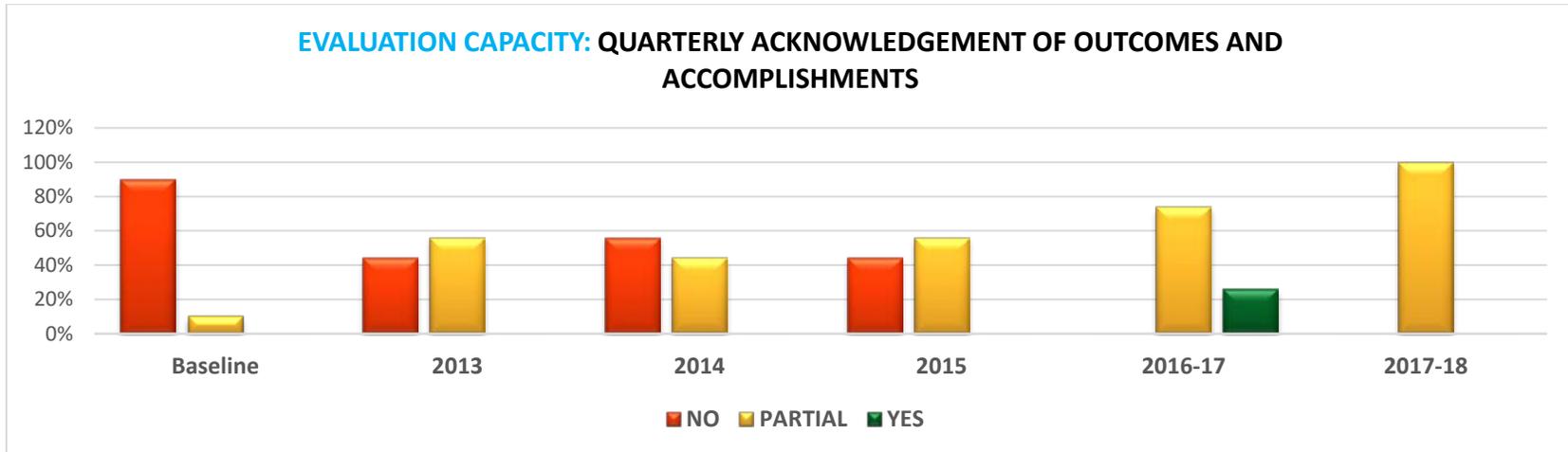


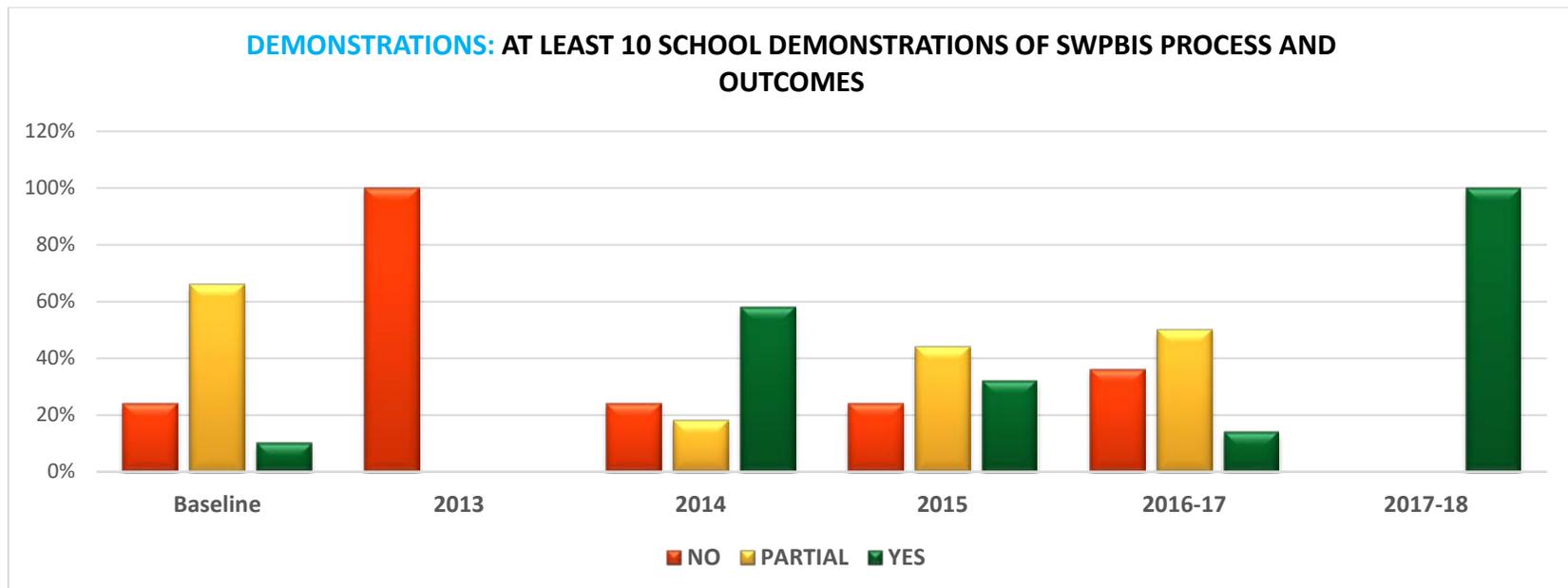












APPENDIX V

Analysis of PBIS Post-Training Survey Data

Double click the image to open a PDF document of the data .

5/3/2018

