Ohio PBIS Professional Development Guidance for LPDCs

House Bill 318 states each school district must provide professional development or continuing education in Positive Behavioral Intervention and Supports (PBIS) to any of the district's teachers and administrators who teach in buildings serving prekindergarten through grade 3. The law also says each district's local professional development committee must monitor compliance with this and establish model professional development courses to help the district comply with the law. The following outline serves as guidance for local professional development committees to consider when establishing model courses.

This outline covers the core practices of PBIS at the Tier I level. The content is meant to orient schoolwide staff to PBIS Tier I supports. 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. These topic areas are best suited for schools that are in the beginning phases of implementing PBIS.

For schools in Full Implementation[1] or Innovation and Sustainability,[2] professional development should follow data-based decision-making to match the needs of the staff and school. Schools can base professional development at these levels on supplemental training topics such as Tier II, Tier III and Effective Classroom Practices.

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

HOW TO USE THIS OUTLINE
District and building PBIS leadership teams can reference the items outlined below as they create professional development for staff. This professional development should introduce the key concepts of PBIS and explain how it will be implemented in a district and/or building.

Topic	Supporting Materials	Possible Time

Overview of PBIS
• What is PBIS?
  o Definition of PBIS from the OSEP National Technical Assistance Center on PBIS;
  o Definition of PBIS from Ohio rules and policy;
  o Four core elements of PBIS (systems, data, practices, outcomes);
  o Multi-tiered systems of support.
• Rationale for PBIS
  o Why PBIS is important for all schools;
  o Why PBIS is important for *our* school (teams can share current behavior data and needs; they can seek input on why staff members feel implementing PBIS is needed or what they want to see change through PBIS implementation);
    o Federal and state guidance, rules and policy.
	• 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

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

[2] 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.

Tier 1 Practices
• 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.
  ○ 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.
• 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.
	• 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](#)
		50 minutes

Consistency in Discipline and Discipline Referrals • Brief explanation of factors that influence behavior and behavior management • Prevention and intervention strategies • 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		40 minutes

Data Collection and Data-based Decision-making
• How data is used for problem-solving and intervention selection
• Data sources and the importance of collecting accurate data
	• OSEP Technical Assistance Center on PBIS:
	  ○ [Team-initiated Problem Solving](#)
	  ○ [Team Meeting Videos - show the process](#)
	
	• Positive Behavioral Interventions and Supports: It
		20 minutes

	Takes the Whole Building video series - Learning Management System	
Implementing with Fidelity • 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	20 minutes

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