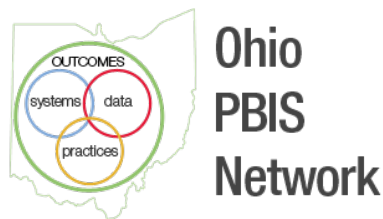

Ohio Positive Behavioral Interventions and Supports Implementation and Recognition System Guide for Schools



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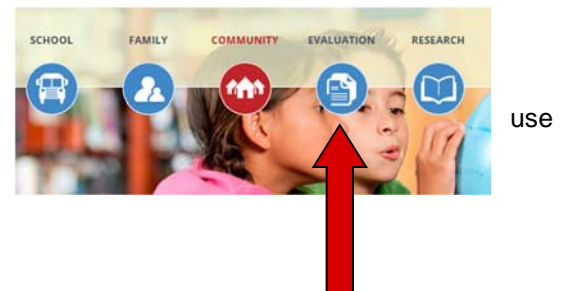
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Part 1: Purpose of the Guide

This guide provides a brief overview of the process and procedures for entering fidelity of implementation data into the national Positive Behavioral Interventions and Supports (PBIS) database: *PBISApps*. Ohio schools developing a PBIS framework, and those interested in applying for an Ohio PBIS Recognition Award, are encouraged to monitor their own progress and fidelity of implementation using the tools developed by the national OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports (pbisapps.org). Using these tools and other guidance resources (e.g. Blueprints for Successful PBIS Implementation, planning forms and more available at pbis.org), schools can self-monitor the practices, systems and data methods they are developing to ensure consistency in systematic and systemic implementation of the positive supports for all their children and youth.

This guide is not intended to be a comprehensive training manual. Rather, it is a quick guide to assist school personnel to know where to get started in:

- Finding needed fidelity of implementation tools and resources; and
- Learning initial steps for entering data obtained through the of the established PBIS fidelity measures (see Part 2 of this guide).



Users new to the PBIS fidelity of implementation measures will find more detailed information on these measures at pbis.org (see the Evaluation tab).



Those who are new to the data entry process are encouraged to review the tutorials available at the *PBISApps* website (pbisapps.org). Please see the Resources tab that includes Video Tutorials and User Guides and Materials. Part 3 of this guide includes specific information on data entry and report generation.



WHY COLLECTING PBIS FIDELITY OF IMPLEMENTATION DATA IS IMPORTANT AND WHY IT IS IMPORTANT TO UTILIZE PBISAPPS

At the school level...

1. Leadership teams need tools to help organize and monitor team implementation of PBIS.
2. PBIS tools help teams identify areas and resources needed for PBIS implementation.
3. PBISApps gives schools ways to chart and display progress over time.
4. The fidelity of implementation data helps schools communicate to parents and community members the beneficial effects of PBIS efforts. These data are particularly helpful when used in conjunction with data on suspensions, expulsions and other disciplinary actions to measure effectiveness of PBIS.
5. Use of PBIS tools and PBISApps are essential tools in obtaining recognition for a school's PBIS efforts through the regional state support team PBIS recognition system.

At the regional and state levels...

1. To measure the progress of Ohio schools in adopting the State Board-required PBIS processes.
2. Helps establish a data-based framework for future assessment of how PBIS implementation helps improve key student indicators (for example, reduction of seclusion/restraint, reduced suspensions/expulsions or improved academic achievement).
3. Assist state support team regions in measuring progress in their regions and to identify potential areas for needed support.
4. Individuals using the PBISApps data systems are assigned roles, which designate their access to entering and viewing school data. Local PBIS coordinators are individuals who are appointed by the OSEP Technical Assistance Center on SWPBIS, either through nomination from a state coordinator or formal request via the PBIS Assessment Coordinator Information Form (see Appendix A). It is assumed that the PBISApps PBIS local coordinators are state support team PBIS primary contacts and primary trainers and have the authority to initiate site access to fidelity of implementation measures for school teams.
5. District coordinators are local PBIS coordinators who are internal PBIS coaches for larger Ohio school districts and are working with all schools in their districts to monitor fidelity of implementation and to make data-based decisions for action planning. State support team PBIS local coordinators will collaborate with internal PBIS district coaches for sharing coordination responsibilities (see Appendix B: PBIS Assessment Coordinator Policy).

If you have questions regarding how to become a PBIS Assessment local coordinator, please contact your regional state support team PBIS contact.

Part 2: OHIO PBIS Designated Fidelity of Implementation Measures



After an overview from the regional state support team PBIS trainer, building leadership teams can become further familiarized and oriented to each of the fidelity of implementation measures as indicated below.

□ **PBISApps Surveys:** At pbisapps.org, click on **PBIS Assessment** for an overview of these designated measures.

	Research Tool	Annual Assessment Tool	Progress Monitoring Tool
All Tiers			TFI
Universal Intervention (Tier I)	SET	BoQ SAS ECBoQ	TIC
Targeted & Intensive Interventions (Tiers II & III)	ISSET	SAS BAT	MATT
Outcome Tool/Instrument		School Safety Survey	

1.

Self-Assessment Survey (SAS)

The SAS (RTF) is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning.

Who: Teams interested in knowing more about staff perception of SWPBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

When: Annually



2.

Tiered Fidelity Inventory

The TFI (PDF) is based on earlier PBIS fidelity surveys (SET, BoQ, TIC, SAS, BAT, MATT). The TFI gives teams a single, efficient, valid, reliable survey to guide implementation and sustained use of SWPBIS. Using the TFI, teams measure the extent to which school personnel apply the core features of SWPBIS at all three tiers – either individually or collectively. Schools may take the TFI as:

- An initial assessment to determine if they are using, or need, SWPBIS
- A guide for implementation of Tier I, Tier II, and/or Tier III practices
- An index of sustained SWPBIS implementation
- A metric for identifying schools for recognition within their state implementation efforts

Who: School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external SWPBIS coach serving as a facilitator. Coordinators and school teams can enter TIC results in PBIS Assessment.

When: First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 80% fidelity three consecutive times may choose to take the TFI as an annual assessment.

Supporting Materials

[TFI Walkthrough Video](#)

[TFI Training Slide Deck \(PDF\)](#)

[TFI Action Plan \(DOCX\)](#)

3.

Benchmarks of Quality (BoQ)

The BoQ (PDF) allows school teams to:

- Examine their Universal (Tier I) implementation fidelity – Are we doing what we said we would do?
- Document whether the Tier I implementation has been effective – Does our implementation have a positive impact?
- Identify strengths and weaknesses in the Tier I implementation – What are our strengths that we can acknowledge? What could we do to improve?

Who: Teams that want to assess Tier I implementation once per year. Coordinators or school teams submit the results of the BoQ Scoring Form in PBIS Assessment.

When: Annually – typically in the spring

A team's score comes from the [BoQ scoring form \(RTF\)](#). This form is a reflection of team member consensus combined with the coach's perspective. Some teams choose to complete the scoring form collaboratively with their coach during a team meeting. Other teams have team members provide input by each member completing a [team member rating form \(RTF\)](#) individually. The coach collects the forms, consolidates the results, includes his/her perspective and records the final scores on the scoring form. A [scoring guide](#) provides descriptions of each item on the scoring form.

The preferred single-response team checklist for Ohio PBIS implementation evaluation and recognition is the Tiered Fidelity Inventory. The Benchmarks of Quality are included for those teams that have used this tool prior to availability of the Tiered Fidelity Inventory and will need to designate a team member to back-enter the consensus responses before generating reports or Ohio PBIS Implementation Recognition Application submission.

4.

School Safety Survey (SSS)

The SSS (RTF) is survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS.

Who: The survey is to be completed in PBIS Assessment by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window has closed, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

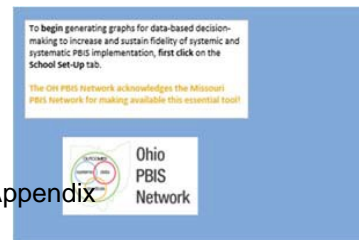
When: Annually

While this multiple-response survey is not a designated Ohio PBIS Implementation for Sustainability measure, teams will find this tool valuable for determining implementation outcomes and for data-based decision making for sustainability and continuous school improvement action planning.

Outcome Measures:

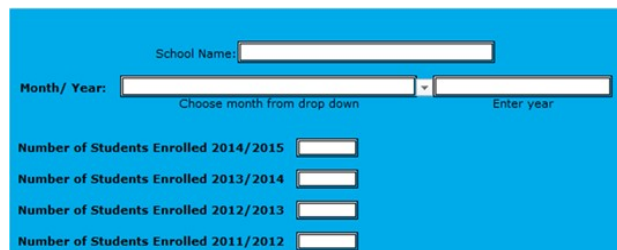
1. Office Discipline Referral data sets:

- SWIS *Big 5* and annual *Triangle Reports*; or
- OH Big 5 Generator reports for non-SWIS users: see Appendix C.



Big 5 Reports are graphs of Office Discipline Referral data sets organized by:

- Date;
- Time of day;
- Location;
- Problem behavior;
- Student.



2. Disaggregated Behavior Data: See Appendices D and E for the template and instructions to build these graphs using OH EMIS data.

District/School Name:				
School Year:				
	Enrollment	Expulsions/100	Suspensions/100	Other Disciplinary Actions/100
Asian or Pacific Islander	0	0	0	0
Black, Non-Hispanic	0	0	0	0
Hispanic	0	0	0	0
American Indian or Alaskan Native	0	0	0	0
Multiracial	0	0	0	0
White, Non-Hispanic	0	0	0	0
TOTAL	0	0	0	0
	Enrollment	Expulsion/100	Suspensions/100	Other Disciplinary Actions/100
Non-Disabled	0	0	0	0
Disabled	0	0	0	0

Disaggregated Behavior Data

How to Build Graphs Using
OH EMIS Data and Excel



OH State Support Team Region 13
Positive Behavioral Interventions & Support Work Group



Part 3: Using PBISApps

The roles and responsibilities of local PBIS coordinators are summarized below.

PBIS Assessment OH State Support Team Local Coordinator Roles and Responsibilities:

Please note: Organization types range from schools to districts, states and countries. The functionality each user accesses for any organization within his/her scope depends entirely upon the user's role. From the Organizations Overview page, nearly every function is possible.

1. Make sure that *all* schools in the district are added when one state support team local coordinator adds a school to the organizations list. Add the schools in the district when leadership teams register for and begin School-wide PBIS Team training.
2. Make sure that each school/district added to the regional state support team *PBISApps*/PBIS assessment coordinator organizations list is added to *all* *PBISApps*/PBIS Assessment Coordinator Organizations Lists for that state support team region.
3. Set up and open *PBISApps* multiple-response surveys for building leadership teams. (Tutorial video: *Managing & Adminstrating Multiple Response Surveys* is available at pbisapps.org.)
4. Share links and instructions for multiple-response survey completion with team contact and/or internal coach. (See Sample Email below.)
5. Collaborate with the building leadership team primary contact to determine who will have team member and recorder access, before opening the single-response survey: Tiered Fidelity Inventory. (Tutorial video: *Add Users to PBIS Assessment* is available at pbisapps.org.)
6. Partner with the school team member as external coach for Tiered Fidelity completion.
7. Ensure that building leadership teams are fluent in accessing and utilizing *PBISApps* Reports in continuous data-based decision-making and action planning cycles.
8. Access and generate *PBISApps* Reports for review of PBIS Recognition Awards Applications.

Sample Email:

To: PBIS BLT Primary Contact

Subject: PBIS Self-Assessment Survey Link

Below is the link for the PBIS Self-Assessment Survey, which is now open. We suggest that PBIS leadership team members take the survey first, so you are familiar with the format and terms within the survey and are then better prepared to assist colleagues. Please share this link with all staff.

We currently have the survey closing on [date]. Please reply if you need to change the closing date.

Link:

Ex: <https://www.pbisassessment.org/specific code for school listed here>

Thanks,
SST Region X *PBISApps*/PBIS Assessment Local Coordinator

Entering TFI data into PBISapps*

Step 1: Contact your state support team PBIS contact to locate a PBIS Apps/PBIS Assessment local coordinator in your region. Determine the one to two people who will fill the roles of team members and the one to two people who will fill the roles of recorders for your school:

ROLE	Team Member	Recorder	Coordinator
SYSTEM CAPABILITIES	View Dashboard Enter Survey Data Back-Enter Survey Data View Reports	View Reports	View Dashboard Open New Survey Edit Survey Window Dates Delete Survey Window Enter Survey Data Edit/Delete Survey Responses Back-Enter Survey Data View Reports Add New Team Edit Another User's Information Delete User Access

Single-response surveys are surveys intended to be submitted by the team's coach or coordinator representing the team's consensus and/or the summarized responses.

Step 2: Click the name of the survey to take from the Open Survey Windows section.

Step 3: Locate the name of the organization for whom the survey will be submitted, and click the Take Survey link at the end of the row.

Step 4: Enter the survey responses for the displayed section.

Step 5: Click the >> to move to the next page.

Step 6: Click the Submit Survey button at the end of the survey to save the responses.

* Steps are the same for back-entering responses to complete the Benchmarks of Quality, for those districts who have been using this measure for data-based decision making prior to availability of the Tiered Fidelity Inventory.

Entering the Self-Assessment Survey

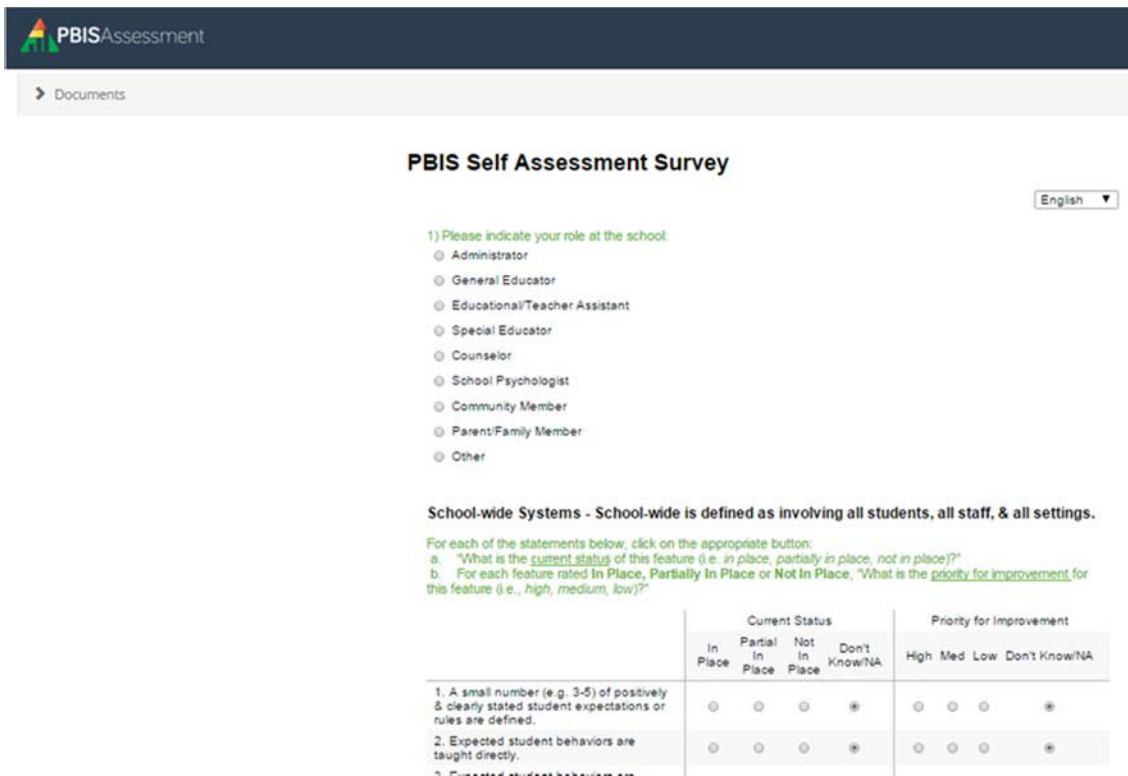
Step 1: Contact your state support team PBIS contact to locate a PBIS Apps/PBIS Assessment local coordinator in your region. Indicate the school and time period for which the Self-Assessment Survey should be open for staff completion. Note that you will have access to reports after midnight of the closing date you specify.

Step 2: Copy and paste the survey link into your preferred Internet browser.

Step 3: Enter the survey responses for the displayed section.

Step 4: Click the >> to move to the next page.

Step 5: Click the Submit Survey button at the end of the survey to save the responses.



PBIS Self Assessment Survey English ▼

1) Please indicate your role at the school:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- School Psychologist
- Community Member
- Parent/Family Member
- Other

School-wide Systems - School-wide is defined as involving all students, all staff, & all settings.

For each of the statements below, click on the appropriate button:

a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"

b. For each feature rated *In Place, Partially In Place* or *Not In Place*, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

	Current Status				Priority for Improvement			
	In Place	Partial In Place	Not In Place	Don't Know/NA	High	Med	Low	Don't Know/NA
1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Expected student behaviors are taught directly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Generating Survey Reports

Once schools have submitted surveys, reports are automatically available for team data-based decision making for action planning. For multiple-response surveys, such as the Self-Assessment Survey, reports are available after midnight following the survey closing date. To view reports related to any survey submitted through PBIS Assessment:

Step 1: Click the reports menu at the top of the screen. (Coordinators: Select Survey Reports.)

Step 2: Select Report Options from the left-hand side of the screen.

Step 3: Click Generate.

Report Options Include:

- 1 Select Survey:** Select a survey about which to report from the drop-down menu.
- 2 Report Type:** Select Total Score, Subscale, Items or Download from the drop-down menu to define which data to display related to the selected survey.
- 3 From Date:** Select a school year from the drop-down menu as the starting school year from which data will be included in the report.
- 4 To Date:** Select a school year from the drop-down menu as the last school year from which data will be included in the reports. *Note: This school year must be the same as or after the selected From Date.*
- 5 Select Organizations:** Drill down to the organization about which you want to report by selecting organizations from the Select Organization multi-select boxes. *Note: Hold SHIFT or CTL on your keyboard as you click on organizations to select more than one organization to include in the report.*

A TIP from the PBIS Assessment User's Manual
Change the report options and generate a new report in a new tab
for efficient access to the information you need.



Note: It might take a few minutes for data that has been entered into the system to appear in reports.

SWPBIS TRI 2.1 - Total Score

SWPBIS TRI 2.1 - Total Score - SWPBIS TRI 2.1 - Demonstration School Exemplar

Demonstration School Exemplar
Zenith, Winnemac

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Exemplar
5/5/2013 - 2/13/2015

Date Completed	Total Percentage
5/5/2013	59%
5/5/2014	74%
2/13/2015	33%

3/1/2015 5:20:47 PM 1 of 1

Print

Export Report

Reports in PBIS Assessment can be exported in Excel/CSV and PDF formats. To export any report:

- 1 Generate the report with all report options needed.
- 2 Click the Excel/CSV link to export the report in this format. The file will contain all raw data for surveys included in the report options. Graphs are not included.
- 3 Click PDF to export the report in this format. The file will contain all graphs for data included in the report options. Raw data are not included.



PBIS Assessment Dashboard Surveys Organizations Reports

Dashboard Reports

Report Options

Select Survey
Surveys: SAS

Self-Assessment Survey
Select Report: Total Score

From: 2012-13 To: 2015-16

Select Organizations
Demonstration School Exemplar

Generate Print

Note: It might take a few minutes for data that has been entered into the system to appear in reports.

SAS - Total Score

SAS - Total Score - SAS - Demonstration School Exemplar

Self-Assessment Survey Total Score

Demonstration School Exemplar
NCES ID: Zenith, Winnebec

School-Wide Current Status
Demonstration School Exemplar
5/29/2013-5/15/2014

	In Place	Partial	None
5/29/2013	40%	41%	19%
5/15/2014	73%	23%	4%

Demonstration District
NCES ID:

School-Wide Improvement Priority
Demonstration School Exemplar
5/29/2013-5/15/2014

	High	Medium	Low
5/29/2013	31%	57%	12%
5/15/2014	60%	30%	10%

Non-Classroom Current Status
Demonstration School Exemplar
5/29/2013-5/15/2014

	In Place	Partial	None
5/29/2013	33%	36%	31%
5/15/2014	70%	24%	6%

Non-Classroom Improvement Priority
Demonstration School Exemplar
5/29/2013-5/15/2014

	High	Medium	Low
5/29/2013	37%	60%	3%
5/15/2014	62%	31%	7%

Print Report

Once the report generates, click the Print button located at the bottom of the graph to print the report displayed on the screen.

Part 4: Ohio PBIS Recognition Award System

OH PBIS RECOGNITION SYSTEM DESCRIPTION

The Ohio PBIS Network and state support teams have initiated an award system to recognize those schools in Ohio that successfully implement school-wide PBIS with a high degree of fidelity. Schools and districts should plan to align their efforts with the OH PBIS Recognition System. This system is similar to what is utilized in other states and is consistent with the framework and resource materials available at pbis.org. The assessment instruments and manuals referenced below can be found at pbisapps.org.

Annual Recognition Process:

Contact your state support team regional PBIS contact for copies of each: [OH PBIS Recognition Application Form](#) and [OH PBIS Implementation Recognition Rubric](#).

Complete the application and related activities and submit to your state support team regional PBIS contact by **May 15** of the current school year.

Characteristics of Award Schools:

The purpose of the Ohio PBIS Recognition Award System is to identify schools that exemplify the highest levels of systems, data and practices in their implementation of PBIS. PBIS award-level schools have easily identifiable characteristics and are consistent in their methods of: 1) maintaining organized team-based planning; 2) maintaining high levels of administrative involvement and support; and 3) systematically collecting, reviewing and applying data using a problem-solving process. These schools do a superior job of enhancing their school climate and culture in support of students and their academic achievement. These schools recognize that improvement in student behavior and achievement requires changes in adult behavior and in school systems.

Award schools have developed and maintained the necessary systems and supports to build a solid PBIS framework. These schools have maintained the Essential Elements of quality PBIS programming.

ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- ◆ Consistent administrative leadership and involvement in support of PBIS.
- ◆ School has established team-based structures (teacher-based, building leadership or district leadership teams or similar) that assess, problem solve and plan in support of PBIS.
- ◆ School has identified three to five behavioral expectations that are consistently supported throughout the school environments.
- ◆ Behavioral expectations are systematically and consistently taught and reviewed. There is a system to teach new students and new staff members the behavioral expectations for the school.


ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- ◆ A system of varied, creative and engaging reinforcements and rewards for desired behaviors is maintained.
- ◆ There is an organized system and approach to the correction of behavioral errors.
- ◆ Collaborative problem-solving and data-based decision making are processes utilized in all team-based structures.
- ◆ A multi-tiered system of support is available based upon identified student need.
- ◆ Practices are implemented in a culturally responsive manner.

OHIO PBIS APPLICATION FOR RECOGNITION

Appendix F.

School: _____ Applying for: Bronze Silver Gold



**Ohio
PBIS
Network**

**APPLICATION FOR RECOGNITION
2015**

Positive Behavioral Interventions & Supports

The purpose of this process is to provide recognition to schools in Ohio that have implemented school-wide Positive Behavioral Interventions and Supports. A Recognized School is one that is implementing PBIS with fidelity and quality, and that is seeing improved student outcomes. Recognized schools are good models for otherschools that are interested in PBIS.

There are three levels of recognition. A school may apply for *Bronze (Developing)*, *Silver (Proficient)*, or *Gold (Accomplished)* recognition. Each level includes all criteria of the previous level(s).

Specific characteristics of PBIS Recognized Schools are their consistent methods of:

(1) Utilization of data-based decisions to better serve students and staff

OH PBIS IMPLEMENTATION RECOGNITION RUBRIC

Appendix G.

	SYSTEMS	DATA	PRACTICES
Bronze (Developing) Award Required Components	<ul style="list-style-type: none"> Evidence of administrator or internal PBIS facilitator attendance at SPPBIS team meetings at least 75% of time. Established team structures (TBT, BLT, DLT, Behavior Team or similar) in place and utilization of 5 Step (problem-solving) Process. SPPBIS team meets at least 5 times/year and maintains meeting minutes. 	<ul style="list-style-type: none"> Evidence that data is collected and reviewed on a regular basis and integrated into problem solving. Data based behavioral monitoring and progress is communicated systematically to staff. 	<ul style="list-style-type: none"> SPPBIS Tiered Fidelity Inventory Preferred (80% on Tier I) OR SAS completed by 80% of staff AND Benchmarks of Quality completed to document 80% implementation of Tier I
Silver (Proficient) Award Required Components	<ul style="list-style-type: none"> BRONZE elements above plus: SPPBIS team meets at least 7 times/year and maintains meeting minutes. Organized Tier II and/or Tier III support systems are in place and regularly utilized. 	<ul style="list-style-type: none"> BRONZE elements above plus: Data based behavioral progress monitoring is maintained for students receiving Tier II and/or Tier III supports. Evidence of data, systems and practices is verified by an external facilitator/coach. Evidence of improving behavioral data trends. 	<ul style="list-style-type: none"> SPPBIS Tiered Fidelity Inventory Preferred (80% on Tier I, 80% on Tier II or III) OR SAS completed by 80% of staff AND Benchmarks of Quality at 80%
Gold (Accomplished) Award Required Components	<ul style="list-style-type: none"> SILVER elements above plus: SPPBIS team meets at least 5 times/year and maintains meeting minutes. Organized Tier II & Tier III support systems are in place and regularly utilized. 	<ul style="list-style-type: none"> SILVER elements above plus: Evidence of data systems that monitor both academic and behavioral growth. 	<ul style="list-style-type: none"> SPPBIS Tiered Fidelity Inventory Preferred (80/80/90% on Tiers I, II, III) OR SAS completed by 90% of staff AND Benchmarks of Quality at 80%

RECOGNITION AWARD CERTIFICATES: BRONZE, SILVER, GOLD GOLD RECOGNITION AWARD BANNER ORDER FORM

These will be made available to award-winning school teams by the state support team primary contact(s).



Appendices to Ohio PBIS Implementation and Recognition System Guide for Schools

- A. Local PBIS Assessment Coordinator Information Form
- B. PBIS Assessment Coordinator Policy
- C. OH Big 5 Data Graph Generator
- D. OH PBIS Disaggregated Discipline Template
- E. Disaggregated Behavior Graphs Instructions
- F. OH PBIS Implementation Application for Recognition
- G. OH PBIS Implementation Recognition Rubric