EARLY CHILDHOOD











In 2007, the state created a statewide Positive Behavioral Interventions and Supports (PBIS) Network that was staffed by State Support Team (SST) consultants and Ohio Department of Education staff. Recognizing that there was a need to focus more intentionally on implementing PBIS appropriately in early childhood settings, in 2013, ODE added a fifth work group in early childhood.

The purpose of the work group was to provide direction to districts seeking to implement developmentally appropriate strategies to support social and emotional growth for children in early childhood settings within the standard PBIS framework.

Early Childhood Work Group Goals



Develop **16 sites** that implement early childhood PBIS strategies with a high degree of fidelity



Develop sustainable professional development process



Create a system for evaluation of the demonstration site project

Work Group Activities, 2013-2021

 Identified 15 state support teams, Supported Ohio's Integrated Spring 2013, early Finalized work group Trained demo who each identified 1 demo site Systems Model childhood PBIS work implementation of site coaches purpose. Tier 1 strategies at on Tier 2 (OISM) created group created as one Surveyed SST EC Consultants on demo sites of five workgroups modules level of knowledge and comfort that comprise the with early childhood PBIS Identified 16th Ohio PBIS Network demo site Trained demo site coaches on Tier 1 modules 2015 -2017 -2019 -2007 2013 2016 2018 2020 2005 2012 -2014 -2018 -2020 -2016 -2013 2015 2017 2019 2021 • Ohio legislature enacts House Instituted formal Bill 318, Supporting Alternatives meeting processes for Fair Education (SAFE) with agendas and State Board of Trained demo site coaches on developed action plan ODE creates PBIS **Education adopts** Developed Tier 2 Tier 1 and instituted quarterly to quide work PBIS policy Network modules meetings for demo site coaches

PBIS in Ohio







Creating Training Materials

The work group created a set of introductory materials that provided an overview to early childhood PBIS, as well as a set of Tier I and Tier II modules that were all Ohio-approved for training credit within the SUTQ system.



INTRODUCTORY = 2 MODULES

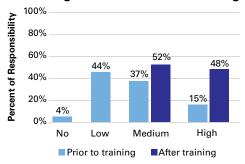


TIER 1 = 7 MODULES

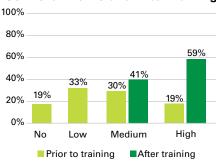


TIER 2 = 6 MODULES

Comparison of Demo Site Coaches' Knowledge Prior To and After Training



Comparison of Demo Site Coaches' Comfort Prior To and After Training



Developing Evaluation Tools

The work group required that the PBIS Tiered Fidelity Inventory (TFI) be used annually by each demo site. The TFI measures the extent to which staff are implementing the core features of PBIS at all three tiers and is completed by the building leadership team with guidance from an external facilitator. The work group created a companion guide to make sure the instrument could be used in early childhood classrooms.

The work group required that the PBIS Self-Assessment Survey (SAS) be used annually by each demo site. It surveys staff perception of the implementation status and improvement priorities for school-wide, classroom, non-classroom, and individual student systems. The work group created a companion guide to make sure the instrument could be used in early childhood classrooms.

Quarterly Meetings: More Supports for Coaches

An important component of the support for demo site coaches are the quarterly coaches' meetings hosted by the Early Childhood PBIS work group. The purpose of these meetings is to provide the demo site coaches with resources and supports needed to work effectively with demo sites. Results indicated that across 5 years, demo site coaches overwhelmingly regarded these meetings as helpful or very helpful.

"For me the most valuable support has been the discussions that have taken place with the other consultants and hearing about their experiences with their demo sites."





"The training that the work group developed to provide for the region was the most helpful. It's nice to have everything there with a script and embedded resources. A lot of us wear multiple hats and it would be difficult to develop these materials on our own."

