

Ohio PBIS Network Training Modules Used in a NwOESC PAX School

Background:

If a “PAX school” says they want to go PAX “school wide,” I steer them toward PBIS because that is exactly what PBIS is designed to do, and more. It does not make sense to go PAX “school wide” and not use the PBIS framework, because PBIS is designed to assess what is already going on, use data to decide what needs to stay and/or be added or eliminated, and build that school-wide consistency they are seeking.

The Ohio PBIS Network has seven training modules. The Introduction Module explains the importance of and gives a description of the PBIS framework and process. The next six modules explain the Ohio PBIS framework requirements and offer many resources. Each school must uniquely apply these strategies to build their own PBIS framework.

Traditionally, a school administration selects individuals to be on their PBIS team and this team are the only staff who go through any formal ODE/PBIS training or do any development of the PBIS framework for their school. Ideally, they should progressively be presenting ideas to the rest of the staff as the PBIS framework develops. They then train the rest of the staff how to implement it and continually assess progress.

My observations in several schools have been that this has not been the most “trauma informed” approach for the rest of the staff, and it has created many negative attitudes.

Even though good intentions exist “to bring the rest of the staff along during the process,” the rest of the staff usually don’t understand the bigger picture when only smaller segments of PBIS are presented at any one time. They do not understand what they are contributing to or feel that their voice will not matter because it seems “the select few” have already created the structure that will be used.

Teachers become overwhelmed and it is very difficult to show how things are connected. Because PBIS is mandated by law, they feel they must do PBIS, and they let go of PAX, regardless of how much they find it effective.

We speak often of the PBIS/PAX connection, but time only allots for short dialogues and not full explanation. Most are new to both PAX and PBIS and they don’t have the time nor energy to see how it all connects unless it is literally and practically laid out for them, step by step. They have many, many acronyms to attend to and things on their plate. They are weary and assume that like many other acronyms and promises in the past, “this too shall pass.”

My other observation is that the PBIS team often presents their first implementation ideas without a real and *communicated* plan to assess efficacy and make needed adjustments. Consequently, if the first plan does not work, then the *concept of PBIS* is to blame for the failure, not that *particular* plan. The staff then becomes very resistant toward the entire notion of PBIS. Consequently, both PAX and PBIS then fail.

I have created some templates and additions to the Ohio PBIS Network training that bring in the PAX trauma informed principles and PAX Vision right from the beginning of the PBIS process so that it is integrated from the very beginning so that schools do not need to try to understand the integration *after* the PBIS framework is established. I hope that instead of simply TELLING schools that PAX and PBIS integrate, we can SHOW them vividly and practically, *right from the start of the process*. This could apply to any other initiatives they are doing.

My hope and my experience with three schools to-date is that faculty buy-in is much improved. I have not yet completed this process with any school, but so far, there has been more understanding and buy-in from staff overall. PAX has become more relevant, PBIS makes more sense and school wide consensus less threatening. I have yet to finish this process with any one school to understand complete outcomes.

Intro Module: Introduction to PBIS

- Trainer presents this module to the *entire school staff*.
 - This is done *before* anyone has made any PBIS decisions or *before* a team is formed.
 - This can be a first step of compliance to the HB318 requirement for all teachers and administration to be trained.
 - This will be done to avoid a “behind the scenes” team developing a PBIS system for their school *and then* descend it upon to the rest of the staff.
 - This will allow all staff to make an educated decision if they would like to be part of the PBIS team or not.
 - It will hopefully create more buy-in if they feel they are all respected and all are given an opportunity to be involved in the major changes that will mandate their participation. It will not be just “the chosen few” of the administration who make the decisions.
 - This will allow them to know how PBIS will affect them *before* major decisions are made.
 - When steps in the process are presented for feedback, this primary understanding of the bigger picture will allow for more appropriate feedback from all staff throughout the process.
- The following is done in addition to the Ohio PBIS Network Intro Module material:
 - An explanation that PBIS is a State requirement, but it will not need to replace PAX or *any programs* that are shown by data to be effective.
 - PBIS is a tool to help tie PAX and/or other proven projects together for everyone to speak the same language regarding school climate.
 - PBIS is NOT a *new* initiative. It is what determines and ties initiatives together and then eliminates redundancies and fills missing pieces.
 - PBIS lives beyond the stint of a single principal. The PBIS framework belongs to the school; its legacy is larger than one administration.
 - PAX is one tool that helps provides data, and evidence-based and trauma informed practices *to help* accomplish many of the expectations in a PBIS framework.
 - All-staff activity:
 - By using the trauma-informed PAX Vision process, we get an idea of what the entire staff wants More Of and Less Of in their school.
 - From this staff-developed PAX Vision, a key PBIS requirement can start to form: 3-5 school wide expectations and the matrix

The goal in the Introduction Module is to immediately involve the entire the school staff into the PBIS process with the six key principles of a Trauma-informed approach (SAMHSA):

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice, and Choice
6. Cultural, Historical and Gender awareness

For the remainder of the PBIS process, all formal ODE/PBIS Network modules will only be with the volunteer PBIS team. The team will then consult with and educate the rest of the staff.

The Ohio PBIS Network Training Modules with PAX infusion when requested

Module 1: Developing a Leadership Team and Examining Needs through Data

This module explains why it is important to get people from all areas of school involved and to use data, not instinct or emotions, to inform decisions. Templates and resources on how to collect data are introduced. There will be an introduction to the PAX data and how it can be used within the framework. Module 6 includes a more detailed data process and the team can decide to complete Module 6 now or later. The team will decide when and how they will get the data and what other persons are needed to represent the entire school on the team.

Module 2: Developing Clear School-Wide Expectations

Schools must create 3-5 school wide expectations and a matrix. The trainer will explain PBIS requirements and the offered templates, and show how to use PAX and trauma-informed strategies to help build the 3-5 main expectations and a school wide matrix. The trainer will offer ways to use PAX Vision with the staff and students to get input from them to create the 3-5 expectations and matrix, rather than have the PBIS team develop it by themselves. Ideally, part of this will have already been done in the Introduction Module with the entire staff.

Module 3: Teaching Behavior Expectations Across all Settings

Using PBIS templates and guidelines, the team will come up with lesson plans and ways to teach the 3-5 expectations/vision and matrix to the entire school. Ways to using various PAX Vision and trauma-informed principles and strategies will be explained. The module gives several ideas, templates and PBIS requirements. The trainer can help tie it all together using the PAX and trauma-informed strategies that are already being used in the classroom (that can also be expanded outside the classroom). Emphasis will be made to use the PAX Visioning Predict Monitor Reflect (PMR) process in teaching expectations so that the teaching grasps the PBIS goal of being more “we” focused and less “student-vs-adult/cop and rule” focused. PMR will also help students internalize and be more psychologically flexible with expectations.

Module 4: Encouraging and Acknowledging Appropriate Behavior

Module 4 gives the rationale and basic requirements for acknowledging appropriate behavior. The trainer will show how the PAX schools are already doing much of this through PAX and how they can educate the rest of the staff to make sure they are using these PAX strategies. The team will also be introduced to several other types of acknowledgement strategies, like tangible rewards, school-wide awards and goal setting.

Module 5: Discouraging Problem Behavior

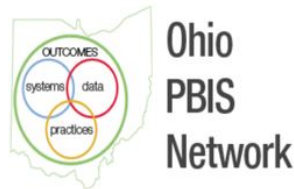
Many integral parts of PAX assist in discouraging repetition and/or prevention of problematic behavior on a Tier 1-3 level. The PBIS framework also requires a much more specific and systematic framework on how to handle difficult behaviors beyond what PAX alone offers. Although PAX strategies can be used within the framework, problematic behaviors need to be more specifically defined, and a process for how to deal with minor and major incidents needs to be clarified. This PBIS Network model provides many resources and templates.

Module 6: Data Based Decision Making

This module discusses why data-based decision making is important and gives various resources for schools to use. It discusses the Ohio Improvement Plan process and how to use it to assess each school's unique PBIS framework and how to make decisions based on data. Emphasis should be made that PBIS is a *continuous process*; it is not completed once the first ideas are implemented. Implementation and ideas must constantly be evaluated and improved, or be replaced as needed-- based on data.

In addition to what is described in the modules, the trainer will show how PAX data can be used to help make intervention plans for both individuals, classes and public spaces in the school.

SWIS, PBIS Apps and the PAXUP! App will be introduced and can be professionally supported through the NwOESC. Other options will be referenced, but the NwOESC does not have the resources to professionally support them.



- Gets all adults on same page
- Gets systems in place to make sure behaviors are
 - clearly defined
 - taught
 - positively acknowledged when correct
 - appropriately corrected & guided when in error.
- Data informed decision making
- Continuous improvement system



- Trauma Informed approaches & strategies
- Helps students internalize and see purpose of school expectations
 - Student learn to extend decision making beyond matrix
- Gives teachers/schools practical tools to achieve some PBIS requirements & teach expectations
- Provides some data and tiered intervention strategies.