

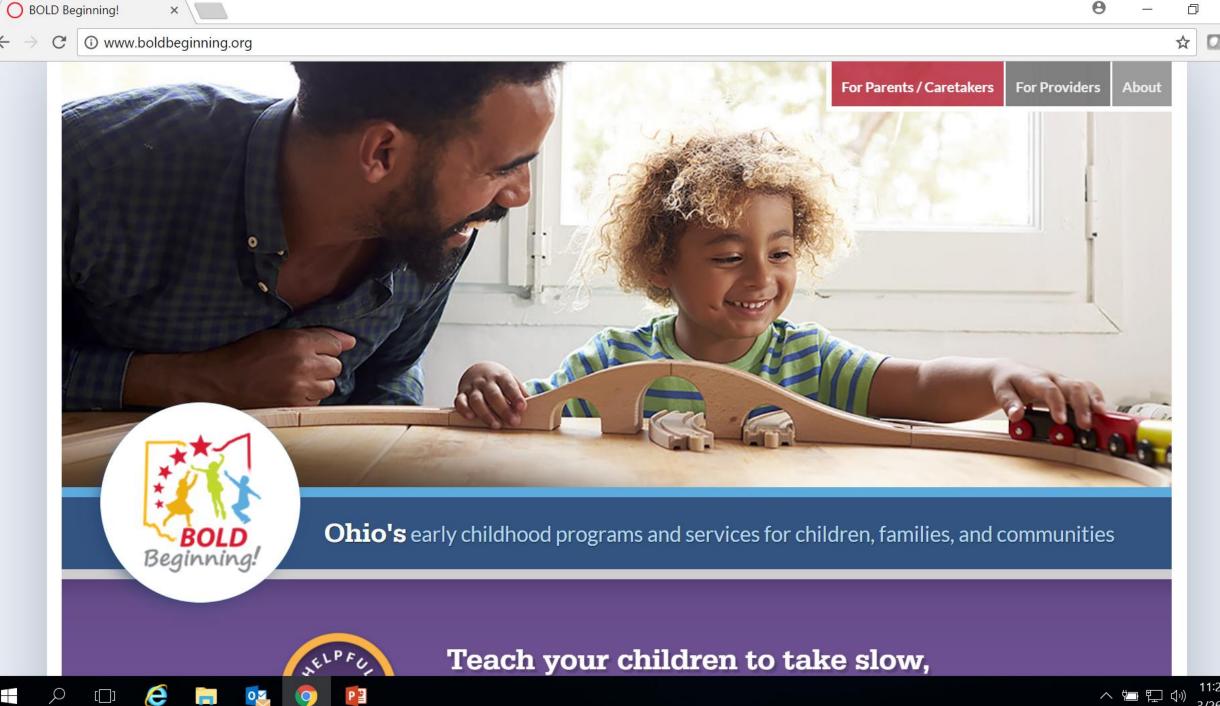
## **ODE Update**

Michael Petrasek, Ed.D











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① education.ohio.gov/getattachment/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education/ODE\_ParentRights\_040617.pdf.aspx

#### **General Information**

#### **Informed Parental Consent**

Informed parental consent means that you and/or the district-appointed surrogate parent give permission, in writing, for the school district to take an action. Your permission also means the district gave you information about the proposed action. Your child's school district must get this permission from you, in writing, to do certain things related to your child's special education. the school district must get your written permission:

- Bef e the district evaluates your child for the first time to find your child needs special education and related services; ore the district starts giving your child the special education rvices listed in his or her first individualized education program, so called an IEP:
- Before the district reevaluates your child to find out if your child's needs have changed;
- Before the district conducts extra assessments with your child. An example would be a Functional Behavior Assessment;
- · Before the district changes your child's educational placement.

#### What is a Surrogate Parent?

A surrogate parent is an individual who may represent a child with a disability in all matters related to qualifying for and receiving special education services.

The school district where you live appoints a surrogate parent whenever any of the following occur:

- The parent cannot be identified;
- · The school district, after reasonable efforts, cannot











## **Operating Standards 3301-51-05(4)(B)** – page 61

(b) The informed parental consent described in paragraph (C)(4)(a) of this rule need not be obtained if the school district can demonstrate that:

(i) It made reasonable efforts to obtain such consent; and

(ii) The child's parent has failed to respond.



## **PBIS Updates**

Amity Noltemeyer, Ph.D., NCSP Michael Petrasek, Ed.D

## Ohio PBIS Recognition System

## Ohio PBIS Showcase



#### PBIS RECOGNITION AWARDS SYSTEM DESCRIPTION

The Ohio PBIS Network is initiating 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 www.pbis.org. The assessment instruments and manuals referenced below can be found at www.pbisapps.org.

#### Annual Recognition Process:

Click here to access a copy of the OH PBIS Recognition Application Form.

Click here to review the OH PBIS Recognition Evaluation Rubric

Complete application and related activities and submit to your SST Regional PBIS Contact by May 30th of the current school year.

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 dimate 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 created structures that maintain the Essential Bements of a high functioning PBIS School in Ohio. These essential elements are outlined below.

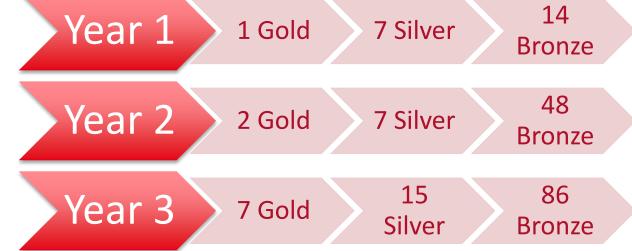
#### ESSENTIAL ELEMENTS FOR PBIS IMPLEMENTATION

- Consistent administrative leadership and involvement in sup-
- School has established team-based structures (e.g. TBT, BLT, DLT, or similar) that assess, problem solve and plan in support
- · School has identified 3 to 5 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 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
- 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 iden-
- Practices are implemented in a culturally responsive manner.

http://education.ohio. gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-**Environments/PBIS-**Resources/Ohio-PBIS-Showcase





## Does PBIS Work in Ohio?

Noltemeyer, Palmer, James, & Petrasek (2018)

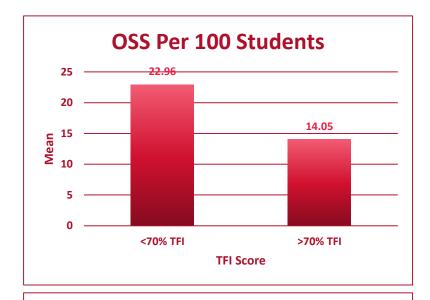
**Purpose:** To determine if differences exist in discipline and academic outcomes based on SWPBIS implementation fidelity level, measured by TFI

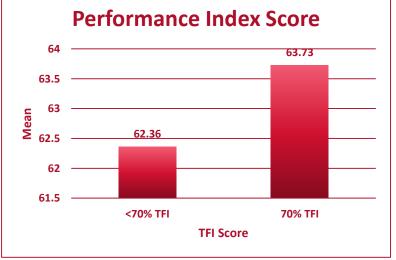
#### **Methods:**

153 schools from 55 districts

#### **Results:**

- Higher implementing schools had significantly lower out-ofschool suspensions per 100 students than lower implementing schools, when accounting for demographic covariates.
- However, a statistically significant trend was not evidenced for the academic achievement outcome variable.



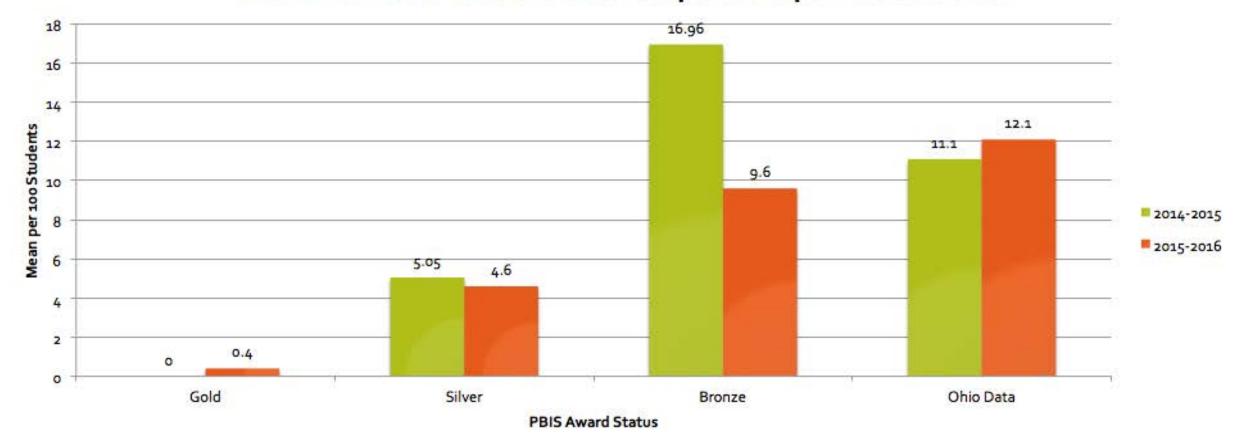


## Does PBIS Work in Ohio Award Winning Schools?

Noltemeyer, Petrasek, Stine, Palmer, Meehan, & Jordan (2017)

### Analyzed data from the 2016 award-winning PBIS schools in Ohio

#### Mean Number of Out-of-School Suspensions per 100 Students





# Motivation and Engagement Aligned PBIS

Amity Noltemeyer, Ph.D., NCSP Michael Petrasek, Ed.D

## Motivation & Engagement

Engaged staff have higher performance and commitment, and lower burnout (Crawford, LePine, & Rich, 2010). Everyone benefits from modeling, scaffolding, and support to maintain motivation

Many students report feeling unmotivated and uninspired in school (Bridgeland et al., 2006).

The "Why"

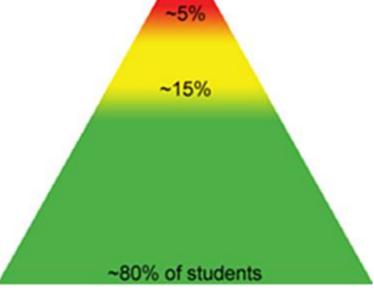
Internalized
motivation =
desirable long-term
goal



# Motivation & Engagement: The How

 Build a MTSS positive motivational school climate for social-emotional, behavioral, and

academic engagement





## Tier I...

Assess Overall School Climate, Motivation, and Engagement

**Enhance Adult-Student Relationships** 

Model, Teach, and Scaffold Motivation and Engagement in the Classroom

Develop a School Culture of Achievement and Self-Improvement



## Tier II...





## Tier III...

Functional Assessment of Motivation & Engagement

Intensive, individualized, function-based interventions

Emotions
Cognitions
Health & Wellness
History of Success

Schema for Success
Social & Peer
Family Influences
Culture and Community



# Motivation and Engagement for Adult Staff

Students take cues from adults

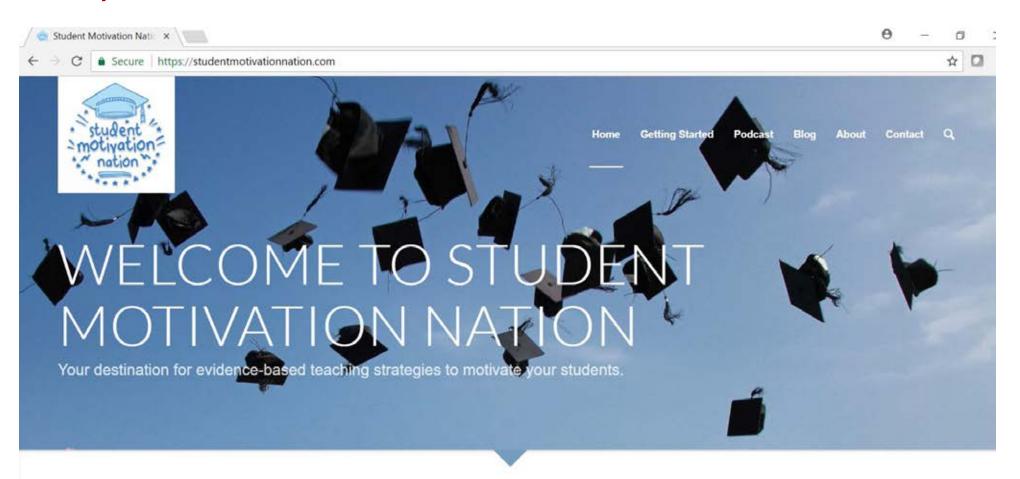
Assessment and building plan includes both adult and student components

 Staff who are personally involved in a self-improvement process are best able to instruct students in the process



## How Can I Learn More?

1) Visit studentmotivationnation.com





## 2) Check out some simple activities to enhance student motivation and engagement

## www.resources.oberlinkconsulting.com

- Click on "Compendiums"
- Click on "Activities to Enhance Student Motivation and Engagement"

#### Activities to Enhance Student Motivation and Engagement

#### Table of Contents

Acknowledgements

Use of Activities

Activities for Educators to Foster Student Motivation and Engagement

Activities for Parents to Foster Student Motivation and Engagement

Basic Activities for Staff to Foster Staff Motivation and Engagement

Everyday Practices to Support Motivation and Engagement in the Classroom

References

## 3) Sign up for our monthly motivation and engagement e-newsletters

## http://eepurl.com/dj4CyL

### Student Engagemer

This newsletter is part of a monthly series on Motivation and Engagement in I classroom being shared as part of the Ohio School Climate Transformation Gr Motivation and Engagement Project.

#### What is Engagement?

Engagement, sometimes described as "energy in action" is a student's active particip in school-related activities and their commitment to learning 6, 2. Engagement is comprised of academic, behavioral, cognitive, and psychological components and dr learning 5, 4. Student engagement is notable for its associations with positive learnin outcomes for students 3.

#### What Does the Research Say About Engagement?

- Student engagement is imperative in promoting school completion and preve dropout; in fact, it is the best model to understand dropout<sup>1</sup>.
- Student engagement is a strong predictor of achievement and behavior<sup>3,1</sup>.

### Relatedness and Belonging

This newsletter is part of a monthly series on Motivation and Engagement in the classroom being shared as part of the Ohio School Climate Transformation Grant Motivation and Engagement Project.

#### What is Relatedness?

When students feel like they belong, school becomes a much more positive experience. A student's sense of belonging, or relatedness, can be a strong predictor of engagement and motivation in school<sup>1</sup>. One of the strongest influencers of student relatedness is relationships with teachers and teachers' awareness of student needs<sup>4</sup>. Students with positive relationships with their teachers are then more likely to engage and be motivated in class<sup>3</sup>.

Click here for a 6 minute podcast on relatedness from studentmotivationnation.com!



## 4) Let us know if you are interested in piloting our measures

#### **Classroom Quick Screen of Motivation and Engagement**

**Directions:** Rate each student in your class on a scale of 1 to 5 for the three motivation indicators and the three engagement indicators described below. Rate students based upon the following scaling.

$$1 = \text{very low}$$
  $2 = \text{low}$   $3 = \text{average}$   $4 = \text{high}$   $5 = \text{very high}$ 

Additional Considerations: Ideally, more than one staff member will provide ratings to facilitate discussion and identification of student needs. Generally, students who score in lowest 10% on Motivation Total, Engagement Total or both should be reviewed and discussed by school staff as to need for additional assessment or need of additional support.

Raters are cautioned that this is a quick screening tool and not a substitute for more detailed assessment when indicated. Also, these ratings are inherently subjective and there are typically overlaps between inferences regarding motivation and engagement. Similarly, there are subjective and overlapping tendencies with the academic, behavioral and social dimensions. In making ratings, staff may want to reflect on the following sample indicators.



# 5) Stay tuned for our workbook and for trainings offered next year...



