



VERMONT PBIS

QUARTERLY REPORT Winter 2019



CONTEXT

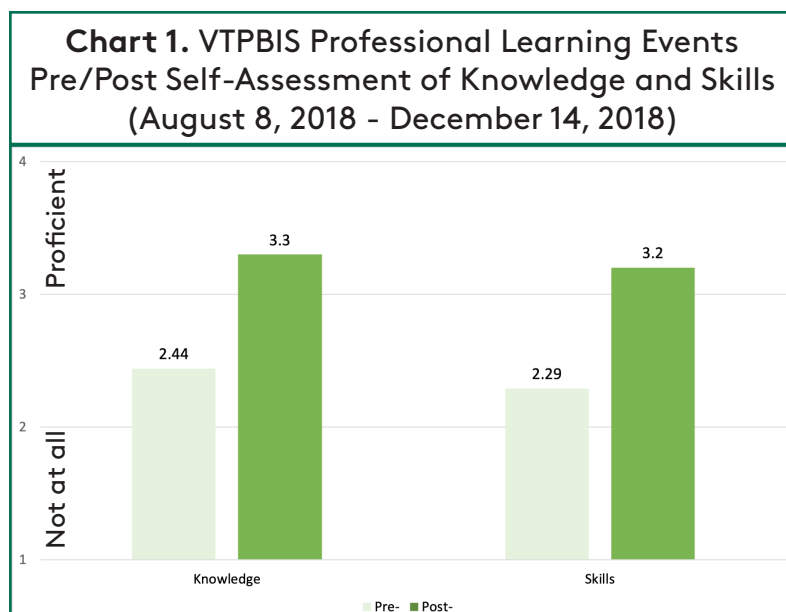
The VTPBIS State Team reports quarterly on its progress in the areas of **input, fidelity, impact, and sustainability**. The Team currently supports 160 schools in 48 Supervisory Unions/Districts to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all students. This fall, nine new schools rolled out PBIS at the Universal level to staff and students. Five schools are currently exploring PBIS implementation.

INPUT

The VTPBIS State Team is charged with developing and delivering a variety of high-quality professional learning opportunities in PBIS systems, data, and practices. These events consistently yield very high rates of participant satisfaction. So far this year, 506 people attended 14 learning events with an average participant satisfaction rate of **99% highly satisfied or satisfied**. Professional learning opportunities and topics can be viewed on the [VTPBIS calendar](#).



of 14 total events
had 100% highly
satisfied or satisfied
rankings



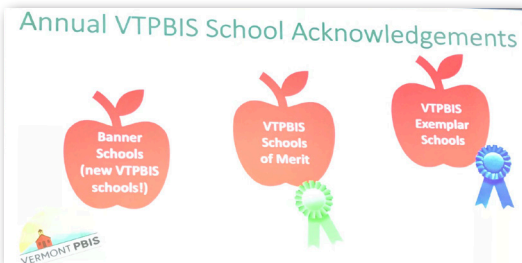
"I always bring my knitting to training for when things get slow, and I didn't even think about pulling it out. Loved every minute. Thank you."
-Winter Data Days Participant

All training participants complete pre/post surveys on knowledge and proficiency gained as a result of attending each VTPBIS training. Overall, participants reported an increase in both areas (**Chart 1**).

INPUT

VTPBIS Leadership Forum

The keystone professional development activity of the year is the annual VTPBIS Leadership Forum. Over 225 people from 96 schools attended this October event to share and learn new ideas about PBIS! This year's conference featured a keynote presentation by Diane Myers, 16 workshop sessions, four ignite sessions, lots of networking opportunities, and the VTPBIS annual award presentations!



"As always, the energy and excitement from the State team is catchy! I appreciate that our state has invested in PBIS and continues to support the movement with high quality PD experiences. This is an area where we can be proud." - Leadership Forum Attendee



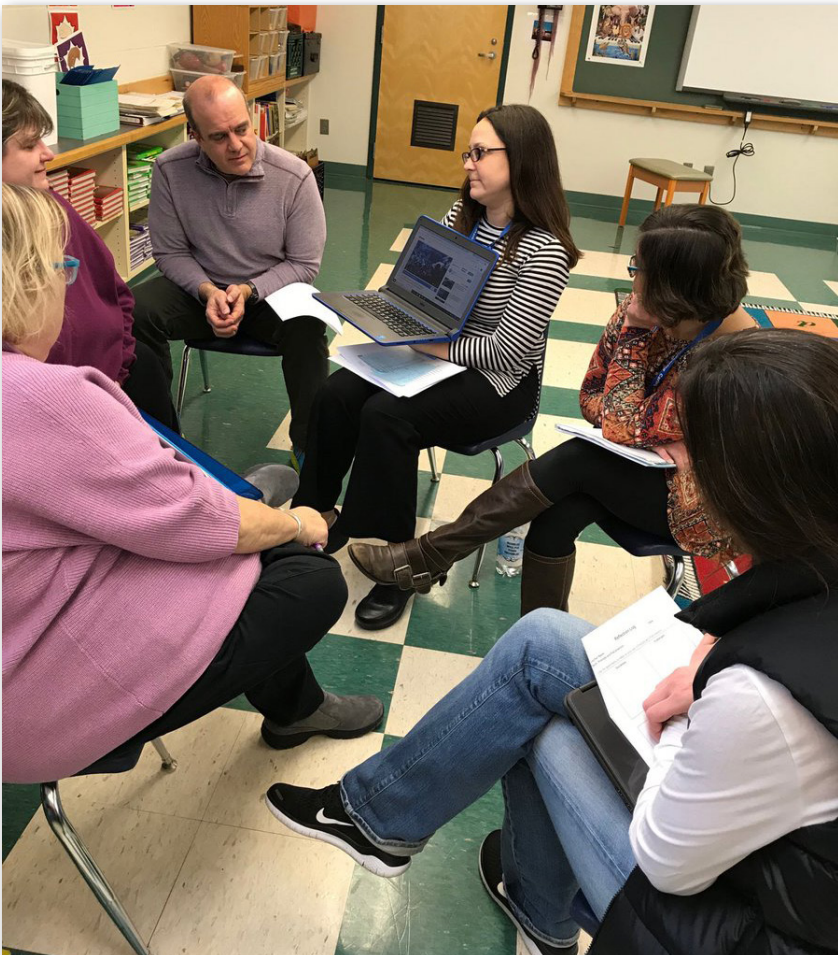
"The presenter was exceptionally well prepared, flexible and responsive to group and individual needs and gave time for us to work with folks at our table to leave with something relevant and useful."
- Leadership Forum Attendee

INPUT

Classroom Behavior Practice Coaching

Cohort Three of the Classroom Behavior Practice Coaching project with Dr. Brandi Simonsen from UConn is underway. The goal is to develop the capacity to build and sustain evidence-based classroom management supports for teachers to promote positive behavior in the classroom. Sixteen participants representing 10 schools have been selected to participate in the training and consultation series this year. The participants have begun their work with an introductory webinar in December and will receive training in evidence-based classroom management practices during a full-day, in-person training. They will also participate in four additional web-based training sessions, along with another full-day, in-person training in May to gain knowledge and skills in coaching and feedback methods.

They will pilot aspects of the work throughout this school year and plan to fully roll out in Fall of 2019.



"[I am] motivated and excited to start improving systemic practices within our school."

- Classroom Behavior Practice Coach

External Coaching

VTPBIS coaching supports help schools and SU/SDs to bridge the gap between professional learning and PBIS implementation. More and more schools are utilizing this support from state-approved VTPBIS coaches to improve their implementation fidelity. So far, 33 schools have made contact with coaches to develop a scope of work that will help them improve the systems, data, and practices that are part of the PBIS framework.

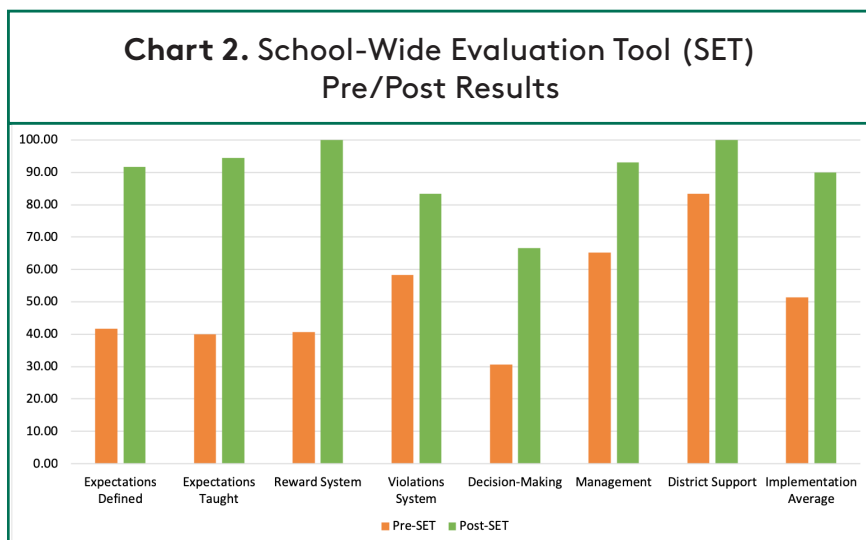
"The training and feedback for new staff members was essential to our success."



"[It was] very important to have a different set of eyes on the data and to provide some external feedback."

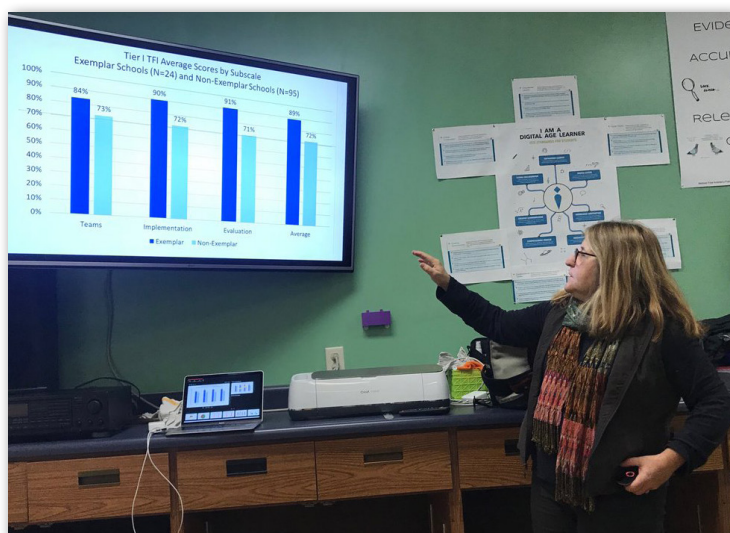
FIDELITY

All VTPBIS schools are expected to complete fidelity assessments at least once per year. New VTPBIS schools complete the School-Wide Evaluation Tool (SET) pre- and post-PBIS roll-out. Of the new schools that rolled out in the fall of 2018, 100% are implementing with fidelity based on their post-implementation SET scores (**Chart 2**).*



*Please note, one school who was trained in June has not fully rolled out yet and is excluded from this data.

All VTPBIS schools will be completing the **Tiered Fidelity Inventory (TFI)** at each level of implementation by the end of March 2019. Results will allow school leadership teams to prioritize actions for change. Additionally, all VTPBIS schools ask their entire staff to complete the **Self-Assessment Survey (SAS)** to learn about staff perceptions around what PBIS features are in place and which areas are needed for improvement. The results of the TFI and SAS are used by schools to develop an annual action plan for PBIS sustainability. Aggregated results will also help guide the professional development offerings of the VTPBIS State Team. These results will be published in the next VTPBIS Report.



IMPACT



Schools that implement PBIS with fidelity should, over time, have fewer office discipline referrals and improved academic achievement. VTPBIS schools that demonstrate these results receive annual VTPBIS Exemplar awards. The VTPBIS State Team reviews impact of PBIS on student outcomes annually. Results will be included in the VTPBIS Annual Report. Since many VTPBIS schools have begun using a new paperless referral system this year for reporting discipline referrals, we believe that there will be an increase in documented referrals due to this easier method of reporting.

IMPACT

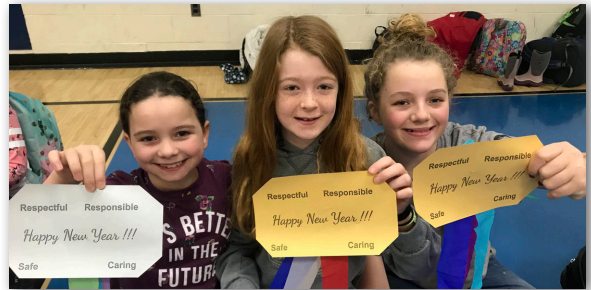
What are new VTPBIS Schools saying?

"The PBIS work is really paying off!"



"I love the new simpler school rules. Kids remember them and it's so easy to explain and teach."

"The new school song with the rules in it is so great. Kids sing it on their own in the classroom."



"Our Community Meetings are so student focused and really build school spirit."

"We can really feel a shift in our school culture; the rules, the mascot, and the loops are very engaging. Parents like it too because the kids come home really excited when they've earned a class reward."



"Our team can see the difference in students' enthusiasm and positivity. They believe they can make good choices and that those choices will be recognized. We are looking forward to attending the targeted level training this March!"

SUSTAINABILITY

Action steps of the VTPBIS State Team are informed by statewide fidelity data, student outcome data, and through input from Vermont's PBIS School and SU/SD Coordinators. The following chart details the current status of the VTPBIS Action Steps for Sustainability identified in the VTPBIS Annual Report.

Intensify Classroom Management training/coaching	<ul style="list-style-type: none"> • Cohort Three of Classroom Behavior Practice Coaches underway • Cohorts One and Two continue to receive support
Expand capacity to provide Tier III supports built upon Tiers I and II	<ul style="list-style-type: none"> • "Office Hours" opportunity offered to provide online TA • By the end of 2019, 17 school teams will have received training in FBA/BSP this year
Refine criteria to become a VTPBIS Exemplar school	<ul style="list-style-type: none"> • New criteria established • Schools chosen by an Exemplar Application committee
Expand the use of surveys to identify need and inform practice	<ul style="list-style-type: none"> • Online learning modules on Family Engagement at each level of PBIS are viewed by VTPBIS schools attending core training. These online modules are followed by the completion of Family Engagement Assessments • A statewide school climate survey will be rolled out by the VT AOE in SY20
Identify VTPBIS coaching needs	<ul style="list-style-type: none"> • 33 schools receiving coaching support
Support schools in completing the TFI at all level to assess fidelity of implementation	<ul style="list-style-type: none"> • The window is still open for schools to complete fidelity assessments. Scores are used to determine readiness for team leadership training at the next level of VTPBIS
Explore Restorative Practices within PBIS	<ul style="list-style-type: none"> • Two strands will be offered at the 2018 BEST/MTSS Summer Institute • Universal PBIS training being revamped to infuse Restorative Principles • Restorative Practices within MTSS training offered in fall of 2018
Work with MH partners on interconnecting MH and PBIS	<ul style="list-style-type: none"> • VT MH partners are currently involved in strategic planning to determine future of VTPBIS • VTPBIS State Team actively collaborating with School/MH coordinators from VT MH agencies

For more information, please visit: <http://www.pbisvermont.org>

Stay Connected:



@VTPBIS



PBISVermont