



VERMONT PBIS

QUARTERLY REPORT Spring 2018



CENTER ON DISABILITY
AND COMMUNITY INCLUSION

INTRODUCTION AND UPDATES

The VTPBIS State Team reports quarterly on its progress in the areas of input, fidelity, impact, and sustainability. The Team currently supports 155 schools in 54 Supervisory Unions/Districts to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all students. **Six** new schools were trained in March at the Universal level. An additional **four** schools are exploring PBIS implementation. By the end of this school year, it is anticipated that **165** Vermont schools will be implementing PBIS.

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, 782 people attended 23 learning events with an average participant satisfaction rate of 99% highly satisfied or satisfied. Chart 1 lists satisfaction rates for this quarter's learning events.

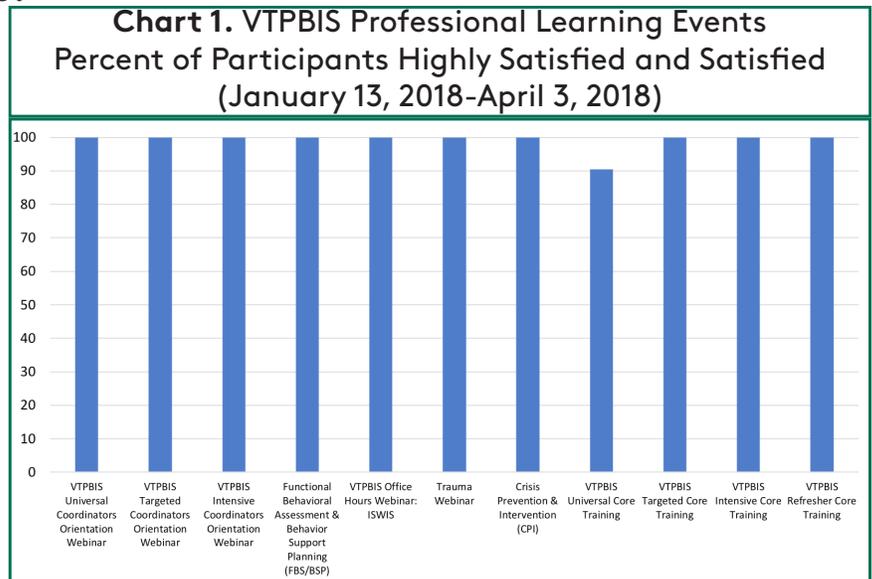
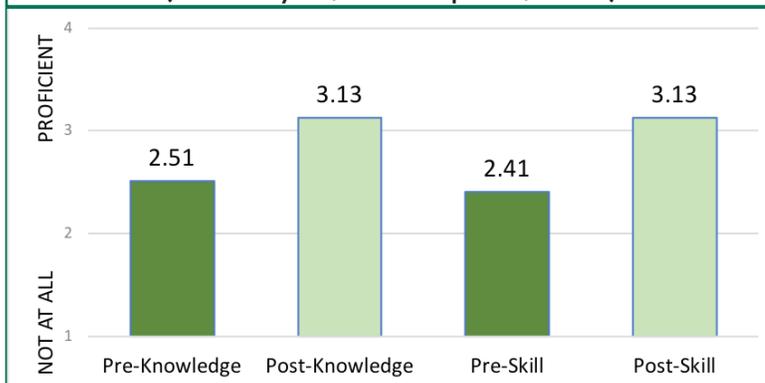


Chart 2. VTPBIS Professional Learning Events
Pre/Post Self-Assessment of Knowledge and Skills
(January 13, 2018-April 3, 2018)



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, as seen in Chart 2.

INPUT

VTPBIS Core Trainings

So far this year, 22 schools received VTPBIS core training.



“With one year of planning, implementing, and practicing the PBIS framework in our school, it was extremely helpful to be reminded and to relearn what we had forgotten. It was valuable to get fresh ideas of cohorts from other schools.”

– VTPBIS Refresher Training participant



“It was so refreshing to have short periods of instruction followed by group time to work with the new information.”

– VTPBIS Targeted Training participant

INPUT

Classroom Behavior Practice Coaching

Cohort Two of the Classroom Behavior Practice Coaching project with Dr. Brandi Simonsen from UConn is progressing. The goal is to develop the capacity to build and sustain evidence-based classroom management supports for teachers to increase positive behavior in the classroom.

So far this year, the 24 selected participants representing 15 schools attended three webinars and one full-day, in person training. They will also participate in two 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. Throughout the year, they are piloting aspects of the project with their staff and creating a plan to fully roll out in Fall of 2018.



“We are excited to get going and put a plan in place. It seems daunting, but we are up for the challenge.”– Participant in Classroom Behavior Practice Coaching Cohort 2

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, 40 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.



FIDELITY

Tiered Fidelity Inventory

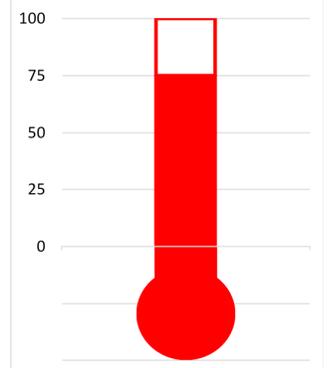
This year for the first time, VTPBIS schools competed the Tiered Fidelity Inventory (TFI) at each tier that they are currently implementing. This year 75% (113) of VTPBIS schools completed the TFI. Of this number, 85% of schools who have been trained at the Targeted level completed Tier II of the TFI and 79% of schools who have been trained at the Intensive/ Wraparound level completed Tier III of the TFI.

Schools also completed the Self-Assessment Survey (SAS), which measures staff perceptions of the implementation status and improvement priority for school-wide, classroom, non-classroom, and individual student systems. The SAS was completed by 74% (112) of VTPBIS schools so far this year.

Results from these validated fidelity tools allow school leadership teams to prioritize actions for change. Aggregated results will help guide the professional development offerings of the VTPBIS State Team.

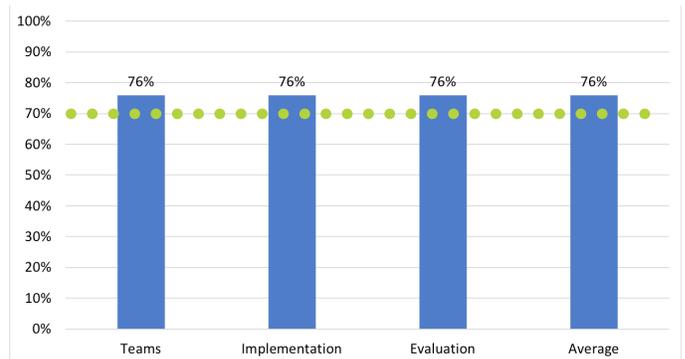


% of VTPBIS Schools that Completed the TFI as of 4/26/18 (n=151)

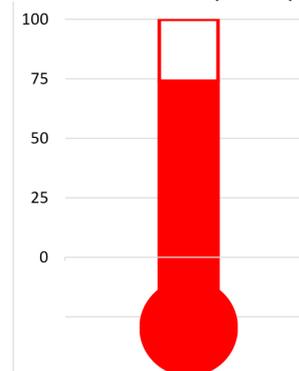


A score of 70% or better on the TFI indicates fidelity of implementation at the Universal Level. 72% of schools are implementing with fidelity (as reported on their TFI).

Chart 3. Average % TFI score by subscale (n=112)



% of VTPBIS Schools that Completed the SAS as of 4/26/18 (n=151)



IMPACT

Schools that implement PBIS with fidelity should, over time, have fewer office discipline referrals and improved academic achievement. This is one way to examine the impact PBIS has on student outcomes. VTPBIS schools that demonstrate these results receive annual VTPBIS Exemplar awards. The VTPBIS State Team is in the process of expanding the definition of Exemplar schools to better encompass the growth and success seen in schools that are implementing PBIS with fidelity. Measures of success may include improved school climate, higher attendance rates, and academic gains by cohorts of students as indicated on local assessments. Acknowledgements for the 2017-18 school year will be presented in Fall of 2018.



See what Fletcher students are saying about their experience with Check-In/Check-Out, an [evidence-based Targeted intervention.](#)

"I love Check-In Check-Out. I don't forget about the rules because a teacher helps me remember them every little while. I feel so happy when I reach my goal that I want to do it again tomorrow." - Rylan, 2nd grade

SUSTAINABILITY

The Classroom Behavior Practice Coaching pilot project has involved 45 participants from 29 schools and 21 SU/SDs. The VTPBIS State Team is planning to build capacity so that all schools will eventually be able to take advantage of this resource. Implementation will be continually assessed to determine needed improvements.

Action steps of the VTPBIS State Team are informed by statewide fidelity data, student impact data, and through input from Vermont's PBIS School and SU/SD Coordinators. Table 1 details the current status of the VTPBIS Action Steps for Sustainability identified in the VTPBIS Annual Report.



SUSTAINABILITY

Table 1. Current status of the VTPBIS Action Steps for Sustainability

Intensify Classroom Management training/coaching	<ul style="list-style-type: none"> • Classroom management training conducted • Cohort Two of Classroom Behavior Practice Coaches underway; Cohort One continuing 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 • 4 schools received coaching to install FBA/BSP capacity
Refine criteria to become a VTPBIS Exemplar school	<ul style="list-style-type: none"> • New criteria established
Expand the use of surveys to identify need and inform practice (i.e. School Climate, Family Engagement, Universal Screening)	<ul style="list-style-type: none"> • Family Engagement Assessments are completed by all VTPBIS schools that participate in VTPBIS training • A statewide school climate survey will be rolled out by the VT AOE next fall
Identify VTPBIS coaching needs	<ul style="list-style-type: none"> • 40 schools receiving coaching support
Support schools in completing the Tiered Fidelity Inventory at all level to assess fidelity of implementation	<ul style="list-style-type: none"> • 85% of schools who have been trained at the Targeted level completed Tier II of the TFI • 79% of schools who have been trained at the Intensive level completed Tier III of the TFI
Explore Restorative Practices within PBIS	<ul style="list-style-type: none"> • Two strands will be offered at the 2018 BEST/MTSS Summer Institute
Work with MH partners on interconnecting MH and PBIS	<ul style="list-style-type: none"> • Exemplars being identified • VTPBIS State Team actively collaborating with School/MH coordinators from VT MH agencies

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

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