



## WINTER REPORT 2021



## CONTEXT

The VTPBIS State Team reports quarterly on its progress in the areas of input, fidelity, impact, and sustainability. The Team currently supports 164 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, six new schools rolled out PBIS at the Universal level to staff and students. In addition, four new schools are currently exploring PBIS implementation.



While the pandemic still rages on, we are all stretching our capacities to provide an effective education to VT students. The VTPBIS Team has worked hard to meet schools where they are at by providing professional development relevant to differing learning environments, and sharing updated [COVID-related resources](#) that support the social, emotional, and behavioral well-being of students, staff, and families. VTPBIS Technical Assistance providers and coaches have also been actively helping meet the needs identified by VTPBIS schools to build strong connections with students, staff, and families.

## 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, 591 people attended 17 virtual learning events with an average participant satisfaction rate of 98% highly satisfied or satisfied. Professional learning opportunities and topics, including recordings of events, can be viewed on the [VTPBIS calendar](#).

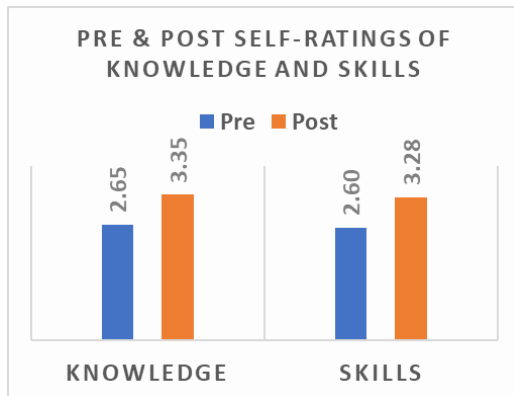


### What participants had to say:

*"Lots of great information and resources. The speaker was very engaging and personable."*

*"I was impressed by how much thoughtful consideration was put into the inclusion of staff well-being, as well as addressing issues that may arise due to COVID."*

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.



### VTPBIS VIRTUAL ANNUAL FORUM

The keystone professional development activity of the year is the annual VTPBIS Leadership Forum. Over 135 people from 58 schools attended this October event to share and learn new ideas about PBIS! This year’s conference featured a keynote presentation by Vermont Principal, Rick Dustin-Eichler, as well as general sessions by national leaders - Brandi Simonsen, Ruthie Payno-Simmons, Susan Barrett, and Kathleen Lane. There were also 12 workshop sessions, 4 ignite sessions, and several networking opportunities.

*“Just shows what great leadership can mean to a school-wide effort.”*

*“I really appreciate having a voice from the field speak to his or her personal experience.”*

### TECHNICAL ASSISTANCE & COACHING

This year, with the increased capacity to provide [technical assistance](#) to VTPBIS SUs/SDs and schools, TAs formally reviewed, analyzed, and shared data with all of our schools to assist with data-based decision making and problem-solving. This practice, which will continue to occur on a quarterly basis, promotes connections between TAs and school teams and supports the sustainability of effective PBIS implementation. Some schools and SU/SDs help bridge the gap between professional learning and PBIS implementation by working with [VTPBIS coaches](#). So far this year, 21 schools have made contact with coaches to develop a scope of work that will help them improve PBIS systems, data, and practices.



## CLASSROOM BEHAVIOR PRACTICE COACHING (CBPC)

Due to the current context, CBPC cohort training has paused. The VTPBIS State Team will be working with all CBPC cohorts to explore options for continued training and support.

## RESTORATIVE APPROACHES CONTRACT

This year, VTPBIS/BEST Project collaborated with UP for Learning to coordinate the delivery of training on Restorative Approaches to education professionals. Working with the newly formed Vermont Restorative Approaches Collaborative, training was provided to ten teams as part of a one-year contract from the AOE. Teams were able to access a series of training sessions, in-service support, and individualized coaching. Participants reported being highly satisfied with all aspects of the training and technical assistance they accessed.

*“We now have a solid team with an understanding of RP that we can use to move forward with our student team and staff trainings.”*

*“The school team approach was beneficial. [Having] multiple trainings throughout the school year was helpful to keep moving forward in the learning and implementation.”*

Participants also reported significant increases in their proficiency in using restorative approaches in schools as a result of their participation in the project. For more information and resources from the VT Restorative Approaches Collaborative see [vtrac.org](http://vtrac.org).



## PROJECT AWARE

The VTPBIS State Team is participating in a project to support three supervisory unions in the implementation of a framework to connect school mental health and PBIS. With consultation and support from national PBIS experts, VTPBIS provides training, technical assistance, and coaching on strategies to enhance PBIS with mental health support across the home, school, and community. The three LEAs have established District Community Leadership Teams to identify and manage priorities for change, supported VTPBIS schools to develop and adapt roles of MH clinicians to meet the needs across the continuum of supports, and built student and family voice into their existing systems.



## FIDELITY

All VTPBIS schools are expected to complete fidelity assessments at least once per year.

This year, schools are being asked to complete the [Tiered Fidelity Inventory \(TFI\)](#) at each level of implementation by the end of March. The TFI is an efficient and effective validated measure to assess fidelity of core PBIS features at all three tiers. Results will allow school leadership teams to prioritize actions for change.

Additionally, this year, schools are being asked to choose between completing the [Self-Assessment Survey \(SAS\)](#) or the [School Climate Survey](#) (or both, if they prefer). The SAS is intended to assess staff perceptions around what PBIS features are in place and which areas are needed for improvement. The School Climate Survey can be administered to staff, students, and/or families. It measures school connectedness, school safety, peer/adult relationships, and more. The impact of this year's disruptions on individual teachers, students, and families is unknown, making it essential to expand the data used to guide social/emotional/behavioral learning and well-being. Collecting robust data on perceptions of school climate can be used to ensure students and teachers are feeling connected and engaged in their learning environments, despite the disruptions.

The results of the TFI, SAS, and/or School Climate Survey 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 behavioral challenges and improved academic achievement, among other outcomes. During typical years, the VTPBIS State Team uses these measures to determine VTPBIS that receive Exemplar awards. However, during COVID, different ways of assessing impact are necessary. For instance, many schools are focusing their efforts on attendance, engagement, connections, school climate, and informal screeners. The VTPBIS State Team will be developing an acknowledgement system that allows schools to indicate how they have been able to sustain PBIS during this challenging time and what impact it has had on their students, staff, and families. Results will be included in the VTPBIS Annual Report.

## NEW THIS YEAR

Many VTPBIS use SWIS (School-Wide Information System) to track and analyze problem behaviors. A new reporting option has been added to SWIS that allows schools to look at their data disaggregated by IEP status, gender, English Language learner status, and race/ethnicity. It also creates interpretive sentences for each graph to tell schools the story of their data. Schools have already started reviewing this report and sharing data with their staff for analysis and action planning.

## WHAT ARE NEW VTPBIS SCHOOLS SAYING?

*"PBIS is going quite well here. We are lucky to have great buy-in from our staff. SWIS is something that our school has been using for years, and it's nice to see how the data has positively changed with the implementation of PBIS."*

## SUSTAINABILITY

As it is now almost a full year of educating during a pandemic, we continue to focus on social/emotional/behavioral learning and wellbeing as the highest priority. The VTPBIS State team continues to promote doing a few things well that will have the greatest impact on student outcomes. The chart on the next page details the current status of the VTPBIS Action Steps for Sustainability identified in the VTPBIS Annual Report:



# VTPBIS Action Plan 2020-21

## *Goals & Actions*

**GOAL 1:** Provide real-time professional development, resources, and support that promote effective social/emotional/behavioral learning and wellness at home, school, or through hybrid education. Actions taken to achieve this goal are:

- Increased TA to review school data and make simple recommendations for change
- Additional free web-based trainings on social/emotional/behavioral strategies adapted for different learning environments
- Promoting use of PBIS School Climate Survey
- Newly updated web pages on COVID-19 related resources

**GOAL 2:** Prioritize a focus on equity and anti-bias. Actions taken to achieve this goal are:

- VTPBIS State Team members are participating in ongoing professional development
- Newly updated anti-bias and equity resources on website
- Promoting use of SWIS equity reports
- Embedding equity and anti-bias content into all VTPBIS training



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