



Winter 2024 Report

Introduction

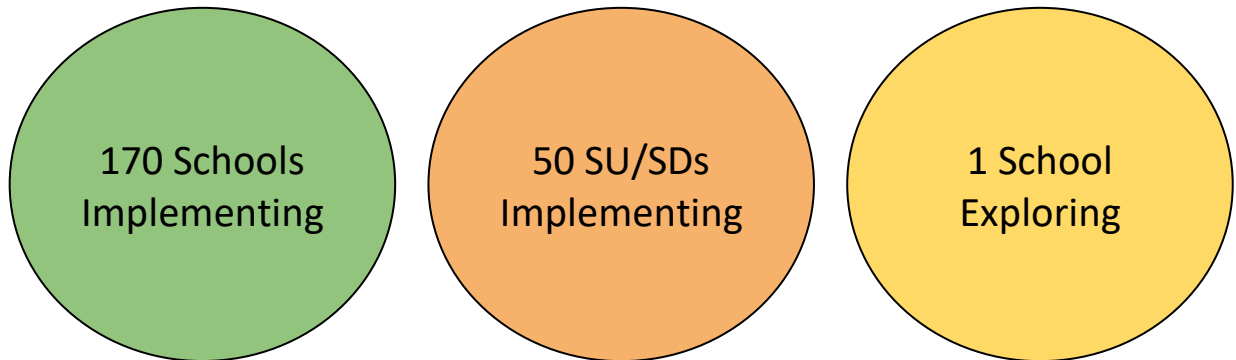
The Building Effective Supports for Teaching (BEST) Project reports three times a year on its progress in the areas of reach, process, capacity, fidelity, and outcomes. This winter report covers July 1, 2023, through Dec. 30, 2023. Over this period, the BEST Project has continued to meet Vermont schools where they are and provide necessary professional learning opportunities and resources. We continue to build our capacity through collaboration with colleagues in restorative approaches, Project AWARE, and Early MTSS/Pyramid Model. All of our work contributes to meeting the social, emotional, behavioral, and mental health needs of students, staff, and families/caregivers.

BEST Project Results by the Numbers

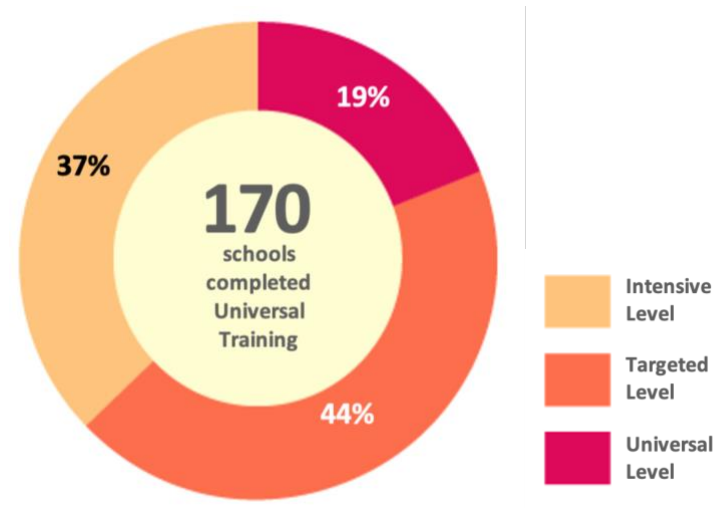
The BEST Project uses a variety of data points to track reach throughout Vermont, detail our process of implementation and efforts to build capacity, monitor fidelity of implementation, and document outcomes. The following includes quantitative and qualitative data as part of the evaluation of implementation efforts.

Reach:

During this timeframe, the [following schools/districts](#) are implementing or exploring PBIS.

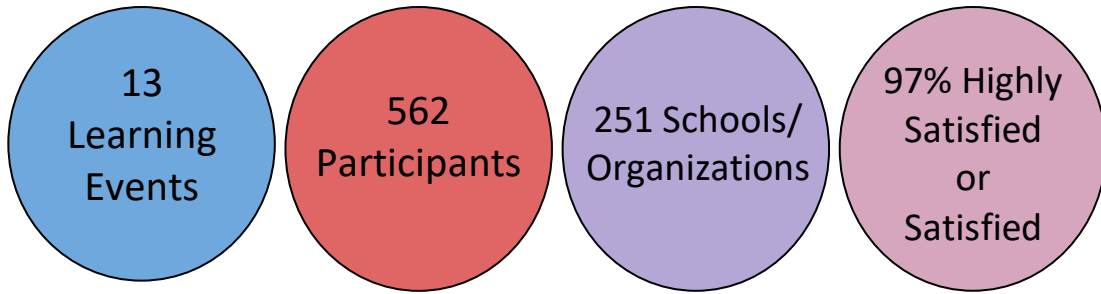


Of the 170 schools that have completed Universal training, 44% have also been trained at the Targeted Level, and 37% have been trained at the Targeted and Intensive Levels.



Process:

The following reflects data on the number of [trainings](#) offered by the BEST Project, the number of training participants, training satisfaction rates, and qualitative feedback provided by our training attendees. So far this year, 562 people representing 251 schools/organizations have attended 13 learning events with an average participant satisfaction rate of 97% highly satisfied or satisfied.



What are participants saying?

“I appreciate the language updates. PBIS is progressing in a way I feel more connected to.”

“I really enjoyed the workshops I attended - the information was clear and easy to follow. Diversity and equity were always included in every conversation.”

“This event was very well organized and a pleasure to attend.”

“All of the learning was relevant and so helpful! Our team has almost too many ideas to bring back to our school!”

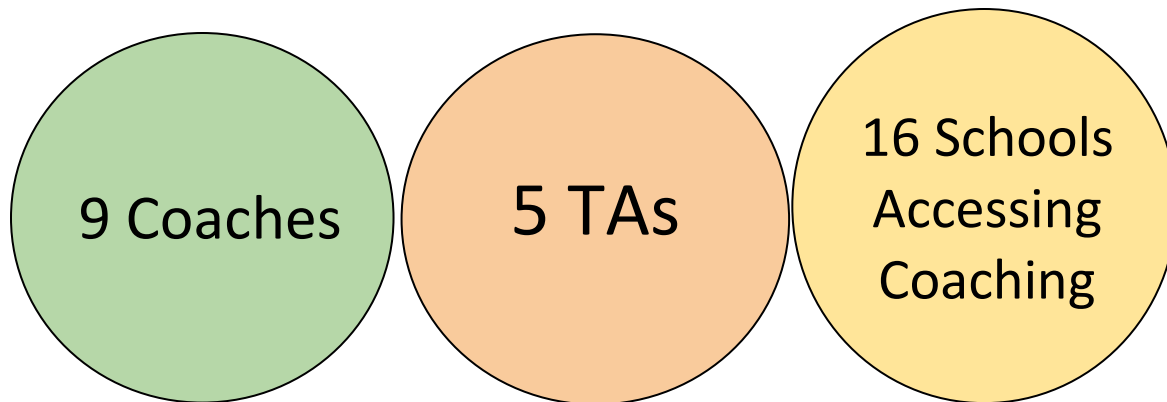
“I appreciated the focus on neurodivergent learners AND focusing on what adults can do to change their behaviors to help support learners.”

“The information was relevant and was easily given so we could think of how to incorporate it in our school.”

“The sessions provided time to interact with other participants and this was valuable!”

Capacity:

The following reflects data on the number of VTPBIS coaches and TAs, the number of schools that have connected with a coach, and special projects and grants the BEST Project works on.



Chantelle Albin



Kym Asam



Amanda Babcock



Lauralee Keach



Jon Kidde



Rebecca Lallier



Sherry Schoenberg

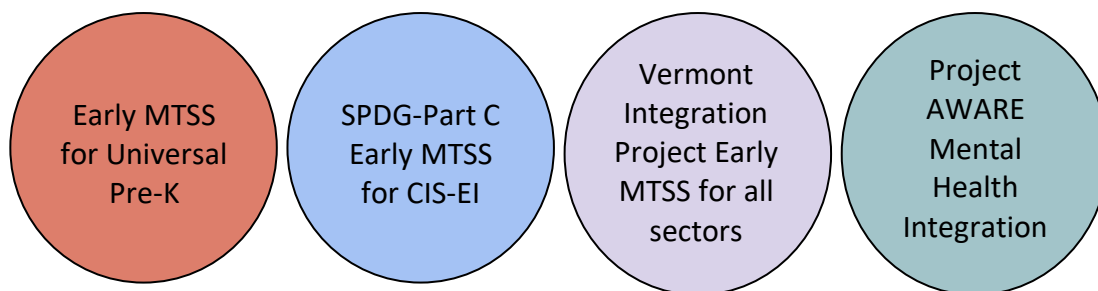


Gregg Stoller

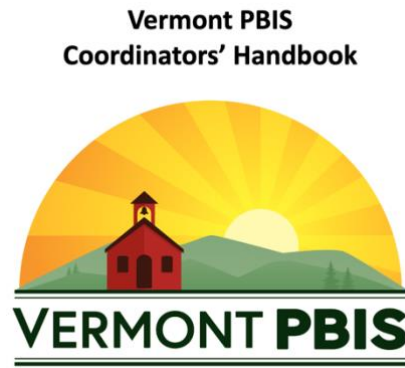


Jeremy Tretiak

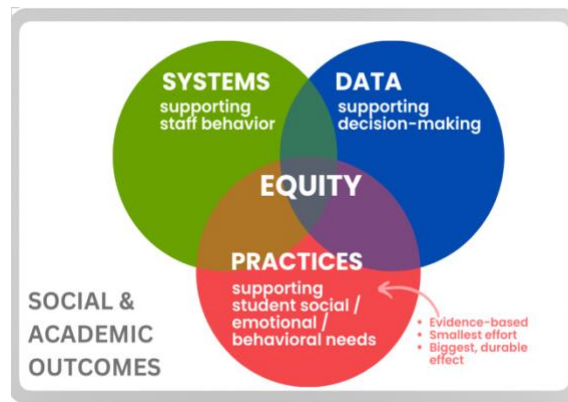
The BEST Project is involved in several ongoing statewide projects. They provide technical assistance/coaching support and contribute to scale-up, alignment, and data conversations.



The BEST Project also strives to increase the local capacity for PBIS implementation through the School and SU/SD Coordinators. To this end, the VTPBIS Coordinators’ Handbook has recently been updated to reflect updates in best practices and language.



The BEST Project also unveiled a series of [new webpages titled, “What’s New in PBIS?”](#) that summarize new learnings about what works. Schools were encouraged to review the resources, consider which areas their team may choose to prioritize and get started. We also recommended each team complete the [PBIS Big Ideas Activity](#) during the 2023-2024 school year and offered TA and/or coaching support.



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 the fidelity of core PBIS features at all three tiers. Categories of the assessment include Teams, Implementation, and Evaluation. Results will allow school leadership teams to prioritize actions for change.



SELF-ASSESSMENT SURVEY (SAS)

Schools also have a choice between administering the [Self-Assessment Survey \(SAS\)](#) (staff perceptions), the [School Climate Survey](#) (staff, student, and/or family/caregiver perceptions), and/or the [Feedback and Input Survey](#) (staff, student, and/or family/caregiver perceptions).



SCHOOL CLIMATE SURVEYS

We provide many reminders for schools to complete these important assessments and strive for high completion rates. We also share relevant articles from PBIS Apps that emphasize the importance of measuring fidelity and perceptions.

The results of the TFI, SAS, School Climate Survey, and/or Feedback and Input 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 annual VTPBIS Report.

Outcomes:

The BEST Project continues to determine the most accurate way of assessing PBIS-related outcomes. According to the [PBIS Evaluation Blueprint](#) published by the National Center on Positive Behavioral Interventions and Supports, schools implementing PBIS with fidelity should show desired changes in student outcomes such as discipline rates, academic achievement, graduation rates, SEB outcomes, student satisfaction, equity, staff retention, etc. Since 2020, while we have encouraged completing the TFI (see above), completion rates are lower than pre-pandemic. Therefore, it is difficult to determine which schools are implementing with fidelity, and even more difficult to determine whether their strong PBIS implementation is leading to desired outcomes.



Figure 1. The Full Evaluation Cycle.

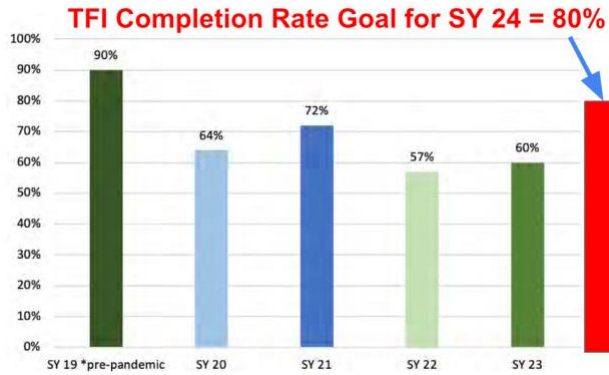


Figure 1, above, shows the full evaluation cycle as recommended in the PBIS Evaluation Blueprint. The graph, on the left, shows the TFI completion rates over time, including the goal for SY 24.

Decision rules regarding discipline rates vary greatly between schools (i.e. what is considered a “minor” behavior in one school may be considered a “major” behavior in

another). Due to the impacts of the pandemic, academic achievement scores are also difficult to use effectively to determine differences between schools, as there are so many variables at play. While student, staff, and family/caregiver satisfaction can be examined through the use of a school climate survey, not all schools/SU/SDs use the same survey, so it is difficult to compare scores across schools. Our most helpful information about outcomes is generated through the use of our Annual Acknowledgements process. We are currently revising the Acknowledgment process and are eager to roll out a new process this June that will help us determine which schools are actively implementing and at what level they are engaged. We hope that this will allow us to better report on outcomes schools are seeing as a result of their PBIS implementation.

Summary and Recommendations

The BEST Project has been very busy this half-year with prioritizing action items related to our SY 24 goals detailed in the [Annual Report](#). The following outlines progress on action steps taken at the time of this report. The Spring report will highlight additional action steps taken to meet our SY 24 Goals. Highlights include: connecting with various partners to expand our DEI efforts, providing training to both the field and implementation coaches on the fidelity of implementation, and intentionally aligning Early MTSS/Pyramid Model, PBIS, and Mental Health Integration within the overall MTSS framework.

SY 24 Goals	Action Steps
<p>Goal 1: Center diversity, equity, and inclusion</p>	<ul style="list-style-type: none"> Met with VTPBIS TAs to discuss future membership of the State Team to increase inclusivity, cultural responsiveness, and equity.

	<ul style="list-style-type: none"> ● Provided introductory content on using behavioral data to assess disproportionality in School-Wide Information System (SWIS). ● Met with the Membership and Outreach Committee Coordinator for the Vermont Educational Equity Collective (VEEC) to discuss opportunities for collaboration. ● Continued to prioritize and increase professional learning on DEI for VTPBIS TA Providers, Trainers, and Coaches. ● Used equity constructs to guide the development of professional learning opportunities to include the voices of all. ● Shared “What’s New in PBIS” webpages (that have a DEI focus) widely both via in-person trainings and digital newsletters. ● Reviewed and provided TA on ADA accessibility requirements with coaches/trainers ● Reviewed training materials to ensure ADA compliance
<p>Goal 2: Increase and improve the use of effective practices at high rates of implementation fidelity</p>	<ul style="list-style-type: none"> ● Supported existing VTPBIS schools in achieving/maintaining implementation fidelity through coaching, training, and TA. ● Ensured SUs/SDs/schools are aware of TA and coaching support through monthly email reminders, posting on website, and VTPBIS Updates ● Revised the annual VTPBIS Acknowledgement System. ● Specifically promoted “What’s New in PBIS” through coaching, training, and TA. ● Offered trainings on function-based thinking, de-escalation relationship building and crisis prevention and bullying prevention.
<p>Goal 3: Enhance schools’ capacity to include & align social-emotional behavior, well-being, mental health, and early childhood within a PBIS framework</p>	<ul style="list-style-type: none"> ● Collaborated with essential state and local partners on the integration and alignment of social, emotional behavioral learning and well-being and mental health within MTSS. ● Enhanced support for early childhood grant-funded sites in integrating Pyramid Model practices and PBIS. ● Provided TA and coaching support for schools to align and/or integrate interventions within the overarching PBIS or VTmtss framework. ● Offered professional learning on integrating multiple data sources to support alignment and action planning.

