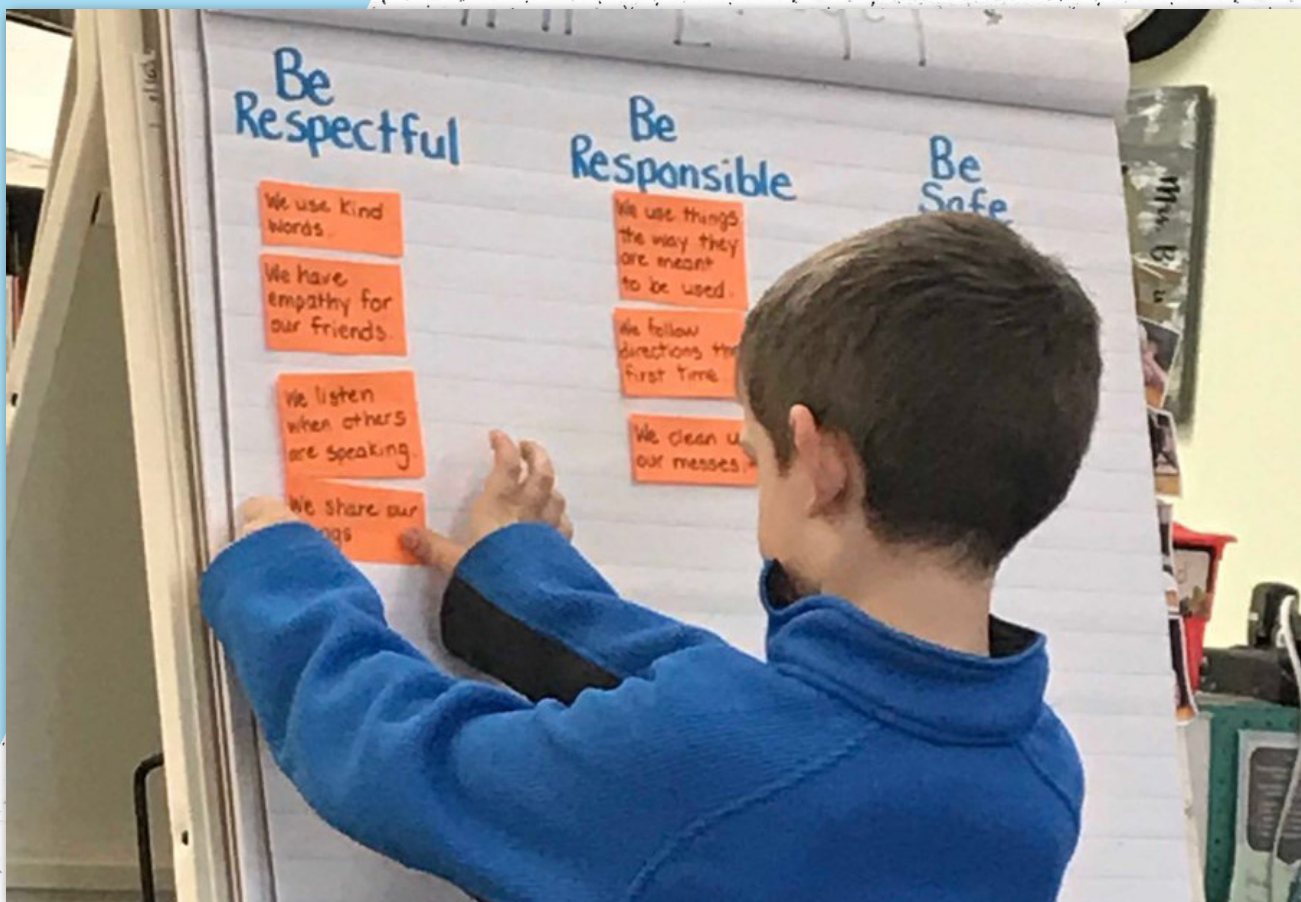




# VERMONT PBIS

## SPRING REPORT 2019



CENTER ON DISABILITY  
AND COMMUNITY INCLUSION

# CONTEXT

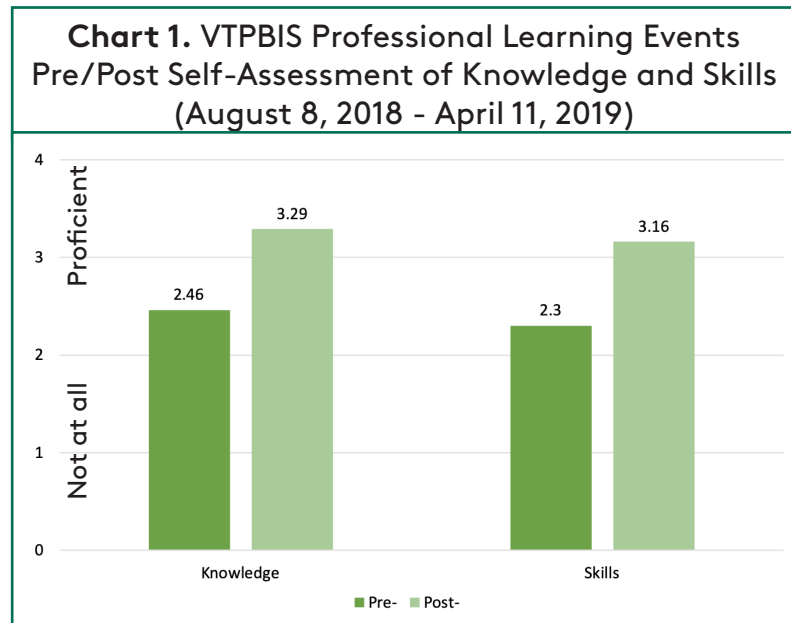
The VTPBIS State Team reports regularly on its progress in the areas of input, fidelity, impact, and sustainability. The Team currently supports **160 schools in 48 Supervisory Unions/Districts** to implement PBIS with the goal of achieving social, emotional, behavioral, and academic success for all students. Given a school year filled with such matters as consolidation, new legislation (Act 173), and multiple snow days, VTPBIS schools are thriving.

# 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, 892 people attended 30 learning events with an average participant satisfaction rate of 98.79% highly satisfied or satisfied.

*"I enjoyed seeing the direction that our school was taking was the same direction the rest of the state was going. I really appreciated having a restorative practices expert there."*

*"It is always important to review the data from around the state to see the overall effectiveness of PBIS."*



*"I enjoy hearing what other schools are doing and gathering information about how to tweak our program to make it the best it can be."*

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 1**.

# INPUT

## VTPBIS Core Trainings

So far this year, 29 schools received VTPBIS core training:



*"The most helpful thing about the training was the mini-presentations followed by team time to implement the information into our teams' practice."*

*"The intensive process is a good one. I feel like it's the right work to fill our needs. The trainers were extremely experienced and knowledgeable about the process."*

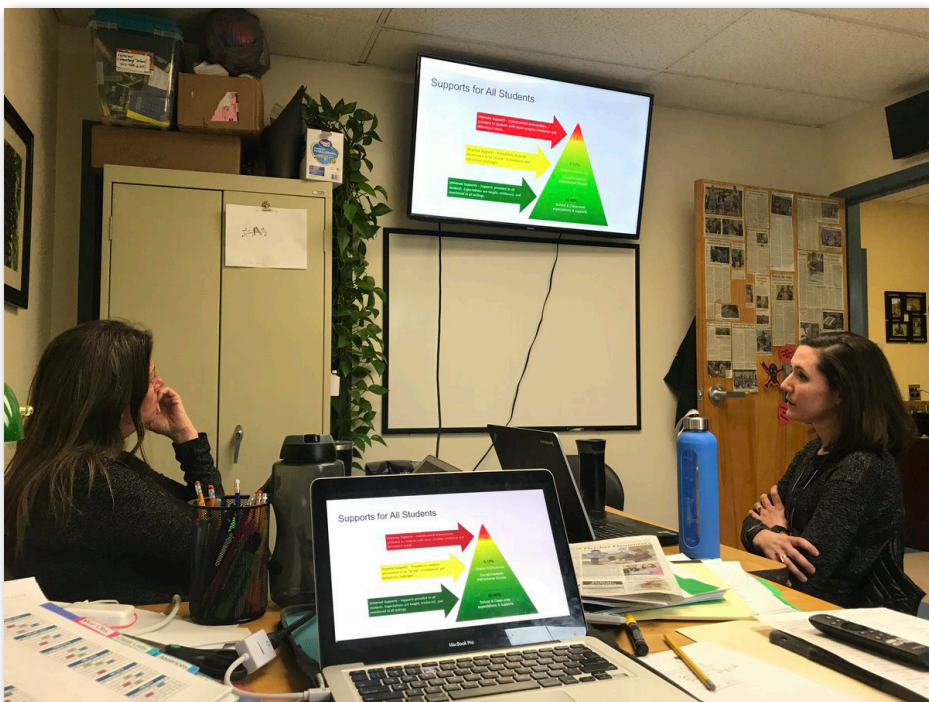


*"I loved the ideas I received from some of the groups about how to engage the parents and community in PBIS."*

# INPUT

## Classroom Behavior Practice Coaching

Cohort Three 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 15 selected participants representing 8 schools have attended three webinars and one full-day, in person training. They will also participate in one additional web-based training session, 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 2019.



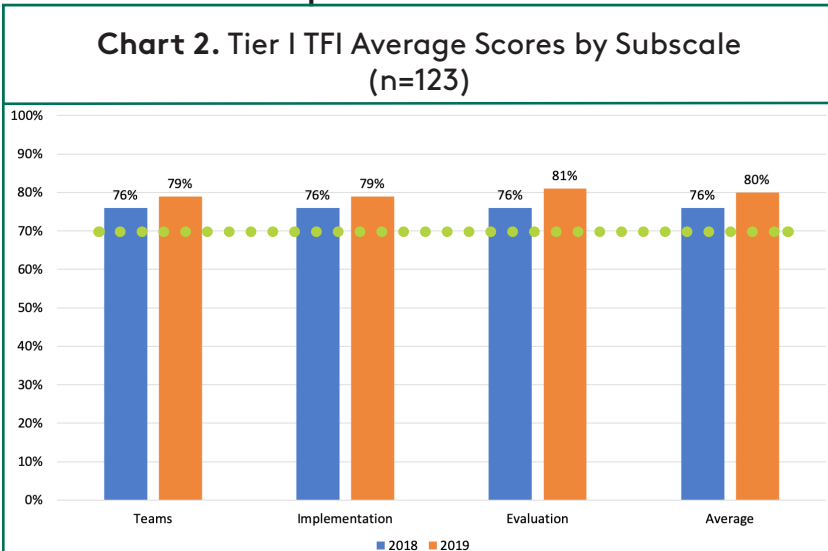
*"The overview provided me with the increased confidence I will need in order to bring it back to my school."*

*"I enjoyed the facilitators and how they are making a potentially complex system approachable and creating a space where questions and ideas are welcomed."*



# FIDELITY

All VTPBIS schools were asked to complete the **Tiered Fidelity Inventory (TFI)** at each level of implementation. 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.



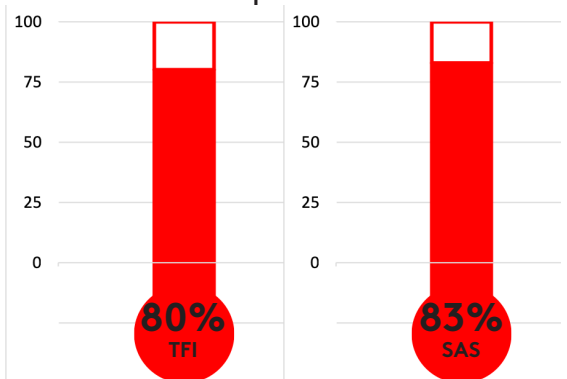
The results of the TFI and SAS are used by school leadership teams to develop an annual action plan for PBIS sustainability. Aggregated results will also help guide the professional development offerings of the VTPBIS State Team.

This year 80% (123) of VTPBIS schools completed the TFI. Average scores on each of the Tier I subscales and the overall average score increased from 2018 to 2019, indicating that schools that completed the TFI are implementing with a higher level of fidelity this year than last (**Chart 2**).

Schools also completed the Self-Assessment Survey (SAS), which measures staff perceptions of the implementation status and improvement priority for schoolwide, classroom, non-classroom, and individual student systems. The SAS was completed by 83% (127) of VTPBIS schools so far this year.

A score of 70% or better on the TFI indicates fidelity of implementation at the Universal Level. 79% of schools are implementing with fidelity (as reported on their TFI), up from 71% last year!

As of 4/22/19, 80% of VTPBIS schools completed the TFI and 83% completed the SAS.



# IMPACT

One way to determine state-wide impact of PBIS is to identify schools that implement PBIS with fidelity over time and have fewer office discipline referrals and improved academic achievement. VTPBIS schools that demonstrate these results receive annual VTPBIS Exemplar awards; these awards will be presented in the Fall of 2019. Results will be included in the VTPBIS Annual Report.



The Classroom Behavior Practice Coaching Cohort One schools with available data (11) show an average overall decrease in major ODRs from the classroom of 13.5%.

# SUSTAINABILITY

The 2017-18 VTPBIS Annual Report identified eight action steps that were informed by statewide fidelity data, student outcome data, and through input from Vermont’s PBIS School and SU/SD Coordinators. A report of progress on all action steps will be provided at the end of the year. Below lists highlights of three of the action steps that were identified.

Intensify Classroom Management Training/Coaching	<ul style="list-style-type: none"><li>● Impact of the CPBC training and consultation series is continually assessed.</li><li>● 52 individuals are registered to participate in an intensive strand on positive classroom behavior practices at the upcoming BEST/MTSS Summer Institute.</li></ul>
Explore Restorative Practices within PBIS	<ul style="list-style-type: none"><li>● Restorative Principles are now fully integrated into VTPBIS training at the Universal Level. This is intentionally being developed at the Targeted and Intensive level.</li><li>● UVM VTPBIS State Team members are collaborating with RP PD professionals to apply for a grant to support schools in implementation of whole-school restorative approaches.</li></ul>
Work with MH partners on interconnecting MH and PBIS	<ul style="list-style-type: none"><li>● The UVM VTPBIS State Team has been awarded a contract to support the alignment and integration of education and mental health into an integrated system of delivery in three LEAs.</li></ul>

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

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