

Vermont Positive Behavior Interventions and Supports (VTPBiS) Three Years of Implementation and Still Growing

The Vermont Positive Behavior Interventions and Supports (VTPBiS) state level implementation team is pleased to present the 2010 Annual Report. This document includes data on progress made during our third year of implementation to bring the national framework of Positive Behavior Interventions and Supports (PBIS) to all learners in interested Vermont schools. This year, the number of schools implementing VTPBiS increased by 33%. This growth was supported by continued prioritization of PBIS for BEST and Act 230 grant allocations by Education Commissioner Armando Vilaseca, continued guidance from Deputy Education Commissioner Rae Ann Knopf, support from the National PBIS Technical Assistance Center, and leadership by our state level implementation team.

PBIS is a systems approach that brings together both evidence-based practices and effective implementation strategies that result in increased social and academic competence by all learners. Vermont's Positive Behavior Interventions and Supports is a state-wide system established and maintained by the Building Effective Support for Teaching (BEST) Team, a collaboration between the Vermont Department of Education and the Center for Disability Inclusion at the University of Vermont. This state level implementation team facilitates job-embedded professional development through continuous training, coaching and technical assistance to implementing schools and supervisory unions/districts. Within this context, representative school leadership teams build upon existing strengths to create well-defined systems, use evidence-based practices and apply data-centered problem solving methods. VTPBiS is used by many schools to integrate and strengthen their work such as Response to Intervention, Responsive Classroom, Olweus Bullying Prevention and Differentiated Instruction.



Third Year Evaluation Highlights - July 1, 2009 through June 30, 2010 -

Third year evaluation measures show:

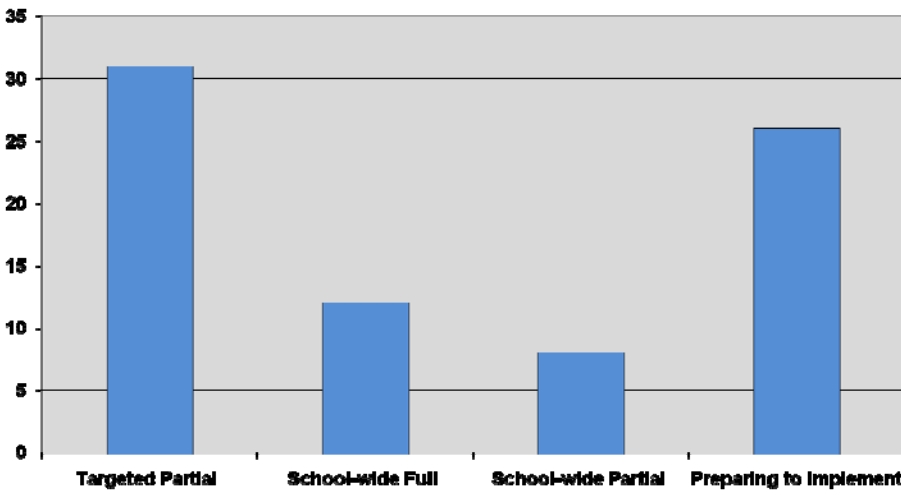
- **79% of VTPBiS schools have been able to fully implement school-wide PBIS with fidelity within six months** of completing their training.
- **78% of all schools implementing PBIS for two consecutive years maintained fidelity** over that period of time.
- **53% of fully implementing schools have gone on to work on implementation of the targeted level of support** for students with more intensive needs **within one year.**
- Overall **average post implementation fidelity scores** for the fully implementing schools is **88%.**
- All implementing VTPBiS schools have **improved systems for teaching behavioral expectations by 79% and overall behavioral support systems by 35%.**
- VTPBiS is positively impacting approximately:
 - 20,580 students**
 - 3,016 students with disabilities**
 - 77 schools**
 - 34 supervisory unions**
 - 8,230 families**

Voices from VTPBiS schools:

“I feel that our current initiative as a Responsive Classroom school meshes very well with PBIS.”

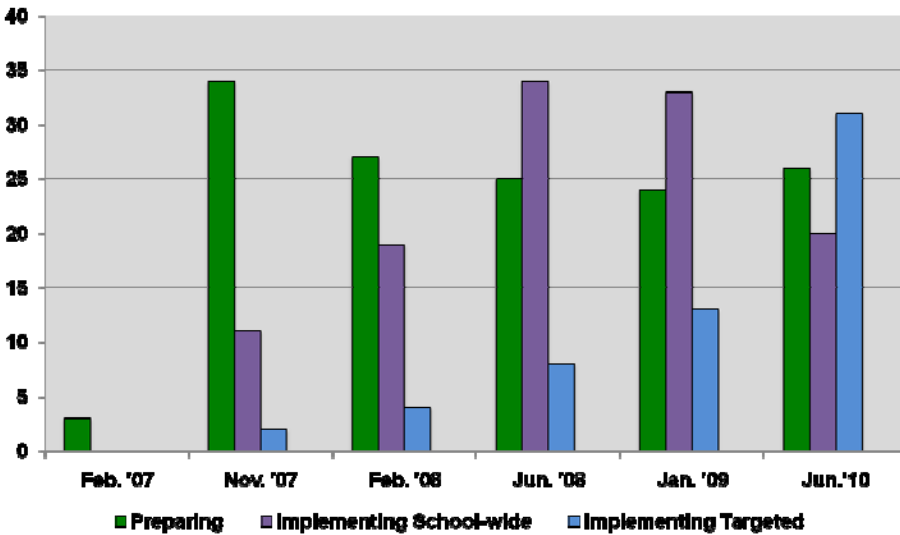
“PBIS is the BEST!”

Current Status of VTPBiS Implementation, as of June 30, 2010



Seventy-seven schools in 34 Supervisory Unions throughout Vermont are engaged in various stages of training and implementation of Positive Behavior Interventions and Supports as one of their primary continuous improvement activities. Seventy-nine percent of VTPBiS schools have been able to fully implement school-wide PBIS with fidelity within six months of completing their training. Seventy-eight percent of all schools implementing PBIS for two consecutive years maintained fidelity over that period of time. The Vermont model of ongoing coaching and technical assistance supports this implementation fidelity that is essential for positive outcomes.

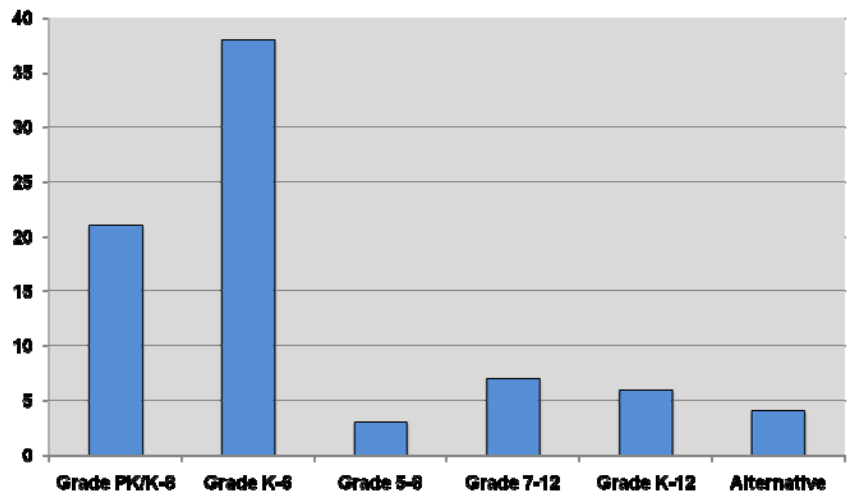
VTPBiS Implementation Over Time



Vermont schools having fully implemented school-wide PBIS and achieved at least 80% on an external post implementation evaluation (SET) move to work on implementing targeted systems of support. Currently, the overall average post implementation SET score for schools fully implementing school-wide PBIS is 88%. Fifty-three percent of these fully implementing schools have gone on to work on implementation of the targeted level of support within one year.

The graph to the right displays the range of grade configurations of current VTPBiS schools. Elementary schools progress most quickly with high rates of implementation fidelity. High schools are more complex systems and take longer to fully and effectively implement PBIS. We continue to learn effective practices at this level, in order to support PBIS implementation in our high schools.

Grade Configurations of VTPBiS Schools



- VTPBiS schools rated themselves most highly in:
- Increased recognition of positive behaviors throughout the school
 - Increased consistency in staff response to positive and problem behaviors
 - Improved school morale
 - Increased ability to make data-based decisions

VTPBiS State Level Implementation Team

Carol Randall, State-wide Coordinator
 Richard Boltax, BEST Co-Coordinator
 Sherry Schoenberg, BEST Co-Coordinator
 Sabine Baldwin, Administrative Support
 Anne Dubie, Administrative Support
 Cassandra Corley, Implementation Coach
 Ken Kramberg, Implementation Coach
 Josh Souliere, Implementation Coach

During the past year, we increased our number of trainings and site visits while maintaining a high satisfaction rate:

- Provided PBIS related professional development to 1,300 educators.
- Received a 92% rating of “highly satisfied” or “satisfied” from participants.
- Provided ongoing coaching through more than 180 visits to Vermont schools implementing PBIS, in addition to technical assistance to preparing schools.

Voices from VTPBiS schools:

“It looks like the support from VT DOE and the national websites will provide what we need when we need it.

A system that we can count on, and so can our staff.”

“I’m delighted that our school is part of this initiative.”

“I will be looking at SWIS data in a whole new way with a deeper understanding of how I can support social growth and success for students and adults.”

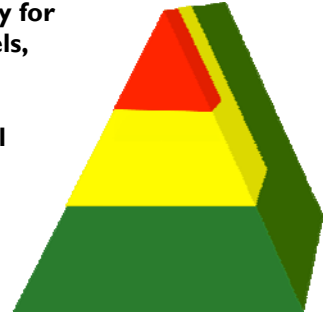
Capacity Building to Improve, Scale Up and Sustain

PBIS is a multi-level prevention system that supports improved behavioral and academic outcomes for ALL students

Intensive Level: assessment-based, high intensity for individual students, in addition to the other levels,

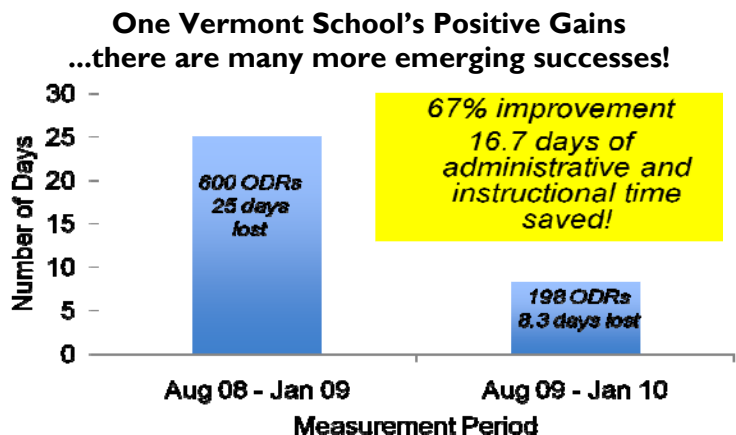
Targeted Level: rapid response, high efficiency small group support, in addition to the universal level, for 5-10% of the student population.

Universal Level: proactive, preventive, for ALL, in ALL settings. Meets the needs of 80-90% of the student population.



In order to improve and sustain our implementation of VTPBiS and invest in scale-up of this system that truly does impact the outcomes for Vermont learners, we must build capacity at the school, supervisory union/district, regional and state levels. The state level implementation team has set goals for 2010-11 and secured resources to:

- Identify, train and coach Universal Level Coordinators in SU/districts with more than one PBIS school.
- Increase capacity to support VTPBiS implementation through regional mentor coaches.
- Increase the VTPBiS trainer cadre and quality of service delivery at the Universal, Targeted and Intensive Levels.
- Work with national content experts to:
 - ⇒ Design and train for coaching the implementation of Targeted and Intensive Levels.
 - ⇒ Design and install the Intensive Level of supports in demonstration sites.
 - ⇒ Coordinate VTPBiS with Vermont’s Integrated Instruction Model (ViiM) for Behavior and Academics. This work includes convening a Statewide Leadership Team for Response to Intervention (Rtl) and merging membership from the VTPBiS Statewide Leadership Team into the new advisory group.
- Expand the use of state-wide PBIS data to identify trends and outcomes, and effect mid-course corrections, as necessary, through a state level PBIS evaluation process.



ODR = Office Discipline Referral

We celebrate the following Vermont schools for 'Accentuating the Positive' through VTPBiS!

Alburgh Community Education Center
Bakersfield Elementary School
Barnet Elementary School
Barre City Elementary/Middle School
Bellows Falls Middle School
Bennington Elementary School
Bingham Memorial Elementary School
Bradford Elementary School
Bridgewater Village Elementary School
Bridport Central School
Bristol Elementary School
Burke Town School
Cabot School
Champlain Elementary School
Charlotte Central School
Coventry Village School
Craftsbury Academy
Crossett Brook Middle School
Dothan Brook School
Edmunds Elementary School
Fairfield Center School
Flood Brook School
Gateway Program
Grand Isle School
Green Street School
Hardwick Elementary School
Hazen Union School
Highgate Elementary School
Hinesburg Community School
Hyde Park Elementary School
**Integrated Arts Academy @
 H.O. Wheeler Elementary**
Isle La Motte School
Jericho Elementary School
Lakeview Union School
Leland & Gray High School
Lincoln Community School
Lowell School
Lyndon Town School
Millers Run School
Milton Elementary School

Missisquoi Valley UHSD
Molly Stark School
Monkton Central School
Monument Elementary School
Mt. Abraham Union High School
Newport Town Elementary School
North Country Union High School #22
Orange Center School
Orchard School
Peoples Academy
Pownal Elementary School
Putney Central School
Ripton Elementary School
Riverside Middle School
Rochester School
Salisbury Community School
Sharon Elementary School
Sheldon Elementary School
Sherburne Elementary School
Shoreham Elementary School
St. Albans City School
Stockbridge Central School
SUCCESS Program
Sustainability Academy @ Lawrence Barnes Elementary
Sutton Village School
Swanton Central School
Thatcher Brook Primary School
Troy Elementary School
Tunbridge Central School
Twinfield USD #33
Vergennes Union Elementary School

Vergennes Union High School
Wardsboro Elementary School
Wilder School
Williamstown Elementary School
Wolcott Elementary School
Woodbury Elementary School



**For more information, visit:
www.pbisvermont.org**