

Positive Outlook

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Our Mission

Increasing the capacity of Florida's school districts to address problem behaviors using Positive Behavior Support within a Response to Intervention framework.

Special Data Issue

Each year Florida's Positive Behavior Support: RtI for Behavior (FLPBS:RtIB) Project conducts an extensive evaluation of its activities. This newsletter shares some of the state-level outcomes of our 2007-2008

annual evaluation, and offers tips on how these data can be used to improve or maintain implementation in your school. If you would like more information about these data, or if you have questions about

how you can use these figures in conversations with your district and school personnel, please contact your PBS District Coordinator or your FLPBS:RtIB faculty contact person (see side panel).

Notable Thought

"...Teachers were leery to look at data, as they were afraid that it was going to be used against them...Our teachers have come to appreciate what the data are telling them and use that information as a weapon to fight for what our students need."

- From the RtI Action Network Blog, "Building Consensus." Written by Jared Moretti. Downloaded 12/29/08 from <http://www.rtinetwork.org/Connect/Blog/Jared-s-Blog-on-Building-Consensus>

In This Issue

Sustainability and Growth p. 2	Student Outcomes: Academics..... p. 6
• Florida Schools Trained in PBS	• Average Percent at FCAT Reading Level 3+ by School Type
• Florida Schools Implementing PBS at Each Tier of Support	Resources for Data-Based Decision Making.... p. 6
• SWIF Survey Results	PBS Model Schools..... p. 7
Fidelity of Implementation: Tier 1 p. 4	Dates to Remember p. 8
• Average BoQ Score by Academic Year and Percent of Schools Implementing with Fidelity	Announcements..... p. 8
Student Outcomes: Discipline..... p. 5	
• ODR, ISS, and OSS Rates by Implementation Level Across School Years	

Sustainability and Growth

Florida Schools Trained in PBS

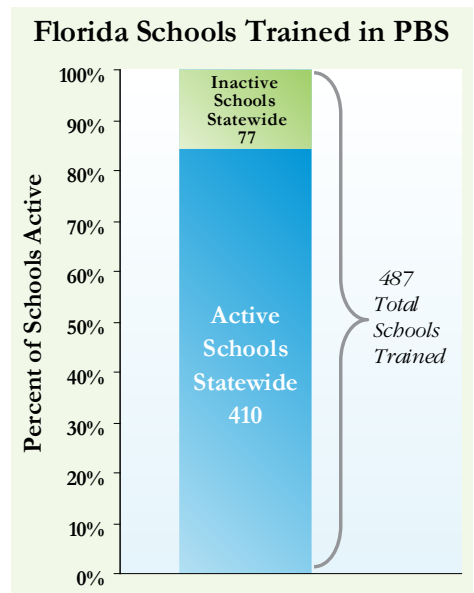
Description:

This graph shows the total number of schools trained in Tier 1 PBS from May 2002 through May 2008. Overall, 487 schools have been trained, and over **84% of those schools report that they continue to actively implement Tier 1 PBS**. Implementation research shows that only a small percentage of participants (less than 25%) can show that they used critical components of their interventions (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005; <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>). PBS research found that without proper capacity building, less than 25% of schools trained in Tier 1 PBS were still implementing after

their first year (George & Kincaid, 2008; <http://flpbs.fmhi.usf.edu/pdfs/Building%20District%20Capacity%20for%20PBS.pdf>). The high percentage of Florida schools that continue to implement Tier 1 PBS is evidence of an effective state, district, and school-level systems change effort.

Use this information to assist with BUILDING FACULTY BUY-IN.

Positive Behavior Support has become increasingly popular, both in Florida and across the country. More schools are being trained every year, and those that are trained tend to stick with it. Positive Behavior Support fulfills requirements for the 2007 EBD rule change, and provides a framework for Response



to Intervention for Behavior. If your school has already started implementing, encourage your staff to keep going – they're not alone in their efforts!

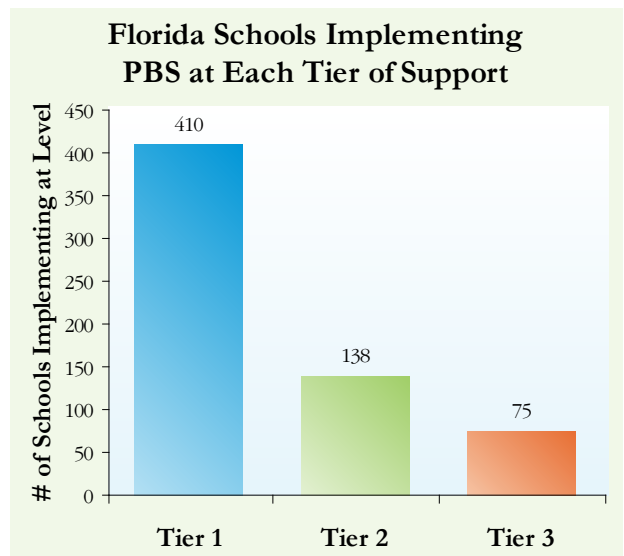
Florida Schools Implementing PBS at Each Tier of Support

Description:

This graph illustrates the total number of FLPBS:RtIB supported schools that report implementation of PBS at the school-wide (Tier 1), supplemental (Tier 2), and individual (Tier 3) levels as of Fall 2007. Effective systems of support build on the foundation provided at the Tier 1 level; as the number of schools implementing Tier 1 with fidelity increases, more schools will be ready to develop support systems at Tiers 2 and 3.

Use this information to assist with TEAM ACTION PLANNING.

PBS does not end at the school-wide level. As schools improve their implementation fidelity at the Tier 1 level, they will be better able to take the steps that are needed to build more comprehensive systems of support. Review your school's Benchmarks of Quality scores each year, and identify areas that can be more fully developed. If your school's total score was higher than 70 and your school is ready to address the



more intense needs of students at Tiers 2 and 3, contact your District Coordinator to initiate training.

SWIF Survey Results

The SWIF is a web-based survey managed through SurveyMonkey.com. PBS Coaches are asked to encourage all team members to participate in the survey at the end of each school year. In addition to demographic information about the respondent and their school, participants are asked to rate critical elements as to whether they are “helpful” or “problematic” with respect to implementation of Tier 1 PBS. In addition, respondents were provided space to comment on any other things perceived to be “helpful” and “problematic.”

Highest Rated Helpful Items	Highest Rated Problematic Items
✓ Clearly defined expectations and rules	✓ Discipline data are shared with faculty regularly
✓ A reward system that works	✓ Discipline data reviewed regularly
✓ Students’ responses to rewards/activities	✓ Discipline data are entered regularly
✓ Discipline data is used to make decisions	✓ Administrator’s availability for PBS meetings
✓ PBS Team is representative of school staff	✓ School has consequences that are consistent
✓ Administrator rewards students	✓ Administrator stability from year to year
✓ PBS Coach’s guidance with process	✓ Staff’s belief about effectiveness of PBS
✓ PBS Team is cohesive	✓ Staff time available for implementation
✓ Administrator input about PBS implementation	✓ Administrator’s time involved in implementation
✓ Administrator is committed to PBS	✓ Discipline data are used to make decisions

Description:

Just over 100 SWPBS team members from 24 Florida school districts weighed in with what they felt to be the most helpful factors for implementation of Tier 1 PBS, and those that were most problematic. Overall, **the most helpful factors involved administrative support and team functioning, while the most problematic factors included data systems for school-wide discipline and staff participation.**

Use this information to assist with **TEAM ACTION PLANNING.**

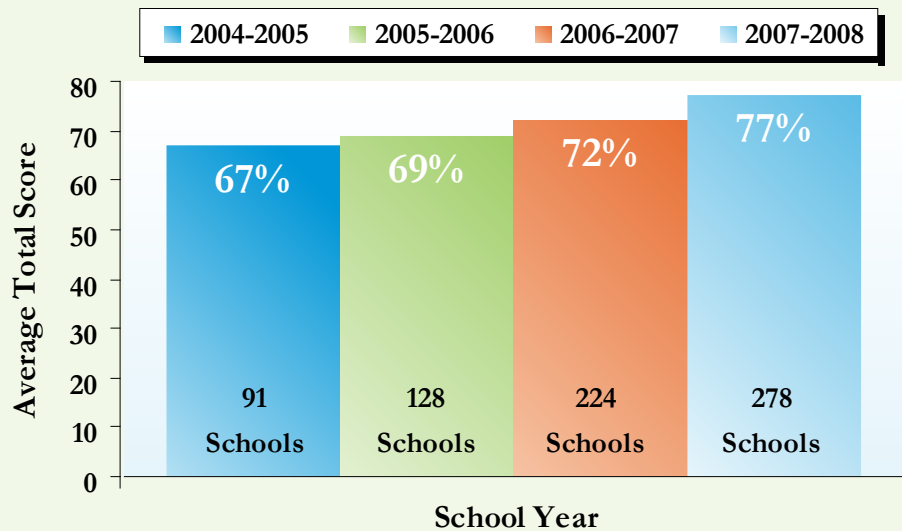
Which of the items listed as being “helpful” to school teams are characteristic of your school? Which items could be improved upon or are missing? Use these, in conjunction with your school’s data, to create goals for the school year. Which of the items listed as being “problematic” are characteristic of your school? Turn

one of these items into a problem identification statement and work through the problem-solving process with your team and faculty members. Talk with your PBS Coach or District Coordinator, or visit the FLPBS:RtIB Project’s website (http://flpbs.fmhi.usf.edu/resources_schoolwide.asp) to get additional ideas and/or support.

Fidelity of Implementation: Tier 1

Average BoQ Score by Academic Year and Percent of Schools Implementing with Fidelity

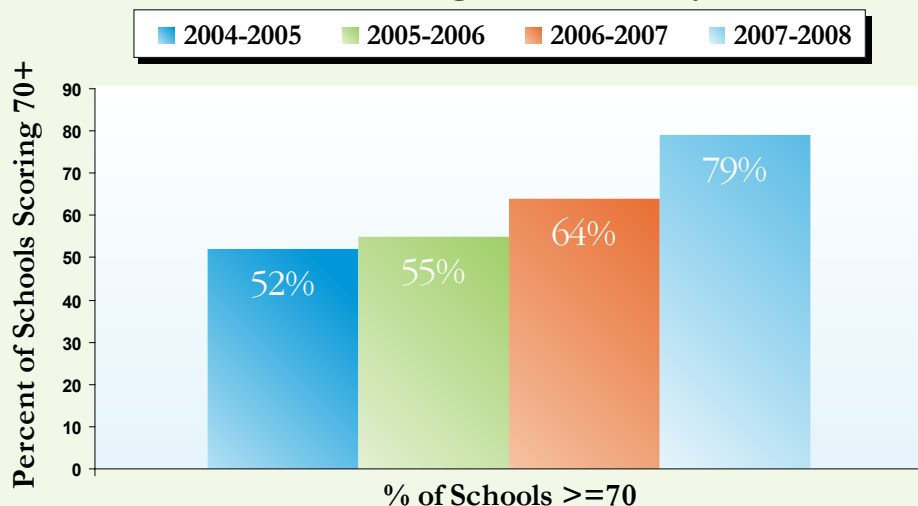
Average BoQ Score by Academic Year



Description:

Since the Benchmarks of Quality (BoQ) instrument was developed in 2005, the quality of implementation of PBS at the Tier 1 level has steadily increased. Statewide, the average Benchmarks score increased 10 points in three years (from 67 in 2005, to 77 in 2008). This is especially encouraging since the total number of schools also increased during that time (187 new schools were trained). As of June 2008, **nearly 80% of Florida's PBS schools reported a BoQ score of 70 or higher, which is considered to reflect a basic level of full implementation.** These improvements may reflect a stronger commitment by district personnel to support PBS in their county, as well as continuous evaluation and problem-solving by school personnel.

Percent of Florida's PBS Schools Implementing with Fidelity



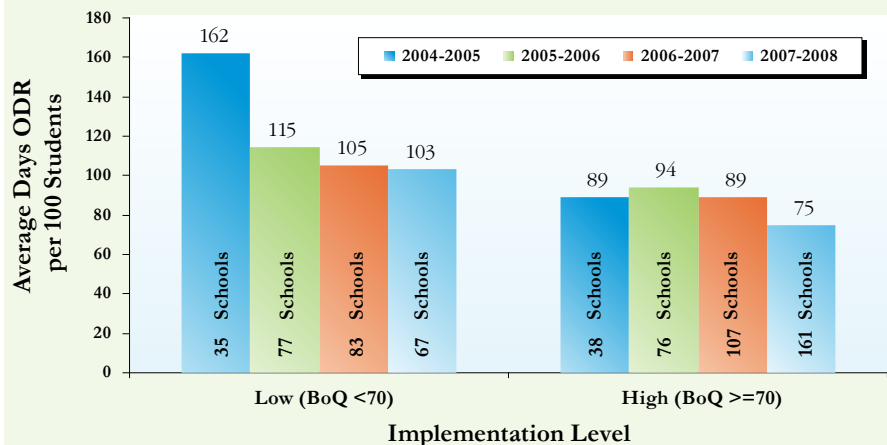
Use this information to MOTIVATE YOUR TEAM AND ACTION PLAN.

How does your school's BoQ score compare with the state average? Is your school included in the 79% of schools that scored 70 or higher on the Benchmarks? Celebrate your hard work with your team and with your school's staff, and then review your School-Wide plan to see how to improve implementation over the rest of this school year.

Student Outcomes: Discipline

ODR, ISS, and OSS Rates by Implementation Level Across School Years

ODR Rates by Implementation Level Across School Years



Description:

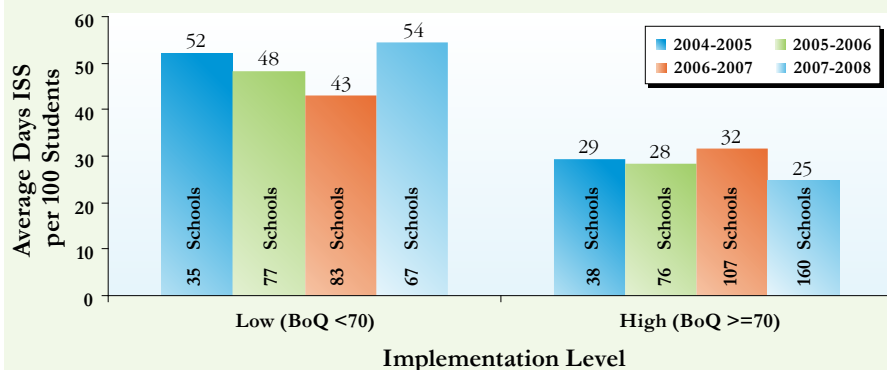
Over the years, **the statewide average rate of office discipline referrals and days of out-of-school suspensions (OSS) has decreased in schools that implement SWPBS.** This outcome is even more pronounced for schools that score 70 or higher on the Benchmarks of Quality. With days of in-school-suspensions (ISS), the statewide average rate is 26% to 54% lower for high-implementing schools than for lower-implementing schools.

Use this information to assist with BUILDING FACULTY BUY-IN, AND DISTRICT/COMMUNITY SUPPORT.

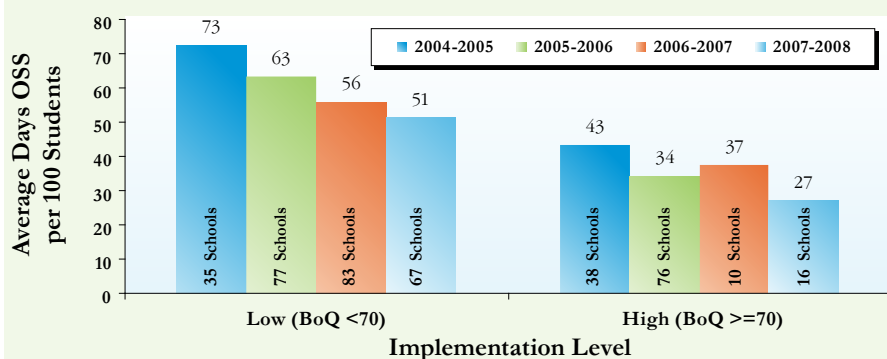
Share this information with your faculty, and explain how schools that implement with higher fidelity realize better outcomes. Use this information to start a dialogue with your staff about the importance of adhering to the School-Wide PBS plan. Be sure to solicit your staff's feedback about why they may not implement consistently from staff member to staff member, and then use their feedback to action plan. Always show how your staff's input is being used to shape the School-Wide plan.

With district-level personnel and community partners, share this information with them as an example of why additional resources or other forms of support are needed at your school. In order for schools to achieve the best results possible, SWPBS needs to be implemented with fidelity. Share outcome data from your school to make your case even stronger.

ISS Rates by Implementation Level Across School Years



OSS Rates by Implementation Level Across School Years



Student Outcomes: Academics

Average Percent at FCAT Reading Level 3+ by School Type

Description:

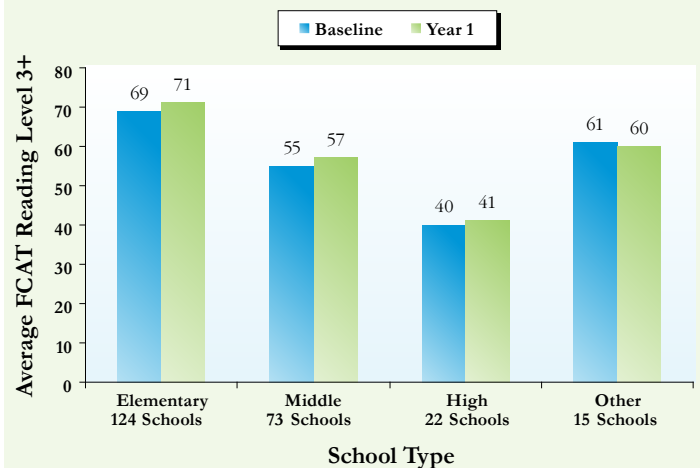
This graph shows PBS schools' statewide average percentage of students scoring at Level 3 or higher on the 2008 FCAT Reading test following their first year of SWPBS implementation. This is compared to their FCAT results from the year prior to implementation of SWPBS (their baseline year).

Overall, PBS schools realized a gain in the percentage of their students reading at or above grade level.

Use this information to assist with BUILDING FACULTY BUY-IN.

The critical point for schools and districts to understand is that taking the time to teach and reinforce expected behaviors doesn't take away from academics. SWPBS will help schools achieve their goals both in regards to achievement as well as student behavior.

Average Percent of Students at FCAT Level 3+ in Reading by School Type



Resources for Data-Based Decision Making

At Tier 1:

A tool to help schools calculate suspension and expulsion rates by ethnicity. Developed by North Carolina's State PBS Team, this tool will report total days and total number of instances of ISS, OSS, LTS (long-term suspension), and expulsion by ethnic group. School teams can use this information to help identify whether Tier 1 supports are working effectively for different groups of students.

<http://www.ncpublicschools.org/docs/positivebehavior/data/requirements/pbssuspension.xls>

If you have trouble accessing this file, the main webpage for the spreadsheet is: <http://www.ncpublicschools.org/positivebehavior/data/requirements/> (Download the "NC PBS Suspension-Expulsion Worksheet.")

At Tier 2:

A tool to help teams prioritize and progress monitor students who are nominated for Tier 2 supports.

This Excel file automatically graphs daily Behavior Report Card scores. An expanded version of this tool that includes Tier 3 progress monitoring will be available from the FLPBS:RtIB website in the spring of 2009. After downloading the form, be sure to click "Enable Macros" when prompted.

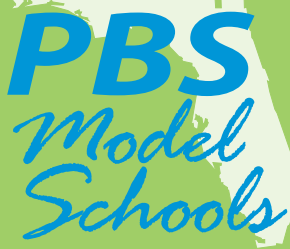
http://flpbs.fmhi.usf.edu/resources_targetedgroup.asp

(Download the "Tier II Data Collection Spreadsheet").

At Tier 3:

An introduction to DBDM for classroom teachers. This web page defines data-based decision making (DBDM), explains how it can be used in a classroom, and provides tips for deciding which type of measure (permanent product, latency, frequency, momentary, partial interval, whole interval, and duration) is best for different behaviors. The larger website also offers information and tools for instructional planning, behavior plans, collaboration, and assessment.

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=assessment§ion=ddm/main>



PBS Model Schools have met specific criteria and have demonstrated innovative, creative, and functional ways of supporting PBS in their respective school. In SY 2007-2008, the FLPBS:RtIB Project acknowledged PBS Model Schools at the Bronze, Silver, or Gold level, with Gold being the highest level of recognition a school can earn.

For the 2007-2008 school year, there were a total of 91 PBS Model Schools: 37 Bronze, 44 Silver, and 10 Gold. Congratulations to each of our 2007-2008 Model Schools – your hard work is making a difference across the State of Florida!

For a description of the criteria involved at each level of Model status and to review the applications and artifacts submitted by these Model schools, please visit the FLPBS:RtIB Project's website:

<http://flpbs.fmhi.usf.edu/model-schools.asp>

Gold Level Schools

District	School	Model School Application
Charlotte	Liberty Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/liberty_elementary_08_09.asp
Collier	Laurel Oak Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Laurel%20Oak%20Elementary_08_09.asp
Indian River	Beachland Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Beachland%20Elementary_08_09.asp
Martin	Jensen Beach Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Jensen%20Beach%20Elementary_08_09.asp
Polk	Hillcrest Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Hillcrest%20Elementary%20School_08_09.asp
Santa Rosa	Chumuckla Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Chumuckla%20Elementary_08_09.asp
St. Lucie	Delaware Ave. Alt. Center	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Delaware%20Ave%20Alternative%20Center_08_09.asp
St. Lucie	Indian Hills Secondary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Indian%20Hills%20Secondary_08_09.asp
St. Lucie	Windmill Point Elementary	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Windmill%20Point%20Elementary_08_09.asp
Taylor	Taylor Co. CDC Pre-K	http://flpbs.fmhi.usf.edu/Modelschools_08_09/Taylor%20County%20Pre%20K_08_09.asp

Silver Level Schools

Bay

Cedar Grove Elementary
Margaret K. Lewis School
St. Andrew School

Charlotte

Vineland Elementary

Citrus

Crest School
Homosassa Elementary

Collier

Cyprus Palm Middle
Lake Park Elementary
Lely Elementary
Osceola Elementary
Sabal Palm Elementary
Veterans Memorial Elementary
Vineyards Elementary

Dade

MacArthur South

Indian River

Pelican Island Elementary
Sebastian River Middle

Lee

Rayma C. Page Elementary

Levy

Bronson Middle High School

Martin

J.D. Parker Elementary

Orange

Conway Middle
Orlo Vista Elementary
Sadler Elementary
Timber Creek High

Osceola

Central Avenue Elementary
Narcoosee Community School
Partin Settlement Elementary
St. Cloud Middle School
Thacker Avenue Elementary

Pinellas

Doug Jamerson Elementary
Kennedy Middle

Polk

Floral Avenue Elementary
Kathleen Elementary
McLaughlin Middle
Medulla Elementary
Polk Life & Learning Center
Wendell Watson Elementary
Winston Elementary

Santa Rosa

Bennett C. Russell Elementary

St. Lucie

Lakewood Park Elementary
Longwood Elementary
Mariposa Elementary
Port St. Lucie Elementary
Savannah Ridge Elementary
Weatherbee Elementary

Bronze Level Schools

Charlotte

Port Charlotte High School
Port Charlotte Middle

Citrus

Citrus Springs Middle

Collier

Big Cypress Elementary
Calusa Park Elementary
Estates Elementary
Golden Gate Elementary
Golden Gate Middle
Golden Terrace Elementary
Lake Trafford Elementary
Parkside Elementary
Pelican Marsh Elementary
Pinecrest Elementary
Shadowlawn Elementary
Tommy Barfield Elementary

Dade

Howard A. Doolin Middle
Palm Springs Middle
Robert Rennick Education
Center

Glades

Moorehaven Jr./Sr.

Hillsborough

Hugo Schmidt Elementary

Indian River

Sebastian Elementary
Vero Beach Elementary

Lee

Diplomat Middle
N. Ft. Meyers Ac. for the Arts
Trafalgar Elementary

Manatee

Orange Ridge Bullock
Elementary

Orange

Clarcona Elementary

Pinellas

Dixie Hollins High

Polk

R. Bruce Wagner Elementary
Wahneta Elementary
Walter Cadwell Elementary

Seminole

Hopper Center

St. Johns

Crookshank Elementary

St. Lucie

Bayshore Elementary
Floresta Elementary
Forest Grove Middle
Southport Middle

Dates to Remember

February 28, 2009: MID-YEAR II EVALUATION IS DUE! The PBS Implementation Checklist (PIC) must be entered into the online PBSES database by this date in order for eligible schools to qualify for end-of-year funding. The database will open for data entry starting Tuesday, January 20th. Information on how to download and complete the PIC is available from your PBS District Coordinator.

March 26-28, 2009: APBS International Conference. The 6th International Conference on Positive Behavior Support is an international conference dedicated to promoting research-based strategies that combine Applied Behavior Analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The Association of Positive Behavior Support (APBS) is made up of professionals, family members, trainers, consumers, researchers, and administrators who are involved

and interested in positive behavior support. For information regarding both the Association and the Conference, please visit www.apbs.org.

April 1, 2009: Model School Applications. Now is the time to start considering whether your school may be eligible to apply for Model School status. The application process has been revised for 2008-2009. Changes include moving to an online submission process and limiting the number of artifacts that may be submitted. *The deadline for submitting a Model School application will be June 1st.* Contact your PBS District Coordinator or the FLPBS:RtIB website (<http://flpbs.fmhi.usf.edu/modelschools.asp>) for more information.

June 15, 2009: END-YEAR EVALUATION IS DUE! Coaches, check the FLPBS:RtIB Project website for more information: <http://flpbs.fmhi.usf.edu/coachescorner.asp>

Announcements

HOT OFF THE PRESSES! The awareness-level DVD on RtI for Behavior is now available. The 22-minute DVD highlights the efforts of two of Florida's PBS Model Schools in their implementation of a Response to Intervention approach to student behavior. The DVD describes the essential components of RtI:B and their relationship to PBS. It also provides examples of tools and resources that can be used during implementation. The DVD can be viewed directly from the FLPBS:RtIB Project's website: <http://flpbs.fmhi.usf.edu>. Click on the link that says "School-Wide and Response to Intervention for Behavior DVDs now available," at the bottom of the home page.

THANKS! The FLPBS: RtIB Project would like to thank **Chumuckla Elementary** in Santa Rosa County, and **Windmill Point Elementary** in St. Lucie County, for their contributions to the RtI:B DVD. *Congratulations on all of your hard work!*

NEED MORE INFO ON RtI:B? The FLPBS:RtIB Project has developed a technical assistance paper that explains more about the process of RtI for behavior and describes key issues schools encounter at each tier of support. The PDF can be downloaded from the "What's New" section of the Project's website, under the title, "Technical Assistance Paper: Response to Intervention for Behavior." <http://flpbs.fmhi.usf.edu>

WANT MORE DATA? The complete FLPBS Annual Report for 2007-2008 can be accessed in the "What's New" section of our website: <http://flpbs.fmhi.usf.edu>. The document is entitled, "FLPBS:RtIB Annual Report 2007-2008."



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