

Implementing a Three-Tiered State Evaluation Structure

Florida's PBS Project Model

Karen Elfner Childs, M.A.,
University of South Florida

Objectives

- Briefly describe Florida's evaluation system for state, district, and school levels
- Describe Florida's comprehensive model for evaluating all three tiers of PBS
- Review critical questions to assist in building a scalable and sustainable system
- Review methods of data collection procedures, tools, analysis and training

Purpose of Evaluation

- To examine the extent to which teams are accurately selecting and implementing PBS systems and practices
- Allows teams to determine the extent to which target student outcomes are being and/or likely to be achieved
- To determine if teams are accurately and consistently implementing activities and practices as specified in their individualized action plan
(PBIS Blueprint, 2005)

PBIS Evaluation Blueprint: A Work in Progress...

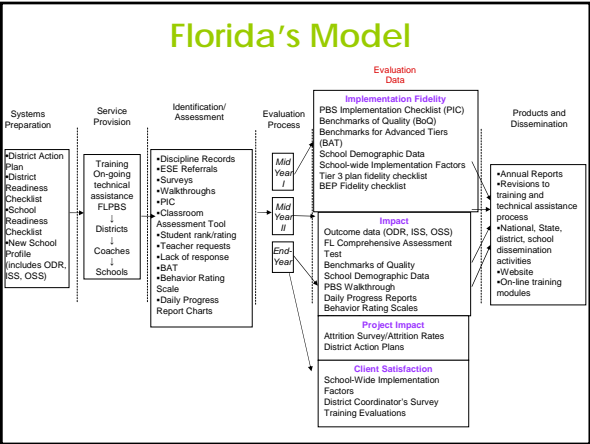
- Documenting Context
 - What was provided, who provided, who received
- Documenting Input
 - Professional development, value, perspective
- Documenting Fidelity
 - Implemented as designed, w/fidelity, process evaluation
- Documenting Impact
 - Behavior change, other schooling changes
- Replication/Sustainability Indicators
 - Capacity, practice, policy
- Implications for Improving Practice
 - Expanding implementation, allocating resources

(PBIS Blueprint, 2009)

Factors to Consider in Developing Comprehensive Evaluation Systems

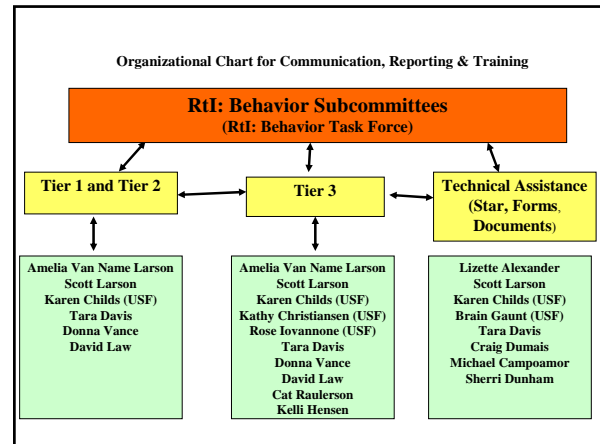
- 1) Systems Preparation
 - Readiness activities
- 2) Service Provision
 - Training and technical assistance
- 3) Identification and Assessment of Behavior Problems
 - Possible data sources
- 4) Evaluation Process
 - Timelines, data systems
- 5) Evaluation Data (Across all three Tiers)
 - Implementation Fidelity, Impact on Students, Attrition, Client Satisfaction
- 6) Products and Dissemination
 - Reports, materials, presentations, etc.

(modified from Childs, Kincaid & George, in press)



(1) Systems Preparation

- Tier 1
 - District Readiness Checklist
 - District Action Plan
 - District baseline and goals
 - School Readiness Checklist
 - Baseline data
- Tier 2
 - School Readiness
 - Implementation of Tier 1
 - School Infrastructure
- Tier 3
 - District Action Plan
 - Systems change
 - Evaluation of products and processes
 - Establish vision and goals



School Commitment

Directions: All individuals that have been selected to participate on your school-based PBS Team need to review and sign this commitment form.

I hereby acknowledge that:

- All of our PBS Team members must attend the entire PBS Training.
- I understand that either the school Principal or Assistant Principal must also be in attendance during the entire PBS Training in order for the PBS Team to continue training.
- Our school will make every effort to be eligible for technical assistance, and receive district stipends (if available).
- Through the PBS process we will:
 - use discipline data to guide decision making
 - implement a consistent discipline
 - implement and teach school-wide rules
 - implement a comprehensive reinforcement system
 - participate in the ongoing evaluation
- PBS Team commits to meet at least once a month.
- PBS Team commits to build faculty communication to faculty, staff, and students.

School Readiness Checklist

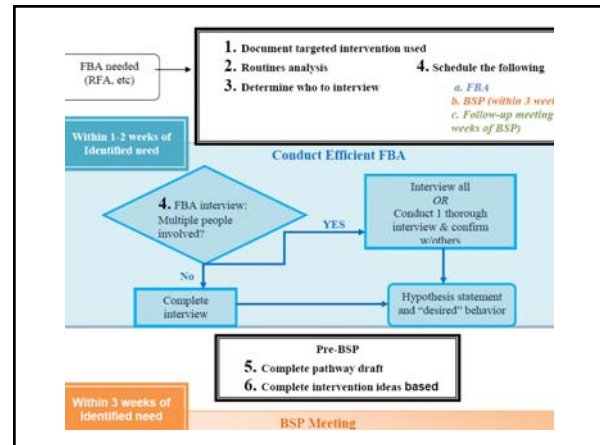
The purpose of the FLPBS-RtIB Project is to build district capacity in addressing problem behaviors using Positive Behavior Support within a Response to Intervention framework. Each participating district is required to complete several items prior to any school receiving PBS Training. Completion of this checklist (within the established timeframe as indicated by your PBS District Coordinator) assures more positive outcomes and allows your school to participate in upcoming PBS Training sponsored by the FLPBS-RtIB Project.

Leadership Team

- A Positive Behavior Support (PBS) Team is formed and has broad representation that does not exceed 8 members (for example, schools may include representation from multiple grade levels, School Improvement Team members, behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, and regular and special education teachers). Complete attached School Commitment Form.
- PBS Team commits to meet at least once a month to analyze and problem-solve school-wide data and continue to build faculty consensus through ongoing PBS updates (via faculty meetings, etc.). Describe when you meet or plan to meet (days, location, and time) throughout the school year.
- Your entire PBS Leadership Team participated in an overview presentation on School-wide PBS such as viewing the overview DVD. Indicate date of presentation and presenter name(s).

Funding

□ School has allocated funding for PBS from district and/or state government funds.



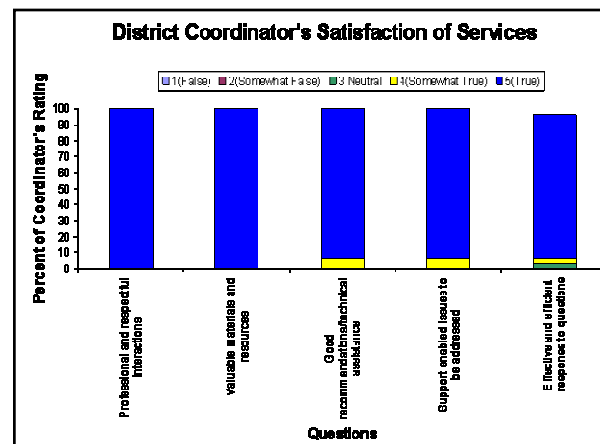
(2) Service Provision

Training and ongoing technical assistance

FLPBS

- ├── Districts
- ├── Coaches
- └── Schools

- Training
 - Tier 1- District and multi-district on-site
 - Tier 2 - District, multi-district, web-based
 - Tier 3- Post assessment, goal setting, systems/process established

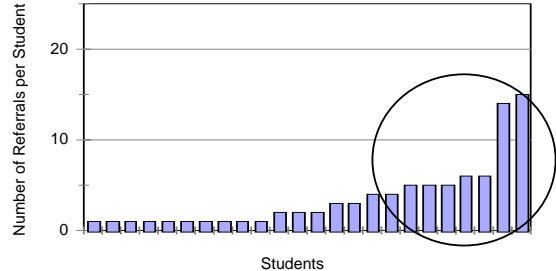


(3) Identification & Assessment

- Tier 1
 - Discipline records, attendance, ESE referrals, baseline BoQ, action plans, climate surveys, coaches surveys, walkthrough (mini SET), PBS Implementation Checklist (PIC)
- Classroom
 - Discipline records, teacher requests, student rankings/ratings, ESE referrals, observations, Classroom Assessment Tool
- Tier 2
 - Discipline records, teacher requests, student rankings/ratings (SSBD, TRF, etc...), lack of response to Tier 1, Daily Progress Reports, PBS Implementation Checklist (PIC), Benchmarks for Advanced Tiers (BAT)
- Tier 3
 - Above items, lack of response to Tier 2, Behavior Rating Scale, observation data, intervention fidelity checklist, PBS Implementation Checklist (PIC), Benchmarks for Advanced Tiers (BAT)

Office Discipline Referrals

Referrals per Student



Teacher Nomination

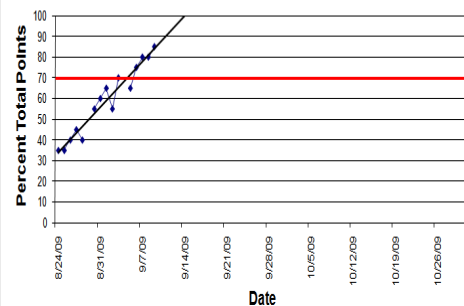
Student Initials	Grade/Period	I or E (Step 2)
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Rank top 3 externalizing and top 3 internalizing students
- Check "YES" if personally taught expectations to the student
- Check "YES" if personally given a SW-PBS reward to student

	Externalizing	Academic Concerns	Personally Taught Expectations	Personally Given SW Reward
1. _____	___Yes	___Yes	___Yes	___Yes
2. _____	___Yes	___Yes	___Yes	___Yes
3. _____	___Yes	___Yes	___Yes	___Yes

Tier 2 Progress Monitoring (DPRs)

James



Behavior Rating Scale

Behavior	Date																			
Hitting	8 or more	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	6-7 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	4-5 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2-3 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-1 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Profanity	16 or more times	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	12-15 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	8-11 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4-7 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-3 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Requesting Attention/ Assistance	55% or more	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	40-55%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	25-40%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10-25%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

(4) Evaluation Process

- Timelines for State Evaluation
 - Baseline (due date varies)
 - Mid Year I – due 10/31
 - School Profile
 - PBS Implementation Checklist (PIC) (Tiers 1-3)
 - Mid Year II – due 2/28
 - PBS Implementation Checklist (PIC) (Tiers 1-3)
 - End Year – due 6/15
 - Benchmarks of Quality (BoQ) (Tier 1)
 - Benchmarks for Advanced Tiers (BAT) (Tiers 2-3)
 - Outcome Data Summary
 - School-wide Implementation Factors (SWIF)
- Web-based Data Entry and Reporting
 - PBSES
 - Statewide Student Database – Academic/Behavior

(5) Evaluation Data

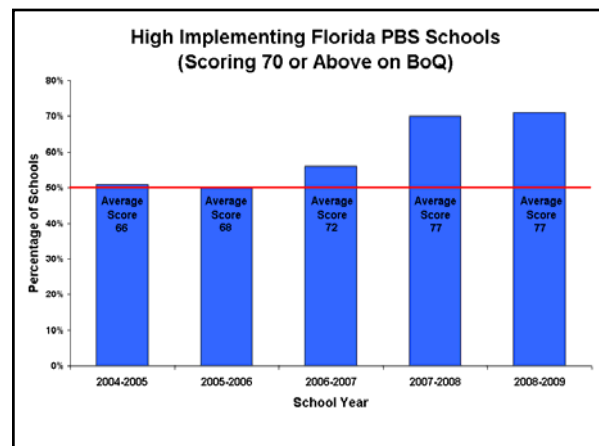
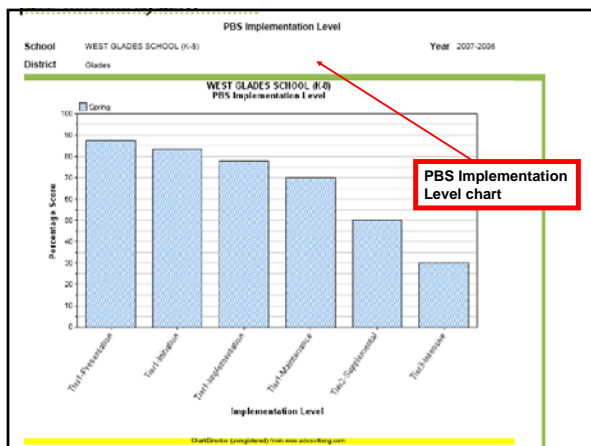
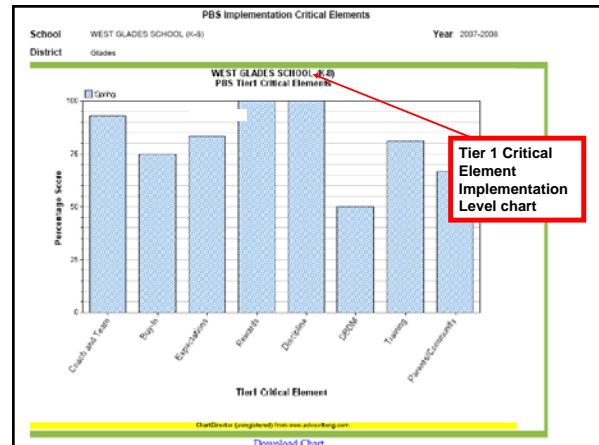
- a) Implementation Fidelity
 - PIC (All Tiers)
 - BoQ (Tier 1)
 - BAT (Tiers 2-3)
 - SWIF (All Tiers)
 - Walkthrough (Tier 1)
 - Tier 2 & 3 intervention specific fidelity measures
- b) Impact on Students
 - Outcome data (ODR, ISS, OSS)
 - Academic achievement
 - School Demographic Data (e.g. ethnicity)
 - Attendance
 - DPR charting
 - Behavior Rating Scale
- c) Attrition
 - Attrition Survey (All)
- d) Client Satisfaction
 - SWIF
 - Climate surveys
 - Social validation

(a) Implementation Fidelity

1. Are schools trained in SWPBS implementing with fidelity? Across years? Across school types?
 - BoQ, BAT, School Demographic Data
2. What factors are related to implementing with fidelity?
 - SWIF survey, BoQ, BAT

PBIS Evaluation Blueprint: A Work in Progress... Implementation Fidelity

Research	Self-Assessment	Progress Monitoring
<ul style="list-style-type: none"> •SET (Tier 1) School-wide Evaluation Tool <i>Sugai, Lewis-Palmer, Todd & Horner (2001)</i> 	<ul style="list-style-type: none"> •BoQ (Tier 1) Benchmarks of Quality <i>Kincaid, Childs & George (2005)</i> 	<ul style="list-style-type: none"> •TIC (Tier 1) Team Implementation Checklist <i>Sugai, Horner & Lewis-Palmer (2001)</i>
<ul style="list-style-type: none"> •ISSET (Tiers 2/3) Individual Student Systems Evaluation Tool <i>Anderson, Lewis-Palmer, Todd, Horner, Sugai & Sampson (2008)</i> 	<ul style="list-style-type: none"> •BAT (Tiers 2/3) Benchmarks for Advanced Tiers <i>Anderson, Childs, Kincaid, Horner, George, Todd, Sampson & Spaulding (2009)</i> 	<ul style="list-style-type: none"> •PIC (Tiers 1,2,3) PBS Implementation Checklist for Schools <i>Childs, Kincaid & George (2009)</i>



Brief Walk-through

On-Site PBS Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBS is evident. It will allow the observer to provide feedback to the PBS team and administration.

Observer: _____ School: _____ Date: _____

School Expectations

Visibility

Circle the following locations where Expectation Posters were visible:

Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

Circle the following locations where Rules Posters were visible:

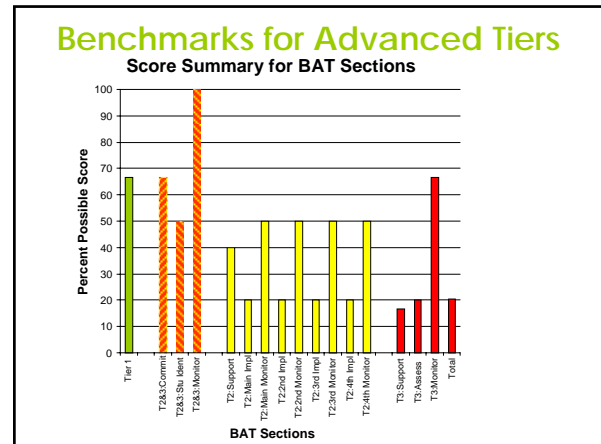
Hallways	Main Office	Classrooms	Cafeteria
Media Center	Gym/Playground	Computer Lab	Other

Students (Ask 5 students from a variety of classes/grades)

Ask 5 students if they know the Expectations. Circle how many students were able to tell you the expectations.

1	2	3	4	5
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Staff (Ask 5 staff members the following questions)



Fidelity Measure: Specific to Interventions

Behavior Education Program Fidelity of Implementation Measure (BEP-FIM) Scoring Guide

School: _____ Date: _____ Pre: _____ Post: _____

District: _____ State: _____ Data collector: _____

Evaluation Question	Data Source P = permanent product; I = Interview; O = Observation	Score 0-2
1. Does the school employ a BEP coordinator whose job is to manage the BEP (10-15 hours per week allocated) (0 = No BEP Coordinator, 1 = BEP coordinator but less than 10 hours per week allocated, 2 = BEP Coordinator, 10-15 hours per week allocated)	Interviews with Administrator & BEP Coordinator	I
2. Does the school budget contain an allocated amount of money to maintain the BEP (e.g. money for reinforcers, DPR forms, etc. (0 = No, 2 = Yes))	BEP Budget Interviews	P / I
3. Do students who are referred to the BEP receive support within a week? (0 = more than 2 weeks between referral and BEP support, 1 = within 2 weeks, 2 = within a week)	Interview BEP Referrals & BEP Start dates	P / I

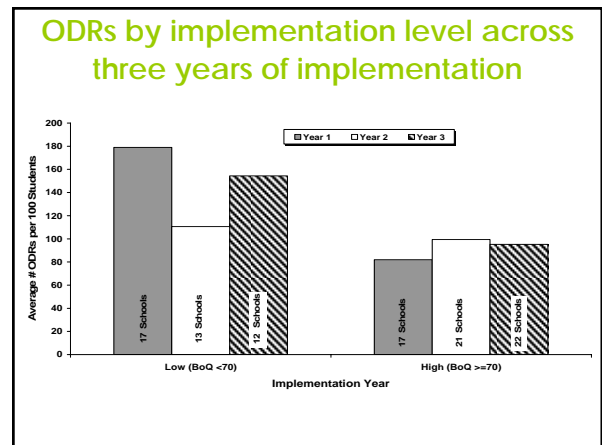
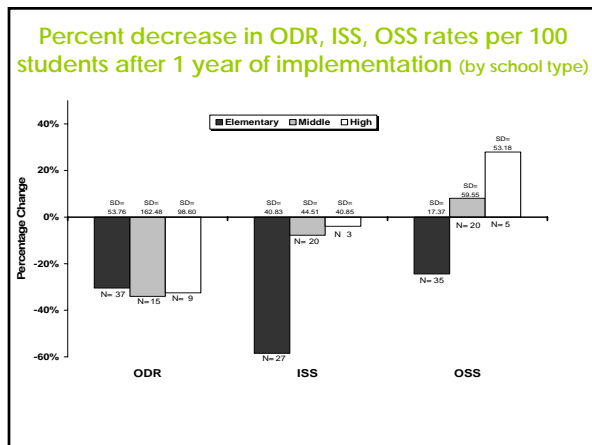
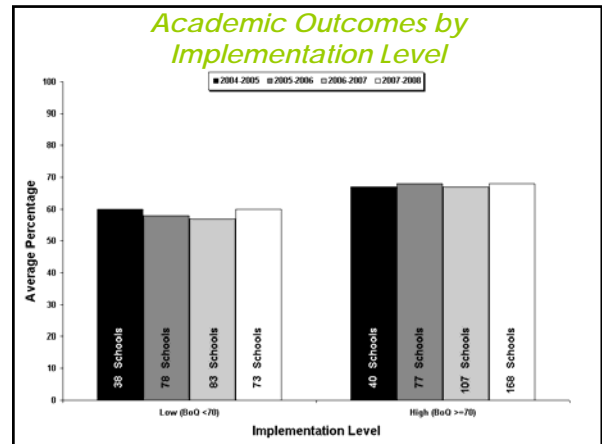
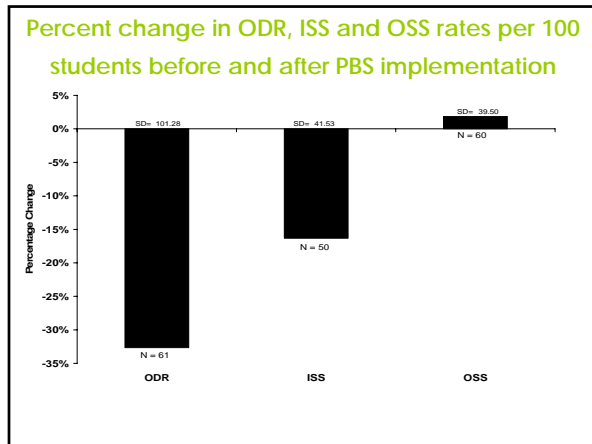
School-Wide Implementation Factors (SWIF)

	Higher Implementing (70+ on BoQ)	Lower Implementing (70 on BoQ)
	90%+ respondents from high implementing schools identified these factors as <i>Helpful</i> :	80%+ respondents from low implementing schools identified these factors as <i>Helpful</i> :
Factors MOST Helpful to Implementation of SWPBS	<ul style="list-style-type: none"> •Expectations and rules clearly defined •Administrator committed to PBS, willing to teach and model PBS, willing to reward students •Representative and committed PBS Team •Reward system works •PBS Coach's guidance with process •Students responses to rewards and activities 	<ul style="list-style-type: none"> •Expectations and rules clearly defined •Administrator willing to reward students •Representative PBS Team
	25%+ respondents from high implementing schools identified these factors as <i>Problematic</i> :	50%+ respondents from low implementing schools identified these factors as <i>Problematic</i> :
Factors MOST Problematic to Implementation of SWPBS	<ul style="list-style-type: none"> •Adequate funding •Team recognizes faculty participation •Staff stability from year to year •Student stability from year to year 	<ul style="list-style-type: none"> •Staff time for PBS •Staff belief about effectiveness of PBS •Staff philosophy •Staff consistency in teaching •Staff consistency in discipline procedures

Descriptive Data: Teams

- Team functioning did not effectively differentiate school teams implementing with high or low fidelity with better or worse outcomes
- Teams implementing Tier 1 PBS with fidelity saw substantially different effects on all four outcome measures

- ### (b) Impact on Student Behavior
1. Do schools implementing SWPBS decrease ODRs, days of ISS, and days of OSS?
 - ODRs, ISS, OSS
 2. Do schools implementing SWPBS realize an increase in academic achievement?
 - FCAT scores
 3. Is there a difference in outcomes across school types?
 - ODRs, ISS, OSS, FCAT scores, school demographic data
 4. Do schools implementing with high fidelity have greater outcomes implementers with low fidelity?
 - BoQ, ODRs, ISS, OSS
 5. Do teams that work well together have greater outcomes than those that don't work as well together?
 - Team Process Evaluation, ODRs, ISS, OSS



(c) Attrition

- Why do schools discontinue implementation of SWPBS?
 - Attrition Survey

(d) Consumer Satisfaction

- Are our consumers satisfied with the training, technical assistance, products and support received?
 - SWIF survey
 - District Coordinators survey
 - Training evaluation
 - Climate surveys

(6) Products and Dissemination

- Annual Reports
- Revisions to Training
- Revisions to Technical Assistance process
- Dissemination activities:
 - National, state, district, school levels
- Revisions to Website
- On-line training modules

Improvements Made

1. Increased emphasis on BoQ results for school and district-level action planning
2. Increased training to District Coordinators and Coaches and T.A. targeted areas of deficiency based upon data
3. Team Process Evaluation no longer used
4. Academic data used to increase visibility and political support
5. Specialized training for high schools
6. Identifying critical team variables impacted via training and T.A. activities
7. Revised Tier 1 PBS Training to include classroom strategies, problem-solving process within RtI framework
8. Enhanced monthly T.A. activities

In Summary...

1. Know what you want to know
2. Compare fidelity of implementation with outcomes – presents a strong case for implementing Tier 1 PBS with fidelity
3. Additional sources of data can assist a state in determining if Tier 1 PBS process is working, but also why or why not it is working
4. Address state, district, school systems issues that may impact implementation success

Contact

Karen Elfner Childs, Research & Evaluation
Coordinator
Florida's PBS Project
Phone: (813) 974-7358
Email: childs@fmhi.usf.edu
Website: <http://flpbs.fmhi.usf.edu>

Bob Putnam,
May Institute
Phone:
Email:
Website: