Moving Up the Continuum: Using the Benchmarks for Advanced Tiers

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Purpose

• Understand the “BIG” picture
• Familiarize participants with the BAT
  • Purpose and uses of the BAT
  • Overview of instrument including scoring
  • BAT as a training tool
  • BAT as an evaluation fidelity measure
  • Validation, Initial Results & Action Planning
• PBIS Assessment
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 Evaluation Blueprint, 2010)*
PBIS Evaluation Blueprint: A Work in Progress...

- **Context**
  - What was provided, who provided, who received

- **Input**
  - Professional development, value, perspective

- **Fidelity/Integrity**
  - Implemented as designed, w/fidelity, process evaluation

- **Impact/Progress Monitoring/Outcomes**
  - Behavior change, other schooling changes

- **Replication, Sustainability and Improvement**
  - Capacity, practice, policy
  - Expanding implementation, allocating resources

*(PBIS Blueprint, 2010)*
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, 2010)
Florida’s Evaluation Model

Identification/Assessment
- Discipline Records
- ESE Referrals
- Surveys
- District Walkthroughs
- Tier 1 PBS Walkthrough
- PIC
- Classroom Assessment Tool
- Student rank/rating
- Teacher requests
- Lack of response
- BAT
  - Behavior Rating Scale
  - Daily Progress Report Charts

Evaluation Process
- Mid Year I
- Mid Year II
- End-Year

Evaluation Data
- Implementation Fidelity
  - PBS Implementation Checklist (PIC)
  - Benchmarks of Quality (BoQ)
  - Benchmarks for Advanced Tiers (BAT)
- School Demographic Data
- School-wide Implementation Factors
  - Tier 3 plan fidelity checklist
  - BEP Fidelity checklist
- Project Impact
  - Attrition Survey/Attrition Rates
  - District Action Plans
- Client Satisfaction
  - School-Wide Implementation Factors
  - District Coordinator’s Survey
  - Training Evaluations

Mid Year I
- Outcome data (ODR, ISS, OSS)
  - FL Comprehensive Assessment Test
  - BoQ and BAT
- School Demographic Data
- Tier 1 PBS Walkthrough
- Daily Progress Reports
- Behavior Rating Scales
- Climate Surveys

Mid Year II
- Tier 3 plan fidelity checklist

End-Year
- BEP Fidelity checklist

Impact
- Attrition Survey/Attrition Rates
- District Action Plans

Products and Dissemination
- Annual Reports
- Revisions to training and technical assistance process
- National, State, district, school dissemination activities
- Website
- On-line training modules

Identification/Assessment
- Discipline Records
- ESE Referrals
- Surveys
- District Walkthroughs
- Tier 1 PBS Walkthrough
- PIC
- Classroom Assessment Tool
- Student rank/rating
- Teacher requests
- Lack of response
- BAT
  - Behavior Rating Scale
  - Daily Progress Report Charts

(Childs, Kincaid & George, 2010)

This product was developed by Florida’s Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
# Comprehensive Evaluation Blueprint:

<table>
<thead>
<tr>
<th>Implementation Monitoring</th>
<th>Implementation Integrity</th>
<th>Implementation Research</th>
</tr>
</thead>
</table>
| **TIC (1)** Team Implementation Checklist  
*Sugai, Horner & Lewis-Palmer (2001)* | **BoQ (1)** Benchmarks of Quality  
*Kincaid, Childs & George (2005)* | **SET (1)** School-wide Evaluation Tool  
*Sugai, Lewis-Palmer, Todd & Horner (2001)* |
| **PIC (1,2,3)** PBS Implementation Checklist for Schools  
*Childs, Kincaid & George (2009)* | **BAT (2,3)** Benchmarks for Advanced Tiers  
*Anderson, Childs, Kincaid, Horner, George, Todd, Sampson & Spaulding (2009)* | **ISSET (2,3)** Individual Student Systems Evaluation Tool  
*Anderson, Lewis-Palmer, Todd, Horner, Sugai & Sampson (2008)* |
| **Walkthrough (1)** Tier 1 PBS Walkthrough  
*White, George, Childs & Martinez (2009)* | | |
| **MATT (2,3)** Monitoring Advanced Tiers Tool  
*Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding (2011)* | | |
Implementation Integrity

Benchmarks for Advanced Tiers (BAT)

http://flpbs.fmhi.usf.edu/coachescorner.asp
Uses of the BAT

• **Training** Advanced Tiers of Support
• **Implementing** Tool - Action Planning for School and/or District
• **Evaluating** Fidelity of Advanced Tier Support
The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school and is designed to answer three questions:

1. Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?
2. Is a Tier 2 support system in place?
3. Is a Tier 3 system in place?
BAT Organization

Tier 1: Implementation of School-wide PBS

Tier 2-3 Foundations

• Commitment
• Student Identification
• Monitoring and Evaluation

Tier 2: Support Systems

Main Tier 2

• Strategy Implementation
• Strategy Monitoring and Evaluation

Tier 3: Intensive Support Systems

Tier 3: Assessment and Plan Development
Instructions for Completing

Who:  The Coach and the team(s) or individuals involved with Tiers 2 and 3 behavior support

How:  As a group or each member independently. If completed independently, the team reconvenes to review scores on each item. Team (or individuals involved with Tiers 2 and 3 behavior support) must reach consensus on the score for each item.

Scoring:  After reviewing the rubric for each item, select the score that most closely matches the state of affairs at the school. Rate each item as “2” fully in place, “1” partially in place, or “0” not yet started.
Additional Tips

• Before starting the first administration, read through the items to determine who on campus will be likely to have knowledge of the topic(s).

• Since the BAT covers several topic areas and usually requires input from multiple people it is best to work from a paper copy until all items have been scored.
Benchmarks for Advanced Tiers (BAT)

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and is designed to answer three questions:

Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?

1. Is a Tier 2 support system in place?
2. Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

School: ______________________ District: ______________________ State: _________ Date of Completion: ___/___/____

Team Leader/Coordinator: ______________________

Team Members:

INSTRUCTIONS: The BAT is to be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflects the consensus (or majority) of team members. Team members should first be trained in use of the BAT by someone familiar with the measure. The BAT can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item. Items in which there is disagreement are discussed and the team comes to consensus on the score. If there is not a team in a school focused on Tiers 2 and 3 supports, then the BAT should be completed by gathering the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

Each item is rated “2” fully in place, a “1” partially in place, or a “0” not yet started.

After completion of the BAT, use the Action Plan template to develop a timeline for moving forward on targeted and intensive interventions.

Benchmarks for Advanced Tiers; February 2010
Anderson, Childs, Kincaid, Homer, George, Todd, Sampson, & Spaulding
Educational and Community Supports, University of Oregon & University of South Florida
## Tier 1: (A) SWPBS

<table>
<thead>
<tr>
<th></th>
<th>Tier 1: Implementation of School-wide PBS</th>
<th>2-Fully in Place</th>
<th>1-Partially in Place</th>
<th>0-Not Yet Started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.</td>
<td>80%/80% on SET 70% on BoQ 80% on TIC or PIC</td>
<td>Score greater than 40% on any of these measures</td>
<td>Score equal to or less than 40% on any of these measures</td>
<td>2 1 0</td>
</tr>
<tr>
<td>2.</td>
<td>Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.</td>
<td>Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.</td>
<td>Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff.</td>
<td>Team members state that school-wide PBS is implemented consistently by less than 50% of teachers and staff.</td>
<td>2 1 0</td>
</tr>
<tr>
<td>3.</td>
<td>A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.</td>
<td>The system includes all 6 features.</td>
<td>The system includes 4-5 features.</td>
<td>The system includes 3 or fewer features or is not in place.</td>
<td>2 1 0</td>
</tr>
</tbody>
</table>
## Tiers 2-3: (B) Foundations

<table>
<thead>
<tr>
<th>B</th>
<th>Commitment</th>
<th>2-Fully in Place</th>
<th>1-Partially in Place</th>
<th>0-Not Yet Started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.</td>
<td>Tier 1 team is aware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.</td>
<td>Tier 1 team is aware of one or two components, but not all three.</td>
<td>Tier 1 team is unaware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.</td>
<td>A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).</td>
<td>Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.</td>
<td>No team/individual is established to determine Tier 2 and Tier 3 support for students.</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.</td>
<td>The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.</td>
<td>One or two components reported to faculty, or any components reported less than quarterly.</td>
<td>No components reported to faculty.</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Monitoring and Evaluation</td>
<td>2-Fully in place</td>
<td>1-partially in place</td>
<td>0-not yet started</td>
<td>Circle Appropriate Score</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>The <em>teacher(s)</em> directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.</td>
<td>Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.</td>
<td>Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact less than weekly.</td>
<td>Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>12. The <em>primary family members</em> of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies</td>
<td>Family members are notified about changes to strategies immediately and the impact, weekly.</td>
<td>Family members are notified about changes to strategies and impact less than weekly.</td>
<td>Family members do not receive notification about impact and changes to strategies.</td>
<td>1</td>
</tr>
</tbody>
</table>

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## Tier 2: (E) Tier 2 Support System

<table>
<thead>
<tr>
<th>E</th>
<th>Tier 2: Support Systems</th>
<th>2-Fully in place</th>
<th>1-partially in place</th>
<th>0-not yet started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>The administrator is updated about which students receive Tier 2 supports.</td>
<td>The administrator is informed at least monthly about which students are receiving Tier 2 supports.</td>
<td>There is not a consistent way to provide this information, even if she/he is aware of the students on Tier 2 interventions.</td>
<td>The administrator is not informed about which students are receiving Tier 2 supports.</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>The Tier 2 team meets frequently.</td>
<td>A team meets at least every 2 weeks.</td>
<td>A team meets at least monthly.</td>
<td>A team meets, but less than monthly, or a team does not meet.</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support.</td>
<td>50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.</td>
<td>Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools.</td>
<td>Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools.</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>Students receiving a Tier 2 strategy have full access to Tier 1 supports.</td>
<td>Students have been taught expectations and rules and have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school.</td>
<td>Students are taught expectations and rules or have had opportunity to receive acknowledgements or Tier 1 is not available in all settings.</td>
<td>Students have not been taught expectations and rules or received acknowledgements.</td>
<td>2</td>
</tr>
</tbody>
</table>
## Tiers 2: (F) Main Tier 2 Strategy Intervention

<table>
<thead>
<tr>
<th><strong>Main Tier 2 Strategy Implementation</strong></th>
<th><strong>Items 18-31</strong> (gray shading) are to be completed for the most common Tier 2 strategy in use at your school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Tier 2/Targeted Intervention most often used in my school is</strong> (fill in line).</td>
<td><strong>2-Fully in place</strong></td>
</tr>
<tr>
<td><strong>18. There are personnel identified to coordinate and deliver the Tier 2 strategy.</strong></td>
<td>There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.</td>
</tr>
<tr>
<td><strong>19. The Tier 2 strategy is consistent with school-wide expectations.</strong></td>
<td>The Tier 2 strategy includes or references the school-wide expectations.</td>
</tr>
<tr>
<td><strong>20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.</strong></td>
<td>The Tier 2 strategy is in place and can be applied to groups of students consistently.</td>
</tr>
</tbody>
</table>
## Tiers 2: (G) Main Tier 2 Strategy Monitoring/Evaluation

<table>
<thead>
<tr>
<th>G</th>
<th>Main Tier 2: Strategy Monitoring and Evaluation</th>
<th>2-Fully in Place</th>
<th>1-Partially in Place</th>
<th>0-Not Yet Started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.</td>
<td>An information system is used to monitor the impact of the Tier 2 strategy.</td>
<td>A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.</td>
<td>Behavior ratings are collected less frequent than daily or are monitored less than weekly.</td>
<td>There is no system for monitoring student progress for this Tier 2 strategy.</td>
<td>2</td>
</tr>
<tr>
<td>29.</td>
<td>There are documented decision rules to decide which students access the strategy and the process is implemented consistently.</td>
<td>There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.</td>
<td>There are no decision rules to determine how students access the Tier 2 strategy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.</td>
<td>Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.</td>
<td>Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.</td>
<td>There are no decision rules to determine how a strategy affects a student.</td>
<td>2</td>
</tr>
</tbody>
</table>
Additional Tier 2 Interventions

- Items 18-31 may be repeated for other Tier 2 strategies in use at your school for evaluation purposes. However, only the scores associated with the most commonly used Tier 2 strategy will be accounted in your Benchmarks for Advanced Tiers (BAT) score.
### Tier 3: (H) Intensive Support Systems

<table>
<thead>
<tr>
<th></th>
<th>Tier 3: Intensive Support Systems</th>
<th>2-Fully in Place</th>
<th>1-Partially in Place</th>
<th>0-Not Yet Started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>A team builds and implements Tier 3 behavior support plans.</td>
<td>There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.</td>
<td>A group of staff get together informally or inconsistently to build and implement Tier 3 behavior support plans.</td>
<td>There is no team responsible for Tier 3 behavior support plans.</td>
<td>2</td>
</tr>
<tr>
<td>33.</td>
<td>The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).</td>
<td>Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.</td>
<td>Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.</td>
<td>Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.</td>
<td>2</td>
</tr>
<tr>
<td>34.</td>
<td>A person is identified to coordinate Tier 3 supports.</td>
<td>A coordinator with behavioral expertise and adequate FTE is identified.</td>
<td>A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.</td>
<td>No coordinator is identified.</td>
<td>2</td>
</tr>
</tbody>
</table>
## Tier 3: (I) Assessment & Planning

<table>
<thead>
<tr>
<th></th>
<th>Tier 3: Assessment and Plan Development</th>
<th>2-Fully in Place</th>
<th>1-Partially in Place</th>
<th>0-Not Yet Started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>The problem behaviors are operationally defined.</td>
<td>The problem behaviors for all FBAs are measurable and observable.</td>
<td>The problem behaviors for some FBAs are measurable and observable.</td>
<td>The problem behaviors for FBAs are neither measurable nor observable.</td>
<td>2</td>
</tr>
<tr>
<td>45</td>
<td>The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).</td>
<td>Summary statements from the FBAs include all three components.</td>
<td>Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.</td>
<td>Summary statements from the FBAs are not developed.</td>
<td>2</td>
</tr>
<tr>
<td>46</td>
<td>Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.</td>
<td>All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.</td>
<td>Some BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, and behavioral theory.</td>
<td>BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.</td>
<td>2</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>J</th>
<th>Tier 3: Monitoring and Evaluation</th>
<th>2-Fully in Place</th>
<th>1-Partially in Place</th>
<th>0-Not Yet Started</th>
<th>Circle Appropriate Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.</td>
<td>The team formally progress monitors impact of each Tier 3 support plan.</td>
<td>Data are collected daily and graphed for analysis (at least twice per month) for each student receiving Tier 3 support.</td>
<td>Data are collected and analyzed twice per month for some students or data are collected and analyzed but less than twice per month.</td>
<td>A data-based system is not used to collect student behavior data or student behavior data are collected/monitored infrequently (once per month or less).</td>
<td>2</td>
</tr>
<tr>
<td>55.</td>
<td>Data collected on student behavior are used to assess intervention effects and make modifications as needed.</td>
<td>Data collected on student behavior are used to assess intervention effects and make modifications as needed and this occurs at least every other week.</td>
<td>Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students</td>
<td>Data are not used to assess intervention effects.</td>
<td>2</td>
</tr>
<tr>
<td>56.</td>
<td>Intervention plans include a process for monitoring fidelity of implementation.</td>
<td>Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.</td>
<td>Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.</td>
<td>There is no process in the intervention plan for monitoring how well the intervention is implemented.</td>
<td>2</td>
</tr>
</tbody>
</table>
Validation

• Examined data from 331 Florida schools from 2009-10

• Examined 53 subscales for advanced tiers

• Removed 3 items related to Tier 1 implementation
Validation

• The initial Eigen values showed that there are 6 factors that explained 69.40% of the variance.

• Initial method factor loading pattern (un-rotated) shows that above 98% (52 items) of 53 advanced benchmarks items have a strong primary loading within factor 1.

• Internal consistency for the factor was examined using Cronbach’s alpha. The higher the Alpha, the higher the internal consistency. Alpha≈0.98.
Test-Retest

• Pearson product-moment correlations were calculated for the total scores from Time 1 and Time 2, and the results indicated a high correlation of $0.92$ ($n=56$, $p<0.01$).

• Additionally, correlations were calculated for each of the sub-scales from Time 1 and Time 2. Results ranged from $r=-0.05$ to $r=1$. 
Initial Results

Benchmarks for Advanced Tiers Scores

Tier Summary Scores

- Tier 1 Total: 86
- Tier 2 Total: 70
- Tier 3 Total: 66
- Tier 1: 84
- Tier 2: 79
- Tier 3: 69
- Monitoring: 75
- Main Tier 2: 69
- Tier 2: 64
- Tier 3: 72
- Student ID: 66
- Tier 2/3: 70

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Initial Thoughts

- Schools may not be accurate accessing themselves
  - lack of progress monitoring
  - trained/untrained schools
  - perspective of what FBAs and BIPs include
“Leaps is used for social skills classes, core classes, reading workshop, Fastt Math, individual/group counseling”

“Pre-mid & post tests”

“SWIS data were used to monitor students requiring additional behavioral support”

“ODR's, attendance, FAIR data”

“Teachers meet in small groups w/students identified as needing additional support and guidance”

“DIBELS administered three times a year for all K-3 students and FCAT levels 1,2, in 4-5th”
More Research Needed

• Revised version for integrated Tier 2 and Tier 3 Teams
• Concurrent validity study for Tier 3 section with Tier 3 assessment
• Concurrent validity study of Tier 2 by comparison with Tier 2 progress monitoring via RtIB database
• Concurrent validity study with ISSET
• Development of additional Tier 2 and 3 tools to use as comparison (i.e., T 2&3 Walkthrough)
PBIS Assessment
www.pbisassessment.org

Benchmarks for Advanced Tiers (BAT) 2.5

Information & Instructions
Entering the BAT data into PBIS Assessment will provide three reports:

- Total Score Report
- Subscale Score Report
- Item Report

Reports may also be downloaded as pdf or excel files for viewing and exporting.
The PBIS Assessment Coordinator opens the survey window for the school(s) and provides the school code for entering the survey.

The school uses the school code to access the site on PBIS Assessment.
Once the school has entered the code and has logged into the school PBIS Assessment site, the survey can be accessed by clicking on the arrow under Actions:

<table>
<thead>
<tr>
<th>School</th>
<th>School ID</th>
<th>District</th>
<th>Open Date</th>
<th>Close Date</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration School Exemplar</td>
<td>demo</td>
<td>Demonstration District</td>
<td>--</td>
<td>--</td>
<td>0</td>
</tr>
</tbody>
</table>
**Entering the BAT**

- Enter the date that the BAT was completed. *(This can be a previous date)*
- Begin entering the scores for each section

---

**Tier 1: Foundations**

A: Implementation of School-wide PBIS

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School-wide PBIS, Tier 1: Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>2. Team members agree that school-wide PBIS is in place and is implemented consistently by teachers and staff.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.</td>
<td>☐️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>

The question mark is a link to the scoring matrix.
Entering the BAT

* Continue through the survey, clicking on the arrows to move to the next page
* When completed, click on Submit Survey.
Completing the BAT

* When the survey is completed, you’ll receive this notice:

```
Thank You!
Your survey has been submitted successfully.
Please close this window to continue.
```

* The Total Score, Subscale Score, Items and Download Reports will be available for viewing or exporting.
Using the BAT Results

- School teams should use the BAT to build an action plan to define next steps in the implementation process.
- The BAT can also assess progress over time, as scores on each area can be tracked on a year-to-year basis.
Using the Data for Action Planning

* Use the results of the BAT to Action Plan for improved implementation

### Benchmarks for Advanced Tiers (BAT)

#### Action Plan

<table>
<thead>
<tr>
<th>Tier 1: Implementation of School-wide PBS</th>
<th>Our Goal(s)</th>
<th>Task(s) Toward Achieving Our Goal(s)</th>
<th>Who</th>
<th>Priority Level &amp; By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the SET, BoQ, TIC, or PIC. Fully in Place: 80%-80% on SET, 70% on BoQ or 80% on TIC or PIC</td>
<td>H M L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff. Fully in Place: Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.</td>
<td>H M L</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior. Fully in Place: The system includes all 6 features.</td>
<td>H M L</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using BAT Results

• How will you use the results of the Benchmarks for Advanced Tiers (BAT)?
  • At the school, district, state/project level?
  • As it relates to fidelity of implementation?
  • As it relates to outcomes?
  • As it relates to identifying model schools?
  • Other?
Using the BAT in Training

• BAT may be completed as each component is addressed in training.
• BAT scoring rubric illustrates the optimal level of implementation for components
• Information and activities provided in training show teams how to put them into practice
• Evaluation (fidelity of implementation) is based on the same rubric on which they were trained
Using the BAT in Implementation

- School teams use the BAT to build Action Plans to define next steps to improve implementation.
- The BAT monitors progress over time, scores tracked on a year-to-year basis.
  - “Are we implementing at a higher level than last year?”
  - PIC for interim monitoring (i.e., progress monitor)
Benchmarks for Advanced Tiers

- A: Tier I
- B: Tier II & III Foundations
- C: Student Identification
- D: Monitoring & Eval
- E: Tier II Support
- F: Main Tier II
- G: Tier II Monitoring
- H: Tier III Supports
- I: Tier III Assessment
- J: Tier III Monitoring

% Implemented

- Foundations
- Tier II
- Tier III
Benchmarks for Advanced Tiers

Robison Middle School -- BAT Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/2010</td>
<td>60</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>2010/2011</td>
<td>70</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>2011/2012</td>
<td>80</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>2012/2013</td>
<td>90</td>
<td>80</td>
<td>60</td>
</tr>
</tbody>
</table>
Using the Data for Action Planning

<table>
<thead>
<tr>
<th>C</th>
<th>Student Identification</th>
<th>Our Goal(s)</th>
<th>Task(s) Toward Achieving Our Goal(s)</th>
<th>Who</th>
<th>Priority Level &amp; By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.</td>
<td></td>
<td></td>
<td></td>
<td>H M L</td>
</tr>
<tr>
<td></td>
<td>□ Screening  □ ODRs  □ Request for Assistance  □ Nomination  □ Progress Monitoring  □ Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fully in Place:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students</td>
<td></td>
<td></td>
<td></td>
<td>H M L</td>
</tr>
</tbody>
</table>
Implementation Integrity Tools

• Will you self-assess implementation fidelity for your school(s)?
  – If so, who is responsible to administer, collect and synthesize the data?
  – How will it be reported back to the team?
• How will you use the results?
  • At the school, district, or state/project level?
  • As it relates to fidelity? Outcomes? Other?
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 in determining if Tier 1 PBS process is working, but also why or why not it is working
4. Address systems issues that may impact implementation success
Evaluation Instruments

• PBIS website:

• FLPBS:RtIB Project Coach’s Corner:
  – http://flpbs.fmhi.usf.edu/coachescorner.asp

• PBS Assessment
  – https://www.pbisassessment.org/
Some Resources


Enroll now for Fall!
Courses taught by: Don Kincaid, Heather George, Lise Fox, and Kwang Sun-Blair
Completely on-line
Program web site
http://pbs.cbcbs.usf.edu/
Questions
Contact

Heather Peshak George, Ph.D.
Email: flpbs@fmhi.usf.edu
Website: http://flpbs.fmhi.usf.edu

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support@pbisassessment.org
– Mona Miller: (541) 346-3728
– Celeste Rossetto Dickey: (541) 346-1642
– Bert Eliason: (541) 346-8685