**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)**

**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)**

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**Florida’s Evaluation Model**

- Annual Reports: Evaluation of training and technical assistance provided and technical assistance delivered to schools
- Evaluation of districtwide implementation of PBIS
- Districtwide Implementation Survey (with benchmarks)
- Ongoing PBIS implementation and technical assistance

**(Childs, Kincaid & George, 2010)**
Uses of the BAT

- **Training** Advanced Tiers of Support
- **Implementing** Tool - Action Planning for School and/or District
- **Evaluating** Fidelity of Advanced Tier Support

**Benchmarks for Advanced Tiers (BAT)**

- The Benchmarks for Advanced Tiers (BAT) allow 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.

**Tier 1: (A) SWPBS**

<table>
<thead>
<tr>
<th>Item</th>
<th>1 (Partially in Place)</th>
<th>2 (Fully in Place)</th>
<th>Code Approaches</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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></td>
</tr>
<tr>
<td>2. 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></td>
</tr>
<tr>
<td>3. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students receive support in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 2-3: (B) Foundations**

<table>
<thead>
<tr>
<th>Item</th>
<th>1 (Partially in Place)</th>
<th>2 (Fully in Place)</th>
<th>Code Approaches</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a documented process for requesting Tier 2 and Tier 3 support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The process is informal or does not exist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The process is 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>
</tbody>
</table>

**Tier 2-3: (C) Foundations**

<table>
<thead>
<tr>
<th>Item</th>
<th>1 (Partially in Place)</th>
<th>2 (Fully in Place)</th>
<th>Code Approaches</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students.</td>
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<td></td>
</tr>
<tr>
<td>3. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students receive support in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tier 2-3: (D) Monitoring/Eval**

<table>
<thead>
<tr>
<th>Item</th>
<th>1 (Partially in Place)</th>
<th>2 (Fully in Place)</th>
<th>Code Approaches</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of students referred to Tier 2 and Tier 3 supports is tracked.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The process is 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>3. The process is 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>4. The number of students referred to Tier 2 and Tier 3 supports is tracked.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**WI PBIS Conference 2012**
Tier 2: (E) Tier 2 Support System

<table>
<thead>
<tr>
<th>#</th>
<th>Tier 2 Support System</th>
<th>Category/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Tier interventions started three weeks after Tier 1 support began</td>
<td>1 - Policy change</td>
</tr>
<tr>
<td>14</td>
<td>Tier interventions are based on feedback from Tier 1 support providers</td>
<td>2 - Parental involvement</td>
</tr>
<tr>
<td>15</td>
<td>Tier interventions are based on feedback from Tier 1 support providers</td>
<td>5 - Parental involvement</td>
</tr>
</tbody>
</table>

Tier 2: (F) Main Tier 2 Strategy Intervention

<table>
<thead>
<tr>
<th>#</th>
<th>Main Tier 2 Strategy Intervention</th>
<th>Category/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Tier 2 interventions are conducted regularly and aligned with Tier 1 strategies</td>
<td>1 - Policy change</td>
</tr>
<tr>
<td>19</td>
<td>Tier 2 interventions are conducted regularly and aligned with Tier 1 strategies</td>
<td>3 - Parental involvement</td>
</tr>
<tr>
<td>20</td>
<td>Tier 2 interventions are conducted regularly and aligned with Tier 1 strategies</td>
<td>5 - Parental involvement</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 2: (G) Main Tier 2 Strategy Monitoring/Evaluation

<table>
<thead>
<tr>
<th>#</th>
<th>Main Tier 2 Strategy Monitoring/Evaluation</th>
<th>Category/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Main Tier 2 strategy interventions are conducted regularly and aligned with Tier 1 strategies</td>
<td>1 - Policy change</td>
</tr>
<tr>
<td>22</td>
<td>Main Tier 2 strategy interventions are conducted regularly and aligned with Tier 1 strategies</td>
<td>3 - Parental involvement</td>
</tr>
<tr>
<td>23</td>
<td>Main Tier 2 strategy interventions are conducted regularly and aligned with Tier 1 strategies</td>
<td>5 - Parental involvement</td>
</tr>
</tbody>
</table>

Tier 3: (H) Intensive Support Systems

<table>
<thead>
<tr>
<th>#</th>
<th>Intensive Support Systems</th>
<th>Category/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Intensive support systems are implemented before Tier 3 support begins</td>
<td>1 - Policy change</td>
</tr>
<tr>
<td>33</td>
<td>Intensive support systems are implemented before Tier 3 support begins</td>
<td>2 - Parental involvement</td>
</tr>
<tr>
<td>34</td>
<td>Intensive support systems are implemented before Tier 3 support begins</td>
<td>5 - Parental involvement</td>
</tr>
</tbody>
</table>

Tier 3: (I) Assessment & Planning

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment &amp; Planning</th>
<th>Category/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>The problem behavior is specifically defined</td>
<td>1 - Policy change</td>
</tr>
<tr>
<td>45</td>
<td>The problem behavior is specifically defined</td>
<td>3 - Parental involvement</td>
</tr>
<tr>
<td>46</td>
<td>The problem behavior is specifically defined</td>
<td>5 - Parental involvement</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

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

- The initial Eigen values showed that there are 6 factors that explained 67.40% 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.
Initial Thoughts

- Schools may not be accurate assessing themselves
- Lack of progress monitoring
- Trained/untrained schools
- Perspective of what FBAs and BIPs include

Describe Your Progress Monitoring

- 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 RIB database
- Concurrent validity study with ISSET
- Development of additional Tier 2 and 3 tools to use as comparison (i.e., T 2&3 Walkthrough)

Entering a BAT into PBIS Assessment

- 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
Entering the BAT Results

- 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.

Entering the BAT

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

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:
  - 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.
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)
Using the Data for Action Planning

<table>
<thead>
<tr>
<th>Teacher Identification</th>
<th>One Goal(s)</th>
<th>Tools(s) (Check Achieving One Goal(s))</th>
<th>To Whom</th>
<th>Notes: Need to Do More?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>H M L</td>
<td></td>
</tr>
</tbody>
</table>

- 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:
  - [http://www.pbis.org/evaluation/default.aspx](http://www.pbis.org/evaluation/default.aspx)
- FLPBS:RtIB Project Coach’s Corner:
  - [http://flpbs.fmhi.usf.edu/coachescorner.asp](http://flpbs.fmhi.usf.edu/coachescorner.asp)
- PBS Assessment
  - [https://www.pbisassessment.org/](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.bcs.usf.edu/](http://pbs.bcs.usf.edu/)
Questions

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