

## State-wide Support

Vermont Positive Behavior Supports (PBS) is a state-wide system of support established and maintained by the state BEST team, a collaboration between the Department of Education and the Center for Disability Inclusion at the University of Vermont. Several features work together to provide a viable system for scaling up and sustaining PBS efforts in Vermont schools:

- National PBIS Technical Assistance Center support
- Availability of funds to schools for training & development through BEST and Act 230
- Leadership by State-wide PBS Coordinator—Education Assistant Division Director—Rae Ann Knopf and PBS Management Team
- A professional development and school improvement model incorporating evidence based practices designed to:
  1. Reduce problem behaviors, improve student achievement, school culture and climate.
  2. Promote effective implementation of school-wide support systems.
  3. Move beyond ‘train and hope’ models; blending continuous training, coaching & technical assistance to implementing schools.
  4. Provide access to PBS for all interested schools in Vermont.
  5. Improve efficacy for use of BEST, Act 230 and other funds.

PBS in Vermont builds on our historical philosophy of inclusion, collaboration, and ‘Building Effective Supports for Teaching’ all our children in their own communities using a strengths-based approach. Nationally, PBS/PBIS is practiced in over 8,000 schools in 44 states. PBS is not an initiative, but a set of problem solving strategies and processes. Building upon existing strengths, school teams create well defined systems, use effective practices, and data centered evaluation methods to reshape their communities and help students achieve academic and social competence. The PBS process is used by many school teams to broaden, strengthen and integrate existing efforts such as Responsive Classroom, Responsiveness to Intervention, Differentiated Instruction, and Olweus Bullying Prevention.



## Second Year Evaluation Information

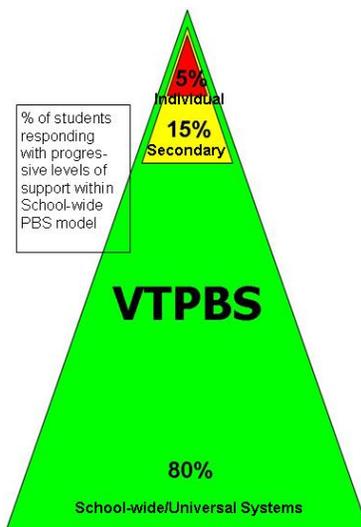
Second year evaluation measures show:

- A reduction of office discipline referrals of **28%** to **64%** in fully implementing schools.
- **59%** of Vermont PBS schools have been able to fully implement school-wide PBS with fidelity within one year of completing their training.
- **60%** of fully implementing schools have gone on to work on implementing targeted systems of support for students with more intensive needs within 6 months
- first 4 cohorts of PBS schools have improved systems for teaching behavioral expectations by **62%** and overall behavioral support systems by **41%**.
- Overall average post implementation SET scores for the fully implementing schools is **95%**.
- VTPBS is positively impacting: more than:
  - 18,300 students**
  - 2500 students with disabilities**
  - 4400 educators in PK-12 schools**
  - 58 schools**
  - 27 supervisory unions**



## Expected Distribution of Students Needing Additional Levels of Support

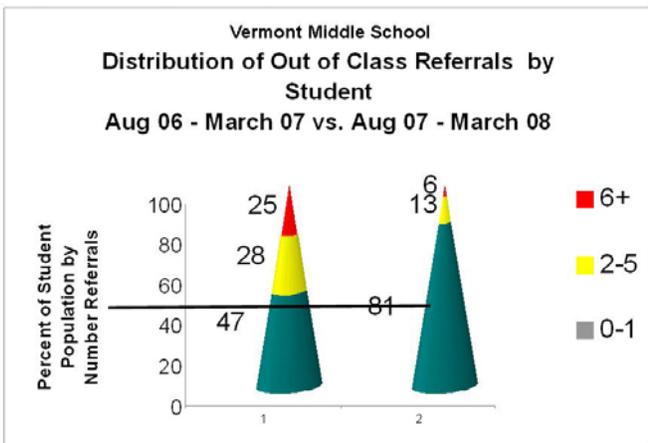
School-wide discipline efforts have historically focused on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, expulsions and sweeping policy generalizations such as 'zero tolerance' and 'get tough' paradigms. Research has shown punishment to be generally ineffective, particularly when implemented inconsistently and absent positive strategies.



**Goal for PBS Schools**

Introducing, modeling and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive and effective approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm. Once this foundation has been created, schools can more effectively implement systems for decreasing the number, intensity and severity of problem behaviors. Higher level interventions and supports have been demonstrated to be more successful when readily available and understood by students, school personnel, family members, and collaborating agencies alike. (Burke Town School 2008 PBS Parent Brochure)

In the triangles above and below, the green represents the percentage of students who are capable of maintaining appropriate behavior without additional supports. The yellow represents those students who need additional levels of



**% of Students Pre and Post PBS Implementation**

support to be successful and the red, those students who require intensive individualized supports in order to be successful in the school community.

### Vermont State PBS Implementation Team

- Rae Ann Knopf, State-wide Coordinator
- Richard Boltax, BEST Co-Coordinator
- Sherry Schoenberg, BEST Co-Coordinator
- Ruth Hamilton, Implementation Coach
- Ken Kramberg, Implementation Coach
- Carol Randall, Implementation Coach
- Josh Souliere, Implementation Coach
- Beverly Heise, Implementation Coach
- Doug Dows, Implementation Coach
- Mike Bailey, Data Coach
- Anne Dubie, Administrative Support
- Sabine Baldwin, Administrative Support

### State-wide Leadership Team

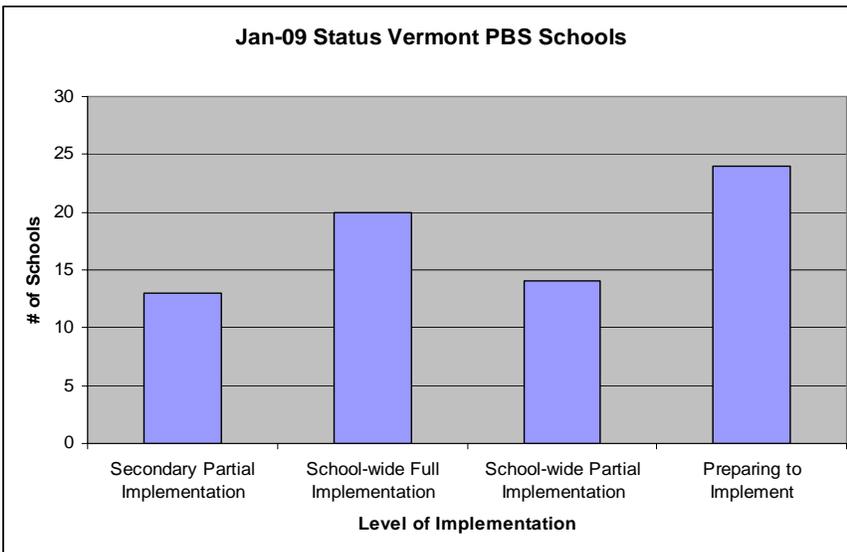
Diverse representation of over 30 members from DOE, DMH, DCF, VPN, Legislature, Superintendents, Principals, Special Education Administrators, Federation of Families, School Psychologists, I-Team, State Colleges, UVM.

### In the last 18 months we:

- Conducted 26 trainings related to PBS
- Attended by 1060 participants
- Supported by over 160 visits to schools to continue coaching professional development, and training connected to PBS implementation.

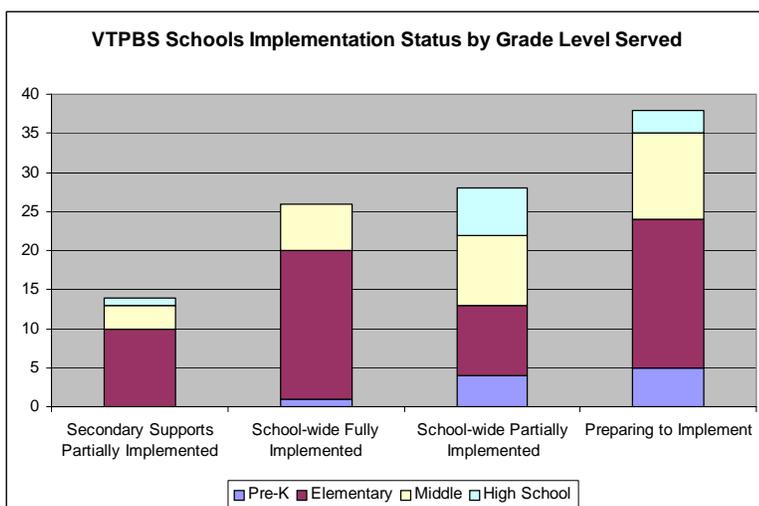
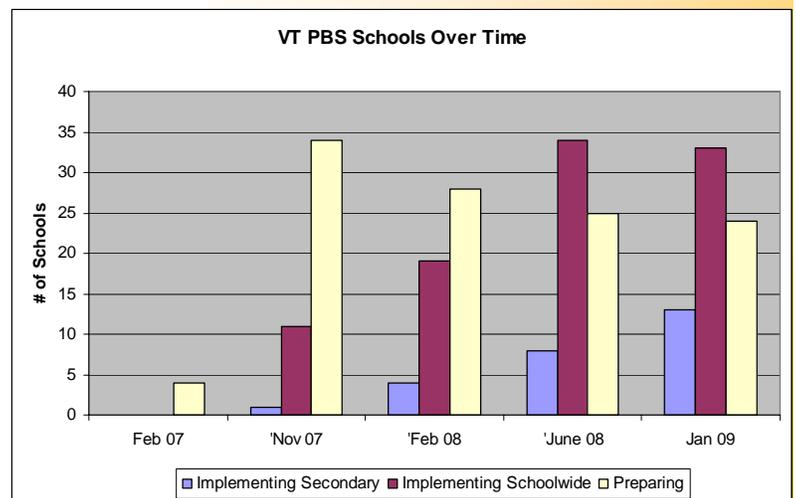
*If you had visited me before PBS, you would have seen a line out my door of students in trouble. PBS has totally changed my relationship with the students in our school.—*  
*Vermont Elementary School Principal*

*Vermont PBS has radically and positively changed the culture at our school.—*  
*Vermont School Behavioral Specialist*



Approximately 58 schools in 27 Supervisory Unions throughout Vermont are engaged in various states of training and implementation of Positive Behavior Supports as one of their primary school improvement activities. Schools having fully implemented and passed an external evaluation with more than 80% completion move to work on implementing targeted systems of support.

Most school teams completing the school-wide training go on to implement SW-PBS within 1 year's time. The majority of those schools then work to develop and implement targeted systems of support over the next 6-18 months. To date, only one school has not followed through on school-wide implementation. This difficulty has been traced to insufficient readiness prior to completing training and planning. As a result, the PBS State Implementation team has strengthened their readiness assessment process, emphasizing the need for administrator engagement and school-wide support for the work prior to beginning.



Of schools preparing to implement or fully implementing PBS:

- 16% serve Pre-K children
- 48% serve elementary age children
- 34% middle school age children
- 16% high school age children

As with most school-wide efforts, elementary schools progressed most quickly with highest scoring results and high schools posed the most significant challenges in implementing change school-wide thereby taking longer to fully implement effectively; typically in excess of one year.

*Congratulations to these schools for  
'Accentuating the Positive'  
by implementing PBS!*

*Mt. Abraham Union Middle & High  
Lincoln Community Elementary  
Monkton Central Elementary  
Vergennes Union High  
Bridport Central Elementary  
Salisbury Community Elementary  
Weybridge Elementary  
Bingham Memorial Elementary  
Ripton Elementary  
Shoreham Elementary  
Bennington Elementary  
Molly Stark Elementary  
Monument Elementary  
Burke Elementary & Middle  
Millers Run Elementary & Middle  
Charlotte Central Elementary & Middle  
Hinesburg Elementary & Middle  
Edmunds Elementary  
H.O. Wheeler Elementary  
Concord Elementary  
Swanton Elementary  
Sheldon Elementary & Middle  
Missoquoi Valley Middle  
Isle la Motte Elementary  
Alburg Elementary & Middle  
Hyde Park Elementary  
Twinfield Elementary, Middle & High  
Crossett Brook Middle  
Thatcher Brook Elementary  
Leland and Gray Middle & High  
Flood Brook Elementary & Middle  
Barre City Elementary & Middle*

To learn more about VTPBS—

Visit the website— [pbsvermont.com](http://pbsvermont.com)

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