# Table of Contents

**OUR MISSION:** Increase the capacity of Florida’s school districts to use team-based planning and problem-solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

## Section Title

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Brief Word From Dr. Don Kincaid</td>
<td>4</td>
</tr>
<tr>
<td>Current FLPBIS Project Staff</td>
<td>4</td>
</tr>
<tr>
<td><strong>TRAINING AND TECHNICAL ASSISTANCE</strong></td>
<td>5</td>
</tr>
<tr>
<td>Training and Technical Assistance</td>
<td>5</td>
</tr>
<tr>
<td>Percent of Schools Trained by District</td>
<td>5</td>
</tr>
<tr>
<td>Percent of Trained Schools that Remain Active</td>
<td>5</td>
</tr>
<tr>
<td>Florida Schools’ PBIS Tier 1 Trainings</td>
<td>6</td>
</tr>
<tr>
<td>Training Satisfaction</td>
<td>6</td>
</tr>
<tr>
<td>Tier 1 Supplemental Trainings by Type</td>
<td>6</td>
</tr>
<tr>
<td>Overall Activities</td>
<td>7</td>
</tr>
<tr>
<td>Reported Use of FLPBIS Resources by District Coordinators</td>
<td>7</td>
</tr>
<tr>
<td>FLPBIS Website Use</td>
<td>7</td>
</tr>
<tr>
<td><strong>PBIS TIER 1</strong></td>
<td>8</td>
</tr>
<tr>
<td>Average Fidelity Score at Tier 1</td>
<td>8</td>
</tr>
<tr>
<td>Percent of Schools Implementing with Fidelity at Tier 1</td>
<td>8</td>
</tr>
<tr>
<td>ODR Rates by Implementation Level and School Year</td>
<td>8</td>
</tr>
<tr>
<td>OSS Rates by Implementation Level and School Year</td>
<td>9</td>
</tr>
<tr>
<td>Distribution of ODR and OSS Rates for All Implementers</td>
<td>9</td>
</tr>
<tr>
<td>Change in Discipline Rates per 100 Students after Their First Year of Implementation</td>
<td>10</td>
</tr>
<tr>
<td>Referral Rates Over 3-Years by Implementation Level</td>
<td>11</td>
</tr>
<tr>
<td>Suspension Rates Over 3-Years by Implementation Level</td>
<td>12</td>
</tr>
</tbody>
</table>
This product was developed in collaboration with several projects located at the University of South Florida, Department of Child & Family Studies: (a) Florida’s Positive Behavioral Interventions and Support: A Multi-Tiered System of Support Project by the State of Florida, Department of Education, Bureau of Exceptional Education & Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B; (b) Florida School Climate Transformation, funded by the State of Florida, Department of Education, Bureau of Exceptional Education & Student Services, through the federal Office of Safe and Supportive Schools, U.S. Department of Education (S184F140023); and (c) the Technical Assistance Center on Positive Behavioral Interventions and Supports, Office of Special Education Programs, U.S. Department of Education (H326S130004).
During the 2018-2019 school year, Florida’s Positive Behavior Interventions and Support (FLPBIS) Project worked with districts to integrate mental health plans into their existing multi-tiered PBIS system of support. We also developed several resources and on-line trainings to support that integration. Our Project even completed a revision of our Tier 1 PBIS training to be inclusive of mental health supports, trauma-informed practices, restorative practices, and culturally responsive supports to meet the needs of all students within a multi-tiered support system.

In 2018-2019, FLPBIS reached a total of 2038 total schools trained in PBIS Tier 1, with 85% of trained schools remaining active. We continue to see a high level of implementation from most (75%) Florida schools and corresponding better outcomes (lower ODRs and OSSs) from those schools with a higher level of implementation. Of the Florida schools reporting outcomes, nearly 87% of students receive 0 or 1 referrals each year, another sign of effective implementation.

The FLPBIS Project also offered a variety of trainings and technical assistance to support districts and schools with implementing advanced tiers of support. Tier 2 targeted group training (1-2 day team training) was provided to 42 schools, and 63% of reporting schools were implementing with fidelity. We provided training for Tier 3 individual student supports (a range that includes brief FBA and Prevent-Teach-Reinforce) to 35 schools, and 70% of reporting schools were implementing with fidelity. To build local capacity, the FLPBIS Project also provided training and supports on coaching, evaluation, and data-based problem solving to school-based facilitators and district personnel.

Our Model School recognition process continued to change and grow. In 2018-2019, 27% of all active PBIS schools received recognition as a Tier 1 Model School. Next year, we are pushing the bar higher for schools implementing PBIS Tier 1 (Bronze and Silver Model Schools) and have established new criteria to recognize schools’ efforts to implement PBIS at Tier 2 (Gold Model School) and Tier 3 (Platinum Model School). This shift is in direct response to the progress that Florida schools have made and their commitment to build upon this progress to improve outcomes for all students, including those with more intense needs. We are excited to see Florida schools’ commitment to implementing multi-tiered PBIS supports with fidelity and positive outcomes for all students.
Training and Technical Assistance

2,038 schools in Florida have been trained in PBIS since 2004. 45 districts have over 70% of their schools trained in PBIS. 55% of trained schools have received additional training within the last 3 years.

Percent of Schools Trained by District
- Non FLPBIS
- <25%
- 25-50%
- 50-70%
- 70-90%
- >90%

Most Schools Trained by FLPBIS Were Active in Implementing PBIS in the 2018-2019 School Year

Inactive 15%
Active 85%
The FLPBIS Project offers a variety of trainings for schools to support implementation of PBIS including **Tier 1 School-wide initial** and **Tier 1 School-wide retraining** (3-day team training), Supplemental Tier 1 trainings, **Tier 2 Targeted Group** (1-2 day team training), and **Tier 3 Individual Student** (an array, including Brief FBA and Prevent-Teach-Reinforce). To build local capacity, the FLPBIS Project also provides training and supports on coaching, evaluation, and data-based problem-solving.

**TAKEAWAY:**
Most Tier 1 training events are provided to existing schools to support enhanced and sustained implementation.

**2018-2019 Training Satisfaction (n=2,203)**
Trainees have high ratings for the training received by FLPBIS, with satisfaction scores consistently rated above 5 on a 6-point Likert scale:
- Increases Knowledge: ★★★★★☆
- Meets Objectives: ★★★★★☆
- Will Use Information: ★★★★★☆
- Recommends to Others: ★★★★★☆
**Overall Activities**

1,045 live and recorded views of 13 TA Chats

193 schools from 21 districts received coaching training from FLPBIS staff

35 schools from 3 districts were trained in Tier 3

23 schools from 2 districts received RtIB Database training

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**Reported Use of FLPBIS Resources by District Coordinators (n=37)**

**TAKEAWAY:**
There was an increase in reported use across all FLPBIS resources by District Coordinators. Of those who reported use, individualized web/phone TA, model school resources, and disproportionality support were rated as the most valuable by District Coordinators.

<table>
<thead>
<tr>
<th>Resource</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS Evaluation System on Web (PBSES)</td>
<td>97%</td>
</tr>
<tr>
<td>Web/Phone Technical Assistance Specific to District</td>
<td>97%</td>
</tr>
<tr>
<td>Monthly TA Chats</td>
<td>95%</td>
</tr>
<tr>
<td>DC Meetings</td>
<td>95%</td>
</tr>
<tr>
<td>Model School Resources</td>
<td>95%</td>
</tr>
<tr>
<td>Annual Report</td>
<td>89%</td>
</tr>
<tr>
<td>YIP</td>
<td>89%</td>
</tr>
<tr>
<td>Disproportionality Support</td>
<td>81%</td>
</tr>
<tr>
<td>Videos</td>
<td>76%</td>
</tr>
<tr>
<td>Social Networking - Facebook</td>
<td>Twitter</td>
</tr>
<tr>
<td>Restraint and Seclusion Support</td>
<td>65%</td>
</tr>
<tr>
<td>Tier 3 Systems Development Support</td>
<td>65%</td>
</tr>
<tr>
<td>RtIB Database</td>
<td>60%</td>
</tr>
</tbody>
</table>

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**FLPBIS Website**

There were 31,508 unique website users during the 2018-2019 school year.

The most visited website pages during the 2018-2019 school year were:
- Classroom PBIS Page (5,529 visits)
- Tier 1 Page (4,337 visits)
- About Florida PBIS Page (5,876 visits)

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*I value the collaboration I receive from all the Project Staff. At the district level, I often work alone – if I didn’t have the FLPBIS Project staff to support, guide, encourage, and often just listen – I would not be as effective in making changes.”*  
—FL District Coordinator
FLPBIS Schools Report High Levels of Tier 1 Implementation Fidelity

75% of schools with fidelity

75% of schools are implementing PBIS Tier 1 with fidelity (BoQ ≥ 70%). The percentage of schools implementing PBIS Tier 1 with fidelity continued to increase across school years.

80% average score

In the 2018-19 school year, participating schools had an average Benchmarks of Quality (BoQ) score of 80%. Average BoQ scores have been increasing across school years.

Average Rate of Office Discipline Referrals (ODRs)
per 100 Students for Schools Implementing Tier 1 with Fidelity

TAKEAWAY:
Higher implementing schools have a 36% lower average ODR rate across all school years.
Average Rate of Out-of-School Suspensions (OSSs) per 100 Students for Schools Implementing Tier 1 with Fidelity

TAKEAWAY: Higher implementing schools have a 44% lower average OSS rate across all school years.

High Levels of Variability in Rates of ODR and OSS

TAKEAWAY: Although the average rate of discipline events across schools was low, individual schools reported much variability. In fact, 15 schools reported discipline rates beyond what could be depicted in the graph. The rate of OSS days per 100 students was especially variable, with two schools reporting rates nearly 80 times higher than the average.

Throughout this report, we present averages when describing outcomes. As you review these data, keep in mind that individual schools differ greatly in both rates of discipline across and within school types (as depicted in the chart above). Regardless of the variance in discipline rates, schools that are implementing Tier 1 with higher fidelity have fewer ODRs and OSS days than schools with lower levels of PBIS Tier 1 implementation fidelity.
Newly trained PBIS schools can have an impact on student outcomes as early as their first year of implementation.

Note: The data represent schools that reported discipline data both before and after their first year of implementation. They do not represent a particular set of school years. “Other” schools include those with irregular grade ranges such as K-8. Alternative/center schools are not included due to the variable nature of their data.

**TAKEAWAY:**
Schools see decreases in ODRs, ISSs, and OSSs across most school types from baseline to one-year of implementation.
Implementation is a science. Research shows that it can take years to see the effects of putting a new evidence-based system in place. This is demonstrated by FLPBIS schools, where the proportion of schools that are implementing with fidelity has increased over time, with corresponding lower referral rates, throughout the first three years of implementation.

Decreases in ODR rates are demonstrated across years among schools with high levels of implementation. High schools implementing Tier 1 with fidelity experienced the greatest decreases in ODR rates.

*Note: The data included represent schools that reported baseline and three consecutive years of ODR and BoQ data. They do not represent a particular set of school years.*

**TAKEAWAY:**
Referral rates tend to go down and stay down for schools that maintain high implementation fidelity.
Decreases in out-of-school suspension (OSS) rates are observed across years among schools with high levels of implementation. Middle and high schools implementing Tier 1 with fidelity experienced the greatest decreases in OSS rates. Elementary schools with lower implementation experienced increasing OSS rates over time.

The data presented on the previous two pages further highlight the critical role that implementing with fidelity has in producing better outcomes for schools.

Note: The data included represent schools that reported baseline and three consecutive years of OSS and BoQ data. They do not represent a particular set of school years.

TAKEAWAY:
Suspension rates tend to go down and stay down for schools that maintain high implementation fidelity.
Advanced Tiers of Support

More schools completed the TFI Tier 2 and Tier 3 in 2018-2019 than in any other school year.

Fidelity of Implementation

**TIER 2**
- 63% of schools are implementing Tier 2 with fidelity (TFI≥70%).
- The number of schools reporting Tier 2 implementation with fidelity doubled from the previous school year.

**TIER 3**
- 70% of schools are implementing Tier 3 with fidelity (TFI≥70%).
- The number of schools reporting Tier 3 implementation with fidelity doubled from the previous school year.

73%
In the 2018-19 school year, participating schools had an average Tiered Fidelity Inventory (TFI) score of 73% for Tier 2.

78%
In the 2018-19 school year, participating schools had an average Tiered Fidelity Inventory (TFI) score of 78% for Tier 3.

Statewide Core Effectiveness

- 3.1% (6+ referrals)
- 7.5% (2-5 referrals)
- 89.5% (0-1 referral)

**TAKEAWAY:**
Most Florida PBIS schools report an effective core (at least 80% of students receiving 0-1 ODR).

**TAKEAWAY:**
The number of schools completing the TFI has doubled and the proportion of schools reporting fidelity remains high.

87% of Florida PBIS schools across levels that submitted data reported an effective core, defined as having 80% or more students receiving 0 or 1 office referral in the 2018-2019 school year.
More schools reported equity data* in 2018-2019 than ever before.

1000 schools reported equity data.*

83% of schools reporting outcome data also provided equity data.*

**TAKEAWAY:** Disaggregating discipline rates by race/ethnicity and disability status facilitates the first step in problem solving – identifying when disproportionate discipline outcomes exist. These data reveal that schools differ greatly in the level of risk one group experiences compared to all other students.

*Note: Equity data refers to reported student discipline events disaggregated by race/ethnicity and IEP status.

**Examining School Risk Ratios** for Office Discipline Referrals (ODRs) and Out-of-School Suspensions (OSSs) Across Student Subgroups

African American students and students with an IEP are, on average, at the greatest risk of receiving a discipline event. The level of risk for these two student subgroups also differ greatly, with some schools reporting risk ratios that are 10-20 times higher than the overall state average.

**Note:** A risk ratio of 1.0 represents equal risk when compared to other students; a risk ratio of 2.0 represents twice the risk, and so on.
Examine the Rate of Discipline Risk Over Time


TAKEAWAY: Once schools have disaggregated their discipline rates, they can start to identify when disproportionat outcomes exist. Schools reporting three consecutive years of data have found that African American students and students with an IEP continue to receive ODRs and OSSs at a disproportionately higher rate when compared to other student subgroups. The FLPBIS Project can work with these schools to identify causes of and ways to address these disproportionate discipline practices.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>IEP Status</th>
<th>*Other students include White, American Indian, Asian, and Hawaiian/Pacific Islander students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Students</td>
<td>Students with IEP</td>
<td>Multi-Racial Students</td>
</tr>
<tr>
<td>Hispanic Students</td>
<td>Students without IEP</td>
<td></td>
</tr>
</tbody>
</table>

**AVERAGE RISK FOR OFFICE DISCIPLINE REFERRAL (ODR)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>IEP Status</th>
<th>*Other students include White, American Indian, Asian, and Hawaiian/Pacific Islander students.</th>
</tr>
</thead>
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<tr>
<td>African American Students</td>
<td>Students with IEP</td>
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</tr>
<tr>
<td>Hispanic Students</td>
<td>Students without IEP</td>
<td></td>
</tr>
</tbody>
</table>

**AVERAGE RISK FOR OUT-OF-SCHOOL SUSPENSION (OSS)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>IEP Status</th>
<th>*Other students include White, American Indian, Asian, and Hawaiian/Pacific Islander students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Students</td>
<td>Students with IEP</td>
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</tr>
<tr>
<td>Hispanic Students</td>
<td>Students without IEP</td>
<td></td>
</tr>
</tbody>
</table>

Project can work with these schools to identify causes of and ways to address these disproportionate discipline practices.
90% of Florida’s students reside in a district that is actively engaged with the FLPBIS Project. The FLPBIS Project continues to have the potential to impact a large proportion of Florida’s students.

Of the 67 Florida School Districts...

- 51 (76%) have Active PBIS Schools
- 37 (55%) have Schools with Sufficient Data*
- 30 (45%) have Schools with Sustained Implementation
- 25 (37%) have Schools with Low OSS Rates**
- 16 (24%) have Schools with Low ODR Rates***

TAKEAWAY:
Most districts with schools reporting data are sustaining implementation. Most districts with schools reporting data are reporting better than average outcomes.

*Must have at least 50% of the active PBIS schools in that district with both implementation and outcomes data during 2018-2019.

**Must have at least 50% of active schools in that district report OSS rates below the state median for their school type during 2018-2019.

***Must have at least 50% of active schools in that district report ODR rates below the state mean for their school type during 2018-2019.
Comparing FLPBIS Districts by Size*

**TAKEAWAY:** Very Large and Medium-Small districts report higher levels of Tier 1 implementation fidelity and better discipline outcomes. Small districts report the lowest level of implementation fidelity.

NUMBER OF DISTRICTS WITH SCHOOLS IMPLEMENTING WITH FIDELITY

- Very Large: 5 of 6
- Large: 6 of 9
- Medium: 5 of 6
- Med-Small: 6 of 7
- Small: 5 of 9

NUMBER OF DISTRICTS WITH SCHOOLS WITH LOW ODR AND OSS RATES**

- Very Large: 4 of 6
- Large: 4 of 9
- Medium: 1 of 6
- Med-Small: 4 of 7
- Small: 3 of 9

*The above include the 37 districts reporting sufficient data*** for their active PBIS schools.

*Size categories are determined by the Bureau of Exceptional Education and Student Services (BEESS) at FDOE. The number and percentage of active schools in districts varies.

**Low rates refer to those reporting a referral rate below the state median per 100 students AND an OSS rate per 100 students below the state mean for their school type.

***Must have at least 50% of the active PBIS schools in that district with both implementation and outcome data.
While traditional behavior data systems focus on reporting requirements, the RtIB Database was designed for the sole purpose of supporting effective school and district level problem solving. The database allows users to analyze systems-level and individual issues at PBIS Tier 1, Tier 2, and Tier 3. It’s free to public schools in Florida as a supplemental resource or as a model for a district’s existing data system.

One teacher used her phone to log Tier 3 data throughout the school day - she told the database team that, “It worked GREAT!” As a result, the school is moving to electronic progress monitoring in more of their classrooms.

“The reports that RtIB produces are unlike anything we have ever had before to help our team problem-solve around issues on our campus. And it’s EASY to use!”

“The new Equity reports are amazing! Within a couple of clicks, our team was able to compare discipline across subgroups.”

Visit the RtIB website for a free demo and to learn more about the database: http://www.flrtib.org/

**TAKEAWAY:** The RtIB database is rated very valuable by the 27% of Florida districts using the database.
**TAKEAWAY:** While the number of districts and schools using the RtIB Database did not change, those with accounts showed a dramatic increase in the number of individual active users.

**Tracking Student Progress at Tiers 2 & 3**

- **22%** of schools that use RtIB track student performance at Tier 2.
- **21%** of schools that use RtIB track student performance at Tier 3.
School Climate Transformation

In September 2014, Florida’s Department of Education/Bureau of Exceptional Education and Student Services was awarded a five-year School Climate Transformation grant (“Florida SCT”) from the U.S. Department of Education. This grant focuses on achieving long-term improvements to ensure all Florida students have access to effective school and community practices that improve social, emotional, and academic outcomes.

**Classroom PBIS**

- Maintained 16 trainers for classroom consultation model
- 25 schools participated in classroom training
- 140 classrooms used the Classroom Assistance Tool (CAT) as a coaching guide

**Coaching** — Assisted district leadership to build capacity for multi-tiered coaching through data-driven problem-solving, action planning, implementation, and professional learning using a practice-based approach.

**Disproportionality**

- 62% of active districts reported having coaching meetings
- 9 districts received technical assistance to address disproportionate disciplinary outcomes

**Restraint and Seclusion**

- 17 school districts received support to reduce restraint and seclusion

**Tier 3 for Behavior Redesign**

- 6 school districts received technical assistance to address Tier 3 for Behavior System Redesign
- 35 schools from 2 districts participated in Prevent-Teach-Reinforce (PTR) training
Each year, FLPBIS schools can apply for model school status, which uses specific implementation and outcome criteria to recognize exemplar schools. Not all eligible schools apply for model school status as the application process is voluntary.

“...Over time [PBIS] has become richly embedded in the school culture and way of doing things. Every decision is data driven and interventions are then implemented, continued, and/or tweaked. Storm Grove has both staff and student buy-in. Our school-wide system recognizes and rewards appropriate behavior (both student and staff) and has not only fostered a caring and positive environment, but has decreased discipline actions across campus. Storm Grove Middle is the largest middle school in our school district and due to PBS and staff commitment is a success!”

— Storm Grove Middle School (Gold Model School)

**Percent of Active PBIS Schools with FLPBIS Model Status**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Schools with Model Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>31%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>25%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>13%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>12%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>12%</td>
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<tr>
<td>2014-2015</td>
<td>10%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>12%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>19%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>22%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>27%</td>
</tr>
</tbody>
</table>

**TAKEAWAY:** The percent of active FLPBIS schools reaching model school status has increased over the last few years, despite more challenging criteria for achieving model status.
Restraint and Seclusion

The FLPBIS Project offers technical assistance to districts on the prevention and reduction of Restraint and/or Seclusion (R/S).

Support to districts is provided if they are (a) identified by the FDOE with high rates of using R/S or (b) self-identified to proactively reduce the use of R/S.

District-level systems change is facilitated through an established protocol that impact components related to a reduction in R/S including: (a) analysis of data, (b) training on best practices, and (c) support for policy changes.

17 districts are currently being supported by FLPBIS to reduce their use of restraint and/or seclusion.

ReSet Data Tool
Developed by the FLPBIS Project to provide precise and accessible analysis of R/S data in a visual format for FL district personnel. Data are entered across student and school demographic categories. Graphs provide easy examination of R/S patterns.

District Example: Working with FLPBIS to Reduce the Use of R/S

A district identified by the FDOE with high rates of R/S received technical assistance from the FLPBIS Project.

Using the ReSet Data Tool, the district found that restraints were being applied most often to students in alternative settings and students identified with autism.

The district was able to develop an action plan that focused on:

- adjusting policies;
- modifying data collection procedures;
- setting up specific staff training; and
- ensuring the availability of preventive mental health services.

After several months, the district demonstrated a decreased use of R/S and increased use of preventive strategies and early interventions.
Mental Health

Responding to the tragedy at Marjory Stoneman Douglas High School in 2018, Florida enacted legislation to promote school safety and increase support for students’ mental health. The 2018-2019 school year marked the end of the Florida AWARE grant funded by SAMHSA to address mental health through a multi-tiered PBIS framework. To maintain momentum and support for schools and districts in addressing mental health through a PBIS framework, the FLPBIS Project developed resources and provided support.

Technical Assistance Chats:

- Incorporating New FL Legislation into Your MTSS
- Trauma Informed Care and PBIS
- Thinking Functionally about Students with Anxious Behaviors
- Aligning School Based Mental Health with PBIS Framework

Youth Mental Health First Aid (YMHFA)

YMHFA equips you to recognize the signs of distress and guide a person toward appropriate treatments and other supportive health care.

“The wonderful presenters and scenarios/examples very impactful,” — Youth Mental Health First Aider

Coming soon! Products to Enhance Mental Health Through PBIS:

Integrating Trauma Informed Practices within Your School Wide PBIS Framework

Data Guide for Enhancing Your PBIS Framework to Address Student Mental Health

Integrating Social and Emotional Learning into your School-Wide Positive Behavior Interventions and Supports Framework
In 2018-2019, the FLPBIS Project piloted a newly designed Tier 1 training to help schools better integrate practices that promote equity, mental health and well-being, and a positive school climate into a PBIS framework. This revised approach includes preparation for time needed to roll-out Tier 1 PBIS with stakeholders.

NEW CONTENT INCLUDED:

- Integrating social-emotional-behavioral learning within the Tier 1 PBIS plan
- Meeting staff, family and student stakeholders “where they are” to develop culturally responsive practices that work for everyone
- Increasing family and student participation and voice in the development of the Tier 1 PBIS plan
- Evaluating equity in school-wide reward systems and discipline outcomes
- Relationship-based, trauma-informed and culturally responsive strategies
- Proactive restorative techniques that teach emotional awareness and encourage empathy

PILOT: A small cohort of schools from two districts piloted the revised Tier 1 training in July, 2019

79% of pilot training respondents were satisfied or highly satisfied with the revised training.

“This was absolutely one of the most valuable, realistic, and engaging PDs I’ve ever taken…My favorite was the appropriate amount of time to take in new information and begin developing a plan for the school year” — Tier 1 FLPBIS Pilot Training Participant

Most participants felt prepared to begin working on PBIS during the next year.

18% Neutral 77% Very Prepared 3% Not Prepared
The FLPBIS:MTSS Project continued to be extremely productive during 2018-2019. Our participating schools and districts have persisted in their commitment to the PBIS framework to attain positive outcomes by working hard to implement PBIS with high fidelity. These activities have been transformational in purposely changing learning environments so that students learn effectively, teachers teach efficiently and intensely in a supportive environment, and schools provide nurturing spaces to develop the whole child intentionally. Florida’s PBIS districts are striving to align their resources to improve the behavioral and social competence, emotional well-being and cognitive abilities of their students through the Yearly Implementation Planning (YIP) meetings. Promoting systemic improvement coordinated through one comprehensive plan is evidence of our districts’ purposeful dedication to the PBIS framework. While there is always more work to do and improvements needed, our actively participating schools and districts are making a positive impact on student outcomes. Thank you for partnering with us on working towards increasing the safety and school climate of our schools to enhance the educational success of Florida’s students! Relationships are important! PBIS works when implemented with fidelity! School climate matters! Data are needed! Prevention is key! You are making a difference!

In 2014, we were awarded School Climate Transformation (Florida SCT), a 5-year grant funded by the United States Department of Education (USDOE), Office of Safe and Healthy Students. Florida SCT focuses on boosting the FLPBIS:MTSS Project by (1) expanding the implementation of PBIS across districts, schools and settings; (2) increasing the fidelity of implementation of PBIS; (3) increasing positive behavioral outcomes for students; (4) expanding the capacity of districts to support sustained implementation of PBIS; and (5) expanding the capacity of the FDOE to support sustained implementation of PBIS. The collaboration of Florida SCT with the FLPBIS:MTSS Project has been essential and our SCT Workgroups have been the mechanism to accomplish these objectives while simultaneously meeting our State’s educational needs and established priorities. In 2018-2019, more districts engaged in (a) problem-solving disproportionality to improve discipline equity across all students, (b) reducing the use of restraint and seclusion, (c) redesigning Tier 3 behavior systems, (d) training future trainers and their school teams in the application of classroom strategies, and (e) expanding and sustaining district-wide coaching supports. While this year would have marked the end of the five-year grant cycle, Florida was granted a one-year No Cost Extension to continue this impactful work through September 2020. Congratulations to the districts and schools that have actively participated in the Florida SCT Workgroups and have experienced the positive effects that PBIS can make!

And finally, USF continues to Co-Lead the national PBIS Center (www.pbis.org) funded by both the USDOE’s Offices of Special Education Programs (OSEP) and Elementary and Secondary Education (OESE). Since 1998, the PBIS Center strives to improve the capacity of states, districts and schools to establish, scale-up, and sustain the PBIS framework to (a) expand tier 2 and 3 systems to improve outcomes for students with or at-risk for disabilities, (b) enhance school climate and school safety, and (c) improve conditions for learning to promote the well-being of all students. This relationship keeps the FLPBIS:MTSS Project nationally connected!