Florida’s Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports

2019-2020 Annual Report
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**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).

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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).
The 2019-2020 school year was characterized by one word: flexibility. Florida’s districts and schools adapted quickly to virtual learning and a new “normal.” Communities and families dealt with lost finances, social isolation, and the physical and mental health effects of the pandemic. Front line health workers were acknowledged for their heroism and commitment.

The Florida PBIS Project thinks that Florida’s educators were just as courageous and dedicated. You adapted your academic, social, emotional, and behavioral support to meet the needs of your students. Over 1500 schools continued to implement PBIS, first face-to-face, then virtually, with over 80% of reporting schools implementing Tier 1 PBIS with fidelity. In fact, after controlling for the number of in-person school days, 57% of schools had stable or reduced office-discipline referrals and 60% of schools had decreased out-of-school suspensions from the previous year. Over 95% of schools began to report disaggregated data and 57% had no areas of significant disproportionate discipline. Due to the COVID-19 crisis, we adjusted our Model School process to account for the challenges of distance learning and still had 34% of all schools qualify for Model School status. Congratulations on all of your efforts and successes in 2019-2020!

As soon as we became aware that life was not returning to normal anytime soon, the Florida PBIS Project also changed our way of work. We provided over 30 different web-based “chats” for educators and families and developed nearly 350 products that could be useful for addressing the social, emotional, and behavioral needs of Florida’s students. We also revised our trainings to be more flexible to district needs. The FLPBIS Project can now provide live face-to-face, live virtual, and self-paced Canvas training for any school in Florida, as we did numerous times in the past 10 months.

The Florida PBIS Project also experienced some significant changes last year. Due to the anticipated ending of some federal grants and changes at the State level, our FLPBIS Project experienced a significant budget cut that resulted in a corresponding decrease in staffing. Several of our staff who have worked with you in the past are no longer with the FLPBIS Project, but our core team is still here and working to meet your needs to benefit all of Florida’s students.
2,038 schools in Florida have been trained in PBIS since 2004. 57% of trained schools have received continuing Tier 1 training within the last 3 years.

78% of schools trained by FLPBIS were active in implementing PBIS in the 2019-2020 school year.
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), and Supplemental Tier 1 trainings (Tier 1 Booster, Classroom, Equity/Disproportionality, Restorative Practices). 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.
Florida Schools’ Tier 2 and Tier 3 Training

**TAKEAWAY:**
Most Tier 2 training events were for schools new to implementing Tier 2 with the FLPBIS Project.

77 staff from 2 districts received training in Tier 3 in 2019-2020.

The FLPBIS Project offers additional trainings for schools to support PBIS implementation at the advanced tiers. These include Tier 2 Targeted Group (1-2 day team training) and Tier 3 Individual Student (an array of trainings, including brief FBA and Prevent-Teach-Reinforce).
The most visited website pages during the 2019-2020 school year were:

- Classroom PBIS Page (5,529 visits)
- Tier 1 Page (4,777 visits)
- About Florida PBIS Page (4,180 visits)

31,587 unique website users during the 2019-2020 school year.

Other Activities

Developed over 350 presentations and resources, including tip sheets, technical guides, and infographics.

Provided over 200 technical support services to 60 school districts in Florida.

23 districts received coaching supports/training representing over 800 PBIS schools.

30 live online TA Chats developed and delivered.

1,342 live participants.

10,028 post-chat recording views.

TA Chats with the most views:

- PBIS Essentials for the Virtual Classroom: 4,519 views
- 5 PBIS Essentials for Families: 1,983 views
- Behavior Basics: Prevention and De-Escalation Strategies: 719 views
- Virtual PBIS: Acknowledging Appropriate Behavior: 692 views

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Evaluation of Project Training and Technical Assistance (TA)

**2019-2020 Training Satisfaction (n=2,203)**

Trainees have high ratings for the training received by FLPBIS as reported on the items below on either a 6- or 4-point scale.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases Knowledge</td>
<td>★★★★★☆</td>
</tr>
<tr>
<td>Meets Objectives</td>
<td>★★★★★☆</td>
</tr>
<tr>
<td>Will Use Information</td>
<td>★★★★★☆</td>
</tr>
<tr>
<td>Recommends to Others</td>
<td>★★★★★☆</td>
</tr>
<tr>
<td>Skilled Delivery</td>
<td>★★★★★☆</td>
</tr>
<tr>
<td>General Satisfaction</td>
<td>★★★★★☆</td>
</tr>
</tbody>
</table>

**TA Chat Satisfaction**

Participants reported high levels of satisfaction across the delivered TA Chats, with mean ratings consistently above 4 on a 5-point Likert scale.

The two TA Chats receiving the highest ratings (4.9 out of 5) were:
- School-based Coaching Series: Sustaining PBIS
- PBIS Essentials: Responding to Inappropriate Behavior Part 1

**Reported Use of FLPBIS Resources by District Coordinators (n=36)**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLPBIS Website</td>
<td>100%</td>
</tr>
<tr>
<td>Monthly TA Chats</td>
<td>94%</td>
</tr>
<tr>
<td>PBS Evaluation System on Web (PBSES)</td>
<td>94%</td>
</tr>
<tr>
<td>Videos</td>
<td>92%</td>
</tr>
<tr>
<td>Yearly Implementation Planning</td>
<td>92%</td>
</tr>
<tr>
<td>DC Meetings</td>
<td>92%</td>
</tr>
<tr>
<td>Annual Report</td>
<td>89%</td>
</tr>
<tr>
<td>Disproportionality Support</td>
<td>89%</td>
</tr>
<tr>
<td>Skill Development Modules</td>
<td>86%</td>
</tr>
<tr>
<td>Model School Resources</td>
<td>83%</td>
</tr>
<tr>
<td>Web/Phone Technical Assistance Specific to District</td>
<td>83%</td>
</tr>
<tr>
<td>Social Networking - Facebook</td>
<td>Twitter</td>
</tr>
<tr>
<td>RTi:B Database</td>
<td>69%</td>
</tr>
<tr>
<td>Tier 3 Systems Development Support</td>
<td>69%</td>
</tr>
<tr>
<td>Restraint and Seclusion Support</td>
<td>61%</td>
</tr>
</tbody>
</table>

**TAKEAWAY:**

Of those who reported use, individualized web/phone TA, the DC meetings, and the FLPBIS website were rated as the most valuable by District Coordinators.

“Personalized support from our TA who understands the unique-ness of our district’s needs/current initiatives.”

“Ongoing support. As we grow in our county we change, shift, and all our needs are continuously met. Consistency in support is key to success.”
**PBIS Tier 1**

**FLPBIS Schools Report High Levels of Tier 1 Implementation Fidelity**

- **83%** of schools report fidelity
  - 83% 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.

- **89%** average score
  - In the 2019-2020 school year, participating schools had an average Benchmarks of Quality (BoQ) score of 89%. Average BoQ scores have been increasing across school years.

**Average Rate of Office Discipline Referrals (ODRs) per 100 Students per Day by Tier 1 Implementation Level**

**TAKEAWAY:**

Higher implementing schools have a **34%** lower average ODR rate across all years.

**FLPBIS School Referral Trends:**

- **57%** of all schools have stable or decreasing ODRs (regardless of implementation level)

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*Discipline events were reported through the last on-site school day for the 2019-2020 school year. To allow for cross-year comparisons with the reduction in the number of on-site school days, discipline outcomes for all years were transformed to and are reported as a per day rate.*
Average Rate of Out-of-School Suspensions (OSSs) per 100 Students per Day for Schools Implementing Tier 1 with Fidelity

TAKEAWAY: Higher implementing schools have a 41% lower average OSS rate across all years.

FLPBIS School Suspension Trends:
60% of all schools have stable or decreasing OSSs (regardless of implementation level).

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). The rate of ODRs per 100 students per school day was especially variable, with six schools reporting rates over ten times higher than the statewide average.

TAKEAWAY: Individual schools reported much variability. 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.

Schools Reported High Levels of Variability in their ODR and OSS Rates in 2019-2020

ODR Avg: 0.36
OSS Avg: 0.14

*Discipline events were reported through the last on-site school day for the 2019-2020 school year. To allow for cross-year comparisons with the reduction in the number of on-site school days, discipline outcomes for all years were transformed to and are reported as a per day rate.
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 irregular nature of their data.

TAKEAWAY:
Schools see decreases in ODRs, ISSs, and OSSs across most school types from baseline to one-year of implementation.

*Discipline events were reported through the last on-site school day for the 2019-2020 school year. To allow for cross-year comparisons with the reduction in the number of on-site school days, discipline outcomes for all years were transformed to and are reported as a per day rate.
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 and reporting lower referral rates has increased 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.

*Discipline events were reported through the last on-site school day for the 2019-2020 school year. To allow for cross-year comparisons with the reduction in the number of on-site school days, discipline outcomes for all years were transformed to and are reported as a per day rate.*
Decreases in out-of-school suspension (OSS) rates are observed across years among schools with high levels of implementation. Elementary and middle schools implementing Tier 1 with fidelity experienced the greatest decreases in OSS rates.

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.

*Discipline events were reported through the last on-site school day for the 2019-2020 school year. To allow for cross-year comparisons with the reduction in the number of on-site school days, discipline outcomes for all years were transformed to and are reported as a per day rate.
**Advanced Tiers of Support**

**Tier 2**
- 77% of schools are implementing Tier 2 with fidelity (TFI Score ≥ 70) with an average TFI score of 82%.

**Tier 3**
- 85% of schools are implementing Tier 3 with fidelity (TFI Score ≥ 70) with an average TFI score of 85%.

**Fidelity of Tier 2 Trained Schools**
- 525 active schools trained in Tier 2
- 221 submitted a TFI
- 177 reported high Tier 2 fidelity (TFI ≥ 70%)

**Statewide Core Effectiveness**
- 91.5% (0-1 referral)
- 6.3% (2-5 referrals)
- 2.2% (6+ referrals)

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

**TAKEAWAY:**
- A high number of schools submitted fidelity data on advanced tiers despite the disruptions last year.

Despite school disruptions in the continuity of learning due to COVID-19 and the removal of the TFI as a prerequisite for Model School awards, many schools successfully collected and reported TFI data for the 2019-2020 school year.

91% of PBIS schools in Florida with data reported an effective core, defined as having 80% or more students receiving 0 or 1 office discipline referral in the 2019-2020 school year.
Examining the Variability in Risk Ratios for ODR and OSS

FLPBIS schools vary greatly in the level of risk one group experiences compared to all other students. African American students and students with an IEP have the greatest variation in risk ratios for disciplinary events, with some schools producing risk ratios for these groups that are 10–20 times higher than the overall average.

Note: A risk ratio of 1.0 represents equal risk when compared to other students. Risk ratios less than 1.0 represent a lower risk, while a risk ratio greater than 1.0 represents greater risk (e.g., a risk ratio of 2.0 represents twice the risk when compared to other students).

Disaggregating Data

96% of schools reporting outcome data also provided data disaggregated by race/ethnicity and disability in 2019-2020 (n=1,323).

TAKENAYE:
A high percentage (or nearly half) of the schools reported significantly disproportionate outcomes with almost all of those disproportionate outcomes occurring for students with an IEP and/or African American students.

Examining Schools with Disproportionate Discipline Outcomes

43% of schools reported significantly disproportionate discipline outcomes (RR ≥ 2.5)

1% Hispanic Students
2% Multi-Racial Students
41% Students with an IEP
69% African American Students
The FLPBIS Project examined outcomes from 675 schools that submitted equity data for four consecutive years (2016-2017 through 2019-2020).

### Examining Discipline Risk Over Time

**Race/Ethnicity**
- **African American Students**
- **Hispanic Students**
- **Multi-Racial Students**

**IEP Status**
- **Students with IEP**
- **Students without IEP**

*Other students include White, American Indian, Asian, and Hawaiian/Pacific Islander students.*

### AVERAGE RISK FOR OFFICE DISCIPLINE REFERRAL (2016-2020)

- **24%**
- **20%**
- **17%**
- **16%**
- **14%**
- **11%**
- **10%**

### AVERAGE RISK FOR OUT-OF-SCHOOL SUSPENSIONS (2016-2020)

- **10%**
- **7%**
- **6%**
- **5%**
- **4%**
- **4%**
- **3%**

**TAKEAWAY:** Schools reporting four 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, but this gap between subgroups may be shrinking as demonstrated with reductions in the proportion of students experiencing discipline events.
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...

- 49 (73%) have Active PBIS Schools
- 33 (49%) have Schools with Sufficient Data*
- 24 (36%) have Schools with Sustained Implementation
- 23 (34%) have Schools with Low OSS Rates**
- 14 (21%) 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 2019-2020.

**Must have at least 50% of active schools in that district report OSS rates below the state mean for their school type during 2019-2020.

***Must have at least 50% of active schools in that district report ODR rates below the state median for their school type during 2019-2020.
Comparing FLPBIS Districts by Size*

TAKEAWAY: All districts, regardless of size, had a high proportion of schools reporting fidelity. No district size type had a majority of their districts reporting low ODR and OSS rates across schools. A larger proportion of medium- and small-sized districts had schools reporting relatively equitable discipline outcomes.

NUMBER OF DISTRICTS WITH SCHOOLS REPORTING ADEQUATE FIDELITY

- 97% Statewide
- 100% Very Large
- 100% Large
- 100% Medium
- 100% Med-Small
- 86% Small

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

- 36% Statewide
- 25% Very Large
- 40% Large
- 33% Medium
- 50% Med-Small
- 29% Small

NUMBER OF DISTRICTS WITH SCHOOLS WITH RELATIVELY EQUITABLE DISCIPLINE OUTCOMES***

- 52% Statewide
- 25% Very Large
- 30% Large
- 67% Medium
- 33% Med-Small
- 100% Small

The above include the 33 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.

***Relatively equitable discipline outcomes refer to those reporting risk ratio rates less than 2.5 for any subgroup (racial/ethnic or students with an IEP).

****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 RtI:B 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 RtI:B 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 RtI:B website for a free demo and to learn more about the database: http://www.flrtib.org/

**TAKEAWAY:** The free RtI:B database is rated very valuable by the Florida districts using the database.
TAKEAWAY: There continues to be a high number of individual active users across the districts and schools using RtI:B.

Schools Using RtI:B to Track Student Progress at Tiers 2 & 3

- 42 (23%) schools are using Tier 2
- 33 (18%) schools are using Tier 3
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.

**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.

- 90% of active districts reported having coaching meetings during the school year, with 71% of those districts reporting multiple meetings.

**Disproportionality**

- 14 districts received technical assistance to address disproportionate disciplinary outcomes.

**Restraint and Seclusion**

- 9 school districts received direct support in 2019-2020.

**Classroom PBIS**

- Maintained 16 trainers for classroom consultation model.

- 28 schools participated in classroom training.

- 175 classrooms have used the Classroom Assistance Tool (CAT) as a coaching guide.

**Tier 3 for Behavior Redesign**

- 2 school districts received technical assistance to address Tier 3 for Behavior System Redesign.

- 77 district staff members from 2 districts participated in training to better plan for and provide support to students with the most intensive social-behavior needs.
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.

“At Margate Elementary, we focus on prevention strategies to eliminate disparities in school discipline. When students believe the school is safe and that rules are enforced fairly there is a decline in student discipline referrals across the board. Teachers and staff work to prevent discipline problems, as opposed to strictly enforcing school rules, resulting in fewer discipline referrals. Students receive individualized academic or social-emotional learning instruction. We also focus on establishing high-quality teacher-student relationships.”

— Margate Elementary School (Gold Model School)

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

**TAKEAWAY:** The model school criteria for 2019-2020 was modified late in the year due to the COVID-19 pandemic and its impact on schools. Prerequisite criteria were maintained, but the award levels were scaled back and focused on adaptation to virtual learning.
Responding to the COVID-19 Pandemic

How We Decided What to Do

Results:

- Support Preferences (frequency, method, type)
  - weekly project communication to DCs
  - monthly DC meetings
  - tip sheets
  - brief video format
  - parents/families and teachers as the audience.

- Project should prepare for professional development for staff to be virtual

What We Did Based on the Feedback

7 emails were sent to District Coordinators with resources to support virtual PBIS implementation.

19 TA Chats and 9 tips sheets, guides, and videos were created to support PBIS implementation virtually and at home.

4 website pages were developed to provide virtual TA supports.

264 schools were recognized at the Gold level through a revised Model School process for their virtual Tier 1 PBIS adaptations.

29 district trainings were delivered virtually:
- 86 schools participated in Tier 1 facilitated Zoom trainings
- 73 schools participated in Tier 1 self-paced Canvas trainings
- 29 schools participated in Tier 2 facilitated Zoom trainings
Comparing Training Satisfaction of Virtual Training Formats

**Facilitated Zoom Tier 1 Trainings**
Higher ratings of training organization & significantly higher levels of overall satisfaction.

**VS.**

**Canvas Tier 1 Trainings w/ Check-Ins**
Significantly higher ratings of time available with school team & level of preparedness to implement.

**TAKEAWAY:** Virtual training can be a reasonable substitute for in-person training, but it is important to preserve the time to engage with the school team whether in-person or virtually throughout the process.

Examining Improved Tier 1 Training Satisfaction

In addition to the use of virtual training formats, the Tier 1 training was updated for 2019-2020 to prepare teams to build a more culturally responsive PBIS framework that recognizes social-emotional needs. School participants gave the revised Tier 1 training high ratings regardless of training format, with average scores consistently above 5 on a 6-point Likert Scale.

Examining Virtual Tier 1 Training Satisfaction

100% of District Coordinators (DCs) who accessed virtual trainings reported them to be effective. Most DCs also found the trainings to be extremely effective with many indicating that they would opt for the virtual training type again.
After 12 years, 2006-2018, the FLPBIS Project’s web-based evaluation system underwent a complete rebuild!

75% of District Coordinators identified PBSES as an extremely valuable resource!

The new system provides:

- improved data entry and access to historical data for schools;
- enhanced ease of access for district level users who support data entry; and
- expanded web-based access to database management functions for FLPBIS Project staff.
How Districts are Using the Reports

**Escambia County** held a meeting with data dashboards from PBSES to guide goal setting by schools to address weaknesses.

**Palm Beach County** reviewed the PBSES dashboard at a district leadership team meeting with director & superintendent. The equity reports led to a rich discussion of what was going well and what needed work.

**Pasco County** has given access to PBSES to other district leaders broadening awareness & support for schools by coordinating with other initiatives.
The FLPBIS Project continued to be extremely productive during 2019-2020 despite the many unprecedented challenges we all faced. 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 and elasticity. These activities were 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 (even in a virtual world!) to intentionally develop the whole child. Florida’s PBIS districts are commended for aligning 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 allowed them to respond quickly to maintain continuity in learning. While there is always more work to do and improvements needed, FLPBIS schools and districts continued to make a positive impact on student outcomes during this unique school year. Thank you for partnering with us on working towards increasing the safety and climate of 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 Supportive Schools (formally known as the Office of Safe and Healthy Students). While 2019 would have marked the end of the five-year grant cycle, Florida was granted two additional one-year No Cost Extensions to maintain this impactful work through September 2021. Florida SCT focuses on boosting the FLPBIS Project by (1) expanding implementation of PBIS across districts, schools and settings; (2) increasing fidelity of implementation of PBIS; (3) increasing positive behavioral outcomes for students; (4) expanding capacity of districts to support sustained implementation of PBIS; and (5) expanding capacity of the FDOE to support sustained implementation of PBIS. The collaboration of Florida SCT with the FLPBIS Project has been essential and our SCT Workgroups have been the mechanism to accomplish these objectives while simultaneously meeting the State’s educational needs and established priorities. Districts continued to engage 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 school teams in the application of classroom strategies, and (e) expanding and sustaining district-wide coaching supports. Fortunately, we have this unique opportunity to spend down all remaining funds and continue this important work a little longer than expected!

And finally, USF continues to co-lead the national Center on PBIS funded by both the USDOE’s Offices of Special Education Programs (OSEP) and Elementary and Secondary Education (OESE). Since 1998, the Center on PBIS 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. Check out the many free PBIS resources available for all audiences at: www.pbis.org. This relationship keeps the FLPBIS Project nationally connected!