Pennsylvania
Positive
Behavior Support

The Newsletter of the Pennsylvania Positive Behavior Support Network • Fall 2017

2017 PAPBS Implementers' Forum

The 2017 PAPBS Implementers' Forum was a remarkable success on many levels. We welcomed the largest registration in the 10-year history of the Forum with 1,717 attendees from across the commonwealth. Of the registrants, 65 percent were first-time attendees. This conference provides the PAPBS network implementers with a platform to share tips, tricks, and lessons learned with those new to the PBIS, as well as long-time implementers.

A unique aspect of the PAPBS Implementers' Forum that distinguishes it from other statewide and national conferences is the focus on formally recognizing early childhood and school-age programs for high fidelity of implementation at all three tiers of PBIS. During the 2016-2017 school year, over 400 programs and schools applied for recognition. Below is a breakdown of recognition categories and the number of programs/schools recognized:

- Universal (Tier 1) Initial Implementation with Fidelity (90 schools and programs)
- Universal (Tier 1) Sustained Implementation with Fidelity (133 schools and programs)

- Universal (Tier 1) and Targeted (Tier 2) Implementation with Fidelity (39 schools and programs)
- Universal (Tier 1), Targeted (Tier 2), and Intensive (Tier 3) Implementation with Fidelity (18 schools and programs)

Please visit:
http://tinyurl.com/yadwc6eo to download the recognition brochure to locate a listing of programs/schools by category, age level, and fidelity award level and to see more forum pictures.

Implementers' Forum Film Fest

The 2017 Implementers' Forum Film Fest featured the highest number of PBIS video examples to date. Submissions included high quality exemplars spanning early childhood

to high school levels of implementation. Featured topics and video examples included behavioral expectations, cool tools, acknowledgement systems, PBIS kick-offs, and novel booster sessions. The 2018 Implementers' Forum Film Fest committee is already planning for next year's session and anticipates it to be another top-notch example of successful PBIS implementation across the commonwealth. Please consider being a part of this valuable session and submitting a video. Participation details and acceptance criteria will be accessible through your affiliated PAPBS Network local facilitator. You are encouraged to view the 2017 Film Fest by using the following URL: https://tinyurl.com/ya5rrnq9

Early Childhood Highlights

Early childhood implementers of program-wide PBIS were well represented as presenters at the 2017 PAPBS Implementers' Forum. Many sessions at the Forum are video recorded. This is a terrific way to share information with PBIS Core Leadership Team members or others at your program.

2017 PBIS Implementors Forum, continued . . .

Here are a few of the many presentations to check out!

- PBIS Support Menu for Early Childhood
- PBIS: Strengthening Your Early Childhood Foundation
- Coaching Young Children Through Social Problem-Solving

Poster Sessions

Thirty-three poster session contributors lined the interior walls of the Chocolate Lobby of the Hershey Lodge during the Poster Session of the 2017 Pennsylvania Positive Behavior Support Implementers' Forum. From "Blinging" the Bus to individual RENEW student success stories, contributions to the field spanned all three tiers of implementation of school- and program-wide positive behavior supports and included a wealth of information from state level grants to university and community partner resources.

Special thanks to the following organizations for their willingness to share ideas, research and time with our 2017 conference attendees: ARIN IU 28, BLaST IU 17, Bloomsburg University of Pennsylvania, Bradford Tioga Head Start, Neshaminy School District, Devereux Center for Effective Schools, Devereux Children's Intellectual and Developmental Disabilities Services, Erie Public Schools, Homer-Center School District, Huntingdon Area School District, Indiana University of Pennsylvania, Lancaster Lebanon IU13, McGuffey School District, Moniteau School District, Northeastern School District, PA Office of Mental Health and Substance Abuse Services, PA Safe Schools and Healthy Students Partnership, Penn Delco School District, Pennsylvania Network for Student Assistance Services, School District of Lancaster, School District of Philadelphia, Seton Hill Child Services, Inc., South Fayette Township School District, St Stephen's Lutheran Academy, Susquehanna Township

School District, and Warren County School District.

Poster sessions are designed to provide information on innovative practices and research surrounding the implementation of PBIS at the universal, secondary, and tertiary levels. All public and private schools, early childhood programs, higher education institutions, and community agencies are encouraged to submit and share their work with our colleagues across the commonwealth. Poster sessions are requested each year from the main page of the PAPBS Network website: www.papbs.org. Requests will open in early Fall 2017.

PBIS Research

Article #1 Abstract

Schools have limited experience and little guidance to identify and install evidence-based and promising programs and practices/interventions (EBPs) within advanced tiers of School-Wide Positive Behavioral Intervention and Supports (SWPBIS). One form of guidance is the Hexagon Tool (Blasé, Kiser, & Van Dyke, 2013), which can be used to ensure a match between the EBP and student needs. The authors demonstrate how the Hexagon Tool was utilized by an alternative education program already implementing SWPBIS. Data from the Hexagon Tool were used to identify and install EBPs for various student, faculty, and administrative needs. Outcomes related to installation of those EBPs, when applicable, are summarized. Based on these experiences, a hybrid protocol to equally ensure alignment of a given EBP to the developmental, cultural, and linguistic characteristics at the school was created. Schools are encouraged to use the Hexagon Tool or hybrid protocol in the process of implementing advanced tiers of support.

Article #2 Abstract:

Pennsylvania began scaling up high-fidelity implementation of

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) in 2006-2007 due to converging regulatory, legal, ethical, and practical influences. The Pennsylvania Community of Practice on School-Based Behavioral Health adopted Algozzine et al.'s (2010) blueprint to describe and evaluate the large-scale adoption of SWPBIS. That document provides the structure for assessing the context, content, fidelity, impact, and replication of installation efforts. Particular focus of the current review is on context,

content, and fidelity of scale-up efforts. Over 600 schools have received training on SWPBIS since 2007, with fidelity of implementation confirmed in approximately 200 of those schools. Sources of support for the expansion of SWPBIS include federal and state grants, resources from regional and state-level allied youth and family-serving agencies, and local contributions. Training and technical assistance is provided by a cadre of certified facilitators who utilize standard training protocols. A statewide conference

dedicated to Positive Behavioral Interventions and Supports has grown in course offerings and attendance while maintaining high attendee satisfaction. Future directions in Pennsylvania include expanding SWPBIS to more schools, authentically engaging youth and families, including culturally-sensitive training and practices into SWPBIS training and implementation, improving the quality of annual program evaluations, and helping schools install advanced tiers of support.

Dickey Elementary School Integrates School Mental Health and PBIS

The Keystone Central School District in Clinton County has focused on aligning and integrating school mental health and PBIS within their district. As part of a school based behavioral health expansion grant, two schools in the district received additional training and technical assistance in order to implement an Interconnected Systems Framework (ISF). Dickey Elementary School, in partnership with NHS Human Services, was able to demonstrate progress on the ISF Implementation Inventory over the course of the 2016-17 school year. The ISF Implementation Inventory is a measure of implementation fidelity of the Interconnected Systems Framework. It is intended to serve as an efficient and valid assessment of ISF implementation for the purposes of ongoing evaluation and action planning. In order to achieve these results, the Dickey ISF Leadership Team, comprised of the building principal,

building ISF coach, school counselor, clinician from the mental health agency, and a teacher, developed an integrated action plan. This plan focused on the critical domains of implementation. Some of the action items that Dickey addressed over the course of the school year were: 1) assess team member representation and roles for broad stakeholder representation; 2) enhance family engagement and participation,

including aligning with Keystone Cares organization in order to build on family-community-school partnerships; 3) conduct universal screening and incorporate broader range of school and community data in order to assess both internalizing and externalizing behavioral needs; and 4) improve data-based decision making process in order to connect students to appropriate interventions.
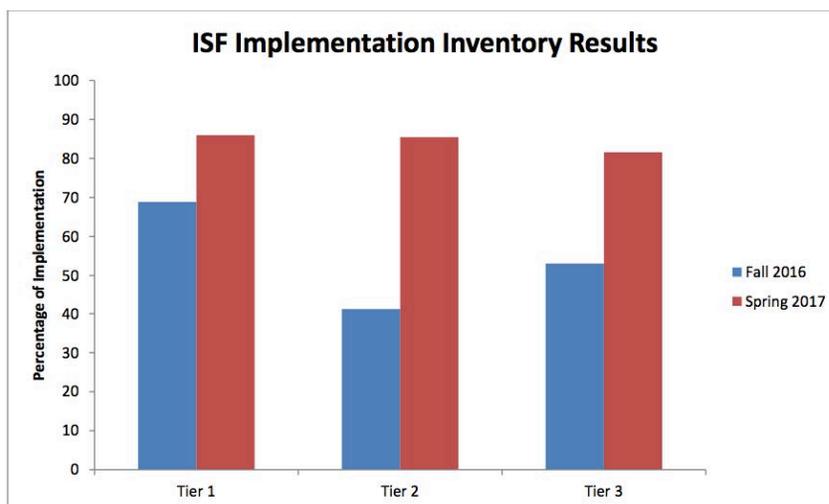
Adding Culturally Sustaining Practices to PBIS in Pennsylvania

Schools implementing PBIS typically begin by establishing a core team. The core team over time works to build the PBIS framework. One of the critical elements to implementing PBIS is the core team's ability to manage data entry and analysis. Coupling the right data and analysis with teaming skills typically uncovers very specific behaviors for which action planning may occur. As interventions are put in place, the core team is able to see a shift in their behavior data from many perspectives. In Pennsylvania, PBIS data across the state was looking healthy; except there was an aspect of the data analysis that PBIS core teams were not detecting – disproportionate numbers. The core teams received PBIS training, which imparts data collection and analysis skills. Nonetheless, the training does not equip core teams with skills to dissect numbers in order to determine if subgroups of students experience disproportionate rates of disciplinary practices.

There are many publications reinforcing the need for this missing training component. These publications share with stakeholders the disproportionate disciplinary practices for subgroups of students by minority, disability, gender, and socioeconomic status. The American Civil Liberties Union (ACLU) published an article in 2013 titled, *Pennsylvania School Districts Removing Students at an Alarming Rate*. Highlights from this included data from the publication, *Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Schools* (since updated in 2015).

- Black students make up 13.6 percent of Pennsylvania's students but received almost half of the out-of-school suspensions, at 48.25 percent.
- Seventeen percent of black students were suspended at least once, a rate five times that of white students.
- One out of every 10 Latino students was suspended at least once, one of the highest Latino suspension rates in the country.
- Students with disabilities were almost twice as likely as other students to receive out-of-school suspensions – 11.1 percent versus 5.7 percent.

Pennsylvania is responding to these data in two ways. First, Pennsylvania is adding to the PAPBS training protocol, inlets to culturally sustaining practices. This addition to the current universal training will include an understanding of what causes disproportionate disciplinary practices, formulas to discern disproportionality, and responses and resources to resolve disproportionate disciplinary practices.

Secondly, since school administrators play a significant role in disciplining students, Pennsylvania Technical and Training Assistance Network (PaTTAN) is getting ready to release, *Achieving Equitable Disciplinary Practices: A Guide for School Administrators towards Culturally Sustaining Positive Behavior Interventions and Supports*. This practical guide for K-12 school administrators addresses the issue of disproportionate disciplinary practices. In addition to understanding what causes disproportionate disciplinary practices, such as biases and vulnerable decision points, users of this guide will be able to identify the necessary data points in order to calculate disproportionality. Furthermore, the guide outlines eight Key Responsibility Areas (KRAs) for administrators to consider as they work to address disproportionate discipline and aim towards equity and culturally sustaining practices.

Early Childhood Reducing Suspension and Expulsion

Addressing Disproportionate Discipline in EC Programs Through PBIS

The Pyramid Model Consortium supports early childhood PBIS nationally. The Consortium has partnered with national experts to create the Pyramid Equity Project

https://tinyurl.com/y8q8xyg4. The goal of the Equity Project is to promote social emotional competence and address disproportionate discipline in early childhood programs.

According to the Pyramid Equity Project Fact Sheet, the U.S. Department of Education Office of Civil Rights data show that expulsion and suspension are widely used in early childhood programs. These data also determined that there are gender and racial disparities (United States Department of Education, 2016).

These data include:

- 6,700 children attending public preschool were suspended at least once in 2013-2014.
- Black preschool children are 3.6 times more likely to receive one or more out-of-school suspensions as white preschool children.
- While boys represent 54 percent of preschool enrollment, they represent 78 percent of preschool children receiving one or more out-of-school suspensions.
- Black boys represent 19 percent of the male preschool enrollment, but represent 45 percent of male preschool children receiving one or more out-of-school suspensions.

- Black girls represent 20 percent of female preschool enrollment, but 54 percent of female preschool children receive one or more out-of-school suspensions.

Expelling Expulsion: Using the Pyramid Model to Prevent Suspension, Expulsions, and Disciplinary Inequities in Early Childhood Programs (2015). This fact sheet summarizes current research findings about suspension and expulsion of children and particularly children of color from early childhood settings. Recommendations and suggestions are offered for using the Pyramid Model to address this national problem. One of the authors of this fact sheet, Dr. Rosemarie Allen will be providing a keynote presentation at the PA Early Childhood Summit, October 2017 in State College.

Refer to the link for Dr. Allen's TEDx talk, *School Suspensions are an Adult Behavior* https://youtu.be/f8nkcRMZKV4.

In response to the U.S. Departments of Health and Human Services (HHS) and Education (ED) federal policy statement, PA Office of Child Development and Early Learning (OCDEL) issued two announcements on July 1, 2017: Reduction of Expulsion and Suspension in Early Childhood Programs in Pennsylvania and Inclusion of All Children in Early Childhood Programs in Pennsylvania. These are intentional companion announcements designed to support quality early childhood programs. Refer to the link for the timeline to support these announcements https://tinyurl.com/y7g6qf5k.

Coaches' Corner

Early Childhood Highlighting Practice-based Coaching (PBC)

Program-wide PBIS has adopted Practice-based Coaching (PBC) to support teachers in implementing social emotional strategies. PBC was developed by the National Center for Quality Teaching and Learning (NCQTL) to enhance professional development. This cyclical collaborative coaching process supports the use of effective teaching practices that will lead to positive outcomes for children. The three components of PBC include:

1. Shared Goals and Action Planning

2. Focused Observation
3. Reflection and Feedback

Please visit the national website https://tinyurl.com/ycrvndnu for video resources, fact sheets, and guides for program leaders.

PAPBS Network Facilitators' Institute

The PAPBS Network Facilitator Institute, held in September, was a huge success! One of the highlights for both Early Childhood and School-Age Facilitators was Dr. Laura Riffel's presentation on "Integration of Authentic Family Engagement in the MTSS Framework." Both

Early Childhood and School-Age Facilitators had the option to attend one of the following presentations: "Coaching Teams in the Team-Initiated Problem Solving Model;" "Interconnected Systems Framework;" and "Culturally Responsive PBIS." Early Childhood Facilitators also discussed "Program-wide Recognition, Data and Advanced Tiers," whereas School-Age Facilitators discussed "Student Assistance Program (SAP) Integration within the MTSS Behavior Framework." For more information about the PAPBS Network Facilitators' Institute, please contact your local facilitator.

Recognition for Implementation of Program-Wide and School-Wide PBIS With High Fidelity

The PAPBS Implementers' Forum is looking forward to recognizing Program-Wide (PW) and School-Wide (SW) sites that are implementing PBIS with high fidelity. The purpose of the PAPBS Network's recognition system is two-fold: to identify and publicly recognize PW and SW sites for successful implementation of PBIS, and to afford sites the opportunity to accurately self-reflect on their progress implementing and sustaining PBIS. PW and SW sites may be recognized for their efforts at universal, secondary, and/or tertiary tiers.

Applications for recognition are due on November 3. In addition to submitting the application for recognition, PW and SW sites must submit required 2016-2017 annual data.

SW Facilitators: Reminder to submit LEA's annual 2016-2017 data into pTrack and also enter into PBIS Assessment as listed below:

- Benchmarks of Quality** (if applicable)
- School-wide Evaluation Tool** (if applicable)
- Tiered Fidelity Inventory** (if applicable)

- Self-Assessment Survey**
- School Safety Survey**
- School Year*
- School Days*
- Number of Students*
- Office Discipline Referrals (ODR) Totals (only major referrals)*
  - ODRs per 100 Students (automatic calculation)
  - ODRs per 100 Students per day (automatic calculation)
- Staff Attendance
- Student Attendance*
- Days of Out of School Suspension Served*
- Students in LRE > 80 percent
- Students in LRE 40-79 percent
- Students in LRE < 40 percent
- Referrals to Student Education*
- Newly Identified Students for Special Education
- Students Placed in Educational Settings Outside the Neighborhood School
- Students in Out-of-School Placements that are Students with ED*
- Collaborating Mental Health Agency

*Required for pTrack
**Required for PBIS Assessment

PW Facilitators: Reminder to submit program's annual 2016-2017 data based on the "Early Childhood PAPBS Network Data Requirements" and "Entering and Editing Data in the EC PAPBS Database" documents, which are available at www.papbs.org (the PW-Facilitator Tabs/Data Collection Tools).

- Benchmarks of Quality (BoQ) (if applicable)
- Preschool-wide Evaluation Tool (PreSET) (if applicable)
- Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) or The Pyramid Infant Toddler Observation Scale (TPITOS)
- Updated demographic information about classrooms and staff
- Behavior incident reports

The PAPBS Network will also utilize fidelity measures to assess implementation including, the Benchmarks of Quality (BoQ), the School-wide Evaluation Tool (SET) or the Preschool-wide Evaluation Tool (PreSET), and the Tiered Fidelity Inventory (TFI). Your network facilitator will be notified if your application has been accepted. The application and criteria to apply may be accessed by visiting the PW and SW recognition sections of the PAPBS Network's website.

We encourage you to come and help us celebrate the hard work and success of our high fidelity PW and SW sites at next year's recognition ceremony, which will be happening at the 2018 PAPBS Implementers' Forum. In the meantime, check out the list of previously recognized PW and SW sites on the PAPBS Network's website.

Dates to Remember: Visit the Coaches' Corner/Information for Coaches section of the PAPBS Network website for the "Mark Your Calendar" date savers for SW and PW events and deadlines.