

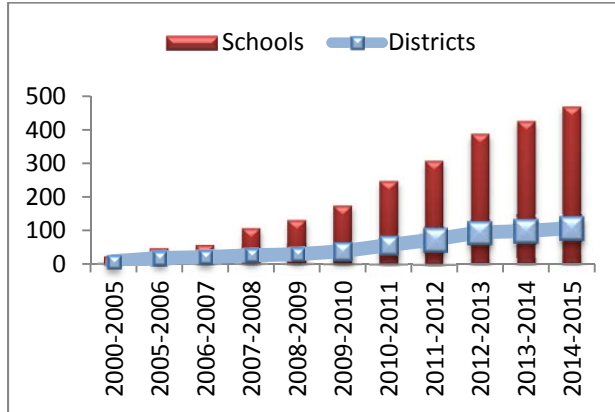
RBA Program Report Card: State Education Resource Center

Positive Behavioral Interventions and Supports

Program Purpose: To provide students with a continuum of behavioral supports, reflective of their diverse strengths and needs, in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.

Population Result: Positive Behavioral Interventions and Supports (PBIS) contributes to the Connecticut State Department of Education (CSDE) goal: "All Connecticut Learners Succeed and Leave College and Career Ready."

Total number of Schools reached as a result of PBIS training efforts



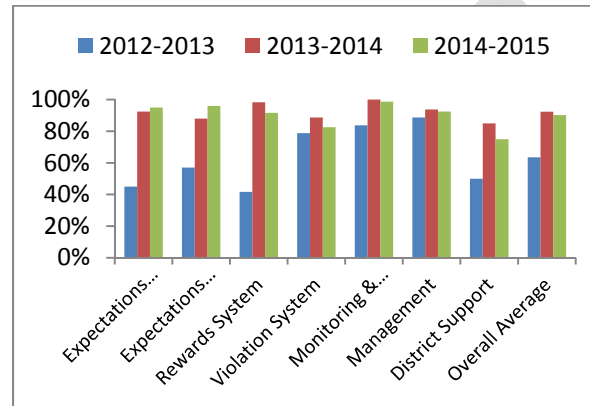
Story behind the baseline:

- Since 2000, 470 of Connecticut’s public schools have completed year 1 of PBIS training with SERC/UConn. This total represents 38% of the state’s public schools.
- 107 districts have at least one school that has completed year 1 training. This represents approximately 65% of Connecticut’s 166 districts (CSDE, 2012).

Proposed Actions to Turn the Curve

- As a result of consistent increase in district participation, Connecticut schools will continue to receive comprehensive PBIS training, technical assistance, coaching, and evaluation through SERC and RESC collaborators.

2012-2015 Cohort School-wide Evaluation tool Scores



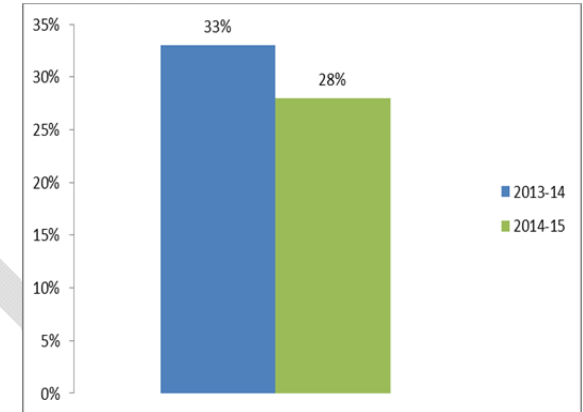
Story behind the baseline:

The School-wide Evaluation Tool (SET) measures the extent to which schools are implementing with fidelity at tier 1. The SET benchmarks are 80% for "Expectations Taught" and 80% for "Implementation Average". The graph above depicts average scores for each of the components during the three year training cycle. The largest increases were in 'expectations taught' and 'reward systems'.

Proposed actions to turn the curve:

- SERC will continue a three-year training cycle making adjustments as necessary to help schools implement all components of tier 1 support.
- SERC will continue using the Model Schools Project to identify and recognize schools implementing to fidelity at tier 1.

The percentage of Office Discipline referrals reported from the 2012-2015 cohorts



Story behind the baseline:

In 2014-15 seven schools completing Year 3 training reported that 316 students received at least one office referral. Of these, 68 students had an IEP. This graph represents the percentage of office referrals given to those students in 2014-15 students with an IEP over two years. The decrease depicted from Year 2 to Year 3 demonstrates stronger implementation of school-wide systems and practices that improved the learning environment for students with disabilities. Fifty-four percent of the referrals for these students were for 'defiance and 'disrespect'.

Proposed actions to turn the curve:

- SERC will continue a three-year training cycle making adjustments as necessary to assist schools with increasing contextual and cultural fit for their environments.
- SERC will explore methods to encourage schools to continuing using data systems for progress monitoring and decision making despite the lack of funding after training ends.

*In 2012-13 CSDE formed 30 Alliance districts and named 28 turnaround schools. Alliance districts and Turnaround schools receive additional support and monitoring in order to meet the established goal.

Horner R., Sugai G., & Anderson (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptional Children*. 42(8)
 McIntosh, K., Filter K., et al. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools*. 47(1)

