

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**

## **School Climate Transformation Grant Annual Performance Report**

**CFDA # 84.184F**

**PR/Award # S184F140033**

**Budget Period # 2**

**Report Type: Annual Performance**

PR/Award # S184F140033

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**U.S. Department of Education  
Grant Performance Report  
Cover Sheet (ED 524B)**

**Check only one box per  
Program Office instructions.**

☒ **Annual  
Performance  
Report**                      ☐ **Final  
Performance  
Report**

**General Information**

1. PR/Award #: S184F140033

(Block 5 of the Grant Award Notification - 11 Characters.)

2. Grantee NCES ID#: 09

(See instructions. Up to 12 Characters.)

3. Project Title: School Climate Transformation Grants to SEAs

(Enter the same title as on the approved application.)

4. Grantee Name: EDUCATION, CONNECTICUT DEPARTMENT OF

(Block 1 of the Grant Award Notification.)

5. Grantee Address:

(See instructions.)

Street: 165 CAPITOL AVE RM 312

City: HARTFORD

State: CT Zip: 06106 Zip+4: 1659

6. Project Director:

(See instructions.)

First Name: Donald

Last Name: Briere

Title:

Phone #: 8607136931

Fax #: 8607137051

Email Address: donald.briere@ct.gov

**Reporting Period Information (See instructions.)**

7. Reporting Period: From: 10/01/2015 To: 05/31/2016

(mm/dd/yyyy)

**Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)**

8. Budget Expenditures:

	<b>Federal Grant Funds</b>	<b>Non-Federal Funds (Match/Cost Share)</b>
a. Previous Budget Period	228,004	37,268
b. Current Budget Period	446,481	34,576
c. Entire Project Period (For Final Performance Reports only)		

**Indirect Cost Information (To be completed by your Business Office. See instructions.)**

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?  
If yes, please indicate which of the following applies to your grant? ☒ Yes ☐ No
- b. The grantee has an Indirect Cost Rate Agreement approved by the Federal Government: ☒ Yes ☐ No  
The period covered by the Indirect Cost Rate Agreement is : From: 07/01/2015 To: 06/30/2016 (mm/dd/yyyy)  
The approving Federal agency is : ☒ ED ☐ Other (Please specify):  
The Indirect Cost Rate is : %  
Type of Rate ☐ Provisional (Please specify):  
(For Final Performance Reports Only): ☐ Final ☐ Other
- c. The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f) ☐ Yes ☐ No
- d. The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either :  
☒ Is included in your approved Indirect Cost Rate Agreement ☐ Complies with 34 CFR 76.564(c)(2)?
- e. The grantee is funded under a Training Rate Program and:  
☐ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2)  
☐ Is recovering indirect costs using its actual negotiated indirect cost rate

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☒ N/A**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☒ Yes ☐ No

b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)

12. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812). Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Name of Authorized Representative: Dr. Dianna R Wentzell

Title: Commissioner of Education

Signature:

Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : Executive Summary

File : [Executive\\_Summary\\_2016.pdf](#)



# U.S. Department of Education

## Grant Performance Report (ED 524B)

### Executive Summary

PR/Award # (11 characters): S184F140033

The Connecticut State Department of Education (CSDE) continues, through the School Climate Transformation Grant (SCTG) (CFDA 84.148F), to support local education agencies (LEAs) establishing a multi-tiered system of support (MTSS) through the use of the selected multi-tiered behavioral framework (MTBF) positive behavioral interventions and supports (PBIS). Accomplishments have been made across all three goals of the grant: (1) establishing a high-quality cadre of endorsed professional trainers (n=20) available to support the implementation of PBIS across the state; (2a) conducting a statewide assessment of the implementation fidelity of PBIS in schools (n=300) to inform further PD and training needs; (2b) establishing a small cadre of schools implementing PBIS with high fidelity (n=6) through job-embedded training and technical assistance (TA); and (3) aligning CSDE efforts and resources around the PBIS framework. Particular highlights that occurred between June and September are noted below across each of the goals of the grant.

**Goal 1: Build the CSDE's capacity for supporting the sustained and broad-scale implementation of an MTBF.**

- Significant work was conducted during the summer of 2015 by the Center for Behavioral and Education Research (CBER) at the University of Connecticut (UConn) to revise the PBIS school training materials to ensure that these materials included the most up to date research and references in preparation for initiating the first Training of Trainers (TOT) cohort. In addition, an accompanying trainer manual was drafted during this time to serve as a reference guide when using the new training materials.
- To ensure Connecticut's capacity to support schools in their ongoing PBIS implementation, two trainings were provided about the school wide positive behavioral interventions and supports (SWPBIS) Tiered Fidelity Inventory (TFI) to 36 consultants from the State Education Resource Center (SERC), local regional educational service centers (RESCs) and independent consultants in the summer of 2015. This training was designed to generate a common understanding and process among consultants to ensure a common experience for schools receiving a grant-funded TFI as noted in goal two.

**Goal 2: Enhance LEA capacity for implementation and sustaining an MTBF by providing training and TA to LEAs.**

- The CT SCTG Management Team with consultation from the external grant evaluator selected the Georgia School Climate Scales as the tools to administer to the students, parents and staff at each school. These tools were selected, based in part, on our unique access to one of the developers of the instrument currently on the faculty at UConn [Tamika LaSalle, Ph.D.] and its impending launch on the PBIS Applications platform. To that end, the CT SCTG Management Team collaborated with Dr. LaSalle and the University of Oregon to create a hybrid version of the tool that includes the CSDE-required school climate questions that are reported by each school biennially.
- Statewide competitive recruitment and evaluation process resulted in the identification of the three schools that formed the first cohort of the three-year PBIS training and TA model in June of 2015. Each school received structured support from an assigned trainer focusing on establishing universal/Tier I systems.
- Continued recruitment efforts were conducted to secure requests for the grant-funded TFIs in order to reach the target for this year (n=100).
- With respect to the delivery of the TFIs (n=100) a concerted effort was made to establish standardized process including timelines, communications, evaluation and reporting.
  - To that end, a Facilitator's Tool Kit was created for use by SERC and RESC consultants which included sample emails and school information; TFI implementation resources and protocols for follow-up reporting.

**Goal 3: Coordinate CSDE efforts with appropriate federal, state and local resources in order to align statewide improvement efforts focused on school climate.**

- The SCTG Management Team developed an aligned support network for the three schools selected for participation. The support network included CSDE and SERC consultants working in the districts or schools selected in order to most effectively align resources to improve school and student outcomes across projects.

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: S184F140033

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**1 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

To expand the cadre of high-quality trainers in the state who can deliver effective, meaningful support to schools and districts in implementing an evidence-based, multi-tiered behavioral framework. (Goal 1)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
1.a.  By the conclusion of the grant period, 20 Connecticut trainers will complete the Training of Trainers (TOT) series and receive endorsement.	PROJECT	20	/		0	/	
1.b.  Standards and expectations for individuals completing the TOT series will be developed, refined as needed, and used periodically to determine trainer readiness and maintain quality.	PROJECT	0	/		0	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See attached. The full training of trainer manual can be accessed by contacting Sarah L. Jones, Project Officer at [sjones@ctserc.org](mailto:sjones@ctserc.org).

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: S184F140033

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**2. Project Objective**

[ ] Check if this is a status update for the previous budget period.

To accurately assess the current status of positive behavioral interventions and supports (PBIS) implementation in schools throughout the state in order to identify areas of strength and need.

(Goal 1)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
2.a.  The number of training and technical assistance (TA) events provided by the state education agency (SEA) School Climate Transformation Grant (SCTG) program to assist local education agencies (LEAs) in implementing a multi-tiered behavioral framework. (Government Performance and Results Act [GPRA] Measure 1)	GPRA	100	/		100	/	
2.b.  Updates on the findings of the statewide PBIS needs assessment will be provided to stakeholders at least annually in an effort to inform a more efficient deployment of professional development and TA focused on multi-tiered behavioral frameworks (MTBFs).	PROJECT	1	/		1	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Attached

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: S184F140033

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**3. Project Objective**

[ ] Check if this is a status update for the previous budget period.

To establish six model/demonstration sites as exemplars of PBIS implementation through site-based professional learning and TA. (Goal 2)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a.  The number of training and TA events provided by the SEA SCTG program to assist LEAs in implementing an MTBF. (GPRA Measure 1)	GPRA	36	/		33	/	
3.b.  The number and percentage of LEAs provided training or TA by the SEA SCTG program that report an improvement in knowledge and understanding of the implementation of an MTBF. (GPRA Measure 2)	GPRA		3 / 3	100		3 / 3	100
3.c.  The number and percentage of LEAs provided training or TA by the SEA SCTG program that implement an MTBF. (GPRA Measure 3)	GPRA		0 / 3	0		0 / 3	0

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Attached



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: S184F140033

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**4 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

To improve school- and student-level outcomes with respect to school climate and student behavior in the six model/demonstration sites. (Goal 2)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.a.  The number of schools participating in the school cohort model that meet their school climate targets.	PROJECT		3 / 3	100		2 / 3	67
4.b.  The number of schools participating in the school cohort model that meet their family engagement targets.	PROJECT		3 / 3	100		3 / 3	100
4.c.  The number of schools participating in the school cohort model that meet their student behavior targets.	PROJECT		3 / 3	100		2 / 3	67

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Attached

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: S184F140033

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)**5 . Project Objective**

[ ] Check if this is a status update for the previous budget period.

To build a system of collaboration across external and internal boundaries to integrate Connecticut initiatives and other policies and grants focused on positive school climate and safety efforts.  
(Goal 3)

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
5.a.  Interagency partnerships are strengthened and cross-functional expertise is leveraged in order to address in a more comprehensive manner, statewide concerns around school climate, school safety and students' mental health needs.	PROJECT	0	/		0	/	
5.b.  Stakeholder groups are consistently and actively engaged in supporting the grant's programs and services, and in promoting the importance of MTBFs to the state's larger education reform efforts.	PROJECT	0	/		0	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

See Attached

U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart

PR/Award #: **S184F140033**

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

Title : Budget Info

File : [Section\\_B.pdf](#)

**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

Title : Additional Info

File : [Complete Upload.pdf](#)

**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): S184F140033

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**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

**A. Actual Expenditures for Reporting Period** (October 1, 2015-May 31, 2016)

\$446,481.54

**B. Provide explanation if you are NOT expending funds at the expected rate.**

None

**C. Describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.**

None.

**D. Describe any significant changes to your budget resulting from modifications of project activities.**

None.

**E. Do you expect to have any unexpended funds at the end of the current budget period? (Explain why, provide an estimate, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.)**

No.

**F. Describe any anticipated changes in your budget for the next budget period that require prior approval from the Department.**

None.



# U.S. Department of Education

## Grant Performance Report Cover Sheet (ED 524B)

OMB No.

Check only one box per Program Office instructions.

☐ Annual Performance Report    ☐ Final Performance Report

### General Information

1. PR/Award #: S184F140033  
(Block 5 of the Grant Award Notification - 11 characters.)
2. Grantee NCES ID#: 09  
(See instructions. Up to 12 characters.)
- 3 Project Title: Connecticut's School Climate Transformation Grant: Implementing Multi-Tiered Behavioral Supports to improve the social, emotional, and behavioral outcomes of all students  
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification.): Connecticut State Department of Education
5. Grantee Address (See instructions.) 165 Capitol Avenue  
Hartford, CT 06106
6. Project Director (See instructions.) Name: Dr. Donald E. Briere Title: Education Consultant  
Ph #: ( 860 ) 713- 6931 Ext: (     ) Fax #: ( 860 ) 713-7051  
Email Address: donald.briere@ct.gov

### Reporting Period Information (See instructions.)

7. Reporting Period: From: 10/01/2015 To: 05/31/2016 (mm/dd/yyyy)

### Budget Expenditures (To be completed by your Business Office. See instructions. Also see Section B.)

#### 8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	\$228,004.19	\$37,268.10
b. Current Budget Period	\$446,481.54	\$34,576.90
c. Entire Project Period (For Final Performance Reports only)		

### Indirect Cost Information (To be completed by your Business Office. See instructions.)

#### 9. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☒ Yes ☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ☒ Yes ☐ No
- c. If yes, provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 07/ 01/2015 To: 06/30/2016 (mm/dd/yyyy)  
 Approving Federal agency: ☒ ED ☐ Other (Please specify): \_\_\_\_\_  
 Type of Rate (For Final Performance Reports Only): ☐ Provisional ☐ Final ☐ Other (Please specify): \_\_\_\_\_
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
☒ Is included in your approved Indirect Cost Rate Agreement?  
☐ Complies with 34 CFR 76.564(c)(2)?

### Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☒ N/A

### Performance Measures Status and Certification (See instructions.)

#### 11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☒ Yes ☐ No
- b. If no, when will the data be available and submitted to the Department? \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Dr. Isabelina Rodriguez

Title: Interim Chief Academic Officer

Name of Authorized Representative:

Date: 6/28/2016

Signature:

ED 524B



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary**

OMB No.

PR/Award # (11 characters): S184F140033

(See Instructions)



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): **S184F140033**

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 1:** To expand the cadre of high-quality trainers in the state who can deliver effective, meaningful support to schools and districts in implementing an evidence-based, multi-tiered behavioral framework. (Goal 1)

1.a. Performance Measure	Measure Type	Quantitative Data					
By the conclusion of the grant period, 20 Connecticut trainers will complete the Training of Trainers (TOT) series and receive endorsement.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		20	/		0	/	

1.b. Performance Measure	Measure Type	Quantitative Data					
Standards and expectations for individuals completing the TOT series will be developed, refined as needed, and used periodically to determine trainer readiness and maintain quality.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

**Explanation of Progress** (Include Qualitative Data and Data Collection Information):

Goal 1 of the Connecticut School Climate Transformation Grant (CT SCTG) is to build the state's capacity to support local education agencies' (LEAs') sustained and broad-scale implementation of a multi-tiered behavioral framework (MTBF). Two primary strategies are being implemented to meet this goal: 1) a TOT model (Project Objective 1, as described below) and 2) a statewide needs assessment of positive behavioral interventions and supports (PBIS) implementation using the School-wide PBIS (SW-PBIS) Tiered Fidelity Inventory (TFI) (Project Objective 2, as described under Status Chart 2).

The Center for Behavioral Education and Research (CBER) at the University of Connecticut (UConn) serves as the coordinating agency and contract partner for the development of the New England PBIS Training of Trainers (NEPBIS TOT) series. Representatives from the CT SCTG Management Team and CBER continue to meet to refine the TOT model. In the process of refining, it was determined that the TOT should not just develop new trainers but also be a system by which any trainer (i.e. new or existing) could be "endorsed" through successful completion of the training. The proposed model of support for Experienced Trainers is one year and two years for New Trainers. The Team anticipates that at the conclusion of the contract period (June, 2019) there will be endorsement of a cadre of new and experienced PBIS trainers.

During the spring of 2015 applications were solicited for participation in the training. An agreement was made between CSDE and CBER that applications from trainers in other states would be reviewed and included pending available space. Applications were received from 22 potential participants. Of these applications, eight participants were accepted into the "Experienced Trainer" cohort and 14 participants were accepted into the "New Trainer" cohort. Seventeen trainers were from Connecticut and five were from other states in the Northeast PBIS Network: three from Massachusetts and two from New Hampshire. The group of experienced trainers includes current trainers from the SERC, three of the RESCs as well as a district coach from one of Connecticut's high-need districts (i.e. Alliance District). The New Trainer cohort includes a consultant from SERC, six participants from positions in-district in Connecticut and Massachusetts, representatives from New Hampshire and a doctoral student from UConn. Applications were reviewed using the TOT Scoring Rubric (attached in Section C). Applications for the cohort beginning in the fall of 2016 are now being accepted and will be reviewed beginning June 15, 2016.

The 2015-2016 TOT schedule included a combination of training events, supported training activities and participation in the ongoing PBIS network of support.

- Training commenced with the Experienced Trainer Summit on September 16, 2015. At this event, eight Experienced Trainers reviewed the materials developed by CBER and provided feedback on the draft version of the NEPBIS Training of Trainers Manual (attached in Section C). The feedback was used to make edits to the Manual.
- The first on-site training couplet was held on the UConn campus on November 4-5, 2015. New trainers attended both days of training, the experienced trainers attended the second of the two days. Training comprised a combination of content learning, self-reflection, planning, and the opportunity to present and receive peer feedback each day. Each new trainer was paired with a mentor (a trainer selected from the experienced participants). Mentors and mentees worked to outline expectations, roles and responsibilities for the year.
- Three new and seven experienced trainers met on Friday, November 20, 2016, at the annual May Institute Conference to discuss effective ways to provide support teams in function-based supports.
- The second on-site training couplet was held on the UConn campus on April 6-7, 2016. The structure of the two days was similar to the November dates. In addition, two focus groups were conducted by the grant's external evaluator, one with the Experienced Trainers and one with the New Trainers. (Summary data attached in Section C)
- Seven new and six experienced trainers met on Friday, May 20, 2016, for a session at the Northeast PBIS Leadership Forum in Mystic, CT. Prior to arrival, the trainers were asked to download and complete Direct Observation of Training Quality (DOTQ) evaluations for the keynote speakers and the presenters in the various sessions attended. Following the evaluations, the group met to discuss their observations about the presenters' behaviors.
- The final on-site training couplet is scheduled for June 22-23, 2016, at the UConn campus.

**Performance Measure 1.a:** This indicator measures the number of Connecticut trainers who complete the TOT series and receive endorsement. The target was refined in order to address the shift in the training. As mentioned above, CBER undertook a major revision of training materials in order to facilitate this process. In so doing, it became clear that existing PBIS trainers would benefit from the TOT experience as well. Incremental progress towards the five-year target will be reported annually.

As is noted in Table 1.a, there are seven trainers in the Experienced Trainer group, reflecting the withdrawal of one participant from the training process for personal reasons; and ten participants in the New Trainer cohort reflecting the withdrawal of four participants from the training process for personal reasons. Despite these withdrawals, it is anticipated that six trainers will complete the Experienced Trainer TOT this summer. It is therefore expected, that the remaining seven Experienced Trainers will be reviewed and endorsed during the summer of 2016.

Table 1.a: Cohort Completion

Cohort	Number of Participants	Anticipated Completion	Anticipated Completion- CT only
Cohort A Experienced	7	Summer 2016	7
Cohort A New	10	Summer 2017	5

**Performance Measure 1.b:** This measure reports on progress towards the readiness and quality standards being constructed by CBER for trainers who are accepted into the TOT series. The specific skills and competencies are outlined in the (DOTQ) (attached in Section C). Experienced trainers are more focused on refining their training skills and likely require less time and training to demonstrate the skills and competencies outlined (e.g., one year of support versus two).

All participants were asked to maintain a Digital Training Transcript submitted through [www.neswpbs.org](http://www.neswpbs.org) as noted in Table 1.b.1 below. This platform is used to: a) log homework assigned between training events; b) upload links of participant training videos; and c) submit self-assessments conducted. The self-assessments asked the participants to rate themselves along readiness requirements and to generate individualized action plans.



Table 1.b.1: Summary of Digital Training Transcript Submissions

	Number Submitted Experienced Trainers	Number Submitted New Trainers
Homework from TOT Events	9	18
Videos of Training	11	45
Self-Assessments Conducted	8	10

Participants uploaded short (three-five minute) videos of themselves from the November couplet of training days to the Digital Training Transcript. CBER reviewed and provided structured feedback to each trainee using the DOTQ. The DOTQ is scored on a 100-point scale. Over time, it is expected that each trainer demonstrates individualized growth and proficiency in each of the areas scored. As noted in Table 1.b.2, the trainer feedback showed a diverse range of performance on the first formal feedback opportunity with scores ranging from 19-58. Structured feedback included a narrative portion in addition to the numerical score which provided guidance on “things that went well” and “things to keep working on”.

Table 1.b.2: Direct Observation of Training Quality – Video Feedback March 2016 Summary Data

	Mean	Median	Range
Trainers	44.36/100	47/100	19-58

A variety of data has been collected to ascertain the effectiveness of the TOT model, including the training evaluations (Summary in Section C) and external focus group evaluation both of which were noted above and appear in Section C. The data from the final couplet of training days will be combined with the focus group data in a review scheduled for the summer of 2016 in preparation for the next school year.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 06/30/2017

PR/Award # (11 characters): **S184F140033**

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 2:** To accurately assess the current status of positive behavioral interventions and supports (PBIS) implementation in schools throughout the state in order to identify areas of strength and need. (Goal 1)

2.a. Performance Measure	Measure Type	Quantitative Data					
The number of training and technical assistance (TA) events provided by the state education agency (SEA) School Climate Transformation Grant (SCTG) program to assist local education agencies (LEAs) in implementing a multi-tiered behavioral framework. (Government Performance and Results Act [GPRA] Measure 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		100	/		100	/	

2.b. Performance Measure	Measure Type	Quantitative Data					
Updates on the findings of the statewide PBIS needs assessment will be provided to stakeholders at least annually in an effort to inform a more efficient deployment of professional development and TA focused on multi-tiered behavioral frameworks (MTBFs).	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		1	/	

**Explanation of Progress** (Include Qualitative Data and Data Collection Information):

Project Objective 2 focuses on conducting a statewide needs assessment of PBIS implementation as part of the grant's first goal to build the state's capacity to support LEAs' sustained and broad-scale implementation of a MTBF. Since 2000, more than 450 schools from roughly one-half of the state's LEAs have received some level of training in PBIS. And while the past 15 years has provided the state with a strong PBIS foundation, it has also resulted in varying levels of implementation in some of those schools and districts. As such, the state is utilizing the CT SCTG to roll-out its first comprehensive statewide audit of PBIS implementation using the school wide PBIS (SWPBIS) Tiered Fidelity Inventory (TFI). In preparation for the rollout of the TFI, the Connecticut State Department of Education (CSDE) collaborated with the State Education Resource Center (SERC) and UConn's Center for Behavioral Education and Research (CBER) to conduct two TFI Facilitator Trainings in June and July 2015. Thirty-six participants from the CSDE, SERC and the Regional Education Resource Centers (RESCs) attended the trainings. Six additional facilitators were trained in October and November 2015 by the SERC, for a total of 42 TFI facilitators trained under the CT SCTG.

**Performance Measure 2.a** (GPRA Measure 1): During the 2015-16 school year, 100 SWPBIS TFIs were conducted in schools across the state, meeting the annual target for this measure. The schools were located in 25 districts, with nearly three-quarters (74.0%) of the schools located in an Alliance District (the 30 lowest performing districts statewide) and 28.0% of the schools were designated as a Commissioner's Network, Focus or Review School (a designation that denotes lower than desirable performance school-wide or by subgroup). The schools were predominately elementary schools (n=60), followed by 17 middle schools, 11 high schools, eight PK-8 schools and four schools classified as other (i.e., alternative or non-traditional grade alignments). All TFIs were facilitated by consultants trained to conduct the TFI on behalf of the CT SCTG at one of the trainings noted above and all TFI data were entered into the online PBIS Assessment platform during the onsite visits. Each TFI visit included a building walkthrough (30-45 minutes), TFI administration and action-planning (90-120 minutes) and a wrap-up session (15-30 minutes). In addition to the action plan and instant feedback generated by the PBIS Assessment platform, each school received a customized feedback report outlining fidelity scores for each of the

three tiers, highlights of implementation, recommendations for improving areas of needs and a list of available statewide resources (e.g., consultants specializing in PBIS training and TA) for schools seeking further assistance. Reports were written by the consultant who had facilitated the TFI (see Section C for a sample report). In all, more than 500 school personnel received TA during the CT SCTG's first year of SWPBIS TFI implementation.

**Performance Measure 2.b:** A summary report of the CT SCTG's first year assessment of the status of SWPBIS implementation is currently in draft form and will be released later this summer. Using the online PBIS Evaluation platform, the external evaluation team gathered and analyzed aggregate data for reporting purposes. The report will provide: a) an overview of the SCTG TFI rollout (e.g., purpose, long-term plan); b) the demographics of this year's TFI visits (e.g., number of schools and districts, location and school type, SWPBIS training history, participant information) and c) a summary of the TFI results (e.g., scale, sub-scale, item analyses). A preliminary snapshot of these data was developed by the CT SCTG management team and presented as a poster session at the New England PBIS (NEPBIS) Network Leadership Forum in Mystic, CT on May 19-20, 2016, (see Section C for a copy of the poster).



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**3. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 3:** To establish six model/demonstration sites as exemplars of PBIS implementation through site-based professional learning and TA. (Goal 2)

3.a. Performance Measure	Measure Type	Quantitative Data					
The number of training and TA events provided by the SEA SCTG program to assist LEAs in implementing an MTBF. (GPRA Measure 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		36	/		33	/	

3.b. Performance Measure	Measure Type	Quantitative Data					
The number and percentage of LEAs provided training or TA by the SEA SCTG program that report an improvement in knowledge and understanding of the implementation of an MTBF. (GPRA Measure 2)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/3	100%		3/3	100%

3.c. Performance Measure	Measure Type	Quantitative Data					
The number and percentage of LEAs provided training or TA by the SEA SCTG program that implement an MTBF. (GPRA Measure 3)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			0/3	0%		0/3	0%

**Explanation of Progress** (Include Qualitative Data and Data Collection Information):

Goal 2 of the CT SCTG is to enhance LEA's capacity for implementing and sustaining an MTBF by providing training and TA to schools and districts. This goal will be achieved via a cohort model in which six schools, chosen through a competitive application process, receive three years of targeted, on-site PD and TA. In summer 2015, the first of two cohorts of schools selected to participate in the CT SCTG grant were Naugatuck High School (grades 9-12) in Naugatuck, Keigwin Middle School (grade 6) in Middletown and Wilbur L. Cross School (grades PK-8) in Bridgeport. This spring, nine schools applied to be part of the second cohort of CT SCTG schools. The three schools currently receiving support and eight of the nine applicants for the next cohort, are from Alliance Districts. The selection process for the 2016–2019 cohort of schools will be finalized in coming weeks. Training and TA to these schools will begin in fall 2016.

**Performance Measure 3.a** (GPRA Measure 1): During the 2015-16 school year, approximately 33 days of TA were provided to the three participating cohort schools, below the target of 36 days. All TA hours were entered into SERC's online database for tracking consultants' support to schools and were then downloaded by the external evaluation team for analysis and reporting. The goal was to provide 12 days of TA and support to each school, including the pre and post administration of the TFI (approximately one day), the welcoming walkthrough (approximately one day) and the customized SWPBIS TA (approximately 10 days). As shown in Table 3.a, the targeted number of days was provided to Naugatuck High School and Keigwin Middle School. Wilbur L. Cross School received two fewer days than targeted due to scheduling challenges and school cancelations.

Table 3.a: Technical Assistance Hours Provided to Cohort 1 Schools (GPRA Measure 1)

	Tiered Fidelity Inventory	Welcoming Walkthrough	SWPBIS Technical Assistance	Totals	
Wilbur L. Cross School	5.0 hrs.	10.0 hrs.	40.8 hrs.	55.8 hrs.	9.3 days
Keigwin Middle School	7.0 hrs.	7.0 hrs.	56.0 hrs.	70.0 hrs.	11.7 days
Naugatuck High School	7.0 hrs.	6.5 hrs.	56.5 hrs.	70.0 hrs.	11.7 days
Cohort 1	19.0 hrs.	23.5 hrs.	153.3 hrs.	195.8 hrs.	32.7 days

**Performance Measure 3.b** (GPRA Measure 2): In May 2016, the external evaluation team conducted an online survey of SWPBIS leadership team members at each cohort school. The brief survey was designed to gather team members' feedback and suggestions regarding the CT SCTG TA their school received during the 2015-16 school year. The survey invite was e-mailed to 22 educators across the three schools. Overall, 77.3 percent (n=17) of educators responded to the survey. Five of seven (71.4 percent) educators at Wilbur L. Cross School, six of eight (75.0 percent) educators at Keigwin Middle School and six of seven (85.7 percent) educators at Naugatuck High School. Improvement in knowledge and understanding of the implementation of a MTBF (i.e., GPRA Measure 2) was assessed using a question from the online survey (see Table 3.b below). If at least 80.0 percent of educators from the school responded "Quite a Bit" or "To a Great Extent," the school was counted as reporting improved knowledge and understanding. The target was to have three of three (100 percent) schools report improved knowledge and understanding of the implementation of a MTBF and as shown in Table 3.b, this target was met. Overall, educators from each school were very positive about the support they have received thus far from the CT SCTG (see Section C for the CT SCTG School Participant Survey Data Brief).

Table 3.b: Cohort 1 School Satisfaction Survey - Question 2.d (GPRA Measure 2)

<i>To what extent have the CT SCTG visits increased your knowledge and understanding of the implementation of a PBIS framework?</i>	n	Not at All	Very Little	Somewhat	Quite a Bit	To a Great Extent	Quite a Bit & To a Great Extent
Wilbur L. Cross School	5	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Keigwin Middle School	6	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Naugatuck High School	6	0.0%	0.0%	0.0%	33.3%	66.7%	100.0%

**Performance Measure 3.c** (GPRA Measure 3): Implementation of an MTBF is being measured by a Tier 1 score of 70 percent on the TFI. A pre-TFI was administered at the beginning of the 2015-16 school year as a baseline measure at all three schools and post-TFIs were conducted in May 2016 at two schools. It was not expected that the cohort schools would meet the 70 percent benchmark during year one of implementation and as shown in Table 3.c, each school was indeed below the 70 percent benchmark. However, for the two schools with post data, both schools demonstrated substantial improvement at Tier 1; an increase of 23.3 percentage points for Keigwin Middle School and an increase of 33.3 percentage points for Naugatuck High School. All three schools will continue to use the TFI as a guide and index of SWPBIS implementation during the 2016-17 school year and will complete the TFI again at the end of next year.

Table 3.c: Pre- and Post-TFI Data for Cohort 1 Schools (GPRA Measure 3)

	Pre-TFI				Post-TFI			
	Tier I	Tier II	Tier III	Total	Tier I	Tier II	Tier III	Total
Wilbur L. Cross School	53.3%	73.1%	59.8%	61.1%				
Keigwin Middle School	40.0%	50.0%	38.2%	42.2%	63.3%	50.0%	35.3%	48.9%
Naugatuck High School	10.0%	23.1%	5.9%	12.2%	43.3%	15.4%	23.5%	27.8%



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**4. Project Objective**     ☐ Check if this is a status update for the previous budget period.

**Project Objective 4:** To improve school- and student-level outcomes with respect to school climate and student behavior in the six model/demonstration sites. (Goal 2)

4.a. Performance Measure	Measure Type	Quantitative Data					
The number of schools participating in the school cohort model that meet their school climate targets.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/3	100%		2/3	66%

4.b. Performance Measure	Measure Type	Quantitative Data					
The number of schools participating in the school cohort model that meet their family engagement targets.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/3	100%		3/ 3	100%

4.c. Performance Measure	Measure Type	Quantitative Data					
The number of schools participating in the school cohort model that meet their student behavior targets.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3/3	100		2/ 3	66%

**Explanation of Progress** (Include Qualitative Data and Data Collection Information):

Project Objective 4 is the second of two objectives (PBIS implementation fidelity being the first) that will help demonstrate that the CT SCTG is making progress toward its longer term goal of enhancing LEA's capacity for implementing and sustaining an MTBF (Goal 2). As outlined in Performance Measures 4.a-4.c below, targeted areas for data collection include school climate, family engagement and student behavior. While the information included in this report will focus on the use of data collected for evaluation purposes (i.e., the efficacy of the CT SCTG), it should be noted that school leadership teams and their assigned technical advisors are also using these outcomes to drive action planning, for decision-making purposes and ongoing improvement efforts at the school level.

**Performance Measure 4.a:** During the 2015-16 school year, each participating cohort school had the same school climate target, which was to collect baseline school climate data from three stakeholder groups (i.e., students, families and school personnel) within the school. Student data was collected using the Connecticut version of the Georgia Brief School Climate Inventory, family data was collected using the Georgia Parent School Climate Survey and school personnel data was collected using the Georgia School Personnel Survey. As shown in Table 4.a., the three schools successfully administered the Georgia Brief School Climate Survey to school personnel. However, only two (Keigwin Middle and Naugatuck High schools) of the three schools successfully administered the student and family versions. Additional data collection opportunities have been extended to the Wilbur L. Cross School in an attempt to meet this expectation. Targets will be set once all data has been collected. By establishing a baseline, the schools can plan for incremental improvement over the course of the remaining two years of support.

Table 4.a.: Baseline School Climate Data for Cohort 1 Schools

School	Georgia School Personnel Survey (4-point scale)	Georgia Parent School Climate Survey (4-point scale)	Georgia Brief School Climate Inventory – CT Version (4-point scale)
Wilbur L. Cross School	Administration Window 2/4/16-2/25/16	Did not administer	Did not administer
	Respondents 22		
	Score 2.5		
Keigwin Middle School	Administration Window 3/7/16-4/8/16	Administration Window 2/25/16-4/1/16	Administration Window 11/30/15-12/23/15
	Respondents 34	Respondents 120	Respondents 306
	Score 3.09	Score 3.32	Score 3.19
Naugatuck High School	Administration Window 10/30/15-12/23/15	Administration Window 1/6/16-2/5/16	Administration Window 1/6/16-2/5/16
	Respondents 94	Respondents 90	Respondents 639
	Score 2.9	Score 3.06	Score 2.72

**Performance Measure 4.b:** During the 2015-16 school year, each participating cohort school had the same family engagement target, which was to collect baseline family engagement data via the welcoming walkthrough process. The welcoming walkthrough, developed in partnership by the Capital Region Education Council (CREC) and the CSDE, is a three-hour collaborative data-collection process that is facilitated by an external consultant with participation from school staff, family and the community. On the day of the walkthrough, participants are divided into four teams and each team examines one dimension of the school's invitingness as outlined by the following sections of the welcoming walkthrough tool: 1) physical environment (24 indicators); 2) schoolwide practices and policies (30 indicators); 3) welcoming school staff (14 indicators); and 4) written materials (15 indicators). The teams rate the indicators according to a 4-point scale (1=no, 2=somewhat true, 3=mostly true and 4=yes), discuss areas of strength and concern, and prioritize their recommendations. As shown in Table 4.b.1, each school completed the welcoming walkthrough this year, thus meeting the target for this performance measure.

Table 4.b.1: Baseline Welcoming Walkthrough Data for Cohort 1 Schools

	Date	# of Participants		Physical Environment	Practices & Policies	Welcoming Staff	Written Materials
		Staff	Family				
Wilbur L. Cross School	5/10/2016	10	8	53%	54%	73%	43%
Keigwin Middle School	12/15/2015	6	5	68%	73%	75%	51%
Naugatuck High School	12/17/2015	7	5	48%	69%	66%	67%

Following the visits, the welcoming **walkthrough consultant** provided summary reports to the CT SCTG Technical Assistance Provider (TAP) and the CT SCTG Project Officer. These reports included a set of indicators (from each section of the tool) that had been identified by the welcoming walkthrough participants as the targeted areas of focus for the remainder of the grant period (see Table 4.b.2 below). Scores for these indicators were calculated by section and post-targets were established, by section and overall score (the overall pre-score and post-targets are provided in the table). These school-specific targets will be used to assess if the school's meet their family engagement goals at post administration (i.e., the end of the third year of grant participation).

Table 4.b.2: Post-Welcoming Walkthrough Targets for Cohort 1 Schools

	Indicators Identified for Improvement				Overall Improvement Indicator Scores	
	Physical Environment	Practices & Policies	Welcoming Staff	Written Materials	Pre (Actual)	Post (Target)
Wilbur L. Cross School	1, 2, 3, 4, 12, 14	1, 2, 6, 7, 26	1, 2, 3, 9, 12	1, 9, 10, 14	47.5%	62.5%
Keigwin Middle School	1, 2, 5, 7, 14	9, 12, 16, 23, 27	3, 9, 10	5, 6, 7, 9, 13	45%	62.5%
Naugatuck High School	2, 5, 10, 15, 19, 23	6, 10, 26, 27, 30	9	2, 4, 7, 8, 15	29%	50%

**Performance Measure 4.c:** During the 2015-16 school year, each participating cohort school had the same student behavior target, which was to be trained in, and use, the School Wide Information System (SWIS) platform. As shown in Table 4.c., the three schools successfully completed SWIS training. However, only two (Keigwin Middle and Naugatuck High schools) of the three schools have entered data to date. Further discussions with school and district administration are ongoing with Wilbur L. Cross School in an attempt to meet this expectation.

Table 4.c.: Baseline Student Behavior Data for Cohort 1 Schools

School	Date Trained	Evidence of Use (Collected from SWIS on May 31, 2016)			
Wilbur L. Cross School	10/20/15	No data recorded			
Keigwin Middle School	10/13/15		Days	Events	Students Contributing
		In-School Suspensions	65.5	82	40
		Out-of-School Suspensions	64	23	17
		Expulsions	0	0	0
Naugatuck High School	11/18/15		Days	Events	Students Contributing
		In-School Suspensions	148	126	87
		Out-of-School Suspensions	213	57	47
		Expulsions	0	0	0

Going forward, the CT SCTG TAPs will work with their school teams to set school-specific annual targets. Data points to be considered include schoolwide office discipline referral (ODR) trends, such as (1) year-over-year changes in the total number of ODRs per school year; (2) a comparison of ODRs per 100 students per school day to the national median rate; (3) analyses of ODRs by ethnicity; (4) a comparison of a school's ODRs to "triangle" targets (e.g., fewer than five percent of students



receiving six or more referrals); and (5) schoolwide suspension and expulsion patterns. In addition to these aggregate common indicators and as part of their annual target, schools will also be expected to regularly “drill-down” into their SWIS data in order to identify areas for improvement (e.g., grade level, location, time of day, time of year and perceived motivation), specifically relevant to their school community.



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**5. Project Objective**      ☐ Check if this is a status update for the previous budget period.

**Project Objective 5:** To build a system of collaboration across external and internal boundaries to integrate Connecticut initiatives and other policies and grants focused on positive school climate and safety efforts. (Goal 3)

5.a. Performance Measure	Measure Type	Quantitative Data					
Interagency partnerships are strengthened and cross-functional expertise is leveraged in order to address in a more comprehensive manner, statewide concerns around school climate, school safety and students' mental health needs.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

5.b. Performance Measure	Measure Type	Quantitative Data					
Stakeholder groups are consistently and actively engaged in supporting the grant's programs and services, and in promoting the importance of MTBFs to the state's larger education reform efforts.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

**Explanation of Progress** (Include Qualitative Data and Data Collection Information):

Goal 3 of the CT SCTG is to coordinate SEA efforts with appropriate federal, state and local resources in order to align statewide improvement efforts focused on school climate. In order to achieve this goal and ensure that investments are efficiently leveraged, the project is coordinating its activities with other initiatives funded through various resources in the state and is utilizing both interagency partnerships (Performance Measure 5.a) and diverse stakeholder groups (Performance Measure 5.b) to support and promote the grant's work. Members of the CT SCTG Management Team are the critical drivers of this goal, working across their respective organizations and agencies to advance a commitment to Connecticut's SCTG. The core team, including the project director, assistant project director and project officer, includes staff from the CSDE, Bureau of Special Education (BSE) and Bureau of Health/Nutrition, Family Services and Adult Education, and the SERC.

**Performance Measure 5.a:** This is a qualitative measure intended to capture the CSDE's progress in utilizing the grant's work to initiate, expand and strengthen interagency partnerships focused on school climate initiatives and policies. Progress under this measure has occurred along two parallel paths, the CT SCTG Alignment Meetings and the CSDE Annual School Climate Convening.

The CT SCTG Alignment Meetings are focused on aligning the support being provided by the CT SCTG with similar or complementary school climate, social/emotional, and health/mental health initiatives. Three meetings held during the 2015-16 school year took place on September 10 (n=15), January 6 (n=13) and one scheduled June 9. The meetings brought together staff from various agencies and projects that are working in one of the three districts represented in the first cohort of CT SCTG schools (i.e., Bridgeport, Middletown and Naugatuck). This included staff from the CSDE's BSE, Bureau of Health/Nutrition, Family Services and Adult Education, and the Turnaround Office; the Department of Mental Health and Addiction Services; and the SERC. Many of these same staff also represent various local-, state- and federally-funded initiatives such as Safe Schools/Healthy Students, the State Personnel Development Grant and the Alliance District Program. Three district workgroups, spearheaded by the members of the CT SCTG Management Team, were formed at the initial meeting. The groups have worked to: a) identify core features and common outcomes of parallel initiatives operating in the district, b) troubleshoot common challenges and obstacles, and c) brainstorm efficient and effective strategies that can

better support the district as a whole. The overarching goal of this effort is to promote both short-term (i.e., on meeting days) and long-term (i.e., ongoing dialogue throughout the school year) coordination and collaboration.

The second CSDE Annual School Climate Convening was held on March 10, 2016. Eleven consultants from the CSDE's BSE, Bureau of Health/Nutrition, Family Services and Adult Education, and the Turnaround Office attended the meeting, along with the CT SCTG Project Officer from the SERC. The main goals of this group are to: a) increase awareness of projects headed by CSDE staff related to school climate, health and nutrition, b) determine overlap and potential collaborations related to these projects, and c) provide an avenue for open dialogue and coordination. A major outcome of this second meeting was a revised crosswalk document that identifies the different supports currently being provided to LEAs across the state in the areas of school climate, social/emotional behavioral supports, MTSS, mental health, chronic disease, and health (see Section C for the crosswalk document). Overall results from an end-of-session evaluation form showed that meeting participants have found the annual meetings to be helpful, with 88 percent reporting the main goals of the group were being met; 71 percent reporting they had used the crosswalk document during the past year; 67 percent reporting the meetings have prompted further collaboration; and 88 percent reporting they would like the group to continue to meet next year. (see Section C for a summary of the CSDE Annual Convening Feedback Forms.)

**Performance Measure 5.b:** This qualitative measure focuses on existing and emerging state levers of change in the form of two diverse stakeholder groups, the CT PBIS Collaborative and the Scientific Research-Based Intervention (SRBI) Advisory Council.

- The CT PBIS Collaborative is a well-established group of consultants and representatives from the CSDE, SERC, the RESCs and the CBER at the UConn. Although the collaborative has existed for many years, the CT SCTG has provided an impetus over the past year for the group to push forward a much more focused agenda and set of intended outcomes. As one example, during the current reporting period, the collaborative has met bi-monthly instead of its usual calendar of quarterly meetings, with consistent attendance from a core group of between 8–12 members from across the state. Secondly, the group began an ambitious effort to craft a new five-year CT PBIS Strategic Plan, including a new mission statement (i.e., “To guide the state in developing, implementing and sustaining a multi-tiered behavioral framework across all schools to promote academic, social, emotional and behavioral success for all students.”) and four overarching goals to: 1) increase awareness and visibility of PBIS, 2) align evidence-based practices within a statewide MTBF, 3) expand the infrastructure to lead and support PBIS implementation, and 4) engage family and community members in PBIS. The plan is still being drafted but the collaborative hopes to have a more final version ready for fall 2016 (see Section C for a draft of the five-year plan). Lastly, in December, collaborative members completed the Wilder Collaboration Factors Inventory, a research-based tool used to help groups assess where they stand on factors needed for successful collaboration. The results were used as a springboard for constructive discussion around the strengths (e.g., communication, purpose and vision, and leadership) and potential weaknesses (e.g., decision-making processes, trust and diverse representation) of the collaboration. The instrument will be used periodically going forward as a diagnostic assessment of the group’s progress and current standing. (see Section C for the complete results of the Wilder Collaborations Factor Inventory.)
- The SRBI Advisory Council (intended to provide oversight and leverage visibility, and support for the underlying principles of SRBI and MTBF related to student achievement) is still in the development phase. The vision is that this council, whose members would include those with decision-making authority at the state level, could serve as a foundation for district and schoolwide implementation of MTBFs by providing consistent messaging, organizational leadership and resource management. Developments during the past year have included Raised Bill 5308, An Act Concerning Revisions to the Department of Education’s Framework for Response to Intervention. The bill would require the CSDE to update the 2008 version of the Department’s framework for response to intervention titled “Using Scientific Research-Based Interventions: Improving Education for all Students,” and require LEAs to establish a general education multi-tiered system of instruction and supports at each school for students requiring supplemental or intensive assistance. The bill has renewed interest and enthusiasm for the concept of establishing the council and it is expected that further exploration of this will take place during the 2016-17 school year.



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**SECTION C - Additional Information** (See Instructions. Use as many pages as necessary.)

**Summary of Materials Provided**

- Referenced in Project Objective One
  - NorthEast Positive Behavioral Interventions and Supports Training of Trainer (NEPBIS TOT) TOT Scoring Rubric
  - NorthEast Positive Behavioral Interventions and Supports Training of Trainer (NEPBIS TOT) Training of Trainers Manual (*Overview & sample of Chapter One only – for access to the full manual, please contact Sarah L. Jones, Project Officer: [sjones@ctserc.org](mailto:sjones@ctserc.org)*)
  - NorthEast Positive Behavioral Interventions and Supports Training of Trainer (NEPBIS TOT) Focus Group Summary
  - Direct Observation of Training Quality (DOTQ)
  - Training Evaluations 1 & 2
- Referenced in Project Objective Two
  - School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (TFI) Sample Report
  - School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (TFI) Poster Presentation
- Referenced in Project Objective Three
  - School Climate Transformation Grant Participant Survey Data Brief
- Referenced in Project Objective Five
  - Connecticut State Department of Education Spring 2016 Crosswalk Document
  - Summary of CSDE Annual Convening Feedback Forms
  - Draft PBIS Collaborative 5-Year Strategic Plan (*working document*)
  - PBIS Collaborative Wilder Collaborations Factor Inventory

## NorthEast Positive Behavioral Interventions and Supports Training of Trainers Application Scoring Rubric

Applicant	Experienced/New	Educational, Professional, & Theoretical Foundation	PBIS Implementation	Adult Behavior Change	Professionalism	Tech Literacy	Total Score

### Educational, Professional, & Theoretical Foundation

- relevant coursework, school-based experience, and fluency in ABA, instruction, and/or MTSS

### PBIS Implementation

- support via participation, coaching, training, and/or technical assistance

### Adult Behavior Change

- provision of professional development/training via coaching, consultation, and/or formal training

### Professionalism

- strength-based approach, constructive communication skills, commitment to on-going skill development

### Tech Literacy

- fluency with technology associated with training, coaching, and collaboration with stakeholders

### Scoring

0=No mention/report

1=Self-report



## NorthEast Positive Behavioral Interventions and Supports Training of Trainers

### Application Scoring Rubric

2=Evidence based on self-report and additional documentation/sources (e.g., recommendations, evaluations, listed in resume, outcome data)



NorthEast Positive Behavioral Interventions and Supports  
Training of Trainers

# NEPBIS TOT Trainer Manual



*Brandi Simonsen,  
Jennifer Freeman,  
George Sugai, &  
Susannah Everett*

## NorthEast Positive Behavioral Interventions and Supports Training of Trainers

# NEPBIS TOT Trainer Manual

*Brandi Simonsen, Jennifer Freeman, George Sugai, & Susannah Everett<sup>1</sup>*



The NEPBIS TOT supports the NorthEast Positive Behavioral Interventions and Supports (NEPBIS) Network in establishing a Training of Trainers (TOT) model to promote training, coaching, evaluation, and behavioral capacity in the NorthEast Region. The Trainer Manual is one component of this model, which we designed to assist NEPBIS Trainers with NEPBIS School Team Training. The NEPBIS Network and NEPBIS TOT received indirect support from the OSEP Center on PBIS and the Connecticut State Department of Education's School Climate Transformation Grant.



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## NorthEast Positive Behavioral Interventions and Supports Training of Trainers

# NEPBIS TOT Trainer Manual

## OVERVIEW OF TRAINER MANUAL

### What is the Purpose of this Manual?

This manual is designed to support NEPBIS trainers who are training school teams in Tier 1 School-Wide Positive Behavioral Interventions and Supports (SWPBIS). It is a companion to the *School-Wide Positive Behavioral Interventions and Supports Getting Started Workbook* and corresponding NEPBIS training materials.

### Who Should Use this Manual?

- **New NEPBIS Trainers** who are participating in the NEPBIS Training of Trainers (NEPBIS TOT) and pursuing endorsement
- **Experienced PBIS Trainers** in the Northeast who are participating in the NEPBIS TOT and pursuing endorsement
- **Endorsed NEPBIS Trainers** who train and support school teams in implementing Tier 1 of SWPBIS

### How is this Manual Organized?

This manual is organized into five chapters that parallel the content of the *School-Wide Positive Behavioral Interventions and Supports Getting Started Workbook*. Each chapter has the following organizational features:

- A brief organizing **introduction** that provides an overview of content and key trainer tips for the content in that chapter.
- Pages that correspond to each section of the *School-Wide Positive Behavioral Interventions and Supports Getting Started Workbook*.
  - Pages that correspond to content sections are **green**
  - Pages that correspond to activities are **blue**
- Within these pages, the same organizational structures from the *School-Wide Positive Behavioral Interventions and Supports Getting Started Workbook* are reflected (e.g., green star for key content, blue play button for activities). See workbook for details.
- For each section, the manual includes the following information.
  - **Images** of the *School-Wide Positive Behavioral Interventions and Supports Getting Started Workbook* and a sample of corresponding power point slides (to orient the trainer to the correct materials)
  - **Critical Content** text box that highlights the key points to emphasize when training this section.
  - **Training Tips** text box that presents guidelines for pacing, audience engagement, and other important trainer behaviors
  - **Frequently Asked Questions** text box that shares both common questions and appropriate responses

### What is the NEPBIS approach to training?

Although this manual opens each chapter with specific guidelines to consider when training content from that chapter, NEPBIS trainers should also consider the following positively stated expectations to **TRAIN** effectively.

- ❑ **Teach content explicitly.**  
*Directly teach content by defining critical features, modeling key activities (I do) leading audience through guided practice activities (we do), and promoting application to their school context (you do). Explicitly introduce each activity with clear instructions, descriptions of intended outcomes, and reminders of prompts in materials (e.g., templates). Use effective presenter behaviors discussed during NEPBIS TOT activities, including appropriate pacing, changing tone/pacing/volume for emphasis, using gestures purposefully, and moving to enhance presentation.*
- ❑ **Relate to audience.**  
*Connect critical content directly to audience by using common language, emphasizing contextually relevant examples and non-examples, and drawing on previous experiences of participants.*
- ❑ **Adapt presenter behaviors based on audience assessment data.**  
*Frequently assess the engagement and learning of the audience using informal (e.g., observe non-verbal behaviors, check for understanding using “fist to five” or “thumb dials,”) and formal (e.g., check products generated during team activities, review action plans) formative assessments throughout training activities. Based on these assessments, adjust pacing, opportunities for active audience engagement, amount of review, and other training behaviors to meet the needs of your audience.*
- ❑ **Implement to promote meaningful outcomes.**  
*When considering how to present content, examples, and activities, maintain a steadfast focus on the purpose of training: To assist schools in sustained implementation of PBIS with fidelity to achieve desired outcomes. Therefore, when deciding how many examples to share, how to structure activities, how to provide feedback on action plans, etc., consistently evaluate whether the content or activity is critical to promote sustained implementation with fidelity.*
- ❑ **Navigate through the presentation.**  
*In general, preview, present, and review within and across sections. That is, provide an initial agenda and frequent organizing statements to orient audience to where they have been (e.g., quick reviews of covered content), where they are (e.g., how the present content fits into the overall structure), and where they are headed (content to be covered throughout the training event). In particular, use transitions between slides and content sections to remind audience of the overall structure of the training and promote understanding of the connections between topics and activities throughout the training days.*

## NorthEast Positive Behavioral Interventions and Supports Training of Trainers

# NEPBIS TOT Trainer Manual

## CHAPTER I: GETTING STARTED WITH SWPBIS

### What is the Purpose of this chapter?

This chapter provides an overview of the rationale for PBIS (Why PBIS?), the theoretical foundations and description of the PBIS Framework (What is PBIS?), and the “big picture” operational elements (Critical Features).

### How should training be delivered?

In short, training should be designed to increase the likelihood of school teams (a) developing an effective action plan that includes the critical features of PBIS, (b) eventually implementing the actions with fidelity, and (c) using data to guide their decision making. Use the NEPBIS materials, which are aligned with these goals, and consider the following elements of your training:

1. Provide an **agenda** or advance organizer (included in ppt slides), and follow the planned timelines (while providing flexibility to meet the needs of your teams).
2. **Explicitly present** new content that promotes generalized understanding and application of the concepts and skills. Use examples to sample the range of appropriate applications of that concept/skill, and use non-examples to help teams discriminate between acceptable and unacceptable applications. Although you want to use a sufficient number of examples, you want to select the smallest number of examples that allow you to fully teach the concept (typically 2-4 examples are sufficient).
3. Facilitate **meaningful activities** that allow the teams to apply the content by (a) using their school data to drive decisions about selection and adaptation of practices or systems, (b) developing products that they will revise/refine with their broader faculty, and/or (c) adding items to their action plan to ensure the appropriate actions are completed at a later time. Remember, the goal of team training is supporting teams in implementing with SWPBIS with fidelity and achieving desired outcomes. All activities should be focused on promoting those key areas.
4. Provide **cumulative review** at the end of each training day and beginning of subsequent training days. The purpose of review is to highlight and build fluency key concepts and skills (i.e., “big ideas” of training). Review should be fast-paced and should provide an opportunity for participant engagement. For example, when reviewing the critical elements (outcomes, data, systems, and practices), you can (a) ask participants to recall the critical elements (choral responding...with humor) and/or (b) use those elements as questions to prompt teams on key action steps (e.g., “how many teams have developed observable and measurable outcome statements?”).
5. Effectively **solicit and respond to questions**, using tips provided in FAQ.

## I.A Why PBIS? (Continued)

### Corresponding Workbook Section

#### I.A Why SWPBIS?

##### SWPBIS Message!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable for all students (Zins & Ponti, 1990).

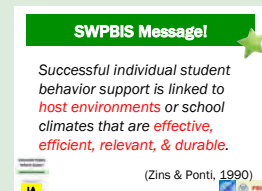
### Critical Content:

- This section provides a rationale for schools/districts to invest in a PBIS framework.
- Critical messages (link between behavior and academics, outcomes of students pushed out of school, time demands on teachers) are presented in cartoons and stories in the power point slides, and workbook emphasizes main SWPBIS message.

### Training Tips:

- Present as helpful messages to take back to staff.
- Keep pacing quick through this section, and include questions that prompt unison responses (e.g., "Raise your hand if you also feel the time pressure).
- Slow down to emphasize key content (i.e., SWPBIS message).

### Sample PowerPoint Slide(s)



### Frequently Asked Questions:

- **Q:** How do we have the time to do one more thing?
  - **A:** PBIS is an organizational framework that employs data-based problem solving to make effective decisions about (a) student interventions, (b) staff supports, and (c) related topics in a school setting. It is *not* one more thing. It is a new way of "doing business" (or doing school) to make everyone's life easier in a school!

## Corresponding Workbook Section

### I.A Why SWPBIS?

#### SWPBIS Message!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable for all students (Zins & Eoiti, 1990).

(This content corresponds to the same section in the *School-Wide Positive Behavioral Interventions and Supports Getting Started Workbook* as the previous page in this trainer manual.)

## Critical Content:

- This section emphasizes the importance of effective school environments when supporting individual students.
- Trainers introduce individual student scenarios, remind audience that there is a technology to support individual students, and emphasize difficulty when implementing supports in challenging school environs.

## Training Tips:

- Again, keep pacing quick through this section.
- The goal is *not* to problem solve individual student concerns. The goal *is* to illustrate how challenging it is to support students when (a) school environments are not designed to emphasize positive and proactive supports for all and (b) staff members do not have adequate training to implement positive supports for all.

## Sample PowerPoint Slide(s)

The sample PowerPoint slides are as follows:

- Context Matters!**: A slide comparing 'Individual Student' and 'School-wide' support. It includes a 'What would you do?' question.
- "Mitch"**: A slide about a student named Mitch who has a history of disruptive behavior. It includes a 'What would you do?' question.
- Fortunately, we have a science that guides us to...**: A slide listing three key components of effective behavior support: assessment, intervention, and monitoring.
- However, context matters...**: A slide asking 'What factors influence our ability to implement what we know with accuracy, consistency, & durability for students like Mitch and Rachel?'.
- "Four corners"**: A slide about a student named Rachel who is in a 'four corners' situation. It includes a 'What would you do?' question.

## Frequently Asked Questions:

- **Q:** So, what do we do to support those kids and those schools?
  - **A:** That's what we're here to learn! The context slides (individual vs. whole school) are used to highlight that (a) we know how to support individual students ("What would you do" question is rhetorical) but (b) an effective "host" environment is critical to allow us to support those (and *all*) students.

# NEPBIS Training of Trainers

## Focus Group Summary

June 2016

Prepared for: The Connecticut School Climate Transformation Grant  
(CT SCTG) Management Team



## NEPBIS TRAINING OF TRAINERS

### Focus Group Summary

On April 7, 2016, the external evaluation team for the Connecticut School Climate Transformation Grant (CT SCTG) conducted two focus groups at the University of Connecticut with participants of the inaugural Northeast Positive Behavioral Interventions and Supports (NEPBIS) Training of Trainers (TOT) cadre. One focus group included five trainers from the New Trainer cohort and one group included five trainers from the Experienced Trainer cohort. Focus group questions were developed in advance and provided a framework for the discussion. Each group lasted approximately 45 minutes. The following document provides a summary of the information discussed. Supporting comments from new (“N”) and experienced (“E”) trainers have been included to illustrate and elaborate on the information provided.

### Reasons for Participation

To begin the focus group discussions, participants were asked why they chose to apply to the TOT cadre. The reasons were somewhat different between the two groups, with “personal growth in PBIS” being more of a focus for the new trainers as opposed to “statewide growth of PBIS” for the experienced trainers. However, one common thread of both groups was that they were drawn to the TOT because of the reputation of the Center for Behavioral Education and Research (CBER) at UConn. Both groups of trainers mentioned CBER’s status as a leader in the field as an incentive for participation and although the trainers had suggestions for small improvements (as detailed throughout this summary), they also had universal high praise for the CBER faculty’s efforts to date.

- ❖ The new trainers generally viewed the TOT cadre as a professional growth opportunity, in other words, a chance to build and expand their personal skill set. Three of the five new trainers currently work in a school system and thought the TOT would help them in that position, as well as potentially open doors in the future for them to play a greater role in PBIS implementation efforts either within or outside their district.

*I’m a PBIS specialist in an elementary school right now and I had been involved in a PBIS graduate program here. I wanted to apply to this to further hone my expertise and training in this area. [N]*

*I have been through PBIS training as part of a school system. I have some background in behavior analysis, so this seemed like a good fit; as well as a way to expand my skill set and maybe one day be able to work outside of the school or train other buildings within my district. [N]*

- ❖ The experienced trainers also acknowledged the importance of professional learning and advancement, but what seemed to be a stronger driving force for them, was the chance to be part of a “movement” to promote the systematic implementation of PBIS in schools and districts throughout the state. They spoke of their desire to be part of an effort that could create a sustainable infrastructure for PBIS implementation statewide and elevate PBIS as a practice that has strong support and backing from the Connecticut State Department of Education (CSDE).

*We’ve been collaborating with George and other folks at UConn and it just seemed like the next step. It’s a wonderful project that UConn is taking on in trying to create a little bit more of a system and organization around PBIS in Connecticut. I’m really hoping to be part of that moving forward. [E]*

*I think there’s not a lot of opportunity for us to grow professionally and I think it’s important for us to have that opportunity – to have those conversations about what we are doing. But, also I like the idea of creating that systems piece for the state – for me, that was a really important part of it. [E]*



## Impact on New Trainers

As the new trainers shared their perspectives, they talked a lot about the training's emphasis on "learning by doing" and the positive impact this has had on their confidence and skill level. Key components of the training practice, such as the Electronic Training Portfolio, the Direct Observation of Training Quality (DOTQ), and the training materials themselves were mentioned as very helpful, with the common recognition that each was still in the "development and refinement" stages. As a whole, the new trainers also credited the TOT series with expanding their foundational knowledge of PBIS systems and practices, although there seemed to be a good amount of interest in supplemental resources to further support trainers' familiarity and learning of PBIS content.

- ❖ The new trainers credited the active learning environment of the TOT sessions with improving their training skills, including their content fluency and confidence engaging with an "audience." While a few participants acknowledged feeling nervous and uneasy during the sessions – noting that this type of presenting is outside their typical day-to-day job responsibilities – they recognized the practice as pivotal to their growth as trainers.

*One thing I've gained is more knowledge and practice with presentation skills and just being able to know exactly what I'm looking for when I am self-reflecting. The opportunity to practice has been really helpful. [N]*

*With the presenting, I've noticed some things about myself – particularly needing to link back to the big picture when training and bringing teams back to the outcomes. I think that's an important piece that I wouldn't have necessarily known without a training like this. [N]*

*It's helped me deepen my knowledge and my comfort level with the content and some of the vocabulary that I'm not necessarily fluid with because I'm not a school psychologist or behaviorist. [N]*

*I've learned a lot about the specific presentation style one would engage in with training, which is different than teaching or just presenting. [N]*

- ❖ Although the specific tools used as part of the training practice (e.g., video-taping, the DOTQ, training materials) were generally well-received, the new trainers did have some small tweaks or suggestions for improvement, including earlier and more frequent feedback on the DOTQ, additional guidance on choosing videos to submit for review, better tracking of revisions and updates to the training materials (i.e., the "right version" to use), and adding supplementary notes to the PowerPoint slides.

*Having feedback on the DOTQ earlier would have been helpful. I've had to submit two other videos without getting feedback on the first one. [N]*

*There could be more direction on what videos you are submitting and why you are submitting them – maybe honing in on specific skills. [N]*

*The training materials – the slides and the training manual – are constantly being updated, which I get because they are kind of building this as they go. But, I just struggle because I always wonder if I'm using the right version. [N]*

*It would be helpful for me if some of the key features were in the notes section of the slides. The slides are just content. The manual is very open and vague so I would like a little bit deeper connection of what you are hoping to get at with each critical feature or slide. [N]*

- ❖ A few of the new trainers, particularly those who seemed less confident in their PBIS content knowledge, were interested in supplemental resources or opportunities focused explicitly on building and enhancing their knowledge. Specifically, they wondered if online content modules could be developed to complement the onsite trainings, with new trainers completing (or testing out of) the modules prior to the onsite days. Recognizing their limited time together, and the diverse learning needs of the group, they felt the online requirement would be an effective avenue for filling learning gaps, as well as helping trainers focus and prepare for upcoming sessions.



*It's been a while since I went through the training myself and things have changed so even though I came in feeling like I know the content and have had a lot of different experiences with the content, there are slides that are new that I'm not familiar with at all. So, I think if there was some kind of module that I could do – even if it would be more of my own time - I think it would help so that when I come to the trainings, I am just focused on presenting and not freaking out about the things I don't know. [N]*

*I agree about the modules because how well you know the content can really influence what a team takes away – a slip or slight misuse of language or the wrong example could really influence that. It's not as important within this training context, because we can just be like oops, we made a mistake - but if we gave the wrong take away to a 'real' team, that could be really bad. [N]*

## Impact on Experienced Trainers

The key takeaway of the experienced trainers seemed to be a productive feeling of camaraderie and a shared mission among colleagues. They were most appreciative of, and appeared to have been most impacted by, the more intangible aspects of the series such as a closer connection to the PBIS community, the chance to build professional relationships of depth, and feelings of affirmation for their own PBIS expertise and past work. Their back-and-forth dialogue and suggestions mostly focused on ways their participation could be more collaborative and perhaps more geared towards their specific needs as advanced trainers.

- ❖ The experienced trainers characterized the TOT series as a great opportunity to connect with one another as veteran PBIS trainers from different agencies across the state, and as a unique chance to become more “immersed” in the academic and research community at CBER.

*What's impacted me has been the increased connection with people here at UConn - we had some connection before, but it was always offsite, off campus. So being here, seeing more of what's going on here, and having that close connection to the research – that's definitely a bonus. [E]*

*We enjoy coming together as a group and having them [CBER faculty] together with us. I think it's important to get feedback that we're on the right track – that we're doing the right thing. [E]*

*It has reaffirmed all the work that we have been doing, as well as strengthened what we already have as trainers. It has been an opportunity for us to see where we can grow, but also recognize that we have actually done very well over the past few years. [E]*

*There is world beyond George here – with Brandi Susannah, and Jenn. They bring their knowledge, skill-set, and experiences to the table, which collectively is just a treasure trove to mine. [E]*

- ❖ There was universal agreement among the experienced group that the most tangible impact on their everyday practice was using the training materials “endorsed” by the TOT. The trainers generally expressed support for their use - recognizing the value of statewide fidelity in PBIS training - but at the same time stressed the importance of flexibility when working with “paying clients.” As such, there was an overall desire for further dialogue and discussion around the materials, including a more formal process by which they could provide feedback as to what they thought was working and not working.

*I would like to have a more formal structure for feedback on the training materials themselves. Because we naturally have to adjust what we're doing – depending on the teams in front of us, and I'm kind of keeping my own sort of running notes for if, and when they ask for feedback. I know we don't want any more forms, but maybe on the transcript form, it should ask, 'did you make any adjustments and why.' [E]*

*Obviously a big part of the plan is the consistency of the materials but I haven't talked to anyone who hasn't adjusted, for example, by putting some slides in a different day because teams weren't ready. You have to make adjustments in real time, especially for paying customers...so if there was some way to collect our feedback on the actual materials more regularly throughout the year, I think it would increase the precision of the feedback and really capture the kinds of adjustments that were made, and we might see patterns in them. [E]*

- ❖ The experienced trainers were also fairly unified in the view that they would have liked additional time devoted to what they called the “process of training,” in other words, more time to problem solve and brainstorm common challenges they encounter each year. This

discussion evolved into a conversation about “time spent” with the new trainers, and the recognition that more time for “advanced” discussions would necessitate less time together as a larger group.

*I feel like we are all very experienced trainers. We know this content very fluidly, we have teams that have been very successful, and I think we have kind of proven our craft. To learn how to train is not what we need. We spent today reviewing slides of information that we already know. I would like more time to explore with the group, ‘what have you found successful?’ That kind of networking and problem solving. Coming up with a bag of tricks - more practical stuff that we can bring back to our schools. [E]*

*More about the technical assistance and dealing with different things that come up every year. We keep talking about how to weave PBIS into teacher evaluation, for example, so let’s explore that...you know, these are real things that we come across and I just think we could learn more from each other and more from the folks here at UConn, if we could spend more time doing that rather than reviewing slides. [E]*

*This week alone, I’ve gotten, ‘what about ESS - effective safe schools -how does that work?’ Today, I got an email asking about restorative practices, then it’s ‘what about trauma informed practices?’ It’s this new stuff coming down the pike ...if we had more of a forum for all of us to explore this and to come up with a unified response so that we’re all responding the same because we all get the same questions. [E]*

- ❖ Lastly, the group voiced a desire for more in-depth discussions and learning around training and assisting schools in effectively implementing Tier 2 and Tier 3 systems. Similar to the above, there was a recognition that the current structure of the TOT sessions would need to change to accommodate this focus; and although the group seemed to go back and forth on the best format for the onsite sessions, there seemed to be a gentle push for “a bit more alone time.”

*I would say for experienced trainers, it would be good to have more on Tier 2 and Tier 3, but if we did that, we would have to be more separated out. I just think Tier 1 is something we’re all pretty comfortable with, but enhancing our knowledge on Tier 2 and Tier 3 would be really helpful. [E]*

*I understand where melding us back into the group of new trainers has to involve a lot of review on Tier 1 content, which is good, but I think we’re pretty fluent and comfortable with that. We don’t train as much at the Tier 2 and Tier 3 levels, so more time on those would be good. It would most likely require a substantially separate chunk of time away from the new trainers. [E]*

## Mentor Component

Across the board, focus group participants placed value on including a mentoring component in the TOT series, noting it has the potential to offer new trainers real-world experience and practical application of the training materials. However, at the same time, participants seemed to universally agree that the actual impact of the mentoring program has thus far been hampered by unclear expectations of the role of mentor and mentee alike, as well as considerable logistical obstacles (e.g., schedules, geographic distance) and resource constraints (e.g., time, money).

- ❖ There seemed to be a general view from both camps (mentor and mentee) that the mentoring component was not sufficiently defined, or at least not communicated in explicit enough terms from the outset.

*There needs to be more clear expectations about what a mentor and mentee is because I think that’s being defined very differently than I assumed the relationship was going to be. I’m not sure that prepping together is part of what they even see as their role. [N]*

*I think if we had a bit more clarity on - if you’re going to be a mentor, this is what we want you to do. Here’s how the days are going to look, you’re going to do your trainings and you’re going to meet with these people here, and we’re also going to provide support this way. That would help. [E]*

- ❖ Both groups also reported logistical difficulties, such as scheduling conflicts and travel burdens. A few of the new trainers noted they had not yet “made it out” to observe or co-train with their mentor and similarly, the mentors reported observing or co-training with their mentees either once or twice, and in some cases not at all. Suggestions to help alleviate some

of these problems included announcing mentor-mentee matches earlier in the year and using a more deliberate matching process (i.e., with consideration to geography and schedules).

*I would like to have a better plan for the training that I'm going to be doing with my mentor. I think that's been the challenging piece – coordinating schedules. [N]*

*One thing that I don't think is working very well is the geographic location...I'm training down at the end of the coast and they haven't been able to travel down, so they haven't come to any of my trainings. [E]*

*My hope would be that before we leave this cycle we would know what it's going to look like for next year so that we can plan. That would be so much easier than having to do it on the fly – which is what has been happening. [N]*

*They should assign the mentees before the first day, and you should have your six days of training already lined up so they know when you're going to be training. [E]*

- ❖ In addition, both the new trainers and mentors noted a lack of planning and preparation time as a significant challenge to the mentor-mentee relationship, with both groups communicating a general sense of feeling “unprepared” to co-train together. A few thought incorporating mentor-mentee planning time into the onsite sessions might be helpful.

*There is a lack of planning and prep time – I don't want to just throw a new trainer to the wolves without a significant amount of planning, prep, and coordination. [E]*

*Having a plan beforehand of what content areas I will be doing and prepping... if I'm co-presenting and even if I'm not co-presenting, we're still sharing the audience...I think it's really important to have some time to prep together. [N]*

*I didn't have the opportunity to prep with them in the “mentor” context – and that's a scheduling thing. It's tricky because when is the time to do it? [N]*

*Maybe they could structure the lunch time on the days that we're here so that we could meet with our mentees, or even have us finish at 3pm so that we could have the rest of the time to meet. [E]*

- ❖ However, the mentors, while acknowledging more planning and preparation time was needed, struggled with how to balance this need with their own priorities – in other words, the agencies they work for and their customers. Concerns over “billable time” and “quality control” were mentioned, as was the overall lack of free time available to consultants working in fee for service agencies. The idea of compensation (i.e. reimbursing agencies for the mentors' time) was briefly discussed but the mentors were uncertain about the feasibility of this suggestion.

*I'm very respectful of the fact that people need to learn and I agreed to be a mentor, but in the end, I need to protect my paying customers. [E]*

*I know my agency was freaking out, saying you've got four mentees? How are you going to find time to work with four people and what benefit does that give us? [E]*

*I know this is probably a pipe dream, but it would be nice if there was a piece of the grant that was carved out to compensate mentors for their time. [E]*

## Northeast PBIS Endorsement

As a whole, both new and experienced trainers seemed to regard the “NEPBIS Endorsement” as an important credential that could signal their own, and by extension their agencies, expertise in PBIS implementation and school-based team training. There was some anxiety among the new trainers about whether or not they were “on track” to receive the endorsement, and both new and experienced trainers were looking for a bit more guidance on what (if any) continuing education or training they would need to maintain the endorsement in the future.

- ❖ The opportunity to be endorsed as a NEPBIS trainer was an incentive for both new and experienced trainers to participate in the TOT series, although the significance of the credential seemed to range all the way from “nice to have” to “need to have.”

*I was told by my employer to apply because they want me to be endorsed, so there's this 'I must get endorsed.' It's about having that seal of approval of yes, I am an endorsed trainer...so, there is real pressure for me to become endorsed. [N]*

*Coming into it, it [the endorsement] just felt like an opportunity – self-wise – for me. [N]*

*I think that the endorsement was a piece of why we all applied – we felt it was important that we were endorsed as trainers to say that we've been doing this for a while. To go to a training that wouldn't get us that endorsement didn't feel right. [E]*

*Professionally, for me, it's more of an added bonus – to be able to say that you are a certified trainer that can do the work. In terms of my agency, besides putting it up on the website and doing some advertising, I think it's just a way for them to say we have trainers that can work with you. [E]*

- ❖ Despite initially drawing them to the TOT series, endorsement was characterized by both groups as still a vague concept at this point. Some new trainers vocalized uncertainty about the criteria by which they would be judged “successful completers,” and both new and experienced trainers were unsure about what they would need to do to maintain the endorsement once they earned it.

*Something I'm struggling with is how do we successfully complete this two-year training? I still haven't gotten clear guidance on what it takes to graduate this process successfully. For me, and from my employer's perspective, I'm being sent here to come out as an endorsed trainer and I don't yet know if I'm on track or not on track. I've heard some mixed messages like it might take longer than two years for some folks but my employer signed on for a two-year commitment. [N]*

*We're not exactly sure what being endorsed means, whereas in other train-the-trainer programs I've done, when you sign up for it, you know you're going to have to offer three trainings within a year, and that's part of signing up for it...what they expect us to do once we leave the training is not known. [N]*

*It seems like the endorsement is not that we have completed our one year of training and are done – that to maintain the endorsement, there will be some individual professional development that we will need to submit along the way? I think that would raise the bar personally – that I have to continue with my own professional education to keep the endorsement. [E]*

## Building State Capacity

When asked if the NEPBIS TOT was a viable strategy for building and enhancing a statewide network of trainers who can provide sustainable, high-quality PBIS training and coaching (i.e., the goal of the TOT series as part of the SCTG), everyone agreed that the CBER model was certainly a step in the right direction. But as much as they commended CBER's effort to develop the training model, and the state's efforts to fund the training, most were still skeptical that the cadre could have a larger impact on scaling-up or sustaining PBIS practices and systems statewide. For the most part, the new trainers were uncertain about how they (as mostly school employees) could contribute to this larger goal; whereas the experienced trainers discussed the need for a statewide infrastructure that could provide a supportive context for local implementation.

- ❖ Discussions about statewide capacity building were fairly limited in the new trainer group, with most acknowledging that as an employee of a school district they weren't currently in a position to begin training other schools. Given their employment situation, and the participation of out-of-state trainers, some questioned if the current cohort of new trainers really “fit” the intent of this larger grant goal.

*I realize that they are trying to build capacity and they are not going to just train people to have it for themselves – so, I'm not really sure what the commitment is supposed to be. I don't know if it's supposed to open doors for me to look at different avenues or if there is an expectation for me to actually adopt a school. That part is very unclear. [N]*

*I was surprised to see out-of-state folks. I don't think that's bad, but I just knew that it was grant-funded as a Connecticut grant so I was surprised to see out-of-state people. [N]*

- ❖ Meanwhile, the resounding message from the experienced trainers was that without coordinated systems change strategies that go beyond “more trainers,” any impact on statewide capacity would continue to be limited at best. The experienced trainers noted a continued lack of political support for large-scale implementation and expressed disappointment that PBIS continues to be a “bottom-up” rather than “top-down” effort.

*Well, the training part is good – having trainers train. But, we don’t have the statewide system to support it at this point...we have some of the practices, but we don’t have the system. There needs to be someone who coordinating the state effort. [E]*

*If you talk about leadership and buy-in, on any given political change or current, you’ll have someone in the CSDE that doesn’t believe in or like PBIS. So, how do you talk about building a sustainable statewide infrastructure when the ones at the top – who can derail almost anything – have varying opinions, and come and go. [E]*

*Unfortunately, we have situation where no one at the state really wants to take ownership of what behavioral things schools do...Unless someone starts putting that in place, three years from now, we’re going to be in the exact same spot – maybe we’ll be a bit stronger in supporting each other, but as a state, we’re not going to get there - we won’t have a coordinated system. [E]*

*If a district is fighting us tooth and nail about what certain aspects of the training is going to look like, we don’t have backing from state personnel to say, ‘you know what – you signed on for this, you’re going to do it, you’re going to go through with this.’ That’s what we’re missing. [E]*

- ❖ The experienced trainers also discussed the absence of a reliable funding stream for PBIS, noting challenges related to access (i.e., schools can’t afford training), implementation fidelity (i.e., schools want condensed training), and sustainability (i.e. schools can’t afford follow-up technical assistance).

*We’re not going to be able to continue to build capacity because we have less and less schools coming on because of the costs associated with training. I think there are plenty of schools out there that would want to do training but it goes back to having the funding for it. [E]*

*The resources are such that it’s really up to individual districts or schools to seek us out and pay. So, it’s not equitable in availability to districts. Some districts come to us and say, ‘We can’t do the whole thing...we want a modified version of it.’ We’re a fee-based service agency and so we’re not going to turn down a contract. We can’t call it PBIS, so we’ll call it something else. [E]*

*I would love to be in a system where we’re just given funding and able to go work with these schools and get them implementing with fidelity – to be able to just do whatever it takes. [E]*

*We just graduated a cohort of teams and one of the schools is absolutely not ready to be independent. So, I’m going to coach them – but I can’t charge them for it. I should, but I can’t. They won’t pay for it. And there is no state structure – like a state-funded TA – that would enable me to work with this team until they’re ready to be independent. [E]*

## Concluding Thoughts

In concluding both focus groups, the new and experienced trainers were asked if there was anything they wanted to add to the conversation. Both groups of trainers reiterated their support for the TOT series and their appreciation for CBER’s efforts to date. They acknowledged their role as “guinea pigs” in the TOT’s first year, and were grateful for the opportunity to offer feedback and suggestions that might make the TOT “that much better” for the next cohort of trainers.

*They have experienced, cutting edge folks doing the training...I feel like I’m being a negative Nancy...it’s a year-one rollout, so it’s tricky [giving feedback]. [N]*

*I would definitely record some kudos for Jenn, Susannah, and Brandi, and their leadership of this. I think the three of them have done a very thoughtful job. [E]*

*I actually found that I’ve learned a lot more about, or have more access to different resources than I was expecting. I’ve learned more and gained more than I was expecting. [N]*

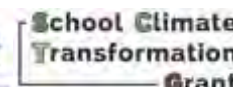
*You have highly qualified, experienced people training others so I think the model itself is the right way to go...I couldn’t come up with a different way to give people experience with content as well as being able to going out and practice. [N]*

# NorthEast Positive Behavioral Interventions and Supports Training of Trainers

## NEPBIS DIRECT OBSERVATION OF TRAINING QUALITY (DOTQ) – DRAFT 3.2.16

Quality Indicator	Rating					Comments or n/a
	Not Proficient	Minimally Proficient	Approaching Proficiency	Demonstrates Proficiency	Exemplary	
	0	1	2	3	4	
I. BEFORE TRAINING: PREPARATION (UP TO 8 POINTS)						
1. Prepare to train provided NEPBIS training materials (agenda, workbook, ppts, etc.); and only use these materials/activities when providing a PBIS training (i.e., do <i>not</i> add new content themes or topics)						
2. Include local, culturally and contextually relevant, and purposefully sequenced examples and non-examples						
II. DURING TRAINING: EFFICIENT DELIVERY OF ENGAGING TRAINING (UP TO 80 POINTS)						
A. Set expectations for participant behavior (Up to 12 points)						
1. Clearly state outcomes for day/activity/module and prompt throughout (beginning of each activity)						
2. Clearly describe how training activities are aligned with outcomes and related to “big picture”						
3. Remind participants of how to demonstrate respect and responsibility during training						
B. Engage in effective training behaviors (TRAIN) (Up to 68 points)						
1. Teach content explicitly						
a. Ensure the accuracy of information presented						
b. Present with appropriate tone and pacing for training context						
c. Use gestures to emphasize key points						
d. Speak fluidly and purposefully use wait time (rather than inserting fillers to pause)						
e. Use examples/non-examples to teach content						
f. Make connections between details and key concepts and skill						
2. Relate to audience						
a. Provide opportunities to respond or audience connections						
b. Connect examples/non-examples to audience experiences						

Score: \_\_\_\_\_ / 88 = \_\_\_\_\_%

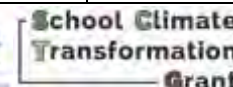




## NorthEast Positive Behavioral Interventions and Supports Training of Trainers

Quality Indicator	Rating					Comments or n/a
	Not Proficient 0	Minimally Proficient 1	Approaching Proficiency 2	Demonstrates Proficiency 3	Exemplary 4	
c. Use common (i.e., contextually relevant) language						
3. Adapt presenter behaviors based on audience data						
a. Assess participant understanding, engagement, and application of content throughout training						
b. Actively listen (e.g., reinforcing correct responses; shaping approximations; asking, redirecting, and responding to questions; sharing to emphasize key points)						
c. Adjust trainer behaviors to meet needs of audience						
d. Adjust training behaviors to meet unexpected and unanticipated conditions (e.g., technology glitches, power outage, challenging questions/behavior)						
4. Implement to promote meaningful outcomes						
a. Assist teams in applying training content to promote meaningful outcomes (i.e., applications that will promote implementation with fidelity)						
b. Consistently prompt, monitor, and reinforce steps toward implementation and action planning						
5. Navigate through the presentation						
a. Adhere to overall scope and sequence and integrity of agenda (i.e., follow prompts in materials to balance presentation and activities, achieve training outcomes in specified timeline) and refocus/regroup when needed following disruptions						
b. Use prompts to transition and make connections between big ideas, topics, and activities						

Score: \_\_\_\_\_ / 88 = \_\_\_\_\_%



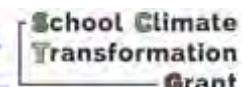
## NorthEast Positive Behavioral Interventions and Supports Training of Trainers

**Summary:**

***Things that went well:***

***Things to keep working on:***

Score: \_\_\_\_\_ / 88 = \_\_\_\_\_%

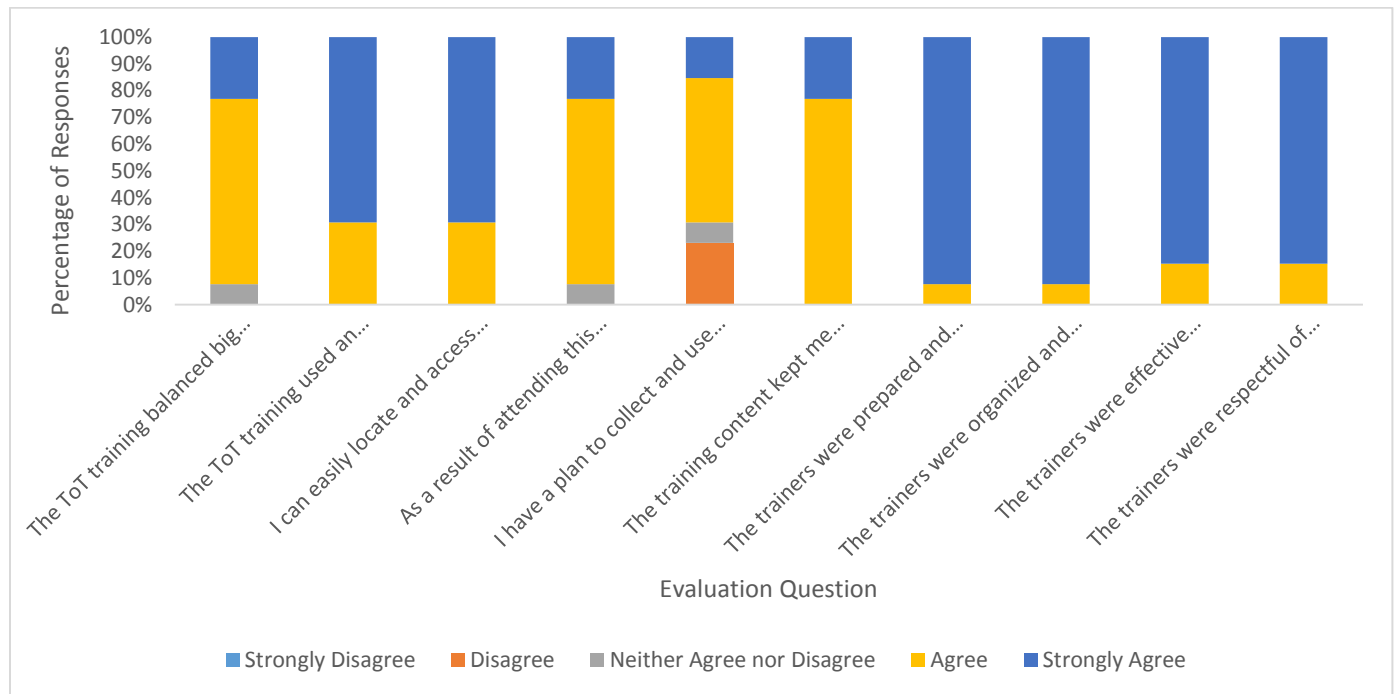




## NEPBIS TOT Brief Training Evaluation November 4-5, 2015

An electronic survey was mailed to TOT participants one week following the November training dates. 13 participants responded (9 new trainees and 4 experienced trainers), for a response rate of 59 percent.

The graph below presents participants' responses to the brief survey (using 100% stacked column); the table lists individual questions with response means, variances and standard deviations.

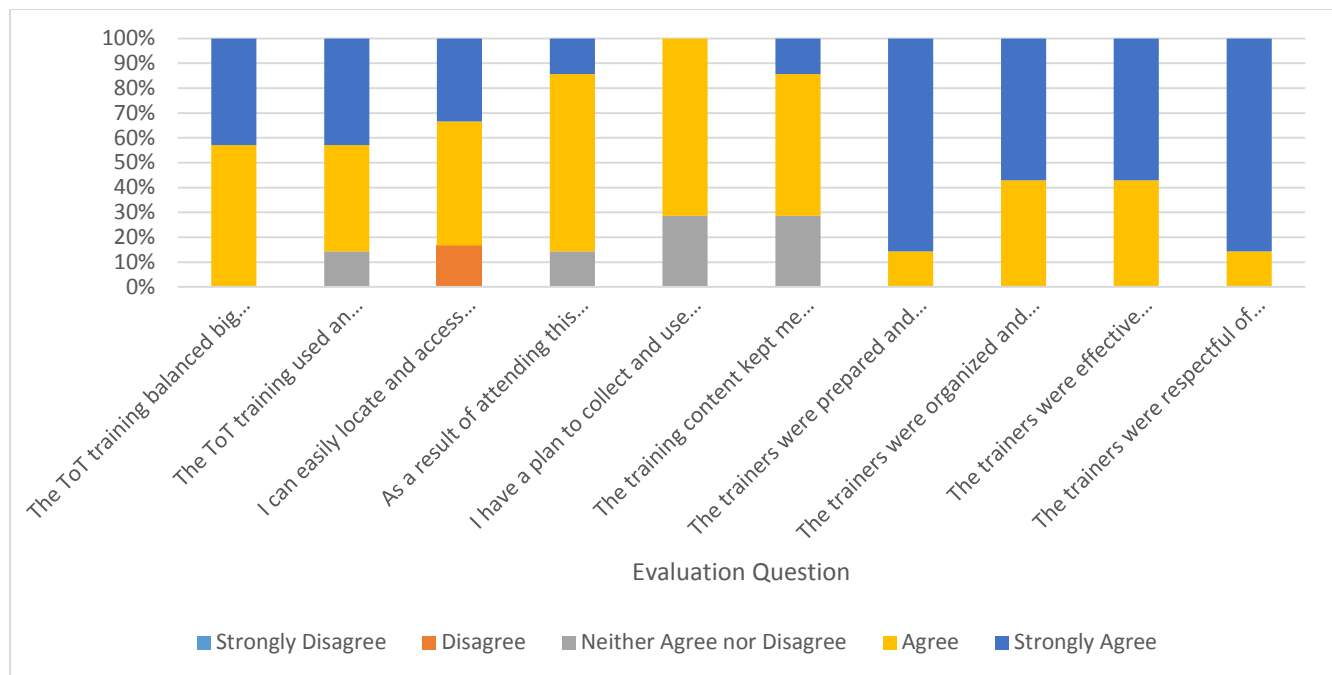


Question	Mean	Variance	Standard Deviation
The ToT training balanced big ideas with practical, relevant examples and applications.	4.15	.31	.55
The ToT training used an effective combination of instruction and activities.	4.69	.23	.48
I can easily locate and access training materials and other PBIS resources (e.g., nepbis.org, pbis.org, pbisapps.org).	4.69	.23	.48
As a result of attending this training, I have a plan to help me improve my training knowledge, content, and presentation skills.	4.15	.31	.55
I have a plan to collect and use data to develop/evaluate my training skills.	3.62	1.09	1.04
The training content kept me engaged and moved at a sufficient pace.	4.23	.19	.44
The trainers were prepared and knowledgeable.	4.92	.08	.28
The trainers were organized and followed an agenda.	4.92	.08	.28
The trainers were effective instructors.	4.85	.14	.38
The trainers were respectful of my views and opinions.	4.85	.14	.38

## NEPBIS TOT Brief Training Evaluation April 6-7, 2016

An electronic survey was mailed to TOT participants one week following the April training dates. 7 participants responded (5 new trainees, 1 experienced trainer, and 1 respondent did not identify their cohort), for a response rate of 32 percent. It is important to note that following these training days, the participants also participated in an external evaluation process.

The graph below presents participants' responses to the brief survey (using 100% stacked column); the table lists individual questions with response means, variances and standard deviations.



Question	Mean	Variance	Standard Deviation
The ToT training balanced big ideas with practical, relevant examples and applications.	4.15	.29	.53
The ToT training used an effective combination of instruction and activities.	4.69	.57	.76
I can easily locate and access training materials and other PBIS resources (e.g., nepbis.org, pbis.org, pbisapps.org).	4	1.2	1.1
As a result of attending this training, I have a plan to help me improve my training knowledge, content, and presentation skills.	4	.33	.58
I have a plan to collect and use data to develop/evaluate my training skills.	3.71	.24	.49
The training content kept me engaged and moved at a sufficient pace.	3.86	.48	.69
The trainers were prepared and knowledgeable.	4.86	.14	.38
The trainers were organized and followed an agenda.	4.57	.29	.53
The trainers were effective instructors.	4.57	.29	.53
The trainers were respectful of my views and opinions.	4.86	.14	.38



XXXXX District

XXXX Elementary School

## SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY REPORT

Prepared By: Johnny Consultant, AGENCY

### INTRODUCTION

A School-Wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) was conducted at XXXX Elementary School in XXXXX District on DATE. Johnny Consultant joined the school's PBIS Leadership Team including Administrators, Coaches, and Teacher Leaders – ATTENDEE NAMES. During the assessment, COACH NAME entered the responses into PBIS Apps, and COACH NAME recorded the team's Action Plan. The primary purpose of the SWPBIS TFI is to provide an index of the extent to which PBIS core features (across all three tiers) are in place within a school. It is a self-assessment tool designed to assist school teams, faculty, families, and administrators evaluate progress and guide implementation and action planning.

### SCALE GRAPH

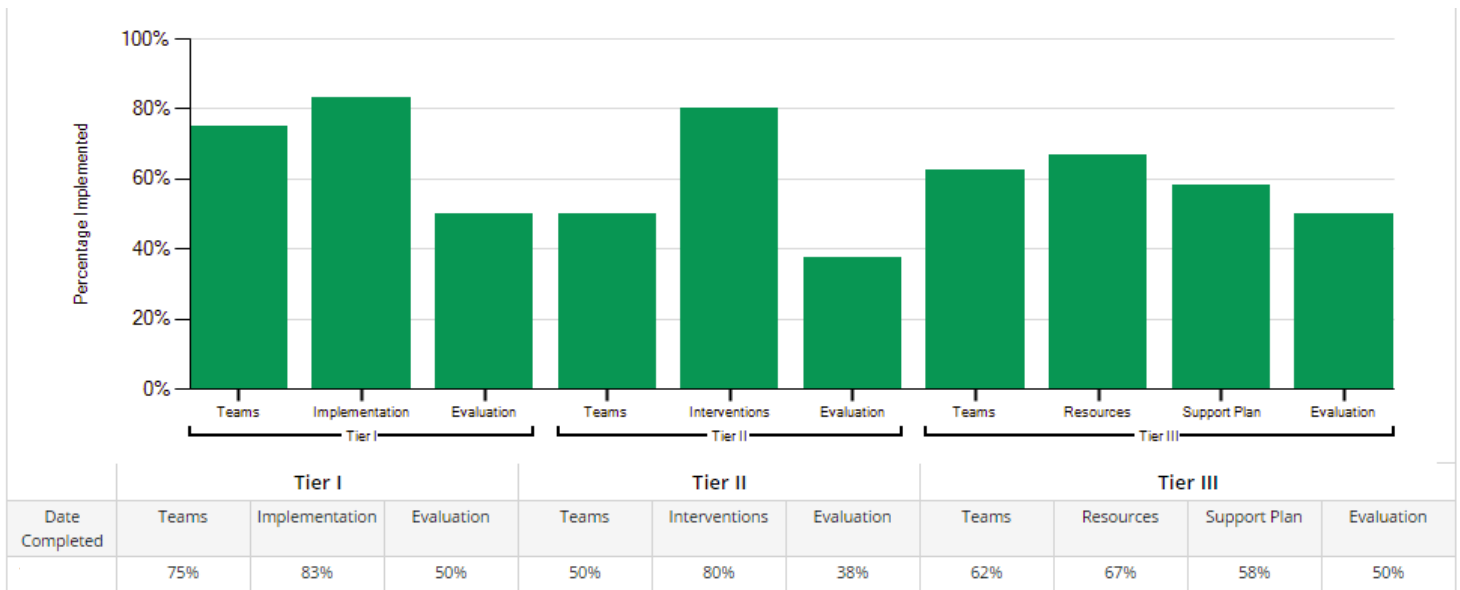
The TFI process is a facilitated self-assessment and the scores derived are based upon the indicator ratings developed by the school team with the assistance of the facilitator. The Scale Graph shows the results of the process in each Tier. To date, fidelity scores have not been established for Tiers II and III. A scale score of 70% in Tier I would indicate implementation fidelity at that Tier. It is important for the team to review the Subscale Graph that appears in the next section to see in more detail the areas for improvement.





### **SUBSCALE GRAPH**

By reviewing the Subscale Graph, teams can analyze their performance in the subcategories noted for each tier. Tier I: scores include teams, implementation and evaluation; Tier II: scores include teams, interventions and evaluation; and Tier III scores include teams, resources, support plan and evaluation.



### **HIGHLIGHTS OF IMPLEMENTATION**

During the TFI administration, the PBIS Leadership Team noted the following highlights of implementation.

1. The team willingly and enthusiastically engaged in the process throughout, and carefully and thoughtfully considered the current implementation.
2. The team readily developed a high-quality Action Plan with steps to ensure implementation improvement.
3. 100% of students interviewed reported having received a Ticket since October of this school year and when probed could readily identify the pillar or behavior for which it was received.



4. The hallways and classrooms visited were obviously student-centered with vibrant bulletin boards and displays of student work. Several staff members described ways in which they incorporate student feedback into the acknowledgement system.

## **RECOMMENDATIONS**

1. Consider conducting the SAS with staff prior to revisiting the Action Plan in order to gather feedback from staff on what is currently in place and what items should be prioritized for improvement.
2. When prioritizing Action Steps ensure that the team considers those items that will have the largest impact on implementation and are in line with other school climate and improvements goals and objectives.
3. Consider grouping action items into two categories - Systems and Practices so that the team can ensure that the necessary systems are in place prior to implementing changes in practice.
4. Develop a schedule for reteaching expectations overall as well as in classroom and non-classroom settings periodically during the school year. Consider times of year when student behavior appears to slide, or when data suggests reteaching is necessary.
5. Find ways to include relevant stakeholder feedback into the development of the Tier I systems and practices thereby encouraging commitment to the process.

Additionally, we suggest that you seek assistance to boost your content knowledge and assistance with respect to:

1. Create professional learning opportunities for all staff on processes and practices necessary for the successful implementation of PBIS.
2. Consider providing additional learning opportunities to members of the team with respect to the core features of PBIS, particularly those who are new to PBIS or to the team.

## **RESOURCES**

Schools seeking assistance from consultants specializing in PBIS training and technical assistance can contact the following:

[www.ct.gov/sde/sctg](http://www.ct.gov/sde/sctg)  
<http://ctserc.org/sctg>





A statewide resource:

Dana Gordon-Gannuscio, Education Services Specialist - PBIS

State Education Resource Center (SERC)

25 Industrial Park Road, Middletown, CT 06457

(860) 632-1485 x231

[Gordon-Gannuscio@ctserc.org](mailto:Gordon-Gannuscio@ctserc.org)

The local Regional Education Service Center serving your community:

NAME OF RESC AND DESIGNATED CONSULTANT AUTO FILLED BASED ON WHERE SCHOOL IS



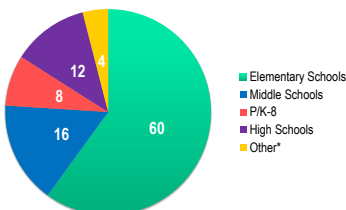
## Connecticut's Preliminary SWPBIS Tiered Fidelity Inventory Data: A Statewide Snapshot

**Connecticut  
School Climate  
Transformation  
Grant**

### SCTG Tiered Fidelity Inventory By the Numbers

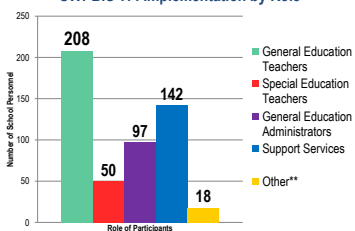
- 100** SWPBIS Tiered Fidelity Inventories facilitated in Connecticut schools during the 2015-2016 school year
- 75** Schools were located in a CSDE designated Alliance District  
Alliance District denotes the thirty lowest performing school districts in the state
- 28** Schools are designated as Commissioner's Network, Focus, or Review Schools.  
Designations denote schools with lower than desirable performance school-wide or by subgroup
- 515** School personnel received technical assistance through SWPBIS Tiered Fidelity Inventory implementation

### Schools Conducting SWPBIS Tiered Fidelity Inventory by Grade Level 2015-16

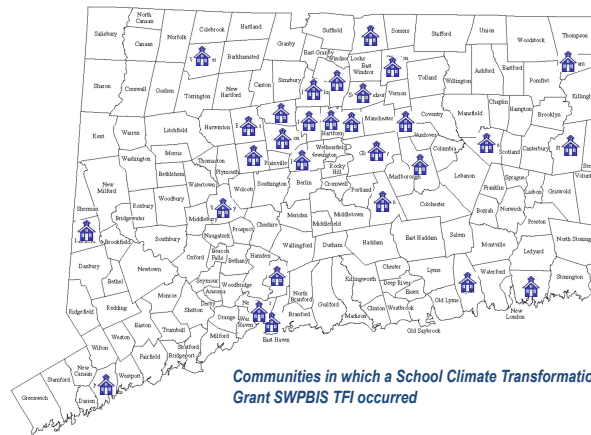


\* Schools in the other category comprise a variety of settings including alternative and non-traditional grade alignments.

### Participation in Technical Assistance for SCTG SWPBIS TFI Implementation by Role



\*\* The Other category represents special education administrators, other school personnel, and families.



*Communities in which a School Climate Transformation Grant SWPBIS TFI occurred*

The Connecticut State Department of Education (CSDE) was awarded a federal School Climate Transformation Grant (SCTG) in October 2014. The SCTG is a five-year award to assist state agencies to expand their support for districts and schools implementing an evidence-based multi-tiered behavioral framework. CSDE has partnered with the State Education Resource Center (SERC) to assess the status of Positive Behavioral Interventions and Supports (PBIS) implementation across the state. By visiting schools that have been trained in PBIS and conducting the School-wide PBIS Tiered Fidelity Inventory (TFI), SERC will be able to assist schools in evaluating their progress, guiding their implementation, and developing action plans for improvement.

The SWPBIS Tiered Fidelity Inventory (TFI) is a tool schools can use to efficiently assess their implementation of PBIS. By measuring the core functions across all three Tiers, schools receive a snapshot of their implementation fidelity and an action plan for addressing the areas in need of improvement. Completion of the TFI provides a series of scores that indicate the extent to which the core structures of each tier are in place.

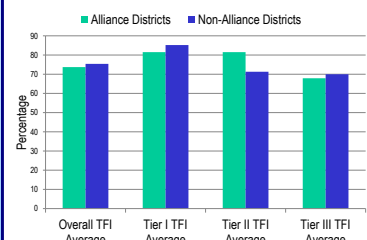
### Connecticut School Climate Transformation Grant Project Staff

Donald Briere, Ph.D., CSDE Education Consultant & Project Director  
Kimberly Traverso, CSDE Education Consultant & Asst. Project Director  
Alice Henley, Ph.D., SERC Director of Program Development  
Sarah L. Jones, SERC SCTG Project Officer  
Lauren Johns, SERC Education Services Specialist

[www.ct.sde.gov/sde/sctg](http://www.ct.sde.gov/sde/sctg)  
[www.ctserc.org/sctg](http://www.ctserc.org/sctg)

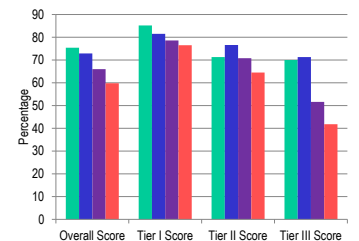
**SERC**  
Page 66  
EQUITY. EXCELLENCE. EDUCATION.  
State Education Resource Center Middletown, CT

### Average SWPBIS Tiered Fidelity Inventory Scores: Alliance Districts vs. Non-Alliance Districts



Preliminary data above indicate comparable scores between Alliance and Non-Alliance districts. Overall the SWPBIS TFI outcomes indicate school teams perceive high levels of Tier I implementation, followed by Tier II and Tier III practices, respectively. Connecticut's SCTG team will conduct 200 additional SWPBIS TFI's to gauge PBIS implementation fidelity statewide.

### Average SWPBIS Tiered Fidelity Inventory Scores: Comparison Between Non-Designated Schools and Designated School Status



- Non-Designated Schools** are those schools from the sample (n=25) that do not have a designation from the Connecticut State Department of Education regarding performance.
- Review Schools** are those schools from the sample (n=20) that are among Connecticut's lowest performing schools irrespective of Title I status.
- Focus Schools** are those schools from the sample (n=4) where the performance of subgroups may be masked by overall performance data.
- Commissioner's Network Schools** are those schools from the sample (n=4) where the school has self-selected to participate in a turnaround process for a period of three to five years. Schools remain part of their local district but are given a level of school-based autonomy to implement change.

JUNE 2016

# CT SCTG SCHOOL SATISFACTION SURVEY

DATA BRIEF

PREPARED BY: GLEN MARTIN ASSOCIATES  
41 STATE STREET, SUITE 604-02  
ALBANY, NY 12207





## BACKGROUND INFORMATION

In May 2016, Glen Martin Associates, the external evaluator for the Connecticut School Climate Transformation Grant (CT SCTG) conducted an online survey of educators participating in the project. The survey was intended to gather respondents' feedback regarding the on-site support received during the 2015-16 school year. The following data brief provides a quick snapshot of the survey results. The bar graphs throughout the report highlight only select response options to allow for a quick visual comparison of response patterns; however, all response options are included in Appendix A.

### Respondents

The survey invite was emailed to 22 educators comprising the school-wide behavior leadership teams at each participating school. Overall, 77.3% (n=17) of educators responded to the survey, with response rates fairly similar across all three schools (see Table 1). Close to one-half (47.1%) of respondents indicated they are a general education teacher (see Table 2) and while 43.8% of respondents indicated they have served in their current position for five or fewer years, the same percentage indicated they have worked as an educator for 16 or more years (see Table 3).

Table 1: Response Rate by School

District	School	Sent	Received	Response Rate
Naugatuck	Naugatuck High	7	6	85.7%
Middletown	Keigwin Middle	8	6	75.0%
Bridgeport	Cross School	7	5	71.4%
Total		22	17	77.3%

Table 2: Current Role

My current role is:	n	%
General Education Teacher	8	47.1%
Special Education Teacher	4	23.5%
Administrator	1	5.9%
Other	4	23.5%

Note: Other included counselor, ISS monitor, and pupil services.

Table 3: Years of Experience

I have served in my current position at this school for:		
1-5 years	7	43.8%
6-10 years	5	31.3%
11-15 years	2	12.5%
16 or more years	2	12.5%

Note: Mean=8.3 years, St. Dev=7.2 years, Min=1 year, and Max=25 years.

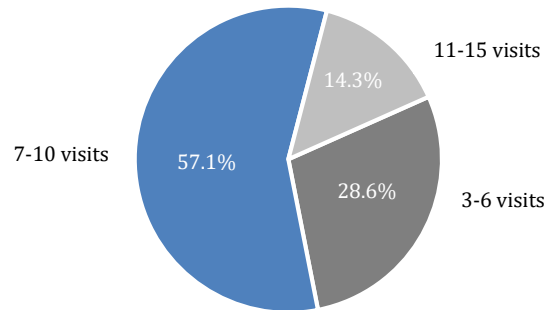
I have worked as an educator for:		
1-5 years	4	25.0%
6-10 years	2	12.5%
11-15 years	3	18.8%
16 or more years	7	43.8%

Note: Mean=14.8 years, St. Dev=9.4 years, Min=4 years, and Max=33 years.

## SURVEY FINDINGS

- 1) Approximately how many CT SCTG sponsored “visits” (e.g., PBIS team training, technical assistance, TFI assessment, Welcoming Walkthrough, SWIS training) have you participated in this school year?

Figure 1: % of Respondents by Number of Visits Attended

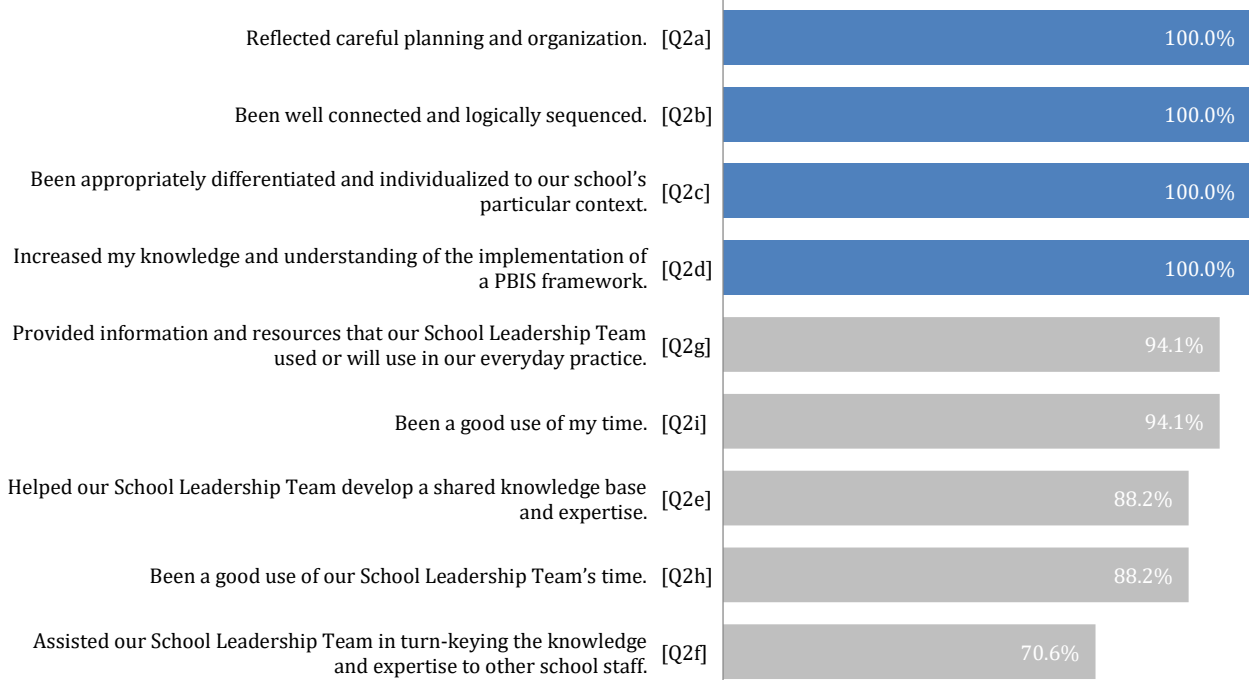


Note: Two respondents indicated they attended “all of them” and one respondent answered “all but one.” These responses are not included in the figure. Mean=8.2 visits, St. Dev.=3.1 visits, Min=3 visits, and Max=15 visits.

- 2) To what extent does each of the following items describe your experience?

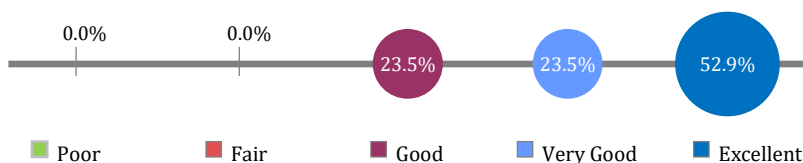
Figure 2: % of Respondents to Choose Quite a Bit or To a Great Extent

*The visits have:*



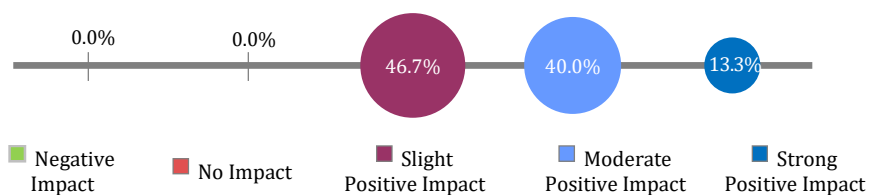
- 3) How would you rate the overall quality of the on-site support you have received from the CT SCTG thus far?

Figure 3: Overall Quality of On-site Support



- 4) How much of an impact has the on-site support had thus far on your school's ability to implement PBIS schoolwide?

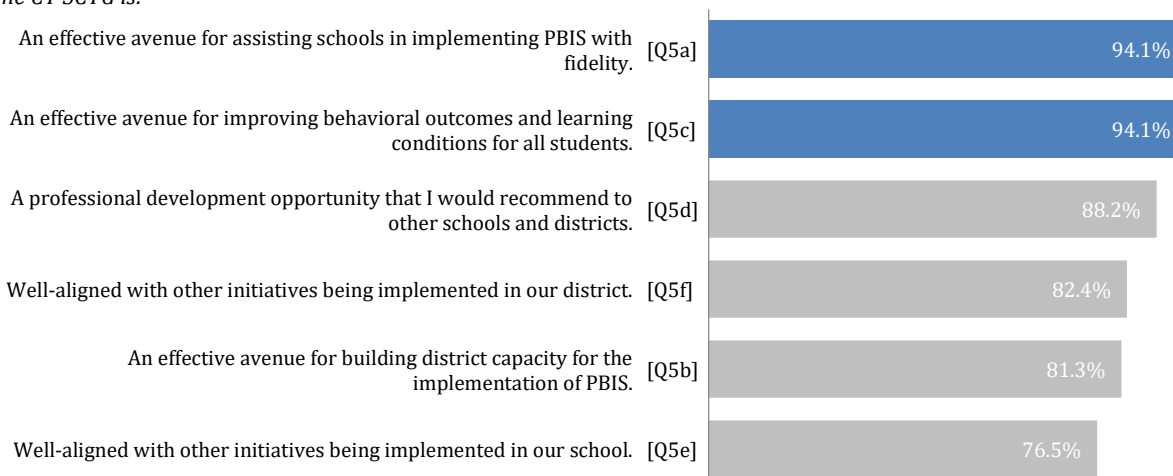
Figure 4: Overall Impact of On-site Support



- 5) To what extent do you agree with the following items?

Figure 5: % of Respondents to Agree or Strongly Agree

The CT SCTG is:



6) Based on your experiences thus far, what are some of the strengths or most effective aspects of the CT SCTG?

Comments:

- *The hands-on creation of the matrix and expectations completed at the meeting so there is no extra work to be done afterward.*
- *A strength was the ability to involve all stakeholders in the process of overhauling our current programming. Another strength was the ability of the CT SCTG to streamline all current programs and bring them up to date.*
- *Affecting emotional learning with ruler and PBIS to affect the outcome of our students' behavioral and academic growth.*
- *Welcoming Walkthrough, TFI, and action planning.*
- *Building capacity among staff through coaches; sustainability beyond the grant; systems for collecting and analyzing data for tiered interventions; and assessments of systems.*
- *We are only one year into the grant. We have done a lot of the initial planning. It was very thorough.*
- *Their knowledge base and their ability to maintain a positive outlook, and provide clarification to problems and issues that arise.*
- *I think the Welcoming Walkthrough was an important step in having community get involved in the goals at this school, but I think there needs to be follow up with this. For instance, we never had those who were on the committee come back to the school to discuss with the PBIS team what they "saw" as areas that could grow, nor did they come back to see if we made improvements. The revision on the discipline referral and the flow chart to show the sequence of steps was greatly needed. And although it was not received well by some of our staff, they are coming around and noting the differences between major and minor incidents.*
- *The behavioral component and the data potential.*
- *Working with the team to create our matrix, lesson plans, flow chart etc.*
- *The facilitators we had were excellent. They were well prepared, well spoken, and clearly experienced educators and educational leaders. I would recommend them to anyone.*
- *Team work and development from the ground up was specific to the school.*
- *The greatest strength of this activity is that people who are genuinely concerned about school culture have come together and shared ideas that should help to improve the general climate in our building.*

7) Based on your experiences thus far, what are some of the challenges or least effective aspects of the CT SCTG?

Comments:

- *Inconsistent administrator buy-in and participation makes implementation difficult.*
- *Getting the staff onboard will be difficult.*
- *It is really hard to implement the ideas presented when our computer systems don't match and it's hard to gather behavioral data as required.*
- *A weakness seems to be that the computers for suspensions don't work or talk in the manner that they should to gather data.*
- *Full staff participation.*
- *Challenges on our end are providing coverage for PBIS core team members, data entry, and providing continued support to staff at-large while adjusting to shifts in procedures.*
- *We haven't implemented much thus far. I am interested in getting to that part of the training.*
- *I think our school and I am sure other schools, need to come up with a comprehensive training program for long term subs and new teachers. I just came back from leave and I wish the PBIS team and an administrator gave my sub some training for the expectations. When I started my career I remember how rewarding and educational my new teacher training was – the middle school I taught at was going to a PBIS model (then PBS) and I felt it was better than any training I received getting my degree.*
- *The roll-out to staff because of the breadth of the program.*
- *Not sure yet. The roll-out will happen in the fall.*
- *I would have liked the facilitators to lead a faculty meeting or PD for the entire faculty and staff. I understand the "train the trainer" and "leadership team" model, but our facilitators were such strong presenters and so knowledgeable in this area and so clear at articulating the necessity of this program that I personally benefitted immensely from the opportunity. I think that the overall faculty and staff missed out in that regard. I think that it would have added a layer of credibility and energy to the implementation.*
- *All administrators dealing with discipline, not regularly attending meetings, and little input on development of the school plan.*
- *I am eager to see how the roll out happens. That is to say that I want to see the concrete actions that we as the leadership team and the staff are going to implement in order to help change the culture in the building.*

## APPENDIX A: DATA TABLES

The following appendix provides the full text for the questions illustrated as bar graphs in the brief.

**Question 2:** To what extent does each of the following items describe your experience?

The visits have:	n	Not at All	Very Little	Somewhat	Quite a Bit	To a Great Extent	Don't Know
a. Reflected careful planning and organization.	17	0.0%	0.0%	0.0%	41.2%	58.8%	0.0%
b. Been well connected and logically sequenced.	17	0.0%	0.0%	0.0%	29.4%	70.6%	0.0%
c. Been appropriately differentiated and individualized to our school's particular context.	17	0.0%	0.0%	0.0%	35.3%	64.7%	0.0%
d. Increased my knowledge and understanding of the implementation of a PBIS framework.	17	0.0%	0.0%	0.0%	29.4%	70.6%	0.0%
e. Helped our School Leadership Team develop a shared knowledge base and expertise.	17	0.0%	0.0%	5.9%	41.2%	47.1%	5.9%
f. Assisted our School Leadership Team in turn-keying the knowledge and expertise to other school staff.	17	0.0%	0.0%	23.5%	23.5%	47.1%	5.9%
g. Provided information and resources that our School Leadership Team used or will use in our everyday practice.	17	0.0%	0.0%	0.0%	29.4%	64.7%	5.9%
h. Been a good use of our School Leadership Team's time.	17	0.0%	0.0%	0.0%	23.5%	64.7%	11.8%
i. Been a good use of my time.	17	0.0%	0.0%	5.9%	47.1%	47.1%	0.0%

**Question 5:** To what extent do you agree with the following items?

The CT SCTG is:	n	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
a. An effective avenue for assisting schools in implementing PBIS with fidelity.	17	0.0%	0.0%	5.9%	41.2%	52.9%	0.0%
b. An effective avenue for building district capacity for the implementation of PBIS.	16	0.0%	0.0%	12.5%	31.3%	50.0%	6.3%
c. An effective avenue for improving behavioral outcomes and learning conditions for all students.	17	0.0%	0.0%	5.9%	47.1%	47.1%	0.0%
d. A professional development opportunity that I would recommend to other schools and districts.	17	0.0%	0.0%	11.8%	41.2%	47.1%	0.0%
e. Well-aligned with other initiatives being implemented in our school.	17	0.0%	0.0%	17.6%	35.3%	41.2%	5.9%
f. Well-aligned with other initiatives being implemented in our district.	17	0.0%	0.0%	17.6%	41.2%	41.2%	0.0%

**Connecticut State Department of Education  
Crosswalk Document Spring 2016:**

*school climate, social/emotional/behavioral supports, mental health, engagement, multi-tiered systems of support (SRBI), chronic disease, and health*

District ↙	Project →	State Personnel Development Grant (SPDG) CFDA 84.323A	School Climate Transformation Grant (SCTG) CFDA 84.184F	School and District Turnaround: Alliance Districts	Safe Schools/Healthy Students State Program (SSHS) (CFDA) No.: 93.243	Promoting Adolescent Health through School-Based HIV/STD Prevention and School Based Surveillance	Expanded Learning Time – TIME Collaborative	School Based Diversion Initiative	Wraparound Services Grant Program	SHAPE- Enhanced	Primary Mental Health Program (PMHP)
		<i>Focus:</i> Scientifically Research Based Interventions	<i>Focus:</i> Multi-Tiered Behavioral Framework	<i>Focus:</i> Systemic improvement, planning, implementation.	<i>Focus:</i> Cross Agency State and Community collaboration Promoting Wellness for Students	<i>Focus:</i> Reducing teen pregnancy using 4 key approaches (ESHE, SHS, SSE, and Policy)	<i>Focus:</i> Increased exposure to classroom instruction	<i>Focus:</i> Reducing youth/court involvement	<i>Focus:</i> Comprehensive wraparound strategies	<i>Focus:</i> Promote physical activity, healthy nutrition environments and supports for students with chronic health conditions.	<i>Focus:</i> Early detection and prevention of school maladjustment in elementary schools
		<i>Contact:</i> donald.briere@ct.gov	<i>Contact:</i> donald.briere@ct.gov	<i>Contact:</i> Iris.White@ct.gov Kelly.mero@ct.gov	<i>Contact:</i> Yonzel.sells@ct.gov	<i>Contact:</i> Bonnie.Edmondson@ct.gov	<i>Contact:</i> Iris.White@ct.gov	<i>Contact:</i> Scott.newmass@ct.gov	<i>Contact:</i> Kari.Sullivan@ct.gov	<i>Contact:</i> donna.heins@ct.gov	<i>Contact:</i> Joelyn.Morley@ct.gov
Ansonia				X							X
Ashford											X
Bloomfield				X							
Bridgeport	X		X	X	X			X	X		
Bristol				X							
Brookfield	X										
Canterbury											X
Cheshire											X
Colchester	X										
CT Technical HS						X		X		X	
CREC										X	
Danbury				X							X
Derby	X			X							
East Hampton	X										X
East Hartford				X			X				X
East Haven				X							X
Eastford											X
East Windsor				X							
Franklin	X										
Griswold	X										X
Groton	X										
Hartford	X			X					X		
Hamden				X		X					
Jumoke Academy	X										
Killingly	X			X							X
LEARN											X
Lisbon	X										
Manchester	X			X							
Marlborough	X										
Meriden				X			X				
Middletown			X	X	X	X					X

Montville	X									
Naugatuck		X	X							
New Britain			X	X		X		X		
New Fairfield	X									X
New Haven	X		X					X		
New London	X		X		X	X				
Norwalk			X							
Norwich			X						X	X
Norwich Tech									X	
Odyssey Community	X									
Old Saybrook	X									
Plainfield	X									X
Plainville	X									
Plymouth	X									
Pomfret	X									
Preston	X									
Putnam			X							
RSD #4	X									
RSD #10	X									
RSD #12	X									
RSD #14	X									
RSD #16	X									
Shelton	X									
Somers	X									X
Stamford			X							
Stratford					X					
Suffield										X
Thompson	X									
Tolland	X									X
Torrington	X									X
Vernon	X		X							
Waterbury			X	X			X	X		X
Watertown	X									
West Hartford					X					
West Haven			X							
Whitney Tech								X		
Winchester			X							X
Windham	X		X			X				
Windsor			X							
Windsor Locks										X
Windham Tech								X		
Windsor			X							
Wolcott Tech								X		
Woodbridge										X
Woodstock Acad.					X				X	
Key Resources ➔	<a href="http://spdg.serc.co/">http://spdg.serc.co/</a>	<a href="http://pbis.serc.co/">http://pbis.serc.co/</a>	<a href="http://www.sde.ct.gov/sde/cwp/view.asp?c=2683&amp;Q=334226">http://www.sde.ct.gov/sde/cwp/view.asp?c=2683&amp;Q=334226</a>	<a href="http://sshs.sahmhsa.gov">http://sshs.sahmhsa.gov</a>						

Project/Initiative Description CSDE Crosswalk Document Spring 2016	
Project	Description
State Personnel Development Grant (SPDG) CFDA 84.323A)	A five year professional development project focused on expanding and sustaining a coordinated, statewide system of professional development and support to schools, PreK-12, to improve the educational outcomes of all students. The CT SPDG's work focuses on scaling-up the state's system for Response to Intervention (RtI), titled Scientifically Research-Based Interventions (SRBI). This project engages a variety of state-partners (e.g., CPAC, Birth to Three, RESC Alliance, CT PIRC, CBER) and stakeholders to achieve its goals and is currently providing structured support to 77 participating schools from across the state. Schools participating in the CT SPDG receive three years of comprehensive professional development to strengthen their implementation of the SRBI framework. The three primary goals of this project are to: (1) increase state-level capacity to provide SRBI-focused professional development, (2) increase the number of schools implementing the SRBI continuum framework with fidelity, and (3) improve the educational outcomes for all students, with a particular focus on students with disabilities, students of color and students who are English Language Learners.
School Climate Transformation Grant (SCTG) CFDA 84.184F)	The SCTG is a five-year award that has been established to assist state agencies develop, enhance and expand their statewide systems of support for, and technical assistance to, local education agencies (LEAs) and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF) (e.g., positive behavior interventions and supports (PBIS)) for improving behavioral outcomes and learning conditions for all students. This project will work collaboratively with schools and select state partners (i.e., Center for Behavioral Education Research/CBER, and SERC) to: (a) enhance and deliver high-quality training to participating schools around the development of MTBF, (b) expand the cadre of trained professionals in our state by building their capacity to deliver effective, meaningful support to schools and districts, and (c) more effectively align statewide improvement efforts focusing on school climate. Work from this grant will improve school climates, student behavioral outcomes, and trainers' capacities to deliver high-quality support.
School and District Turnaround: Alliance Districts	During the 2013-2014 school year, the CSDE introduced a framework for school and district transformation efforts. The framework guides school turnaround planning process, implementation efforts and progress monitoring in the 30 Alliance Districts. The framework also serves as a foundation for Alliance District annual planning, plan implementation, and quarterly progress monitoring. The framework identifies four overarching and research-based leverage points for school and district improvement. One of these leverage points is Culture and Climate. The annual Alliance District application lists suggested optional reforms to address Culture and Climate. Districts may choose to address one or more of these reforms in their plan: positive behavior management, wraparound strategy, attendance, and graduation and dropout prevention. Districts may also decide to address other reforms, such as family engagement. All Alliance District plans are posted on the CSDE webpage: <a href="http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&amp;Q=334226">http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&amp;Q=334226</a> . The Year 5 application was sent to all Alliance Districts on Friday, March 11 2016 and will be reviewed in May 2016.
Safe Schools/Healthy Students Program (SSHHS) – (CFDA) No.: 93.243 SM-13-006	<p>The SS/HS State Program is a four year grant that establishes a collaborative model and infrastructure at the state and local levels involving the educational, mental/behavioral health, and criminal/juvenile justice systems. Community partners at both the state and local levels join the state-led effort to promote the healthy development of children and youth through the development of a Comprehensive Plan to improve access to evidence-based prevention and wellness promotion practices. The SS/HS Comprehensive Plan includes activities, services and strategies based on the SS/HS Framework. State/tribal and local partners work to leverage resources to establish and sustain learning environments where appropriate services and interventions are in place to prevent violence and support all students. Time period for the grant is September 2013 thru September 2017.</p> <p><b>UPDATE:</b></p> <p><b>Bridgeport:</b></p> <ul style="list-style-type: none"> <li>PBIS activities will be enhanced and coordinated for the target population at our schools with SOARS/AIM program to fully integrate the PBIS framework and coordinate the Boys Town Training in a concerted way to improve overall school climate outcomes as well as individual student behavioral goals.</li> <li>PBIS in terms of strategic planning will continue to work within the framework of enhanced implementation at the seven pilot schools and coordinate with Safe Schools interventions. In addition, PBIS Coordinator will continue to work within individual schools, community supports and parent groups to increase fidelity and PBIS awareness.</li> <li>SS/HS interventionist provided a professional networking session to support staff working within the SOARS/AIMS classrooms to support sharing of best practices. A Boys Town Model "Train the Trainers" class is being planned for spring 2016. The upcoming PBIS SET assessment will be implemented in May 2016.</li> </ul> <p><b>Middletown:</b></p> <ul style="list-style-type: none"> <li>PBIS has collaborated with a new transition program for middle to high school students called the Freshmen Bridge Program. School counselors and mental health staff in both schools (through funding provided by the Middletown Youth Services Bureau) identified 8th grade male students transitioning from Woodrow Wilson Middle School to their freshman year at Middletown High School. All students in this program were identified as being at high-risk for difficulty transitioning using a variety of measures including behavioral referrals. Fifteen total students were invited to participate, with ten accepting and participating. After participating in a 3-day program designed to connect these students with in-school staff at the high school as well as orient them to the building and school-wide expectations, these students attended a freshman-wide orientation day, where they were led and supported by upperclassmen called the PRIDE Crew. PRIDE Crew members will serve as mentors to the freshman students, and have been identified and trained as exemplary examples of the school's PBIS PRIDE (Preparation, Respect, Integrity, and Determination &amp; Excellence) expectations.</li> </ul> <p>Following these initial transition supports, these students will continue to meet during the building-wide Advisory periods as a group, led by the organizer of the transition program and School Counselor, as well as with a school Social Worker and Psychologist. During these advisory periods, students will receive academic supports as well as PRIDE lesson plans. The first two ninety-minute advisory periods occurred on 8/27</p>



	<p>and 8/28, and both were entirely devoted to the teaching and modeling of PRIDE lessons designed by the PBIS team.</p> <p>Moving forward, this transition group will meet twice a month specifically to discuss PRIDE expectations as a group, and allow an opportunity for their counselor, social worker and psychologist to reinforce and model PRIDE behavior in their new school.</p> <ul style="list-style-type: none"> <li>Our schools officially kicked off Year 1 of PBIS in their buildings at the opening of school in August and September of 2015. They are being trained over a 3 year period (with Year 1 completed in only 4 months in the spring of 2015) by SERC, which includes a projected timeline for training and initial implementation of 3 years. SERC also utilizes a PBIS Action Planning Guide for roll out. These plans, developed by the teams themselves, include critical element identification, activity identification, and responsibility identification, dates of commencement, completion and evaluation, as well as room for the teams to add in additional elements. Roll out of these plans are specific to the school environment, and are altered if there is a need to slow down or skip to other parts of the process. Schools are combining their PBIS work with other team based initiatives like school climate and data teams, in classroom supports such as the Responsive Classroom model, and anti-bullying initiatives like Peaceful School Bus and PRIDE Patrol.</li> </ul> <p>On a district level, we have convened a District PBIS Committee, a combination of administrators from Curriculum, Special Education, Partnership, and Climate, in order to oversee the progress of district roll-out, as well as to develop a Strategic Plan for future district-wide implementation. A goal of the roll-out, being managed by the District PBIS Coach, is to integrate school mental health services and PBIS using the Interconnected Systems Framework (ISF).</p>
FOA PS13-1308, Promoting Adolescent Health through School-Based HIV/STD Prevention and School Based Surveillance	The primary purpose of this funding is to build the capacity of districts and schools to effectively contribute to the reduction of HIV infection and other STD among adolescents; the reduction of disparities in HIV infection and other STD experiences by specific adolescent sub-populations; and the conducting of school-based surveillance through YRBS and Profiles implementation. Program activities are expected to reinforce efforts to reduce teen pregnancy rates, due to the shared risk factors for, and intervention activities to address, HIV infection, other STD, and teen pregnancy. Education agencies awarded under this strategy will implement the planning activities, as well as the activities outlined under each required approach (i.e., Exemplary Sexual Health Education, Key Sexual health Services, Safe and Supportive Environments for Students and Staff, and Educating decision makers on policy)
Expanded Learning Time – TIME Collaborative	Launched in 2012, the TIME Collaborative is a partnership between the Ford Foundation and the National Center on Time & Learning (NCTL) to develop <u>high-quality</u> and <u>sustainable</u> expanded learning time schools in five states, including Connecticut. NCTL provides these schools with technical assistance to add significantly more school time for academic and enrichment opportunities. Redesigned school schedules must add at least 300 hours (or 8-hour school day equivalent) for all students and integrate cost-lowering strategies such as renegotiated collective bargaining agreements, staggered teacher schedules, partnerships and blended learning. Six schools continue to be expanded learning time schools: Jennings and Winthrop STEM in New London; Sherman, Barry, and Pulaski in Meriden; O’Connell School in East Hartford.
School Based Diversion Initiative	The program provides training and coordination to school professionals in an effort to build capacity to meet the needs of children and youth in the target population. Therefore, the initiative has eligibility criteria that apply to children as well as the school professionals and community members that provide services to these youth. The Connecticut SBDI works with school personnel in demonstration schools by providing training and professional development opportunities in the areas of mental health, juvenile justice, and working with their local mental health provider network (particularly EMPS). The goal of the project is to reduce the number of youth with behavioral health needs that come into contact with law enforcement and juvenile justice. To accomplish this goal, we work to build capacity and skills among teachers and school staff to recognize and manage behavioral health crises in the schools, and build linkages among school personnel, the local mental health provider community, and local law enforcement.
Chronic Absenteeism	<p>In Connecticut, 55,956 students were chronically absent from school during the 2014-15 school year. This is over 10 percent of all students in Connecticut public schools and the rates are significantly higher in many communities. Chronic absence is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused and disciplinary absences. For example, children who are enrolled for the full school year (e.g., 180 days) become chronically absent if they miss at least 18 days of school for any reason. Learn more about the difference between excused and unexcused absences and best practices for reducing chronic absenteeism in the Connecticut State Department of Education (CSDE) <a href="#">guidance document</a>.</p> <p>National research documents that at every age and every stage, chronic absenteeism erodes the academic and social skills needed to succeed in school. Being chronically absent has a significant impact on a student’s ability to perform at grade level, do well on standardized tests, and graduate on time. Children who are chronically absent in both kindergarten and first grade are much less likely to read proficiently by the end of third grade. By sixth grade, chronic absence is a key early indicator of dropout from high school. By ninth grade, attendance may be a better indicator of dropout than eighth-grade test scores.</p> <p>Improving and sustaining good attendance requires the active engagement of district and school-based leaders and administrators along with a clear articulation of roles and responsibilities. Successful strategies include forming district and school attendance teams, analyzing data, identifying trends and <a href="#">factors contributing to chronic absence</a>, and implementing a <a href="#">multi-tiered approach</a> to reducing chronic absence.</p> <p>Chronic absence is Indicator 4 in the Connecticut State Department of Education’s Next Generation Accountability System. The chronic absence indicator is applicable to all districts and schools with at least one grade between K and 12, inclusive. Reports and guidance for districts and schools are available on the CSDE <a href="#">Performance and Accountability Web page</a>.</p> <p>CSDE provides technical assistance to districts across the state and partners with Attendance Works to provide specific professional development and training opportunities for Alliance Districts. A <a href="#">chronic absence webpage</a> has been created and a guidance document is in development and will be released later this spring.</p> <p>Learn more:</p> <ul style="list-style-type: none"> <li>Chronic absence (2013-14) rates for all districts <a href="#">spreadsheet</a>.</li> </ul>

	<ul style="list-style-type: none"> <li>Chronic absence rates for Alliance Districts, 2012, 2013 and 2014 <a href="#">spreadsheet</a>.</li> <li>Commissioner's Back-to-School <a href="#">informational document</a> on chronic absence.</li> <li>Chronic Absence CSDE <a href="#">PowerPoint Presentation</a>.</li> </ul>
Wraparound Services Grant Program	The Wraparound Services Grant provides state funding to selected Commissioner's Network Schools located in Educational Reform Districts, as defined in C.G.S. § 10-262u, to implement comprehensive wraparound strategies, including social-emotional behavioral supports, family involvement and support, student engagement, physical health and wellness and social work and case management. These funds are used to enhance coordination and implementation of wraparound services in alignment with the core academic program and school model. Key elements of wraparound services include; family engagement, parent leadership and adult education; extended learning opportunities and youth development; physical, dental and mental health programs and social services; after school, mentoring and tutoring programs; early childhood development; and full utilization of federal and state child nutrition programs (breakfast, lunch, supper, snack, and Healthy Food Certification). All services are coordinated to increase the academic performance of district students.
Focused Monitoring	<p>Process facilitated by the Bureau of Special Education designed to improve the outcomes for students with disabilities (SWDs) in Connecticut, and to ensure compliance with federal and state special education requirements. The FM system in Connecticut is one designed to offer district's an IDEA compliance review as well as assistance and support in analyzing data from high-priority areas related to SWDs, identifying needs, and developing theories of action and associated implementation plans that lead to systemic changes to improve educational outcomes for students.</p> <p><b>UPDATE:</b>  <b>Naugatuck:</b>  During the 2014-15 FM cycle, Naugatuck was involved in:</p> <ul style="list-style-type: none"> <li>Student file reviews (audit) for IDEA compliance; FM Data Wall Process; FM In-district support and TA (i.e., analysis of data of concern, identification of focus for improvement, infrastructure analysis, development of a theory of action (ToA), and development of a ToA Implementation plan; their progress on their Imp. Plan will continue to be monitored through FM until January 2017.</li> </ul> <p><b>Bridgeport:</b>  During the 2014-15 FM cycle, Bridgeport was involved in:</p> <ul style="list-style-type: none"> <li>FM Data Wall process ; FM In-district support and TA (i.e., analysis of data of concern, identification of focus for improvement, infrastructure analysis). Process was discontinued due to Bridgeport staffing issues and will be continued during the 2015-16 FM cycle; during the 2015-16 FM cycle, Bridgeport will be involved in: (these activities not yet comprehensively discussed with district):</li> <li>Expanded Student file reviews (audit) for IDEA compliance (30 files reviewed in-district)</li> <li>As a result of Complaint 16-0087, an alternate format for support and technical assistance is established for Bridgeport (e.g., service verifications, classroom and program observations, parent survey, staff interviews, review of previous PD, development of a progress monitored Spec. Educ. ToA and Implementation Plan, receipt of monthly BSE consultant interaction/check-ins for support and assistance.</li> </ul>
State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (SHAPE) (CDC-RFA-DP13-1305). <a href="#">Enhanced</a>	<p>Centers for Disease Control and Prevention Cooperative Agreement to the Department of Public Health. Project runs from July 2013-June 2018. CSDE is contracted to provide resources, professional development and technical assistance to <a href="#">four targeted school districts</a>. This project is called: <i>The Healthy School Communities for Successful Students Partnership (HSCSS)</i>, Component Two. There is no funding associated with this project for participating districts.</p> <p>Required areas of focus.</p> <ol style="list-style-type: none"> <li><b>Create supportive nutrition environments.</b> <ul style="list-style-type: none"> <li>Establish standards (including sodium) for all competitive foods.</li> <li>Prohibit advertising of unhealthy foods.</li> <li>Promote healthy foods in schools, including school meal programs and other venues.</li> </ul> </li> <li><b>Implement Comprehensive School Physical Activity Programs.</b> <ul style="list-style-type: none"> <li>Provide quality physical education.</li> <li>Deliver physical activity programming before, during and after school (recess, classroom activity breaks, walk/bike to school, physical activity clubs).</li> </ul> </li> <li><b>Support students with chronic health conditions.</b> <ul style="list-style-type: none"> <li>Develop a system for identifying, referring and tracking students with chronic health conditions.</li> <li>Track absenteeism rates for students with chronic health conditions.</li> <li>Identify and refer students for enrollment in health insurance programs.</li> <li>Identify and refer students to medical home providers.</li> </ul> </li> </ol> <p>Participating districts conduct the following activities:</p> <ul style="list-style-type: none"> <li>attend professional development opportunities offered by the partnership on the three required areas, including implementing policies and practices;</li> <li>assess existing policies; develop action plans and implement selected policies;</li> <li>build and sustain effective teams and advisory committees;</li> <li>strengthen community partnerships and parent engagement;</li> <li>track policy adoption and monitor policy implementation; and</li> <li>participate in required data collection activities including the <a href="#">Connecticut School Health Survey</a> and <a href="#">School Health Profiles</a>.</li> </ul>

Primary Mental Health Program (PMHP)	<p>A growing body of research strongly suggests the critical importance of providing supportive school experiences at an early age. The <b>Primary Mental Health Program (PMHP)</b> is an early intervention effort focused on the detection and prevention of school maladjustment in students primarily in grades K – 3. Backed by 40 years of research, PMHP focuses on student concerns that interfere with effective learning (i.e., poor peer relations, aggressive or withdrawn behavior, family crisis situations, and lack of academic motivation) and facilitates positive school-home partnerships.</p> <p>School-based teams, including teachers, mental health professionals, families, child associates (trained paraprofessionals), and principals identify children for participation through a screening process which subsequently informs individualized intervention goals. Child associates target the student's goals by engaging in supportive one-to-one and group interactions through the use of "Child-Led Play" activities. Beginning in 2005-06, many school districts began to formally augment their PMHP with a Complementary Mental Health Component (related social/ behavioral intervention/program).</p> <p>Each fiscal year for which funds are appropriated, public schools are invited to submit an application to receive funds to implement a PMHP. Funding for PMHP was established under the Connecticut General Statutes, Section 10-76t-w.</p> <p>The PMHP model is an intervention model based on five key features:</p> <ol style="list-style-type: none"> <li>1. A focus mainly on young primary-grade children who, with early intervention, can improve behaviorally before early school maladjustment difficulties develop into more severe concerns.</li> <li>2. Use of systematic early detection and screening procedures to identify children experiencing problems that interfere with effective learning.</li> <li>3. Specific and clear behavioral intervention goals for each child assigned to the program and use of a standardized evaluation battery to assess, from multiple perspectives, changes in each child's adjustment.</li> <li>4. Prompt and effective prevention-oriented help for identified children through the use of carefully selected, vetted and supportive paraprofessionals (Counselor Associates).</li> <li>5. Use of school mental health professionals as team members who train and supervise the counselor associates and consult with teachers and parents to facilitate assistance to students.</li> </ol>
Raise the Grade	<p><b>Focus:</b> The Department of Children and Families, in consultation with the Department of Education, shall establish the Raise the Grade pilot program, to be implemented in the cities of Hartford, Bridgeport and New Haven for a two-year period beginning July 1, 2013, to increase the academic achievement of children and youth who live in the custody of the Department of Children and Families or who are being served by the Court Support Services Division in said cities.</p>

### STATEWIDE EFFORTS

Project	Contact	Description	Key Resources
School Climate Basic Training (statewide/ongoing)	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This two-day professional development training session is focused exclusively on <i>School Climate</i> : What School Climate is (definition and scope), the difference between School Climate and School Culture and the role of adults in school to foster a positive school climate. We will explore the conflict cycle and adults' professional responsibilities as it pertains to School Climate improvement. During the two days, participants will be introduced to the School Climate Development Model, the School Climate/Culture Model, four strength-based models that are at the core of School Climate and School Climate improvement (School Connectedness, Resiliency, The Circle of Courage and Youth as Resources). Participants will also learn about student motivation and be introduced to Restorative Practices. Throughout the two highly interactive days, participants will learn countless strategies to foster and improve School Climate. Once completed, Basic School Climate Training allows participants to enroll in School Climate Advanced Training. Basic training is the prerequisite for the three-day advanced session.	
School Climate Advanced Training (statewide/ongoing)	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This three-day professional development training session can only be taken after successful completion of School Climate Basic Training. Advanced training is an "extension" of School Climate Basic Training. In this session, participants dig deeper into the topics that are covered in the two-day Basic training session, to allow everyone to gain a much richer understanding of the content central to school climate improvement. In addition, participants receive information about different learning styles as well as how to facilitate training for adults. There are two major goals for Advanced training. First is to be much more knowledgeable and comfortable with school climate "content." The second goal is to be able to return to their schools/organizations and share/facilitate topics introduced in Basic training to colleagues and other community members. As with Basic training, Advanced training is highly interactive. After the successful completion of Advanced training, participants are provided with all materials necessary for such in-school training in all of the topics covered in Basic training.	
School Climate Training for Committees/Teams (statewide/ongoing)	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This two-day training session is designed for members of the schools' Safe School Climate Committees to receive information about the intersection between School Climate Improvement and the "Bullying" arena. In this highly interactive session, participants will be introduced to the central features of School Climate. However, the majority of the content is devoted to the world of bullying, the CT state statutes around anti-bullying/school climate and requirements within these laws. The National School Climate Standards will be introduced as well as what is required of schools around assessments, use of data and working as a committee. The content in this School Climate for Committee/Team training is <i>additive</i> to the Basic training and Advanced training. In other words, participants who have attended Basic and/or Advanced training will gain a great deal of additional information around bullying, the National School Climate Standards and how data can be used to help facilitate planning for school climate improvement. However, because the bulk of the content in this training is devoted to Safe School Climate Committee roles and responsibilities and the content needed to fulfill this role, this training is <i>not</i> allowable for entry into Advanced training. "Teams" from school are encouraged to register, although it is not required. Safe School Climate Specialists and Safe School Climate Coordinators are highly encouraged to attend.	

Restorative Practices Basic Training	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This two-day Basic training in Restorative Practices provides the necessary information for establishing the conditions for developing and nurturing a culture based on high quality relationships among all school community members and positive community building. This is accomplished by focusing not on rules broken and punitive consequences but rather on the harms done and providing appropriate restorative consequences and the systems that are necessary to repair and support strong relationships. Working restoratively is a social/relational rather than a behaviorist model. Embracing restorative practices is not a program but rather a way of thinking, being and operating. The training includes concrete and practical strategies for establishing the appropriate classroom and school-based routines as well as conducting circles and conferences in primary prevention as well as intervention contexts. This training builds upon existing School Climate training sessions provided by the Connecticut State Department of Education, although previous attendance in Basic (Team and/or Advanced) School Climate training is not required to participate in this Restorative Practice Basic training for which attendees will receive credit from the International Institute for Restorative Practices (IIRP). Day 1: Introduction to Restorative Practices - Learn practical strategies to build strong, healthy relationships Day 2: Using Circles Effectively - Discover how to optimally utilize circles in any setting	
School Climate Basic Training for High School Students	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This one full day training is designed to complement the adult training sessions and just like all of the adult School Climate training sessions is highly interactive. Although seniors are permitted to participate in the training, it is meant especially for freshman, sophomores and juniors who will be able to become climate leaders in their schools over a longer period of time. It is hoped that teams of students will attend together so that they will be able to work with one another to improve their school climates subsequently. To do so, they will become knowledgeable in what climate is (the climate/culture model), how it relates to the "bullying" arena, learn about the school climate development model, be introduced to the National School Climate Standards and the Principles of Character Education, as well as learn about "restorative practices," and how this relates to positive climate. Students are also introduced to two key strength-based models: School Connectedness and using Youth as Resources. Finally, they become very familiar with the only true Board of Education Approved School Climate Policy in the country. Each training cohort creates a social contract for the day and has, by design, ample opportunity to engage with peers from all of the school team members in attendance. The adult advisors who accompany them participate in a full/parallel day that is meant to be additive to any Basic, Team or Advanced Climate training they may have had. For those advisors who have not yet attended any Climate training sessions, it will serve as an introduction to school climate and demonstrate how students can truly be climate leaders in partnership with educators. A component of the advisor training is observing the students engaged in their training learning tasks.	
Restorative Practices Basic Training for High School Students	<a href="mailto:JoAnn.Freiberg@ct.gov">JoAnn.Freiberg@ct.gov</a>	This one full day training is designed to complement the adult training session in Restorative Practices described above and just like all of the adult school climate and restorative practices training sessions is highly interactive. A prerequisite of this session is that students have previously attended a School Climate Training for High School Students. Although seniors are permitted to participate in the training, it is meant especially for freshman, sophomores and juniors who will be able to become restorative climate leaders in their schools over a longer period of time. It is hoped that teams of students will attend together so that they will be able to work with one another to understand the principles of restorative practices and impact and improve their school climates subsequently in deeper ways. To do so, they will become knowledgeable in what restorative practices are and how these interconnect with school climate. Each training cohort creates a social contract for the day and has, by design, ample opportunity to engage with peers from all of the school team members in attendance.	
State Public Health Actions to Prevent and Control Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health (SHAPE) (CDC-RFA-DP13-1305) - Basic	<a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<b>Focus:</b> Chronic disease prevention through the implementation of best practices in school settings. Centers for Disease Control and Prevention Cooperative Agreement to the Department of Public Health. Project runs from July 2013-June 2018. CSDE is contracted to provide resources, professional development and technical assistance to school districts to enhance their capacity to: <ul style="list-style-type: none"> <li>• promote the adoption of Physical Education/Physical Activity in schools; and</li> <li>• promote the adoption of guidelines/nutrition standards (including sodium).</li> </ul> Technical assistance is provided on, but not limited to, the following topics: <ul style="list-style-type: none"> <li>• development, implementation and evaluation of <a href="#">School Wellness Policies</a>,</li> <li>• use of the <a href="#">School Health Index</a> (a CDC designed Self-Assessment and Planning Guide);</li> <li>• implementation of a comprehensive school physical activity program (<a href="#">CSPAP</a>); and</li> <li>• <a href="#">Smarter Lunchrooms</a> concept.</li> </ul>	
Promotion of the Whole School, Whole Community, Whole Child Initiative (WSCC)	<a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<b>Focus:</b> The focus of the WSCC model is an ecological approach that is directed at the whole school, with the school in turn drawing its resources and influences from the whole community and serving to address the needs of the whole child. The (WSCC) model <a href="#">expands on the eight elements</a> of the Centers for Disease Control and Prevention (CDC) coordinated school health (CSH) approach and is combined with the <a href="#">whole child framework</a> . The CDC and the Association for Supervision and Curriculum Development (ASCD) developed this expanded model to strengthen a unified and collaborative approach designed to improve learning and health in schools. CSDE provides resources, professional development and technical assistance to all school districts to promote this model. ASCD and the <a href="#">U.S. Centers for Disease Control and Prevention</a> (CDC) encourage use of the model as a framework for improving students' learning and health in our nation's schools. This is an ongoing project.	
Connecticut School Health Profiles Survey	<a href="mailto:donna.heins@ct.gov">donna.heins@ct.gov</a>	<b>Focus:</b> The School Health Profiles (Profiles) is a system of surveys assessing school health policies and practices in states, large urban school districts, territories and tribal governments. Profiles surveys are conducted every two years (even years) through the Connecticut State Department of Education. Surveys are completed by middle and high school principals and lead health education teachers. Profiles monitors the status of: <ul style="list-style-type: none"> <li>• school health education requirements and content;</li> <li>• physical education requirements;</li> </ul>	

		<ul style="list-style-type: none"><li>• school health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition;</li><li>• asthma management activities; and</li><li>• Family and community involvement in school health programs.</li></ul> <p><b>How are Profiles data used?</b></p> <p>Education and health officials use Profiles data to</p> <ul style="list-style-type: none"><li>• Describe school health policies and practices and compare them across jurisdictions</li><li>• Identify professional development needs</li><li>• Plan and monitor programs</li><li>• Support health-related policies and legislation</li><li>• Seek funding</li><li>• Garner support for future surveys</li><li>• Results are disseminated statewide.</li><li>• Randomly selected middle and high schools from across the state.</li></ul>	
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**CONNECTICUT SCHOOL CLIMATE TRANSFORMATION GRANT**  
**CSDE Annual Convening Feedback Form Summary**  
**March 10, 2016**

The CSDE Annual Convening was held on March 10, 2016. Eight attendees completed a feedback form at the end of the meeting. Attendees were from the Bureau of Health/Nutrition, Family Services, and Adult Education (n=3), the Bureau of Special Education (n=3), and the Turnaround Office (n=2). Six of the eight attendees indicated they had participated in the first Annual Convening held in March 2015. A summary of attendees' responses is provided below.

Please indicate the extent to which the following statements reflect your experiences.

The CSDE Annual Convening(s):	n	Not at All	Very Little	Somewhat	Quite a Bit	To a Great Extent
1. Increased my awareness of other projects spearheaded by CSDE staff related to school climate, health, and nutrition.	8	12.5%	0.0%	0.0%	25.0%	62.5%
2. Helped me understand where my work intersects with other like-minded initiatives.	8	12.5%	0.0%	0.0%	37.5%	50.0%
3. Provided a jumping off point for potential collaboration with these initiatives.	8	12.5%	0.0%	0.0%	12.5%	75.0%
4. Helped fill a need for more open dialogue and coordination by CSDE consultants.	8	12.5%	0.0%	0.0%	37.5%	50.0%
5. Increased the likelihood I will reach out to my CSDE colleagues in the future.	8	12.5%	0.0%	0.0%	37.5%	50.0%

Did you use the crosswalk document that resulted from last year's meeting? Yes=5 No=2

Please explain how you used it or why you didn't use it, and/or how you anticipate using it in the future?

- *As I work with districts, I will use the crosswalk document as a resource for identifying how to support needs and/or initiatives.*
- *Developed a subgroup for alignment with targeted districts/schools. Used during inter-agency meetings.*
- *Reviewed the document to determine if work was being done by other Bureaus in the same districts in which I am working.*
- *Somewhat limited - assisted with "who" would be the contact and the why/what of initiatives.*
- *To make connections with the work I was conducting in several districts.*

Did last year's meeting prompt any collaborations for you? Yes=4 No=2

Please explain how the meeting did or did not affect collaborations with other CSDE staff and/or school climate initiatives, and/or how you anticipate reaching out to your colleagues in the future?

- *I was new to SDE and still getting my feet wet. I'm planning to seek out collaborative relationships for work in Network schools and when supporting district PD planning.*
- *Expanded collaboration with Alliance District staff.*
- *District specific.*
- *Absolutely, it was eye-opening how many different efforts are happening in some of the districts. Helped connect me to when things were happening well and where they need help.*

Would you like this group to continue to meet? Yes, once a year=3 Yes, twice a year=4 No=1

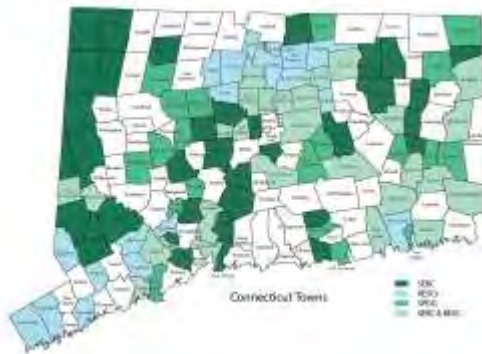
If yes, what suggestions do you have for the group in the future? If no, why not?

- *Less round robin, more interaction. Actually working on potential partnerships (coming to the meeting with ideas in mind).*
- *Continue to update ongoing activities and plan networking/collaboration opportunities.*
- *Updates from the grant, in regards to status (new schools for fall as well as survey). Impact on new schools. Other initiatives- updates.*
- *I think since we have done round table a few times, that next time there should be facilitated conversations prompted by specific questions.*
- *Just a sharing-no real collaboration.*



# Connecticut State Department of Education Positive Behavioral Interventions and Supports Strategic Plan

**Comment [ES1]:** Behavioral (vs Behavior) here and throughout



## Five- year Comprehensive Plan for Connecticut's Multi-Tiered Behavioral Framework 2016-2021



## **CONNECTICUT STATE DEPARTMENT OF EDUCATION**

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### **Communications and Community Partnerships**

**Abby Smith**  
Director of Communications



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**Comment [ES2]:** Hi—this goal is not listed on the table below—I did send you our evaluation work and wanted to check to make sure that's included?

**Comment [TK3]:** Great point and I will add Susannah

## **ACKNOWLEDGEMENTS**

The State Board of Education would like to recognize the work of the following individuals who served on the Comprehensive Plan Advisory Committee and helped to develop the ideas set forth in this document:

### **National PBIS Center Partners and Center for Behavioral and Educational Research (CBER)**

- Dr. George Sugai,
  - Professor, Special Education
  - Carole J. Neag Endowed Chair
  - Director, Center for Behavioral Education & Research
  - Co-Director, Center of Positive Behavioral Interventions & Supports
- Dr. Brandi Simonsen,
  - Associate Professor, Special Education
  - Research Scientist, Center for Behavioral Education and Research
- Dr. Jennifer Freeman,
  - Assistant Professor, Special Education
  - Research Scientist, Center for Behavioral Education and Research
- Dr. Susannah Everett, Research Associate, Center for Behavioral Education and Research

**Comment [ES4]:** This just changed to Center for Behavioral and Educational Research (still CBER!)

**Comment [TK5]:** Thank you-did not know

**Comment [ES6]:** My title is Research Associate  
😊

### **Regional Support from State Education Resource Center (SERC) and Regional Education Service Centers (RESCs)**

- Dr. Alice Henley, SERC Program Director
- Amanda Johnston, SERC Consultant
- Sarah Jones, SERC Consultant
- Eben McKnight, SERC Consultant
- Tarold Miller, SERC Consultant
- Dr. Ravit Stein, Director of Psychological and Behavioral Consultation Services, EASTCONN
- Michelle Weaver, SERC Consultant
- Cynthia Zingler, CREC Education Specialist

**Comment [ES7]:** Dr. Ravit Stein and I'm not sure if you want expanded titles, but hers is: Director of Psychological and Behavioral Consultation Services, EASTCONN

## PREFACE

In August, 2008 the Connecticut State Department of Education (CSDE) published “Using Scientific Research Based Interventions (SRBI): Improving education for ALL students.” This guidance document reflected a statewide focus on multi-tiered systems of support (MTSS) for academic literacy and social/emotional/behavioral (SEB) support. Similar to students from across the nation, CT students have a wide degree of educational support needs. In order to ensure that all students graduate having the benefit of a superior education, the CSDE maintains a rigorous focus on an equitable and high quality education for all students. Since 2008, CT’s Scientific Research Based Intervention framework has fostered using data to efficiently inform and match student needs to evidence-based interventions at the school and district levels. A significant component of the SRBI framework is providing consistent, meaningful SEB supports to all of our learners. Using a multi-tiered behavioral framework (MTBF) such as positive behavioral interventions and supports (PBIS), CT continues to reinforce its strong investment in this flexible, contextually driven support system. With the overarching goal of improving behavior, social and academic outcomes for all students, the PBIS framework champions data, systems, and practices. Within schools and districts, staff use consistent practices to support student behavior across all school environments, consistent school systems are in place to support staff decisions, and ongoing data collection, input, and review regularly informs system and student support decisions through this team driven approach. Connecticut’s emphasis on this work was underscored in 2014 when the Connecticut State Department of Education was one of 12 states nationally to receive a competitive 5-year federal School Climate Transformation Grant called the School Climate Transformation

**Comment [ES8]:** Just a suggestion to change the beginning of this sentence : This guidance document reflected a statewide focus on....

**Comment [ES9]:** Behavioral

**Comment [ES10]:** Within schools and districts, staff use consistent....

**Comment [ES11]:** Do you want to do a shout out to the department of ed here? CT Department of Education?

**Comment [ES12]:** 5-year federal School Climate Transformation Grant.

Grant (SCTG). Through this work, CT continues to enhance, expand and scale-up its statewide systems of support and technical assistance for local educational agencies (LEAs) seeking to improve behavioral outcomes and learning conditions for all students through the implementation of an evidence-based Multi-Tiered Behavioral Framework (MTBF).

DRAFT

### The Mission of the Connecticut PBIS Collaborative

*To guide the state in developing, implementing and sustaining a multi-tiered behavioral framework across all schools to promote academic, social, emotional and behavioral success for all students.*

#### I. INTRODUCTION

Nationally, there is a large and growing body of research that documents the relationships among challenging student behavior, school climate, and student outcomes. Students who are in physically, emotionally, socially, and intellectually safe school climates are less likely to manifest antisocial behaviors, are more engaged in learning, are less likely to drop out, and are more likely to achieve at higher levels. Evidence suggests that for students who exhibit more severe problem behaviors, traditional, reactive approaches not only perpetuate, but increase the frequency and intensity of those students' behavior (Crone, Hawken, & Bergstrom, 2007; McCord, 1995). When students feel they are a part of school, say they are treated fairly by teachers, and feel close to people at school, they are healthier and more likely to succeed. Nationally and in CT schools continue to face serious challenges related to their local infrastructure, systems, staff capacities and effective program planning for students. The proportion of students engaging in anti-social behavior in public schools has risen dramatically over the past decade, with at least **25% of school-aged students** experiencing bullying within the previous year (Rollin et al., 2008; Russell, 2006).

Disproportionate levels of school sanctions continue to exist across our state and vary widely by school level (e.g., high school students are **three times** as likely to receive a behavior sanction) and by race (e.g., African American males are **three times** more likely to

**Comment [E513]:** Challenging? (vs antisocial?)

**Comment [W14]:** Need to begin page numbers at 1 here.

receive a behavioral sanction than their white male counterparts—see Figures 1 and 2 below. In addition, the overall state average identification rate regarding students eligible for special education under the primary disability category of Emotionally Disturbed has increased slightly each year for the past four years, currently comprising 11.9% of all new identifications of students with disabilities.

**Comment [ES15]:** Maybe refer your readers here to CT data in tables below

**Comment [TK16]:** Inserted to new slides

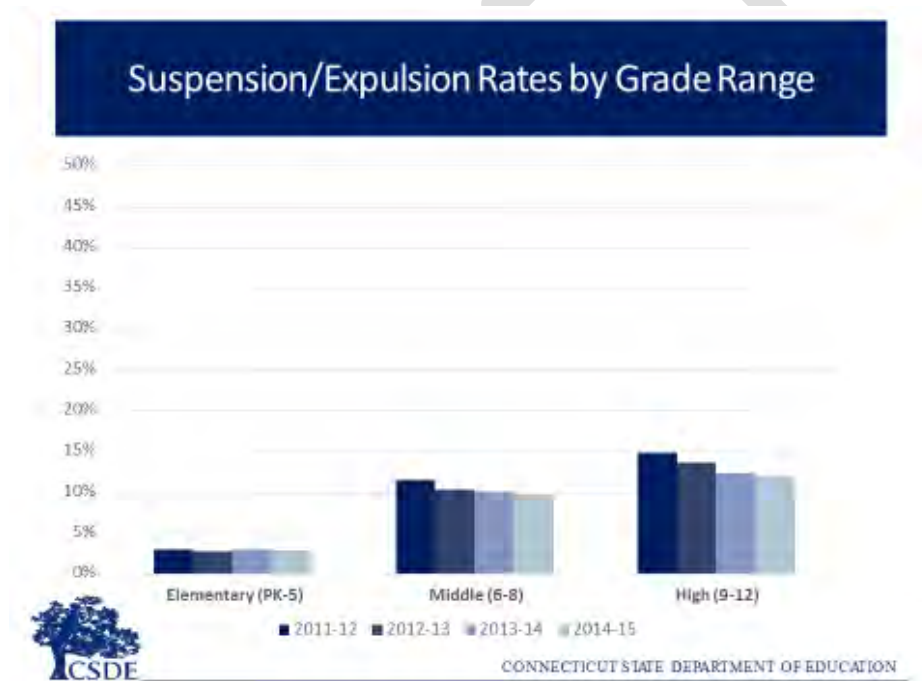


Figure 1

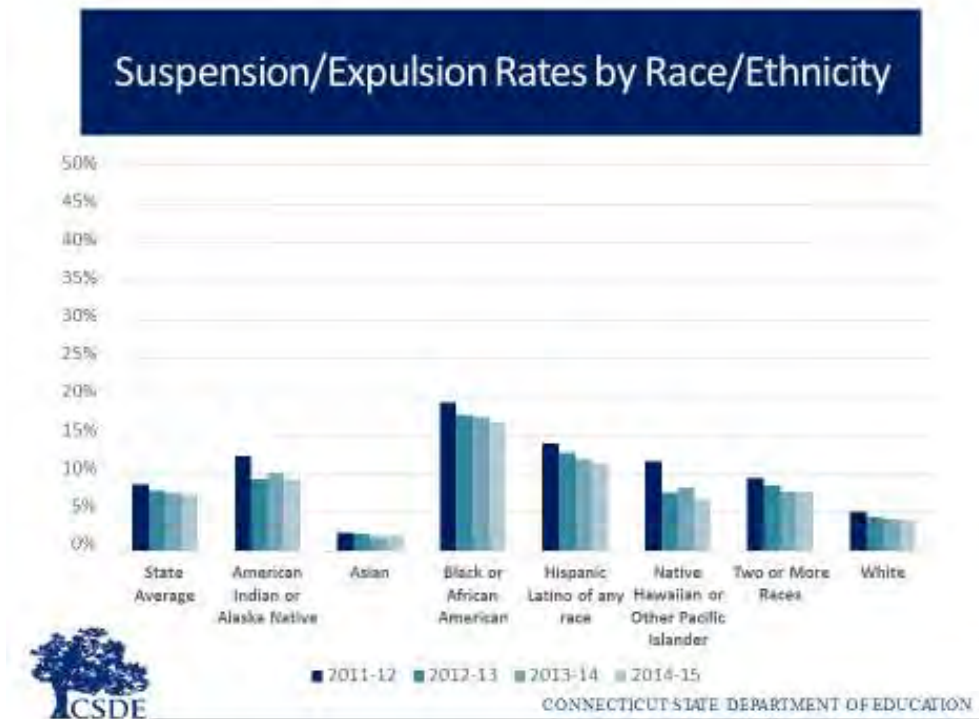


Figure 2

### PBIS at the National Level

In 2009, former U.S. Education Secretary Arne Duncan stated “PBIS is an important preventative approach that can increase the capacity of the school staff to support children with the most complex behavioral needs, thus reducing the instances that require intensive interventions” in his letter to Chief State School Officers on Seclusion and Restraints. At the time, Mr. Duncan wrote to how approximately, 8,000 schools from across the country were already implementing PBIS, “... a systems approach to establishing the social culture needed for schools to achieve social and academic gains while minimizing problem behavior for all children.” Since that letter, PBIS is now implemented in over 22,000 school

nationwide and abroad with outcomes indicating improvements in staff capacity, system efficiency, and student outcomes (academic and behavioral).

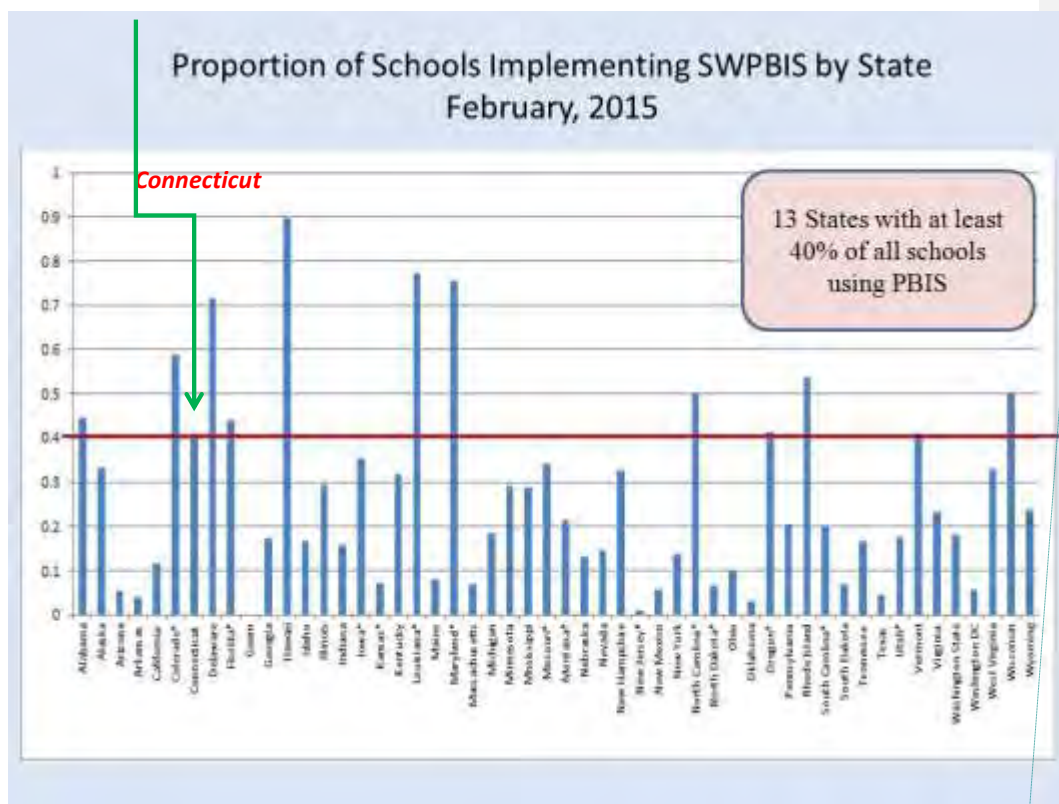
The U.S. Department of Education’s Office of Special Education Programs (OSEP) has funded the OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) since 1998 with the most recent five-year funding cycle launching in October, 2013. The Center’s purpose is to define, develop, implement, and evaluate multi-tiered approach to technical assistance (TA) that improves the capacity of State Education Agencies (SEAs), Local Education Agencies (LEAs), and schools to establish, scale-up, and sustain the PBIS framework. A network of experts support school-wide implementation of PBIS and collaboration among states and districts and oversee activities across the country. Resource Agents are available to states for assessment of implementation, leadership team facilitation, technical assistance, and development of training and evaluation modules and tools. The PBIS Center, currently in Year 17 (fourth 5-year grant cycle), has assisted in shaping the PBIS framework across the country and overseas. The underlying intent of PBIS has remained focused on improving the effectiveness and equity from which schools deliver educational social supports. Similarly, the core features of the PBIS framework have not changed over the past decade while a more recent shift in the work has begun to integrate basic behavioral supports with social/emotional, mental health, academic and juvenile justice supports.

**Comment [ES17]:** close parenth

**Comment [ES18]:** Maybe take out the “as well” at the end of this sentence?

**Comment [kt19]:** Response to Ravit: What is the purpose of this figure – it does not seem to be described in the narrative above and below the figure and the # on the Y axis is not defined - # of schools? If so, it makes CT look low but in actuality, because CT is a smaller state, it may have less schools than another state...I think if we want to include this figure, additional relevant information should be provided...





Rob Horner, University of Oregon-OSEP TA-Center on PBIS, [www.pbis.org](http://www.pbis.org)

Figure 3

**Comment [W20]:** Alice – do you happen to have a “clean” version of this data? We were not able to get rid of the blue background. Thanks!

**Comment [ES21]:** I love this perspective but am worried that this data is from a while ago—we have way more than 200 schools! Is there anything more recent?

**Comment [TK22]:** I found this graphic online but I will check with SERC

**Comment [kt23]:** Response to Ravit: This is 10 year old data...given the amount of time PBIS has been around, I think more recent data with this information is critical. Updated data

**Comment [W24]:** This section is highlighted because it is “NEW” from the version you (Brandi and Alice saw). The data has also been updated in response to Ravit’s questions.

School discipline and disproportionality is well documented in our state and nationally. Reducing unnecessary suspension and expulsion is an important step to address the zero-tolerance policies, such practices can erode trust between students and school staff, and undermine efforts to create the positive school climates needed to engage students and for them to experience emotional and physical safety in school.

The Connecticut State Department of Education recently presented to the State Board of Education on suspensions and expulsions. The data indicates that of the 1,140 children under the age of seven who were suspended, 928 (76.1%) were black or Latino

and 746 (61.3%) were Black and Latino boys. Further evidence provided by the U.S. Department of Health and Human Services and Education (2015) stated, “Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration”.

These exclusionary school discipline practices have a disproportionate effect on young children. This problem is well documented at both the national and state level. Reducing unnecessary suspension and expulsion in Connecticut public schools is an important step to address the achievement gap and aligns with the Connecticut State Department of Education’s (CSDE) Five Year Strategic Plan.

While socioeconomics play a role in shaping the educational landscape in CT, it is only one factor among many that shape CT’s achievement profile. Even an abbreviated look at CT’s data tells the story of unmet behavioral needs of students of color: (a) students of color are sent to the office for behavioral infractions at a higher rate than white students (SWIS, 2011); (b) In 2014-15 there was a reduction in School Policy Violations from 66% to 64% and an increase in Physical Verbal Confrontation from 9% to 10%. (c) Two-thirds of all ISS, OSS, and Expulsions statewide result from School Policy Violations. (d) Black and Hispanic students receive OSS at a greater rate than White students who are given a less severe sanction; (e) Approximately 40 percent of Black and White students and 50 percent of Hispanic students who are suspended/expelled are chronically absent.

**Comment [ES25]:** Maybe this section should go in the PBIS in CT section, and should be set in the larger context/discussion around disproportionality

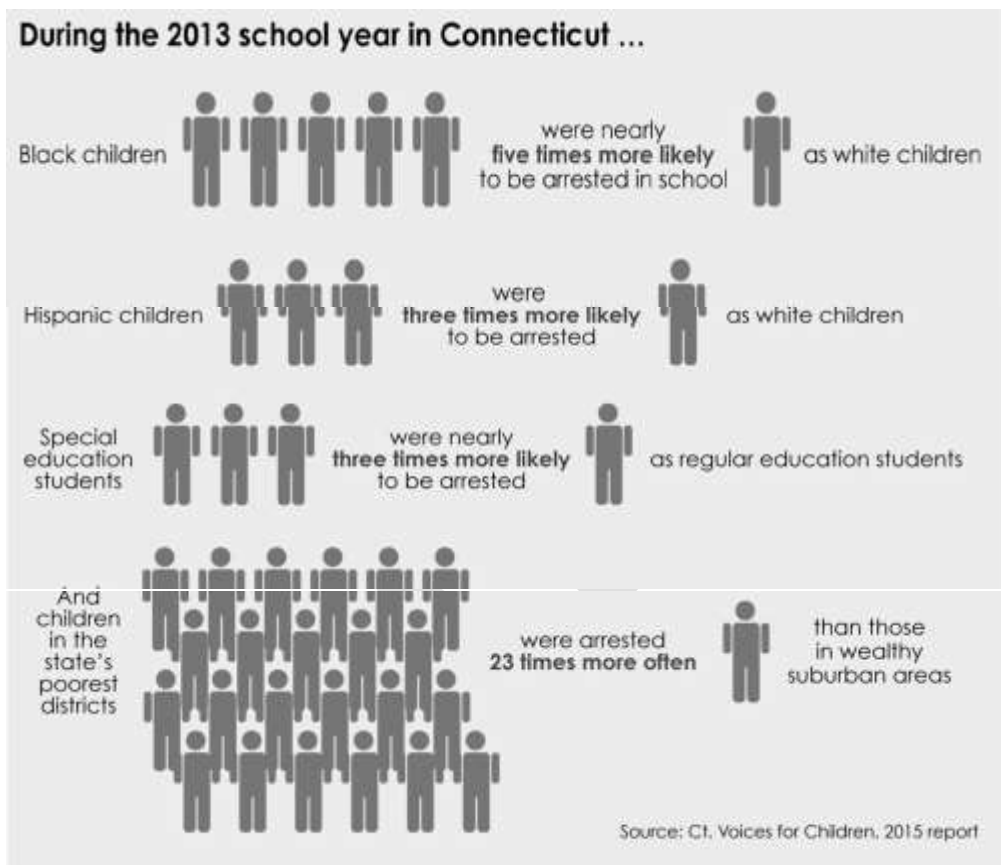
**Comment [kt26]:** Yes let have Alice and Brandi work on that

**Comment [kt27]:** I changed the language to reflect current data-

**Comment [kt28]:**

**Comment [kt29]:** Ravit: Where is this data from? Also 2011? Again, does not feel appropriate to include 5 year old data in this type of doc...should be the current status of the field as the impetus for the strategic plan...  
I changed the data and the information

**Comment [kt30]:** New language and graphic



**Comment [W31]:** We like this graphic, however, are open to other suggestions if a more recent graph exists which underscores CT's disproportionality piece.

Figure 4

The goal of Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports is to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework.

A network of experts support school-wide implementation of PBIS and are available to states for assessment of implementation, leadership team facilitation, technical assistance, and development of training and evaluation modules and tools.

**Comment [ES32]:** This section seems like it should go above with the rest of the description of the TA center

**Comment [kt33]:** Yes the flow is off-Alice and Brandi can you address?

**Comment [ES34]:** Goal of?

Researchers from the TA Center developed an Implementation Blueprint to provide implementers with definitions, descriptions, and guidelines that allow for accurate and durable implementation of Positive Behavioral Interventions and Support (PBIS) practices and systems. This blueprint guides PBIS organization at the national, state, and local levels. For additional information, refer to the Implementation Blueprint.

<http://www.pbis.org/blueprint/implementation-blueprint>

### Multi-Tiered Systems of Support (MTSS): Framework logic

When selecting behavioral initiatives that will affect all environments and populations of a school, practitioners must consider the relevance, durability, effectiveness, and efficiency of a program (Sugai & Horner, 2006). Research indicates that the implementation of an evidence-based MTBF, such as PBIS, can help improve overall school climate and safety. Through a problem-solving approach, the PBIS framework begins with examining and improving the entire school climate. Teams use data to examine the reasons behaviors are occurring and then implement changes and interventions designed to address the identified needs. PBIS is a preventative and proactive system of addressing discipline problems that includes fair and consistent discipline practices unlike traditional discipline methods that have addressed discipline problems through punishment. The effective use of positive behavior supports in schools leads to three noteworthy outcomes for students: **a) enhanced academic achievement, b) safer, more secure learning environments, and c) more social competence fluency** (Office of Special Education Programs, 2002). A critical aspect of this systems-change approach is providing differing levels of support and interventions matched to student needs. Positive behavior interventions and supports is a three-tiered proactive approach,

**Comment [ES35]:** Again maybe we should re-work all of these sections that define and describe PBIS ; align to MTSS, then talk a bit about the blueprint

**Comment [kt36]:** Agreed and Don and I will discuss with A&B

**Comment [ES37]:** Following that then maybe we can talk about the history of implementation in CT which I think would be a lovely context (we can pull that from a SERC report—they also have some nice data across our 14 years of implementation

**Comment [kt38]:** Sounds great-Alice???

**Comment [kt39]:**

**Comment [kt40]:** Ravit: All the types of information provided thus far seem relevant but I'm wondering about the flow- if feels like we are throwing a bunch of different concepts at the reader without having a framework for the introduction of each topic – how does this all flow together? Feels a bit disjointed as what I would consider to be the foundation for the need for a strategic plan.  
Kim: agreed-Brand and Alice?

which emphasizes explicitly teaching and reinforcing students' appropriate behaviors while consistently responding to inappropriate behaviors across all settings and through all staff in a school building.

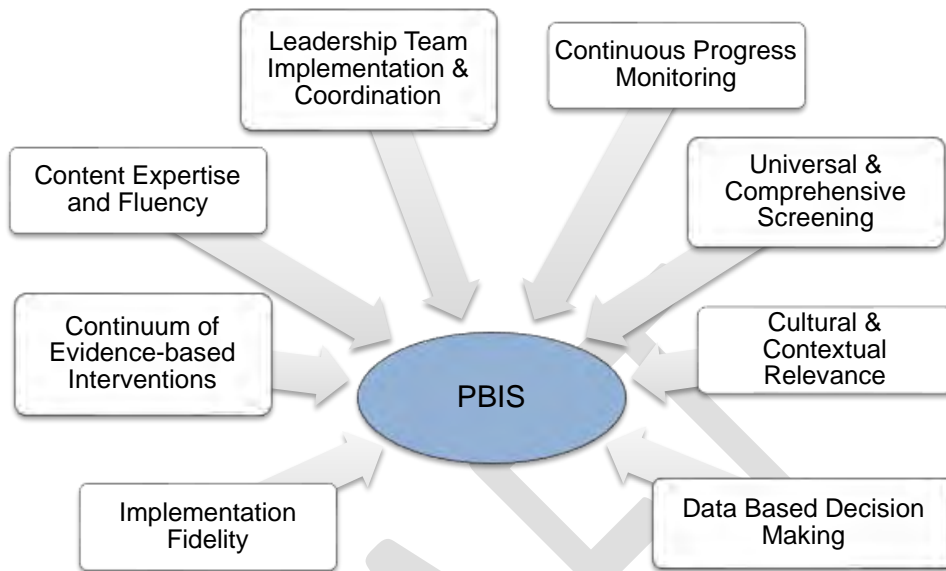
Positive Behavioral Interventions and Supports (PBIS) involves a **proactive**, comprehensive, and systemic continuum of support designed to provide opportunities to all students, including students with disabilities and second language learners, to achieve social, behavioral, and learning success. This is accomplished by examining the factors that impact behavior as well as the relationships between environment and behavior. PBIS is not a program or a curriculum but rather a systems approach to enhance the capacity of schools and districts to adopt and sustain the use of evidence-based practices for all students (See Figure 5 below). CT's PBIS model aligns to the National Implementation Blueprint.

A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, restrooms). PBIS also works to improve the overall school climate, decrease reactive management, maximize academic achievement for all students, integrate academic and behavioral initiatives, and address the specific needs of students with severe emotional and behavioral concerns (Center on Positive Behavioral Interventions and Supports, 2008).

**Comment [ES41]:** I think we need to perhaps do this definition/explanation in one place. I like this paragraph, but I think it would be helpful to reorganize a bit

**Comment [kt42]:** Should be moved-Alice and Brandi

**Comment [kt43]:**



*The Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports*

Figure 5

In the CT State Department of Education's (CSDE) most recent *report on the status of analysis of safe school climate plans in Connecticut (2013)*, it was noted that a significant need exists within our state boundaries for technical assistance and coaching to help local education agencies (LEAs) and their schools improve current school climate efforts. Within this report, 71.3 percent of District Improvement plans were reported to include school climate improvement efforts while 55.6 percent of reporting districts also reported that within their district, individual schools also had articulated school climate improvement plans. A sustained need for school climate improvement highlights CT's current educational landscape. The need for proactive and preventative school climate practices coupled with consistent discipline procedures is a reality in CT. Districts attested that continued improvement at the local level will be facilitated through additional funding, resources, and

**Comment [ES44]:** Maybe intro history of PBIS in CT first and then this section can serve as a transition to the importance of our efforts and the need for a comprehensive strategic plan in collaboration with all stakeholders?

**Comment [kt45]:** Yes, we do have a problem with ebb and flow throughout

**Comment [kt46]:** Ravit: When was that report published?  
Kim-good question

staff training to support the implementation of Safe School Climate plans. Leveraging the evidence-based Positive Behavior Interventions and Supports (PBIS) framework has been identified as an effective way to address the state's needs, assisting school teams in implementing systems change. The primary goal of the PBIS framework is to help schools design effective environments that increase teaching and learning for all students.

Within this context, recent efforts in Connecticut (CT) have been directed toward developing and implementing Scientifically Research-Based Interventions (SRBI), also referred to Response to Intervention (RTI) or a multi-tiered system of support (MTSS). Through this three-tiered framework, a prevention oriented, systems-based approach grounds the work and has been supported by theoretically sound practice (Sugai & Horner, 2006). SRBI was adopted by the CSDE in 2008 and is synonymous with the term RTI or more presently popular "multi-tiered system of support." These terms are all used nationally to describe the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals, and applying data to inform educational decisions (National Association of State Directors of Special Education, 2008). The purpose of SRBI is to ensure that all students learn and acquire the behavioral and academic competencies that they will need to be successful in school, college, career, and society. Studies over the past decade have consistently demonstrated that in order for students to achieve at high academic levels, schools, families and communities must focus on the child's social, emotional, physical and behavioral health as well as the acquisition of academic skills, strategies and content. These studies have shown that a coordinated approach to school health can reduce absenteeism and classroom behavior problems, improve classroom performance, better

prepare students to be productive members of their communities, establish lifelong health practices, make schools more engaging, and address staff wellness needs (Connecticut State Board of Education Position statement on a Coordinated Approach to School Health, 2009). A brief description of the multi-tiered behavioral framework (MTBF) across the tiers as described in CSDE's Topical Brief 3. Both SRBI and PBIS are prevention-oriented systems of school functioning and resource allocation. Positive Behavioral Interventions and Supports and SRBI share defining characteristics that include: implementation with fidelity; a continuum of evidence-based practices; student performance as a measurement of success; continuous progress monitoring; data-based decision making and problem solving; and universal screening. Positive Behavioral Interventions and Supports within an SRBI framework provides guidance for implementation of evidence-based practices along a continuum of Interventions and Supports for behavioral and social development. For more information about SRBI, please see *Using Scientifically Research-Based Interventions: Improving Education for All Students: Connecticut's Framework for RTI* or the *Executive Summary* in the *Resources* section.

**Comment [kt47]:** Ravit: Again, thus far, all important information but it just feels cut/paste together and I'm struggling with the organization of all the information in a manner that sets up a conversation about the strategic plan...I'm sorry I don't have a specific recommendation for this, I just feel like we need to have a clear message that is sent in the introduction, rather than an overview of different things that all play into PBIS.  
Kim: will have Brandi and Alice work on this

**Comment [W48]:** Need to add in a Resources Page.



The main focus of School-wide Positive Behavioral Interventions and Supports (SWPBIS) is to provide proactive and effective behavioral support for students at the universal level. This is accomplished when the host environment (i.e., the whole school community) establishes and maintains universal procedures that contain clear and consistent behavioral expectations. Opportunities for student success are enhanced by directly teaching universal expectations and establishing a school-wide system for reinforcing desired behavior. The necessary elements of school-wide PBIS include methods to: examine needs through data; develop school-wide expectations; teach school-wide expectations; reinforce school-wide expectations; discourage problem behaviors; and monitor implementation and progress (Ibid).

School-wide Positive Behavioral Interventions and Supports is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional (See Figure 6 below).

**Comment [ES49]:** Again not sure where this section fits...would suggest we consolidate these definitions

**Comment [kt50]:** Again you are right A&B?

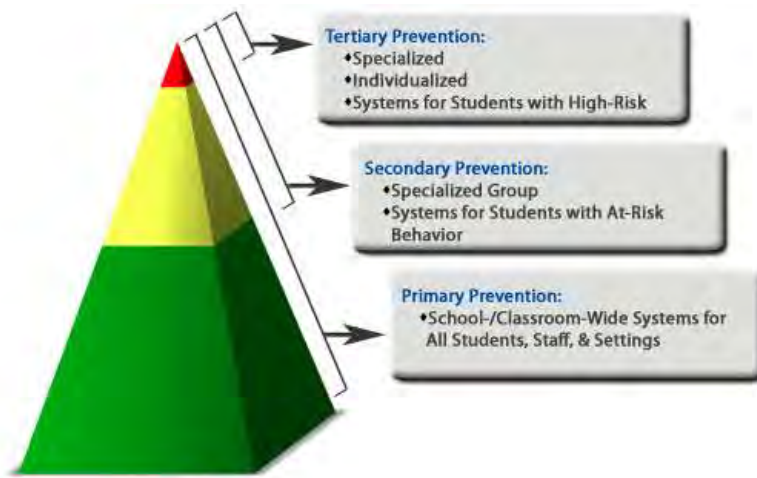


Figure 6

### The Continuum of PBIS

The framework of PBIS is a continuum of support from universal to individualized support. With universal school-wide management strategies in place, most students, 80-90%, function within the daily structure of school without major behavior concerns. Although some students require additional support, all students benefit from universal procedures and expectations that are clear and consistent and are efficiently used across all school settings, staff, and students. Some students, 5-15%, are at risk for behavior concerns. In order to meet the behavioral needs of these students, targeted or specialized group-based interventions are integrated within the school environment in addition to the universal procedures. There are also a few students, 1-7%, who exhibit chronic or severe behavior concerns that are unresponsive to universal and group based supports. These students need intense individual support beyond the universal and specialized support levels. When effective behavioral support is provided at all levels across school-wide, non-

classroom, classroom, and individual student systems, comprehensive support is established while providing proactive procedures for preventing serious problem behaviors.

- Primary Prevention. School-wide and classroom systems for ALL students, staff and settings
- Secondary Prevention. Specialized group systems for students with at-risk behavior
- Tertiary Prevention. Specialized, individual support for students with high-risk behavior

## TIER 1

Tier 1 refers to the general education core curriculum and instruction, the overall school climate, and the system of schoolwide social-emotional learning and behavioral and physical health supports for all students. High-quality, evidence-based practices that build foundational skills and knowledge for all students must be provided in Tier 1. If districts and schools effectively implement appropriate programs and services in Tier 1, there will be fewer students who need the additional supports offered through Tier 2 and Tier 3.

## TIER 2 AND TIER 3

Tier 2 and Tier 3 are for students who, based on the data, do not attain important benchmarks despite the services that have been provided in Tier 1. Tier 2 interventions are short term (e.g., eight to 20 weeks) and remain part of the general education system with supports from specialists. Interventions must be research-based as much as possible, be reasonably feasible for educators to use, and accurately target the student's area(s) of difficulty" (Connecticut's Framework for RTI, 2008, pp. 34). Tier 3 interventions may be different and more specialized; however, "the primary difference between Tier 2 and Tier 3

**Comment [kt51]:** Ravit: Why is this ordered from Tier III down to Tier 1?

**Comment [kt52]:** Ravit: This does not feel like a clear comprehensive definition of Tier I supports – is there literature you can reference when defining these supports – these are big statements to be making without framing within the literature on this point (e.g., about kids moving up the triangle...) Don??

We certainly can ADD quite a bit more, but we (Kim and Don) feel that our purpose is to remain concise. Brandi and Alice; feel free to expand a bit if you feel appropriate. ☺

interventions generally involves the intensity and/or individualization of the intervention. Greater intensity can be achieved with a smaller teacher-student ratio, a longer duration of instruction/services and more frequent progress monitoring” (Connecticut’s Framework for RTI, 2008, p. 41). As in Tier I, obtaining and analyzing relevant and current data, on a highly regularized schedule, are the underpinnings for all decision-making in both Tier 2 and Tier 3.

The frequency and intensity of the collaboration between the school and parents increase at these levels. The characteristics of good communication should have been established in Tier 1, and must continue in Tier 2 and Tier 3. Such communication is characterized by creating authentic two-way communication; using plain language; focusing on strengths; remaining positive, upbeat and success-oriented; building on families’ desires for their children to succeed; and perhaps most importantly, recognizing the invaluable knowledge that families can bring to the school.

### **Connecticut’s Multi-Tiered Behavioral Framework (MTBF) Capacity**

Connecticut’s public school enrollment has increased by 19% from 459,215 students in 1989 to 545,614 students in 2013 (CSDE CEDaR, 2013). Since the 1999-2000 school year, CT has provided training to schools on effective use of behavioral interventions and practices through the PBIS lens. While we have begun to reduce schools’ reactionary and punitive practices (i.e., Over the past six years, the total number of suspensions and expulsions has reduced by 23.6% from ~127,000 in 2009-10 to ~97,000 in 2014-15), we continue to pursue improvements in proactive behavioral practices in schools. The use of the MTBF framework has become deeply embedded within a wide

**Comment [kt53]:** RAVIT: I think we know a lot more about the complexity of Tier II/III now than we did in 2008 and that it oversimplifying things to just quote this without discussing all the resources and expertise and time necessary to effectively support students at Tier II/III. It also feels like we are “throwing in” family involvement in the paragraph below, when it shouldn’t be something that is only addressed at Tier II/III and there are so many other variables that impact the effectiveness of supports as you move up the triangle.

**Comment [kt54]:** Updated data

variety of Connecticut State Department of Education (CSDE) guidance documents and topic briefs (e.g., learning disability guidelines, emotional disturbance guidelines, scientifically research-based interventions (SRBI) document, an SRBI family guide, SRBI Topic Brief 3, and in-school and out-of-school suspension guidelines).

The CT State Department of Education (CSDE), through the State Education Resource Center (SERC), has been providing training, technical assistance, coaching, and evaluation to CT school districts since 2000. At that time, SERC provided professional development, on-site technical support and coaching, and networking sessions to five schools in four districts interested in initiation and implementation of PBIS. Since 2005-2006, SERC has trained CT districts and schools in collaboration with the University of Connecticut and the National Technical Assistance Center on Positive Behavioral Interventions & Supports funded by the Office of Special Education Programs (OSEP). From 2007 to 2011, SERC has trained 103 schools representing 23 districts in Year One Positive Behavioral Interventions and Supports through the SERC/UCONN collaboration. As of the 2007-2008 school year, all schools beginning PBIS training have come from districts that have committed to full-district roll-out of PBIS. Several of the schools involved in the 2007-2008 training cadre are participating in the training as part of their district improvement plan in response to CSDE's targeted effort to monitor and address disproportionality in the rates of suspension and expulsion for students with disabilities.

**Comment [ES55]:** This is all great stuff—would be important to include the RESC partnerships here too

**Comment [kt56]:** I think you may be right but I don't know the history with the RESCs-Alice?

**Comment [ES57]:** I love the table below! Not consistent with the prior data on CT schools as compared to other states earlier in the document

**Comment [kt58]:** I think I corrected this

**Comment [W59]:** Kim updated this; however, our two graphics are still mis-aligned by about 70 schools. Alice – does SERC have a more recent graphic to replace Figure 3 above.

### CT Schools & Districts Trained in PBIS 2000-2015

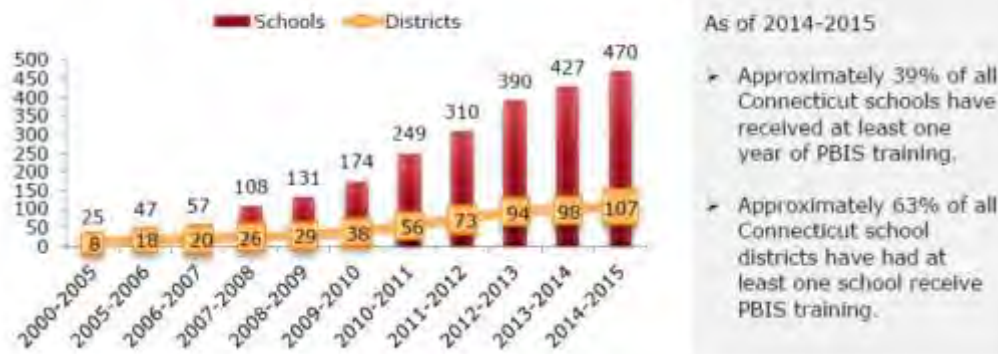


Figure 7

### State-Local Organization of PBIS Implementation and Support

**CT PBIS Collaborative.** Since the 1999-2000 school year, the CSDE has partnered with the State Education Resource Center (SERC), the six Regional Education Service Centers (RESCs; CREC, CES, LEARN, Education Connection, ACES, CES), as well as with the Center for Behavioral Education and Research (CBER) to establish the CT PBIS Collaborative. The school-wide PBIS process emphasizes the creation of systems that support the adoption and the implementation with fidelity of evidence-based practices and procedures, and operates within school improvement efforts. A collaborative approach that includes opportunities to correct and improve systems and outcomes (four core features) are used in school-wide PBIS focusing on systems, data, practices and outcomes (See Figure 8 below).

**Comment [ES60]:** I

**Comment [ES61]:** Not sure we need more definition here, just a description of our collaboration across agencies to coordinate training, evaluation, technical assistance and state-wide efforts

**Comment [kt62]:** Ok let me talk to Don  
-We discussed and thought this was a good opener to this "State/local" PBIS implementation and support section as a stand alone (vs. merge with a pre-existing section from above).  
Thoughts....??

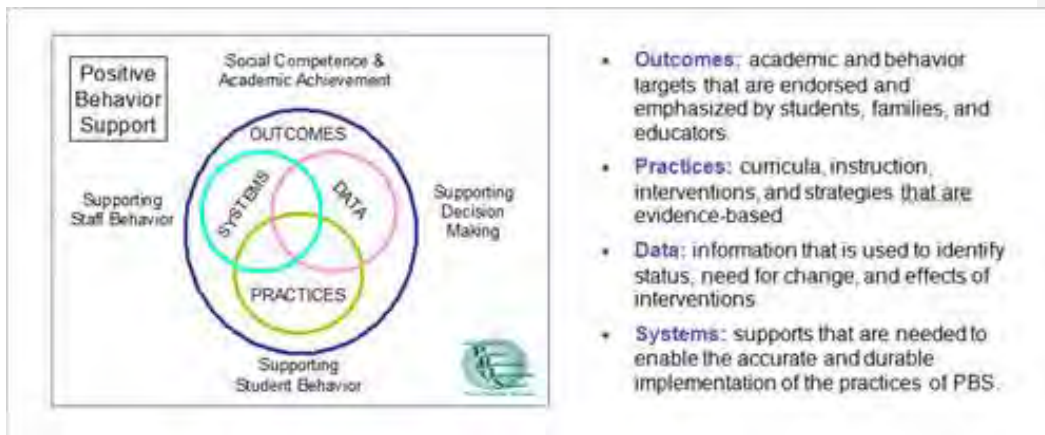


Figure 8

The Collaborative works to standardize Connecticut's approach to training and supporting districts and school-based teams in PBIS implementation through shared training materials and resources. The Collaborative is a state-level comprehensive stakeholder group that invests in systems for training, coaching and evaluation to address the growing demand for training and scaling-up in CT districts. A comprehensive statewide database of all schools trained by CBER, SERC, and RESCs has also been developed by SERC to help inform the Collaborative's mission. The work of this group includes: (a) identifying resources needed to effectively implement evidence-based MTBFs for all students; (b) providing a reliable understanding of the state's current implementation levels as they relate to comprehensive, multi-tiered behavioral supports; (c) broadening the use and implementation of evidence-based behavioral practices in Connecticut schools; (d) deepening knowledge about the use of this framework through the enhancement and dissemination of project products and outcomes in the field of education; (e) building state trainer and school staff capacities to effectively implement an MTBF; and (f) improving

behavioral and academic outcomes for all students through the implementation of a schoolwide MTBF, whereby students' behavioral needs are matched to appropriate evidence-based interventions.

**Comment [ES63]:** Maybe introduce this picture?

**Comment [kt64]:** Yes I agree-let's reorganized first and then add the necessary language

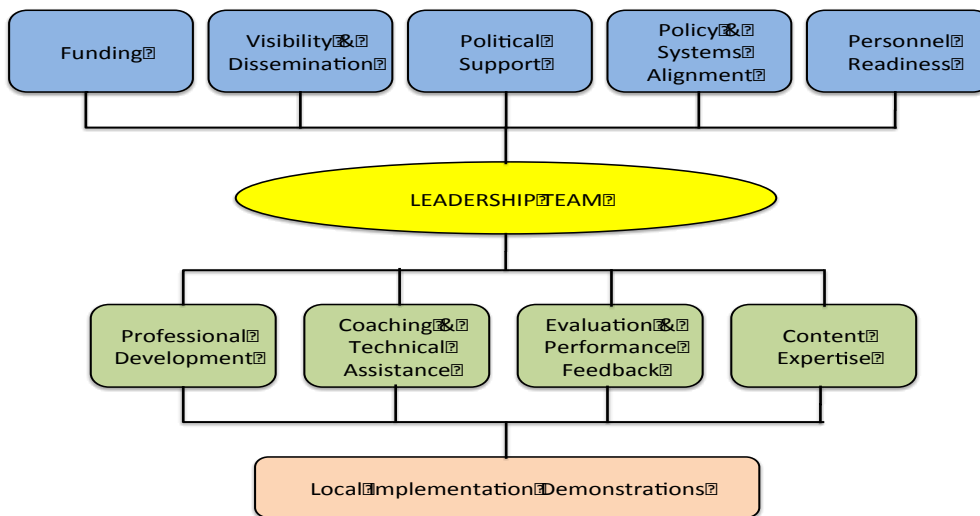


Figure 9

PBIS Organizational Logic

**Connecticut's School Climate Transformation Grant (SCTG).** Most recently, in the fall of 2014, Connecticut was one of twelve states awarded the School Climate Transformation Grant (SCTG). Connecticut's focus is on building capacity of state-level PBIS trainers and coordinators, building capacity of districts to coordinate and implement PBIS, and aligning with current funding sources. Connecticut's 2014 School Climate Transformation Grant (SCTG) focuses on the enhancement and expansion of a statewide system of support for, and technical assistance to, local educational agencies (LEAs) and schools implementing an evidence-based multi-tiered behavioral framework (MTBF) for improving behavioral outcomes and learning conditions for all students. The purposes of this grant are to: (a)

20



build State Education Agency (SEA) capacity for supporting the broad-scale implementation of a MTBF, (b) enhance LEA capacity for implementing MTBF and (c) align with other SEA school-climate improvement efforts to maximize the efficient and coordinated use of current resources. The goals of this proposal directly address the Connecticut State Department of Education's CSDE's educational agenda to (a) improve the behavioral health of all students, (b) support student growth and development by enhancing their ability to learn, and (c) create innovative teaching and learning environments for all students.

The PBIS framework creates such a culture of support for staff and students by helping to provide a system for behavioral success through supports, training and guidance. In CT, schools and districts have been trained in the PBIS framework since 2000 (see state map below). While over 400 schools statewide have received training in this MTBF, the state currently lacks an effective mechanism to monitor and strategically provide support to our LEAs who are invested in the success of this approach. As such, this document will function to further outline CT's efforts and to detail goals for the state's continued scale-up, capacity building, and sustainability of this effort.

## Connecticut PBIS Evaluation.

### ADD IN CONTENT SPEAKING TO CT PBIS EVALUATION



**Comment [ES65]:** I wasn't sure if you wanted/needed me (and perhaps Eben) to write something here. It might make sense to do a short paragraph or two about statewide evaluation efforts and goals, OR you could just include that information in the goals below? Let me know and if you'd like I'd be happy to write something up

**Comment [kt66]:** I would love you and/or Eben to write something-more authentic

### The Mission of the Connecticut PBIS Collaborative

*To guide the state in developing, implementing and sustaining a multi-tiered behavioral framework across all schools to promote academic, social, emotional and behavioral success for all students.*

**Comment [ES67]:** Here please include the evaluation goal and objectives that we developed

Goal 1- Strategically increase visibility and support for PBIS

Incorporate PBIS shared mission within the agency and organization goals/objectives and strategic plans

Promote and publicly recognize model sites and provide an annual report on PBIS progress

Goal 2- Align evidence-based practices within a statewide multi-tiered behavioral framework

Build a system of collaboration across external and internal stakeholders

Engage in targeted outreach to coordinate with existing resources and initiatives that address student safety and behavioral health (i.e. school climate, restorative practices)

Goal 3- Expand the infrastructure to lead & support PBIS Implementation

Increase training & coaching capacity at all tiers on the PBIS continuum

Develop a comprehensive PBIS evaluation system

Goal 4- Develop a comprehensive PBIS evaluation system

State-Wide Evaluation Schedule

Develop Statewide Evaluation Team

Use Current and Future Evaluation Data to Regularly Inform Statewide Action Plan

Goal 5- Engage family and community members in PBIS

Incorporate PBIS shared mission and common language within community stakeholder groups' goals

## **GOAL 1 Strategically increase visibility and branding of PBIS:**

The PBIS framework needs to be openly marketed to and regularly shared with the State Department of Education, families, school based staff, school administration, and communities in an effort to increase awareness of the multi-tiered support framework and to promote access to technical assistance services and resources through the Connecticut PBIS Collaborative. In addition, the CSDE will share PBIS state-wide evaluation results and promote and publicly recognize model sites and provide an annual report on PBIS progress.

### **Performance measures:**

- enhance and deliver high-quality training to participating schools around the development of MTBF;
- expand the cadre of trained professionals in our state by building their capacity to deliver effective, meaningful support to schools and districts;
- promote PBIS Collaborative Strategic Plan;
- publicly recognize model and banners sites; and
- provided an annual report to the CSDE and the Connecticut State Board

## **Goal 2 Continue the alignment efforts and to build cross agency partnerships:**

The goal is to continue the alignment efforts and to build cross agency partnerships to have a more accurate picture of the type and amount of support currently provided to our districts. Gleaned from this information, the SCTG team can provide targeted district support. These collaborative efforts afford us the opportunity to jointly formulate strategies and execute them in a coordinated fashion.

**Comment [kt68]:** RAVIT: In my mind, when these goals are introduced, they should make sense to the reader as the most important things to focus on based on the data provided – we may want to think about how to structure the first section so that it clearly aligns with the goals we then develop as a result – the goals guide the strategic plan and the data (in the above sections) should inform the development of those goals – I think the link between the goals and the information provided in the first few sections isn't direct/clear enough and that the information delineated prior to sharing the goals should more clearly set us up for why these goals are the important ones...  
KIM: agreed once the document is reorganized-we will ensure the alignment

**Performance measures:**

- build a system of collaboration across external and internal boundaries;
- engage in targeted outreach to coordinate with existing resources and initiatives that address student safety and behavioral health;
- align initiatives with PBIS Framework (i.e. bullying, school climate, restorative practices, RULER); and
- collaborate and coordinate with the CSDE's Turnaround Office to support high need and low-performing districts/schools.

**Goal 3 Expand the infrastructure to lead & support PBIS Implementation:**

The most effective and efficient means of providing tiered support to districts is to continue our comprehensive statewide network where coordination and synchronization of coaching and leadership practices and procedures are occurring. The development of local coaching skills is the most efficient way to increase local adoption of this evidenced-based framework. By enhancing the skills of school coaches, Connecticut PBIS can better prepare and sustain schools for the hard work of building their tiered support structures.

**Performance measures:**

- continue to develop procedures for preparing districts for PBIS implementation, delivering training, and supporting and coaching districts
- Review data and outcomes and evaluate strengths, weaknesses and opportunities for growth

Documenting what PBIS looks like, how well it is being implemented, and how it affects social and academic behavior is essential for replicating, sustaining, and improving implementation at the local and state levels. Currently, the fidelity of implementation at all

tiers is evaluated through our PBIS Assessments, which is available to all schools working with the state PBIS Collaborative team.

The PBIS Assessments provide tools for assessing schools' current disciplinary practices, effectiveness in initial implementation, continued fidelity to the PBIS framework, and effective implementation of all four tiers. PBIS Assessment provides surveys for teams to use to examine their level of PBIS adoption and guides them through the process for improving implementation to benefit students, their families, and the overall school culture. Surveys are completed online, with reports immediately available as soon as a survey is submitted.

An analysis of state longitudinal data showing the successes in discipline, achievement, and attendance will help promote PBIS. Its availability would encourage increased buy in on multiple levels: from families, teachers, and administrators to local superintendents, state agency leaders, and legislators, by showing how PBIS is impacting school climate.

**Performance measures:**

- develop a state evaluation plan to measure context, support, fidelity, and student impact;
- create a data-reporting platform for End-of-the-Year (EOY); and
- expand the promotion of the PBIS recognition system.

**Goal 4 Develop a comprehensive PBIS evaluation system:**

A comprehensive evaluation plan, using an integrated process and outcome evaluation approach, will be implemented in each of the project's five years. A series of targeted questions

**Comment [kt69]:** Added evaluation section

**Comment [W70]:** Alice and Brandi – please read through and edit as you see fit/provide feedback.

will garner information on both the outcome evaluation and the critical implementation activities that directly influence outcomes (process evaluation).

Objective measures of progress for each goal will be established during the initial stages of implementation. Data sources, indicators, and targets will be defined for all process and outcome objectives. To ensure that the effectiveness of implementation strategies are examined, process data will be collected on a regular basis.

Evaluation instruments that may be utilized to collect the necessary process data include technical assistance and professional development logs, session evaluation forms, satisfaction surveys, and self-assessments of implementation. Outcome evaluation data will likely include data from multiple PBIS fidelity measures such as the, Tiered Fidelity Inventory (TFI), School-wide Evaluation Tool (SET) and Benchmarks of Quality (BoQ); as well as referral, and suspension and expulsion data from the School-Wide Information System (SWIS).

The evaluation team will also produce and disseminate an annual summative evaluation reports. These reports will be a compilation of all data gathered and will delineate progress towards the project's intended outcomes, the strategies and activities most effective in meeting these outcomes, significant project successes, and lessons learned.

#### **Performance measures:**

- State-Wide Evaluation Schedule
  - Consult with training partners
  - Common definitions, access, timelines
  - Post on relevant sites (NEPBIS, SERC, Schoology, etc.)

- Consider additional avenues to communicate with PBIS trained schools
- Incorporate throughout training materials
  - Focus on using evaluation data in year 3 to support action planning and sustain implementation
- PBIS Collaborative Regular Review of Statewide Evaluation Data for Decision Making
  - SCTG TFI evaluation data
  - PBIS Evaluation State-Wide Data
    - PBIS Assessment
    - SWIS (including disproportionality data)
- Celebration of Successes
  - Support state-wide recognition process
- Guide and monitor training and priorities
- Complete CT State-Wide PBIS Report
- Share/present evaluation data regularly with relevant stakeholders

#### **Goal 5 Engage community stakeholders in PBIS:**

Positive Behavioral Interventions and Supports (PBIS) is a framework that promotes a natural relationship between schools and other child-serving state agencies. This interconnected systems relationship enhances prevention, intervention, and mental health, and promotes improved outcomes for all children and youth. A collaborative relationship between schools, families, and community agencies can strengthen services, thus successfully meeting the emotional, behavioral, and academic needs of *all* students.



**Performance measures:**

- complete a review of goals and strategic plans for each state agency to evaluate for inclusion of shared beliefs and common language;
- complete a review of goals and strategic plans for community stakeholders to evaluate for inclusion of shared beliefs and common language;
- collaborate and support peer learning across multi-agency/organization partners; and
- increase partnerships with statewide initiatives that share the goals of PBIS.

**Comment [E571]:** Again add evaluation goals and objectives that we sent

**Comment [kt72]:** See above

**Comment [W73]:** These may fit well under our Goal 4 – what do you think (Brandi and Alice...?)

## POLICY IN CONNECTICUT

**Comment [W74]:** Kim and Don think a Policy section/implications for future policy would be useful. Would Jen be up for this piece...?

### Summary

**Positive Behavioral Interventions and Supports (PBIS)** is a systems approach to teaching and managing behavior in schools. The goal of establishing a PBIS system is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all students can achieve academically and socially. PBIS involves a continuum of evidence-based practices for all students, supported by all staff, and sustained in both classroom and non-classroom settings (such as hallways, buses, and restrooms). PBIS uses a systemic approach so that otherwise isolated parts of the school operate in tandem. Taking a behavioral approach to school-wide discipline creates an environment in which staff serves an important part of helping students achieve outcomes by choosing more effective, efficient, and desirable behaviors. In Connecticut, a statewide PBIS Collaborative has been established to standardize Connecticut's approach to training and supporting districts and school-based teams in PBIS implementation through shared training materials and resources.

In the fall of 2014, Connecticut was one of twelve states awarded the School Climate Transformation Grant (SCTG). Connecticut's focus is on building capacity of state-level PBIS trainers and coordinators, building capacity of districts to coordinate and implement PBIS, and aligning with current funding sources.

As of 2014-2015, approximately 39 percent of Connecticut's schools from more than 60 percent of the state's districts have completed at least one year of the PBIS training series. Nationally and statewide, the majority of schools participating in PBIS are at the elementary level. However, the percentage of middle and high schools participating in training has increased over the last several years. In 2008-2009, approximately 23 percent of all schools trained in Connecticut were middle and high schools. By 2014-2015, that number had grown to nearly 35 percent. Behavioral data and school-outcome data

from recent years has provided evidence that CT schools are improving their PBIS implementation fidelity and school outcomes data. In the coming years, Connecticut schools will continue to have opportunities for PBIS training through the School Climate Transformation Grant and other training sessions offered by the SERC and the RESC's. This 5-year strategic plan has articulated the scope and direction of this work as scale-up efforts continue around our state. Connecticut's PBIS Collaborative will provide a platform to ensure that training and technical assistance communicates the core features needed to implement the PBIS framework to fidelity.

## Glossary of Terms

**Association for Positive Behavior Support (APBS):** The Association for Positive Behavior Support is an active body, focusing its attention on dissemination, education, and public policy efforts.

**Banner and Model Schools:** The Connecticut PBIS Model Schools Project recognizes schools for successfully implementing school-wide systems for Positive Behavioral Interventions and Supports (PBIS) and using their data to ensure diminishing racial disparities, continued improvement and systematic fidelity.

**Benchmarks of Quality (BoQ):** An instrument completed yearly by PBIS Teams to identify areas of success and areas of improvement.

**Center for Behavioral and Educational Research (CBER):** To conduct rigorous research and translate and disseminate empirically-supported practices that promote equity and improve educational outcomes for all learners, especially those with or at risk for learning and behavioral difficulties.

**Connecticut PBIS Collaborative:** The Connecticut State Department of Education (CSDE) has joined with SERC, the Center for Behavioral Education and Research (CBER) at the University of Connecticut and five Regional Educational Service Centers (RESCs) to establish the Connecticut PBIS Collaborative.

**Expulsion:** An exclusion from school privileges for more than ten consecutive school days.

**In-school suspension (ISS):** An exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school.

**Office Discipline Referral (ODR):** A teacher referral of a student to the office due to behavior that requires administrative intervention.

**Out-of-school suspension (OSS):** An exclusion from school privileges or from transportation services only for no more than ten consecutive school days.

**Multi-Tiered Behavioral Framework (MTBF):** provides guidance for the selection, integration, and implementation of the best evidence-based behavioral practices for improving behavioral outcomes for all students.

**National Technical Assistance Center on PBIS:** Established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework.

**NorthEast School-Wide PBS (NEPBIS):** PBIS Network Leadership Forum, and join us to develop a professional PBIS network that will enhance our capacity to work smarter and more effectively on PBIS framework implementation in the northeast states.

**NorthEast School-Wide PBS Training of Trainers:** One of the specific goals of the CT SCTG is building and enhancing the network of state-level trainers who provide on-going, sustainable MTBF training and coaching to districts.

**PBIS APPS:** It is the developer of the School-Wide Information System (SWIS) Suite, PBIS Assessment, and PBIS Evaluation.

**PBIS Assessment:** Web-based application designed to assist in high fidelity, sustained implementation of schoolwide positive behavioral interventions and supports.

**PBIS Evaluation:** Web-based application combining data from SWIS and PBIS Assessments across all schools within a state, region, or district.

**Positive Behavioral Interventions and Supports (PBIS):** A framework designed to enhance academic and social-behavior outcomes by implementing a continuum of evidence-based interventions.

**Regional Educational Service Center (RESCs):** Six agencies, strategically located in service districts throughout the state of Connecticut, established for the purpose of sharing services designed to improve the effectiveness of the educational programs of member school systems.

**School Climate Transformation Grant (SCTG):** A five-year award to assist state agencies in developing, enhancing and expanding their statewide systems of support for, and technical assistance to, local education agencies (LEAs) and schools implementing an evidence-based, multi-tiered behavioral framework (MTBF).

**School-wide Evaluation Tool (SET):** Designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year.

**School Wide Information System (SWIS):** Web-based software used for gathering, entering, summarizing, reporting, and using office discipline referral information.

**Scientific Research-Based Interventions (SRBI) or Response to Intervention (RtI):** A general educational framework that involves evidence-based instruction and interventions and regular monitoring of student progress.

**State Education Resource Center:** provides professional development and information dissemination in the latest research and best practices to educators, service providers, and families throughout the state, as well as job-embedded technical assistance and training within schools, programs, and districts.

**Scientific Research-Based Interventions (SRBI) Team:** A joint effort of regular and special education to identify and plan alternative instructional/behavioral strategies for children prior to or in lieu of a special education referral.

**Self-Assessment Survey (SAS):** Used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems.

**Team Implementation Checklist (TIC):** Checklist designed to be completed by the PBIS Team to monitor activities for implementation of PBIS in a school.

**Tiered Fidelity Inventory (TFI):** Provides a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports.

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# CT PBIS COLLABORATIVE

## WILDER COLLABORATION FACTORS INVENTORY

### DATA BRIEF

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## BACKGROUND INFORMATION

### Introduction

In December 2015, members of the Connecticut Positive Behavior Interventions and Supports (CT PBIS) Collaborative were asked to complete the Wilder Collaboration Factors Inventory, a research-based tool used to help groups assess where they stand on factors needed for a successful collaboration.<sup>1</sup> The instrument is designed to be a diagnostic tool used periodically throughout a group's lifespan and as a springboard for constructive discussion around the strengths and weaknesses of the collaboration. The inventory includes 20 factors, each corresponding to between one and three survey items, grouped into six categories: environment, membership characteristics, process and structure, communication, purpose, and resources.

### Respondents

An invitation to complete the inventory was emailed to 18 members of the CT PBIS Collaborative on December 9, 2015. The online survey remained open for one week. Two-thirds (66.7%) of members responded, with the majority of non-responders coming from the RESCs.

Table 1: Response Rate

Organization	Members	Respondents	Response Rate
SERC	5	5	100.0%
CSDE	2	2	100.0%
UConn	4	3	75.0%
RESCs	7	2	28.6%
Total	18	12	66.7%

Respondents were asked two questions about their participation in the Collaborative: 1) how would you describe your current level of involvement; and 2) approximately how many years have you been a member. Almost all respondents described their current level of involvement as either "some" (50.0%) or "extensive" (41.7%). On average, respondents indicated they had been a Collaborative member for 4.2 years, with the group evenly split between those who had been a member for less than 5 years (50.0%) and those who had been a member for 5 years or more (50.0%).

Table 2: Respondents' Participation in the Collaborative

Current Level of Involvement			Number of Years as a Member		
No involvement	0	0.0%	Less than 5 years	6	50.0%
Minimal involvement	1	8.3%	5 years or more	6	50.0%
Some involvement	6	50.0%	Total	12	100.0%
Extensive involvement	5	41.7%	Note: mean=4.2 years, st. dev=2.3 years, min=1.0 year, and max=9.0 years.		
Total	12	100.0%			

<sup>1</sup> Mattessich, P., Murray-Close, M., and Monsey, B. (2001). Collaboration: What Makes It Work (2 ed.). St. Paul: Amherst H. Wilder Foundation.

## FACTORS OF COLLABORATION

Each of the 40 items on the Wilder Collaboration Factors Inventory was given as a statement and respondents were asked to respond using a 5-point scale: strongly disagree (=1), disagree (=2), neutral (=3), agree (=4), and strongly agree (=5). The survey items and factors were scored according to Wilder Inventory guidelines which recommend averaging across all ratings for individual items and for items within a given factor.<sup>2</sup> General guidelines for interpreting the mean scores include:

- Scores of 4.0 or higher show a strength and probably do not need special attention;
- Score of 3.0 to 3.9 are borderline and should be discussed by the group to see if they deserve attention; and
- Scores of 2.9 or lower reveal a concern and should be addressed.

The mean factor and item scores for the CT PBIS Collaborative are illustrated in Figures 1-6 on the following pages. Scores are color-coded according to the above noted guidelines (green, purple, and orange, respectively). Differences in mean scores by demographics (length of membership and level of involvement) were also analyzed, and any significant differences are noted as such at the bottom of each figure.<sup>3</sup> Lastly, any written comments or suggestions offered by survey respondents are provided verbatim on the final page.

### *Environmental Characteristics*

Environmental Characteristics describe how effectively groups have worked together in the past, the current political and social climate in which groups work, and the community's perception of the legitimacy of the collaboration's leadership.

Figure 1: Mean Factor and Item Scores for Environmental Characteristics

<b>Factor: History of collaboration or cooperation in the community</b>		<b>3.8</b>
1. Organizations in our collaborative group have a history of working together.		4.1
2. Trying to solve problems through collaboration has been common in this community. It's been done a lot before.		3.5
<b>Factor: Collaborative group seen as a legitimate leader in the community</b>		<b>3.5</b>
3. Leaders in this community who are not part of our collaborative group seem hopeful about what we can accomplish.		3.1
4. Others in this community who are not a part of this collaboration would generally agree that the organizations involved in this collaborative are the "right" organizations to make this work.		3.8
<b>Factor: Favorable political and social climate</b>		<b>4.3</b>
5. The political and social climate seems to be "right" for a collaborative like this one.		4.2
6. The time is right for this collaborative.		4.3

Significant demographic difference for item 2: member for 5 years or more (mean=4.0) versus member for less than 5 years (mean=3.0).

<sup>2</sup> See Mattessich, et. al., 2001, p. 41-42.

<sup>3</sup> Differences were analyzed based on: 1) length of membership: member for 5 years or more versus member for less than 5 years; and 2) level of involvement: extensive involvement versus minimal/some involvement. Significant differences indicate a difference greater than one standard deviation of the overall mean score.



### Membership Characteristics

Membership Characteristics relate to the perceptions and attributes of collaborative group members, the ability of members to compromise, and members' level of self-interest and investment in the group.

Figure 2: Mean Factor and Item Scores for Membership Characteristics

<b>Factor: Mutual respect, understanding, and trust</b>		<b>3.6</b>
7. People involved in our collaborative group always trust one another.	2.8	
8. I have a lot of respect for the other people involved in this collaboration.	4.4	
<b>Factor: Appropriate cross-section of members</b>		<b>3.5</b>
9. The people involved in our collaboration represent a cross section of those who have a stake in what we are trying to accomplish.	4.1	
10. All the organizations that we need to be members of this collaborative group have become members of the group.	2.9	
<b>Factor: Members see collaboration as in their self-interest</b>		<b>4.4</b>
11. My organization will benefit from being involved in this collaboration.	4.4	
<b>Factor: Ability to compromise</b>		<b>3.6</b>
12. People involved in our collaboration are willing to compromise on important aspects of our work.	3.6	

Significant demographic difference for item 11: extensive involvement (mean=4.8) versus minimal/some involvement (mean=4.1).

Significant demographic difference for item 12: member for 5 years of more (mean=4.2) versus member for less than 5 years (mean=3.0).

### Process and Structure

Process and Structure factors include levels of participation and decision-making, tools for developing consensus, adaptability and pace.

Figure 3: Mean Factor and Item Scores for Process and Structure

<b>Factor: Members share stake in process and outcome</b>		<b>3.8</b>
13. The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.	3.2	
14. Everyone who is a member of our collaborative group wants this work to succeed.	4.3	
15. The level of commitment among the collaborative members is high.	3.9	
<b>Factor: Multiple layers of participation</b>		<b>3.2</b>
16. When the collaborative group makes major decisions, there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	3.8	
17. Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.	2.7	

Figure continued on the next page.

Figure 3: Mean Factor and Item Scores for Process and Structure (continued)

<b>Factor: Flexibility</b>		<b>3.6</b>
18. There is a lot of flexibility when decisions are made; people are open to discussing different options.		3.7
19. People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.		3.5
<b>Factor: Development of clear roles and policy guidelines</b>		<b>3.0</b>
20. People in this collaborative group have a clear sense of their roles and responsibilities.		3.1
21. There is a clear process for making decisions among the partners in this collaboration.		2.8
<b>Factor: Adaptability</b>		<b>3.9</b>
22. This collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.		3.8
23. This group has the ability to survive even if it had to make major changes in its plans or add some new members in order to reach its goals.		4.0
<b>Factor: Appropriate pace of development</b>		<b>3.7</b>
24. This collaborative group has not tried to take on too much at too fast a pace.		3.8
25. We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative.		3.6

Significant demographic difference for item 18: member for 5 years of more (mean=4.2) versus member for less than 5 years (mean=3.2).

## Communication

Communication refers to the channels used by the collaborative partners to send and receive information, keep one another informed, and convey opinions to influence the group's actions.

Figure 4: Mean Factor and Item Scores for Communication

<b>Factor: Open and frequent communication</b>		<b>4.0</b>
26. People in this collaboration communicate openly with one another.		3.6
27. I am informed as often as I should be about what goes on in the collaboration.		4.2
28. The people who lead this collaborative group communicate well with the members.		4.2
<b>Factor: Informal relationships and communication links</b>		<b>4.1</b>
29. Communication among the people in this collaborative group happens both at formal meetings and in informal ways.		4.0
30. I personally have informal conversations about our work with others who are involved in this collaborative.		4.2

Significant demographic difference for item 27: member for 5 years of more (mean=4.7) versus member for less than 5 years (mean=3.7).

## Purpose

Purpose refers to the reasons for the development of the collaborative effort, the result or vision the collaborative group seeks, and the specific tasks or projects the collaborative group defines as necessary to accomplish.

Figure 5: Mean Factor and Item Scores for Purpose

<b>Factor: Concrete, attainable goals and objectives</b>		<b>3.3</b>
31. I have a clear understanding of what our collaboration is trying to accomplish.		3.6
32. People in our collaborative group know and understand our goals.		3.2
33. People in our collaborative group have established reasonable goals.		3.2
<b>Factor: Shared vision</b>		<b>4.1</b>
34. The people in this group are dedicated to the idea that we can make this collaborative work.		4.3
35. My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others.		3.8
<b>Factor: Unique purpose</b>		<b>4.2</b>
36. What we are trying to accomplish with our collaborative would be difficult for any single organization to accomplish by itself.		4.2
37. No other organization in the community is trying to do exactly what we are trying to do.		4.3

## Resources

Resources include the financial and human input necessary to develop and sustain a collaborative group.

Figure 6: Mean Factor and Item Scores for Resources

<b>Factor: Sufficient funds, staff, materials, and time</b>		<b>3.0</b>
38. Our collaborative group has adequate funds to do what it wants to accomplish.		2.6
39. Our collaborative group has adequate "people power" to do what it wants to accomplish.		3.5
<b>Factor: Skilled leadership</b>		<b>4.3</b>
40. The people in leadership positions for this collaboration have good skills for working with other people and organizations.		4.3

Significant demographic difference for item 40: extensive involvement (mean=5.0) versus minimal/some involvement (mean=3.9).

## General Comments

- *There is renewed excitement in this group being able to move forward. It is particularly good to have CSDE on board at the level they are.*
- *I had a hard time with the anchors for items, as I feel strongly positive about the strengths in our leadership and many members of the team are open to collaboration and flexible approaches. We also have members who are less open. Given that, some of my ratings reflect the diversity among the perspectives of folks...so I may have agreed with the positive statements for some/most of our team, but not all. I also have enjoyed the conversations where we are trying to develop goals and action steps, but we haven't solidified those yet. So, I anticipate those ratings looking much more positive the next time we do this!*
- *As we transition to new mission and goals for the collaborative, I am very optimistic about our capacity and ability to effect change and leverage resources across the state. After we establish our goals, it will also be important to fold in additional stakeholders in some capacity.*