

# Delaware Positive Behavior Support Project 2015-2016 Annual Report

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## Contact Us

### Delaware Department of Education:

Tracy Neugebauer  
SPDG Director

Tracy.Neugebauer@doe.k12.de.us

Linda Smith  
DE-PBS Co-Project Director  
Linda.Smith@doe.k12.de.us

### UD Center for Disabilities Studies:

Debby Boyer  
DE-PBS Co-Project Director  
DBoyer@udel.edu

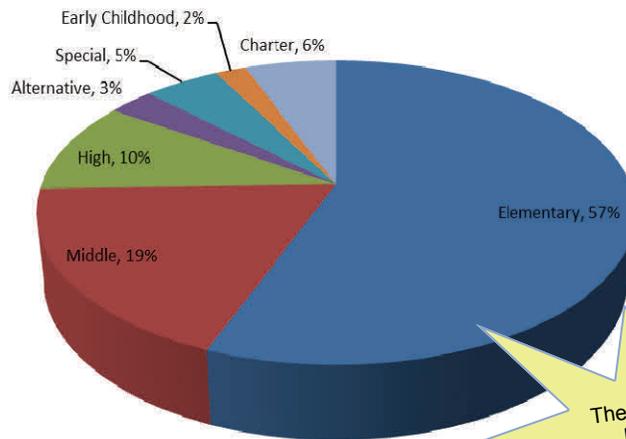
## Grant Supports:

- State Personnel Development Grant (SPDG)
- School Climate Transformation Grant: School Climate and Student Success (SCSS)

## Introduction

The Delaware Positive Behavior Support (DE-PBS) Project is a statewide initiative that provides professional development, technical assistance and coaching to Delaware educators. Positive Behavior Support is a framework for promoting positive school climate and responding to problem behavior within a multi-tiered system of supports (MTSS). The first tier, School-wide PBS, uses universal strategies implemented throughout the school to support the prosocial behavior of all students. The second tier applies additional strategies for students who need more support at this targeted level. For the remaining approximately 5% of students who do not respond to universal and targeted strategies, individualized supports are developed at the third tier. These systems and practices support the overall outcomes and vision of the project: to create safe and caring learning environments that promote the social-emotional and academic development of all children.

Percentage of Active DE-PBS Schools by Population Served



The 147 active DE-PBS schools represent 66% of public schools.

## What We Do

- Provide professional development to schools at tiers 1, 2 and 3 in order to support implementation of comprehensive MTSS
- Build MTSS capacity through supporting district level DE-PBS coaches
- Monitor and evaluate MTSS in Delaware schools
- Provide high quality surveys and evaluation tools to assess fidelity, monitor progress, and determine the impact on student outcomes



# School Climate Transformation Grant: School Climate and Student Success

## Fast facts about the SCTG:

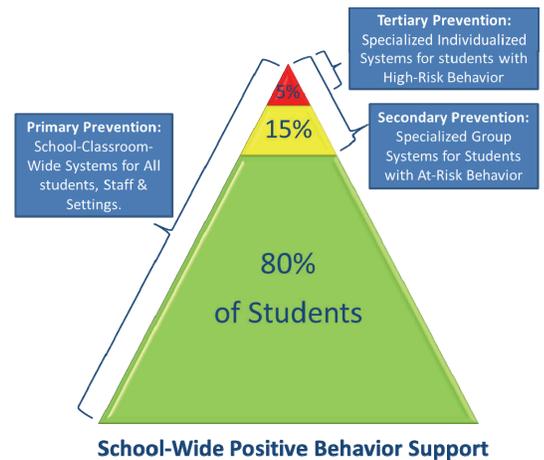
- DDOE received the SCTG in October 2014
- Delaware received one of only 13 State Education Agency's School Climate Transformation Grants
- DE-PBS and DDOE together partner with three districts representing nine schools

## DE-PBS Acronyms

- **SCTG:** School Climate Transformation Grant
- **SPDG:** State Personnel Development Grant
- **SCSS:** School Climate and Student Success
- **MTSS:** Multi-Tiered System of Supports
- **DDOE:** Delaware Department of Education
- **TA:** Technical Assistance
- **DSCS:** Delaware School Climate Survey
- **SWPBS:** School-wide Positive Behavior Support
- **KFE:** Key Feature Evaluation
- **DDRT:** Discipline Data Reporting Tool
- **NA:** Needs Assessment
- **TFI:** Tiered Fidelity Inventory
- **PTR:** Prevent-Teach-Reinforce
- **IEP:** Individualized Education Program
- **ODR:** Office Discipline Referral

## Goals

- 1) To increase the state's capacity to provide training and technical assistance (TA), which includes enhancing the capacity of districts to support schools' implementation of multi-tiered system of supports (MTSS)
- 2) To improve school climate and behavioral outcomes for all students through MTSS



## 2015-2016 Update

**417** TA events were provided to the SCTG-SCSS partnering districts and selected schools.

On the student version of the Delaware School Climate Survey, **7 of 9** selected schools had at least 1 subscale score increase by **10%** or increase to "meet" or "exceed" the state average.

### Yearly Milestones:

- The development of new training materials, creation of tools designed to support coaching and implementation efforts, building knowledge of the implementation team, and supporting Local Education Agency (LEA) contacts to build their coaching skills and lay the groundwork for leadership team development.
- SCSS Project staff presented at the 2015 National PBIS Leadership Forum, the 2016 National Association of School Psychologists Conference, and the 2016 Northeast PBIS Network Leadership Forum (NEPBIS).

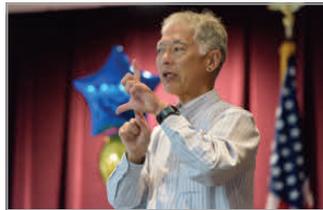
### Grant Schools:

- The focus was on establishing district leadership teams and assessing the initial training needs, based on schools' current level of MTSS implementation, and providing TA accordingly. Over 50% of indicators met the intended target.

# Tier 1

## 2015-2016 DE-PBS Conference

The DE-PBS Project hosted Dr. George Sugai, renowned speaker and co-director of the National Center on PBIS, at our state-wide conference on October 29<sup>th</sup>, 2015. The conference focused on how schools can implement a multi-tiered system of supports (MTSS) framework to promote positive school climate and address the needs of students at Tier 1, Tier 2 and Tier 3. Additional guest speakers from DE-PBS schools shared their experiences and recommendations for implementing specific elements of an MTSS for behavior.



Dr. George Sugai gives his keynote address.



Audience members participate in a presentation at the DE-PBS Conference

The average satisfaction score for Tier 1 PD sessions was 3.55, indicating that participants were satisfied overall.

### By the Numbers:

288 people from 115 schools and 17 districts attended the **DE-PBS Conference**

77 people from 24 schools and 8 districts attended the **SWPBS Training: Correcting Problem Behavior and Developing Self-Discipline**

27 people from 15 schools and 8 districts attended **SWPBS Training: Day 1**

37 people from 14 schools and 8 districts attended **DE-PBS Secondary Forum**

132 people from 57 schools and 12 districts attended the **DSCS Workshop**

74 people from 11 schools and 7 districts attended **SWPBS Tier 1 Team Training**

### Tier 1 School-wide PBS Trainings:

- DE-PBS Conference
- SWPBS Training: Correcting Problem Behavior and Developing Self-Discipline
- SWPBS Overview Training
- DE-PBS Secondary Forum
- DSCS Workshop
- Tier 1: SWPBS New Team Training



### DE-PBS Schools' Average Yearly Referral Rate

Grade Level	Average Yearly Referral Rate
Elementary	1.78
Middle	8.59
High	7.81
Alternative	2.79
Special	3.96
Early Childhood	0.60
Other	0.80

The statewide average referral rate per 100 students was **0.65**

**72** schools completed the DDRT this year

## DE-PBS Data Sources

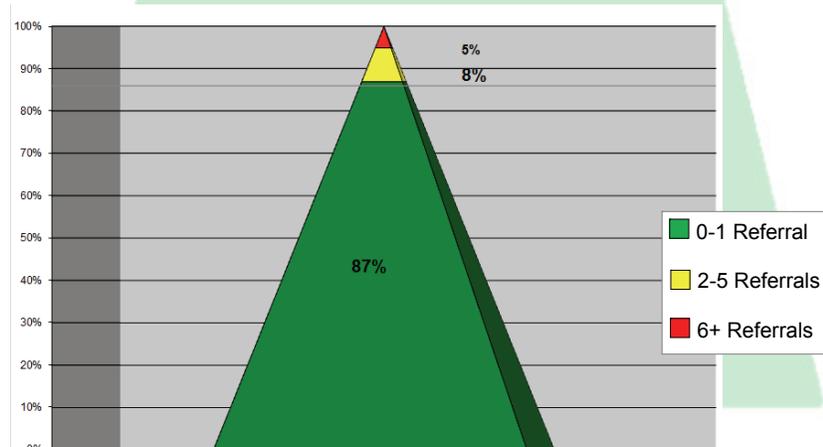
The DE-PBS Project supports the use of multiple data sources at each tier. At Tier 1, the following data sources guide decision making, action planning and progress monitoring:

- Delaware Assessment of Strengths and Needs (DASN)
- Delaware School Climate Survey (DSCS)
- Discipline Data Reporting Tool (DDRT)
- Key Feature Evaluation (KFE)

## ODR: Discipline Data Reporting Tool (DDRT)

The Project supports the collection of office discipline referral data through the use of the Discipline Data Reporting Tool (DDRT) at the school level. These data allow the Project to view a snapshot of behavior for participating schools. Additional ways to view data and make comparisons are included in the DDRT template for schools to utilize.

### 2015-2016 Statewide Referrals by Student



# Tier 1 Continued

## DSCS Fast Facts:

- Used in DE schools since 2004
- In the 15-16 SY, over 42,000 students, 6,000 teachers, and 17,500 families participated in the DSCS
- 154 schools participated in the survey in the 15-16 SY, which represents 68% of the schools in the state
- All grade levels reported an average total school climate rating above 2.5 on a 4.0 scale
- On the Student Social and Emotional Competencies Scale (based off of the Collaborative for Academic, Social, and Emotional Learning [CASEL] model) total scale average ratings for all grade levels were above 3.0 on a scale of 4.0

## 2015-2016 DSCS Scales and Subscales

- **School Climate:** Teacher-Student Relations; Student-Student Relations; Clarity of Expectations; Fairness of Rules; School Safety; Student Engagement School-wide; Bullying School-wide; Teacher-Home Communications; Staff Relations; Satisfaction with School
- **Techniques:** Positive Behavior Techniques; Punitive Disciplinary Techniques; Social Emotional Learning Techniques
- **Student Engagement:** Behavioral; Emotional; Cognitive
- **Bullying Victimization:** Physical; Verbal; Social/Relational; Cyberbullying
- **Student Social and Emotional Competencies:** Responsible Decision-Making/Responsibility; Understanding How Others Think and Feel/Social Awareness; Self-Management of Emotions and Behavior; Relationship Skills

## Delaware School Climate Survey (DSCS)

The Delaware School Climate Survey (DSCS) is supported by the DDOE and administered through the DE-PBS Project under the leadership of Dr. George Bear (University of Delaware School of Education). The DSCS provides schools with a free, brief, useful measure of school climate by assessing how students, teachers/staff, and parents perceive the school environment. Each of the subscales included on the survey is grounded in research and theory as to its importance in academic achievement and social-emotional development. The DSCS consists of subscales measuring important dimensions of school climate and related areas:

Student Scales	Teacher/Staff Scales	Home Scales
<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Techniques</li> <li>• Bullying Victimization</li> <li>• Student Engagement</li> <li>• Student Social and Emotional Competencies</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• School Climate</li> <li>• Bullying Victimization</li> <li>• Student Engagement</li> </ul>

Data interpretation guides are provided to participating schools, along with reports that include cross year comparison graphs and that highlight areas of strengths and needs. The surveys are offered to schools statewide, regardless of whether or not they are a DE-PBS school.

Visit the DE-PBS website under School Climate to access the climate data report interpretation worksheets.

## DSCS Longitudinal Data

Through longitudinal data analyses (2012-2016), changes in students' perceptions of school climate were examined, as measured by the DSCS-Student version. The guiding question was: *Did students' perceptions of school climate improve from 2012 to 2016 in elementary, middle, and high schools? If so, were improvements found across all seven aspects of school climate measured by the Delaware School Climate Scale-Student?*

### Major points:

- Results showed that on the total score for school climate, students' perceptions of school climate were **quite favorable**, especially in elementary schools, and they **improved significantly** from 2012 to 2016.
- Across elementary, middle, and high schools, scores **improved significantly** on all seven subscales, except for the Bullying School-wide subscale scores in middle schools.
- Overall, results are **very favorable**. Improvements in school safety and bullying (in elementary and high schools) were perhaps most impressive, especially in light of these being areas reviewed unfavorably by students over the years.

# Tier 1 Continued



**School-wide PBS Tier 1—Program Development and Evaluation:**  
Includes use of data, problem-solving teams, and professional development resources



**Prevention: Implementing School-Wide and Classroom Systems:**  
Examines positive relations, school-wide behavioral expectations, teaching of expectations, an acknowledgement system, and safety



**Correcting Problem Behavior:**  
Looks at discipline procedures and problem solving practices



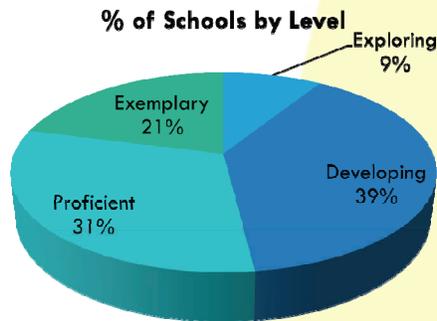
**Developing Self-Discipline:**  
Examines social and emotional teaching of skills

## Key Feature Evaluation (KFE) of SWPBS Framework

The DE-PBS Key Feature Evaluation (KFE) is a tool used to provide feedback to schools based on their Tier 1: School-wide PBS (SWPBS) program and implementation in four major areas:

- Program Development & Evaluation
- Prevention: Implementing School-wide & Classroom Systems
- Correcting Behavior Problems
- Developing Self-Discipline.

Based on evaluation performance, schools earn a level of implementation ranging from “exploring” to “exemplary” for their overall program and each of the four areas.



**35 Key Feature Evaluations in 2015-2016!**

**From 2011-2016 52% of schools evaluated received a Proficient or Exemplary level of PBS implementation!**

### Phase Recognition

The DE-PBS Project offers annual recognition to schools that exemplify specific components of the Key Features of implementation. This multi-phase system provides an opportunity to recognize schools that continue to grow and expand their systems to support students across all three tiers.

Phase	Domain
Phase 1	School-wide PBS
Phase 2	Advanced School-wide PBS

#### Phase 1

Schools at Phase 1 have a strong foundation with key components in place.

#### Phase 2

Schools at Phase 2 have the foundation components in place, as well as systems to sustain their program and strategies to promote social-emotional learning and develop self-discipline.

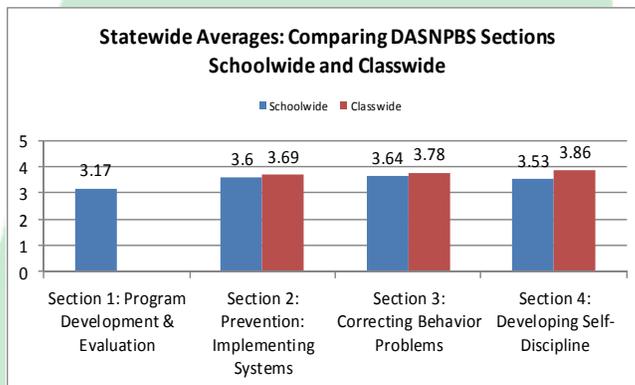
### 2015-2016 Recognitions

12 schools at Phase 2
6 schools at Phase 1

## Delaware Assessment of Strengths and Needs (DASNPBS)

The DASNPBS is aligned to Delaware’s Key Features of Positive Behavior Support. This staff survey is designed to help schools assess their strengths and needs in the four major components of the school-wide framework:

- Program Development and Evaluation
- Prevention: Implementing School-wide and Classroom Systems
- Correcting Behavior Problems
- Developing Self-Discipline



12 schools utilized the DASNPBS in the 2015-2016 school year. Each school selected 1-2 sections on which they wanted to focus, and they set their own timeline for survey administration. Upon completion, the team receives a summary report from the PBS project. Across the past two school years, schools generally rated the classroom components slightly higher than the school-wide components. Each item on the survey is rated on a 1-5 scale.

# Tier 2

## Summary

- The content covered during DE-PBS Tier 2 professional development included:
- How to create effective and efficient Tier 2 Systems to support the implementation of evidence-based interventions
  - Developing procedures to structure Tier 2 discussions, match students to interventions, and evaluate intervention effectiveness
  - Action planning on areas for improvement and expansion in current Tier 2 systems
  - Instruction and practice for implementing an evidence-based social skills curriculum focused on teaching students how to make and keep friends

### Tier 2 Trainings:

- ◇ Targeted Team
- ◇ PEERS

### By the Numbers:

61 people from 17 schools and 9 districts attended **Targeted Training**

47 people from 15 schools and 8 districts attended **PEERS** training

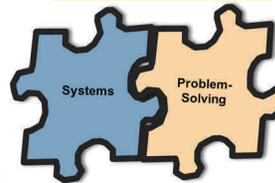
### Satisfaction:

The average satisfaction score for Tier 2 PD sessions was **3.64**, indicating that participants were very satisfied overall.

### Tier 2 teams have...

#### System Conversations

Uses process data; evaluates overall effectiveness; does not involve discussion of individual students



#### Problem Solving Conversations

Matches students to interventions and monitors progress, making adjustments as needed

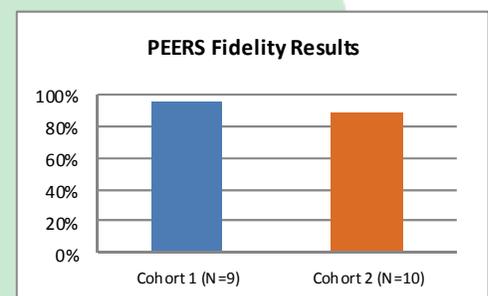
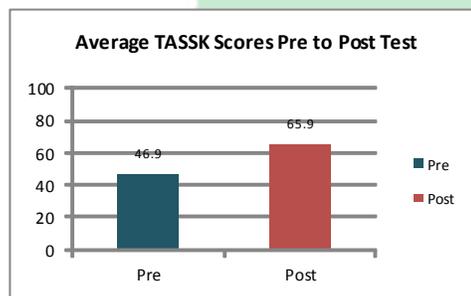
## Program for the Education and Enrichment of Relational Skills (PEERS)

PEERS is an evidence-based social skills program for secondary students. The instruction of this 16-week curriculum focuses on the skills related to making and keeping friends and managing peer conflict and rejection. Group facilitators are trained in using the PEERS curriculum with students in middle school. Facilitators receive follow-up coaching and data collection support.

### Major points:

- Results showed that on a test of social skills knowledge, adolescent students in both cohorts **significantly improved** their scores from the pre to post test.
- Similar ratings of how teachers perceived the social skills of the students in each cohort also **improved significantly** from the pre to the post test.
- The PEERS program was implemented with **strong fidelity** in both cohorts.

Test of Adolescent Social Skill Knowledge (TASSK)



### PEERS Testimonials

The students now have a nice group of core friends that they get to see on a regular basis.

I have seen growth in some of my student's interests and involvement in extracurricular activities. This has been a new and enriching activity for these students.

I have realized that these are skills that I take for granted, and some people really do need to be taught how to have a conversation and the rules behind functioning in a social environment.

Students gained confidence on joining conversations and planning get-togethers.

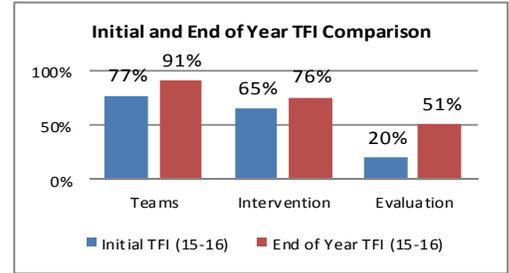
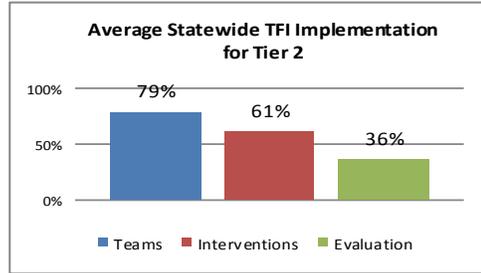
# Tier 2 Continued

## The Tier 2 TFI Explores...

- Team Composition
- Team Operating Procedures
- Screening
- Request for Assistance
- A Sufficient Array of Tier 2 Interventions
- Tier 2 Critical Features
- Practices Matched to Student Needs
- Access to Tier 1 Supports
- Professional Development
- Level of Use
- Student Performance Data
- Fidelity Data
- Evaluation

## Tiered Fidelity Inventory (TFI) Data Source

The purpose of completing a TFI is to see the extent to which PBIS core features are in place within a school. Currently, the DE-PBS Project explores TFI reporting at the Tier 2 (Targeted) level. Schools typically complete this inventory with an external coach to ensure scoring accuracy. Schools can utilize TFI reporting in four different ways: as a formative assessment, for progress monitoring, as a self-assessment, and/or for state recognition. Upon completion of the TFI, the school's scores are entered and they receive an item analysis and a graph comparing their scores over time.



## Tier 3

### Prevent-Teach-Reinforce (PTR)

In fall 2015, the DE-PBS Project in collaboration with DDOE under the State Personnel Development Grant (SPDG) welcomed Dr. Rose Iovannone from the University of South Florida to present part one of the Prevent-Teach-Reinforce (PTR) model to an audience of **51 educators** from **28 different schools**, representing **11 school districts**. PTR is a Tier 3 behavior intervention process for completing Functional Behavior Assessments and developing Behavior Intervention Plans. This is a team-driven process, led by a facilitator and aligned with RtI/Problem-Solving approaches.

In spring 2016, participants returned for part two of the workshop where Dr. Iovannone focused on behavior intervention development and implementation. Dr. Iovannone guided participants in the process for selecting interventions based on a completed hypothesis and also shared strategies for developing prevention, teaching, and reinforcing interventions with teachers. There was a total of **23 people in attendance**, which included **10 school districts** and **17 schools**.

### IEP Workshops

To enhance the behavioral success of students in need of Tier 3 supports, the DE-PBS Project held professional development focused on IEP development as a data-driven process related to behavioral goals and social-emotional supports. To provide ongoing technical assistance post-training, the project incorporated group trainings, individual coaching, and online collaboration to support educators in their development and implementation of IEPs addressing behavioral and social/emotional needs.

## Phase Recognition

Phase	Domain
Phase 3	Establishing Tier 2: Problem-Solving Team
Phase 4	Tier 2-Targeted Team (Systems Conversations)

### Phase 3

Phase 3 was revised for the 2015-2016 recognition year. With this revision, phase 3 focuses more on the establishment of group-based interventions, rather than on student case summaries.

### Phase 4

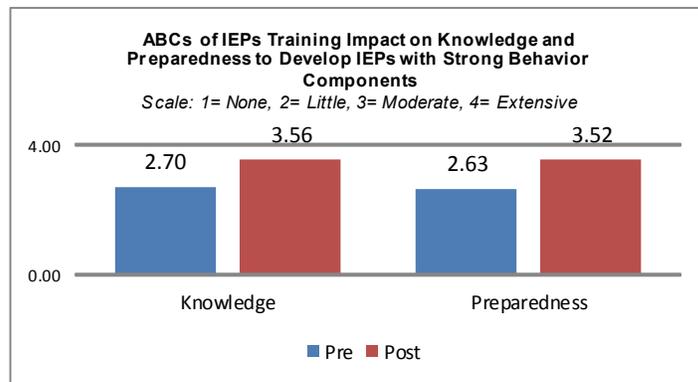
Phase 4 is **new** to the phase recognition process. It focuses on Tier 2 systems rather than problem solving for individual students at Tier 2.



## 2015-2016 Recognitions

1 school at Phase 4

8 schools at Phase 3



# Tier 3 Continued

## Person-Centered Planning

### Tier 3 Trainings:

- ◇ IEP Workshops
- ◇ Prevent-Teach-Reinforce (PTR): Days 1 and 2
- ◇ Person-Centered Planning

A workshop on Person-Centered Planning (PCP) was offered in summer 2016 to assist interested schools and programs in facilitating person-centered processes. PCP utilizes values and strategies that can be used to assist individuals [or teams] in creating a vision for the future and a plan for working with others toward realizing that vision (Impact, 1998). The focus was on two action plan development processes; MAPs (Making Action Plans) and PATHs (Planning Alternative Tomorrows with Hope). Participants learned how these tools can be used effectively to support individuals by bringing the key people in a person's life together to create and support an action plan. Participants engaged in activities that included practicing facilitation skills and recording the information using pictures and words on the MAP and PATH plan templates.



### By the Numbers:

807 people from more than 66 schools and 6 districts attended the various IEP Workshops

82 people from 53 schools and 22 districts attended PTR training

59 people from 23 schools and 11 districts attended Person-Centered Planning

## Future Steps

In addition to maintaining professional development and coaching activities related to PBS/MTSS implementation, there are several expansions planned for next year:

- Complete modules 2 and 3 of the Team Leader Module series, designed to build the capacity of team leaders and district coaches to guide MTSS implementation
- Design professional development learning opportunities that address areas of need identified by the Delaware School Climate Survey data
- Increase the number of schools implementing MTSS with fidelity at Tier 1 and Tier 2
- Pilot a Tier 3 system fidelity measure
- Support schools to integrate multiple initiatives with similar goals under an MTSS framework so that resources are used efficiently and effectively

### Connect with the Delaware Positive Behavior Support Project:

- ◇ Find us on Twitter @DelawarePBS
- ◇ Visit our website at [www.delawarepbs.org](http://www.delawarepbs.org)

### Satisfaction:

The average satisfaction score for Tier 3 PD sessions was 3.62, indicating that participants were very satisfied overall.

University of Delaware  
Center for Disabilities Studies  
461 Wyoming Road  
Newark, DE 19716  
(302) 831-6974