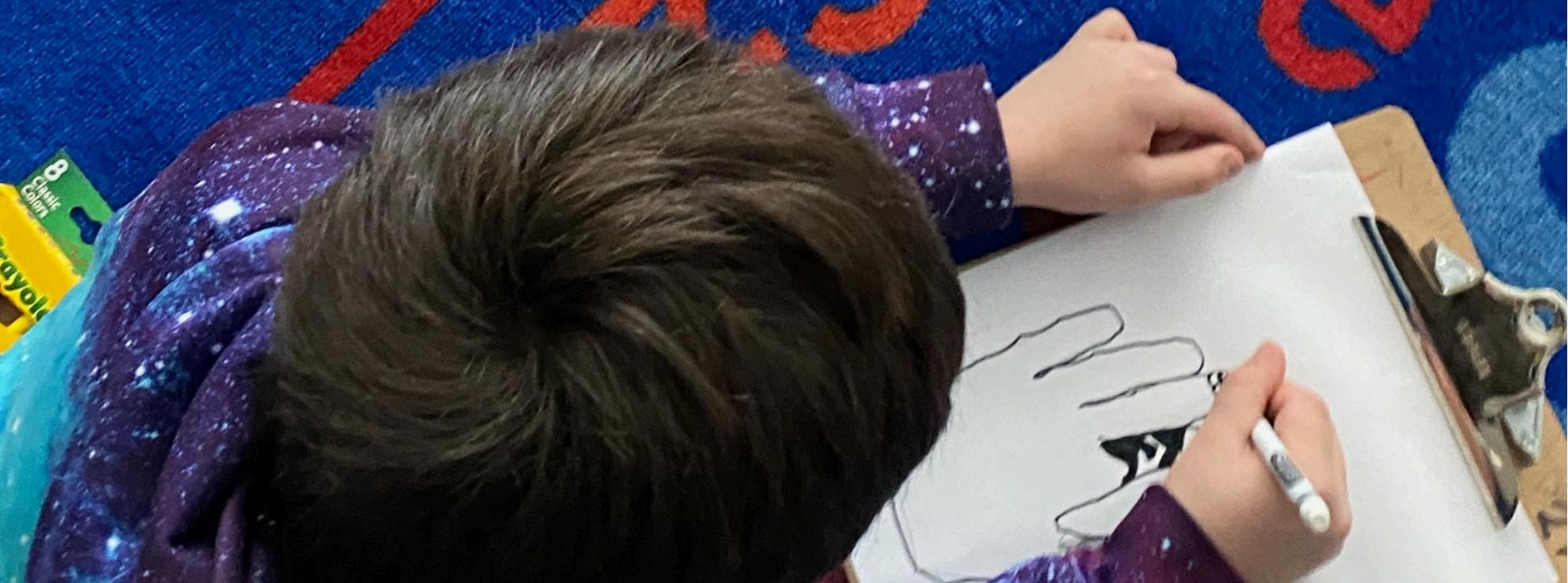
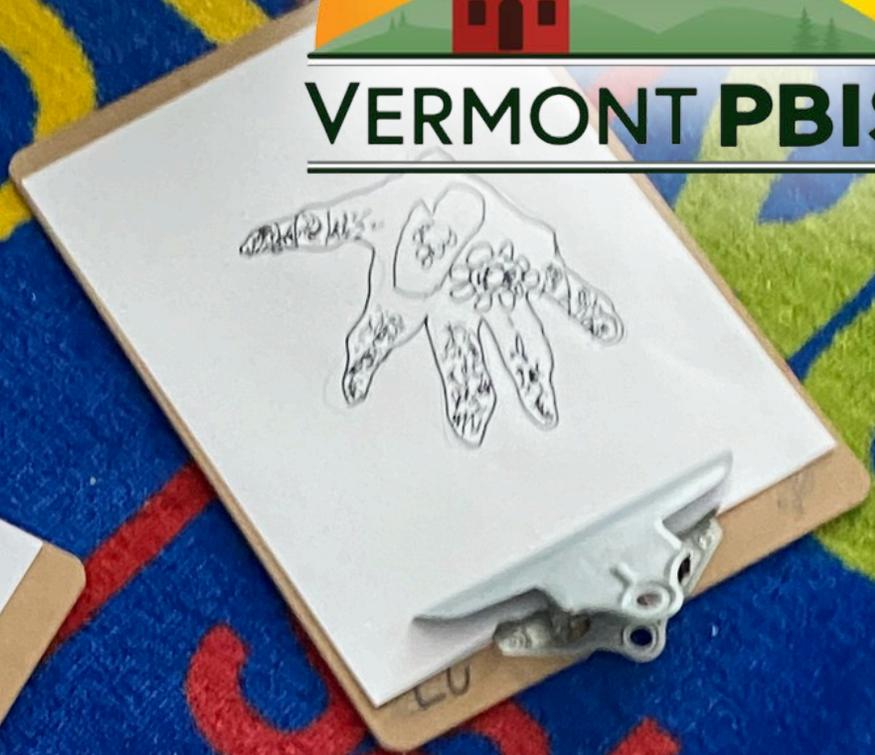
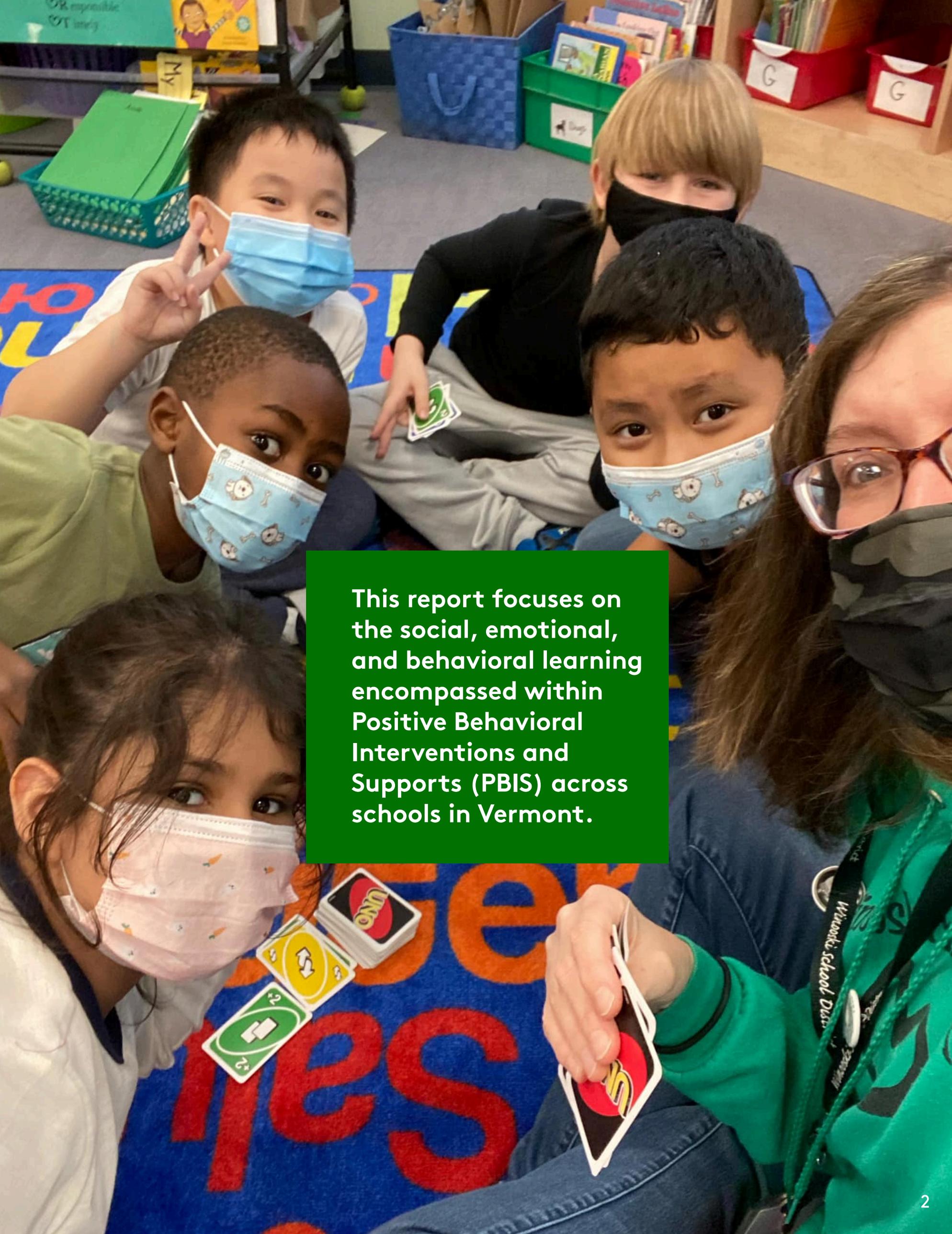




VERMONT PBIS



Quarterly Report Spring 2022



This report focuses on the social, emotional, and behavioral learning encompassed within Positive Behavioral Interventions and Supports (PBIS) across schools in Vermont.



Introduction

Spring has finally sprung in Vermont.

As our days get longer and we look forward to putting COVID in our rearview mirror, VTPBIS schools continue to work diligently to support the social, emotional, and behavioral well-being of students, staff, and families/caregivers.

VTPBIS schools have been busy.

They've been conducting annual assessments of their fidelity of PBIS Implementation, determining end-of-the-year professional learning activities, and planning celebrations. Some are already planning for next year!

The following report highlights these activities in more detail.



The VTPBIS State Team reports quarterly on its progress in the areas of reach, process, capacity, fidelity, and outcomes of PBIS in Vermont schools. This report covers January 1 - March 31, 2022.



Process

In this report, we include the following quantitative & qualitative data as part of the quarterly evaluation of implementation efforts.

To measure the **reach** of PBIS in Vermont:

We report on:

- Number of schools/districts implementing or exploring PBIS
- Number of students in PBIS schools

To evaluate our **process** of implementing PBIS in Vermont:

We report on:

- Number of trainings offered by the VTPBIS team
- Number of training participants
- Training satisfaction rates
- Qualitative feedback provided from our training attendees
- New resources created or curated by the VTPBIS team

To evaluate our **capacity** for implementing PBIS:

We report on:

- Number of VTPBIS Technical Assistants (TAs), coaches, and trainers
- Number of schools that have connected with a coach
- TA contact hours
- Special projects and grants that intersect with PBIS framework

To evaluate the **fidelity** to the PBIS implementation process:

We report on:

- Measures that schools are required to complete annually, which are:
 - Tiered Fidelity Inventory (TFI)
 - Self-Assessment Survey (SAS)

To evaluate the **outcomes** of PBIS implementation in Vermont:

We report on:

- Challenges and strengths related to assessing outcomes and state-wide acknowledgments within the current context.



Results

As we begin to emerge from the pandemic, the VTPBIS Team continues to meet schools where they are.

We provided professional development relevant to these difficult times and shared updated resources to support students, staff, and families' social, emotional, and behavioral well-being.

This fall, the VTPBIS State Team developed a resource called [Supporting Educators During Stressful Times: Immediate and Long-Term Considerations for Systems Changes and Individual Wellbeing.](#)

To continue efforts to support students and families/caregivers, this spring, the VTPBIS State Team developed two complimentary resources.

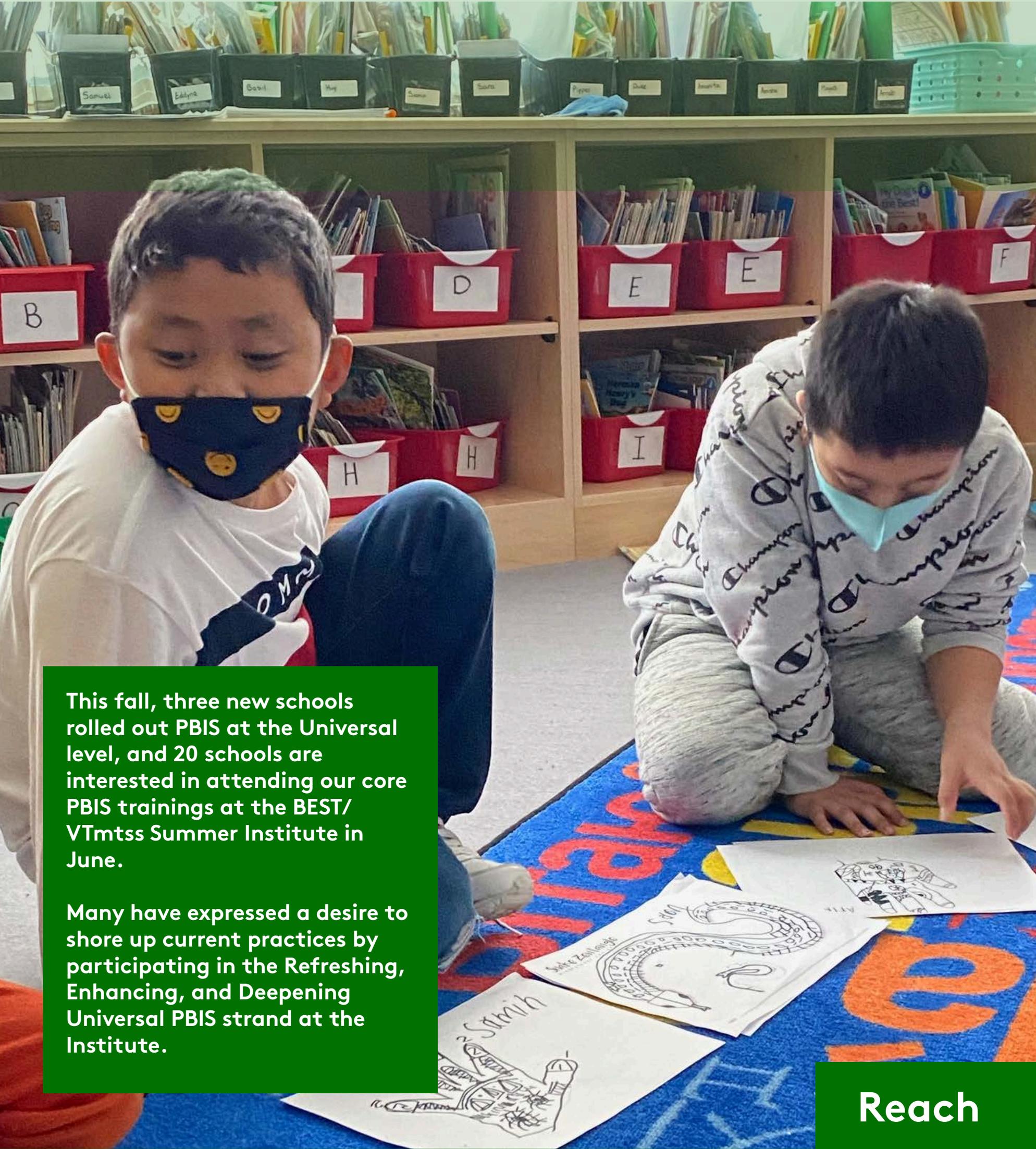
- [Supporting Students During Stressful Times: Immediate Practices and Strategies to Promote Students' Social, Emotional, Behavioral Learning and Well-being](#)
- [Supporting Families/Caregivers During Stressful Times: Immediate and Long-Term Practices and Strategies](#)

All three resources include intentionally selected several "off the shelf" research-supported strategies, practices, and activities that promote a culture and climate of safety, inclusion, and belonging that ensure equitable experiences for all learners.

These resources have been viewed 819 times!

These results reflect five categories of evaluation: Reach, Process, Capacity, Fidelity, and Outcomes.





This fall, three new schools rolled out PBIS at the Universal level, and 20 schools are interested in attending our core PBIS trainings at the BEST/VTmtss Summer Institute in June.

Many have expressed a desire to shore up current practices by participating in the Refreshing, Enhancing, and Deepening Universal PBIS strand at the Institute.

Reach



168
Vermont
schools



42,100
total
students



3 new
schools

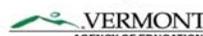
Professional Learning



**Vermont BEST/VTPBIS
Professional Learning Calendar
July 2021 - June 2022 (as of October 12, 2021)**
The following learning opportunities and related costs are eligible for BEST/Act 230 funding.



We are hopeful to be able to safely gather this coming school year! Many trainings listed below will be held in-person. If gathering and safety precautions require us to move to a virtual format, we will let you know. If we move to virtual conferences/trainings, all dates will remain the same, some adjustment will be made to the daily schedule, and registrations will likely be reduced in cost. If you have any questions, contact [Anne Dubie](#).



Professional Learning Opportunities		
Date	Month	Fee (per person)
August		
10	Understanding Universal Screening for Social, Emotional, and Behavioral Risks and Strengths and Key Considerations for Returning to School Webinar Details and registration: https://na.eventscloud.com/ereg/index.php?eventid=626769&	FREE
11	CANCELLED - Educator Resilience Webinar Details and registration: https://na.eventscloud.com/ereg/index.php?eventid=626789&	FREE
12	Social Emotional Learning, Wellness, and Mental Health Considerations for the Fall Webinar Details and registration: https://na.eventscloud.com/ereg/index.php?eventid=626805&	FREE
September		
9	VTPBIS Coordinators "Welcome Back" Webinar Details and registration: https://na.eventscloud.com/ereg/index.php?eventid=626816&	FREE
10	Navigating SWIS Webinar Details and registration: https://na.eventscloud.com/ereg/index.php?eventid=626831&	FREE
14	PBIS in 60 Minutes: Introduction to PBIS Webinar	FREE

The VTPBIS State Team continues to develop and deliver high-quality professional learning opportunities in PBIS systems, data, and practices.

All training participants complete a post-learning evaluation to measure their satisfaction. The VTPBIS team and the presenter(s) review the data from each learning event as part of our continuous improvement process.

These events consistently yield very high rates of participant satisfaction. So far this year, 511 people attended 24 learning events with an average participant satisfaction rate of 98% highly satisfied or satisfied.

Professional learning opportunities and topics, including recordings of events, can be found on [the VTPBIS calendar](#).

Process

24

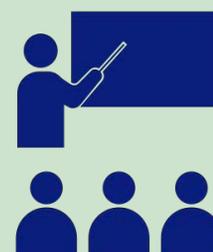
learning events

511

participants

98%

Highly Satisfied/
Satisfied

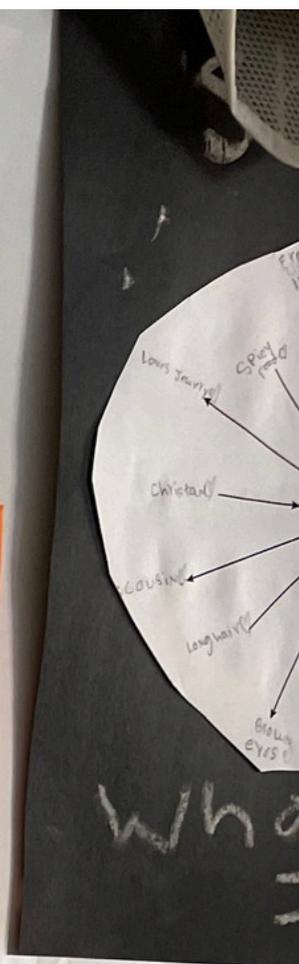
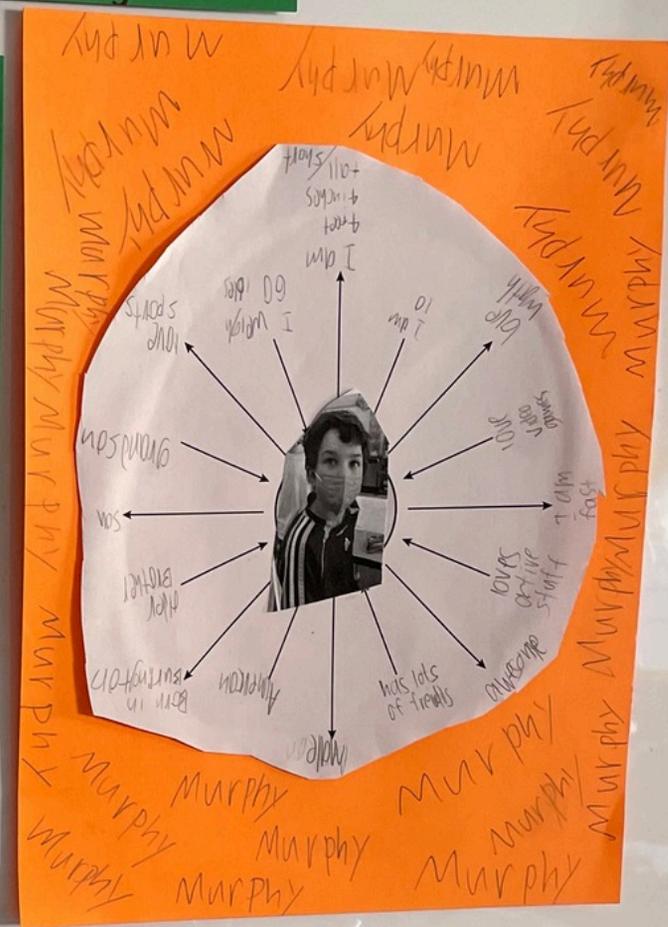
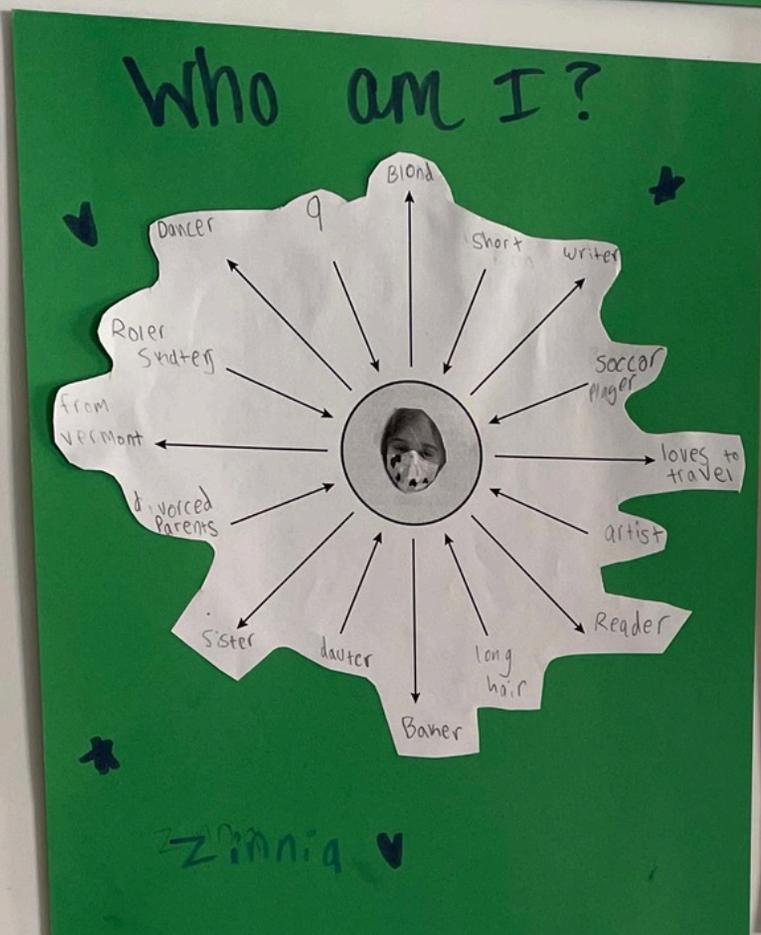
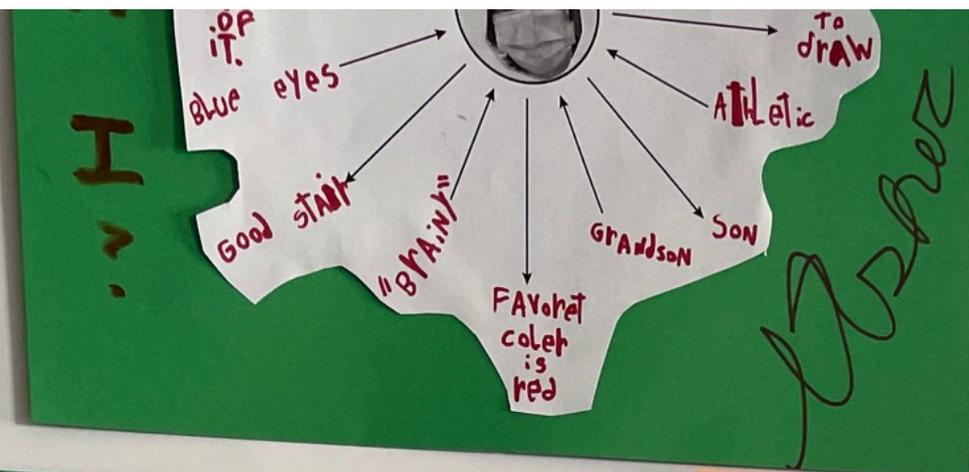


“

“I thought the small, facilitated breakout groups were a great way to make sure everyone felt comfortable and included. Having someone actually facilitate moved things along more efficiently than typically happens in breakout groups and provided affirmation.”

—participant,
 Coordinators’ Learning &
 Networking Meeting

”



“

“Thank you
for such a
great
morning.

I feel more
hopeful than
I have in
weeks!”

—participant,
Coordinators’
Learning &
Networking
Meeting

”



Technical Assistance & Coaching

This year, with increased capacity to provide **technical assistance** to VTPBIS SUs/SDs and schools, TAs formally reviewed, analyzed, and shared data with all schools to assist with data-based decision making and problem-solving.

This practice, which occurs quarterly, promotes connections between TAs and school teams to support the sustainability of effective PBIS implementation.

Some schools and SU/SDs helped bridge the gap between professional learning and PBIS implementation by working with one of the 11 **VTPBIS coaches**.

Topics of interest varied. The two most frequently covered topics were Data, Evaluation, and SWIS.

So far this year, at least 17 schools have contacted coaches to develop a scope of work that will help them improve PBIS systems, data, and practices.

TAs also completed a time study in March where they tracked every contact they had with a school, school district, or supervisory union.

Among the five TAs, they had 87 contacts with schools/SUs/SDs, totaling 1,606 minutes (or 26.8 hours) of TA provided to 168 educators from 45 different schools/SUs/SDs.

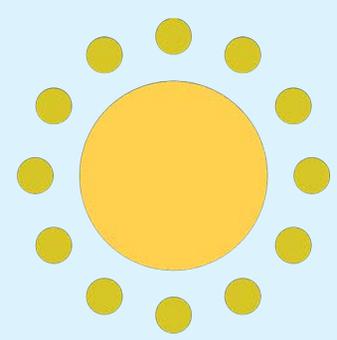
These contact hours represent support and information provided through various formats, including email, phone, virtual meetings, and in-person meetings.

Capacity

The VTPBIS State Team hopes that as pressures from the current COVID surge abate, more schools will access coaching supports to revitalize their PBIS work.



RISE-VT



vermont **restorative approaches** collaborative

This year, the BEST Project/VTPBIS, in collaboration with UP for Learning, was awarded a second contract to coordinate the delivery of training and technical assistance on restorative approaches (RA) in schools, supervisory unions (SUs), and/or school districts (SDs).

RISE-VT (Restorative Approaches Implementation for School Equity in Vermont), officially began on November 22, 2021.

The Coordination Team, consisting of Lindsey Halman from UP for Learning, Amy Wheeler-Sutton, and Valerie Wood, from the VTPBIS Project and the University of Vermont (UVM), worked with the Vermont Restorative Approaches Collaborative (VTRAC) to identify four sites with experience utilizing Restorative Approaches.

The sites selected for this project were well-positioned to deepen their knowledge and practice of RA.

At this time, each site has connected with an RA coach and been invited to participate in their first Community of Practice meeting.

The RISE-VT partners will assist each site in documenting their use of RA, what form their RA practices currently take, and what they see as their next steps.

Video documentation will be shared widely.

Capacity

The RISE-VT sites are: Burlington School District, Proctor Jr/Sr High School, Twinfield Union School, and Wolcott Elementary School.

Project AWARE

The VTPBIS State Team continues to participate in Project AWARE: Advancing Wellness and Resiliency in Education.

Project AWARE supports Orleans Southwest Supervisory Union, Greater Rutland County Supervisory Union, and Slate Valley Supervisory Union in building an Interconnected Systems Framework (ISF).

The VTPBIS State Team, in consultation with national ISF & PBIS experts, continues to provide training, technical assistance, and coaching support to build and strengthen the connection and collaboration between community mental health supports across home, school, and community.

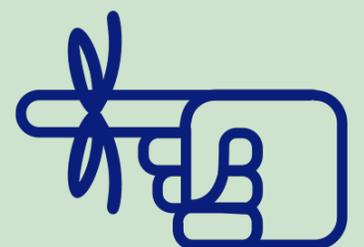
The participating supervisory unions have established District Community Leadership Teams to:

1. identify and manage priorities for change;
2. develop and adopt roles of mental health clinicians to meet the needs across a continuum of supports; and
3. build student and family/caregiver voice into their existing systems.

This spring, the VTPBIS State Team will assist them in conducting a comprehensive process for analyzing their social/emotional/behavioral/mental health data to inform next year's action planning.

Capacity

An Interconnected Systems Framework deliberately integrates mental health, community, school, and family partners through a single system of delivery.



Fidelity Assessments

All VTPBIS schools are expected to complete the Tiered Fidelity Inventory (TFI) at each tier of implementation at least once in the school year. The TFI is an efficient and effective validated measure to assess the fidelity of core PBIS features at all three tiers (Universal, Targeted, and Intensive).

Additionally, for the third year in a row, schools had a choice to complete the Self-Assessment Survey (SAS) or the School Climate Survey (SCS), or both, if they prefer).

The SAS is intended to assess staff perceptions of PBIS features and which areas are in need of improvement.

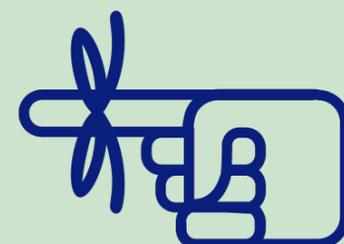
The SCS can be administered to staff, students, and/or families and measures school connectedness, school safety, peer/adult relationships, etc. Collecting robust data from the School Climate Survey can be used by school teams as a check-in to understand to what extent staff, students, and families feel connected and engaged in their learning environments, despite the ongoing stress of teaching and learning during a pandemic.



At the time of this report, 67 (40%) schools have completed the TFI, and 58 (35%) schools have completed the SAS.

Fidelity

The results of the TFI, SAS and SCS completed this spring will be published in the 2022 VTPBIS Annual Report.



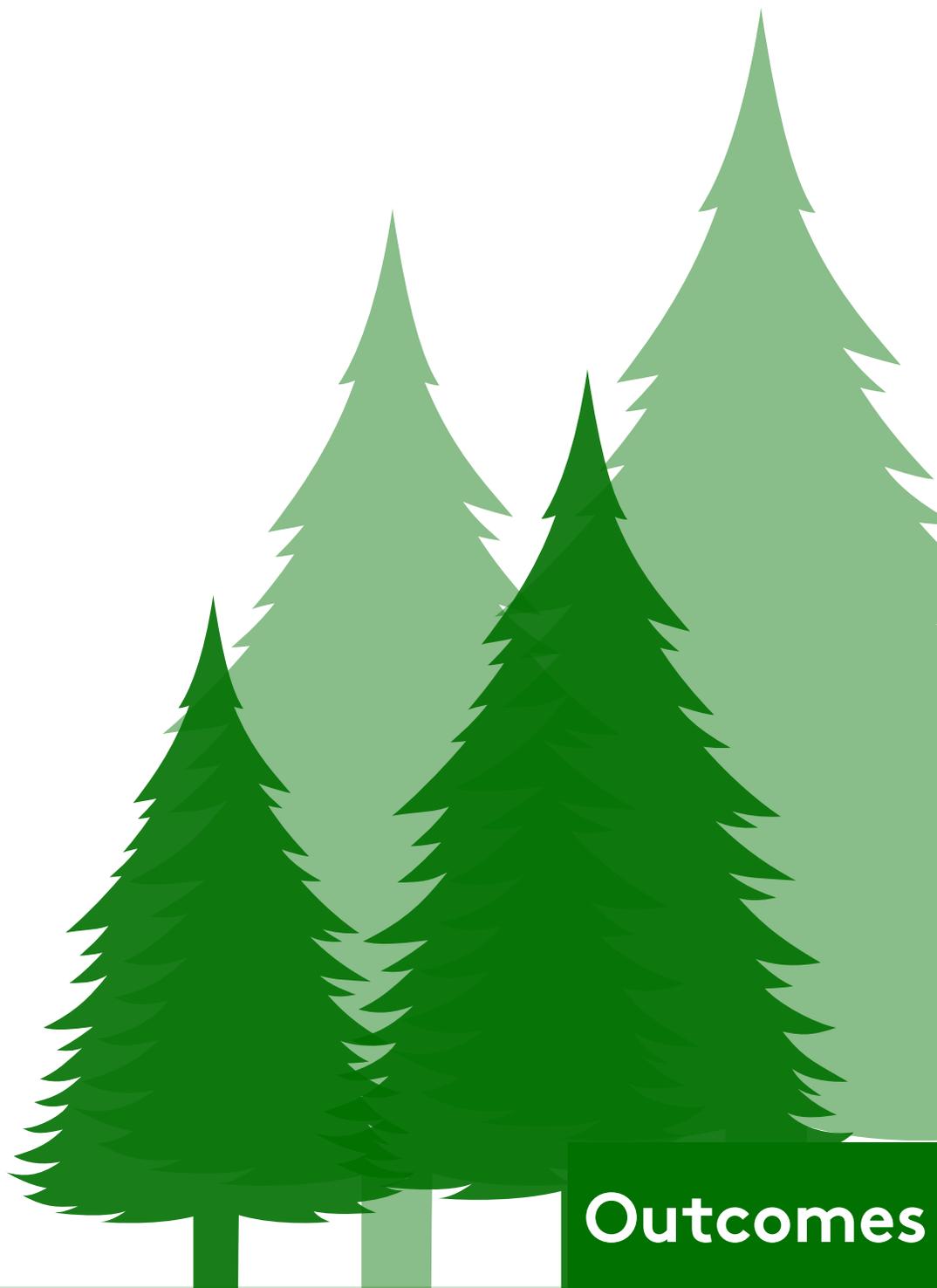
Expanding Outcomes

While it can be difficult to assess the extent to which schools implementing PBIS with fidelity are showing changes within the context of a global pandemic, many schools continue to rely on a variety of quantitative and qualitative strategies to determine areas of need and identify success stories.

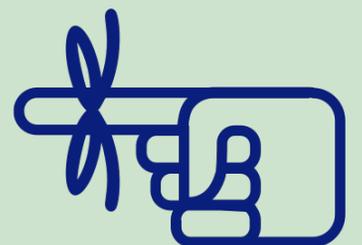
Instead of solely relying on commonly used measures such as office discipline referrals/behavior observation and data forms, many schools are engaged in activities that focus on the overall well-being of students, staff, and family/caregivers.

Such activities include implementing tools to gather student, staff, and family/caregiver voice, using a variety of social, emotional, and behavioral learning strategies in the classroom, and collaborating with other SU/SDs to identify best practices.

Our annual report will consider typical outcomes such as rates of behavior and use of exclusionary discipline but will focus heavily on School Climate Survey results and anecdotal information from our Acknowledgments process.



The VTPBIS State Team encourages schools to consider what measures they will use to assess the impact of PBIS.





Summary & Recommendations

The VTPBIS State Team continues to focus on social/emotional/behavioral learning and wellbeing as the highest priority.

The Team continues to promote doing a few things well that will significantly impact student outcomes.



The 2021-2022 VT State PBIS Team

The following chart details the current status of the VTPBIS Action Steps for Sustainability identified in the 2021 VTPBIS Annual Report.



SY 22 VTPBIS Action Plan for Sustainability

GOAL: Focus on centering equity within PBIS

1

- The VTPBIS State Team ensures that equity is infused in both professional learning for the Team and by the Team for educators. We are working to improve the inclusivity of our language and concepts.
- Following each training, participants complete evaluation surveys to assess whether or not they felt the training addressed diversity, equity, and inclusion issues. The VTPBIS State Team and presenters analyze these results to make improvements for the future.
- The BEST/VTmtss Summer Institute Planning Committee expanded membership to include diverse stakeholders. Additional strands offerings include Everyday Equity and strands/workshops on obtaining families/caregivers and students' voice and engagement.

GOAL: Ensure access to accessible resources & trainings

2

- The VTPBIS State Team conducted in-person trainings safely and with COVID precautions in place. When those precautions were unavailable, we conducted trainings virtually instead. We recorded the virtual trainings and captioned them. They can be viewed on the pbisvermont.org website.
- The Team is developing COVID precautions for the BEST/VTmtss Summer Institute with accessibility in mind.



- The VTPBIS State Team is working closely with the Communications Coordinator at CDCI on the accessibility of all materials.

GOAL:
Create and share opportunities for staff, student, and family voice

- The VTPBIS State Team conducted a survey seeking input from educators about the current social/emotional/behavioral challenges they are observing in schools, strategies their schools are utilizing, along with ways the BEST Project/VTPBIS can support them. As a result, we developed three new webpages: [supporting educators](#), [supporting students](#), and [supporting families/caregivers](#).



3

- As detailed in Goal 2, we are offering strands and workshops on student and family/caregiver voice at the 2022 BEST/VTmtss Summer Institute in June.
- We embed restorative principles in all VTPBIS trainings. Two strands at this year's Summer Institute also focus directly on Restorative Approaches.





pbisvermont.org  

[Image credits](#)

VTPBIS is supported by the Vermont Agency of Education (AOE) and administered by the Center on Disability and Community Inclusion (CDCI) at the University of Vermont.

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