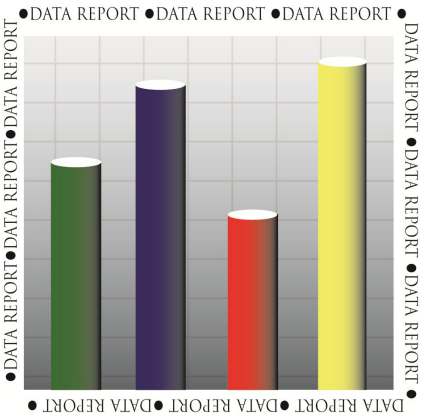

Positive Behavioral Interventions and Supports

Data Report and Summary

Winter/Spring 2011-2012

SERC

State Education Resource Center

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Purpose: To summarize the goals, outcomes, and needs of Connecticut's *Positive Behavioral Interventions and Supports Initiative*.

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Positive Behavioral Interventions & Supports
Data Report and Summary

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What is Positive Behavioral Interventions and Supports?

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). The PBIS model 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 is an important part of helping students achieve outcomes by choosing more effective, efficient, and desirable behaviors.

Schools using a PBIS approach focus on creating and sustaining primary (school-wide), secondary (small group), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for students and families [Office of Special Education Programs (OSEP): Center on Positive Behavioral Interventions and Supports, 2012]. This multi-level approach to intervention is a more comprehensive way of responding to students' behavioral needs because the focus is on layers of prevention and the logical distribution of resources.

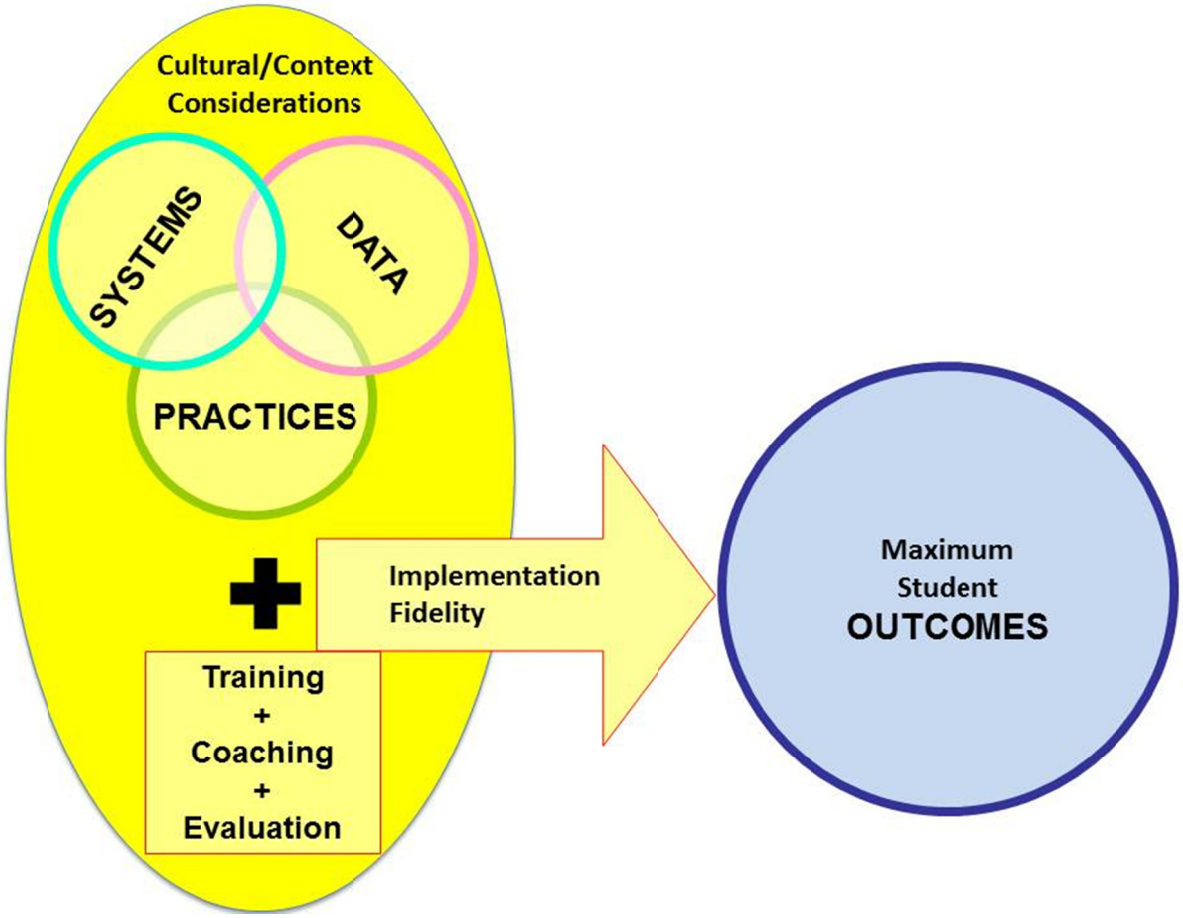
An established and organized continuum of support allows human and fiscal resources to be redistributed to the students with the greatest need, while ensuring behavioral and social learning success for all students. Schools achieve comprehensive student behavioral success by examining the factors that impact behavior as well as the relationship between environment and behavior.

PBIS also works to improve 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 (OSEP: Center on Positive Behavioral Interventions and Supports, 2012).

The four integrated elements (Figure A), data, practices, systems, and outcomes, are the foundation of a PBIS model. Data drive the decisions regarding behavioral needs in the educational setting. The evidence-based practices provide staff and students with the tools to achieve desired behavioral outcomes. The systems provide the structure and resources required by the chosen practices. Outcomes are short- and long-term goals that staff, students, and family want to achieve in the school.

Pairing the integrated elements with a system of training, coaching, and evaluation through a cultural and contextual lens improves implementation fidelity to maximize student outcomes.

Figure A: PBIS Integrated Elements and Basic Logic for Maximum Student Outcomes



Source: Adapted from OSEP: Center on Positive Behavioral Interventions and Supports, 2012

What is the purpose of PBIS?

The primary focus of PBIS is to provide proactive and effective behavioral support for all students at the universal level. This is accomplished when 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 PBIS include: methods to examine needs through data; development of school-wide expectations; strategies for discouraging problem behaviors; and monitoring implementation and progress.

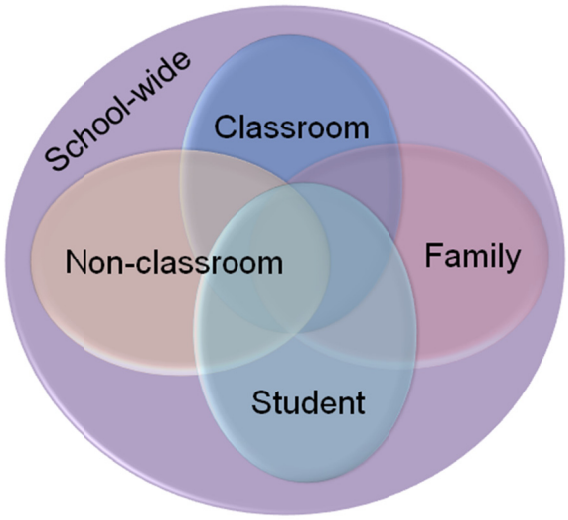
What does implementation of PBIS look like?

PBIS provides a framework for implementing a continuum of evidence-based, prevention-based, behavioral practices and systems. Schools are encouraged to use practices and systems that are research-validated or evidence-based. The national Center on Positive Behavioral Interventions and Supports provides examples of the most appropriate, effective, efficient, and relevant practices; however, schools may choose to continue using practices that have achieved measurable outcomes for students or staff.

The national Center on PBIS synthesized the research base around school-based behavior support and delineated five PBIS subsystems: *School-wide, Classroom, Non-classroom, Family, and Student* (Figure B). The *School-wide* subsystem identifies practices, processes, and systems for all students and staff members across all settings. The *Classroom* subsystem identifies practices, processes, and systems in settings in which delivery of instruction is emphasized. The *Non-classroom* subsystem identifies practices, processes, and systems for settings in which the emphasis is on monitoring and supervision rather than instruction. These settings include sporting events, assemblies, cafeterias, hallways, buses, and off-site events. The *Family* subsystem identifies practices, processes, and systems for engaging and supporting family participation and ensuring family access. Finally, the *Student* subsystem identifies practices, processes, and systems that support individual and small groups of students who do not respond to interventions in place at the school-wide level of prevention.

Schools are charged with identifying the practices that will have the greatest likelihood of success in each subsystem based on their needs, resources, and the competence of the required implementers. Schools customize the identified practices and interventions to the school's context and to the culture of the students and families served by the school.

Figure B: PBIS Subsystems



Source: Adapted from OSEP: Center on Positive Behavioral Interventions and Supports, 2012

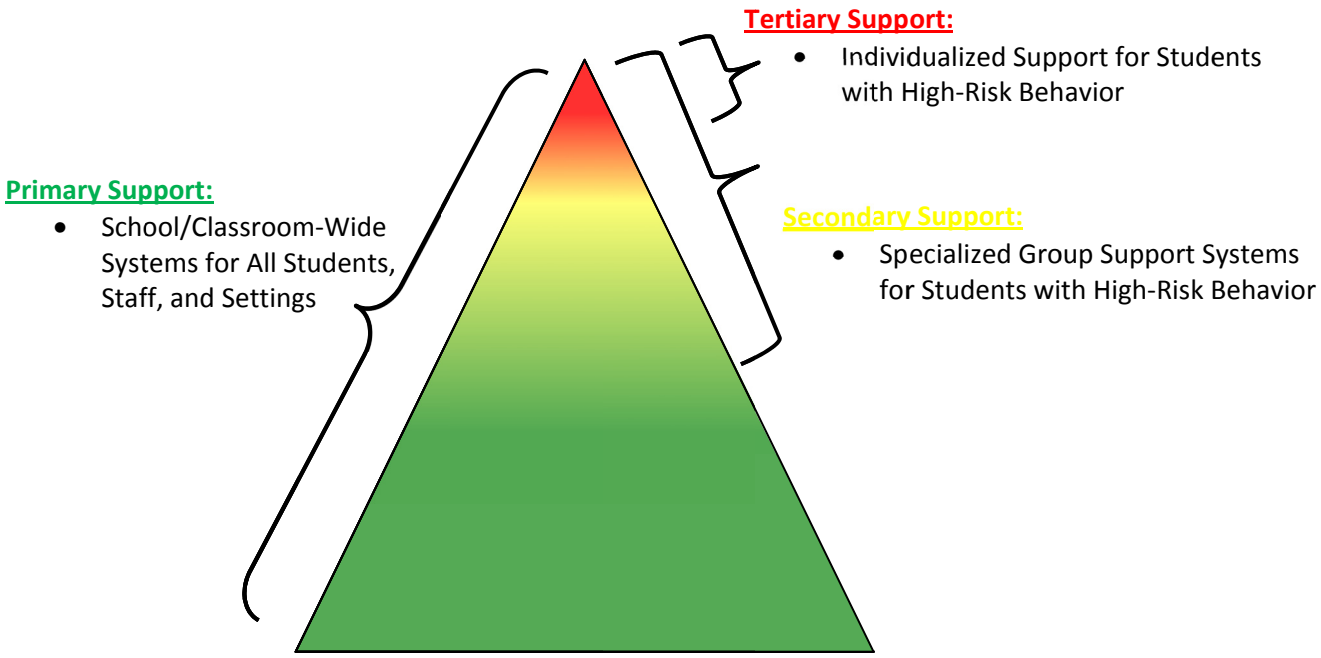
Practices within the subsystems are organized along a continuum of support (Figure C). The continuum typically includes three levels of support with increasing intensity and complexity: primary, secondary, and tertiary. Additional supports at the secondary and tertiary levels are not intended to replace, but rather supplement, primary support. In this way, supports are layered rather than substituted at different levels. Students receive support at the level that matches their responsiveness to prevention.

The **primary** level includes practices and systems for all students and staff, implemented across all settings. When implemented effectively and with fidelity, schools should expect to see a response from 70% to 90% of students.

The **secondary** level includes targeted practices and systems for students who are not consistently responsive to primary practices. Secondary interventions are typically provided in a standardized manner for small groups of students demonstrating like needs. When implemented with high quality and fidelity, the secondary level is typically able to effectively support an additional 10% to 30% of students behaviorally.

The **tertiary** level is the most intensive and includes specialized practices and systems of support for those students who do not respond to the primary and secondary supports. At this level, intervention plans are usually necessary to meet the individual needs of an additional 1% to 10% of a student population.

Figure C: PBIS Continuum of Support



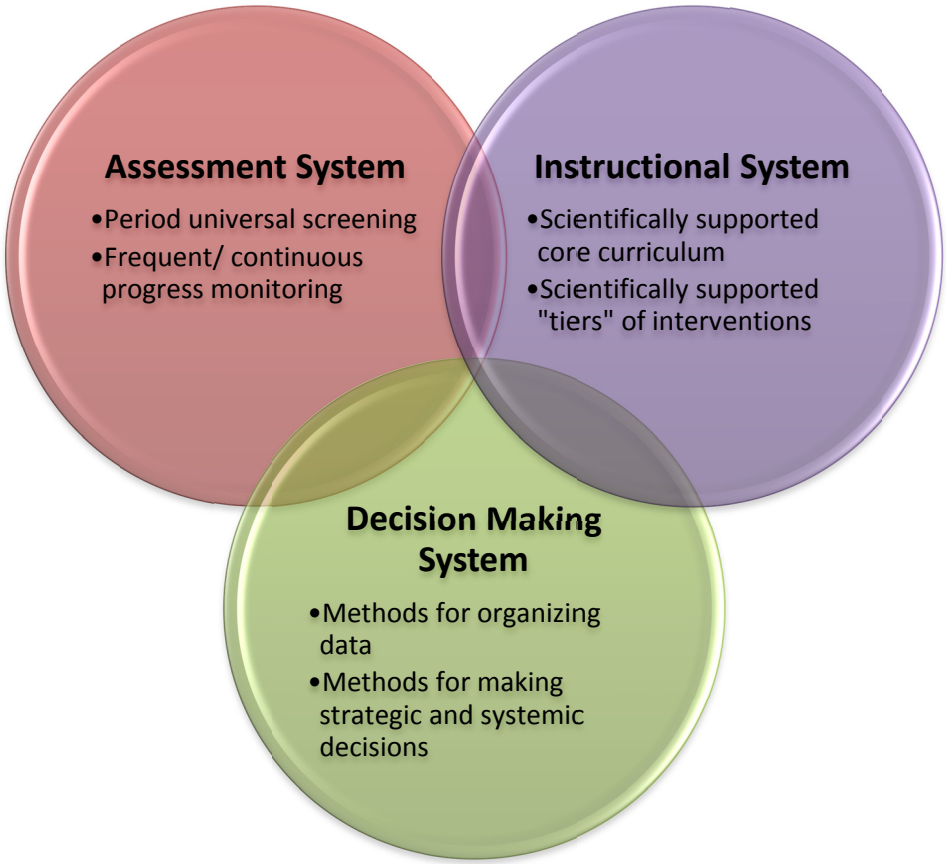
Source: Adapted from OSEP: Center on Positive Behavioral Interventions and Supports, 2012

How does PBIS align with Connecticut's Scientific Research-Based Interventions (SRBI) Framework?

The Connecticut SRBI Framework is used for developing and implementing a coordinated, comprehensive, and high-quality multi-tiered system of support for all students. PBIS within the SRBI Framework provides specific guidance for implementation of evidence-based practices along a continuum of support for behavioral and social development (Figure D). PBIS is also a prevention-oriented system of school functioning and resource allocation. SRBI requires the creation of data-driven goals that are achieved by evidence-based practices delivered through an efficient system, a key component of PBIS.

SRBI depends on continuous progress monitoring in order to sustain achieved outcomes and modify existing practices and systems according to the most current data, also integral to PBIS. Other defining characteristics of SRBI include implementation of fidelity, student performance as a measurement of success, data-based decision making and problem solving, and universal screening. All of these characteristics also are fundamental to PBIS.

Figure D: SRBI Integrated Curriculum

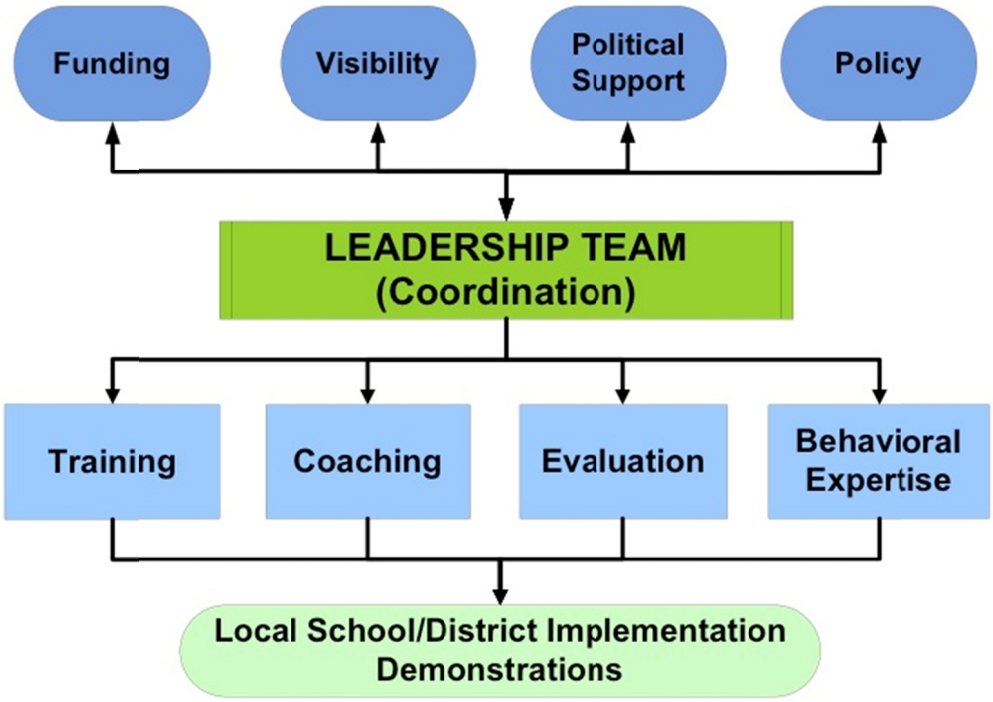


Source: Adapted from John Hintze, Ph.D. (2009)

What is the history of PBIS in Connecticut?

The national Center on PBIS provides practitioners with an implementation logic model to guide the structure of PBIS at the state and local levels (Figure E). The model demonstrates the need for a leadership team with a dual focus on sustaining public support for PBIS implementation and embedding the knowledge and practices that will make the framework sustainable.

Figure E: PBIS Systems Implementation Logic Model



Source: Center on Positive Behavioral Interventions and Supports (2012)

Connecticut school districts align with the suggested logic model by appointing a district coordinator and coach to serve on a broader district leadership team. Since 2007-2008, districts new to PBIS training in Connecticut have submitted a district plan to scale-up PBIS over time. This comprehensive approach is essential to constructing and sustaining PBIS implementation district-wide while maintaining a cultural and contextual fit.

With these implementation features in mind, the State Education Resource Center (SERC) has joined with the Center for Behavioral Education and Research (CBER) at the University of Connecticut and four Regional Education Service Centers (RESCs) in Connecticut to establish the Connecticut PBIS Collaborative. 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. There is also a comprehensive statewide database of all schools trained by CBER, SERC, and RESCs. The Collaborative is building capacity through CBER to maintain a network of high-quality

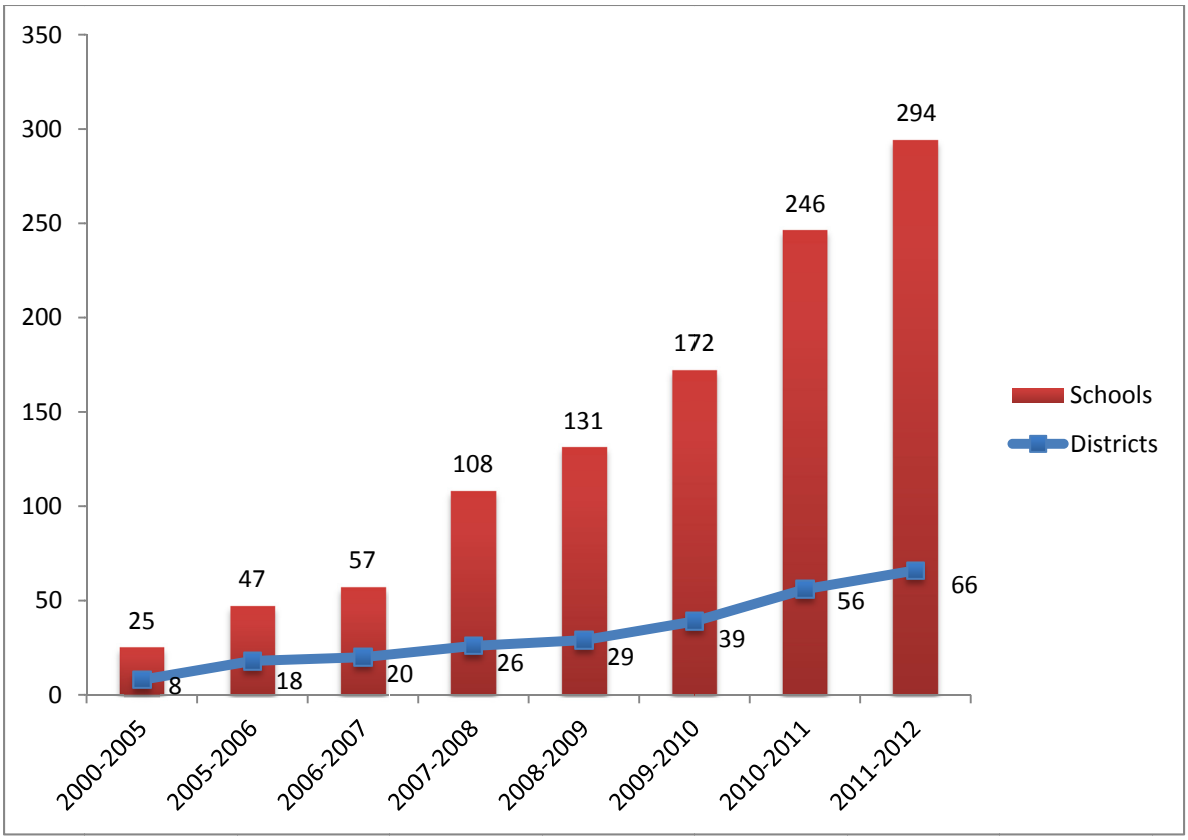
trainers for PBIS through the School-wide Positive Behavioral Interventions and Supports Training Cadre (STC). CBER accepted a fourth new cohort of PBIS trainers for STC sessions in fall 2011.

How many Connecticut districts and schools are adopting PBIS?

Since 2000, Connecticut has been training schools in PBIS through CBER, SERC, and the RESC Alliance. As of 2011-2012, 294 schools representing 66 districts in Connecticut have received at least one year of PBIS training (Figure F). This total represents 23% of the state's public schools and approximately 39% of all of Connecticut's school districts (Connecticut State Department of Education, 2012). Participation from districts across the state is depicted in Figure G.

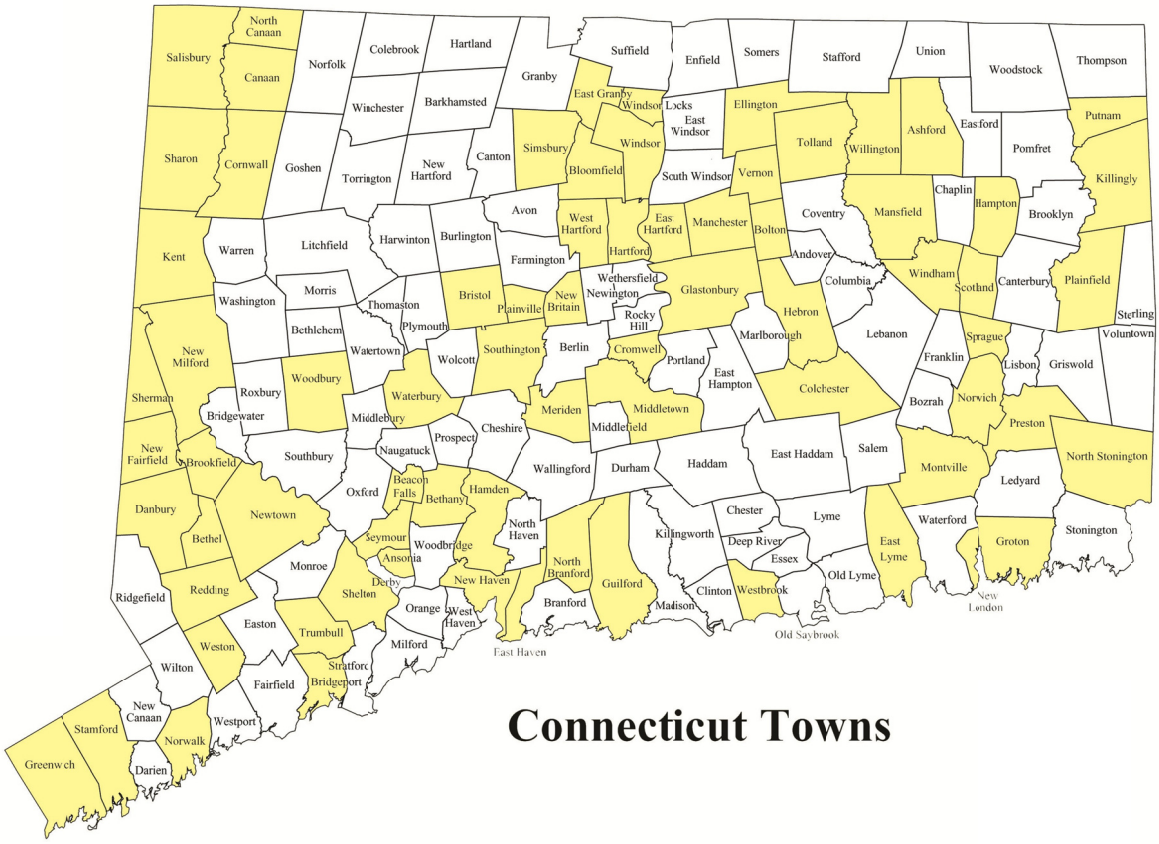
Schools at all grade levels (preschool through high), as well as alternative schools, have participated in PBIS training. Of the 294 schools trained in Connecticut, elementary schools represent 57% (166), middle schools 18% (53), high schools 15% (45), and PK-8 schools 10% (30) (Figure H).

Figure F: Number of Connecticut Schools and Districts Trained in PBIS (2000-2012)



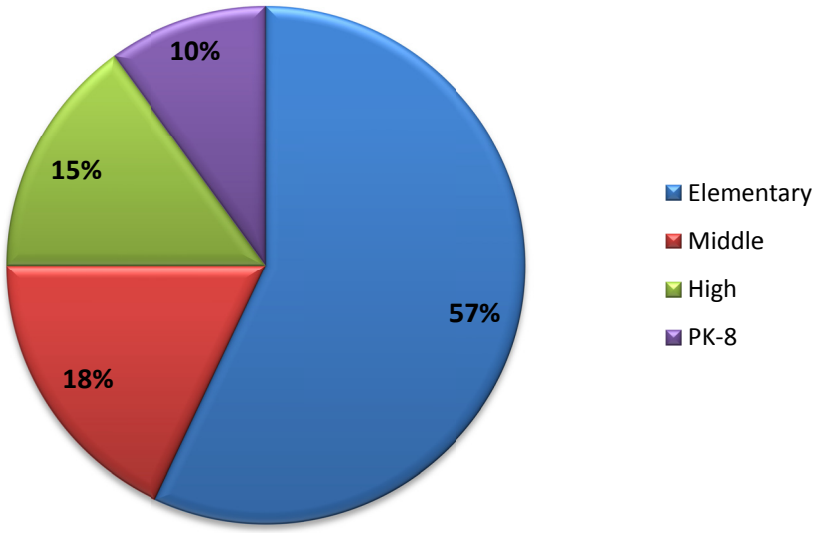
Source: SERC, 2012

Figure G: Connecticut Towns with Schools Trained in PBIS (2000-2012)



Source: SERC, 2012

Figure H: Percentage of Connecticut Schools and Districts Trained in PBIS by Grade Level (2000-2012)



Source: SERC, 2012

What is Connecticut's State Personnel Development Grant (SPDG)? What is the connection to PBIS?

State Personnel Development Grants from the U.S. Department of Education have facilitated efforts to implement SRBI. From 2007-2011, SERC coordinated its first SPDG, involving six model PBIS sites and representing four districts with varying resources and student needs. Data indicated that use of a systems approach can improve performance of all students while reducing achievement gaps fairly dramatically. The results also suggested that in a short amount of time, with external support and strong building leadership, educators were able to establish the structures needed to continuously improve instructional practices and, ultimately, student performance.

Therefore, SERC, under the auspices of the CSDE, sought the opportunity to secure additional federal funding to build a statewide system to ensure fidelity of implementation of SRBI statewide. In 2011, Connecticut was one of eight states awarded an SPDG, bringing $4.6 million to the state over five years. PBIS is one of the key components of the current SPDG. Participating school-based teams approach two challenges simultaneously:

1. increasing reading performance through strategic instruction, and
2. reducing discipline referrals through positive behavioral interventions and supports. The unique pairing of these two outcomes recognizes that student success can often be directly linked with the opportunity to learn in a safe and respectful environment. This integrated approach aims to eliminate the disparity in academic performance for students with disabilities, students of color, and students acquiring English.

SERC has been charged with coordinating this five-year project in collaboration with the CSDE. Other grant partners include the RESC Alliance, UCONN/CBER, the Connecticut Parent Information and Resource Center, the Connecticut Parent Advocacy Center, and Connecticut's Birth to 3 System.

Connecticut's SPDG essentially has three goals:

1. training schools on research-based practices to address reading instruction aligned with Common Core State Standards, behavioral interventions, educational benefit, and family engagement;
2. creating and sustaining statewide systems to support educators in implementing these practices; and
3. tracking student performance to ensure all students are achieving at higher levels.

What does the School-wide Evaluation Tool (SET) data say about implementation in Connecticut?

PBIS includes the use of data to assess the impact of behavioral supports at each tier of support. Data are also used to make decisions about what type of supports are provided to which students.

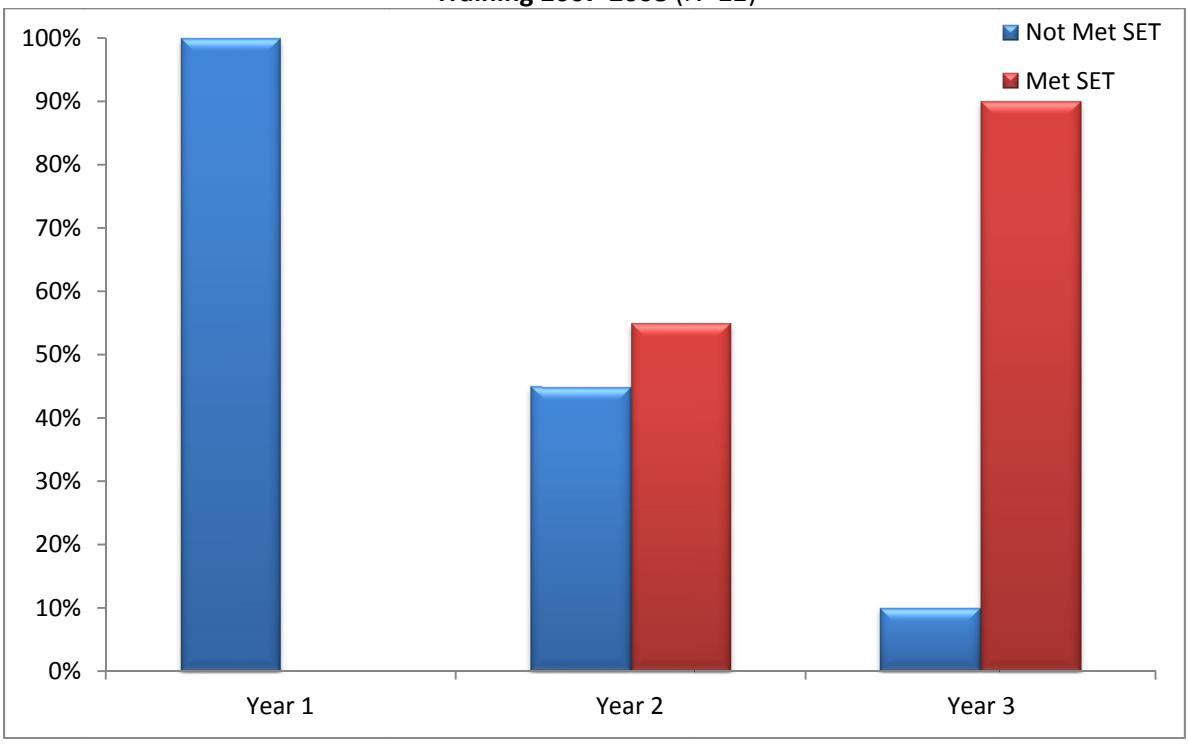
The School-wide Evaluation Tool (SET) evaluates the extent to which PBIS is being implemented with fidelity at Tier I. The SET scores seven components of PBIS implementation:

- Expectations Defined
- Behavioral Expectations Taught
- On-going System for Rewarding Behavioral Expectations
- System for Responding to Behavioral Violations
- Monitoring and Decision Making
- Management
- District-level Support

On the SET, a score of at least 80/80 indicates fidelity of PBIS implementation at Tier I. The numbers respectively reference "Behavioral Expectations Taught" and the mean of all seven components. The initial SET is considered a baseline assessment that highlights areas of focus for beginning implementation.

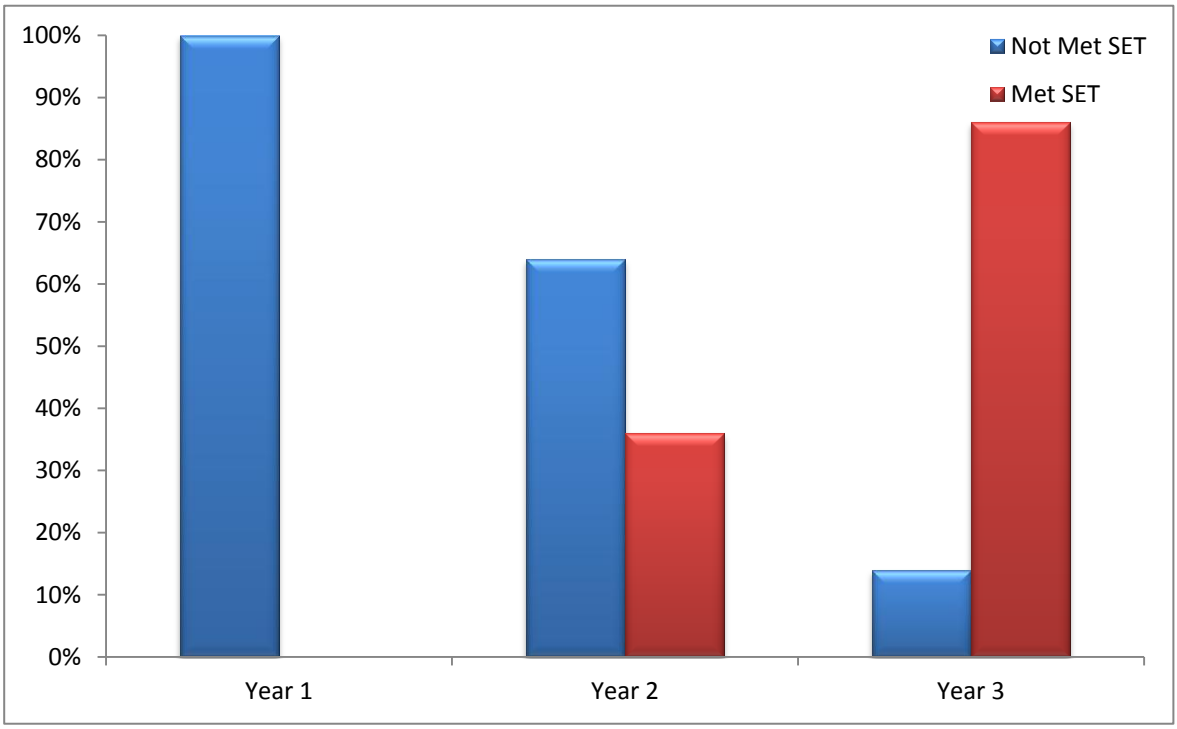
SET data over three years demonstrate that schools in Year 1 of training typically do not meet SET. The data show that scores improve throughout the training series as schools begin to expand and organize behavioral support. This suggests the importance of a three-year training series to promote implementation fidelity (Figures I, J, and K).

Figure I: Percentage of Connecticut Schools Implementing PBIS to Criterion: Cohort A, Beginning Training 2007-2008 (N=22)



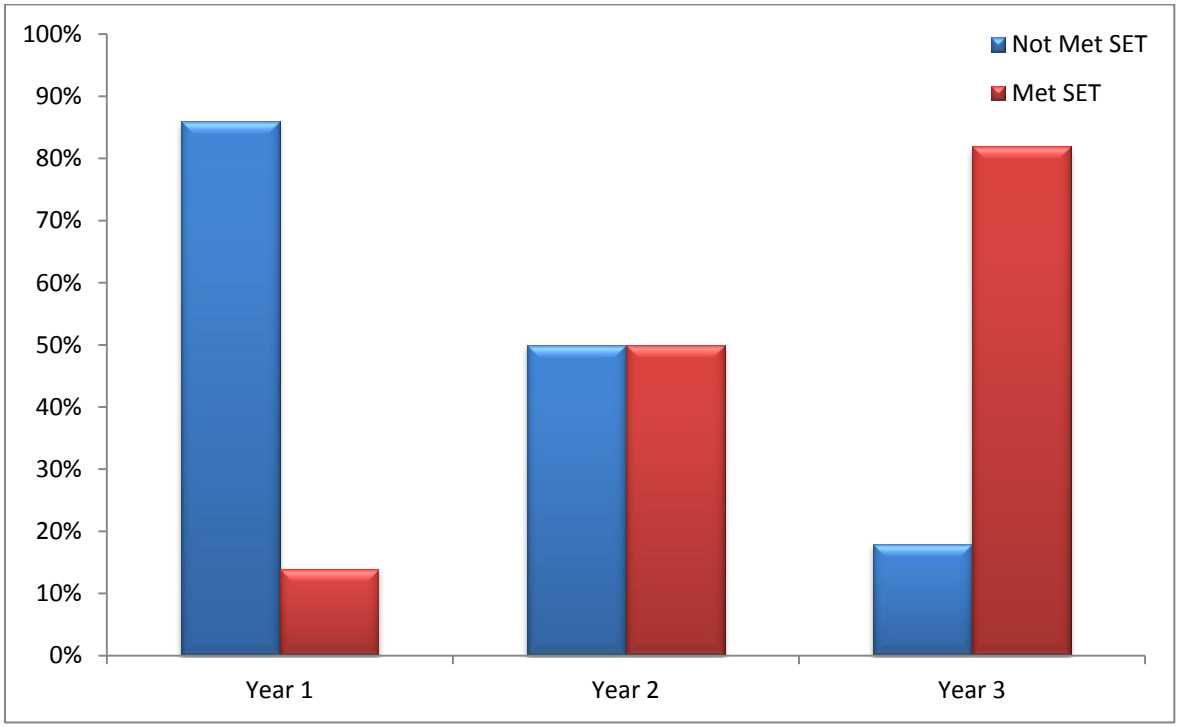
Source: pbisevals.org

Figure J: Percentage of Connecticut Schools Implementing PBIS to Criterion: Cohort B, Beginning Training 2008-2009 (N=36)



Source: pbisevals.org

Figure K: Percentage of Connecticut Schools Implementing PBIS to Criterion: Cohort C, Beginning Training 2009-2010 (N=22)



Source: pbisevals.org

What do we learn about implementation through the use of School-wide Information System (SWIS) data?

All district and school leadership teams are taught to use the integrated elements (data, outcomes, practices, and systems) to process current strengths and needs and to devise an ongoing action plan. Review of up-to-date data is essential to making relevant and durable decisions about changes to the school-wide system and program.

Beginning in 2009-2010, schools that applied to participate in Connecticut's PBIS Training Series were required to use the School-wide Information System (SWIS) for, at minimum, the three years in which they are involved in the training series. SWIS is a web-based data collection system that tracks Office Discipline Referral (ODR) information. It allows school staff to distinguish between major and minor infractions.

Schools are encouraged to use five standard reports, commonly known as the "Big 5," on a monthly and annual basis. The "Big 5" reports are: Average Referrals Per Day Per Month; Referrals by Problem Behavior; Referrals by Time; Referrals by Location; and Referrals by Student. The system also allows staff to produce a wide variety of custom graphs and reports defined by a myriad of parameters (e.g., location, time of day, behavior, administrative decision, individual student, ethnicity, IEP status, and referring staff).

Together the Big 5 highlight the essential information about the current condition of behavior in the school and enable teams to detect areas of success and immediate concern. State-level evaluators may access aggregate statewide data for three of these charts (referrals by problem behavior, time, and location) through PBIS Evaluations.

SWIS is primarily a school-based progress monitoring tool. Schools are encouraged to begin entering ODR information before the first year of implementation so they have a baseline with which to compare subsequent years. Most PBIS schools in Connecticut use the SWIS system. Those that choose not to do so may have difficulty reviewing the data necessary during team meetings and trainings to engage fully in the decision-making process.

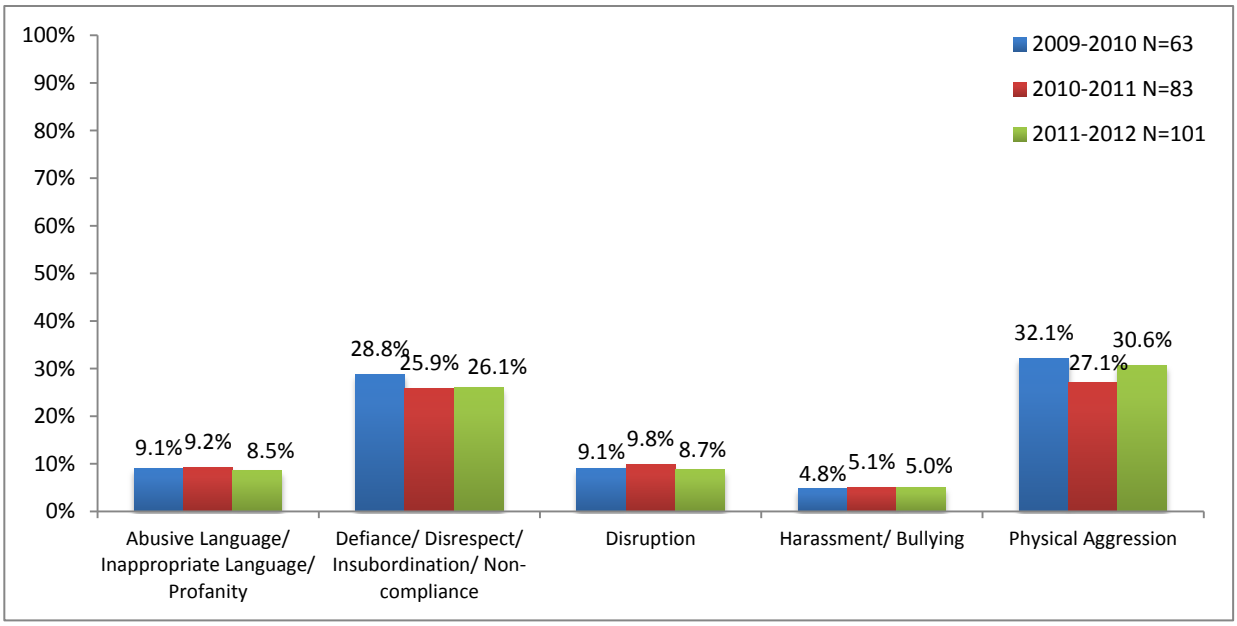
In the following figures (Figures L, M, N, and O), the 2009-2010 to 2011-2012 data show that Connecticut PBIS schools using SWIS identified abusive language/profanity, defiance/disrespect, disruption, harassment/bullying, and physical aggression as the top five most common problem behaviors reported.

The data also show a decrease in the frequency of defiance/disrespect at all grade levels at Connecticut PBIS Schools. High school and PK-8 school levels report the greatest decreases, 6.6 percentage points and 6.8 percentage points, respectively.

Reports of physical aggression have also decreased at all grade levels. The most notable difference occurs at the PK-8 school level with an 8.8 percentage-point decrease.

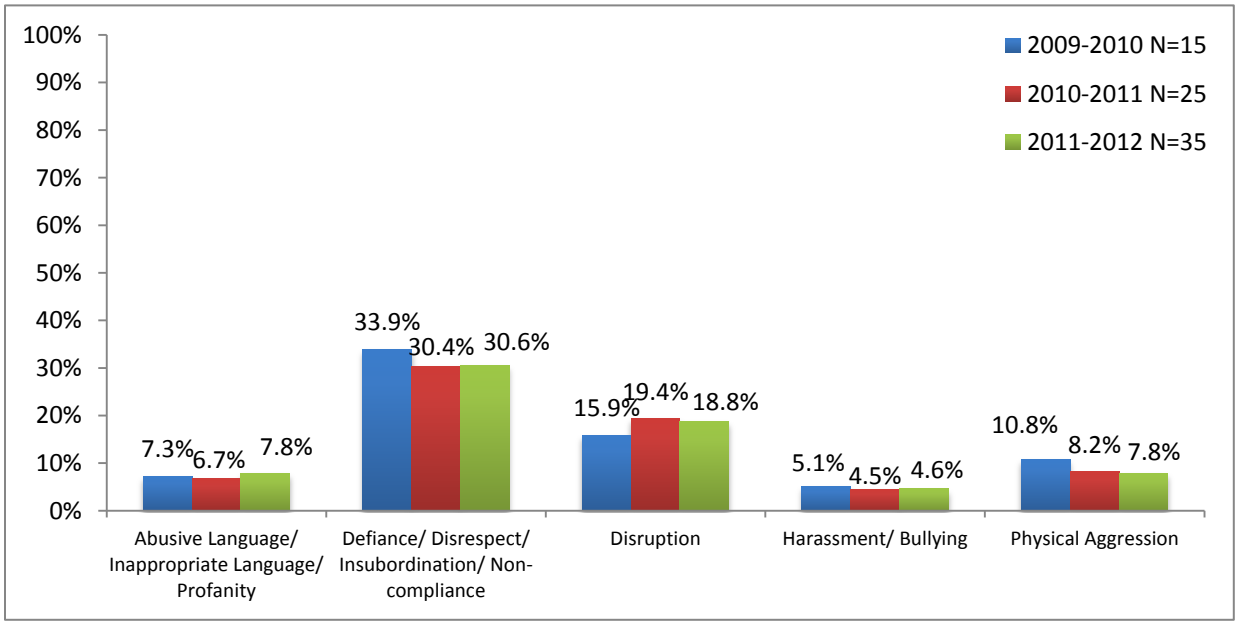
Data depict slight increases in the frequency of harassment/ bullying at the elementary, high, and PK-8 levels. This change may be attributed to the new bullying legislation, PA-11-232, which requires new procedures for identifying and reporting incidences of bullying in schools.

Figure L: Percentage Office Discipline Referrals by Problem Behavior – Connecticut Elementary Schools (2009-2012)



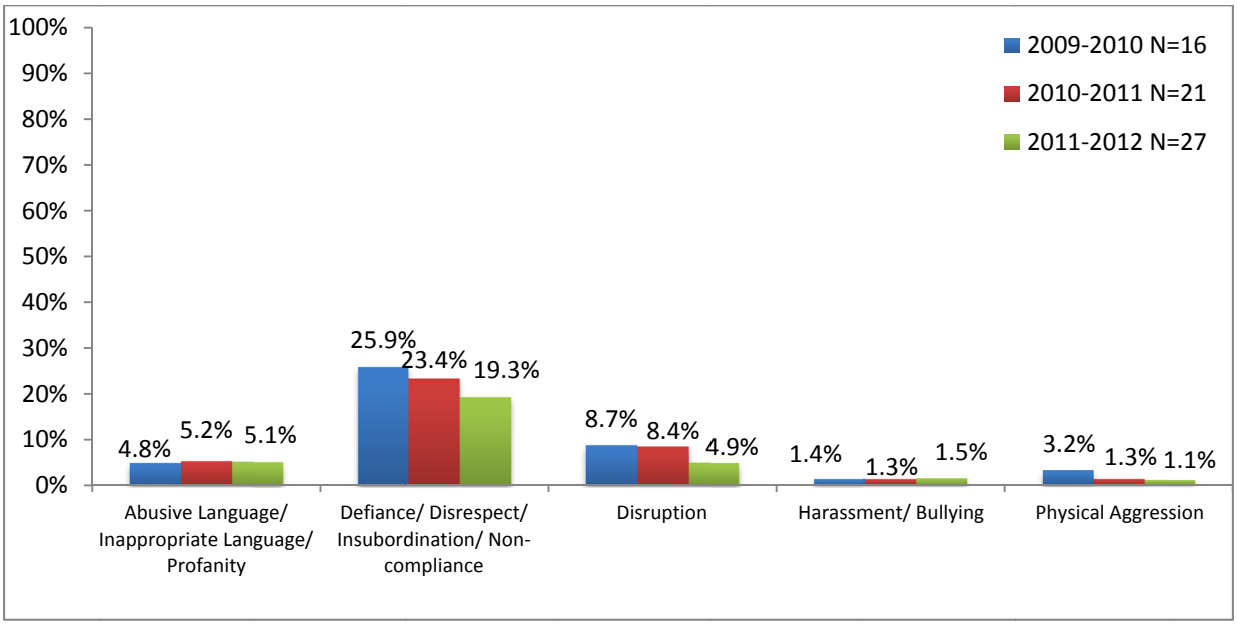
Source: pbisevals.org

Figure M: Percentage Office Discipline Referrals by Problem Behavior – Connecticut Middle Schools (2009-2012)



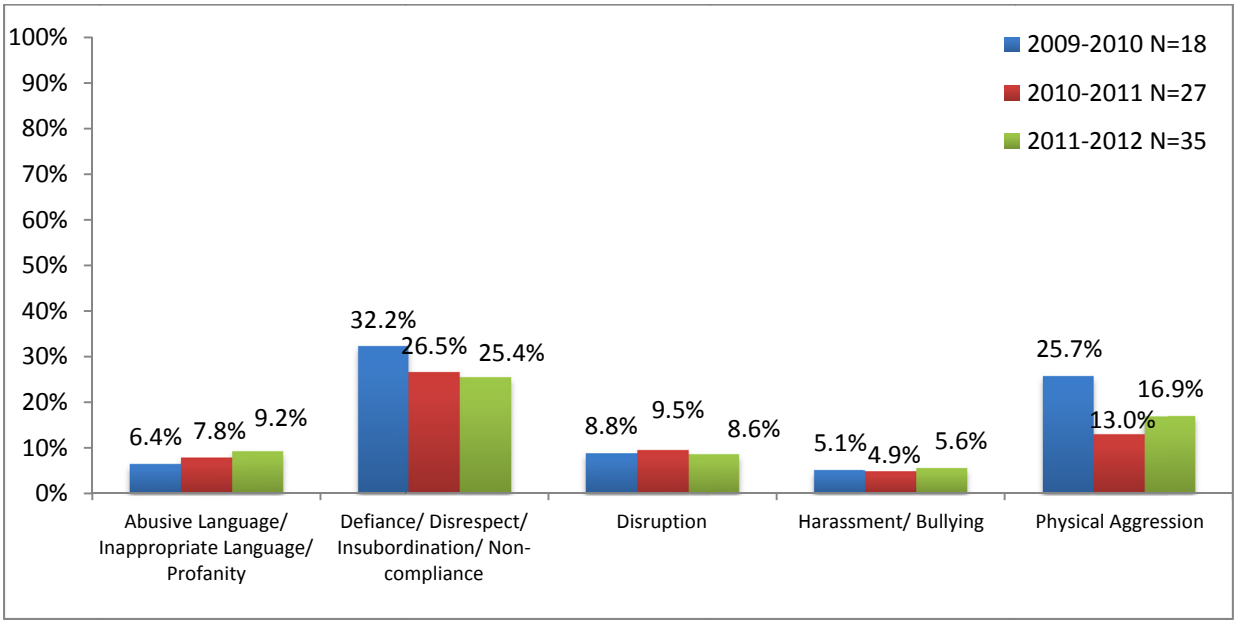
Source: pbisevals.org

Figure N: Percentage Office Discipline Referrals by Problem Behavior – Connecticut High Schools (2009-2012)



Source: pbisevals.org

Figure O: Percentage Office Discipline Referrals by Problem Behavior – Connecticut PK-8 Schools (2009-2012)



Source: pbisevals.org

What do the data reflect regarding ethnicity in ODRs?

One of the features in SWIS allows schools to view ODR data by student ethnicity. This shows school staff whether the proportion of students with ODRs over- or under-represents the proportion of students in any ethnic group. Ethnicity data are available only from schools that use the ethnicity feature. SERC has encouraged full use of this feature by all Connecticut schools using SWIS.

Analysis of Connecticut's SWIS data at the state level demonstrates disproportionality by ethnicity in all grades, with some groups overrepresented and other groups underrepresented in the data (Figures P, Q, and R). Although there was a spike in disproportionality of ODR data from 2009-2010 to 2010-2011, the data demonstrate the narrowing of the disproportionality gap within various ethnic groups over a three-year period.

Between 2009-2010 and 2011-2012, there was an overall decrease in underrepresentation among White students. In 2009-2010, White students represented 56% of the total enrollment while representing only 44% of all students with referrals. In 2011-2012, White students represented 55% of total enrollment and 47% of all students with referrals.

Between 2010-2011 and 2011-2012, there was an overall decrease in overrepresentation among Hispanic/Latino and Black students. In 2010-2011, Hispanic/Latino students represented 21% of total enrollment, but 33% of all students with referrals. In 2011-2012, Hispanic/Latino students still represented 21% of the total population, but only 27% of all students with referrals. In 2010-2011, Black students represented 15% of the total population, yet 27% of all students with referrals. In 2011-2012, Black students represented 16% of the total enrollment, but only 23% of all students with referrals.

Data disaggregated by grade level showed similar decreases in disproportionality from 2009-2010 to 2011-2012 (Appendix A).

At the elementary school level, the data show an overall decrease in overrepresentation among Black students. In 2009-2010, Black students represented approximately 15.8% of the total enrollment, yet 27.3% of all students with referrals. In 2011-2012, Black students represented 13.1% of the total enrollment, yet 21.2% of all students with referrals.

The middle school level data show an overall decrease in overrepresentation among Hispanic/Latino students. In 2009-2010, Hispanic/Latino students represented 12.7% of total enrollment and 22.9% of all students with referrals. In 2011-2012, Hispanic/Latino students represented 21.8% of total enrollment and 30% of all students with referrals.

Underrepresentation among White students has continuously decreased from 2009-2010 to 2011-2012 at the middle school level. In 2009-2010, White students represented 65.1% of total enrollment and 45.6% of all students with referrals. In 2010-2011, White students represented 57.2% of total

enrollment and 41.4% of all students with referrals. In 2011-2012, White students represented 58.5% of total enrollment and 44.9% of all students with referrals.

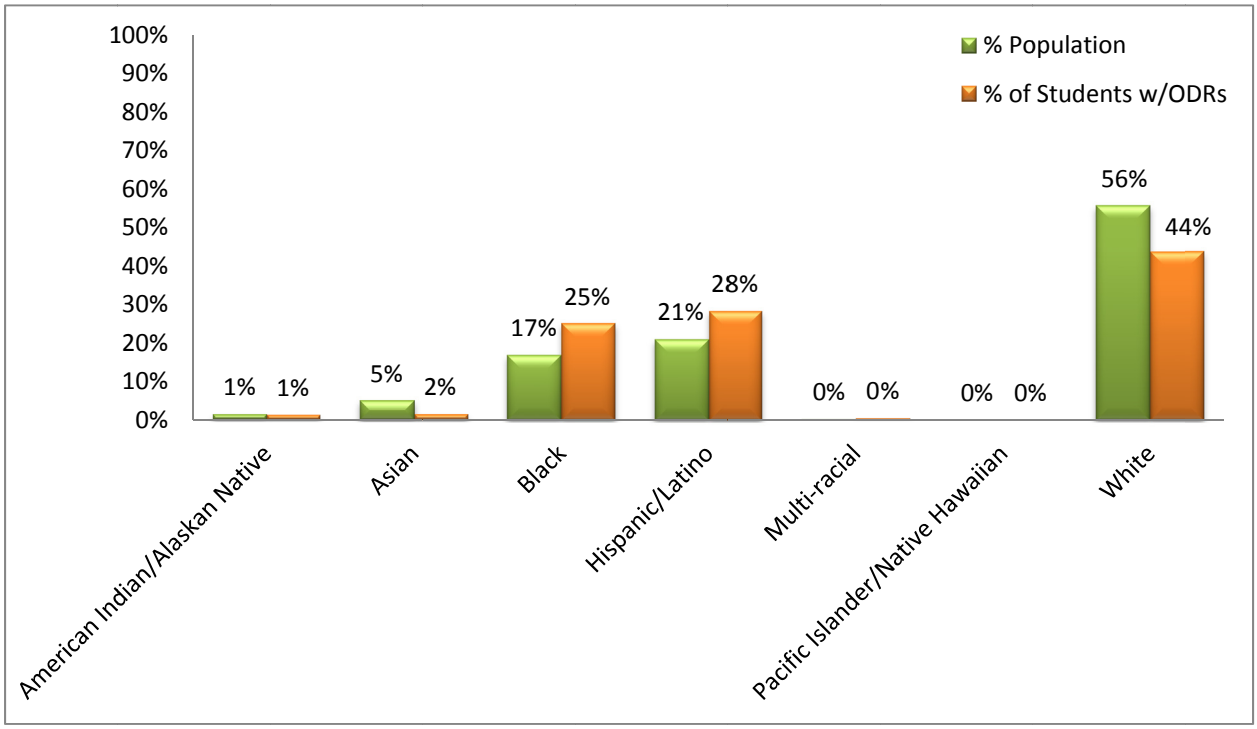
At the high school level, data demonstrate a decrease in overrepresentation of Black students even as enrollment increased. In 2009-2010, Black students represented 9.2% of the total enrollment and 14.4% of all students with referrals. In 2010-2011, Black students represented 7.3% of total enrollment and 11.8% of all students with referrals. In 2011-2012, Black students represented 13% of total enrollment and 14.1% of all students with referrals.

High school-level data show an overall decrease in underrepresentation of White students over the three-year period. In 2009-2010, White students represented 76.4% of total enrollment and 71.5% of all students with referrals. In 2011-2012, White students represented 68.7% of total enrollment and 66.7% of all students with referrals.

At the elementary school level, the data show an overall decrease in overrepresentation among Black students. The same trend is demonstrated with Hispanic/Latino students at the elementary school level.

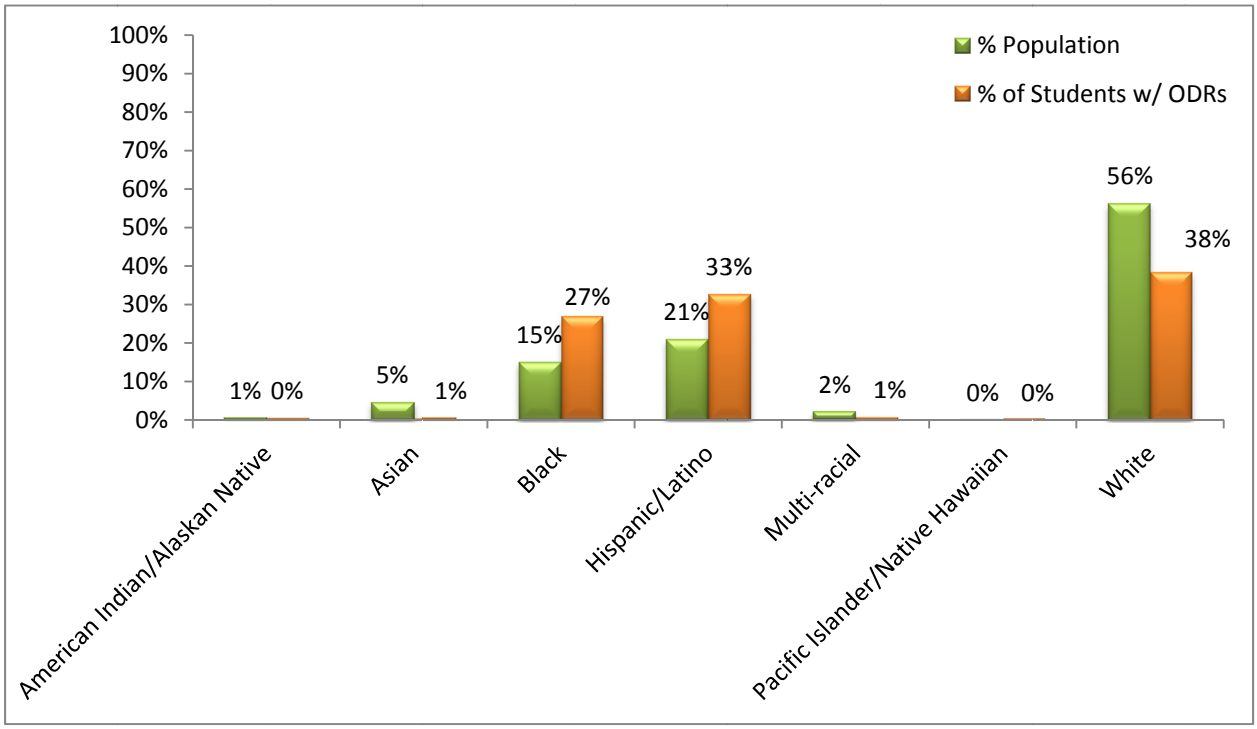
Connecticut PBIS trainers and technical assistance providers will continue to work with schools to review their data through the lens of ethnicity to develop and implement action plans to address discrepancies.

Figure P: Percentage Office Discipline Referrals by Ethnicity, Connecticut Schools, All Grade Levels, 2009-2010



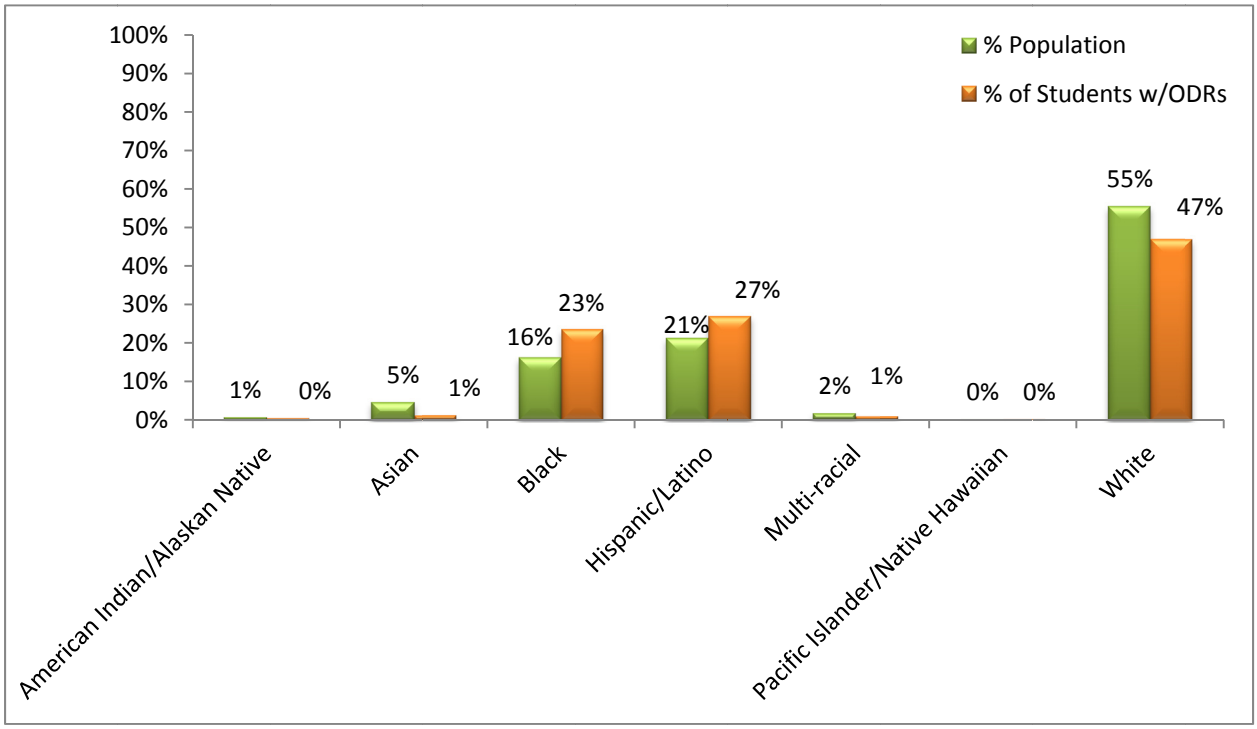
Source: pbisevals.org

Figure Q: Percentage Office Discipline Referrals by Ethnicity, Connecticut Schools, All Grade Levels, 2010-2011



Source: pbisevals.org

Figure R: Percentage Office Discipline Referrals by Ethnicity, Connecticut Schools, All Grade Levels, 2011-2012



Source: pbisevals.org

What is the current need/demand for PBIS training and support in Connecticut?

The current demand for PBIS training and support in Connecticut is quite extensive, as there continues to be a need for a framework of evidence-based practices for behavioral support in schools. New suspension-expulsion guidelines, as well as the state's revised anti-bullying legislation, are likely contributors to the demand for PBIS training. PBIS includes support for the behavioral and mental health needs of all Connecticut's students.

How is PBIS supportive of school reform efforts in Connecticut?

Turnaround Schools

The United States Department of Education requires states with approved ESEA waivers to classify at least 5 percent of Title I schools as turnaround schools. Connecticut was granted the ESEA waiver in 2012 and subsequently identified 28 turnaround schools. A total of 21 (or 75%) of Connecticut's turnaround schools have participated in PBIS training (SERC, 2013).

Focus Schools

The Focus School designation is designed to identify schools with the lowest-performing student subgroups across the State, which to this point may have been masked by overall student performance. Focus Schools were identified using CMT/CAPT 2011 data. A total of 29 of the 55 identified Focus Schools (or 53%) have participated in PBIS training (SERC, 2013).

Alliance Districts

Public Act 12-116 created the Alliance District program to help districts raise student performance and close achievement gaps by pursuing bold and innovative reform strategies. The law established a new process for identifying 30 Alliance Districts – the districts with the lowest district performance index (DPI) scores statewide – and targeted increased Education Cost Sharing (ECS) funding for these districts. Each district's receipt of its designated allocation is conditioned upon district submission, and Connecticut State Department of Education approval, of an Alliance District Plan for the expenditure of the new increment of conditional funds in the context of the district's overall strategy to improve academic achievement. Currently, 26 of 30 (or 87%) of Connecticut's Alliance Districts have participated in PBIS training (SERC, 2013).

Commissioner's Network

Public Act 12-116 establishes a Commissioner's Network to provide new resources and flexibilities to improve student achievement in the state's lowest-performing schools. The Commissioner's Network is designed as a partnership between local stakeholders and the state and will serve as a vehicle for innovative initiatives, a platform for sharing effective practices, and a model for other schools and districts throughout the state.

Statute permits the Commissioner to select up to 25 schools for the Network over the next three years. Most schools will be selected to join the Network for the 2013-14 and 2014-15 school years, but a limited number of schools will be considered to join the Network for 2012-13. Network turnaround plans will include intensive and transformative strategies that are necessary to turnaround schools that, to date, have been insufficiently successful in their improvement efforts. Currently, 75% of districts with approved plans for schools in the Commissioner's Network are a part of PBIS training (SERC, 2013).

Review Schools

Review Schools are among Connecticut's lowest performing, irrespective of Title I status. All schools with CMT/ CAPT 2012 participation rates less than 95 percent, four-year cohort graduation rates below 60 percent (for the graduating class of 2011), three-year baseline School Performance Indexes (SPIs) below 64, or identification as Focus Schools were classified as Review Schools. Currently, 54/84 (or 64%) of Connecticut's Review Schools have participated in PBIS training (SERC, 2013).

See the PBIS Results-Based Accountability (RBA) Report Card (Appendix B).

Summary

As of 2011-12, almost one-fourth (23%) of Connecticut's schools have participated in at least one year of PBIS training. Nationally and statewide, the majority of schools participating in PBIS are at the elementary level. Recent years have seen an increase in the number of middle and high schools as well. **Outreach efforts to these schools will continue.**

To ensure that all schools in Connecticut have access to coaching, training, and technical assistance, the CT PBIS Collaborative continues to invest in building capacity in PBIS trainers across the state. Through CT's State Personnel Development Grant, SERC, CBER, and the RESC Alliance, educational leaders have participated in training with the field's leading experts. These partnerships have provided Connecticut schools the opportunity to receive more intensive technical assistance, focusing on their specific implementation challenges and celebrating their successes. **The CT PBIS Collaborative will continue to meet as a Professional Learning Community (PLC) specifically designed to sustain and expand training and technical assistance capabilities.**

Analysis of Connecticut SET data reveals that by the third year of PBIS training, the majority of schools are implementing PBIS with fidelity. **The CT PBIS Collaborative will continue to offer a three-year training series to promote implementation fidelity and will address specific implementation issues with each school in training.**

SWIS data show that the top five problem behaviors are common across all grade levels. These problem behaviors include abusive language/profanity, defiance/disrespect, disruption, harassment/bullying, and physical aggression. Over the last three years, rates of referrals for two of these problem behaviors, physical aggression and defiance/disrespect, have decreased at all grade levels. Nationally, school-wide teams have expressed the desire to share classroom strategies with their staff earlier in the process. In

addition, there is evidence that developing classroom systems along with school-wide systems improves sustainability. **With this in mind, the CT PBIS Collaborative will alter the scope and sequence of PBIS training to begin the training and technical assistance around classroom management practices earlier in the training series.**

ODR data show that Connecticut continues to refer students of color disproportionately for behavioral violations at all grade levels. Hispanic/Latino and Black students are referred at much higher rates than their White peers. Over the past three years, the disproportionality gap has narrowed within each of these subgroups. However, the disproportionate pattern of referral rates endures. **The CT PBIS Collaborative will continue to ensure that training and technical assistance through PBIS addresses issues of race/ethnicity and that trainers and technical assistance providers enhance the ability to focus data structures and practices with a lens on equity.**

The CT PBIS Collaborative now includes the enhanced perspective of the four integrated elements in training to highlight the importance of considering culture and context when implementing PBIS. Systems and practices must reflect the school's specific staff and student population to achieve maximum student outcomes. The Collaborative has also emphasized the importance of disaggregating ODR data by ethnicity and the need to consistently monitor reports by ethnicity to inform any changes to implementation. **Given the importance of analyzing data through a variety of lenses, the CT PBIS Collaborative will work closely with individuals and organizations with expertise in culturally responsive pedagogy and discipline practices to further embed these practices into PBIS training, technical assistance, and coaching.**

The CT PBIS Collaborative presents School-wide PBIS training curriculum in a manner that encourages teams to consider the impact of their support systems on students who represent subgroups of their school's population (i.e. race, ethnicity, gender, etc.). Coaches meetings provide a space for in-depth conversation about the information and tools needed to analyze data for disproportionality. One purpose of these meetings is to ensure that schools are asking the types of questions about their data that will lead them to discover what might be contributing to these inequities. **The CT PBIS Collaborative will continue to work to provide a continuum of behavioral supports that is reflective of students' diverse strengths and needs in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.**

Connecticut PBIS Three-Year Goals (2011-2014)

Goals for Connecticut's statewide system for PBIS were published in the *PBIS Data Report and Summary: December 2011* (SERC, 2011). Since 2011, the CT PBIS Collaborative has undertaken a great deal to address these goals:

- Expanding the Connecticut PBIS Collaborative, a statewide comprehensive stakeholder group, that invests in systems for training, coaching, and evaluation, to address the growing demand for training and scaling-up in Connecticut districts.
    - This goal is ongoing. The CT PBIS Collaborative met five times in 2011-12. Representatives from all partners were in attendance at each meeting. The Collaborative will continue to meet in 2012-13 and further expand partnerships with Connecticut RESCs and CSDE. Participation from all stakeholders at these meetings ensures that statewide efforts to provide high-quality professional development and technical assistance around PBIS to all schools in Connecticut are consistent and aligned with the heavily researched national model.

- Expanding the Connecticut Model Schools Project to include identification of Banner Schools and Model Demonstration Sites.
    - The Model Schools Project was revamped and no schools were highlighted in 2011-12. However, the project will resume in 2012-13 and will recognize more schools across Connecticut for exemplary PBIS implementation.

- Building capacity in school-wide PBIS trainers through the extension of the PBIS Trainer of Trainers Network.
    - The PBIS Trainer of Trainers Network continued and was further enhanced by the addition of a session dubbed "Completers" for those who participated fully in School-wide PBIS Training Cadre. Additionally, CT PBIS played a role in the NE PBIS Conference serving on the planning/advisory committee, presenting a breakout session, exhibiting at the poster session, and participating as conference attendees in an effort to continuously develop CT PBIS expertise and contributions to the field. This goal is ongoing for 2012-13.

- Enhancing and building capacity for providing district-specific assistance in the development and management of secondary and tertiary behavior support systems and expertise of local personnel.
    - This goal is ongoing. Enhancements have been made, and will continue to be made, to the statewide training series regarding secondary and tertiary behavior support systems and building staff capacity to provide such support.

- Investigating further the local relationship between SWPBIS and academic outcomes.
    - This goal is ongoing. One specific approach to address this goal has been through CT's SPDG of which PBIS is a significant component. The grant includes assessment of and support for implementing academic and behavioral systems and practices. In particular, the grant is examining the impact of integrated SWPBIS and academic systems on reading.

- Identifying further a static funding source for scaling-up efforts.
    - This goal needs to be continued. Collaboration with CSDE will help with determining future fiscal support for PBIS expansion and maintenance in Connecticut.

- Providing evidence-based content and materials to develop interventions to address systematic disproportionality in suspension and expulsion by race and other subgroups.
    - Members of the PBIS initiative will maintain collaboration with other initiatives at SERC, such as the Initiative on Diversity in Education (IDE), to develop content and materials for training that will support school-based teams with recognizing and addressing disproportionate referral and administrative consequences. This remains a primary goal for 2012-13.

- Collaborating with PBIS school districts to address the discipline gap by gender, race, and special education.
    - This goal is ongoing. Coaches' meetings were specially tailored to help recognize the need to address disproportionality. In the future, there will also be a focus on using tools at the school-wide level to identify groups within individual schools that may be experiencing disparate treatment by staff responding to behavioral infractions.

- Sharing Connecticut data with PBIS schools to examine function of behavior and its correlation with the most common behavioral infractions in middle and high schools (defiance/disrespect/insubordination, etc.).
    - This goal is ongoing. The CT PBIS Collaborative is collecting a substantial data set for analysis and sharing as an increasing number of middle schools and high schools are participating in PBIS training. Schools will be provided guidance on how to use data to design possible responses that may result in decreases of the common infractions and increases in more appropriate behaviors.

- Enhancing the visibility of PBIS in Connecticut through the Summit on PBIS, Web site, and related products.
    - This goal is ongoing. Related products include *PBIS Data Report and Summary: December 2011* (2011), *A Family Guide to PBIS in Connecticut* (2011), *PBIS as an Effective Approach to Bullying Prevention & Intervention: Complying with CT Public Act 11-232* (2012), and *SERC Works: Best Practices from SERC: Spring 2012, No. 4* (2012). See www.ctserc.org/pbis.

- Investing in the increased knowledge about PBIS with Connecticut families through the Connecticut Parent Information and Resource Center (CT PIRC).
    - This goal is ongoing. PBIS continues to be a resource for consulting with CT PIRC about school-based behavioral support to students and families throughout Connecticut. A

brochure, *A Family Guide to PBIS in Connecticut,* was created and began dissemination in 2011. This guide will continue to be available to the public via the PBIS Web site.

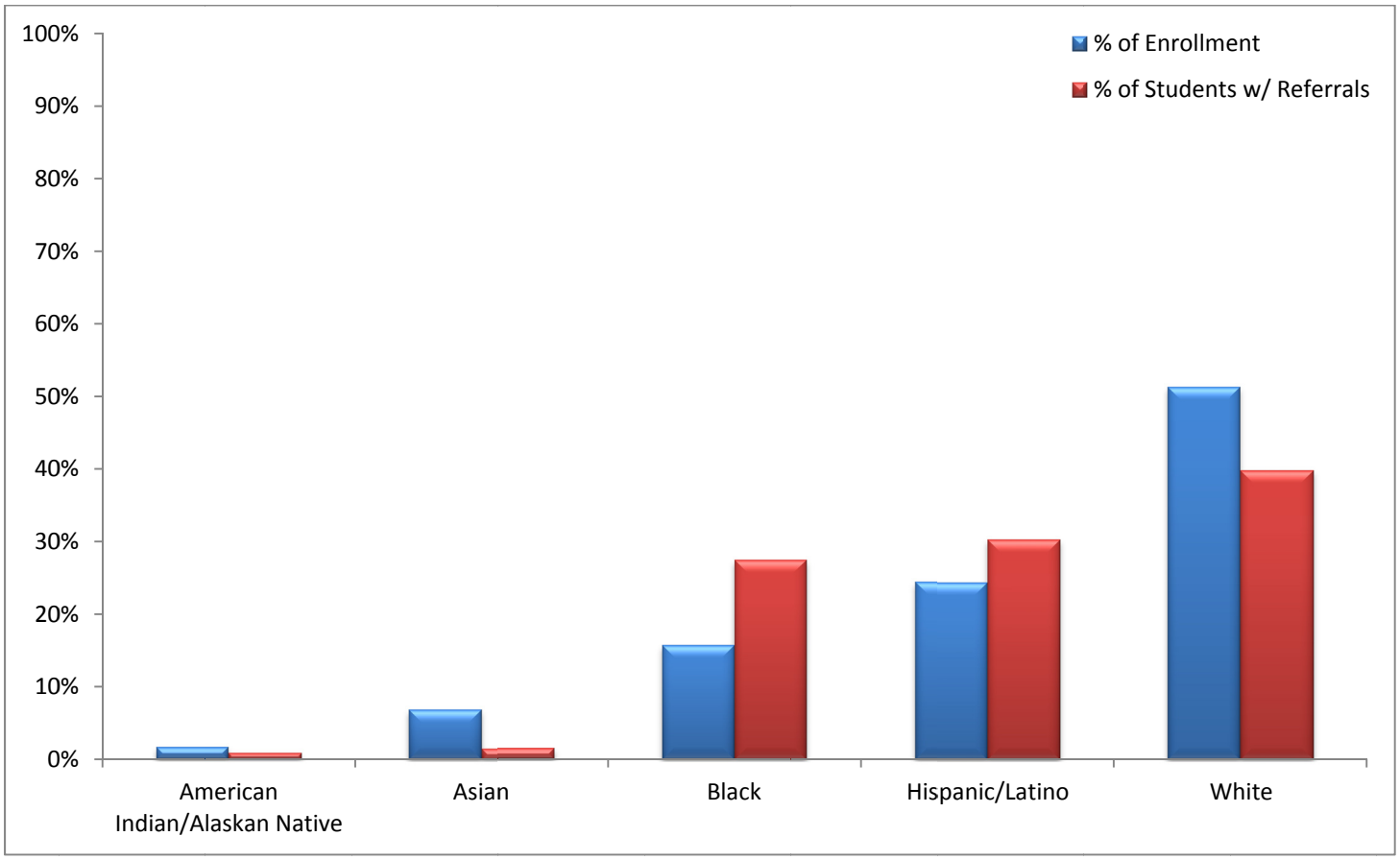
Appendix A

Table 1: Referrals by Ethnicity, Elementary, 2009-2010 (N=8 Schools)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	50	1.7%	4	.9%	4	.4%
Asian	205	6.8%	7	1.5%	7	.6%
Black	478	15.8%	126	27.3%	305	28.1%
Hispanic/Latino	738	24.4%	142	30.7%	386	35.6%
White	1548	51.3%	183	39.6%	383	35.5%
Total	3019	100.0%	462	100.0%	1085	100.0%

Source: pbisevals.org

Figure A: Referrals by Ethnicity, Elementary, 2009-2010



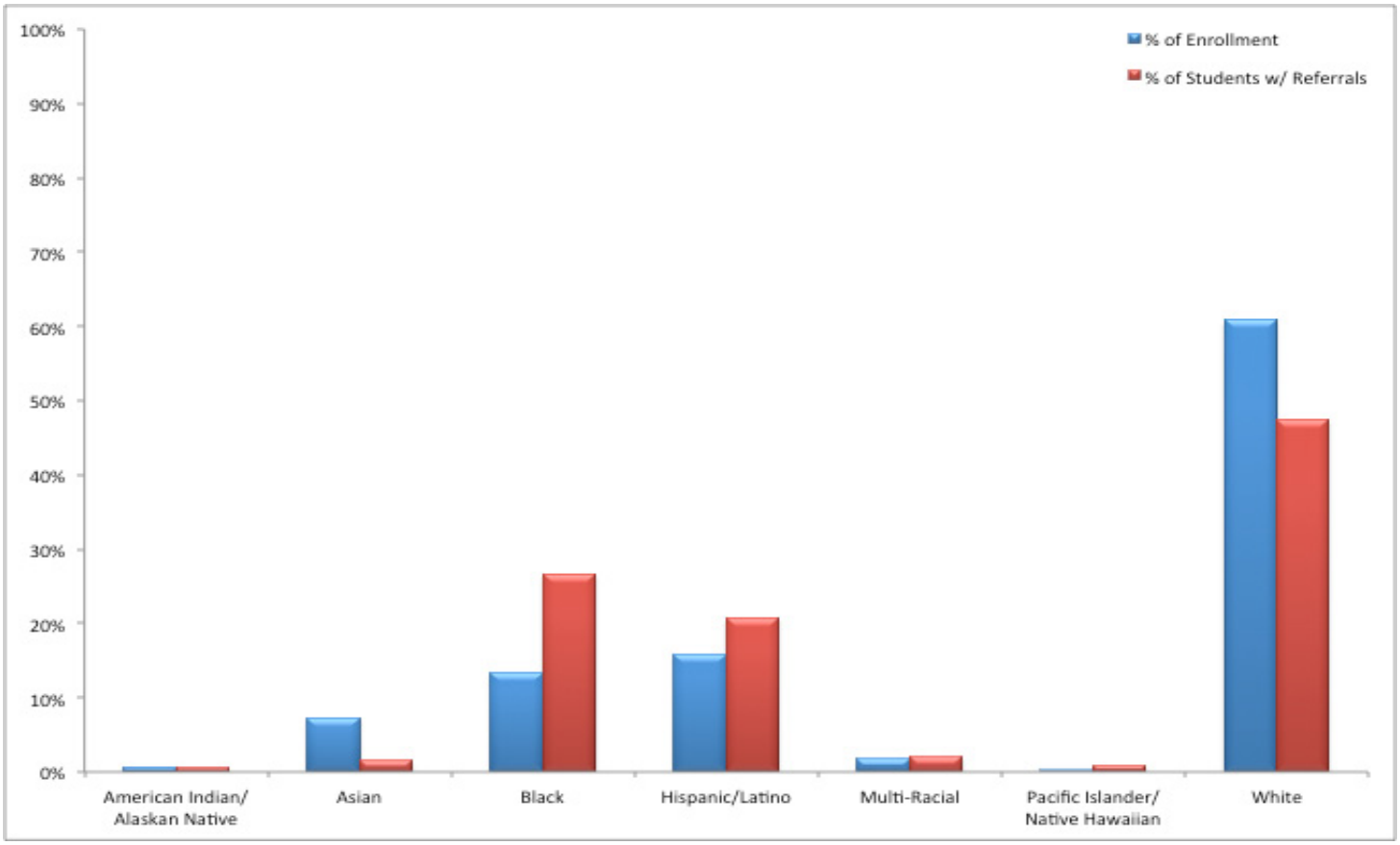
Source: pbisevals.org

Table 2: Referrals by Ethnicity, Elementary, 2010-2011 (N=21)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	52	.7%	4	.6%	7	.4%
Asian	571	7.3%	11	1.7%	12	.6%
Black	1046	13.4%	177	26.7%	615	33.3%
Hispanic/Latino	1241	15.9%	138	20.8%	399	21.6%
Multi-racial	143	1.8%	13	2.0%	61	3.3%
Pacific Islander/ Native Hawaiian	13	.2%	6	.9%	18	1.0%
White	4751	60.8%	313	47.3%	737	39.9%
Total	7817	100.0%	662	100.0%	1849	100.0%

Source: pbisevals.org

Figure B: Referrals by Ethnicity, Elementary, 2010-2011



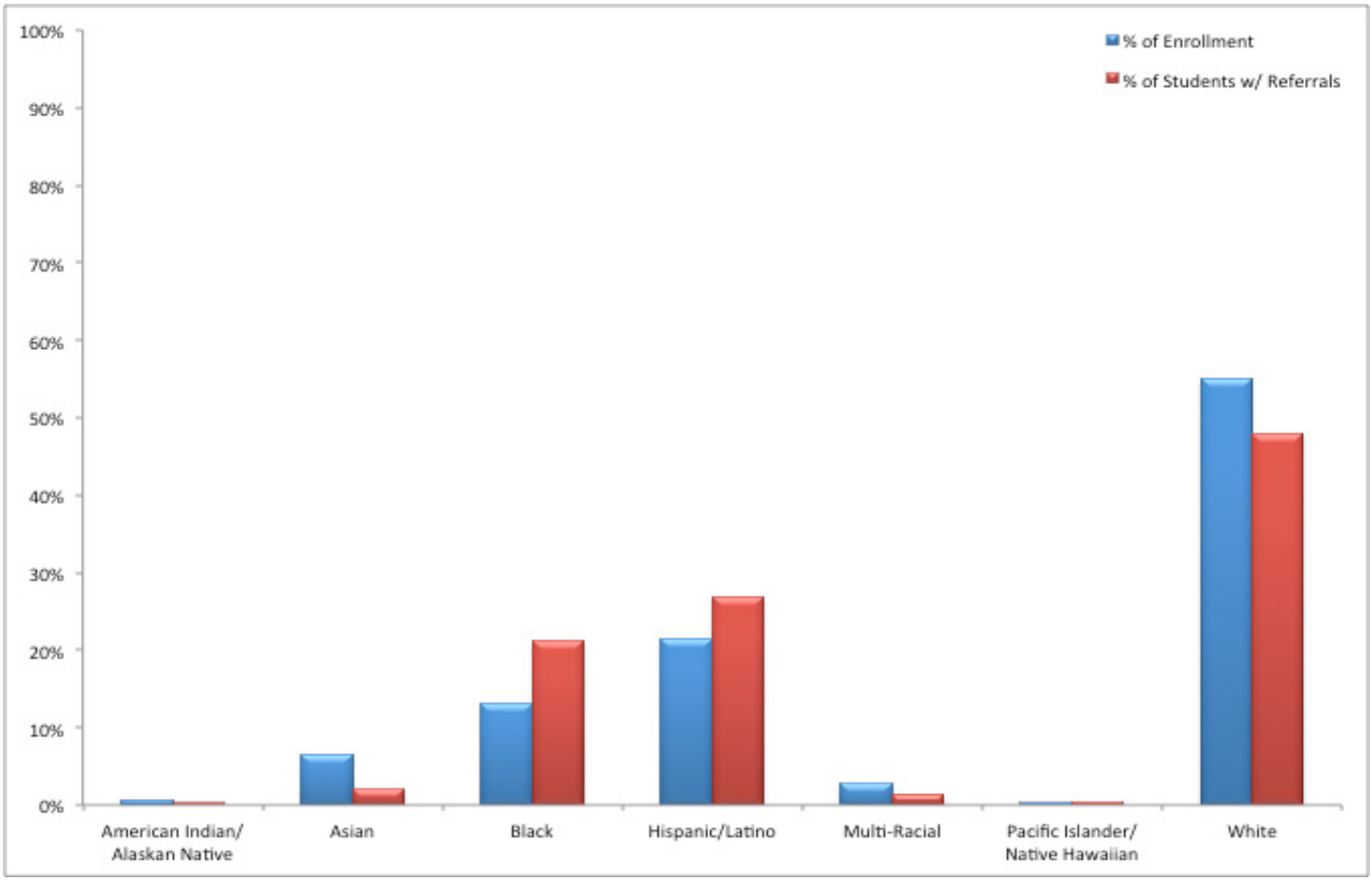
Source: pbisevals.org

Table 3: Referrals by Ethnicity, Elementary, 2011-2012 (N=44)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	109	.7%	5	.3%	11	.2%
Asian	1095	6.6%	40	2.0%	77	1.2%
Black	2163	13.1%	415	21.2%	1882	30.5%
Hispanic/Latino	3538	21.5%	529	27.0%	1549	25.1%
Multi-racial	463	2.8%	28	1.4%	90	1.5%
Pacific Islander/ Native Hawaiian	48	.3%	7	.4%	21	.3%
White	9062	55.0%	932	47.6%	2536	41.1%
Total	16478	100.0%	1956	100.0%	6166	100.0%

Source: pbisevals.org

Figure C: Referrals by Ethnicity, Elementary, 2011-2012



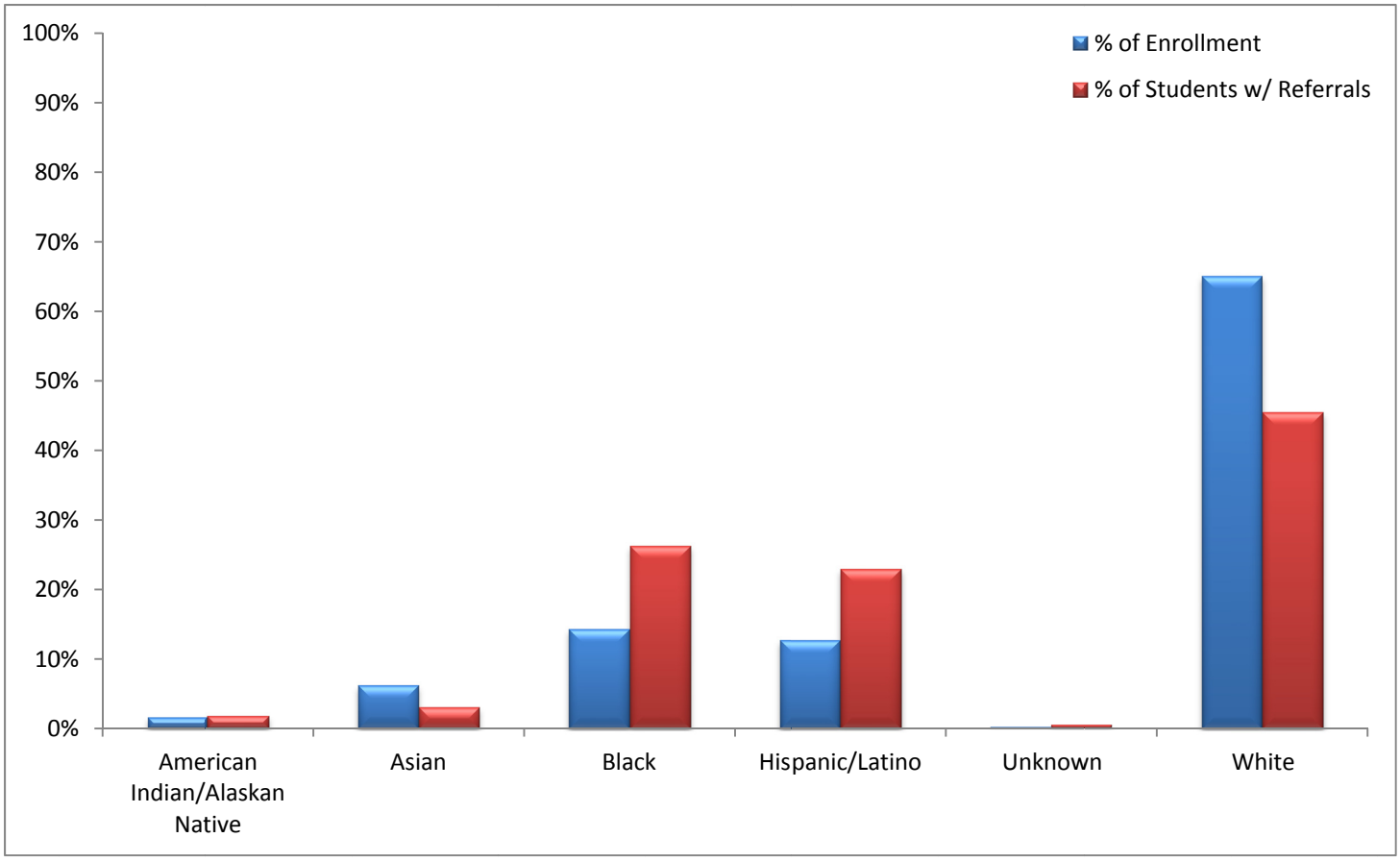
Source: pbisevals.org

Table 4: Referrals by Ethnicity, Middle, 2009-2010 (N=5)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	58	1.6%	15	1.8%	91	2.7%
Asian	228	6.2%	26	3.1%	74	2.2%
Black	527	14.3%	222	26.2%	1069	31.5%
Hispanic/Latino	469	12.7%	194	22.9%	866	25.5%
Unknown	7	.2%	4	.5%	9	.3%
White	2406	65.1%	386	45.6%	1281	37.8%
Total	3695	100.0%	847	100.0%	3390	100.0%

Source: pbisevals.org

Figure D: Referrals by Ethnicity, Middle, 2009-2010



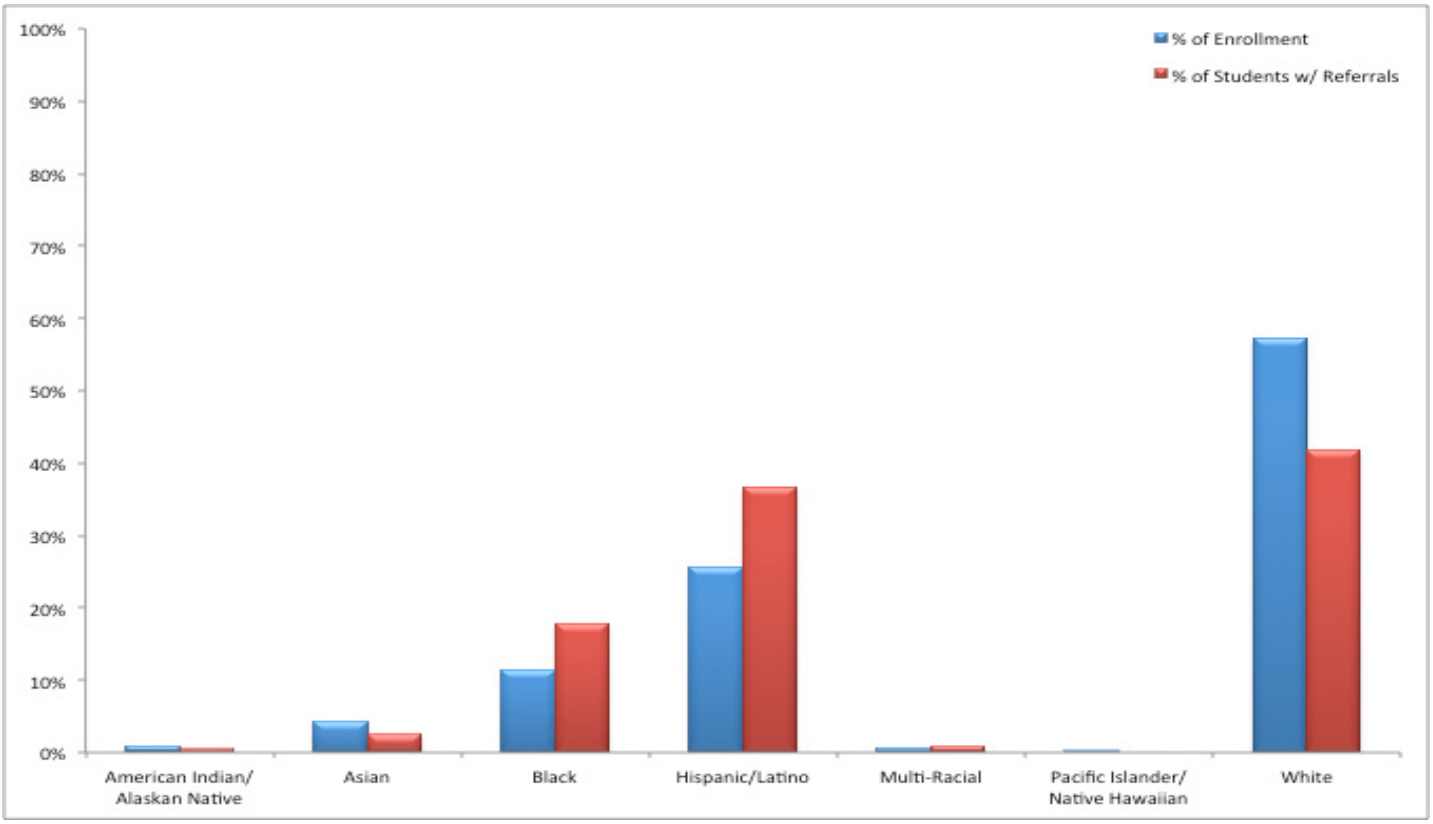
Source: pbisevals.org

Table 5: Referrals by Ethnicity, Middle, 2010-2011 (N=9)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	49	.9%	7	.5%	31	.6%
Asian	220	4.2%	34	2.6%	57	1.1%
Black	596	11.4%	231	17.5%	1064	20.9%
Hispanic/Latino	1332	25.5%	488	37.0%	1906	37.4%
Multi-racial	31	.6%	12	.9%	27	.5%
Pacific Islander/ Native Hawaiian	8	.2%	0	.0%	0	.0%
White	2984	57.2%	546	41.4%	2016	39.5%
Total	5220	100.0%	1318	100.0%	5101	100.0%

Source: pbisevals.org

Figure E: Referrals by Ethnicity, Middle, 2010-2011



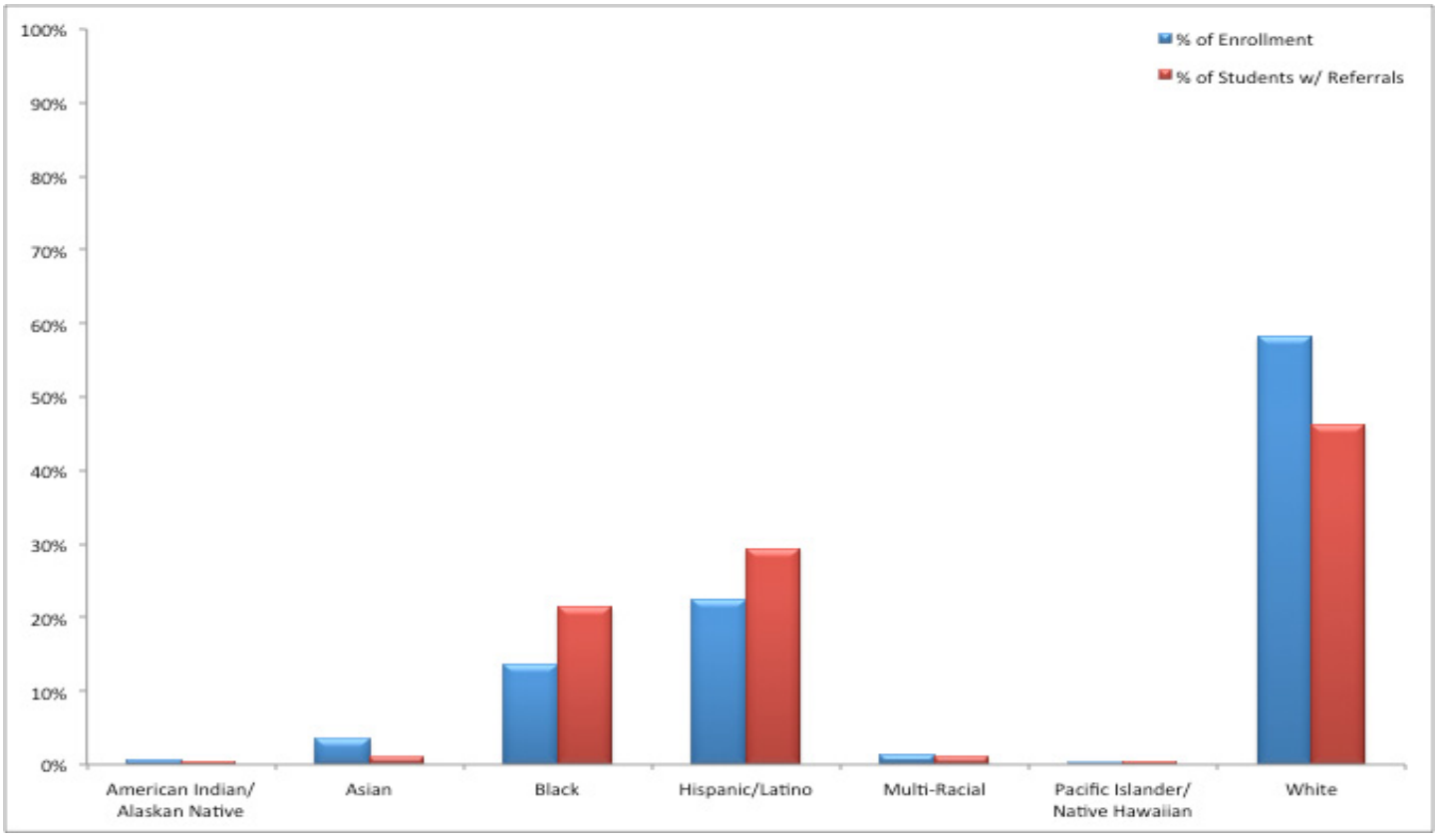
Source: pbisevals.org

Table 6: Referrals by Ethnicity, Middle, 2011-2012 (N=19)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	74	.6%	12	.4%	80	.7%
Asian	425	3.6%	33	1.1%	76	.6%
Black	1627	14.0%	660	22.2%	3158	26.6%
Hispanic/Latino	2539	21.8%	894	30.0%	3740	31.5%
Multi-racial	145	1.2%	30	1.0%	149	1.3%
Pacific Islander/ Native Hawaiian	21	.2%	13	.4%	59	.5%
White	6817	58.5%	1337	44.9%	4618	38.9%
Total	11648	100.0%	2979	100.0%	11880	100.0%

Source: pbisevals.org

Figure F: Referrals by Ethnicity, Middle, 2011-2012



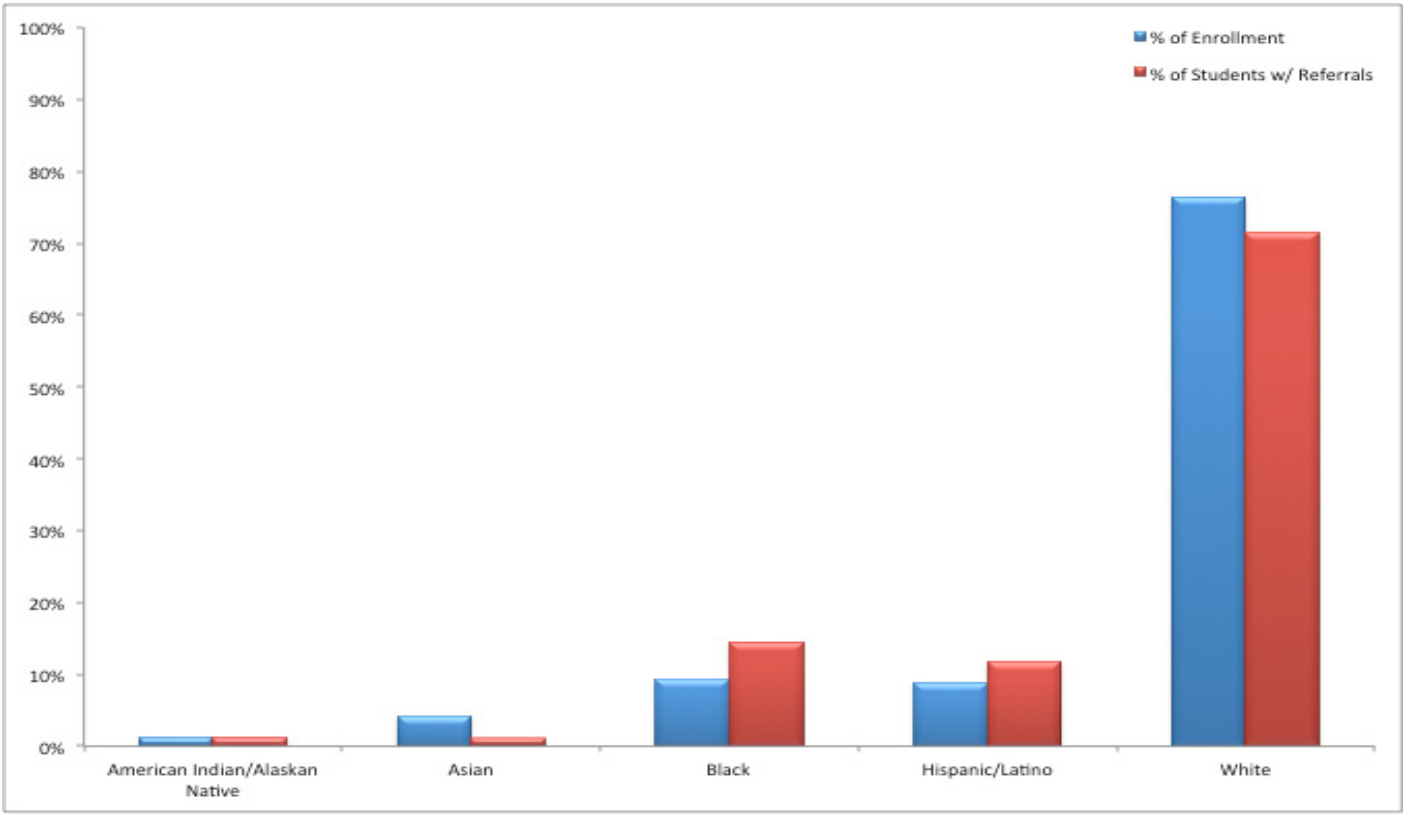
Source: pbisevals.org

Table 7: Referrals by Ethnicity, High, 2009-2010 (N=3)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	31	1.3%	7	1.3%	15	.7%
Asian	97	4.2%	6	1.1%	8	.4%
Black	211	9.2%	79	14.4%	331	15.7%
Hispanic/Latino	203	8.8%	64	11.7%	224	10.6%
White	1758	76.4%	391	71.5%	1534	72.6%
Total	2300	100.0%	547	100.0%	2112	100.0%

Source: pbisevals.org

Figure G: Referrals by Ethnicity, High, 2009-2010



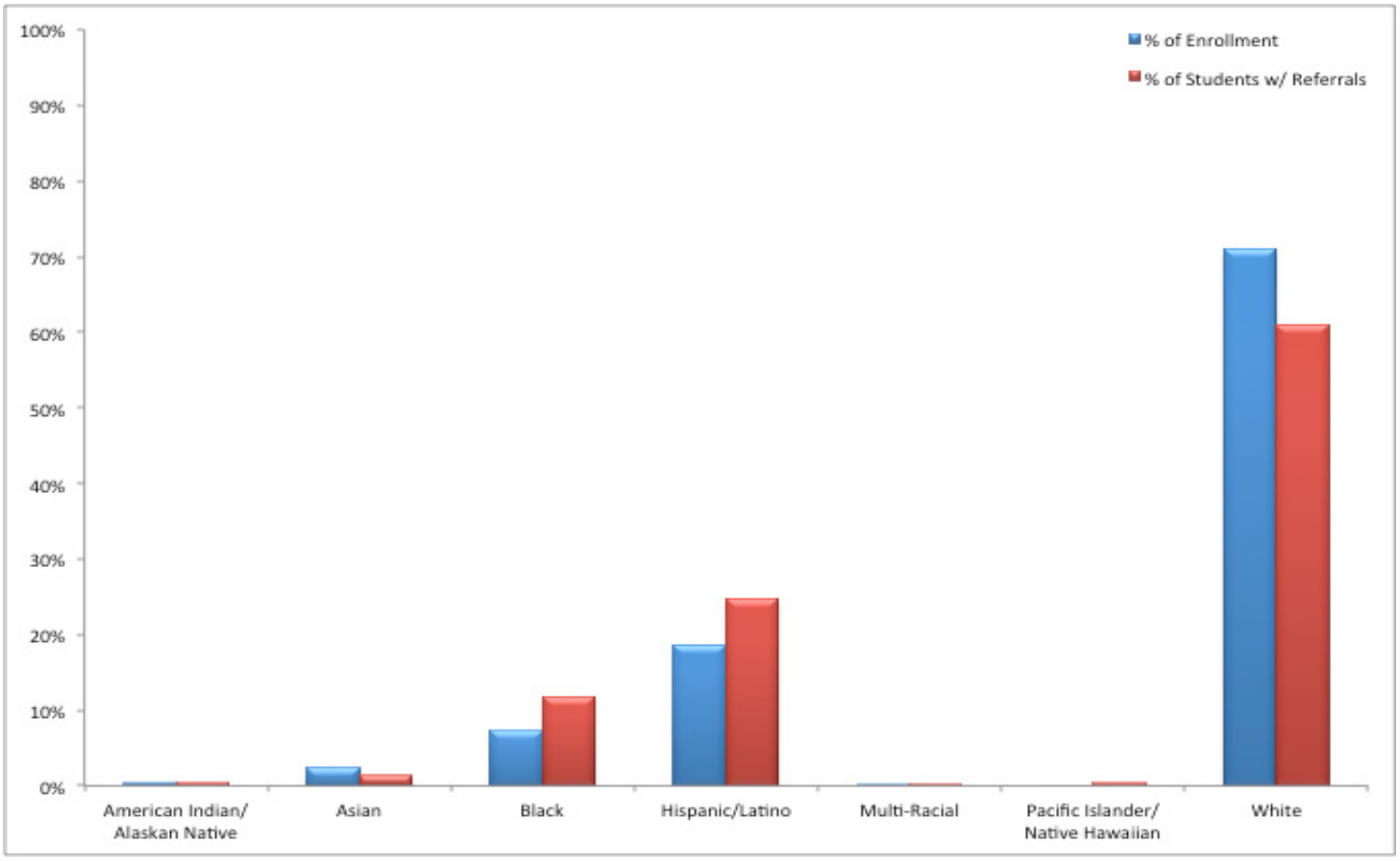
Source: pbisevals.org

Table 8: Referrals by Ethnicity, High, 2010-2011 (N=7)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	20	.4%	6	.5%	10	.2%
Asian	124	2.5%	16	1.4%	50	.9%
Black	362	7.3%	140	11.8%	593	11.1%
Hispanic/Latino	925	18.7%	291	24.6%	1561	29.3%
Multi-racial	6	.1%	3	.3%	32	.6%
Pacific Islander/ Native Hawaiian	2	.0%	6	.5%	8	.1%
White	3499	70.9%	722	61.0%	3080	57.7
Total	4938	100.0%	1184	100.0%	5334	100.0%

Source: pbisevals.org

Figure H: Referrals by Ethnicity, High, 2010-2011



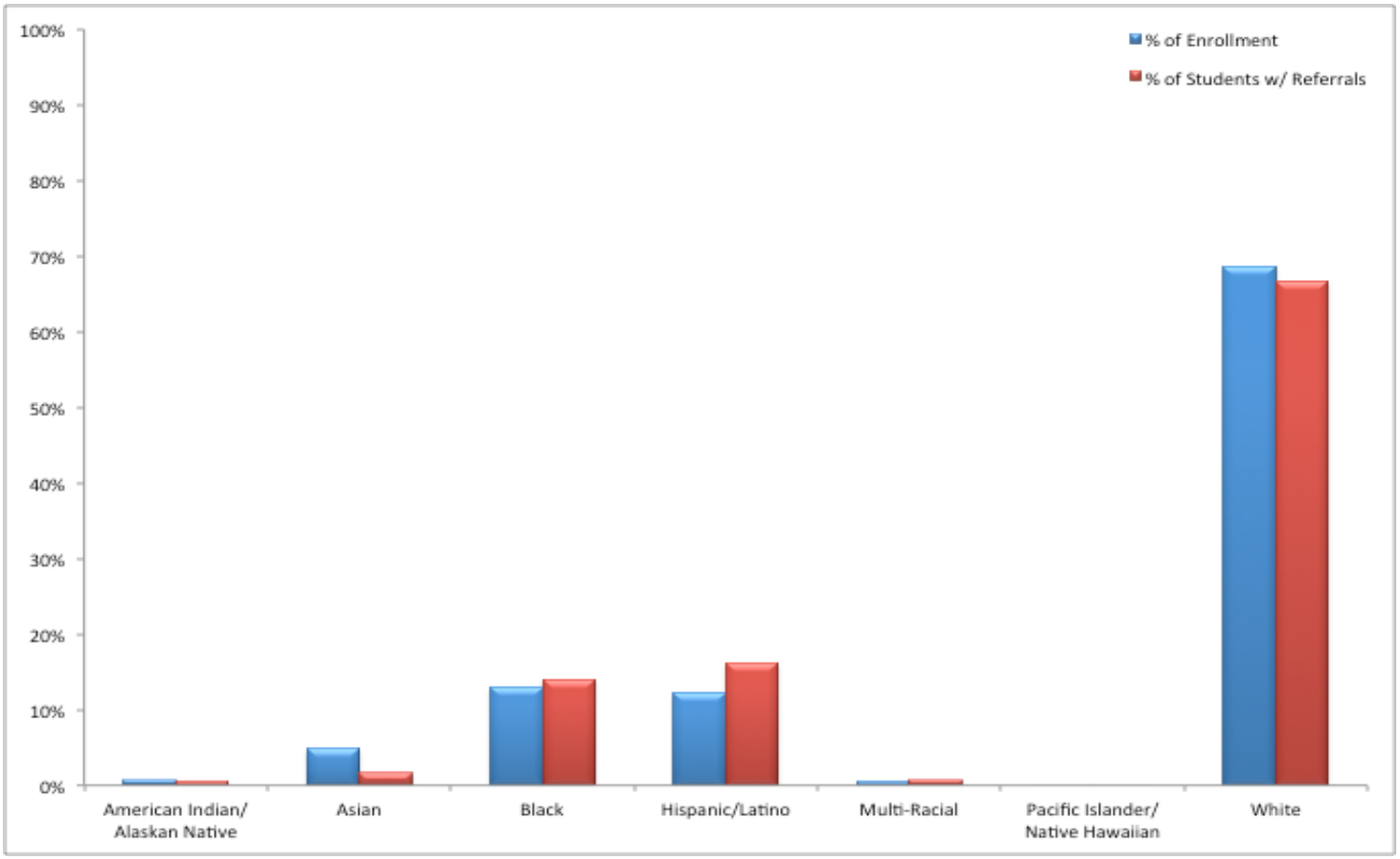
Source: pbisevals.org

Table 9: Referrals by Ethnicity, High, 2011-2012 (N=14)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	84	.7%	16	.6%	53	.4%
Asian	601	4.8%	44	1.7%	198	1.5%
Black	1638	13.0%	370	14.1%	1791	13.9%
Hispanic/Latino	1533	12.2%	426	16.2%	1802	14.0%
Multi-racial	76	.6%	19	.7%	115	.9%
Pacific Islander/ Native Hawaiian	3	.0%	1	.0%	1	.0%
White	8624	68.7%	1754	66.7%	8921	69.3%
Total	12559	100.0%	2630	100.0%	12881	100.0%

Source: pbisevals.org

Figure I: Referrals by Ethnicity, High, 2011-2012



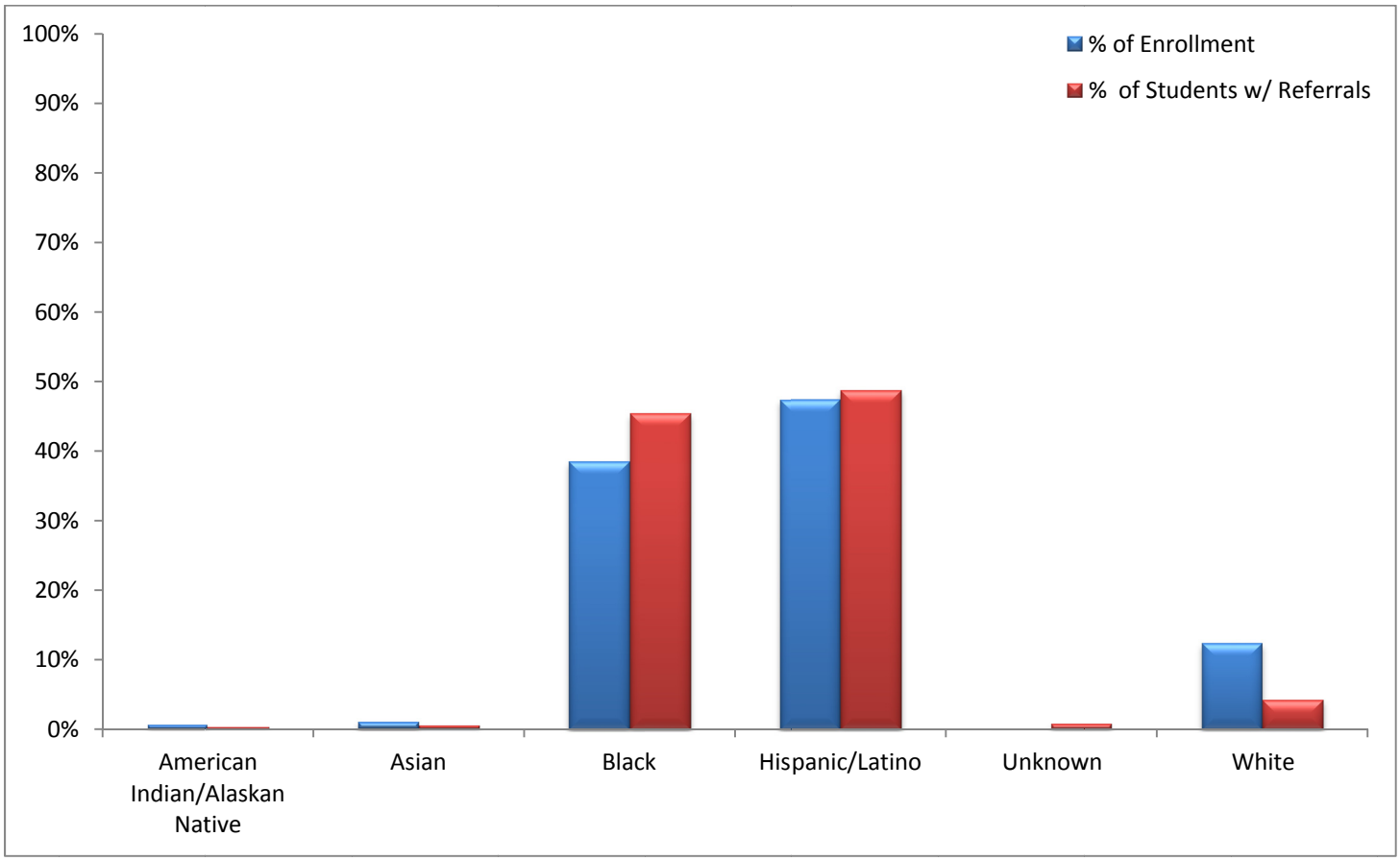
Source: pbisevals.org

Table 10: Referrals by Ethnicity, PK-8, 2009-2010 (N=3)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	9	.6%	1	.3%	2	.1%
Asian	16	1.0%	2	.5%	5	.3%
Black	611	38.5%	169	45.4%	701	39.3%
Hispanic/ Latino	752	47.4%	181	48.7%	1016	56.9%
Unknown	2	.1%	3	.8%	8	.4%
White	197	12.4%	16	4.3%	53	3.0%
Total	1587	100%	372	100%	1785	100%

Source: pbisevals.org

Figure J: Referrals by Ethnicity, PK-8, 2009-2010



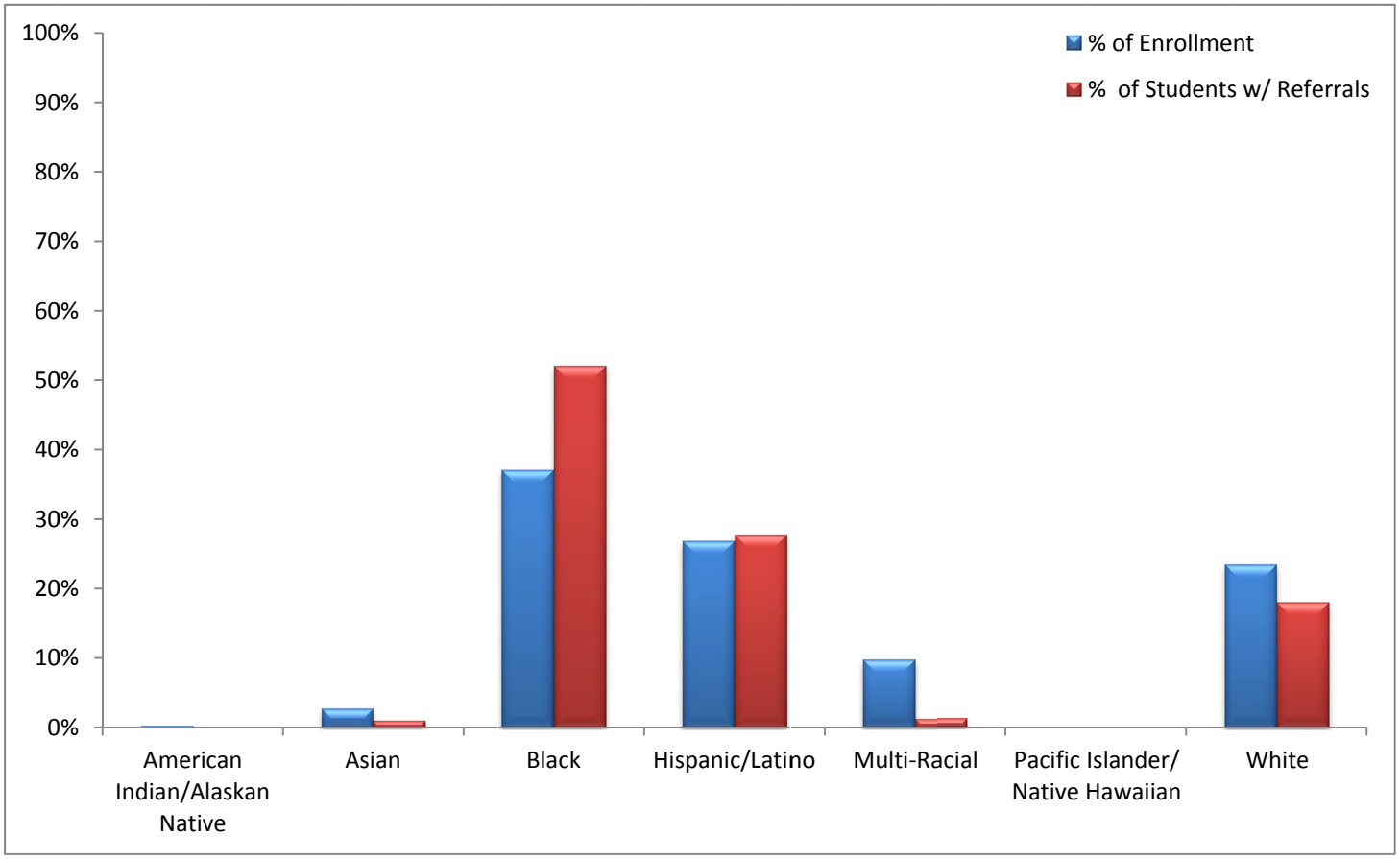
Source: pbisevals.org

Table 11: Referrals by Ethnicity, PK-8, 2010-2011 (N=6)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	5	.2%	0	.0%	0	.0%
Asian	77	2.7%	8	1.0%	14	.4%
Black	1051	37.1%	407	52.0%	1906	50.6%
Hispanic/ Latino	758	26.8%	217	27.7%	1247	33.1%
Multi-Racial	277	9.8%	20	1.3%	60	1.6%
Pacific Islander/ Native Hawaiian	1	0%	0	.0%	0	.0%
White	663	23.4%	141	18%	543	14.4%
Total	2832	100.0%	783	100.0%	3770	100.0%

Source: pbisevals.org

Figure K: Referrals by Ethnicity, PK-8, 2010-2011



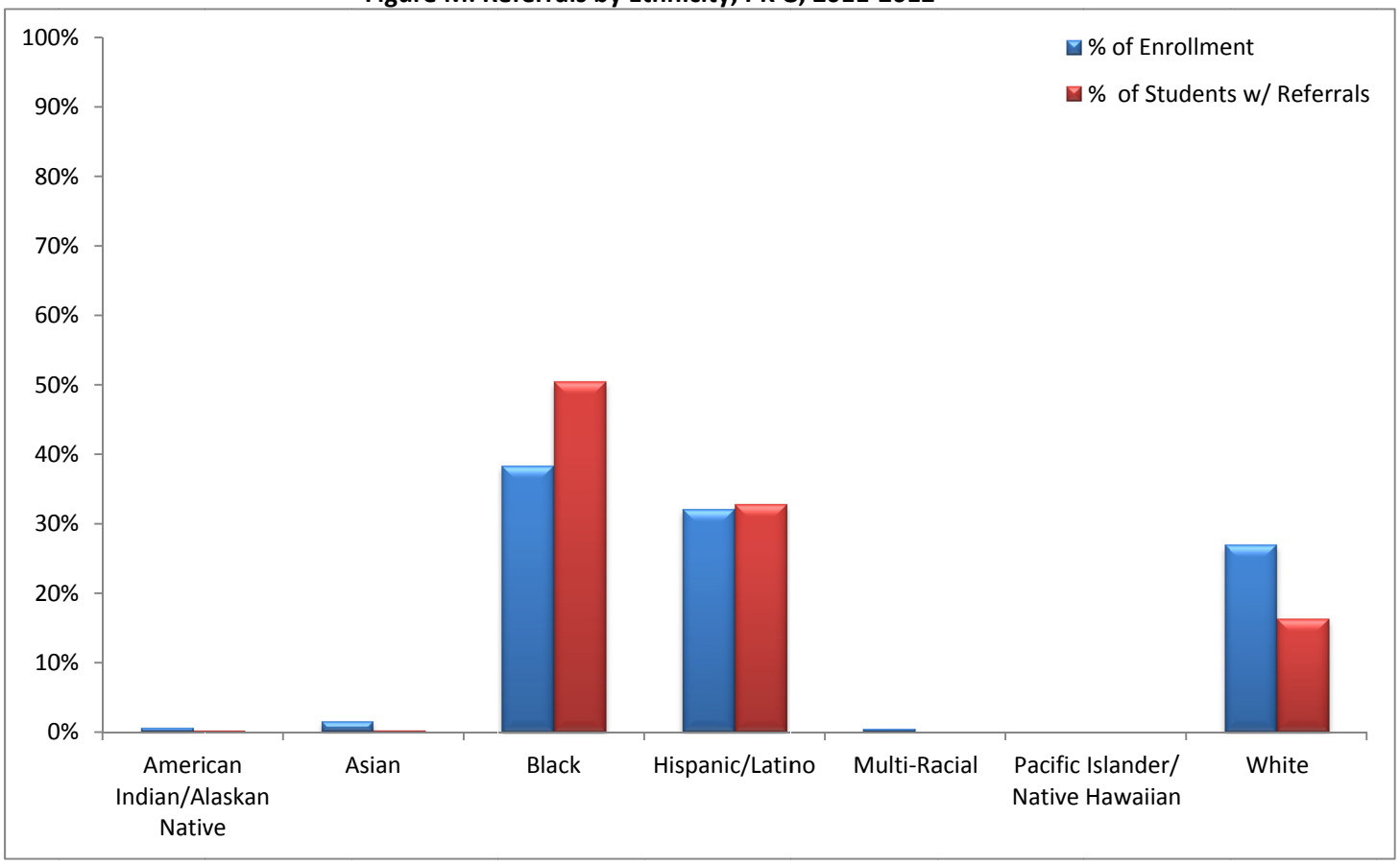
Source: pbisevals.org

Table 12: Referrals by Ethnicity, PK-8, 2011-2012 (N=16)

	Total Enrollment	% of Enrollment	Students w/Referrals	% of Students w/Referrals	Referrals	% of Referrals
American Indian/ Alaskan Native	33	.6%	2	.2%	2	.0%
Asian	90	1.5%	2	.2%	4	.1%
Black	2254	38.4%	599	50.5%	1991	47.8%
Hispanic/ Latino	1886	32.1%	389	32.8%	1461	35.1%
Multi-racial	25	.4%	0	.0%	0	.0%
Pacific Islander/ Native Hawaiian	2	.0%	0	.0%	0	.0%
White	1587	27.0%	193	16.3%	708	17.0%
Total	5877	100.0%	1185	100.0%	4166	100.0%

Source: pbisevals.org

Figure M: Referrals by Ethnicity, PK-8, 2011-2012



Source: pbisevals.org

RBA Program Report Card: State Education Resource Center — Positive Behavioral Interventions and Supports

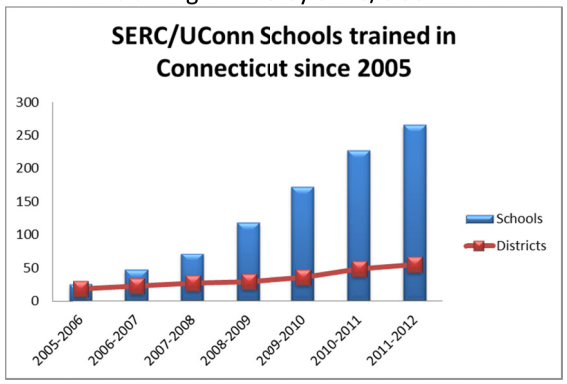
Program Purpose: To provide students with a continuum of behavioral supports, reflective of their diverse strengths and needs, in order to increase student achievement in a predictable, safe, and pro-social learning environment while eliminating racial disparities.

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

Appendix B

Performance Measure 1

The number of Connecticut schools that have received training in PBIS by SERC/UConn



Story behind the baseline:

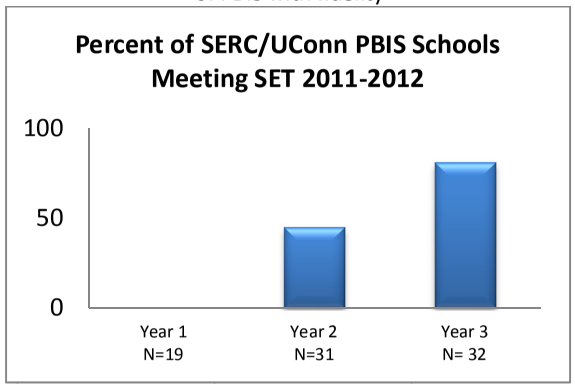
- Since 2000, 260 of Connecticut's public schools have participated in some level of PBIS training with SERC/UConn. This total represents 18% or nearly one-fifth of the state's public schools.
- Between 2007-2008 and 2011-2012, 41 districts committed to scaling-up PBIS district-wide. These 41 districts represent approximately 25%, or one-fourth, of Connecticut's 166 districts (CSDE, 2011).

Proposed actions to turn the curve:

- As a result of consistent increase in district participation, SERC will continue to provide comprehensive PBIS training, technical assistance, coaching, and evaluation to schools through SERC and RESC collaborators.
- SERC presented at the University of Connecticut Center for Behavior Education & Research (CBER) as it hosted the first annual Northeast PBIS Network Leadership Forum in May 2012. This provided school leaders and policy makers an opportunity to learn about national PBIS efforts and to shape a Connecticut PBIS action plan.

Performance Measure 2

The number of Connecticut schools sustaining implementation of PBIS with fidelity



Story behind the baseline:

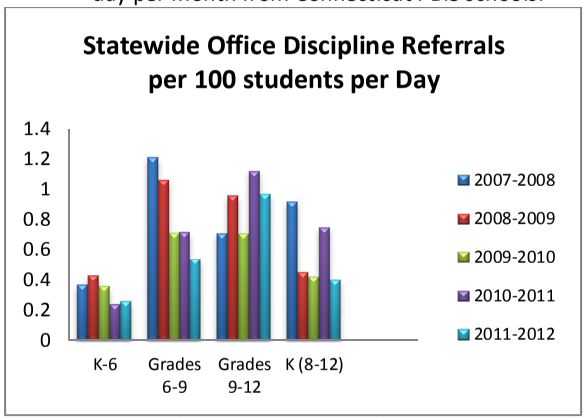
Implementation of PBIS with fidelity is measured annually by the School-wide Evaluation Tool (SET). The SET assesses and evaluates the critical features of PBIS across all school settings.

Proposed actions to turn the curve:

- SERC will continue a three-year training cycle. After universal systems are in place, schools expand practices to include secondary and tertiary interventions.
- SERC will expand the comprehensive coaching network, develop data-review processes, and assess schools by phases of implementation.
- SERC will continue to provide specific support through more comprehensive coordination of technical assistance provided to schools.

Performance Measure 3

The average number of Office Discipline Referrals (ODRs) per day per month from Connecticut PBIS schools.



Story behind the baseline:

- Aggregated data depict a decrease in ODRs over the past five years across middle grade levels, with middle school referrals decreasing by more than 50% since implementation. The increase in high school and K-8 ODR data is directly correlated with the increase in the number of schools participating in PBIS with SERC and UConn.
- Historically, the largest overrepresentation was found among Black students in elementary schools. Black students constituted 13.4% of the total elementary student population but represented 26.6% of the students being referred.

Proposed actions to turn the curve:

- The School-wide Information System (SWIS) will be used to track ODR data by ethnicity and develop action plans based on the results.
- Create and implement a model sites program where schools can share their systems and practices with other professionals around the state.

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

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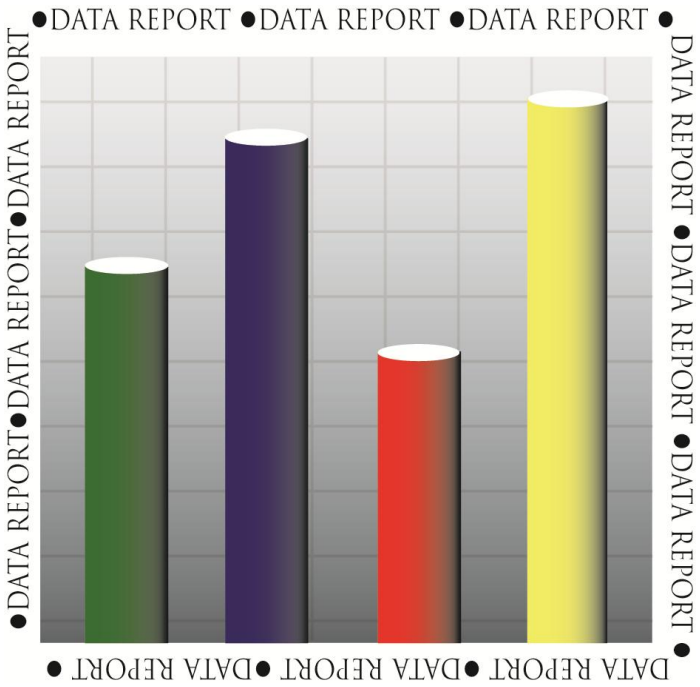
POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS



SERC

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