



The Newsletter of the Pennsylvania Positive Behavior Support Network • July 2011

Thirty-five Schools Recognized for Implementation of SWPBIS

Throughout the 2010-2011 School Year, 35 schools were recognized by the Pennsylvania Positive Behavior Support (PAPBS) Network for implementing the Universal Level of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) with fidelity. These recognition celebrations occurred at the Pennsylvania Department of Education conference on January 13, 2011 and again at the PAPBS Network Implementers' Forum on May 19, 2011.

Schools were recognized on the results of the scores that they achieved on the Benchmark of Quality (BOQ) survey and the School-Wide Evaluation Tool (SET), which is an evaluation tool administered by PAPBS Network facilitators. Each school received a letter of commendation and a banner to display at their school.

See inside for a list of the schools that were recognized and check the PAPBS website for photographs from the celebrations.

Pennsylvania Partners in Positive Behavior Support

The agencies represented on the State Leadership Team are listed at www.papbs.org (About Us).

Highlights from the First Annual Implementers' Forum

More than 700 administrators, educators and behavioral health agency personnel attended the First Annual "Pennsylvania Positive Behavior Support Implementers' Forum: Going to Scale with PBIS," on May 18-19, 2011.

The forum was for stakeholders interested in emotional support programs for children and youth with disabilities and committed to the implementation of school or program-wide Positive Behavioral Interventions and Supports (PBIS). Nationally recognized presenters were Sharon Dublet, Illinois State University, Center for Social Emotional Foundations for Early Learning and the Technical Assistance Center for Social Emotional Intervention; Rob Horner, University of Oregon, co-director, Technical Assistance Center on Positive Behavioral Interventions and Supports; Tim Knoster, member of the PAPBS State Leadership Team and executive director of the Association for Positive Behavior Support; Laura Riffel, Technical Assistance Center on Positive Behavioral Interventions and Supports; and George Sugai, University of Connecticut; co-director, Technical Assistance Center on Positive Behavioral Interventions and Support. The national presenters shared their perspectives on the status of national implementation of SWPBIS.

Pennsylvania implementers from various high schools, middle schools, and elementary schools shared their expertise in 26 breakout sessions covering five topic areas. A poster session featured presentations by school-based behavioral health performance grantees and early childhood and school-wide positive behavior support sites. Capping off the Implementers' Forum was the recognition ceremony for schools achieving high-fidelity implementation of universal SWPBIS during the 2010-11 school year.



Teams from Greater Nanticoke Elementary School (Greater Nanticoke School District) and Kennedy Elementary School (Wyoming Area School District) display their recognition banners at the Implementers' Forum.

For more information about the forum, including selected handouts from breakout sessions, photographs, and links to video recordings of the sessions, visit www.papbs.org (Resources/2011 Implementers' Forum).

PAPBS in Action

SWPBIS Data Collection

Data collection is presently underway with approximately 200 schools involved in the PAPBS network. Archival data for 2009-2010 are being collected from all schools regardless of SWPBIS implementation status at that time. These data include office discipline referrals; student and staff attendance rates; least restrictive environment indices; referrals to special education; students newly identified for special education; and out-of-school placements. Regardless of implementation status for 2009-2010, schools are strongly encouraged to submit these data to the co-principal investigator, Dr. Timothy J. Runge at trunge@iup.edu.

Additionally, with the end of the 2010-2011 school year, all SWPBIS schools are asked to complete the School Safety Survey and Effective Behavior Support: Self-Assessment Survey for spring 2011. Most importantly, fidelity data for 2010-2011 must be uploaded to www.pbisassessment.org. Fidelity data include either the Benchmarks of Quality or School-wide Evaluation Tool. Questions about these data submission requirements should be directed to the school's PaTTAN/IU consultant.

Now that the 2010-2011 school year has ended, many may wonder about the utility of submitting school data to the co-principal investigators at Indiana University of Pennsylvania (IUP). First, if schools are truly aspiring to a culture of data-based decision-making under the SWPBIS framework, then these data should be collected and analyzed annually by school teams. Secondly, SWPBIS cannot be sustained, let alone expanded, without data. The sustainability of SWPBIS in Pennsylvania and the expansion to schools outside those presently in the project cannot occur without the

empirical evidence regarding outcomes for students, schools, and communities. With diminishing financial resources available for educational programming, it is more critical than ever for the SWPBIS community to aggregate outcome data so that stakeholders – including parents, school boards and local and state governing officials – are aware of the undeniably positive effect SWPBIS has on promoting an environment that maximizes learning for all students. Individual school data, when aggregated across the Commonwealth, provide the foundation for sustaining and expanding SWPBIS despite diminishing financial resources. It is essential that schools submit data annually to our research team.

Moreover, the research team at IUP is committed to providing a service to schools as teams evaluate their own data for local purposes. The research team can efficiently compile data summaries for schools so that local stakeholders observe for themselves just how important SWPBIS is to their students. Notably, such assistance from IUP is free to all PAPBS network schools.

As the IUP research team begins data analysis later this summer in advance of the third annual program evaluation, remember that diligence in collecting and analyzing multiple sources of data serves students, staff, and local community. Also understand that local practices, as voiced in submitted data, will be a loud and powerful call advocating for sustained and expanded SWPBIS implementation across the Commonwealth.

*Timothy J. Runge, Ph.D., NCSP
Co-Principal Investigator, PA SWPBIS Project*

School Recognition

The following schools were recognized in January 2011:

Eastern Region:

- Abington SD, Abington Junior High School
- Chichester SD, Boothwyn Elementary School
- Pocono Mountain SD, Swiftwater Elementary Center and Clear Run Elementary Center
- Penridge SD, J. M. Grasse Elementary School,
- Pottsgrove SD, Lower Pottsgrove Elementary School
- Easton SD, F. A. March Elementary School

Central Region:

- Lewisburg Area SD, Donald H. Eichhorn Middle School
- Warwick SD, John R. Bonfield Elementary School

Western Region:

- Northgate SD, Avalon Elementary School
- Girard SD, Elk Valley Elementary School
- Penn Crest SD, Maplewood Junior/Senior High School

On Thursday, May 19, 2011, an additional 23 schools were recognized at the Pennsylvania Positive Behavior Support Implementers' Forum:

Eastern Region:

- Abington SD, Ryder Elementary E and W Buildings
- Chichester Area SD, Hilltop and Linwood Elementary Schools
- Coatesville Area SD, North Brandywine Middle School
- East Stroudsburg SD, East Stroudsburg Elementary School
- Easton Area SD, Cheston Area and Palmer Elementary Schools
- Greater Nanticoke Area SD, Greater Nanticoke Area Elementary School

- Pocono Mountain SD, Clear Run Elementary School
- Wyoming Area SD, Kennedy Elementary School

Central Region:

- Bellefonte Area SD, Bellefonte Elementary School and Bellefonte Middle School
- Central Dauphin SD, Tri-Community Elementary School
- Harmony Area SD, Harmony Elementary School
- Jersey Shore Area SD, Jersey Shore and Salladasburg Elementary Schools
- Muncy SD, Ward L Myers Elementary School
- West Branch Area SD, West Branch Area Elementary School

Western Region:

- Laurel SD, Laurel Junior/Senior High School and Elementary School
- Northgate SD, Bellevue Elementary School and Northgate Middle and High School

Early Childhood Expansion to Infant/Toddler Services

The Office of Child Development and Early Learning is infusing Positive Behavioral Interventions and Supports (PBIS) into infant and toddler services through several approaches. A cadre of infant/toddler specialists is being developed with responsibility to support a variety of early care and education programs such as Early Head Start, Nurse Family Partnership, Early Intervention (EI), Child Care, etc. These specialists are receiving training in PBIS for infants and toddlers as part of their overall preparation. In addition, 16 Infant/Toddler EI programs have successfully applied for a PBIS grant from Early Intervention Technical Assistance (EITA). This grant will provide funds to support coaching of EI providers in the implementation of PBIS during their regular

EI home visits. EITA will also provide guidance and support to the coaches as they learn this new application of PBIS. The 16 Infant/Toddler EI programs join 17 Preschool EI programs that have also successfully applied for funding to continue the PBIS coaching they have been implementing during the past two years.

Sue Zeiders

Early Intervention Technical Assistance

Community Care's Tertiary Demonstration Project

Community Care Behavioral Health Organization, a non-profit behavioral health care organization, facilitated School-wide Positive Behavioral Interventions and Supports in five school buildings in two districts as part of their tertiary demonstration project. The project, creating an interconnected systems framework for the integration of SWPBIS launched in October 2009. Participating schools and districts are Choconut Valley Elementary School and Lathrop Street Elementary School, both in the Montrose Area School District; and Frances Willard Elementary School, George Bancroft Elementary School, and Scranton High School in the Scranton School District.

All five schools have School Based Behavioral Health (SBBH) teams who serve youth needing Tier Three social, emotional, and behavioral supports. The SBBH team service was implemented in each district through collaboration with Lackawanna and Susquehanna counties and Northeast Behavioral Health Care Consortium. Community Care has responsibility for team implementation, training, coaching and monitoring fidelity. Providing facilitation for SWPBIS was a natural and synergistic opportunity to advance true integration of supports for youth and their families.

All five school buildings established core teams for Tier One and received training last spring and summer. All buildings kicked off Tier One implementation at the start of the school year. This spring, a School-Wide Evaluation (SET) was conducted in each building to determine the level of implementation fidelity. Three of the five schools are already implementing Tier One with fidelity as evidenced by the scores received on this instrument. Each building will review the feedback received from the SET, as well as data they have collected throughout the year and by using other evaluation tools such as the Benchmarks of Quality, Team Implementation Checklist, Self-Assessment Survey, and School Safety Survey to develop their action plan for the next school year.

Three of the five school buildings established Tier Two teams, received training, and began implementing practices at Tier Two. These teams are reviewing data and making decisions regarding both their systems and practices. Once again, members of the SBBH teams have been a part of the teaming, training, and implementation of this tier of support. The other two school buildings are in the readiness process for Tier Two and will include their planning as part of their action plan for next year.

At Tier Three, students enrolled on the SBBH Team have demonstrated improved functioning at school and in their homes and community as evidenced by data collected through the Child Outcomes Survey, Strengths and Difficulties Questionnaire, and various data points monitored by the school. To learn more about this project and see data slides, please go to PAPBS.org and watch the recorded session that featured this project.

Kelly Perales

Community Care Behavioral Health



Growing School-Wide Positive Behavior Support

In the first edition of the PAPBS Newsletter (January 2011) we defined SWPBIS, listed our mission and stated that the Pennsylvania Positive Behavior Support Network is a Community of Practice made up of a variety of partners who represent families, advocacy groups, and local and state education and social service agencies. Since the establishment of the Network we have continued to see growth in many areas.

Establishing the State Leadership Team

As a result of the first annual community building forum in Dallas in 2004, the PA Community of Practice (CoP) on School-Based Behavioral Health was established to address agreed upon cross-system issues across Pennsylvania. In 2005, the SBBH Committee, a cross-system committee, was established to continue the work started at the 2004 national community building forum with the expectation that the work would continue through a community of practice approach. Early projects of the State Leadership Team included applying for a federal school/mental health integration grant, planning for a 2006 statewide SBBH conference, and exploring national PBIS models for implementing SWPBIS in Pennsylvania.

After considering several national PBIS models, the PA SBBH CoP met with Dr. Lucille Eber from the Illinois PBIS Network to begin the establishment of SWPBIS in PA. In November 2006, Dr. Lucille Eber met with PA's SBBH Committee and established the PA PBS State Leadership Team. This committee has continued to grow and develop and today is identified as the Pennsylvania Positive Behavior Support Network's State Leadership Team (SLT). Additional members have been added to the committee on a

yearly basis; presently 26 agencies are represented on the leadership team.

During the 2010-2011 school year, the committee was expanded with the addition of representation from the Pennsylvania State Education Association, Association of School Psychologists of Pennsylvania, Value Behavior Health Managed Care Organization, the Bureau of Autism Services, PA School Counselors Association, the Pennsylvania Key, and the Office of Child Development and Early Learning.

Expanding School Involvement

In June 2007, 25 schools were brought together to participate in the first cohort of schools to be formally trained to implement SWPBS in Pennsylvania. This initial SWPBS cohort training was delivered by Marla Dewhirst and Steve Romano, from the Illinois PBIS Network. By August 2010, school involvement grew to 141 schools. Growth in Pennsylvania has happened slowly to assure quality services and to assist schools in implementing with fidelity.

Today, 186 schools are implementing SWPBS through the Pennsylvania Network. These 186 schools represent 120 elementary schools, 36 middle schools, and 30 high schools. Further breakdown of the implementation numbers indicate that 88 school districts have schools implementing SWPBS; the schools represent 37 of Pennsylvania's 67 counties in PA. Additional schools are already in discussion with SWPBS facilitators to come into the Network in the next school year.

PAPBS Network Facilitators

The formal trainings for the initial cohort were delivered by Marla Dewhirst and Steve Romano. The dedicated PaTTAN behavior consult-

ants continued to work with the implementing schools, with technical assistance also available from select intermediate units. As the number of schools grew, it was evident that the number of consultants/trainers would need to expand to provide ongoing quality services to Pennsylvania schools implementing SWPBIS.

In 2009, the PAPBS Network coordinators and the SLT established a process by which to bring on facilitators. A formal application process was developed and the system was opened to a select few who became the first cadre of PAPBS Network facilitators. This group of facilitators currently includes 70 individuals representing intermediate units, higher education, managed care, and community agencies. Formal training of the facilitators started in February 2010 and continues, with the most recent training on the Tier 2 curriculum being delivered by the Network coordinators on June 6-7, 2011.

Highlights of the 2010-2011 School Year

With all the continued efforts in many areas of the Network, three specific accomplishments for this year deserve special mention:

- 1) Publication of the first PAPBS Network Newsletter;
- 2) Recognition of Pennsylvania schools PA for implementing Tier One with fidelity; and
- 3) The PAPBS Implementers' Forum held in May 2011.

*Marie Bozelli
Pennsylvania Network for
Student Assistance Services*

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WWW.PAPBS.ORG**