

2006-2007 Final Report

Positive Behavior Support: Team Training and Technical Assistance Project

Goal 1: Develop and build the capacity of district level teams to implement PBS processes.	Outcomes
<p>1.1 Maintain district level teams in 34 existing districts and establish teams in 2 new districts by Spring 2007.</p> <p>1.2 Establish District Coordinator in 34 existing districts and in 2 new districts by Spring 2007.</p> <p>1.3 Complete 36 yearly action planning processes with new and existing districts by May, 2007.</p> <p>1.4 Establish collaboration and support with all districts implementing systems-wide PBS through subcontracts.</p> <p>1.5 Develop, promote, and recognize 60 model schools across the state that meet 80% criteria on BOQ by July, 2007.</p>	<p>The purpose of Florida's PBS Project is to build district-wide capacity in applying positive behavior supports across students. Prior to working with a district, the District Leadership Team must first meet with Project staff to carefully plan how to expand and sustain PBS efforts throughout the district. Project staff work closely with the PBS District Coordinators who oversee all activities, budgets, trainings, Coaches, etc. related to PBS. PBS Coaches are identified and trained to provide ongoing, on-site technical assistance to the participating school-based teams. The districts receive stipends for completing evaluation materials. Upon receipt, the Project synthesizes and analyzes the data and provides a thorough report back to the district. Data discussed in this report measure team functioning, fidelity of implementation, coaching self-assessment, and outcome summaries (office discipline referrals, in-school and out-of-school suspensions, academic gains, attendance, etc.). Project staff provide assistance to the district in understanding the data, next steps, and how to disseminate the findings. Some of these data may assist districts and school teams in determining when it is time to move into the next level of PBS (e.g., classroom, targeted group, individual students).</p> <p>1.1 There are currently 370 schools that have been trained in School-wide Positive Behavior Supports (SWPBS). There are 314 active schools across the following grade levels: 4 preschools, 173 elementary, 97 middle, 37 high, 41 alternative/center schools, and 18 other schools. Thirty-four districts have schools that have been trained in SWPBS and meet with the Project at least annually to plan for PBS sustainability and expansion efforts within the district.</p> <p>1.2 All 36 collaborating districts have identified District Coordinators.</p> <p>1.3 All 36 collaborating districts have participated in yearly action planning meetings.</p> <p>1.4 Districts are reimbursed for submission of data for active PBS schools during the Mid-Year and End-of-Year data submission process.</p> <p>1.5 The Project identified 56 PBS Model Schools across the State for 2005-2006. Profiles</p>

	<p>and lists of all schools are listed on our PBS Project website.</p>
<p>Goal 2: Provide training to a wide array of school personnel including coaches, team members, and administrators on the differing levels of positive behavior support (individual, classroom, targeted group, school-wide, and comprehensive).</p>	<p>Outcomes</p>
<p>2.1 Provide three to four day trainings, participant stipends, and ongoing technical assistance to a minimum of 100 schools per year</p> <p>2.2 Provide annual one-day trainings, participant stipends, and ongoing technical assistance to up to 100 first year and over 200 experienced “coaches” or facilitators.</p> <p>2.3 Provide Third Annual School-Wide Implementer’s Forum on school-wide PBS to up to 250 participants who have been previously trained in school-wide approaches to network, brainstorm new ideas, share outcomes and barriers, and receive participant stipends.</p> <p>2.4 Provide Booster SWPBS training to up to 50 teams and 200 participants on-site or via the web.</p> <p>2.5 Maintain 20 web-based SWPBS modules</p>	<p>2.1 Over 121 school-based teams were trained in 15 SWPBS trainings, at least 46 teams completed “Booster” Training, 79 teams completed Targeted Group/Classroom Training, and 65 teams completed training for Individual PBS. In total, 310 teams were trained across the levels of PBS. Over 1000 participants were involved in training activities</p> <p>2.2 Seven (7) Coaches’ Trainings were provided to over 250 participants from across the State. Trainings occurred in 4 areas of the state (Tampa, Miami, Panhandle, Lee)</p> <p>2.3 Over 120 participants from across the State attended the Annual SWPBS Implementers’ Forum. Participants were divided across their respective grade levels and provided an opportunity to share their experiences, success stories, and barriers. Participating schools were invited to present at a poster session available to all participants throughout the day and the PBS Model Schools were recognized for 05-06.</p> <p>2.4 1-2 day booster trainings/retrainings were provided to 46 schools and over 250 participants last year.</p> <p>2.5 The website maintains modules on school-wide, individual and classroom PBS. All of these modules have been moved to our PBS project website for more efficient access by school personnel.</p> <p>2.6 Over 140 schools are using SWIS through June 2007. Nineteen SWIS trainings were</p>

<p>for new and established teams.</p> <p>2.6 Provide SWIS training for up to 50 schools interested in using the data-management system.</p> <p>2.7 Provide up to 30 district level and conference presentations regarding PBS at request of district, state, or national inquiries.</p>	<p>provided during this past year.</p> <p>2.7 Project staff continue to provide presentations across the State to almost all BEESS sponsored conferences, including many sponsored by SDFS, Curriculum & Instruction, and Transportation. Project staff provided several presentations and workshops at the Fourth Annual Conference on Positive Behavior Support in Boston in March 2007. Additionally, Project staff will conduct several presentations at the School-wide Implementers' Forum in Chicago in October 2007.</p>
<p>Goal 3: Provide technical assistance regarding school-wide, targeted group, classroom and individual student levels for district personnel from 36 districts and 260+ schools.</p>	<p>Outcomes</p>
<p>3.1 Meet with Coaches in 34 districts up to 6 times per year to review progress of schools</p> <p>3.2 Utilize "Next Steps" web-based assessment to assist 10 districts on identifying TA and training needs.</p> <p>3.3 Utilize Benchmarks of Quality results to assist 34 districts and over 250 schools to action plan for coming year.</p> <p>3.4 Respond to 100% of requests for direct assistance to targeted schools via district coordinator.</p>	<p>3.1 District Coordinators' Meetings are provided annually at USF in Tampa. Almost 30 participants from across the State attended the Annual District Coordinators' Meeting in September 2007. Project staff met with coaches in 34 technical assistance activities.</p> <p>3.2 Next Steps training support was imbedded in secondary and tertiary trainings that were provided state-wide.</p> <p>3.3 220 schools completed the Benchmarks of Quality last year.</p> <p>3.4 The FL-PBS Project is always willing and available to work with a district that indicates an interest and commitment to adequate planning with key district personnel to oversee and guide potential PBS activities within the district. District Leadership Teams are required to complete the District Readiness Checklist prior to schools receiving training. This checklist is reviewed yearly with participating districts prior to expanding into additional schools.</p>

<p>Goal 4: Develop user-friendly training and technical assistance material for application at the district level to address problem behavior at the student, classroom, targeted group, and school-wide levels.</p>	<p>Outcomes</p>
<p>4.1 Develop 5 additional user-friendly training and technical assistance materials.</p> <p>4.2 Disseminate 200 videotape of the school-wide PBS process to districts and schools in Florida.</p> <p>4.3 Maintain and update the PBS website to provide new information at least quarterly to increase hits to over 400,000 per year.</p>	<p>4.1 The FL-PBS Project has developed over 20 user-friendly training and technical assistance materials across all levels of PBS (school-wide, classroom, targeted group, individual students). The following materials have been developed: tertiary training, RTI and Behavior training, secondary training, coaches training, team leader training, 3 newsletters, revamped website, online data collection, etc.1 These materials may be able to be accessed at the FLPBS Project website at http://flpbs.fmhi.usf.edu.</p> <p>4.2 Over 1000 DVDs were distributed.</p> <p>4.3 PBS website was revised during the year to be more user-friendly. The website received 1,000,000 hits last year. In and out-of-state comments indicate that it is the model PBS website across the country.</p>
<p>Goal 5: Develop comprehensive support strategies for developing RTI process for behavior and academics that includes PBS process</p> <p>5.1 RFA for formal RTI and PBS sites distributed to districts</p> <p>5.2 Pilot RTI Behavior process with 1-2 schools in Fall.</p>	<p>Outcomes</p> <p>5.1 Collaborated with RtI Project in crafting and soliciting RFAs from districts.</p> <p>5.2 Piloted process with 2 elementary and 1 middle school in Fall 2007.</p>

<p>5.3 Pilot process evaluated by PBS project and RTI project staff</p> <p>5.4 Collaborative funded RTI/PBS sites identified by RTI and PBS programs</p> <p>5.5 Provide training and technical assistance to implement RTI and PBS programs</p>	<p>5.3 Pilot process evaluated by both teams.</p> <p>5.4 Collaborative funding did not occur due to late start on collaboration and lack of remaining PBS funds.</p> <p>5.5 Projects developed common language and examples for parallel trainings.</p>
<p>Goal 6: Utilize a comprehensive evaluation system that documents and analyzes the outcomes, process, and consumer satisfaction of PBS Project activities.</p>	<p>Outcomes</p>
<p>6.1 Maintain a comprehensive evaluation system that documents and analyzes data related to student outcomes, implementation process, and consumer satisfaction of PBS Project activities.</p> <p>6.2 Collaborate with over 200 coaches and 34 district coordinators to complete necessary assessments twice yearly.</p>	<p>6.1 Data system is in place and all required data sources are being gathered. See following data analysis report.</p> <p>6.2 Mid-Year evaluate the following components: (1) Coaches' Self-Assessment, (2) School Profile, (3) School Team Update, and (4) Team Process Evaluation. End-of-the-Year Reports are due to the Project on June 1st and evaluates the following components: (1) Benchmarks of Quality, (2) Outcome Data Summary, and (3) Description of Staff Satisfaction Assessment. Results of these data are organized in a formal report to the district and disseminated to District Coordinators in August.</p>

<p>6.3 Use data from assessments to redesign PBS Project activities at mid year and end of year.</p> <p>6.4 Collect evaluation data for all training activities (over 30/year).</p> <p>6.5 Collect participant information for all training activities in BEESS database (over 30/year).</p> <p>6.6 Maintain quarterly and annual written reports, yearly data, and monthly dialogs to BEESS contact.</p> <p>6.7 Develop 2 research studies each year for dissemination to national PBS network regarding PBS Project activities.</p>	<p>6.3 Data used by PBS project for annual Project planning with District Coordinators and with DOE Contact.</p> <p>6.4 Training Evaluation Forms are completed by every participant following every training. Results are then synthesized and submitted to the Project staff and BEESS database.</p> <p>6.5 The FL PBS Project currently enters all training record forms into the BEESS database and submits the data quarterly. The Project also created a database (in Access) to hold all of the discipline and academic data derived from the participating schools. This technology allows the Project to provide formal evaluations generated from the Mid-Year and End-of-the-Year Reports and assists districts in planning, supporting, and determining the next steps for sustaining their currently trained schools and recruiting new and interested schools.</p> <p>6.6 Reports submitted and monthly contacts completed.</p> <p>6.7 Benchmarks of Quality and District Implementation studies published in JPBI.</p>
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Outcome and Evaluation Data for Annual Report 2006-2007

The following graphs and tables summarize the current outcome and evaluation data gathered by the PBS Project. Since many of the outcome and evaluations measures require multiple years of data for comparison, the number of schools for evaluation will increase over the next few years.

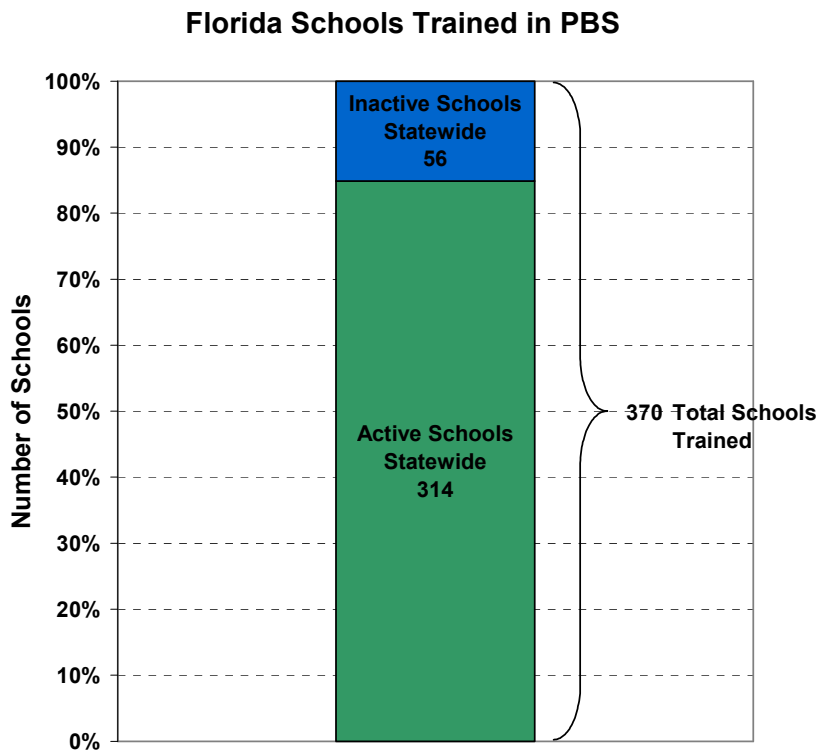
This report contains the following:

- 1) Florida schools receiving PBS training.
 - a. Number of Florida schools trained in PBS and the status of their participation.
 - b. Number of Florida schools receiving initial PBS training each year 2002-2007.
 - c. Number of Florida schools receiving initial PBS training each year 2002-2007 grouped by school type.
- 2) Benchmarks of Quality scores for 2004-2005 through 2006-2007 school years.
- 3) PBS Schools' Team Process Evaluation 2006-2007.
- 4) Florida PBS schools' Office Discipline Referral (ODR) data.
 - a. For schools with 3 years of data (excluding center and alternative schools).
 - i. ODR rates by implementation year
 - ii. ODR rates with implementation level by year
 - b. For all participating schools with baseline and year 1 data
 - i. ODR rates before and after implementation
 - c. For school with baseline and 3 years of data (4 contiguous years of data).
 - i. ODR rated for Middle and Elementary schools
- 5) Florida PBS schools' suspension (ISS & OSS) data.
 - a. OSS rates with implementation level across 3 school years (without center & alt.)
 - b. OSS rates for all participating schools with baseline and year 1 data
 - c. ISS rates with implementation level across 3 school years (without center & alt.)
 - d. ISS rates for all participating schools with baseline and year 1 data
- 6) Florida PBS Schools' academic outcome data
 - a. Percentage of students achieving Level 3 on FCAT reading with implementation level and across years of implementation.
 - b. Statewide average percentage of students achieving Level 3 on FCAT reading compared to PBS schools.
- 7) Summary of School-wide Implementation Factors (SWIF) survey
- 8) Evaluation of Florida's PBS Project Training and Technical Assistance

Florida Schools Trained in PBS

Description of Data

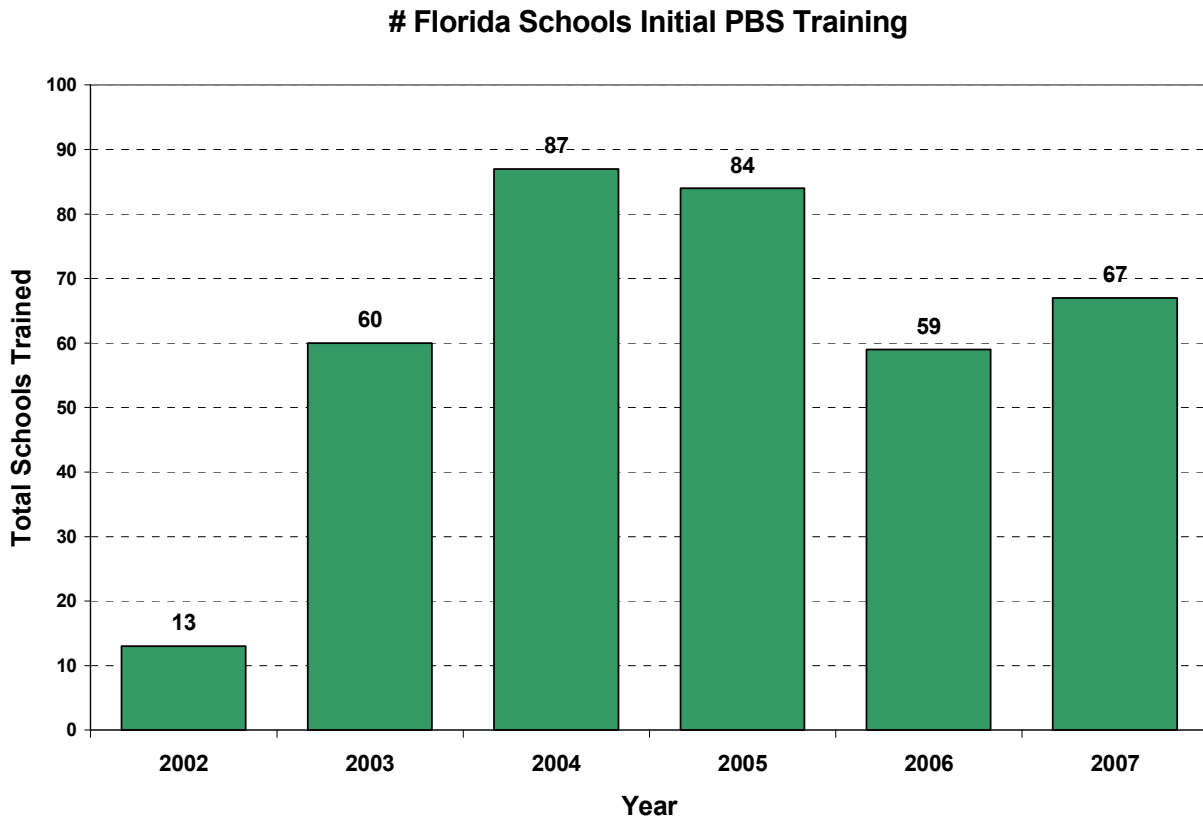
The graph below depicts the total number of schools that have received training in School-wide PBS between May 2002 and August 31, 2007. Of the 370 schools that have received training, 314 were active in September, 2007



Florida Schools Trained in PBS

Description of Data

The graph below depicts the number of schools receiving initial training in School-wide PBS from 2002 through May 2007. These numbers do not reflect schools receiving retraining, booster training, or training at other levels of PBS (classroom, targeted group, or individual).



Schools Trained by Level

Description of Data

The table below depicts the number of schools receiving initial training at the school-wide level each year by school type. "Other" represents all schools that do not fit into any of the specified categories; the majority of which are K-8 schools.

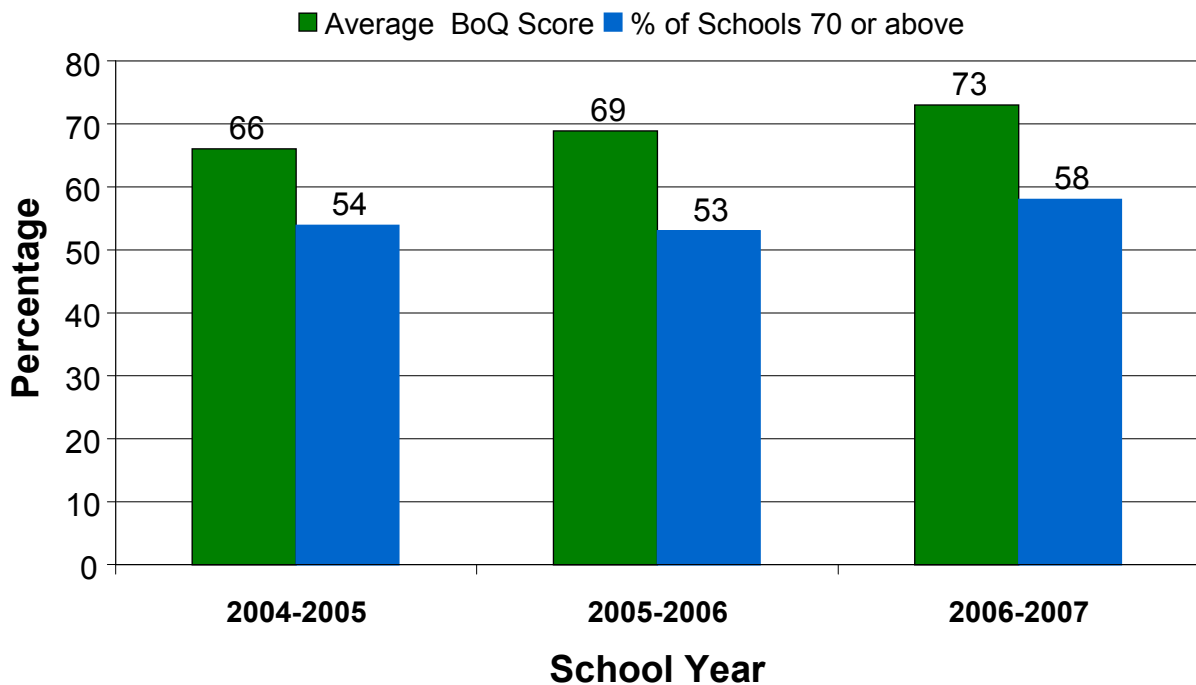
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Total by Type
PreKindergarten	0	0	1	2	0	1	4
Elementary School	4	26	36	38	31	38	173
Middle School	1	17	26	23	13	17	97
High School	2	9	8	6	10	2	37
Alternative/Center	6	7	13	10	2	3	41
Other	0	1	3	5	3	6	18
<i>Yearly Total</i>	13	60	87	84	59	67	370

Benchmarks of Quality (BoQ) Scores

Description of Data

The graph below depicts the average BoQ scores for the 95 schools that completed a Benchmarks of Quality at the end of SY2004-2005, the 184 schools completing a BoQ at the end of SY2005-2006, and the 221 schools completing a BoQ at the end of SY2006-2007. It also depicts the percentage of schools that scored 70 or above. Seventy points on the BoQ is considered implementing with a satisfactory level of fidelity.

Florida Benchmarks of Quality Scores



Explanation of Data

Since the 2004-2005 school year, the average BoQ score has increased slightly each year. In each year, over 50% of all active PBS schools in Florida have implemented with satisfactory level of fidelity.

Project Response to Data

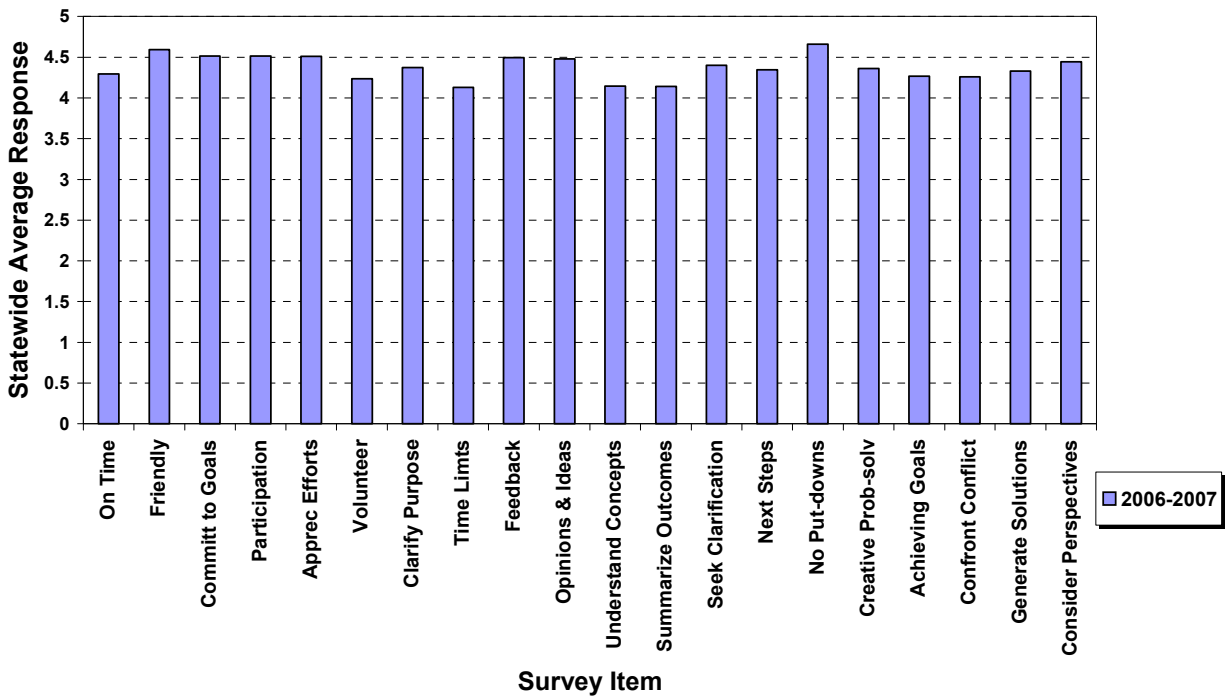
Florida's PBS Project continues to stress the importance of implementation fidelity in training for coaches and district coordinators. In an on-going effort to increase the fidelity of implementation, the project has initiated an investigation of the correlation between various preparation activities and implementation level. Preliminary results will be available in early 2008. Final results will be available before the beginning of the 2008-2009 school year.

School-Wide Team Process Evaluation

Description of Data

The chart below depicts the average response by team members across the state to each item on the Team Process Evaluation. This instrument evaluates team functioning and effectiveness. This instrument was revised from previous years and therefore only one year of data is depicted.

PBS Schools Team Process Evaluation 2006-2007



Explanation of Data

School teams across the state average a relatively high rating on each of the items measuring team processing. The highest rated item was “no put-downs” and the lowest rated item was adhering to time limits.

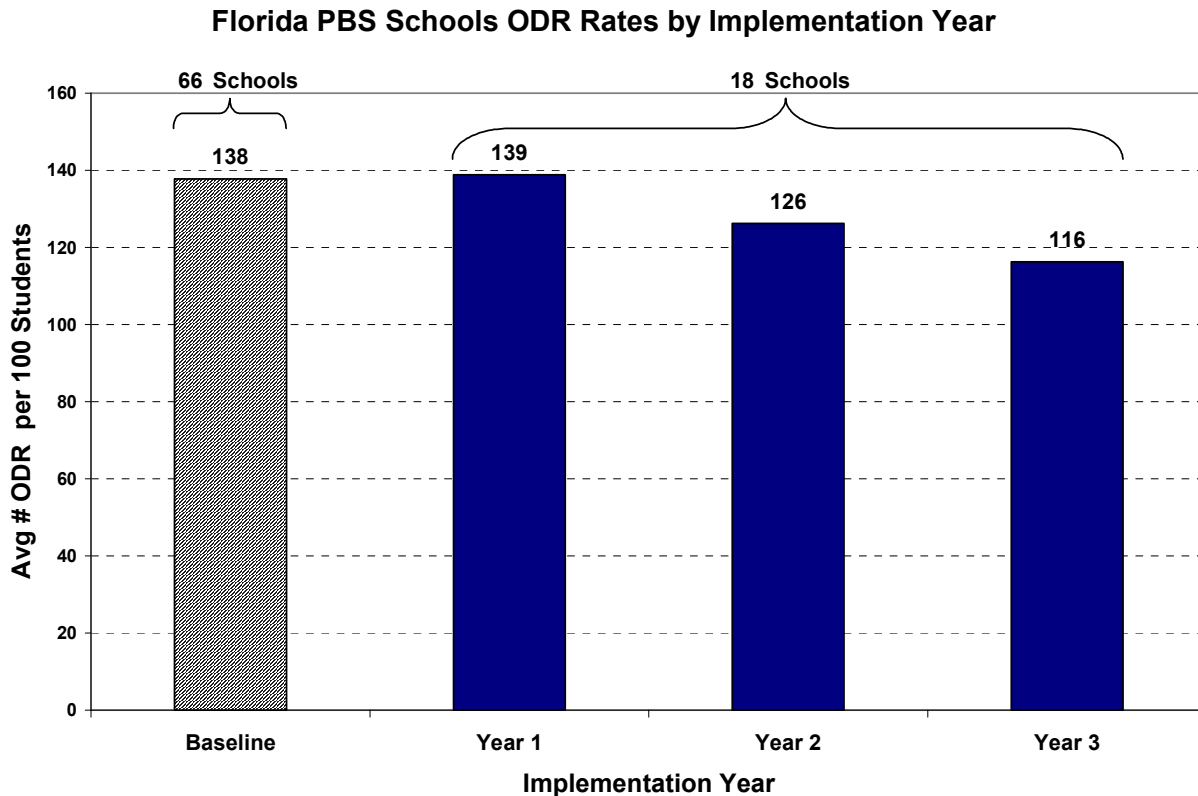
Project Response to Data

Schools are encouraged to address any items receiving a lower rating (e.g. 3.5 or below). District Coordinators received both individual school data and district average response data. If schools across the district were low in any particular area, the District Coordinator was encouraged to address that issue during monthly coaches meetings. Project TA staff were also available to provide support to districts with school teams struggling with particular components.

Office Discipline Referral (ODR) Data

Description of Data

The chart below contains office discipline referral data averages for the 18 schools for which we have at least 3 years of outcome data. This includes all levels of school (elementary, middle, high) but does not include center or alternative schools as their data are unique. The baseline average is an average of all the schools (66 total) for which we have baseline office discipline referral information. The Data are described as referrals per 100 students to eliminate any confounding results due to increase in student population over years.



Explanation of Data

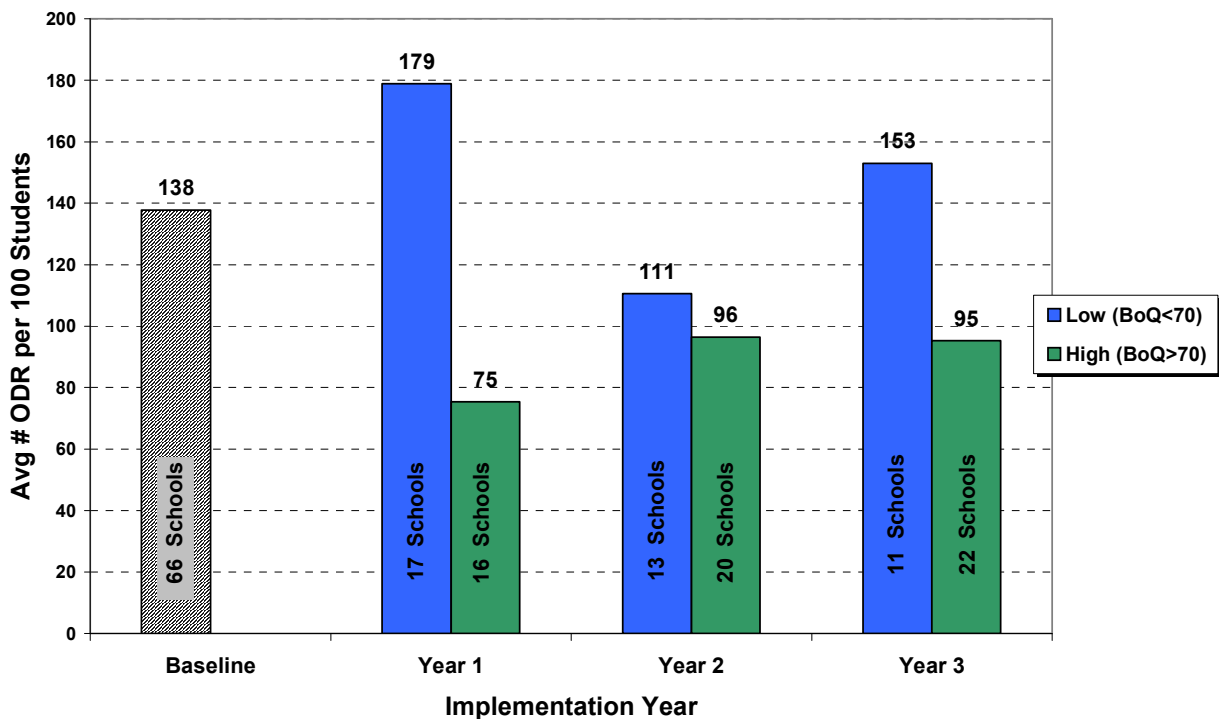
The 18 Florida schools with outcome data for 3 consecutive years realized a reduction in office discipline referrals during each subsequent year of implementation. Note: because the baseline data was not available for the 18 schools, the average baseline across all schools for which we have baseline data is represented.

Office Discipline Referral (ODR) Data for High and Low Implementers

Description of Data

The chart below provides a further analysis of the previous ODR data by separating the represented schools by high and low implementing. Schools were included in the high implementing group if they scored at least 70 on the Benchmarks of Quality. Schools were considered low implementing if they scored less than 70 on the Benchmarks or Quality. The BoQ was not developed at the time of the schools first year of implementation.

Florida PBS Schools ODR Rates with Implementation Level



Explanation of Data

Overall, higher implementing schools averaged a lower rate of ODRs than lower implementing schools. Compared to Florida schools' average baseline ODR rate, higher implementing schools realize a relatively lower rate of ODRs for each year of implementation. Lower implementing schools realized a relatively higher rate of ODRs when compared to all schools' baseline during Year 1 and Year 3.

Project Response to the Data

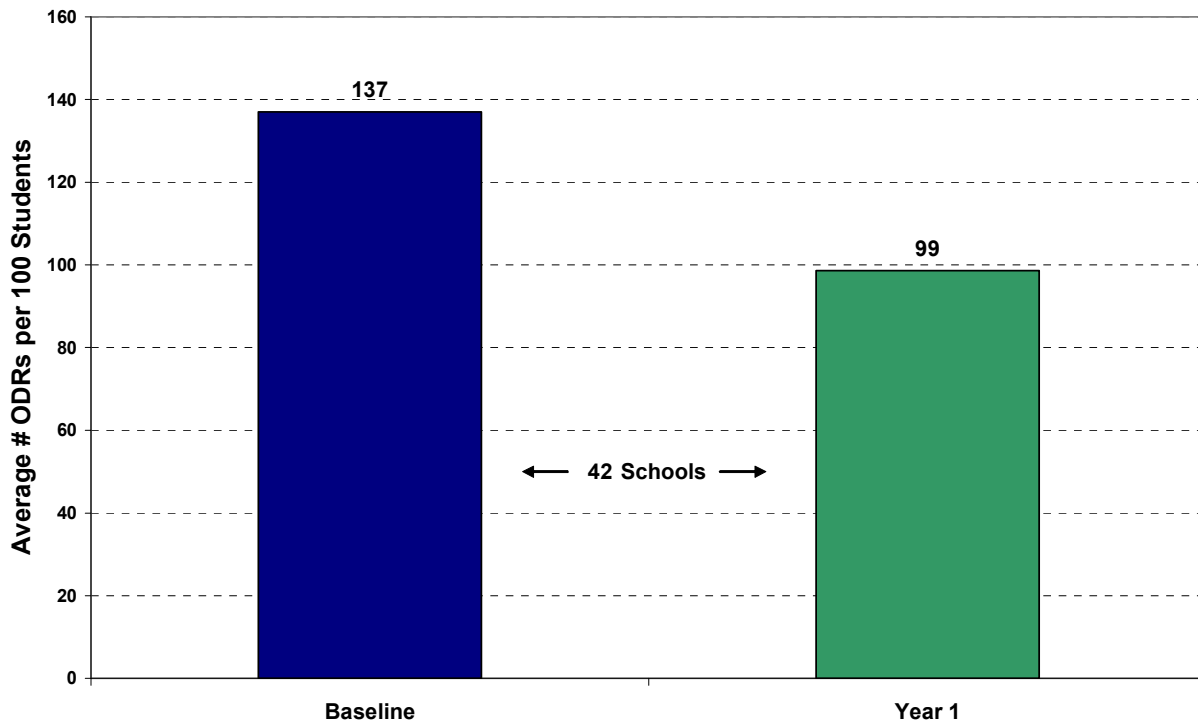
The project continues to stress the importance of implementing with fidelity. A great emphasis was placed on strategies to increase implementation level including instruction on BoQ based action planning, model schools recognition, and improved preparation for training activities.

Office Discipline Referral (ODR) Data Before and After PBS Implementation

Description of Data

The data depicted below includes the 42 schools trained in PBS for whom we have ODR (per 100 students) data during baseline and year 1 of implementation. These data include all school types (elementary, secondary, K-8) except alternative/center schools. This chart does not portray implementation level.

Office Discipline Referral Rates Before and After PBS Implementation



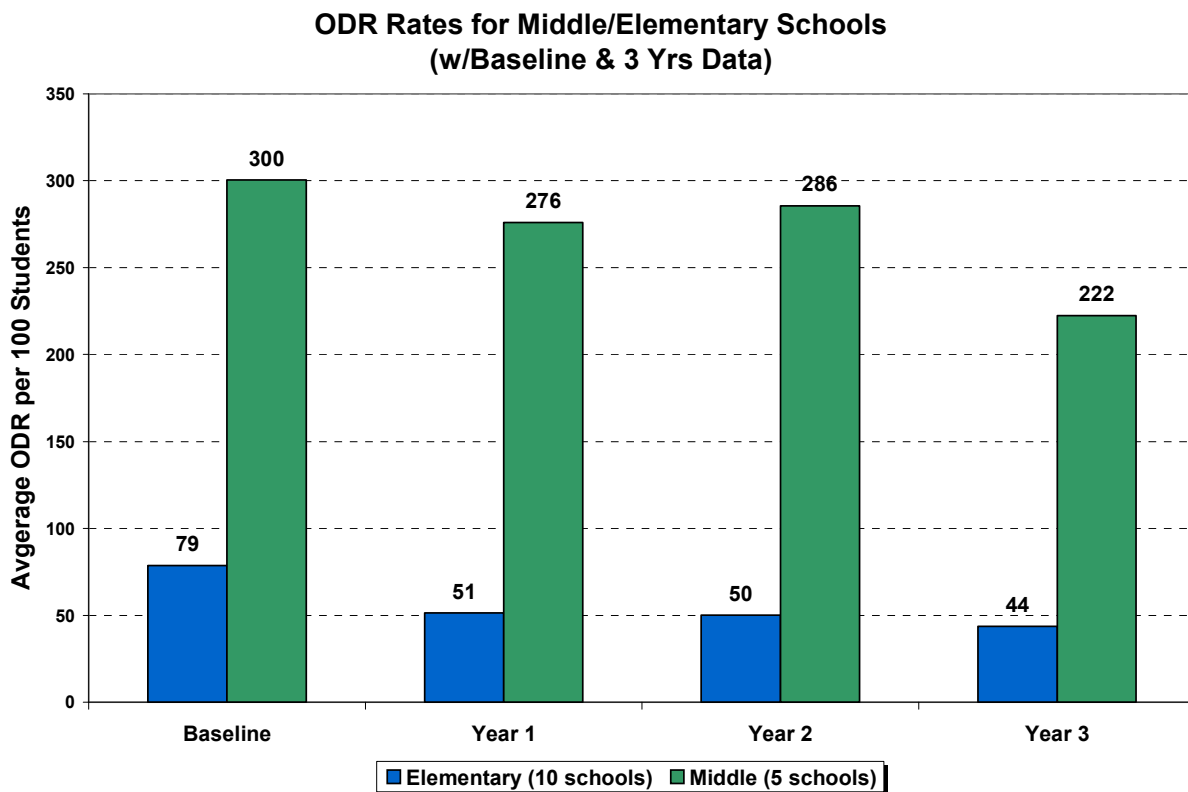
Explanation of Data

Overall, the average number of ODRs per 100 students after one year of implementation is approximately 28% lower than the number of ODRs per 100 students during the average baseline year. The Year 1 average includes both high and low implementing schools.

Office Discipline Referral (ODR) Data w/Baseline & 3 Years Outcome Data

Description of Data

The chart below depicts ODR rates (per 100 students) for the 10 elementary and 5 middle schools for which we have baseline and 3 years of outcome data. The level of implementation is not reflected in this chart.



Explanation of Data

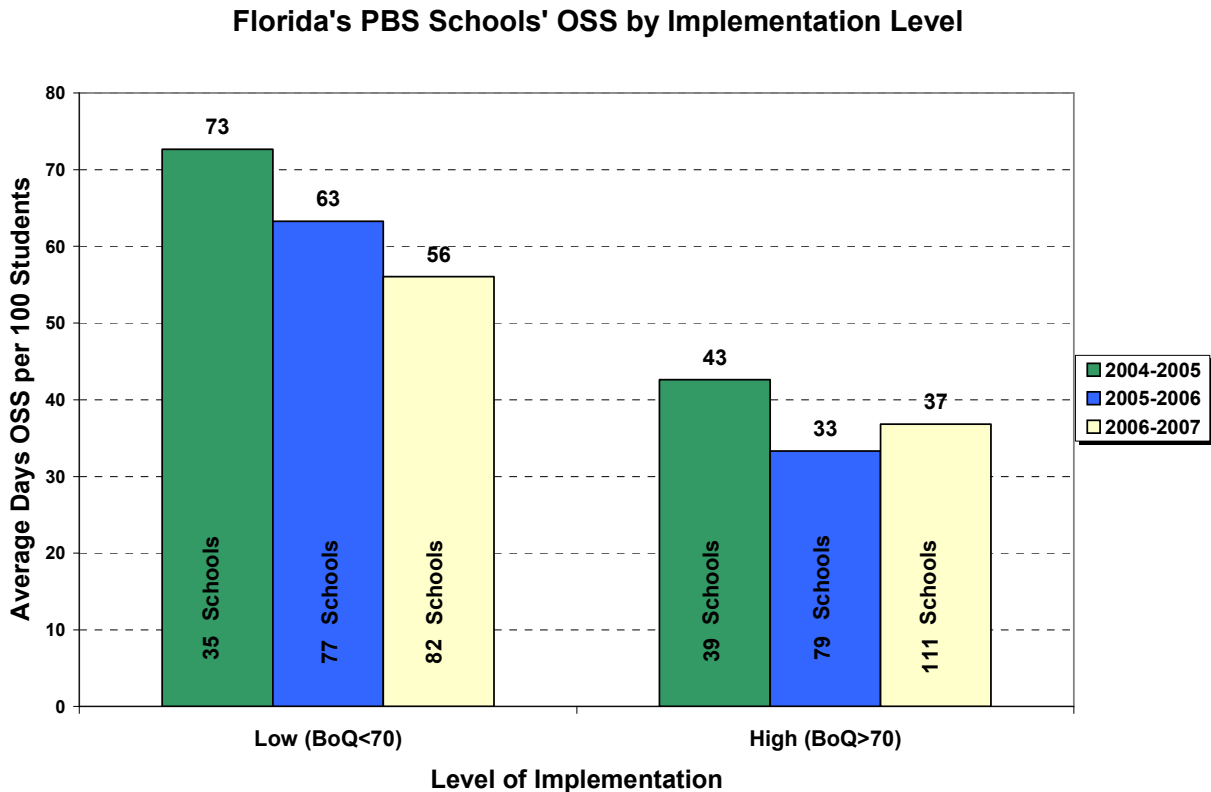
The elementary schools portrayed realized a 35% reduction in average ODR rates after one year of implementation. The reduction in average rate of ODRs was maintained through a second year of implementation. The average ODR rate dropped an additional 9% on average after a third year of implementation.

The average middle school ODR rate decreased 8% after the first year of implementation and increased slightly after the second year. After the third year of implementation, the average ODR rate for middle schools had dropped to nearly 25% fewer average referrals than the average during baseline.

Out-of-School Suspension (OSS) Data for High and Low Implementing Schools

Description of Data

The chart below illustrates the rate of out-of-school suspensions for schools based on implementation level across school years. The number of schools from which the average was obtained is listed on each bar.



Explanation of Data

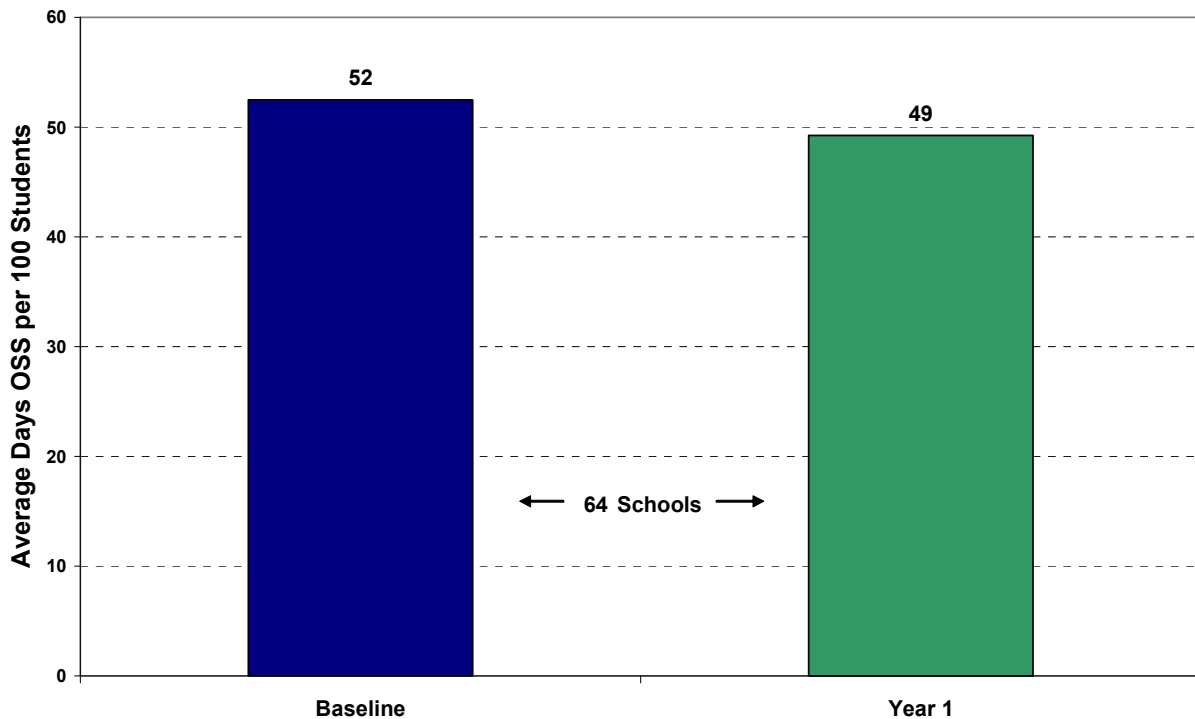
For the last 3 school years, schools implementing PBS with fidelity have averaged 41% fewer days of OSS than lower implementing PBS schools. Across the 3 school years, the average days of OSS has decreased for lower implementing PBS schools by approximately 9-10% each year. When compared to 2004-2005 OSS rates, the average rate of OSS for higher implementing schools was 25% lower in 2005-2006. The average rate for higher implementing schools in 2006-2007 was slightly higher than the average during the previous school year.

Out-of-School Suspension (OSS) Data Before and After Implementation

Description of Data

The data depicted below include the 64 schools trained in PBS for whom we have OSS (per 100 students) data during baseline and year 1 of implementation. This chart does not consider implementation level.

OSS Rates Before and After PBS Implementation



Explanation of Data

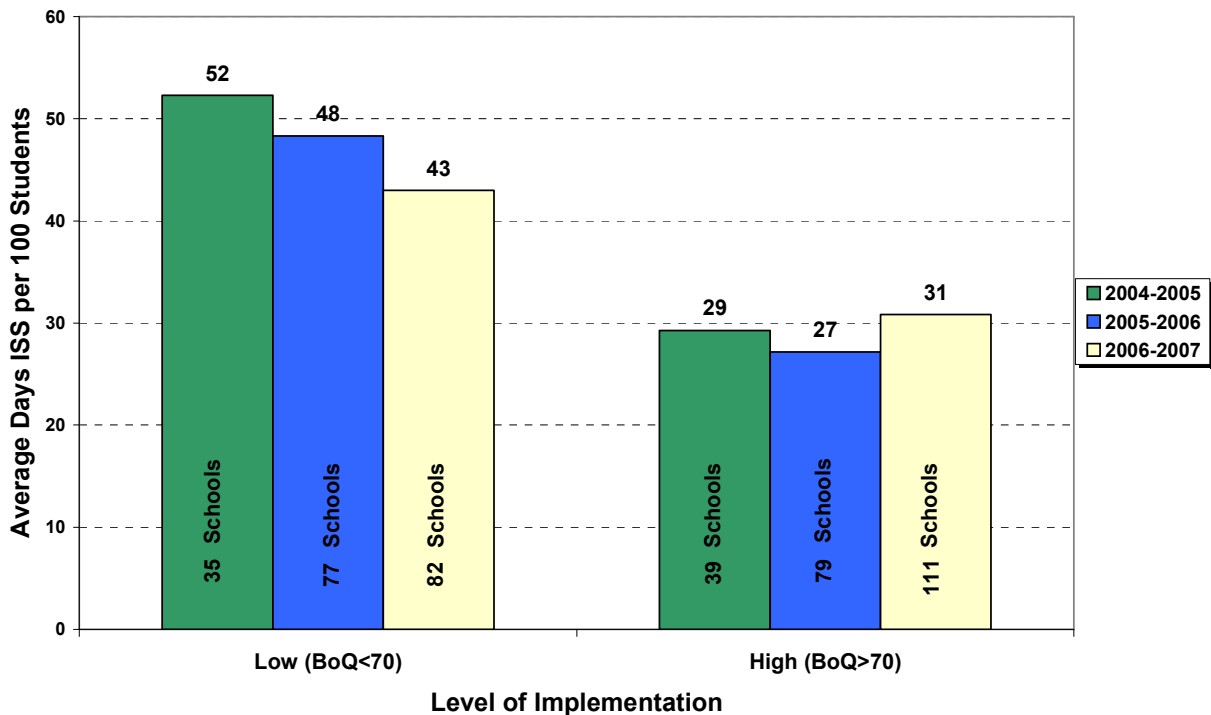
The average reduction in days of OSS per 100 students after 1 year of implementation is 6% or 3 school days per 100 students. This number does not take into account the fidelity of implementation.

In School Suspension (ISS) Data for High and Low Implementing Schools

Description of Data

The chart below depicts the schools for which we had both BoQ data and ISS outcome data for during the 2004-2005, 2005-2006, and/or 2006-2007 school year.

Florida's PBS Schools' ISS by Implementation Level



Explanation of Data

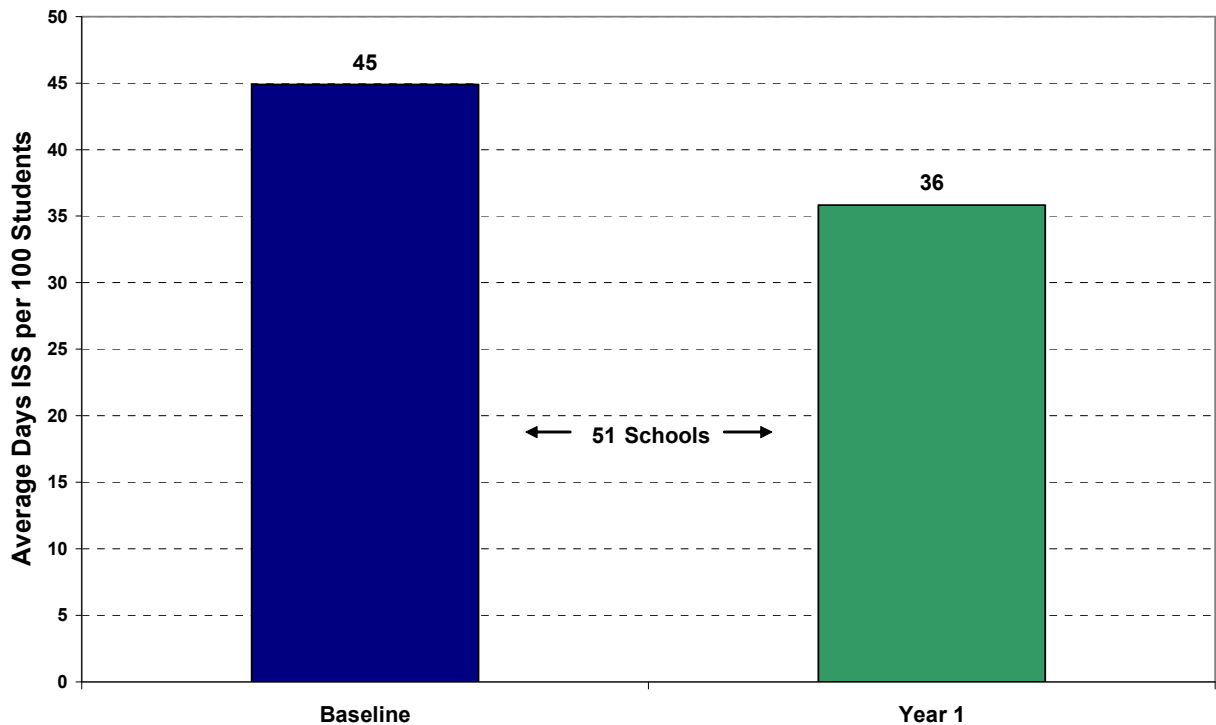
For the last 3 school years, schools implementing PBS with fidelity have averaged 39% fewer days of ISS than lower implementing PBS schools. Across the 3 school years, the average days of OSS has decreased for lower implementing PBS schools by approximately 9% each year. When compared to 2004-2005 OSS rates, the average rate of OSS for higher implementing schools was 7% lower in 2005-2006. The average rate of ISS for higher implementing schools for the 2006-2007 school year was slightly higher than either of the two previous school years, but was still 28% lower than the average days of ISS for lower implementing schools in the same year.

In-School Suspension (ISS) Data Before and After Implementation

Description of Data

The data depicted below include the 51 schools trained in PBS for whom we have In-School Suspension (ISS) (per 100 students) data during baseline and year 1 of implementation. This chart does not consider implementation level.

ISS Rates Before and After PBS Implementation



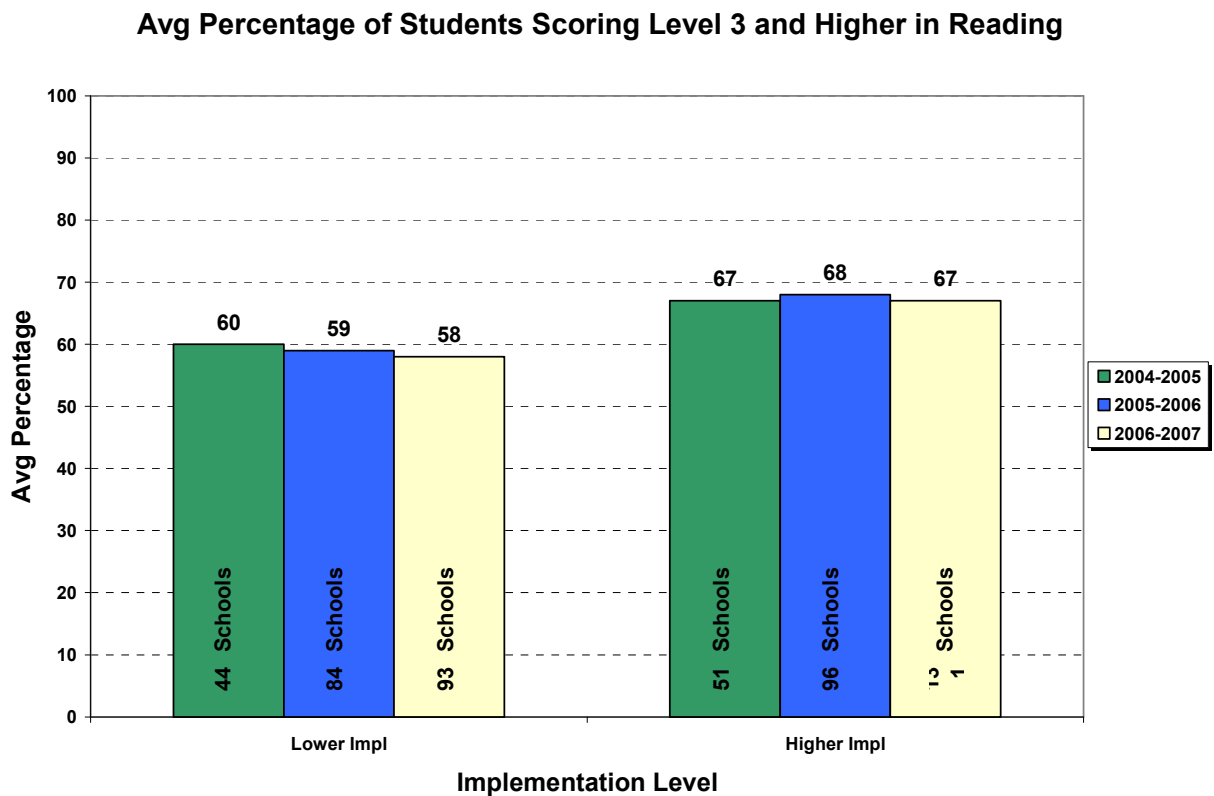
Explanation of Data

The average reduction in days of ISS per 100 students after 1 year of implementation is 20% or 9 school days per 100 students. This number does not take into account the fidelity of implementation.

School FCAT Level 3 Reading Data for High and Low Implementing Schools

Description of Data

The chart below illustrates the average percentage of students reaching level 3 in reading for schools implementing PBS by implementation level across school years.



Explanation of Data

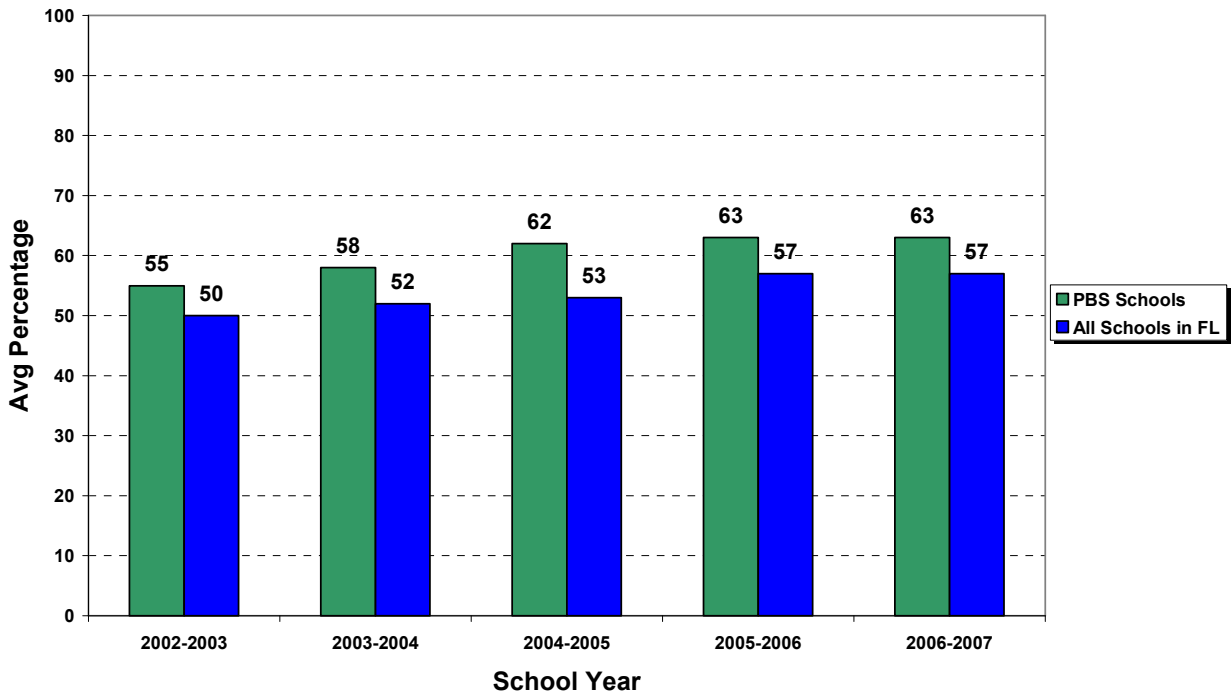
For academic years 2004-2005 through 2006-2007, higher implementing PBS schools had a higher percentage of students reaching level 3 on FCAT reading than did lower implementing PBS schools.

School FCAT Level 3 Reading Data PBS Schools Compared to Florida Schools

Description of Data

The chart below illustrates the average percentage of students reaching level 3 in reading for schools implementing PBS compared to the statewide average across school years.

**Avg Percent of Students Scoring Level 3 or higher on FCAT Reading
for PBS Schools vs. All Schools in FL**



Explanation of Data

For academic years 2004-2005 through 2006-2007, PBS schools had a higher percentage of students reaching level 3 on FCAT reading than the statewide average. (Note: PBS schools are included in the statewide average.)

School-Wide Implementation Factors

Results Summary:

- Respondents from high implementing (HI) schools identified more factors as helpful than did respondents from low implementing (LI) schools.
- Respondents from LI schools identified more factors as problematic than did respondents from HI schools.
- Respondents from both HI and LI schools identified some similar factors as helpful, but different factors as problematic.
- Many factors identified as problematic by respondents from low LI schools were also identified as problematic by respondents from HI schools, but to a lesser degree.

	Higher Implementing (70+ on BoQ)	Lower Implementing (<70 on BoQ)
	<i>At least 90% of respondents representing high implementing schools identified the following factors as Helpful:</i>	<i>At least 80% of the respondents representing low implementing schools identified the following factors as Helpful:</i>
Factors <u>MOST</u> Helpful to Implementation of SWPBS	<ul style="list-style-type: none"> • Expectations and rules clearly defined • Administrator committed to PBS, willing to teach and model PBS, willing to reward students • Representative and committed PBS Team • Reward system works • PBS Coach's guidance with process • Students responses to rewards and activities 	<ul style="list-style-type: none"> • Expectations and rules clearly defined • Administrator willing to reward students • Representative PBS Team
	<i>At least 25% of respondents representing high implementing schools identified the following factors as Problematic:</i>	<i>At least 50% of the respondents representing low implementing schools identified the following factors as Helpful:</i>
Factors <u>MOST</u> Problematic to Implementation of SWPBS	<ul style="list-style-type: none"> • Adequate funding • Team recognizes faculty participation • Staff stability from year to year • Student stability from year to year 	<ul style="list-style-type: none"> • Staff time for PBS • Staff belief about effectiveness of PBS • Staff philosophy • Staff consistency in teaching • Staff consistency in discipline procedures

Results of the Evaluation of Project Training & TA for 2006-2007

Each year the Florida Positive Behavior Support Project sends an announcement about an online survey to all school personnel who have been involved in PBS training activities. The School-Wide Implementation Factors survey was completed by 305 Florida school personnel last year. The results of the survey assist the FLPBS Project in identifying barriers and opportunities that are impacting schools in Florida. This survey also serves as a self-evaluation of the training and technical assistance provided by the FLPBS Project.

In 2006-2007, the following PBS Project specific evaluation results were obtained from the survey:

1. 82.4% of respondents felt that the support from or collaboration with the FLPBS Project was either somewhat helpful or helpful. The average rating for the PBS Project was higher than for any other group (district personnel, other PBS teams, superintendent, etc.).
2. 83.7% of respondents felt that the PBS Project staff was professional and respectful in their interactions with district and/or school staff.
3. 83.3% of respondents felt that the PBS Project staff provided valuable materials and resources.
4. 77.6% of respondents felt that the PBS Project staff provided good recommendations and technical assistance to help them address district and/or school level issues.
5. 76.9% of respondents felt that the PBS Project staff were effective and efficient in responding to requests for support.

In addition, 64 individuals provided additional written comments about the FLPBS Project and the support they received or needed to implement SWPBS. Those comments are attached to this evaluation summary.

Impressions and Suggestions for FL PBS Project staff from SWIF

I feel that the PBS Project has been helpful. I would think that some schools may be moving more toward the Individual and Group interventions, some of our Coaches are trained, but we may need more on site guidance. This is to be worked out as we move in this direction. you are wonderful with assistance - i enter the evaluation information - if i have a problem you are willing to listen and help - yea!!!

I think all of the assistance we got was very good. We were the only elementary school to implement this program. I think the children enjoyed it and once the teachers knew that they could give "Tiger Paws" for lots of things, they enjoyed it also. The community got involved and provided us with small tokens to give away as drawings and one business even donated a bicycle for a lucky student. It was a real pleasure to work on this project.

Staff have wonderful resources that I wish there were more availability of. I would love to see the schools have resource libraries for staff and one for parents with the literature and reading materials that were loaned this school year.

When we first began PBS, our principal was behind it 100%. We have a new principal this year and she has not been involved or seems to even be aware. This has, I feel, been a hinderance to the committee. Our Assistant Principal has done a great job moving us forward! I can see that this might be a hinderance to other schools in the same situation. Our coach has done a great job helping us refocus and the PBS project staff person has been right there for us.

Need more money. Could the FL PBS Project give a workshop at one of our district-wide teacher inservice days?

Meet with the school's PBS team on a periodic basis.

Providing training for new PBS Team members during summer vacation as opposed to only working with intact PBS groups....Or providing a stipend for new PBS team members to receive training from "old" PBS team members during the summer.

The team training needs to take place during the summer so that implementation can be planned and started with the beginning of the school year.

I don't have any suggestions at this time because I have gotten everything that I ever asked for.

Your staff members have been very very supportive to my school and staff members.

I went to the training in the summer but, did not personally work with them through the year. I don't know what they did with Administration or the coach. The above survey question should have an "I don't know" option.

In our area I feel that I have received the support that is needed from the Florida PBS Project.

Possibly doing a video presentation

Targeted PBS training should occur at the school with the entire school faculty and staff.

It would be helpful and informative if PBS Project would send biweekly or monthly information via e-mail to every person on the team. This is my second year as a member and this is the first e-mail to my recollection that I received personally.

Don't misplace our original statistics from 2005-2006, which you are requesting again, from last summers training session.

We'd love to see you visit more often to hear how and what we are doing.
Swiss documentation could use some improvement

Provide more money support for training for teachers to have subs for the day. Money for student incentives. Incentives to the teachers for actually implementing the program.

Problem students are often times dismissed from in school suspension because of behavior and sent back to the classroom. There needs to be a better way of dealing with these students.

Students need to be involved if PBS is to be truly a part of our school. I have been on the team since the beginning and there are still no students on the team. After all they are part of our school community, a BIG part

You all are great! Any problems we have experienced are ours. We have new admin that are learning their jobs and too many competing initiatives. Our staff is very much stretched.

The project needs a commitment from the principal

Time for training of the staff at BCMS was needed to fully understand how PBS works. Staff only had 20 minutes given at the beginning of the school year about what PBS is and how it works. Time and all of the other requirements that teachers have hindered this program and how it can work effectively in the school. Teachers were not given enough information about the program.

The original 3 day training is a lot of information at one time. My team was not really prepared for the amount of time involved for the first year.

I was the coach for two years. I was not invited to one meeting this year so i resigned since they did not need me. They did not care about the money incentive so that could not be used for leverage by the district. So i do not know the answers to many of the questions asked since i was not included in the process. i would be happy to work with another school in this process. i believe in PBS, but GGE implemented what they liked but did not implement the way PBS was supposed to be done. They did not need a coach or want one. Sorry this was not a positive report. Maybe a school psychologist who is there weekly would have made a better coach. Pam Zeigler, FDLRS

Provide a technical system capatiable with the current system the district uses so that information can be exported into SWISS.

I really don't know the involvement of the State PBS project. I am only aware of the district initiative, so feel inadequate to make a judgment.

Just, our school needs to implement more rewards in the name of PBS.
could have a Q and A section in the web site...

PBS really never was implemented at Jennings. One meeting of the whole team occurred and one with part of the team. No further activities occurred as far as I know.

Sharing of ideas between counties expanded to school level.

Come at beginning of school year and periodically during the course of the year. One visit at the end of the school year to tell us how we should have been operating was counter-productive.

Make sure the website to complete surveys is accessible with ease- it took me several attempts and over a month to access it the last time I needed to seek historical data and put survey (BOQ) information into the computer.

Not enough training for teams that have turnover. We had 90% turnover and only one trained person remaining on team.

We get great support

Ideas for places to get more money

Consistency in project staff assignments. We have had 3 different contacts and it takes a while to adjust.

Continue to get more schools/staff involved.

You all do a wonderful job! As a first year coach, I truly appreciated the special attention I received! Thank you so much:)

The biggest problem is the double entry of student referrals and the lack of help in getting some type of platform for SWIS to communicate with the system that Pinellas County Schools use. SWIS has a lot of great features but the clerks that enter the information from the student referrals will not do double entries next school year. require more accountability from schools and administration. more training in positive behavior techniques to schoolwide personnel \BEFORE implementing swpbs program

Stephanie has been thoroughly professional in all of our dealings.

Since this is just our first year, we are still testing the waters. We now have a full year of data, and hope to start next year with a more positive influence over our faculty. We also need more training since our PBS team has several people who have never been trained officially. We try, but sometimes lose site of the data driven part. We need more training.

No suggestions at this time.

Staff turnover from year to year is problematic. Our team changed between the May training and the Fall. We have worked all year with 3 team members who have not been trained and were DENIED the opportunity to attend the additional training offered since we were a new team. This definitely handicapped our team since these new members are vocal and hard working, we need them to be on the same track as the rest of us. Also, updated training cannot be attended by an entire team...this is too much time off campus. We need a one day short track to get our new team members up to snuff. This will be more of an issue next year since we probably will gain new untrained personnel on the team. The school could probably allow an administrator to join new team members in training or the coach could join them.

More workshops

Wish the project would have direct bimonthly contact with someone at the school level on how the implementation is going. We feel like we are implementing well but no one is aware of all that we have gotten accomplished.

This is a great program already, but I think a prize winning (such as gift certificates, watches, and other tangibles) approach would compliment the regular awards and allow more widespread sense of honor and achievement. School fundraisers could be a source of revenue to support this plan. Thank you, Frankie

PBS Project has been very supportive and helpful

Less paperwork. Surveys are time consuming and like this form are very long. Funding is needed for PBS Chairs and coaches. These people perform their daily job in addition to PBS with no monetary incentives, while others receive supplements. Many Chairs have no planning time either. As far as PBS Project staff, they are good with e-mail, but no one is usually available by phone. Schools gain more support by networking with each other.

Chairs also need access to MSAF - purchasing online MDCPS. That is the only way to identify approved vendors.

To carry out conferences and workshops during the Summer.

We need more funding at the local level.

More ideas of activities that would reinforce PBS and funding to carry out these activities

Placing training modules on line was a great step. Now we just need to get our people to log on & follow through.

The PBS Project has been a great success at WBMS. That coupled with our population has produced a positive outcome.

Just be there to make the PBS team feel as if they are actually headed in the right or any direction.

Continual training for PBS.

In our case, more time was needed to prepare the students and staff for PBS. Also more funds are needed to help implement it

Address individual school profile needs

This is our first year of implementation and we are working very hard to put into place all of the necessary components to be a successful PBS school. If anything, I would say that we needed more time and guidance in working on all of these necessary components--matrix of rules and locations, lessons plans for teaching behaviors, faculty training, etc. These are pieces we are missing and have not had the necessary time and/or guidance to complete. These are on our action plan to have them complete and in place for next school year.

Continue on going training.