

Rhode Island State Personnel Development Grant

GOAL 3

To decrease the number of behavioral incidents, and suspensions and expulsions through implementation of a statewide system of School Wide Positive Behavioral Interventions and Supports (SWPBIS).

The Sherlock Center has been involved with Positive Behavioral Supports for more than 15 years and has had a collaborative relationship with Dr. Rob Horner and Dr. George Sugai, the Co-Directors of the National Technical Assistance Center. Currently, two cohorts of RI schools (42 schools) are implementing SWPBIS. There are four major components connected to this goal – (a) comprehensive training in the SWPBIS model; (b) ongoing technical assistance; (c) developing an instate cadre of SWPBIS trainers, SWIS facilitators, and SET Evaluators; and (d) developing the capacity of RI school districts to implement SWPBIS on a district level.

Comprehensive Training in SWPBIS

There are three phases to the RI SWPBIS training. First, every spring the Sherlock Center will recruit for a new cohort of schools. An information letter is mailed to every superintendent, every special education administrator, and every school principal. A day long information session is conducted by Dr. Sugai for interested schools. Schools have two months to conduct a series of readiness activities and to provide evidence of their commitment to implement SWPBIS as one of the major priorities in their school for the next four years. Schools must provide evidence of the following:

- Extensive discussion of SWPBIS with school personnel and with the school's parent organization;
- A Leadership Team to guide the development and implementation of SWPBIS;
- An internal coach to facilitate SWPBIS activities in the school;
- A commitment that the entire team will attend six days of training in the first year and three days in each of the following three years;
- A commitment to use the *School Wide Information System* (SWIS) to track office referrals and behavior incidents;

- A commitment to permit a *School Evaluation Tool* (SET) Evaluator to evaluate the school annually to determine fidelity of implementation;
- A commitment to have school personnel complete the *Behavior Supports Survey*, the *School Safety Survey*, and the *Team Checklist* to track changes in school climate and staff perceptions;
- The commitment of school and district administrators to provide the in-house resources necessary for implementation.

The second phase is the actual training. The SWPBIS model describes three levels of supports and interventions. The first year training (six days) focuses on the “universal level”. Teams develop a set of positive expectations, a teaching matrix, a reinforcement system for students who meet the expectations, and a reinforcement system for staff. The second year focuses on the “targeted level”. Targeted interventions focus on settings or groups (identified through SWIS data). Teams become fluent in strategies for active supervision, for de-escalating behaviors, etc. The third and fourth years focus on the “intensive level”. These are the interventions designed for individual students. Teams develop school capacity to complete functional behavioral analyses and to design interventions based on these FBAs. Schools are given the opportunity to connect to community behavioral health services and to develop the capacity to collaborate with these services in providing wrap-around services and supports to individuals and families.

The third phase of training is the “coaches’ training”. Coaches attend a two-day summer institute and four sessions during the school year. Coaches are taught to use SET as a rubric to guide their school’s practice. Coaches are taught strategies to facilitate team action planning and implementation.

We anticipate recruiting and training five cohorts of twenty schools during the SPDG project. Thus, by the end of the project, approximately 140 schools (40% of RI schools) will be implementing SWPBIS.

Ongoing Technical Assistance

Ongoing technical assistance will be provided in a variety of ways:

- The Sherlock Center SWPBIS Coordinators will provide technical assistance to schools as needed.
- Currently, seven trained SWIS facilitators provide training and follow up to schools that are using SWIS.
- The SET evaluators return to the schools they have evaluated and provide recommendations for continued progress.

- Coaches receive ongoing support through the coach's institute and quarterly sessions.

**Developing an instate cadre of SWPBIS trainers,
SWIS facilitators, and SET Evaluators**

**Developing the Capacity of RI School Districts
to Implement SWPBIS on a District Level**

As part of the ongoing strategy to build both statewide capacity and district capacity, the Sherlock Center will:

- Recruit 8 potential trainers, including representatives from higher education, RIDE personnel, and school district personnel. They will attend all the trainings in 2007-2008 for all three cohorts. Dr. Sugai will also spend additional time after each session with the cadre of trainers. They will be the instructors for part of the curriculum in 2008-2009. By 2010, each of the trainers will be able to be the instructor for the whole curriculum.
- The higher education trainers will be the faculty who teach the classroom management courses at Rhode Island College and the University of Rhode Island. They will be expected to embed the content and strategies into their courses.
- Two additional SWIS Facilitators will be trained each summer by the National Center on SWPBIS. Two-thirds of the new facilitators will be district personnel.
- Four additional SET Evaluators will be trained each summer. Half of these will be district personnel.

Logic Model – Goal 3		
Activities	<p>(a) comprehensive training in the SWPBIS model;</p> <p>(b) ongoing technical assistance;</p> <p>(c) developing an instate cadre of SWPBIS trainers, SWIS facilitators, and SET Evaluators;</p> <p>(d) developing the capacity of RI school districts to implement SWPBIS on a district level.</p>	<p>Activity Log</p> <p>Participant Interviews</p>
Outputs	<p>(a) 50% of Rhode Island elementary schools and 25% of middle and secondary schools will implement SWPBIS by the end of the project.</p> <p>(b) 80% of these schools will implement SWPBIS with fidelity, as indicated by an 80% criterion on the <i>School Evaluation Tool (SET)</i>.</p> <p>(c) SWPBIS practices and procedures will be embedded in classroom management courses at all Rhode Island colleges and universities that offer teacher preparation programs.</p>	<p>(a) Sherlock Center SWPBIS data base</p> <p>(b) School Evaluation Tool (SET)</p> <p>(c) Document Review of course syllabi</p>
Outcomes	<p>(a) Behavior incidents will decrease in schools implementing SWPBIS.</p> <p>(b) Suspensions will decrease in schools implementing SWPBIS.</p>	<p>(a) School Wide Information System (SWIS)</p> <p>(b) RIDE APR</p>