



Wisconsin Positive Interventions and Supports (PBIS) Network 2009-10 Evaluation Report

Justyn Poulos, Statewide PBIS Project Coordinator

Nicole Beier, Coordinator for Statewide PBIS Evaluation and Research

Kathy Ryder, Director of Wisconsin RtI Center

Cari Schindel, Executive Administrative Assistant for the Wisconsin PBIS Network

1. Executive Summary

- The Wisconsin RtI Center, a collaborative project between the CESA Statewide Network and the Department of Public Instruction, formed the Wisconsin PBIS Network in January 2010 to help Wisconsin schools to use Positive Behavioral Interventions and Supports to increase student success.
- The Wisconsin PBIS Network provides training support and technical assistance to CESAs and schools to help them implement and sustain PBIS.
- By the end of the 2009-10 fiscal year, 473 schools in 114 districts, representing 11 CESA regions in Wisconsin had attended Universal/Tier 1 PBIS team training.
- In the 2009-10 fiscal year 103 PBIS trainings were held throughout Wisconsin.
- 375 schools sent teams to Universal/Tier 1 training in the 2009-10 fiscal year.
- By the end of the 2009-10 fiscal year, 325 schools were implementing PBIS (had completed at least one PBIS fidelity tool on PBIS Surveys website).
- By the end of the 2009-10 fiscal year, 68 schools were implementing Universal/Tier 1 PBIS with fidelity (met fidelity on at least one Team Implementation Checklist, Benchmarks of Quality, or Self-Assessment Survey on PBIS Surveys website).
 - The vast majority of Team Implementation Checklist, Self-Assessment Survey, and Benchmarks of Quality scores that met fidelity on each of these respective measures came in the 2009-10 fiscal year.
- 21 schools demonstrated Universal/Tier 1 fidelity on multiple fidelity tools on the PBIS Surveys website in the 2009-10 fiscal year and have not regressed to non-fidelity levels in the year following meeting fidelity.
 - 2010-11 Evaluation Report will look to these schools to see the impact that sustained PBIS implementation has on schools in Wisconsin.
- Plans currently being made to create and support demonstration sites that blend culturally responsive practices with PBIS implementation.
- Plans also being made to create and support demonstration sites that integrate mental health practices with PBIS implementation.
- Demonstration sites being planned to blend academic RtI and PBIS practices and processes in the most efficient way possible for schools and districts.

2. Purposes and Timeframe of Evaluation Report (Expected Audiences & Uses)

This evaluation report was written to inform Wisconsin PBIS Network stakeholders and other interested parties of the current status of the Wisconsin PBIS Network. Specifically, this evaluation report covers the history and vision of the Wisconsin PBIS Network, as well as the current training, implementation, and fidelity of Wisconsin schools. This report also includes the anticipated outcomes of PBIS in Wisconsin schools and an example of an outcome that a Wisconsin school has already experienced. Future goals and directions of the Wisconsin PBIS Network are also included.

Throughout the report areas of strength and weakness are highlighted. Information is given which will aid in improving the Wisconsin PBIS Network. The many successes of the Wisconsin PBIS Network are also highlighted throughout the evaluation report.

Expected audiences for this report include the funders of this grant at the Wisconsin Department of Public Instruction and the CESA Statewide Network. Other audiences include the Wisconsin PBIS Network Advisory Committee, representatives of professional organization, representatives of other Wisconsin initiatives such as CREATE and REACH, local PBIS implementation teams, and parents and families.

3. Vision, Mission, and Foundations of Wisconsin PBIS Network

Schools nationwide are finding new ways to encourage positive behavior in the classroom, on the playground, and in the hallways. Positive Behavioral Interventions and Supports (PBIS) has been proven effective in part due to students and staff understanding what is expected of them. PBIS gives teachers a framework for teaching and reinforcing positive behavior and establishing consistent consequences for inappropriate behavior. Data is an essential element to the PBIS process for decision making and action planning.

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The goals of the Wisconsin PBIS Network are to:

- Establish a positive school culture
- Increase academic performance
- Improve school safety
- Decrease problem behavior

Vision:

The vision for the Wisconsin PBIS Network is to bring about changes in Wisconsin school communities in order to maximize opportunities for students to achieve academic, social, and lifestyle skills competence through the development, dissemination, and continual evaluation of PBIS systems and outcomes.

Mission:

The mission of the Wisconsin PBIS Network is to assist Wisconsin schools and districts in establishing and maintaining effective school environments that maximize the academic and behavioral competence of all learners in Wisconsin.

4. Advisory Committee

In April 2009, DPI formed a Wisconsin PBIS Advisory Committee. This committee was charged with providing insight and advice on the design and development of a long-range plan for PBIS in Wisconsin schools, including quality training, technical assistance and evaluation, identifying resources to support PBIS, and providing input on enhancing the coordination of PBIS with other professional development initiatives in the states. It is anticipated that this committee will meet approximately 3 to 4 times per year.

This committee met for the first time on April 24, 2009. At the first meeting the charge of the committee was reviewed and an introduction to PBIS was given. Key issues discussed at this meeting included gathering feedback on the Wisconsin PBIS statewide service delivery proposal and discussion of the coordination of PBIS with other initiatives.

The Advisory Committee met again on April 13, 2010. At this meeting the committee was given an update on the implementation status of PBIS in Wisconsin schools. They were also given copies of the 3-5 year plan for the Wisconsin PBIS Network. For the remainder of the meeting, Justyn Poulos and Nicole Beier used the Implementation self-assessment found in the National PBIS Technical Assistance Center's PBIS Implementation Blueprint as a scaffolding to update the committee on the progress and plans of the Wisconsin PBIS Network for scaling up PBIS in Wisconsin.

The membership roster for the Wisconsin PBIS Advisory Committee can be found in the Appendix.

5. National History and Perspective

The National Technical Assistance Center for Positive Behavioral Interventions and Supports (National TA Center) was established through an Office of Special Education Programs (OSEP) grant in 1997. The National TA Center has 11 partner units who work with individual states. Lucille Eber from the Illinois Positive Behavioral Interventions and Supports Network (IL PBIS Network) has worked, on behalf of the National TA Center, with Wisconsin to develop the Wisconsin PBIS Network and continues to support the scaling up of PBIS in Wisconsin.

At the completion of the 2009-2010 school year, 13,300 schools nationwide are implementing PBIS in cooperation with the National TA Center.

6. Current Training Effort

The following table shows the number of Wisconsin schools that have sent teams to PBIS Tier 1/Universal Team training.

	PreK	Elementary	Middle	High	Alternative	K-8/12	Total Schools	Total Districts
By July 2009	0	60	24	12	1	1	98	
By January 2010	2	108	37	17	4	16	184	52
By July 2010	25	239	86	64	8	51	473	114

The table below shows the number of schools trained as of July 2010 in each CESA region.

Region	Number of Schools Trained
CESA 1 (including Milwaukee Public Schools)	135
CESA 2 (including Madison Metropolitan School District)	90
CESA 3	0
CESA 4	44
CESA 5	15
CESA 6 (including Appleton Area School District)	46
CESA 7 (including Green Bay Area Public Schools)	24
CESA 8	16
CESA 9	7
CESA 10 (including Eau Claire Area School District)	53
CESA 11	5
CESA 12	38

103 separate PBIS trainings were held throughout Wisconsin in the 2009-10 fiscal year. These trainings were generally planned and hosted by the CESAs or large districts. Many of the trainings were conducted by Lucille Eber, Marla Dewhirst, and Steve Romano, trainers from the Illinois PBIS Network. In the 2009-10 fiscal year, Wisconsin had one trainer, Rachel Saladis, who could conduct trainings at all three tiers. In addition, Peg Mazeika, Gary Mulry, and Kent Smith co-trained with Illinois trainers at Tier 1. All three of these individuals are now approved to conduct Tier 1 Administrative Overviews and Tier 1/Universal coaches and team trainings. The trainings held throughout Wisconsin are listed in the table below.

Training	Times Offered
AS50: Overview of PBIS and Necessary District Commitments	3
AA540: PBIS: A School Renewal Process	9
C100: New Coaches Orientation: Nuts and Bolts	13
U100: Developing your Tier 1/Universal System, Part 1	24
U200: Developing your Tier 1/Universal System, Part 2	26
UTA300: Implementing PBIS in Your School, Tier 1/Universal System, Part 3	7
C200: Evaluation Tools, Online Systems, and Data-Based Decision Making	1
AA696: PBIS Systems of Support: A Focus on Tier 2/Secondary and Tier 3/Tertiary Tiers	2
S100: Building a Tier 2/Secondary System - Creating a Seamless System of Support	7
S200: Formalizing Tier 2/Secondary Systems, Data & Practices	6
S300: Tier 2/Secondary Levels of Support: Brief FBA	1
S301: Tier 2/Secondary Levels of Support: Behavior Intervention Planning	1
T300: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 1	1
T301: Tier 3/Tertiary Level Support and Data-based Decision-making through Wraparound, Part 2	1
AA706: Working Smarter: Integrating RtI and SEL Standards into PBIS Systems, Data & Practices	1

375 Wisconsin schools completed PBIS Tier 1/Universal Team training in the 2009-10 fiscal year.

From August 18-20 of 2009, the Wisconsin Department of Public Instruction also hosted a coaches training with 300 participants, representing approximately 53 school districts

in Stevens Point, Wisconsin. The final day of the training was a Training of Trainers day with 18 participants.

In addition to trainings listed above, the Wisconsin PBIS Network and Wisconsin RtI Center have given presentations to the following groups on different occasions in the 2009-10 fiscal year: AWSA, REACH, CESA 2 PAC, CESA 8 PAC, CESA 10 PAC, WSPEI, CESA 3 School Counselors, CESA 4 RSN, CESA 5 RSN, CESA 8 RSN, WATODEN, and WCASS.

7. Extent Schools are Implementing PBIS

The National PBIS Technical Assistance Center has developed and validated several tools to assess the fidelity of implementation of school-wide PBIS. These tools include the Team Implementation Checklist (TIC), Benchmarks of Quality (BOQ), School-wide Evaluation Tool (SET), and Self-Assessment Survey (SAS). These tools can all be completed online at the PBIS Surveys website (www.pbssurveys.org). These tools are used by school PBIS teams to assess their PBIS implementation progress. Upon completion of these tools, teams can access reports which will assist them in developing action plans for enhancing their PBIS implementation. The site also provides longitudinal reports so that schools can track their implementation progress over time.

Staff and administrator training alone does not guarantee that PBIS will be implemented in Wisconsin schools. Thus, it is also important to report the number of schools that are implementing PBIS in Wisconsin. In this report, implementing will be operationally defined as having attended Tier 1/Universal Team training and completed at least one of the fidelity tools on the PBIS Surveys website. Using this implementation criteria, 325 of the 473 (68.7%) trained Wisconsin schools were implementing by the end of the 2009-10 fiscal year. Again, the following table shows the number of implementing schools in each CESA region.

Region	Number of Schools Implementing
CESA 1	109
CESA 2	55
CESA 3	0
CESA 4	3
CESA 5	7
CESA 6	30
CESA 7	20
CESA 8	11
CESA 9	7
CESA 10	51
CESA 11	4
CESA 12	28

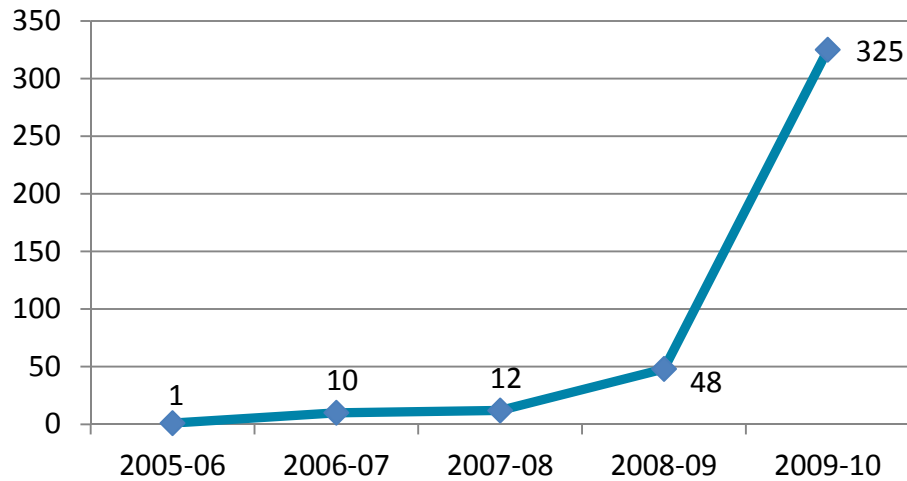
In order to see maximal improvements in schools due to PBIS implementation efforts, PBIS should be implemented with fidelity. A school is said to have reached fidelity when any one of the following criteria are met:

- 80% or higher implementation average on a Self-Assessment Survey
- 80% or higher on a Team Implementation Checklist
- 80% or higher on both the Expectations Taught and Overall parts of the Schoolwide Evaluation Tool
- 70% or higher on the Benchmarks of Quality

The School-wide Evaluation Tool is designed to be completed by a trained external evaluator. The trained evaluator visits the school being evaluated and completes the tool in roughly 3 to 4 hours to complete. There are currently no trained SET administrators in Wisconsin. SET training will be conducted early in 2011. For this reason, none of the SET data collected in Wisconsin prior to this training will be included in the assessment of school-wide PBIS fidelity.

By the end of the 2009-10 fiscal year, 68 of the 325 implementing schools in Wisconsin were implementing with fidelity. This indicates that 20.9% of the implementing schools in Wisconsin are implementing with fidelity. While this number may seem low, we know that PBIS implementation is a process and, as shown in the graph below, many of the implementing schools in Wisconsin just received Tier 1/Universal training in the 2009-10 school year. Thus, this percentage is expected to increase in the coming years.

Number of Implementing Schools

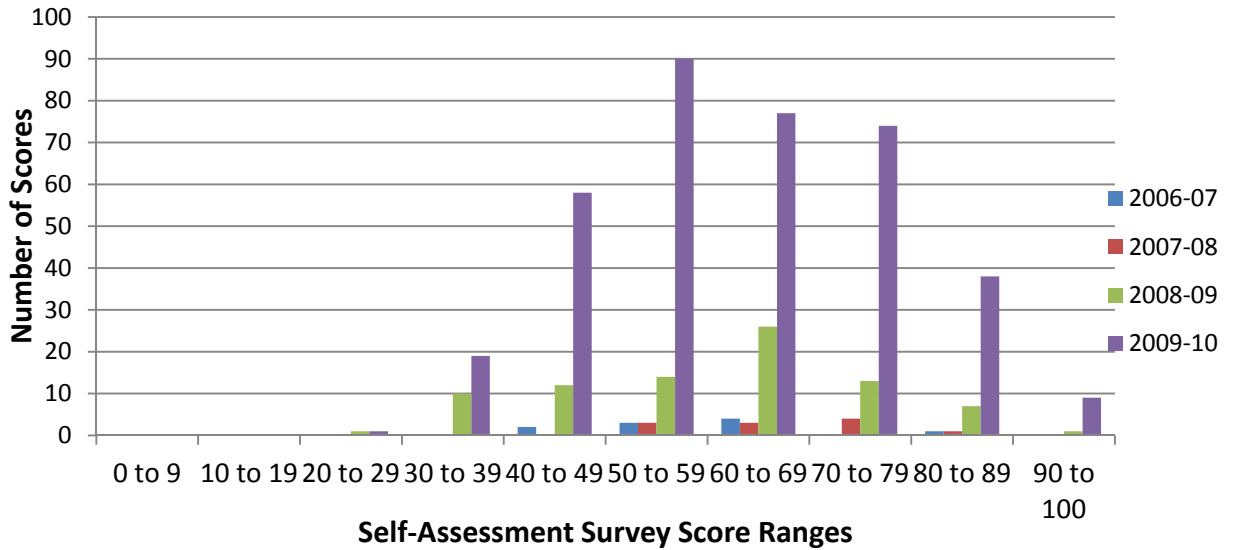


This is reflected in the breakdown of the number of schools reaching fidelity on each of the fidelity tools. Typically the Self-Assessment Survey is the first survey that is administered in PBIS schools to get baseline data on PBIS implementation and to assist schools with getting buy-in for PBIS from staff. This survey was conducted in 319 schools in Wisconsin. 41 of those schools (12.9%) reached fidelity on this measure. The Team Implementation Checklist is typically the tool that is used most often by PBIS Teams for action planning their early PBIS implementation. This tool was taken by 118 schools, 42 of which (35.6%) reached fidelity on this measure. The Benchmarks of Quality is taken by PBIS teams annually, in the Spring, to assess PBIS implementation. This tool was taken by 47 schools in Wisconsin, 26 of which (55.3%) attained fidelity on this measure.

The graphs below show Self-Assessment Survey, Team Implementation Checklist, and Benchmarks of Quality scores over time. Each of these graphs shows the number of scores submitted on each of these tools with some schools submitting just one score on one measure and others submitting multiple scores on multiple measures.

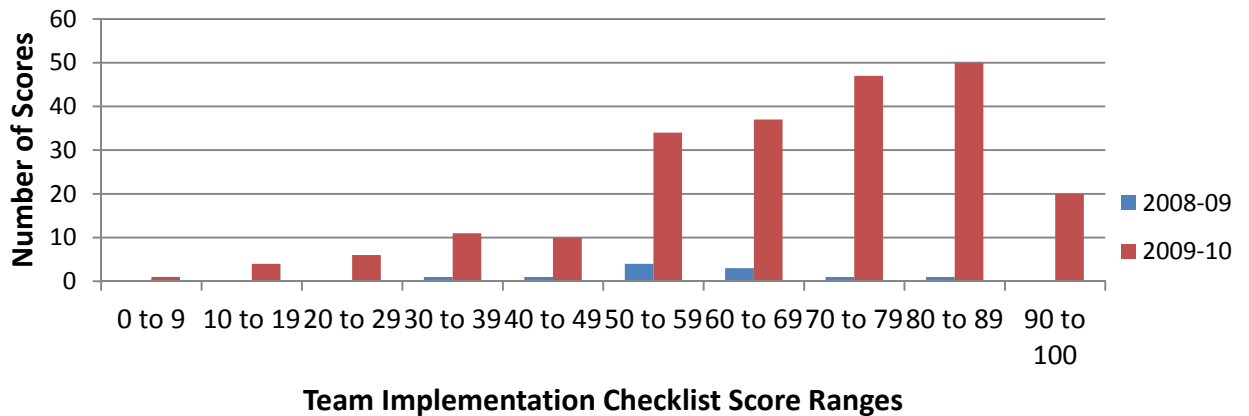
Self-Assessment Survey scores were submitted in each year from 2006-07 to the present with very few scores being submitted in 2006-07 and 2007-08, slightly more scores being submitted in 2008-09, and many more scores being submitted in 2009-10. 57 scores at or above the 80% required for fidelity were submitted across all 4 years, with 47 of them coming in the 2009-10 fiscal year. Most scores submitted on the SAS were below the 80% required for fidelity. This result is to be expected since the vast majority of schools were trained in the 2009-10 school year and the SAS is commonly the first fidelity measure that is used by schools. It is expected that many of the schools that did not reach fidelity in 2009-10 will reach fidelity in 2010-11 or 2011-12.

Self-Assessment Survey Results

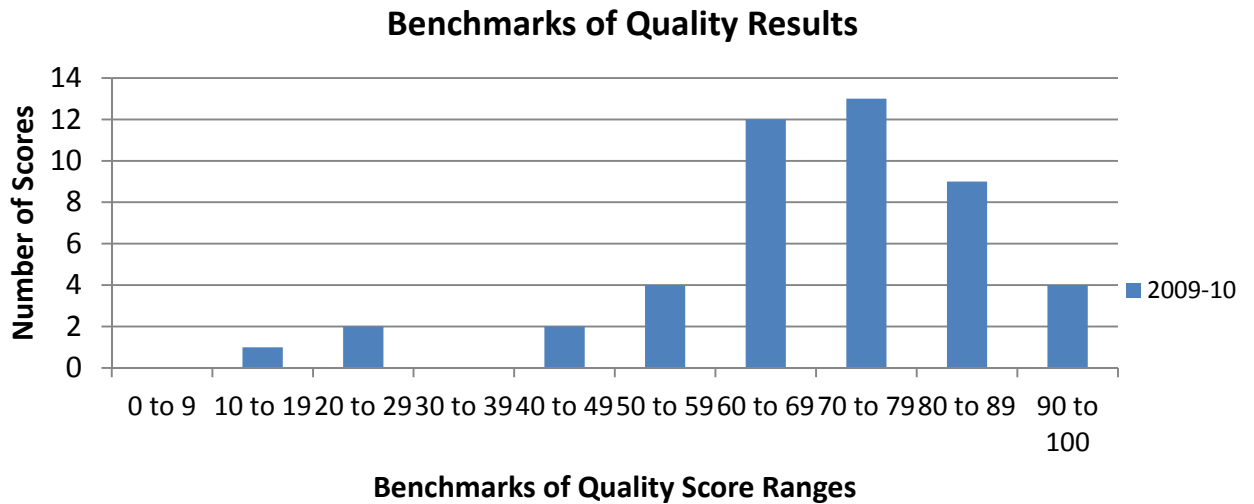


Very few Team Implementation Checklist scores were submitted in 2008-09, with more scores being submitted in 2009-10. It is suggested that the Team Implementation Checklist is completed quarterly by schools that are just beginning PBIS implementation so the low number of scores submitted is a bit surprising. It is possible that PBIS teams may have completed the TIC on paper and not submitted it through the PBIS Surveys website. One goal for the PBIS Network is to increase knowledge about the PBIS Surveys website and its utility in creating graphs of results and tracking scores longitudinally to increase the number of TIC scores submitted through the website. In any case, it does seem that schools in all stages of PBIS implementation have submitted TIC scores with most scores falling below the 80% required for fidelity and 70 scores at 80% or above being submitted in the 2009-10 school year.

Team Implementation Checklist Results



The Benchmarks of Quality tool should be taken annually in March, April, or May by all schools implementing PBIS. This tool is the primary tool recommended by the National PBIS Technical Assistance Center for assessing PBIS implementation fidelity and readiness for Tier 2 and Tier 3 team training. That said, only 47 Benchmarks of Quality scores were submitted in Wisconsin in 2009-10, with no scores being submitted in any earlier years. There are several possible explanations for this. First, completion of the BOQ is a rather complicated procedure in comparison to the SAS or TIC. To remedy this situation, the Wisconsin PBIS Network will have a PowerPoint presentation with voice-over available on their website by March of 2011 that PBIS teams will be able to use to assist them with completing the BOQ. Second, on the PBIS Surveys website, only people with Coordinator access were able to submit BOQ results. Many schools in Wisconsin had not identified their own PBIS Surveys Coordinator by the Spring of 2010, so they were unable to submit their BOQ results on the PBIS Surveys website. However, over half of the BOQ scores that were submitted in the PBIS Surveys website were at or above the 70% required for fidelity.



On average, 6.44 months elapsed between the first time a school took a fidelity tool on PBIS Surveys and the time that the school reached fidelity on a tool on PBIS Surveys. Schools took anywhere from 0 months to 31.44 months to reach fidelity following completion of their first fidelity tool on PBIS Surveys. 12 schools reached fidelity the first time they completed a tool on PBIS Surveys.

8. Extent Students and Others are Benefitting

In RtI, decisions for students are not made based on one piece of data. Similarly, the Wisconsin PBIS Network believes that PBIS implementation fidelity should be demonstrated on multiple measures over time prior to expecting to see benefits from PBIS implementation. Specifically, of the 68 schools that demonstrated fidelity on at least one fidelity tool, 21 schools demonstrated fidelity on multiple measures (TIC and

BOQ, TIC and SAS, BOQ and SAS, or BOQ, TIC, and SAS) in the same school year, with no regression to non-fidelity status in the year following the year when fidelity was demonstrated. All 21 of these schools first demonstrated fidelity on multiple measures in the 2009-10 school year, with none of the schools completing any fidelity tools prior to May, 2009. Therefore, we expect to see changes for these schools in outcome variables such as Office Discipline Referral counts, Suspension/Expulsion rates, Attendance rates, Dropout rates, Graduation rates, Academic Proficiency rates, and School Climate at the end of the 2010-11 school year after PBIS is implemented with fidelity for the complete school year.

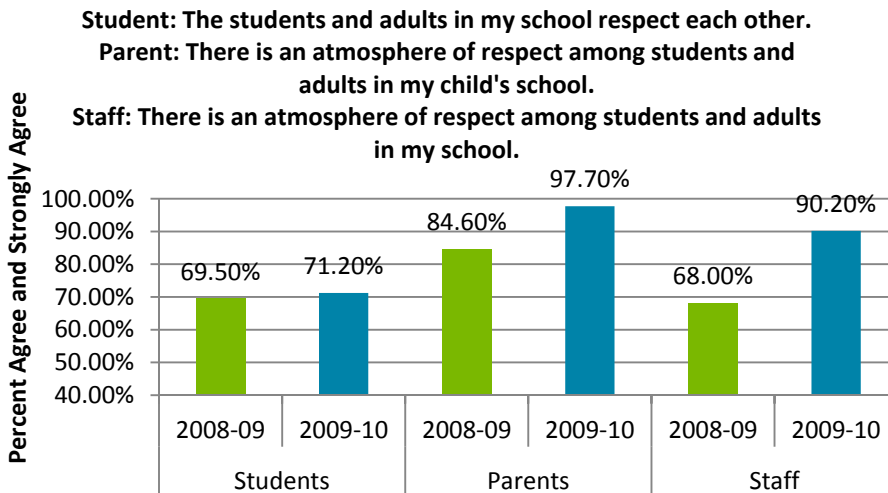
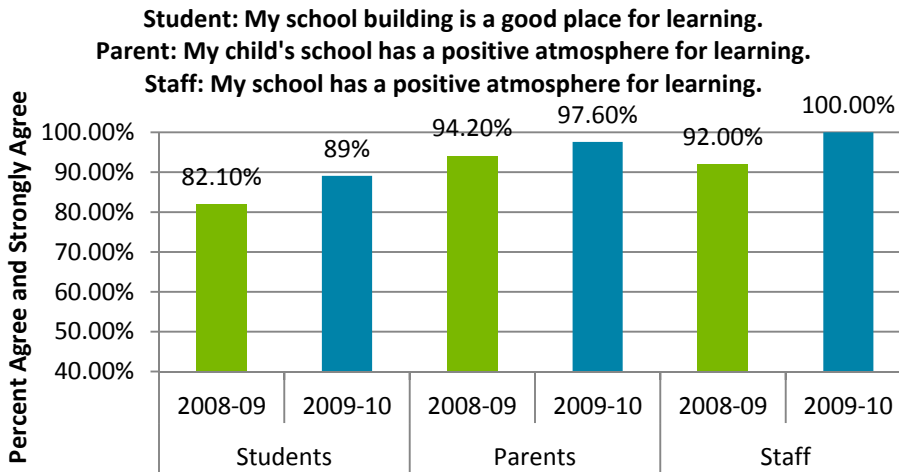
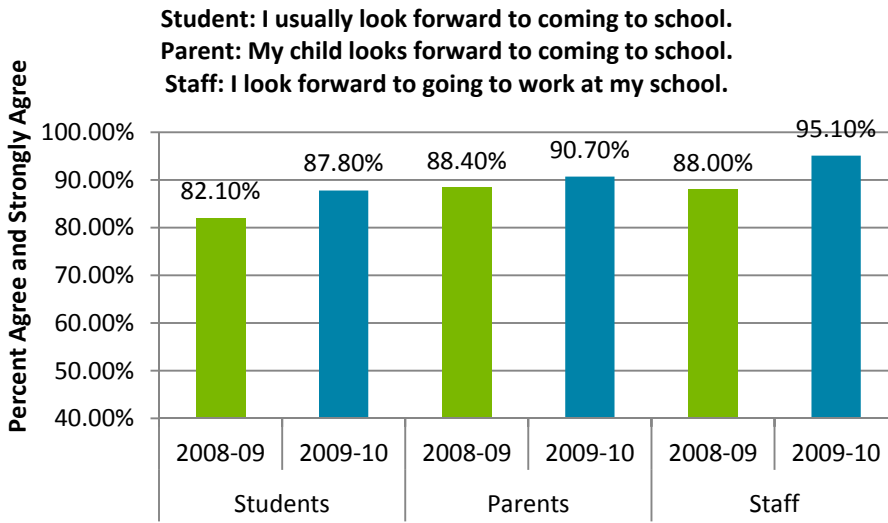
As an example of what we may see next year, data will now be reported from Townsend Street Elementary School, a K3 – 8 school in Milwaukee Public Schools. This school was part of the first cohort of schools trained in PBIS in MPS. They attended Universal/Tier 1 team training in the Spring of 2009 and Secondary/Tier 2 team training in the Spring of 2010. Their fidelity tool results appear in the table below.

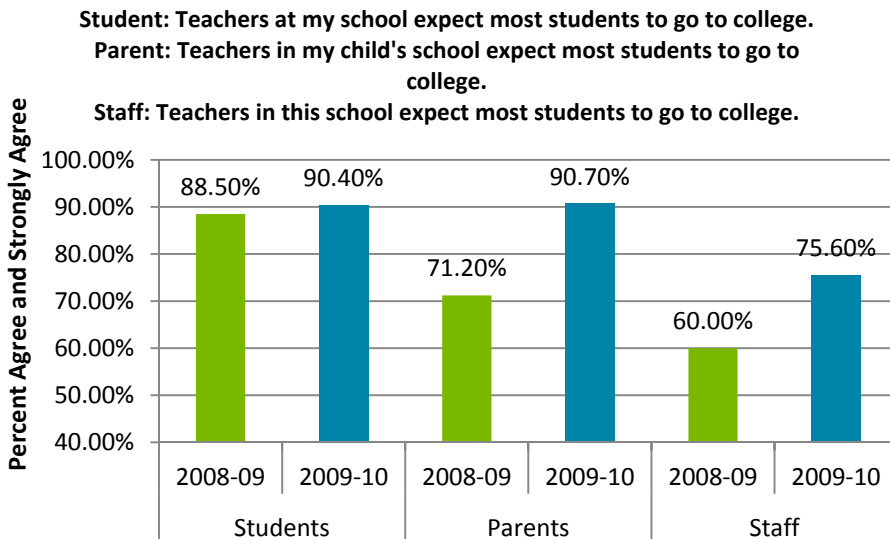
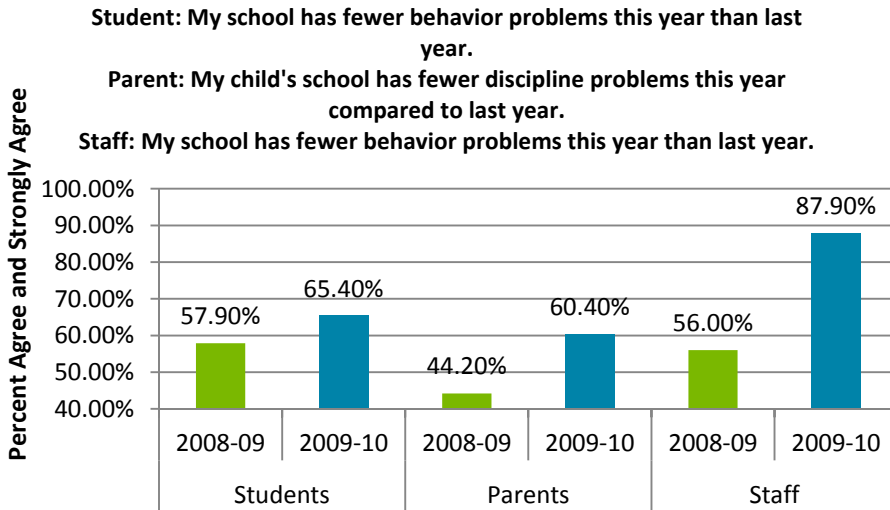
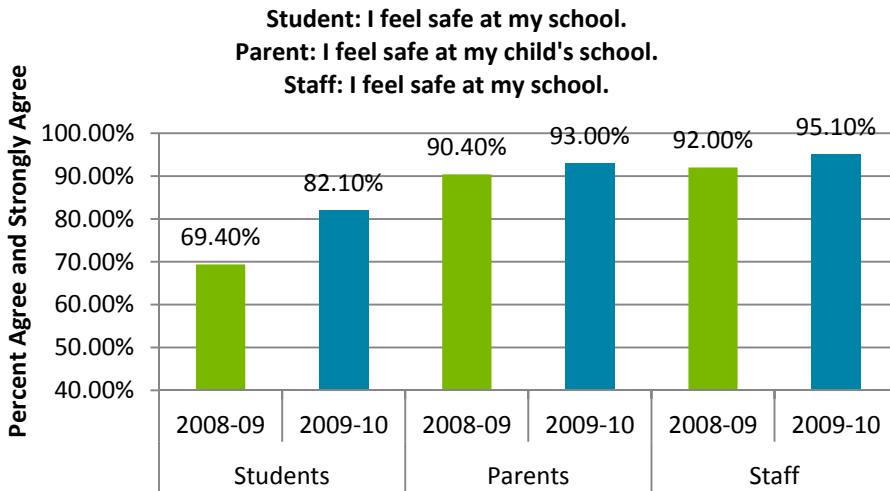
Date	Fidelity Tool	Score	Fidelity Met?
9/11/09	SAS	77%	No
10/27/09	TIC	74%	No
3/2/10	TIC	88%	Yes
3/26/10	BOQ	76%	Yes
4/22/10	TIC	94%	Yes
5/8/10	SAS	80%	Yes
9/21/10	TIC	95%	Yes

Townsend Street Elementary has also found some tangible effects to their PBIS implementation in both the number of Office Discipline Referrals and School Climate. In the 2008-09 school year, students received 641 Office Discipline Referrals. In the 2009-10 school year, students only received 242 Office Discipline Referrals. This is roughly a 62% reduction in Office Discipline Referrals. If it is assumed that a student is out of class for about an hour for each referral, this means that students in Townsend Street regained 50 days of instruction. If it is assumed that an administrator spends 15 minutes on each referral, administrators at Townsend Street Elementary had 12 additional days to focus on instruction. Finally, if it is assumed that a teacher spends 5 minutes on each referral, teachers at Townsend Street Elementary had 4 extra days to teach in the 2009-10 school year!

Milwaukee Public Schools also administer climate surveys to students, parents, and staff. Each of these surveys have items that are worded similarly and these surveys are

administered annually so results can be examined across years. Selected results from the 2008-09 and 2009-10 surveys are shown in the graphs below.





To summarize, students and staff agree that they were more likely to look forward to going to school in 2009-10 than they were in 2008-09. Parents also agreed that their students were more likely to look forward to going to school in 2009-10 than in 2008-09. Students, parents, and staff all agreed that the school was a better place for learning in 2009-10 than in 2008-09. All agreed that students and adults respected each other more in 2009-10 than in 2008-09, and all felt safer at school in 2009-10 than in 2008-09. In addition, all reported that there were fewer behavior problems in 2009-10 than in 2008-09. Finally, students, parents, and staff all agreed that teachers were more likely to expect most students to go to college in 2009-10 than in 2008-09! Since expectations are often indicative of reality, this finding is particularly inspiring.

9. School/District/State Capacity to Replicate, Sustain, and Improve SWPBS

Wisconsin has made tremendous gains in 2009-10 in its capacity to replicate, sustain, and improve PBIS in Wisconsin. First and foremost, the Wisconsin PBIS Network was established in January, 2010. A Statewide PBIS Project Coordinator, Justyn Poulos, was hired to coordinate trainings, leadership, and technical assistance related to PBIS to ensure that all Wisconsin schools have equitable access to PBIS trainings and support. In addition, a Coordinator of Statewide PBIS Evaluation and Research, Nicole Beier, was hired to create and maintain a data management system to support the coordination of trainings, leadership, and technical assistance related to PBIS. Finally, an Executive Administrative Assistant, Cari Schindel, was hired to support all functions of the Wisconsin PBIS Network.

In the 2009-10 fiscal year 5 regional PBIS Technical Assistance sites were also identified. The south region encompasses CESA 2, CESA 3, and CESA 5. The West region encompasses CESA 4, CESA 10, and CESA 11. The North region encompasses CESA 8, CESA 9, and CESA 12. The East region encompasses CESA 6 and CESA 7. The Southeast region encompasses the CESA 1 area. These regions were identified because they serve roughly equal proportions of students and schools while varying greatly in geographical area. Regional Technical Assistance Coordinators were interviewed for 4 of the 5 areas in the 2009-10 fiscal year. The Regional Technical Assistance Coordinators will be instrumental in ensuring readiness for PBIS training and in working with External Coaches to assist teams in reaching fidelity in PBIS implementation.

Advancements were also seen in PBIS coaching capacity in Wisconsin. Roughly 300 individuals participated in the August Coaches Training held in August 2009. In addition, 13 C100: New Coaches Orientation: Nuts and Bolts trainings were held across the state in the 2009-10 fiscal year. Many of the CESAs also held Coaches Networking meetings throughout the year to allow coaches to share their knowledge, experiences, and ideas with one another.

PBIS training capacity in Wisconsin also made great strides. At the beginning of the 2009-10 fiscal year, Wisconsin only had one trainer. By the end of the 2009-10 fiscal year 3 additional trainers completed the trainer-of-trainer process and became qualified

Universal/Tier 1 trainers. The trainer-of-trainer process includes attendance at all Universal/Tier 1 trainings with a team, having PBIS coaching experience with favorable outcomes, co-training with a qualified trainer, and finally leading Universal/Tier 1 trainings with a qualified trainer present. Wisconsin now has the capacity to conduct the vast majority of Universal/Tier 1 trainings without support from outside of Wisconsin. It is hoped that by the end of the 2010-11 fiscal year, several additional Universal/Tier 1 trainers will become qualified, as well as some Secondary/Tier 2 trainers.

10. Implications and Next Steps

Expected outcomes of the Wisconsin PBIS Network include increased capacity for schools in Wisconsin to implement PBIS, increased preventative and positive approaches to discipline in PBIS schools, and increased time devoted by teachers and administrators to instruction as opposed to discipline.

Schools nationwide have seen reductions in Office Discipline Referrals, dropout rates, staff turnover rates, suspension and expulsion rates, and Special Education referral rates. Simultaneous increases in attendance rates, graduation rates, school climate, and academic achievement have also been found in schools implementing PBIS.

In order to attain these outcomes in Wisconsin, additional resources are necessary. First and foremost, it will take time to see many of these outcomes in Wisconsin. PBIS is a process that does not happen immediately. Schools are not expected to reach fidelity immediately after attending training and outcomes are not expected to be seen immediately upon schools reaching fidelity. Thus, it will take sustained quality PBIS implementation in schools for Wisconsin to realize the benefits of PBIS.

Additional human resources are also necessary to attain many of these outcomes in Wisconsin. Schools will have more success with sustaining quality PBIS implementation if they have the support of additional Technical Assistance Coordinators. The number of schools being trained on PBIS has been rapidly increasing. Ensuring that each of these schools are ready for training will require additional Regional Technical Assistance Coordinators. In addition, many of the schools that have already been trained at the Universal/Tier 1 level are now interested in attending Secondary/Tier 2 training. Tier 2 implementation is most likely to be successful if the school is implementing Tier 1 with fidelity. Additional Regional Technical Assistance Coordinators would be very useful for ensuring readiness for Tier 2 training.

Additional Wisconsin trainers would also assist the Wisconsin PBIS Network in keeping up with the demand for training at both the Universal/Tier 1 level and the Secondary/Tier 2 level. This will ensure maximal sustainability of PBIS in Wisconsin.

As PBIS in Wisconsin scales up, it is also crucial to get District Leadership Teams involved in the PBIS process. Currently, many school districts in Wisconsin are having one or two schools pilot test the PBIS process before training all schools within the district.

However, district involvement and leadership are key components to success with PBIS at the building level. Without district policy, funding, and support, PBIS implementation at the building level will suffer. Therefore, it is crucial that school districts in Wisconsin

realize the importance of their support in the PBIS process. Attendance at upcoming District Summits is important to the success of PBIS in Wisconsin.

Short-Term (12 Months), Specific Recommendations

The Wisconsin PBIS Network has many short term goals that they would like to realize in the next 12 months. Specifically, the utility of the fidelity tools on the PBIS Surveys site needs to be stressed by the trainers, Regional Technical Assistance Coordinators, and all other Wisconsin PBIS Network staff. Data collected from these tools are used at the state level to ensure that training is effectively covering all areas important to PBIS implementation and to determine whether PBIS is having an effect on schools in the state. However, more importantly, each of these tools should also be used by PBIS schools to assist them with determining the strengths in their PBIS implementation and areas where their PBIS implementation could be enhanced. Each of the fidelity tools includes an action planning component that should be used by PBIS teams to enhance their PBIS implementation in order to realize maximal outcomes in their schools. The goal is to have each trained team in Wisconsin demonstrate their implementation of PBIS through use of the PBIS Surveys tools.

Another goal of the Wisconsin PBIS Network is to assist all implementing schools toward reaching fidelity in their PBIS implementation. This will be done with the assistance of Internal and External coaches and Regional Technical Assistance Coordinators. Regional Technical Assistance Coordinators have access to the PBIS Surveys data and can use the data to develop Coaches Networking meetings targeted to the specific needs of schools in their regions.

As school teams get trained at Tier 2 and Tier 3 it is also vital that the Wisconsin PBIS Network develop tools to support teams at these levels. It will be important to know how many schools have been trained at each of these levels, as well as how many schools are implementing at each of these levels, and how many schools are implementing each of these levels with fidelity. The PBIS Surveys site will soon be releasing fidelity tools for these levels, however, additional tools may be necessary, especially to assist schools in reaching fidelity at these levels. Specifically, schools will need tools to track which Tier 2 and Tier 3 interventions are available to students, and to track whether or not each of these interventions are effective for groups of students and for individual students.

Another goal of the Wisconsin PBIS Network is ongoing collaboration with other initiatives throughout the state. Plans are currently being made to create and support demonstration sites that blend culturally responsive practices with PBIS implementation. Plans are also being made to create and support demonstration sites that integrate mental health practices with PBIS implementation. Finally, demonstration sites are being planned to blend academic RtI and PBIS practices and processes in the most efficient way possible for schools and districts. The Wisconsin PBIS Network is also working with several other initiatives to possibly blend implementation of PBIS with their initiatives. The Network is helping these initiatives to develop tiers of support and

interventions that would fit into an Rtl framework, and to assist them with developing methods to collect data to assess the effectiveness of their interventions.

The Wisconsin PBIS Network is also working to establish recognition criteria for PBIS schools in Wisconsin. While this is still under development, it is likely that schools may receive financial support for future trainings and public recognition in exchange for providing the Wisconsin PBIS Network with fidelity and outcome data, and for implementing PBIS with fidelity.

Finally, the Wisconsin PBIS Network is consistently working to improve its own visibility and outreach to other organizations. Creation of the Wisconsin PBIS Network website in the 2010-11 fiscal year will improve dissemination of information regarding PBIS in Wisconsin. In addition, the Wisconsin PBIS Network will continue its outreach to other professional organizations such as AWSA and parent groups such as WSPEI. These relationships are crucial to the success of PBIS because administrative leadership and parental involvement are keys to success in the PBIS process.

Long-Term (3-5 Years), General Recommendations

The Wisconsin PBIS Network also has long-term goals that it hopes to accomplish in the next 3 to 5 years. First and foremost, it is the goal of the Wisconsin PBIS Network to build the training and coaching capacity to address the needs of districts at all three tiers of implementation.

In the long term, the Wisconsin PBIS Network plans to replicate successful demonstration site processes with other schools, and eventually to incorporate those practices into standard PBIS trainings.

The Wisconsin PBIS Network would like to conduct PBIS research to be on the cutting edge of PBIS developments. The Network plans to do this by developing pilot sites on different topics that are not currently being developed. For example, the Wisconsin PBIS Network would like to partner with many of the Parent groups in Wisconsin to develop PBIS systems and practices that are more inclusive of parents, families, and communities to investigate the effect this may have on the effectiveness of PBIS as a whole. Another example would be a partnership with SEFEL Pyramid Model efforts in Wisconsin to develop a program for early learners that is consistent with school-age PBIS.

The Wisconsin PBIS Network would also like to do research on special topics. For example, the Network would like to investigate the effect that taking a year to collect data and get staff buy in prior to kicking off Universal/Tier 1 PBIS has on the success of PBIS in the school. Other topics like this would allow Wisconsin to contribute to National recommendations for PBIS readiness.

To accomplish much of this research, the Wisconsin PBIS Network plans to establish relationships with the many Institutes of Higher Education in the state. Relationships such as this would be mutually beneficial, as universities are consistently looking for research topics and PBIS has many areas that have not been investigated. These

partnerships would also allow the Wisconsin PBIS Network to inform the IHEs of PBIS implementation in Wisconsin and to express the need for PBIS to be included in programs that educate the future staff of schools throughout Wisconsin.

The Wisconsin PBIS Network also knows that it will take time to build capacity at all three tiers. The Tertiary/Tier 3 systems and practices require that trainers, coaches, and implementers have specially developed skills to help students with the most severe behavioral and academic needs. The systems and practices often also include partnerships among the school, family, community, and other service providers. Systematizing this effort statewide will take time, but it is crucial for meeting the needs of these students.

The Wisconsin PBIS Network will know that it has succeeded in meeting its goals when PBIS is “business as usual” in all schools statewide. This will mean that PBIS is included in all professional development in schools and that PBIS is included in the hiring and evaluation practices of schools.

Wisconsin Positive Behavioral Interventions & Supports (PBIS) Advisory Committee

Hugh Davis, Executive Director
Wisconsin Family Ties
16 North Carroll Street, Suite 640
Madison, WI 53703
Phone: 608-267-6866
Email: hugh@wifamilyties.org

Kelly Meyers, Assoc. Executive Director
Association of Wisconsin School Administrators
4797 Hayes Road, Suite #103
Madison, WI 53704-3288
Phone: 608-241-0300
Email: kellymeyers@awsa.org

Karen Horn, School Social Worker
Problem Solving Facilitator
Milwaukee Public Schools
Wisconsin Alliance of Pupil Services Organizations
1802 North 49th Street
Milwaukee, WI 53208
Phone: 773-727-8157
Email: hornkd@milwaukee.k12.wi.us

John von Tish, Director, Pupil Services
Fond du Lac School District
WI Council of Administrators of
Student Services
72 West 9th Street
Fond du Lac, WI 54935-4972
Phone: 920-906-6521
Email: vontishj@fonddulac.k12.wi.us

Marie Danforth
Bureau of Prevention Treatment & Recovery
WI Department of Health Services
1 West Wilson Street
Madison, WI 53702
Phone: 608-266-2861
Email: marie.danforth@wisconsin.gov

Rachel Saladis
Madison Metropolitan School District
545 West Dayton St., Room 4
Madison, WI 53703
Phone: 608-204-3051
Email: rsaladis@madison.k12.wi.us

Timothy Gantz
Green Bay Area School District
Associate Director of Special Education
P.O. Box 23387
Green Bay, WI 54305-3387
Phone: 920-448-2188
Email: tgantz@greenbay.k12.wi.us

Francine Tompkins
University of Wisconsin System
1632 Van Hise Hall
1220 Linden Drive
Madison, WI 53706
Phone: 608-262-5464
Email: ftompkins@uwsa.edu

Marian Sheridan
Fond du Lac School District
CSI Project Administrator
72 West 9th Street
Fond du Lac, WI 54935
Phone: 920-906-6506
Email: sheridanm@fonddulac.k12.wi.us

John Hill, Dept. of Parent & Student Services
Milwaukee Public Schools
P.O. Box 2181, Room 133
Milwaukee, WI 53201-2181
Phone: 414-475-8666
Email: hilljr@milwaukee.k12.wi.us

Katherine McGurk
Wisconsin Department of Children and Families
P.O. Box 8916
Madison, WI 53708
Phone:
Email: Kathy.McGurk@wisconsin.gov

Helen Drawbert
Vice President
Wisconsin Association of School Boards
3697 South Elco Road
Fall Creek, WI 54742
Phone: 715-833-0908
Email: hdrawbert@clearwire.net

Wisconsin Positive Behavioral Interventions & Supports (PBIS) Advisory Committee

Kim Henderson

Wisconsin Parent & Teacher Association

4925 Silentwind Way
Appleton, WI 54913
Phone: 920-882-7202
Email: kmhbaskets@aol.com

Becky Brown

WISPEI Parent Liaison, CESA 7

PO Box 31
Denmark, WI 54208
Phone: 920-606-7792
Email: rbrown@cesa7.k12.wi.us

Joanne Huston, Attorney/Consultant

Wisconsin Education Association Council

33 Nob Hill Road
Madison, WI 53713
Phone:
Email: hustonj@weac.org

Nissan B. Bar-Lev

Director of Special Education

CESA 7

530 W. Main St., Chilton, WI 53014
Phone: 414- 460-4777
Email: nbarlev@wi.rr.com

Barbara A. Van Haren, Ph.D.

Director of Special Education Services

CESA 1

N25 W23131 Paul Rd
Pewaukee, WI 53072
Phone: 262-787-9500 ext. 9535
Email: bvanharen@cesa1.k12.wi.us

Julie Betchkal

WI SEFEL training coordinator

Educational Consultant

CESA 11

225 Ostermann Drive
Turtle Lake, WI 54889
Phone: 715-986-2020 ext. 2185
Email: julieb@cesa11.k12.wi.us

Lucille Eber

Statewide Director IL PBIS Network

National PBIS TA Center Partner

335 N. LaGrange Road, Suite 4
LaGrange Park, IL 60526
Phone: 708- 482-4860
Fax: 708- 482-4875
Email: Lucille.eber@pbisillinois.org

Kathy Ryder

WI RTI Center Director

725 West Park Avenue
Chippewa Falls, WI 54729
Phone: 715-720-2156 (Office)
Phone: 608-566-3261 (Cell)
Email: ryderk@cesa5.k12.wi.us

Nicole Beier

WI PBIS Network Evaluation and Research

Coordinator

PO Box 270745
Hartford, WI 53027
Phone: 608-697-8970
Email: beiern@wisconsinpbisnetwork.org

Justyn Poulos

WI PBIS Network Project Coordinator

223 West Park Street
PO Box 320
Gillett, WI 54124
Phone: 920-855-2114 Ext 251
Fax: 920-855-2299
Email: poulosj@wisconsinpbisnetwork.org

Wisconsin Positive Behavioral Interventions & Supports (PBIS) Advisory Committee

Department of Public Instruction Members
P.O. Box 7841 Madison, WI 53707-7841

Carolyn Stanford Taylor
Assistant Superintendent
Division for Learning Support: Equity & Advocacy
Phone: 608-266-1649
Email: carolyn.stanford.taylor@dpi.wi.gov

Douglas White, Director
Student Services/Prevention & Wellness Team
Phone: 608-266-5198
Email: douglas.white@dpi.wi.gov

Stephanie Petska, Director
Special Education Team
Phone: 608-266-1781
Email: stephanie.petska@dpi.wi.gov

Troy Couillard, Assistant Director
Special Education Team
Phone: 608-266-1781
Email: troy.couillard@dpi.wi.gov

Julia Hartwig, Consultant
School Improvement Initiatives
Special Education Team
Phone: 608-267-3748
Email: julia.hartwig@dpi.wi.gov

Nic Dibble, Consultant
School Social Work Services
Student Services/Prevention & Wellness Team
Phone: 608-266-0963
Email: nic.dibble@dpi.wi.gov

John Humphries, Consultant
School Psychology
Student Services/Prevention & Wellness Team
Phone: 608-266-7189
Email: john.humphries@dpi.wi.gov

Rachel Zellmer, Grants Specialist
Special Education Team
Phone: 608-266-1787
Email: rachel.zellmer@dpi.wi.gov

Judy Kuse, Consultant
School Counseling
Student Services/Prevention & Wellness Team
Phone: 608-266-2820
Email: judith.kuse@dpi.wi.gov

Vaunce Ashby, Consultant
Learning Disabilities
Special Education Team
Phone: 608-266-2841
Email: vaunce.ashby@dpi.wi.gov

Lynn Boreson, Consultant
Emotional Behavioral Disability/Other Health
Impairment
Special Education Team
Phone: 608-266-1218
Email: lynn.boreson@dpi.wi.gov

Emilie Amundson
English/Language Arts Consultant
WI RTI Co-chair
Phone: 608-266-3551
Email: Emilie.Amundson@dpi.wi.gov

Scott Jones
Special Assistant to the State Superintendent
Phone: 608-266-1771
Email: scott.jones@dpi.wi.gov