Examination of the following in Pinellas County Schools: Response to Intervention for Positive Behavior Supports (RtI), the Florida Positive Behavior Supports Project (FLPBS), and Safe and Civil Schools' CHAMPS/DSC and Foundations.

Executive Summary

This evaluation was requested to obtain feedback concerning implementation of the Behavioral side of Response to Intervention (RtI) process as well as three specific programs/processes implemented to address student behavioral difficulties within the general education setting in Pinellas County Schools (PCS). These programs/processes included the Florida Positive Behavioral Support Program (FLPBS), CHAMPS, and Foundations. The basic elements of RtI are required by the No Child Left Behind Act and the Individuals with Disabilities Education Act of 2004. The RtI framework is comprised of a three-tier intervention process in which students' academic and behavioral needs are addressed within the general education setting at primary, secondary, and tertiary prevention levels that are intended to match students' needs. The RtI process was initially implemented in PCS in the 2007-2008 school year. The FLPBS was developed through the University of South Florida. It is intended to improve the climate of schools using system-wide positive behavioral interventions. The FLPBS three-tier intervention structure is consistent with that of the RtI system. The FLPBS was introduced to PCS in the 2004-2005 school year. CHAMPS is a proactive, positive approach to managing the classroom. It is intended to assist teachers in designing a management plan that overtly teaches students how to behave responsibly. While CHAMPS has been practiced in PCS for a decade, the intensive CHAMPS training was initiated in 2005-2006. Foundations, introduced to PCS in June of 2006, is a comprehensive program that guides schools through the process of designing a positive and proactive school wide discipline plan.

Evaluation methods included a document review concerning the intended structure and implementation of the target behavioral intervention programs/processes. Key district and university stakeholders in these programs/processes were interviewed to provide an understanding of their views concerning intervention implementation. A representative of the Evaluation Department attended CHAMPS training modules to obtain a clearer understanding of the training process. Focus groups were also utilized as a basis to construct and refine survey questions that would yield useful insights when administered to instructional, administrative, and behavioral support staff district wide. A survey was then developed and administered district-wide via an internet link.

The following six overarching areas were identified concerning the implementation of these programs/processes. Additional specific findings are presented under each process/program section.

1) Scope

> A primary concern regarding each process/program was a perceived lack of consistency in implementation. There appeared to be wide variability in the scope and fidelity of implementation both across and within schools. While the system must

be flexible enough to allow school-based decisions to drive intervention implementation, the initial framework guiding the process and its intervention components must be both clear and clearly understood across schools. The FLPBS and Foundations are both school wide intervention structures. In schools where these processes exist, it is essential that all school personnel have a clear understanding of these processes and their implementation. Results indicated that use of CHAMPS is often implemented based upon the preference of individual teachers. While this freedom enhances buy-in among teachers invested in using CHAMPS, it also may dilute program effectiveness due to lack of consistency across classrooms.

2) Structure

Responses generally indicated support for the framework and theory behind each intervention process/program. There was general support for the goal of matching students' needs to the appropriate level of intervention within the RtI framework. There was similar support for the structure of the FLPBS and Foundations among those who were most aware of their use. Support also existed for the CHAMPS program and responses suggested that it can be useful as a means of behavioral intervention for a subset of students with less extreme behavioral difficulties, particularly at the elementary school level. Overall, while natural differences in opinion exist, there was a general perception that each of these programs/processes could be effective to some degree if implemented effectively.

3) Leadership

Both quantitative results and particularly respondents' comments consistently indicated the central importance of open communication among school leadership and teachers. Reports of effective school wide implementation also consistently highlighted the role of active, supportive leadership. In contrast, ineffective implementation was often linked to the perception of more dictatorial and critical leadership, while lack of implementation often appeared linked to uninvolved school leadership.

4) Training

Overall, respondents generally indicated that the trainings had enhanced their general knowledge and their ability to effectively implement each intervention process/program. The main difficulties expressed were related to availability and participation levels in trainings. Concerns were also cited about insufficient extent of training. RtI training appeared to be the most problematic. Findings indicated frustration regarding a perceived lack of consistency in implementation district wide that appeared to be linked to ambiguity from a training standpoint concerning both the process and the content of the RtI framework. Results suggested a lack of clarity concerning the interventions available at each of the three intervention tiers as well as discrepancies in the process through which students are identified and receive services within each tier. The main difficulties noted with respect to FLPBS and Foundations were that these are school wide processes that may not have been supported by school wide training in many cases. Those who attend CHAMPS training find it to be effective. However, optional teacher training contributes to inconsistency in the school wide delivery of the intervention. The major difficulty

appears to be that mandated CHAMPS training would be faced with resistance from teachers who do not buy-in to the intervention. A problem noted throughout this evaluation was that trainings for each program/process are often offered after school hours for trade time. This limits the number of areas for which training may be offered.

5) Support

Provision of adequate support is necessary for each of these intervention programs/processes to be implemented effectively. The RtI process in particular represents a massive undertaking; its structure is intended to define a system through which students receive behavioral support. This system requires teachers to track individual students' behavioral functioning while providing instruction to an entire classroom. It also involves provision of interventions targeted to specific students as well as small groups.   Results suggest that teachers are required to implement this system without the help of an aide or any additional supports. Teachers indicated frustration and expressed concern that the RtI system, in particular, represents an unfunded mandate and additional supports should be provided to match the additional workload.

6) Severe Behavior Difficulties

Perhaps the most salient finding throughout this evaluation concerns the efficiency of each intervention processes/program to address the needs of students with severe behavioral difficulties. Anecdotal evidence was offered in which students were described as assaulting teachers and peers in the general education setting. The RtI process is not intended to substitute as the means for evaluating students for exceptional education; yet, findings suggest that this may occur. Respondents indicate a lack of success for each of the programs/processes in improving the behavior of students who are repeatedly violent; RtI is viewed as an obstacle in receiving necessary interventions in an appropriate educational setting for these students. Responses suggest that violent students might remain in an inappropriate setting for an extended period of time while their educational needs are not met and the safety and learning of their peers is compromised. The existence of these cases will completely undermine the RtI process unless they are addressed more effectively.

In light of these findings, the following recommendations are offered:

Response to Intervention (RtI)

1) There needs to be increased clarity regarding the interventions available to address student behavior at each of the three intervention tiers. There are school wide, small group, and individually based interventions established within the RtI framework. These interventions are designed to promote positive behavior and mitigate aggressive and disruptive behavior in school. A more effective communication process regarding these interventions should be established with schools' leadership and the behavioral support teams.
2) Once the RtI framework is clarified, school leadership personnel must actively construct and promote a behavior plan based on the RtI framework. This

must occur through active collaboration among leadership, instructional and behavioral support professionals at each school. While behavioral support professionals are qualified to select appropriate interventions and construct a comprehensive RtI framework, the application and administration of RtI must be a school-based process.

3) Frustrations which have been associated as impediments to the RtI process need to be addressed by the district and school leadership. It is not clear whether there is enough support available to meet the demands of the RtI process. Implementation of RtI is restricted by the time constraints of behavioral support staff. The ability of teachers to monitor and chart behavior in their classrooms and then attend lengthy meetings to develop plans to address behavior is also restricted by time constraints. Effective implementation of RtI also requires intensive professional development. RtI can be an effective process if there is enough staff and time available to implement it. These difficulties must be addressed in terms of resource allocation district wide and then at each individual school if RtI is to be an effective process.

4) District guidelines must be established address the manner through which the needs of students displaying severe levels of aggression and disruption are met in PCS. Anecdotal evidence suggests that the RtI process may be a barrier to connecting students with severe behavioral difficulties with appropriate educational services. A clear decision rule concerning the appropriate conditions under which a referral for an evaluation for exceptional education services must exist.

Florida Positive Behavioral Support Program (FLPBS)

1) Results in which FLPBS has been perceived as highly effective in a limited number of schools suggests that there would be a benefit if this program were expanded.
2) Thus far, the support and leadership provided has not been sufficient to expand the scope of the FLPBS. If the decision is made to expand the FLPBS then its creators have provided a detailed template of the steps necessary to effectively "scale up" in *Building District Level Capacity for Positive Behavior Support*[1]. This document should be used as a guide, recognizing the level of leadership, coordination, and steps necessary to implement this behavioral support process on a district wide level.
3) Efforts to expand the FLPBS should not be made in isolation apart from a broader, district wide behavioral intervention strategy.

CHAMPS/Foundations

1) CHAMPS and Foundations also appear to be examples of the many behavioral programs/processes in PCS that are viewed as effective, yet are implemented sporadically. CHAMPS and its expansion is supported by some.

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[1] See attachment 1

Foundations is newer, yet initial perceptions of its potential effectiveness is promising.

2) These and the several other behavioral intervention programs/processes existing in PCS such as the FLPBS should be placed into a broader behavioral intervention strategy in which the content, process, and goals of behavioral intervention are clearly articulated, implemented, and monitored.

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Introduction and Background

A formative evaluation was requested by the Superintendant to examine selected behavioral intervention processes within Pinellas County Schools. These include the Response to Intervention (RtI) process, the Florida Positive Behavior Support Project (FLPBS), CHAMPS/DSC, and Foundations. Each of these processes are described below and evaluated with respect to their present implementation status. Feedback was initially elicited from key administrative personnel to identify central issues associated with the implementation and effectiveness of these processes. Feedback was then solicited from all instructional, administrative and behavioral support staff county-wide via a survey through which staff understanding, implementation, training, and satisfaction were examined.

Response to Intervention (RtI)

RTI serves as a framework for guiding behavioral and academic programs. It is a data-driven service delivery model that has been implemented nationwide as a means of satisfying requirements for evidence-based practices mandated by the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Act (IDEA) of 2004. Implementation of RTI in Pinellas County was begun in the 2007-2008 school year. The RtI model is defined as a multi-tiered approach to providing high quality, evidenced-based instruction and behavioral interventions that are matched to student needs. RtI uses a learning-rate over time and level of performance method to inform intervention decisions. The intention of this framework is to provide resources in direct proportion to students' needs. The basic elements of RtI are included in the initiatives for schools working towards Annual Yearly Progress (AYP)[2].

The three-tiered approach addresses behavioral and academic needs at primary, secondary, and tertiary prevention levels. The first tier is intended to address the needs of 80-90% of students. It consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. The second tier consists of supplemental instruction and interventions targeted to students who need additional instructional and/or behavioral support. Interventions in this tier are intended to align with the core instruction and behavioral supports provided to all students in tier 1 and are intended to address the needs of 5-10% of the student population. The third tier consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction with the goal of increasing individual students' rate of progress. Interventions in this tier are intended to meet the needs of 1-5% of students who require the highest levels of academic and behavioral support within the general education setting.

The RtI process involves four steps that are intended to occur at each tier. These include: defining the problem, analyzing what is occurring, provision of interventions to address student needs, and evaluation. This process is applied to both academic and behavioral interventions. The academic tiers include: Tier 1: core curriculum; Tier 2: strategic interventions; Tier 3: comprehensive and intensive interventions. The behavioral tiers include: Tier 1: universal interventions; Tier 2: targeted group interventions; Tier 3: intensive interventions. This examination focuses on the behavioral side of the RTI framework.

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[2] 2008 DOE RtI Implementation Plan

Florida Positive Behavioral Supports Project (FLPBS)

The Florida Positive Behavioral Support Project (FLPBS) was developed through the University of South Florida. It is funded by the Florida Department of Education and has been implemented in several counties including Pinellas. FLPBS serves as a school-wide behavioral intervention that is intended to provide intervention strategies to address behavioral difficulties across each of the three tiers of the RtI process. The mission of FLPBS is to increase the capacity of Florida school districts to address problem behavior through use of positive behavior support. The FLPBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. The project provides training and technical assistance to districts across the state in the development and implementation of positive behavior supports at the school-wide, targeted group, classroom and individual student levels. The FLPBS contains a comprehensive evaluation system through which PBS District Coordinators should have access to data from all participating schools in the district. In addition, there are tools available for schools to assess their readiness for implementation, level of district support & capacity.

CHAMPS/DSC

CHAMPS is a behavioral management program provided by the Safe and Civil Schools Series. It is designed for elementary and middle school level classrooms. Its high school counterpart is called Discipline in the Secondary Classroom (DSC). The intention of the Safe and Civil Schools Series is to provide materials to help schools increase safety and promote civility across all school settings. CHAMPS and DSC are aimed at addressing the needs of students on both school-wide (Tier 1) and targeted (Tier 2) levels.

CHAMPS is a proactive, positive approach to managing the classroom. It assists teachers in designing a management plan that overtly teaches students how to behave responsibly. The goals are to reduce classroom disruptions and office referrals; improve classroom climate; increase student on-task behavior; and establish respectful and civil interactions. CHAMPS consists of research-based practices that aid teachers in developing methods for clearly communicating their expectations for each classroom activity and transition. These expectations are outlined in the acronym: Conversation (can students talk to each other during this activity); Help (how do students get the teacher's attention and their questions answered?); Activity (What is the task/objective? What is the end product?); Movement (Can students move about during this activity?); Participation (How do students show they are fully participating? What does work behavior look/sound like?). Eight training modules are provided to guide teachers through a process to improve their classroom management plan.

The CHAMPS program has been available in Pinellas County for the last 10 years. However, intensive training opportunities became available during the 2005-2006 school year. There are training sessions for each module as well as a comprehensive overview of the program. Sessions have been made available district-wide and are also available to individual schools for specific site based training. From direct observation, the training program appears to be comprehensive, interactive, well-received by participants, and skillfully presented.

Foundations

Foundations is the aptly named foundation of the Safe and Civil Schools Series. It is a comprehensive multimedia program that guides schools through the process of designing a positive and proactive school wide discipline plan. The program lays the groundwork for developing and implementing effective

behavior management and positive behavior support practices. Unlike CHAMPS/DSC, which is a behavioral intervention program, Foundations is an overarching process intended to guide the development and coordination of behavior intervention processes school-wide. Foundations has been available in Pinellas County since June 2006.

Method

Design

Interviews

Key district and university stakeholders were interviewed to provide an understanding of their views concerning implementation for each of the four initiatives. Interviews were also utilized as a basis to construct and refine survey questions that would yield useful insights when administered to instructional, administrative, and behavioral support staff district-wide. Insights derived from interviews are presented in the sections to which they apply.

Training Observation

The evaluation team directly observed several training programs delivered to the district. Trainings included CHAMPS, Discipline in the Secondary Classroom and Response to Intervention. Insights derived from these trainings is included in the sections to which they apply.

Behavioral Intervention Survey-

Once key issues related to the implementation of each of these four initiatives were identified via interviews, survey questions were developed to obtain feedback from instructional, administrative, and behavior support staff district-wide. Survey questions were initially reviewed by two focus groups to determine the clarity, suitability, and completeness of the questions. These two focus groups were comprised of teachers and principals respectively. The initial questions were then edited based upon the feedback provided by these focus groups.

The survey questions were then prepared for respondents to complete through use of SurveyMonkey, which is a secure, web-based survey data collection program. On December 3, 2009 an email was sent to all PCS instructional, administrative, and behavioral support staff requesting participation in an online Behavioral Intervention Survey. A link was provided for staff to access the survey online. The survey remained open until the beginning of the winter break on December 17, 2008.

The survey consisted of five sections. Each question consisted of multiple choice questions, many of which were followed by an optional comment section in which respondents were provided the opportunity to elaborate on their answers. The first section included 30 questions concerning the RtI process. The second section included 23 questions concerning the FLPBS. The third section included 22 questions concerning the CHAMPS intervention program directed to all instructional, administrative, and behavioral support staff. The fourth section included 21 questions directed to teachers concerning their experience with CHAMPS in their classrooms. The final section included 26 questions concerning Foundations. Respondents only completed questions regarding the applicable program(s) implemented at their school.

The questions in each section of the survey were grounded in four areas: Understanding, Implementation, Training, and Satisfaction. Respondents were asked questions to ascertain their level of *understanding* regarding the basic tenets, development, and intention of the program or process. Respondents were asked questions regarding their perception of the scope and quality of *implementation* of each program or

process. Responses were also asked to provide insight concerning the availability and quality of *training* offered, as well as respondents' *satisfaction* with each program or process and its level of support and implementation in PCS.

Participants

Each participant in the survey indicated their status as instructional, administrative, or behavioral support staff. The total number of PCS employees providing data for each section of the survey is listed in Tables 1-5. Respondents are also listed separately by subgroup.

A total of 738 respondents completed the RtI section of the survey. A total of 185 completed the FLPBS section. A total of 385 completed the CHAMPS questions intended for all instructional, administrative, and behavioral support staff, while 138 teachers then responded to the section intended solely for teachers. A total of 102 respondents completed the Foundations section of the survey.

Table 1: RtI	N	%
Teacher PK-2	119	16%
Teacher 3-5	99	13%
Teacher-Middle	30	4%
Teacher-High School	47	6%
Teacher- ESE self-contained	43	6%
Teacher- ESE resource	26	4%
Non-Classroom- Instructional	90	12%
Principal/AP	96	13%
Behavioral Support Staff	188	25%
Total	738	100%

Table 2: FLPBS	N	%
Teacher PK-2	12	6%
Teacher 3-5	10	5%
Teacher-Middle	13	7%
Teacher-High School	47	25%
Teacher- ESE self-contained	11	6%
Teacher- ESE resource	4	2%
Non-Classroom- Instructional	17	9%
Principal/AP	19	10%
Behavioral Support Staff	52	28%
Total	185	100%

Table 3: CHAMPS (All)	N	%
Teacher PK-2	57	15%
Teacher 3-5	56	15%
Teacher-Middle	27	7%
Teacher-High School	51	13%
Teacher- ESE self-contained	27	7%
Teacher- ESE resource	12	3%
Non-Classroom- Instructional	43	11%
Principal/AP	40	10%
Behavioral Support Staff	72	19%
Total	385	100%

Table 4: CHAMPS (Teacher)	N	%
Teacher PK-2	40	29%
Teacher 3-5	30	22%
Teacher-Middle	12	9%
Teacher-High School	26	19%
Teacher- ESE self-contained	19	14%
Teacher- ESE resource	4	3%
Non-Classroom- Instructional	7	5%
Total	138	100%

Table 5: Foundations	N	%
Teacher PK-2	19	19%
Teacher 3-5	10	10%
Teacher-Middle	9	9%
Teacher-High School	3	3%
Teacher- ESE self-contained	6	6%
Teacher- ESE resource	2	2%
Non-Classroom- Instructional	17	17%
Principal/AP	20	20%
Behavioral Support Staff	16	16%
Total	102	100%

Results

Results are divided into four sections in which RtI, FLPBS, CHAMPS, and Foundations are examined. Within each section, respondents' Understanding, Implementation, Training, and Satisfaction are examined. A summary of findings is presented at the conclusion of each section.

Response to Intervention (RtI)

The Response to Intervention (RtI) process in PCS is examined in this section with respect to Understanding, Implementation, Training, and Satisfaction as reported in response to the district-wide survey of teachers, administrators, and behavior support staff. Feedback derived from interviews with key personnel involved in the RtI process is also presented to highlight key points in this section.

Understanding

Respondents' level of understanding of RtI was examined with respect to Basic Knowledge, Behavior Interventions within the RtI Framework, the Relationship between RtI and ESE, and respondents' report of their Overall Understanding of the RtI process.

Questions Listed in Tables 6-10 were intended to provide an indication of respondents' level of familiarity with the RtI process. Answers suggested that basic understanding of the RtI process was present among a majority of respondents. Ninety-percent of respondents indicated that the Department of Education has mandated RtI. Similarly, more than 90% of respondents understood that RtI applies to both behavioral and academic interventions and that RtI is a process.

Table 6: The Department of Education has mandated RtI			
	Agree	Disagree	Total
Teacher PK-2	100	15	115
	87%	13%	
Teacher 3-5	82	10	92
	89%	11%	
Teacher-Middle	19	9	28
	68%	32%	
Teacher-High School	39	6	45
	87%	13%	
Teacher- ESE self-contained	33	9	42
	79%	21%	
Teacher- ESE resource	21	4	25
	84%	16%	
Non-Classroom- Instructional	81	5	86
	94%	6%	
Principal/AP	91	4	95
	96%	4%	
Behavioral Support Staff	177	6	183
	97%	3%	
Total	643	68	711
	90%	10%	

Table 7: RtI applies to both behavioral and academic interventions.	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	22	86	6	3	117
	19%	74%	5%	3%	
Teacher 3-5	12	68	10	5	95
	13%	72%	11%	5%	
Teacher-Middle	5	20	5	0	30
	17%	67%	17%	0%	
Teacher-High School	8	35	3	0	46
	17%	76%	7%	0%	
Teacher- ESE self-contained	9	26	6	2	43
	21%	60%	14%	5%	
Teacher- ESE resource	10	13	2	1	26
	38%	50%	8%	4%	
Non-Classroom- Instructional	30	53	3	3	89
	34%	60%	3%	3%	
Principal/AP	47	48	1	0	96
	49%	50%	1%	0%	
Behavioral Support Staff	108	72	3	3	186
	58%	39%	2%	2%	
Total	251	421	39	17	728
	34%	58%	5%	2%	

Table 8: RtI is a process.	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	37	74	3	4	118
	31%	63%	3%	3%	
Teacher 3-5	26	64	3	3	96
	27%	67%	3%	3%	
Teacher-Middle	16	13	1	0	30
	53%	43%	3%	0%	
Teacher-High School	11	35	0	0	46
	24%	76%	0%	0%	
Teacher- ESE self-contained	12	30	1	0	43
	28%	70%	2%	0%	
Teacher- ESE resource	10	15	0	1	26
	38%	58%	0%	4%	
Non-Classroom- Instructional	39	47	1	1	88
	44%	53%	1%	1%	
Principal/AP	38	51	2	1	92
	41%	55%	2%	1%	
Behavioral Support Staff	94	80	8	4	186
	51%	43%	4%	2%	
Total	283	409	19	14	725
	39%	56%	3%	2%	

A slightly higher level of disagreement existed for questions presented in Tables 9 and 10 in which 15% of respondents disagreed with the statement that RtI is a problem-solving method designed to inform the development of interventions, and 17% of respondents disagreed with the statement that RtI refers to changes in behavior because of an intervention.

Somewhat higher levels of disagreement among teachers relative to administrators and behavioral support personnel on these questions may suggest that a percentage of teachers were reflecting concern regarding the relationship between RtI and behavioral intervention effectiveness. These issues are more directly addressed later through questions directly aimed at assessing perceptions of intervention effectiveness.

Table 9: RtI is a problem-solving method designed to inform the development of interventions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	8	77	20	13	118
	7%	65%	17%	11%	
Teacher 3-5	5	63	23	7	98
	5%	64%	23%	7%	
Teacher-Middle	3	21	6	0	30
	10%	70%	20%	0%	
Teacher-High School	6	37	2	1	46
	13%	80%	4%	2%	
Teacher- ESE self-contained	2	38	2	1	43
	5%	88%	5%	2%	
Teacher- ESE resource	5	15	4	1	25
	20%	60%	16%	4%	
Non-Classroom- Instructional	14	61	9	3	87
	16%	70%	10%	3%	
Principal/AP	27	61	5	3	96
	28%	64%	5%	3%	
Behavioral Support Staff	53	123	8	2	186
	28%	66%	4%	1%	
Total	123	496	79	31	729
	17%	68%	11%	4%	

Table 10: RtI refers to changes in behavior because of an intervention.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	16	76	19	6	117
	14%	65%	16%	5%	
Teacher 3-5	11	66	16	2	95
	12%	69%	17%	2%	
Teacher-Middle	3	20	7	0	30
	10%	67%	23%	0%	
Teacher-High School	5	31	8	2	46
	11%	67%	17%	4%	
Teacher-ESE self-contained	8	24	11	0	43
	19%	56%	26%	0%	
Teacher-ESE resource	5	17	2	2	26
	19%	65%	8%	8%	
Non-Classroom-Instructional	15	58	12	2	87
	17%	67%	14%	2%	
Principal/AP	22	61	9	1	93
	24%	66%	10%	1%	
Behavioral Support Staff	60	101	22	3	186
	32%	54%	12%	2%	
Total	145	454	106	18	723
	20%	63%	15%	2%	

Results presented in Tables 11-13 reflect respondents' perceptions of their own level of understanding concerning the implementation of behavioral interventions within the RtI framework.

Results presented in Table 11 indicate variability in understanding how behavioral interventions fit into the RtI framework across groups. Principals/APs and Behavioral Support Staff provide near unanimous agreement. Most teacher groups report agreement in the 80-90% range, while almost 1/3 of elementary school teachers disagreed with this statement. It may be the case that heightened exposure to the RtI intervention framework among elementary school teachers is associated with *more* confusion or perhaps more dissatisfaction with behavioral interventions relative to the experiences of teachers in middle and high schools who may have less involvement in the RtI process overall.

Table 11: I understand how behavior intervention programs fit into the RtI framework.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	8	75	26	8	117
	7%	64%	22%	7%	
Teacher 3-5	6	56	27	5	94
	6%	60%	29%	5%	
Teacher-Middle	2	24	3	0	29
	7%	83%	10%	0%	
Teacher-High School	5	35	6	1	47
	11%	74%	13%	2%	
Teacher- ESE self-contained	3	30	7	1	41
	7%	73%	17%	2%	
Teacher- ESE resource	5	17	4	0	26
	19%	65%	15%	0%	
Non-Classroom-Instructional	15	54	15	3	87
	17%	62%	17%	3%	
Principal/AP	26	68	2	0	96
	27%	71%	2%	0%	
Behavioral Support Staff	59	121	5	1	186
	32%	65%	3%	1%	
Total	129	480	95	19	723
	18%	66%	13%	3%	

Results presented in Table 12 indicate less agreement that respondents can see how all three tiers of RtI exist at their school. Principal/APs and Behavioral Support Staff do report more than 80% agreement. However, agreement drops considerably among general education teachers, whose agreement is generally in the 60% range. Teachers' comments suggested variability across schools. For example:

> *The tiers are not used exactly the same throughout the district. Therefore one school is doing one thing, and another school is doing another thing depending on who is managing the case.*

> *the lines of each level are blurred. Not exactly sure what constitutes an intervention at each level*

Several comments by Behavioral Support Staff also support this perception through statements such as,

Buy-in is nominal at the high school level. I do not see evidence of effective Tier 1 or Tier 2. Tier 3 interventions are not usually "owned" by school staff. I find all of this very difficult to translate and operationalize in these large, BUSY systems

Elementary has the tiers delineated, the middle and high struggle with level one and two interventions

there are still problems with finding evidence-based interventions and appropriate progress monitoring tools

Taken together, these data suggest that some work is necessary to more clearly define interventions at each level that are consistent across schools.

When interviewed concerning these issues, district staff had also indicated a lack of cohesiveness in the definition of RtI and a lack of consistency in implementation across schools. Staff indicated that intervention planning and monitoring within the RtI framework has been problematic.

Table 12: I can see how all three tiers of RtI exist at my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	13	57	31	15	116
	11%	49%	27%	13%	
Teacher 3-5	8	49	29	11	97
	8%	51%	30%	11%	
Teacher-Middle	4	15	8	2	29
	14%	52%	28%	7%	
Teacher-High School	2	27	13	4	46
	4%	59%	28%	9%	
Teacher- ESE self-contained	4	28	6	5	43
	9%	65%	14%	12%	
Teacher- ESE resource	8	12	6	0	26
	31%	46%	23%	0%	
Non-Classroom-Instructional	12	49	20	6	87
	14%	56%	23%	7%	
Principal/AP	25	56	14	1	96
	26%	58%	15%	1%	
Behavioral Support Staff	49	104	27	6	186
	26%	56%	15%	3%	
Total	125	397	154	50	726
	17%	55%	21%	7%	

Results presented in Table 13 once again indicate a higher level of understanding among Principal/APs and Behavioral Support Staff (BSS) than among teachers. While 90% or more of Principal/APs and BSS indicate that they understand how RtI and PBS integrate, agreement drops to the 65% range among elementary school teachers with somewhat higher levels of agreement among other groups of teachers surveyed. Many of the written comments following questions presented in Tables 11-13 were focused upon implementation. It is possible that those who disagreed with these questions concerning understanding were once again expressing their concerns regarding implementation as they may have done in response to the basic knowledge questions. These concerns will be addressed later in the implementation section. One concern, though, noted in particular in response to the integration of RtI and PBS was the possible negative influence of PBS upon students who *are* behaving. One teacher indicated that:

> *Some of the supports that are put in place are unrealistic for the classroom and become very difficult for classroom teachers to implement on a daily basis. We seem to bribe students to act accordingly with more computer time, food and leaving class when they see fit. What does this teacher (see) our other students do...Misbehave so they too can have those same rewards given to them.*

Here again we see a discrepancy between process and content. While the RtI process may be a useful means of matching level of intervention to need, the outcome can only be as effective as the specific of the interventions that are utilized.

Table 13: I understand how RtI and Positive Behavior Supports integrate.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	5	69	32	8	114
	4%	61%	28%	7%	
Teacher 3-5	2	57	31	4	94
	2%	61%	33%	4%	
Teacher-Middle	2	21	7	0	30
	7%	70%	23%	0%	
Teacher-High School	3	35	6	1	45
	7%	78%	13%	2%	
Teacher- ESE self-contained	3	27	10	2	42
	7%	64%	24%	5%	
Teacher- ESE resource	4	17	4	0	25
	16%	68%	16%	0%	
Non-Classroom- Instructional	12	53	19	4	88
	14%	60%	22%	5%	
Principal/AP	15	69	8	1	93
	16%	74%	9%	1%	
Behavioral Support Staff	39	134	10	1	184
	21%	73%	5%	1%	
Total	85	482	127	21	715
	12%	67%	18%	3%	

Results presented in Tables 14-16 highlight issues associated with the relationship between the RtI process and ESE placement. The RtI process is not intended to substitute for ESE evaluation for a student suspected of potentially having an emotional/behavioral disability. In Table 14, 95% of Principals/APs disagreed with the statement that RtI is a process focused mainly upon identifying ESE students. This suggests that school leadership has an understanding that the two processes *should* be separate and responded to this question accordingly. Teachers were much less likely to endorse this view. Across groups, 27-46% of general education teachers agreed that RtI is a process focused mainly upon identifying ESE students. Additionally, 13% of behavioral support staff agreed with this view. These responses suggest that there is not a particularly strong distinction between RtI and ESE referral among teachers. Responses to later questions support this view.

Table 14: RtI is a process focused mainly upon identifying ESE students.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	4	28	73	11	116
	3%	24%	63%	9%	
Teacher 3-5	0	28	53	15	96
	0%	29%	55%	16%	
Teacher-Middle	3	10	16	1	30
	10%	33%	53%	3%	
Teacher-High School	1	20	18	6	45
	2%	44%	40%	13%	
Teacher- ESE self-contained	3	8	25	6	42
	7%	19%	60%	14%	
Teacher- ESE resource	1	4	14	7	26
	4%	15%	54%	27%	
Non-Classroom- Instructional	3	21	43	22	89
	3%	24%	48%	25%	
Principal/AP	2	3	63	27	95
	2%	3%	66%	28%	
Behavioral Support Staff	3	21	94	67	185
	2%	11%	51%	36%	
Total	20	143	399	162	724
	3%	20%	55%	22%	

Results presented in Table 15 indicate a near 50/50 split overall in the percentage of respondents who agreed or disagreed with the statement that the RtI team is also known as the Child Study Team. This question could have been clearer. The original intent was to distinguish between the RtI team, who implements behavioral interventions in the general education setting, and the Child Study Team, who evaluates students for ESE placement. However, in practice, both of these teams are likely comprised of the same individuals in terms of behavioral support staff. The semantic distinction concerning the meaning of the Child Study Team may not be particularly salient to many. So ultimately what the response to this question suggests is that it is somewhat difficult to even semantically disentangle the goals of improving behavior within the general education setting and the goal of identifying and providing needed services to students with behavioral and emotional disabilities.

Table 15: The RtI team is also known as the Child Study Team			
	Agree	Disagree	Total
Teacher PK-2	67	47	114
	59%	41%	
Teacher 3-5	56	32	88
	64%	36%	
Teacher-Middle	19	10	29
	66%	34%	
Teacher-High School	35	11	46
	76%	24%	
Teacher- ESE self-contained	19	21	40
	48%	52%	
Teacher- ESE resource	15	10	25
	60%	40%	
Non-Classroom- Instructional	37	49	86
	43%	57%	
Principal/AP	40	55	95
	42%	58%	
Behavioral Support Staff	57	129	186
	31%	69%	
Total	345	364	709
	49%	51%	

As was the case in Table 14, Principal/APs and Behavioral Support Staff appeared to understand the intent of the question posed in Table 16. There was nearly unanimous disagreement among these groups that RtI tier 3 is solely for ESE students. In practice, though, it appears that RtI Tier 3 is applied to services received by ESE students in mainstream classes. Among all groups, teachers in ESE self-contained classrooms were most likely to agree with this statement. This suggests that when their students are mainstreamed they receive what are considered RtI level 3 interventions. The minority of general education teachers who agreed with this statement may not yet have had one of their non-ESE students receive RtI tier 3 interventions within the general education setting, so their knowledge that this Tier can apply to general education students may have been limited by lack of experience in this area.

Table 16: RtI tier 3 is solely for ESE students.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	1	18	81	12	112
	1%	16%	72%	11%	
Teacher 3-5	3	10	74	10	97
	3%	10%	76%	10%	
Teacher-Middle	0	2	21	6	29
	0%	7%	72%	21%	
Teacher-High School	0	11	30	4	45
	0%	24%	67%	9%	
Teacher- ESE self-contained	3	11	27	1	42
	7%	26%	64%	2%	
Teacher- ESE resource	0	3	15	8	26
	0%	12%	58%	31%	
Non-Classroom- Instructional	2	7	56	22	87
	2%	8%	64%	25%	
Principal/AP	0	5	54	37	96
	0%	5%	56%	39%	
Behavioral Support Staff	3	10	91	82	186
	2%	5%	49%	44%	
Total	12	77	449	182	720
	2%	11%	62%	25%	

Overall Understanding

Results presented in Table 17 support the recurring theme of this section, which is that a significant percentage of teachers, in particular, do not believe that they have a clear understanding of the role of RtI in their school. This is not unexpected given the relative newness and complexity of the RtI approach. There is even admission among a smaller percentage of Principal/APs and Behavioral Support Staff that they do not have a clear understanding of the role of RtI in their school. Conversely, agreement with this statement is in the 60% range and above for all but high school teachers. The glass is in fact more full than empty, though this is a case where the glass should be as full as possible. Overall, there is some work to do with regard to clarifying the role of RtI in the schools. Results presented in this section have suggested this lack of clarity may be associated with inconsistency in implementation and communication across schools concerning the RtI process.

Table 17: Overall, I have a clear understanding of the role of RtI in my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	5	60	37	13	115
	4%	52%	32%	11%	
Teacher 3-5	3	56	30	6	95
	3%	59%	32%	6%	
Teacher-Middle	1	18	9	2	30
	3%	60%	30%	7%	
Teacher-High School	2	18	22	2	44
	5%	41%	50%	5%	
Teacher- ESE self-contained	2	24	11	4	41
	5%	59%	27%	10%	
Teacher- ESE resource	3	17	6	0	26
	12%	65%	23%	0%	
Non-Classroom- Instructional	12	55	16	4	87
	14%	63%	18%	5%	
Principal/AP	19	59	12	0	90
	21%	66%	13%	0%	
Behavioral Support Staff	41	115	23	4	183
	22%	63%	13%	2%	
Total	88	422	166	35	711
	12%	59%	23%	5%	

Implementation / Level of Use

Implementation of RtI was examined with respect to the Clarity of Intervention Parameters, the implementation of RtI as a Data Driven Process, the relationship between RtI and IDEA (Individuals with Disabilities Education Act), the Level of Use District-wide, and the overall Quality of Implementation.

Clarity of Intervention Parameters

Results presented in Table 18 indicate that there is likely a need for improvement in the clarity of interventions at each tier of the RtI framework. ESE resource teachers were the only teacher group in which agreement on this question exceeded 50%, and this result may be unreliable due to small sample size in this group. An agreement rate of 47% among Behavioral Support Staff reinforces the conclusion that improvement in clarity of behavioral interventions may be beneficial.

Table 18: Behavioral interventions are clear and well-defined at each tier of the RtI framework at my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not sure	Total
Teacher PK-2	5	33	34	15	28	115
	4%	29%	30%	13%	24%	
Teacher 3-5	1	29	35	11	20	96
	1%	30%	36%	11%	21%	
Teacher-Middle	1	11	11	0	6	29
	3%	38%	38%	0%	21%	
Teacher-High School	1	21	4	2	17	45
	2%	47%	9%	4%	38%	
Teacher- ESE self-contained	1	19	10	4	7	41
	2%	46%	24%	10%	17%	
Teacher- ESE resource	2	12	7	0	3	24
	8%	50%	29%	0%	12%	
Non-Classroom-Instructional	2	28	16	8	33	87
	2%	32%	18%	9%	38%	
Principal/AP	3	48	30	0	13	94
	3%	51%	32%	0%	14%	
Behavioral Support Staff	14	71	62	17	18	182
	8%	39%	34%	9%	10%	
Total	30	272	209	57	145	713
	4%	38%	29%	8%	20%	

Written comments following this question suggest the need for a balance between clearly defining interventions at each tier of the RtI framework and having a process that is flexible enough to accommodate the individual needs of students. Potentially useful suggestions for clarifying interventions at each tier included:

I would like a table/menu of interventions for each tier (with an explanation for each).

Communicating with all teachers what interventions are available at each Tier and how long each intervention must be used before the data is considered quality.

These suggestions were balanced with the view that interventions must also be flexible.

Behavioral Interventions are not clearly defined. As a team, we discuss strategies that we have used, what is working, and what is ineffective. Each child is different and has different needs."

Interventions vary based upon the needs of students. I don't feel that there are any set interventions assigned to each tier of the RTI framework.

Failure to balance a clearly defined set of intervention parameters with an understanding of the need for flexibility can result in frustration.

On paper because they have to be...whether this makes the interventions with the students on behalf of the student more effective should be the question and the concern hence my problem with the RTI Process!

While efforts appear to have been made to clarify interventions associated with each tier, there appears to be room for improvement in the degree to which interventions are specified as well as the degree to which they are communicated to those providing the interventions.

Tier 1 and 2 are pretty well defined, but Tier 3 is not as well defined. It would help if the district could provide a list of suggested interventions for each tier and train people to implement them.

Train counselors in Tier 2 and Tier 3 behavior interventions. I have only 3 resources of ""research based" behavior interventions (Skill Streaming, Second Step, and Tough Kids Tool Box). I have repeatedly asked for more materials and training in small group research based interventions for behavior.

The general education teachers and the assistant principals need additional training at the district level. Only the Elementary school level has delineated tier interventions. It is a problem at the secondary level

A significant impediment to this endeavor may be a state-wide lack of clarity as to which interventions meet a standard for inclusion in the RtI process.

How can anyone be clear about behavioral interventions when there is so little research that reaches the state standard of ""research based"" for behavioral programs?

Results presented in Table 19 are consistent with those presented in Table 18. In fact, the results are nearly identical for these two questions. We might have expected a higher level of agreement for the more general statement in Table 19 that "RtI is grounded in clearly defined behavioral interventions at my school", than for the more specific question of whether "behavioral interventions are clear and well-defined at each tier of the RtI framework for my school". Despite the intent to draw a general/specific distinction, it appears that both questions elicited respondents' general impressions concerning the clarity of the intervention process at their schools. In both cases, results suggest that there is room for improvement in the degree to which behavioral interventions are clearly defined within the RtI framework.

Table 19: RtI is grounded in clearly defined behavioral interventions at my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I'm not sure	Total
Teacher PK-2	5	35	30	19	25	114
	4%	31%	26%	17%	22%	
Teacher 3-5	5	30	24	13	25	97
	5%	31%	25%	13%	26%	
Teacher-Middle	2	14	9	0	4	29
	7%	48%	31%	0%	14%	
Teacher-High School	0	21	8	2	14	45
	0%	47%	18%	4%	31%	
Teacher- ESE self-contained	1	15	9	4	11	40
	2%	38%	22%	10%	28%	
Teacher- ESE resource	2	13	9	0	2	26
	8%	50%	35%	0%	8%	
Non-Classroom- Instructional	7	29	25	5	21	87
	8%	33%	29%	6%	24%	100%
Principal/AP	4	49	29	1	11	94
	4%	52%	31%	1%	12%	
Behavioral Support Staff	13	71	69	11	22	186
	7%	38%	37%	6%	12%	
Total	39	277	212	55	135	718
	5%	39%	30%	8%	19%	

Results presented in Table 20 are also similar to those presented in Tables 18 and 19 and suggest that improvement in implementation is necessary. Less than half of respondents overall indicated agreement with the statement that RtI and PBS are well integrated at their school to ensure that students' behavioral needs are addressed.

Table 20: RtI and PBS are well integrated at my school to ensure that students' behavioral needs are addressed.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I'm not sure	Total
Teacher PK-2	5	30	31	13	37	116
	4%	26%	27%	11%	32%	
Teacher 3-5	3	31	22	8	33	97
	3%	32%	23%	8%	34%	
Teacher-Middle	1	14	3	2	10	30
	3%	47%	10%	7%	33%	
Teacher-High School	1	24	9	3	8	45
	2%	53%	20%	7%	18%	
Teacher- ESE self-contained	2	19	7	6	7	41
	5%	46%	17%	15%	17%	
Teacher- ESE resource	1	13	2	0	9	25
	4%	52%	8%	0%	36%	
Non-Classroom- Instructional	7	23	21	7	29	87
	8%	26%	24%	8%	33%	
Principal/AP	4	50	22	3	8	87
	5%	57%	25%	3%	9%	
Behavioral Support Staff	17	61	53	16	33	180
	9%	34%	29%	9%	18%	
Total	41	265	170	58	174	708
	6%	37%	24%	8%	25%	

More specific concerns noted in comments following the question in Table 20 focused upon issues of resource allocation. These included:

> *Still need more assistant time on this one. Have you ever tried conducting a lesson within a time restraint and still keep track of 3 different kids' 3 different behaviors in a given part of the day? Something will have to suffer & I'm afraid it might be the lesson since behavior is overt & must be addressed for safety.*

> *Again, we are trying but really feel like we were left standing on an island in a way. There aren't enough people to implement tier two and tier three interventions all the time. There are only so many small groups a guidance counselor can run at one time.*

Many, many students with behavioral needs and a lack of sufficient resources including time and personnel make this difficult.

It is labor intensive requiring documentation and graphical trend analysis. It requires frequent meetings and current information as well as frequent communication between key participants.

Yes, as much as humanly possible under the current time restrictions.

A second set of comments reflected a perception that the RtI/PBS process fails to meet the needs of both the student displaying behavioral difficulties and those in the classroom who are behaving well.

RtI 's main effect is to delay getting the most effective intervention for those kids who need a high level of support and to delay removing them from General Ed. This is resulting in poor learning environments for the other students in the class and, in some cases, an UNSAFE environment.

This is no fault of our administration team. They seem handcuffed by the same challenges that we share in the classroom. Pressure to meet quotas and to protect the "victim" has inadvertently produced a new class or category of "victim"---the teacher, well behaving students, and administration are often held hostage by students who should be reassigned to a school that specializes in their behavioral needs. These misguided and under-served students are forced upon the school population in the name of inclusion.

Neither program addresses students' needs. Both eliminate students from the process by leaving them in Tier 1 so that they cannot have their needs met and therefore receive few if any services available within IDEA.

With this new feature that has just come in words and some printed paper, it makes no sense that a student who exhibits behavior that includes hitting, bullying, cursing and other inappropriate never acceptable behaviors is suppose to have zero incidences the moment the IEP is done and the pamphlet of paper is wrote and provided.

More paper work to fill out before a student can get some help! Another step added to an overburdened staff. Many teachers know when a child has a problem and implementing different methods of coping strategies (and recording these) elongates the process before a student can get the help they so desperately need.

In some cases, teachers may not refer a student due to a lack of confidence in the RtI process.

Students that are put through this process are rarely handled to assure that the student's behavioral needs are being met. This causes teachers to not put students into the referral process because they don't think anything is going to be done anyway.

One teacher suggested that improvement in the process could be achieved through increased levels of organization and communication regarding the RtI process.

Until this year there has been much confusion about the RTI process. I do believe it was rolled out with a minimum of training and little expertise. This year there is more organization and things are beginning to trickle down to the staff.

Data Driven Process

Results presented in Table 21 indicate fairly strong agreement across respondents with the statement that RtI involves a data-driven process in which decisions are made based upon objective data. Agreement is generally in the 80-85% range across raters.

Table 21: RtI involves a data-driven process in which decisions are made based upon objective data at my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	9	84	17	4	114
	8%	74%	15%	4%	
Teacher 3-5	7	65	20	3	95
	7%	68%	21%	3%	
Teacher-Middle	3	20	4	0	27
	11%	74%	15%	0%	
Teacher-High School	4	29	8	1	42
	10%	69%	19%	2%	
Teacher- ESE self-contained	1	34	4	1	40
	2%	85%	10%	2%	
Teacher- ESE resource	5	17	4	0	26
	19%	65%	15%	0%	
Non-Classroom- Instructional	17	59	8	3	87
	20%	68%	9%	3%	
Principal/AP	20	70	3	0	93
	22%	75%	3%	0%	
Behavioral Support Staff	39	117	24	3	183
	21%	64%	13%	2%	
Total	105	495	92	15	707
	15%	70%	13%	2%	

A number of written comments following this question suggest that the data component of the RtI process may be clearer and perhaps more objective for academic interventions than for behavioral interventions.

For academics, not behavior.

for academics, yes. behavior can tend to be more subjective, even though the data is still objective.

For academics, yes. For behavior it is very challenging.

I agree for academics. There does not seem to be any clear way to collect data on behavior or on emotional

types of issues.

More so with academic skills

academic is somewhat data based at my school, but there is more work to be done.

Of course the data is there for academic concerns, but for behavior it's more difficult to collect. Our psychologist has designed a form to help teachers document how many times a behavior is observed within a designated time frame.

the data driven decisions that deal with academics and the RTI process are clear and defined

Working great for ACADEMICS only

Works well for academics. Not for behavior.

A second theme that emerged from respondents' comments was a concern that the data-driven nature of the process may undermine professional judgment.

Many feel there is too much of the data driven process.

"data driven" has replaced common sense

I think many times RTI does not meet the student's needs. It is based solely on the data and does not leave room for teacher or other professional's judgments.

Again, I see this as a part of the problem. Apparently, the teacher and administrative team are no longer trusted to provide observation and anecdotal evidence that a student has a need or issue. The data-driven process seems like a "stall" tactic aimed at preventing local educators from providing the needed discipline to the student in a timely fashion. Many educators simply "bite the bullet" rather than having to endure the painstakingly minutia-driven RTI process. By the way, many times the student who is ultimately at-risk, will not see the results of this "process" until months and even years after it has been implemented. Who is meeting the immediate need of the student while we wade through the paperwork?

But a student's progress is just not about data, it is also about their emotional status as well....the whole child needs to be considered. Not just DATA

Concentrating on numbers/data, takes away from concentrating on the actual student.

It may be data-driven, but at what cost? When does common sense prevail? We all know that the interventions will all require more work for the teacher but in the same amount of time, etc. We also know that it really doesn't matter what we (the teachers) think is best for the child. Fewer and fewer children are qualifying for extra help beyond what the teacher can provide. LSP hours are less than what once was. The first grade one on one reading program (ESP) is no longer. We are provided less help but are expected to do miraculous work.

It's MORE about the DATA and the PROCESS than the STUDENT.

My schools are having a difficult time fully grasping the idea of data driving the process.

RtI involves an endless process of never ending meetings to decide on ever ongoing interventions for which we keep some kind of data and then decide that the child progressed even a blip and so we must continue the meetings and interventions. In other words, at the school level it is pretty much worthless for the classroom teacher.

These observations were counterbalanced somewhat by those who endorsed more support for the data-driven process.

All the teachers are strongly encouraged to use data in all of their interventions, they seem to understand the importance of using data to support whether or not the interventions are working. I do like having data and graphing it. It shows clearly if progress is being made. If progress is not being made other interventions need to be implemented.

More data should be provided to all staff so that everyone knows what is working and what needs to be corrected.

What I like about RtI is that data is very important but the school based intervention team has an opportunity to sit and discuss each child. With more diagnostic tools like the DAR or the phonics survey we are able to pinpoint specific skills and assign the correct intervention and monitor it closely. We then can move on to the next skill that child needs.

These comments following Table 21 suggested concern regarding the overall usefulness of the data-driven process. Results presented in Table 22 also suggest disagreement regarding the perceived usefulness of the tools used to gauge implementation of RtI. Agreement among teacher groups was generally in the 40% range when asked whether the tools used to gauge implementation of RtI are useful. Behavioral Support Staff (BSS) only agreed at a rate of 46%. In addition, almost one-third of respondents indicated that they were not sure which tools were used to gauge implementation. Among BSS this percentage should approach 100%. If the BSS are not clear concerning which tools are used, the teachers will certainly have difficulty. Altogether, these results suggest a need to strengthen both the perceived usefulness and uniformity in the tools used to assess student progress within the RtI system.

Table 22: The tools used to gauge implementation of RtI at my school are useful.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not sure which tools are used	Total
Teacher PK-2	4	40	23	13	36	116
	3%	34%	20%	11%	31%	
Teacher 3-5	1	35	26	11	20	93
	1%	38%	28%	12%	22%	
Teacher-Middle	1	6	10	2	10	29
	3%	21%	34%	7%	34%	
Teacher-High School	0	21	8	0	16	45
	0%	47%	18%	0%	36%	
Teacher- ESE self-contained	0	22	2	0	18	42
	0%	52%	5%	0%	43%	
Teacher- ESE resource	0	15	5	1	5	26
	0%	58%	19%	4%	19%	
Non-Classroom-Instructional	2	36	12	1	37	88
	2%	41%	14%	1%	42%	
Principal/AP	5	55	14	1	18	93
	5%	59%	15%	1%	19%	
Behavioral Support Staff	6	77	50	4	44	181
	3%	43%	28%	2%	24%	
Total	19	307	150	33	204	713
	3%	43%	21%	5%	29%	

While many comments following this question posed in Table 22 reiterated uncertainty concerning the tools used to gauge implementation of RtI, some comments took the next step toward outlining potentially useful means to address this need. These included:

> *standardized behavior rating data charts which are easy to give teachers. I am at present creating data charts for them to collect data.*

> *More teacher friendly data and graphs teachers can create on their own.*

> *On an academic level, I feel that the tools are extremely effective in guiding interventions, but behavior has been harder to gauge and requires more ongoing training and learning to become as effective as our academic data.*

> *If you are going to have tools that need to be used they need to be available at each school.*

> *The tools we use are useful. However, not all schools have the same tools, and resources, so we aren't even sure if we could do better, not knowing what is available. Once again, this is academic only. I am not aware of tools for behavior besides trial and error, and professional judgment.*

These comments above also reiterated the perception that the RtI process is somewhat further along in terms of implementation for academic difficulties than for behavioral issues.

Results presented in Table 23 indicate that agreement among teachers with the statement that they are comfortable collecting and using data upon which to base decisions within the RtI framework was generally in the 50-60% range. These percentages are higher if we were to exclude those teachers who report that they are not involved in this process. Principals/APs indicated the highest comfort level with collection and use of data, while a 61% agreement level among Behavioral Support Staff is less than one might expect.

Table 23: I am comfortable collecting and using data upon which to base decisions within the RtI framework at my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not involved in this process	Total
Teacher PK-2	6	68	31	6	5	116
	5%	59%	27%	5%	4%	
Teacher 3-5	8	40	25	10	14	97
	8%	41%	26%	10%	14%	
Teacher-Middle	3	11	4	4	6	28
	11%	39%	14%	14%	21%	
Teacher-High School	2	14	13	0	15	44
	5%	32%	30%	0%	34%	
Teacher- ESE self-contained	2	25	7	3	5	42
	5%	60%	17%	7%	12%	
Teacher- ESE resource	2	13	6	1	4	26
	8%	50%	23%	4%	15%	
Non-Classroom- Instructional	13	40	12	3	21	89
	15%	45%	13%	3%	24%	
Principal/AP	11	64	9	0	11	95
	12%	67%	9%	0%	12%	
Behavioral Support Staff	24	107	37	6	10	184
	13%	58%	20%	3%	5%	
Total	71	382	144	33	91	721
	10%	53%	20%	5%	13%	

Several comments following the question in Table 23 concerning respondents' comfort with collecting and using data focused on the issue of time constraints. These comments suggested that the workload created by the need to collect data can be prohibitive.

> *Too time consuming.*

> *Very time consuming and takes away from instruction of other students at times*

> *I think that the processes need to be mainstreamed a little more. The time constraints interfere with the learning of others. I understand that more time needs to be spent with those who struggle but when it is more than 50% of your reading block that is unfair to the other students.*

> *It is extremely difficult in an ESE classroom to track data accurately on all students for RTI, and teach effectively.*

> *It is VERY time consuming and hard to fit in with the regular curriculum.*

> *Experienced teachers know when students are struggling. We already use strategies that should work, and when they don't we need to have another step that doesn't take 6 months.... some teacher input should be considered. We know who is struggling; we don't need to collect a ton of data to tell you who need more help.*

> *Finding time to take all of the data is very overwhelming.*

> *As I stated earlier, the psychologist takes the lead in collecting the data from the teacher. I am part of the Team who looks at the data to help us make decisions. Teachers see this as time consuming and the psychologist is only here 1 1/2 days per week, so time and limited personnel are a factor.*

> *Collecting the data requires already stressed and overworked teachers to push more paper and do ONE MORE thing. I understand the requirements of RtI, I'm just appalled by them. The process should have received funding for staff to assist in the objective collection of data and/or assist with the paperwork nightmare.*

Several comments offered potential solutions or processes to address this central issue of time constraints.

> *Having staff who's ONLY purpose is collecting and using data...vs. unrealistic expectations for one person*

> *Data Collections Tools should be district generated*

> *We are comfortable using academic data. Data for behavior/emotional issues is a different story. Nobody seems to know an objective way to collect behavior data. There needs to be clear methods to collect behavior data. Having each teacher "nominate" some kids in their class that are having behavior problems is NOT objective data. Also, teachers have too much to do as it is and don't need to be given unnecessary tasks.*

> *We are working on more and more effective ways to manage the data, especially for teachers.*

> *There need to be more people trained and available to help in data collection.*

> *Someone outside the classroom should observe and take anecdotals on the specified student. It shows no bias since it is based on judgment - this would be fair to the student and the teacher.*

PCS should collect an array of data collection methods/devices (paper forms generally) for an array of the most common behavior complaints (e.g. off task, out of seat/out of area, talking) and make them available to schools as ready resources for the common problems and to establish some, minimal at least, standards across schools.

It would take too long to go into detail. But I do feel administrative personnel needs to get into the classrooms and shadow the teachers for a few weeks with some of these students (that we need to meet their educational goals in a more timely manner) and perhaps they will see the plight of student and teacher.

RtI and IDEA (Individuals with Disabilities Education Act)

Results presented in Tables 24 and 25, and the comments following the question in Table 24, comprise perhaps the central policy issue associated with RtI. In theory, a primary goal of RtI is to provide needed tier 3 behavioral services to students within the least restrictive environment. This goal is entirely consistent with IDEA. However, the primary risk associated with this approach is that students with bona fide emotional/behavioral disorders are not being evaluated in a timely manner and are therefore not being placed in appropriate educational environment given their disabilities.

Table 24: I believe that implementing RtI contradicts with IDEA.			
	Agree	Disagree	Total
Teacher PK-2	25	66	91
	27%	73%	
Teacher 3-5	22	56	78
	28%	72%	
Teacher-Middle	6	18	24
	25%	75%	
Teacher-High School	6	36	42
	14%	86%	
Teacher- ESE self-contained	9	32	41
	22%	78%	
Teacher- ESE resource	5	19	24
	21%	79%	
Non-Classroom- Instructional	14	64	78
	18%	82%	
Principal/AP	7	87	94
	7%	93%	
Behavioral Support Staff	16	167	183
	9%	91%	
Total	110	545	655
	17%	83%	

A majority of respondents indicated disagreement with the statement in Table 24 that implementing RtI contradicts with IDEA. Approximately 75% of teachers disagreed with this statement while Principals/APs and Behavioral Support Staff disagreed at a rate above 90%. This is consistent with the fact that RtI is derived from the principals of IDEA and mandated by law to support IDEA. A few of the comments following this question acknowledged this fact.

I think RTI supports IDEA in providing a least restrictive environment for a child.

Theoretically, RtI aligns with the principles of IDEA --- to support early intervention strategies and keep the child in the least restrictive environment.

However, these comments were vastly outnumbered by concerns that students with emotional/behavioral disabilities may be denied evaluation and provision of needed ESE services as a consequence of adherence to the RtI process. Several comments acknowledged the positive intentions of RtI yet viewed the application as ineffective in that it may delay needed ESE service provision to students with disabilities. For example:

I believe in philosophy RtI doesn't contradict with IDEA, but current practice makes me feel like we are putting off giving ESE services to children who require them.

I believe that RTI does help to ensure proper and effective interventions and then in turn least restrictive environment. The problem that I have with the RTI process is that it takes so long to finally test students by a psychologist. I think that there are some children who have problems that are so severe that the long and involved process just serves to delay services.

Any way we can get help for students without "Labeling them" is good. The problem is that some students need to be identified ESE and the process is taking longer than before.

RTI seems to be taking the place of identifying and servicing students with special needs - I know that this is not the intention, but it DOES seem to be the reality.

Several comments also indicated the view of RtI as an unfunded mandate. Respondents expressed concerns that the requirements of the process are not met with the necessary resources, which ultimately serves to deny students with needed interventions. This vacuum also serves to create division between teachers and behavioral support staff. For example:

Again, I have no issue with RtI; it is the way interventions should be structured. What I have issue with is the total lack of resources at the school level to make it work correctly. So far all I have seen the 'resources' we are given (psychologist, social worker, and diagnostician) doing is sit in endless meetings to write plans for interventions which they then tell teachers to implement and monitor. The RtI meetings at our school are taking on an average of 2 - 4 hours each. We DO NOT have the time or resources to spend that amount of time sitting with a team of 8 'resource people' offering ideas to classroom teachers for interventions that they have already tried or are not really appropriate for a classroom. If your idea of an intervention is providing one on one assistance for a majority of the day, that sounds like the definition of an inappropriate placement and a need for that child to be in an environment where that sort of intervention can actually be provided. It is absurd to expect classroom teachers to now provide the types of interventions that were formally implemented in self-contained ESE classes with a TPR of 1 to 5.

I feel the teachers do not have enough support to implement interventions and still teach all students in their classes. I think there will be students who will keep getting just better enough to squeak by due to the interventions, interventions will be removed, and here we go again - waiting for the students to be unsuccessful again and round we go. There will be students who should get ESE services which they would only get if they were identified and we will find ourselves with a bunch of 3rd graders who cannot read well enough to pass FCAT upon which time they will finally get "identified." However it will be too late for them because the time to work intensively w/ deficits is in the early yrs.

It is harder for the teacher and student to get the proper support. In theory it is a great system but it is not practical for the limited resources many schools have.

RTI is an attempt to deny the needs of deserving students by creating even greater hurdles for parents and students to cross to receive services. If proper funding and specifically dedicated personnel for RTI were utilized RTI would be much more manageable and realistic. Proper funding instead of an unfunded mandate must be in place for RTI to work correctly.

Either give the child and the teacher the supports they need to implement changes or forget it!

Interviews with district staff had also revealed concerns about DOE mandates without providing the additional financial and staff support necessary to implement them. This appears to be a central barrier to effective implementation of RtI from perspective of multiple sources.

Results presented in Table 25 are problematic from a policy standpoint. A majority of teachers at the elementary school level agree with the statement that RtI interventions are substituted for special education evaluation referral for a student suspected of having an emotional/behavioral disability. Endorsement of this statement is in the 35-47% range for all other respondent groups, including Principals/APs and Behavioral Support Staff. While comments were not elicited following this question, the quantitative results paint a picture whereby Principals and Behavioral Support Staff are likely present at meetings with the knowledge that a student likely has an emotional/behavioral disability yet they adhere to the RtI process in lieu of evaluation referral. This perception is likely communicated to the teacher who then feels as if she/he is hampered with an inability to advocate for a more appropriate placement for a student with a disability. From this perspective, it is clear to see how the frustration noted in the comments above might occur.

Table 25: RtI interventions are substituted for special education evaluation referral for a student suspected of having an emotional/behavioral disability.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	21	51	34	8	114
	18%	45%	30%	7%	
Teacher 3-5	10	48	30	1	89
	11%	54%	34%	1%	
Teacher-Middle	4	10	11	2	27
	15%	37%	41%	7%	
Teacher-High School	1	15	27	2	45
	2%	33%	60%	4%	
Teacher- ESE self-contained	2	15	22	3	42
	5%	36%	52%	7%	
Teacher- ESE resource	2	8	14	2	26
	8%	31%	54%	8%	
Non-Classroom-Instructional	7	33	38	7	85
	8%	39%	45%	8%	
Principal/AP	2	31	50	10	93
	2%	33%	54%	11%	
Behavioral Support Staff	10	62	85	26	183
	5%	34%	46%	14%	
Total	59	273	311	61	704
	8%	39%	44%	9%	

Level of Use District-wide

Results presented in Table 26 were somewhat unexpected. Given the knowledge that RtI is a DOE mandated process, there was an expectation of a high level of agreement for the statement that RtI has been implemented in all schools throughout PCS. This was considered a basic implementation question. Principals/APs and particularly Behavioral Support Staff were expected to agree with this statement in the high ranges. Agreement in the 50% range for these groups and similar lack of consensus among all groups suggests a basic global concern with RtI implementation among respondents to this survey.

Table 26: RtI has been implemented in all schools throughout PCS.			
	Agree	Disagree	Total
Teacher PK-2	75	32	107
	70%	30%	
Teacher 3-5	51	32	83
	61%	39%	
Teacher-Middle	11	16	27
	41%	59%	
Teacher-High School	15	28	43
	35%	65%	100%
Teacher- ESE self-contained	27	14	41
	66%	34%	
Teacher- ESE resource	20	5	25
	80%	20%	
Non-Classroom- Instructional	35	43	78
	45%	55%	
Principal/AP	48	44	92
	52%	48%	
Behavioral Support Staff	103	79	182
	57%	43%	
Total	385	293	678
	57%	43%	

Quality of Implementation

Responses to the question posed in Table 27 indicate that a majority of respondents in each group agree that RtI is well implemented in their school. However, an agreement level in the 60-70% range across groups does not reflect a strong consensus and is consistent with the lukewarm level of agreement presented in Table 26.

Table 27: RtI is well implemented in my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	12	55	30	19	116
	10%	47%	26%	16%	
Teacher 3-5	10	48	26	12	96
	10%	50%	27%	12%	
Teacher-Middle	4	18	6	1	29
	14%	62%	21%	3%	
Teacher-High School	2	29	11	4	46
	4%	63%	24%	9%	
Teacher- ESE self-contained	6	20	10	4	40
	15%	50%	25%	10%	
Teacher- ESE resource	5	17	3	1	26
	19%	65%	12%	4%	
Non-Classroom-Instructional	14	40	29	5	88
	16%	45%	33%	6%	
Principal/AP	10	60	23	1	94
	11%	64%	24%	1%	
Behavioral Support Staff	28	95	52	7	182
	15%	52%	29%	4%	
Total	91	382	190	54	717
	13%	53%	26%	8%	

While the quantitative results suggest lukewarm confidence in implementation, the comments following the question presented in Table 27 do present a valid point in that a new, complicated process will take time to reach a level that can be described as well implemented. For example:

We are at the beginning of this PROCESS, so calling it "well implemented" negates from the theory that it is a PROCESS. SLES is progressing in the RTI process; however, we are still in the learning stage.

We are in the second year of implementation. It is a process

Comments also suggested that successful implementation will likely depend upon high levels of dedication from those leading the process. For example:

I believe that our administrators and faculty have made the best possible effort to work with a confusing model...keeping our students' best interests as the top priority.

I believe it is at a greater level of implementation because of the RtI Coach and the teamwork approach with the school psychologist and administration.

As mentioned, it is a work in progress, the teachers and other staff members have been very cooperative in problem solving and achieving the goal toward having an effective RTI program/ team at our school.

As a guidance counselor I have taken extra training in reading (4 Saturdays and 1 evening class) and RtI online. I am extremely motivated to get the process correct and convey the process to the staff. I have worked hours and hours to "simplify the process" and it is still confusing to most

involved. I have been around for the 20 day anecdotal system and the Behavior/Academic Success plan system. This process is the worst process by far!

As the district clarifies aspects of the district-wide system, it will help us clearly define what we do and need to tweak.

The ultimate test of implementation effectiveness is student success. Several comments addressed the fact that solid implementation is only useful if student behavior improves. For example:

It is implemented, but it is not successful.

Just because it is implemented does not mean it is working.

Even though it is well implemented nothing any of us have tried to ANY of my students has made even the slightest bit of improvement.

The RTI process has been a complete nightmare at my school. Myself and many teachers have left the meetings feeling frustrated and overwhelmed. Students are not being given the appropriate help needed to be successful. It seems like the team puts up road blocks instead of assisting us in the process.

Results presented in Table 28 support the theme of lukewarm confidence overall in respondents' perceptions of their ability to implement RtI effectively. Principals/APs reported the highest levels of confidence in their ability to implement interventions within the RtI framework. ESE teachers and Behavioral Support Staff also expressed moderate levels of confidence. The lowest levels of confidence were reported among teachers at the elementary level. This is where many students are likely receiving interventions prior to receipt of evaluation for ESE services. Teachers at this level may feel particularly overwhelmed.

Table 28: I am comfortable implementing interventions within the RtI framework at my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not involved in this process	Total
Teacher PK-2	8	61	30	8	7	114
	7%	54%	26%	7%	6%	
Teacher 3-5	5	47	19	12	12	95
	5%	49%	20%	13%	13%	
Teacher-Middle	3	12	4	3	6	28
	11%	43%	14%	11%	21%	
Teacher-High School	0	22	6	1	16	45
	0%	49%	13%	2%	36%	
Teacher- ESE self-contained	2	25	5	3	5	40
	5%	62%	12%	8%	12%	
Teacher- ESE resource	3	18	0	1	4	26
	12%	69%	0%	4%	15%	
Non-Classroom- Instructional	11	38	13	1	23	86
	13%	44%	15%	1%	27%	
Principal/AP	9	65	9	1	10	94
	10%	69%	10%	1%	11%	
Behavioral Support Staff	23	105	42	2	11	183
	13%	57%	23%	1%	6%	
Total	64	393	128	32	94	711
	9%	55%	18%	5%	13%	

Comments following this question supported the theme that workload represents a serious threat to effective implementation. For example:

> *I am comfortable with the idea of implementing interventions, but I am met with an incredible amount of resistance from teachers who feel overwhelmed and many who are automatically resistant to the idea of "doing one more thing".*

> *Teachers need more time to be able to effectively complete the paperwork required for writing. Between the IEP and FBA/PSW they are spending huge amounts of their personal time after school. District needs to realize the amount of paperwork in addition to teaching expectations/planning is overwhelming. It is unrealistic to expect them to be able to complete during the school day.*

> *I am comfortable with the implementation, but with the number of students requiring interventions cannot be completed by one person. Spending 30 minutes of a 60 minute small group time with the same 1 or 2 students everyday to implement an intervention is not feasible for a classroom teacher with 20 other students. It is too much to put all of the responsibility for these intensive interventions on the classroom teacher.*

> *Agree only to a point. This is a slow and cumbersome process. RTI is a "fundamental" restructuring of the process for referring students for special services such as ESE. It is replacing the funded model of IDEA with a new and untried system that will require intense monitoring and implementation to be successful.*

> *Again, classroom teachers may or may not have the time to implement the interventions, depending on how time consuming they are and how many students they are trying to implement interventions for.*

Training/Preparation

Participation

Results presented in Table 29 indicate the percentage of respondents in each category endorsing each of the different type of training available in RtI. Row percentages can total more than 100% because each individual may have attended more than one type of training. Site-based training is endorsed by a majority of respondents in each group with the exception of Behavior Support Staff, who endorse PCS training most often. Psychologists and social workers in particular are likely to have structured trainings in which all staff meet together. Approximately 15% of Principals/APs and Behavioral Support Staff along with a small number of teachers endorse having received training through USF. Within each teacher group a significant minority endorse not having received RtI training. High School teachers are most likely to endorse not having received RtI training. While this would appear consistent with other data suggesting that RtI is targeted more strongly toward the elementary grades, this is a case where the sample size doesn't permit a more definitive conclusion.

Interview results had suggested that attendance at USF RtI training opportunities may not have been widely promoted by the district. This may account in part for the relatively low percentage of respondents endorsing attendance in this training.

Table 29: What type of RtI training have you received? (check all that apply)							
		Site-based training	PCS training	USF (FLPBS)	Other ProEd	I have not received RtI training	Total***
Teacher PK-2	N*	94	11	4	10	18	119
	%**	79%	9%	3%	8%	15%	
Teacher 3-5	N	77	3	1	6	12	99
	%	78%	3%	1%	6%	12%	
Teacher-Middle	N	23	5	4	2	2	30
	%	77%	17%	13%	7%	7%	
Teacher-High School	N	25	12	5	7	13	47
	%	53%	26%	11%	15%	28%	
Teacher- ESE self-contained	N	26	5	2	3	14	43
	%	60%	12%	5%	7%	33%	
Teacher- ESE resource	N	20	12	1	3	2	26
	%	77%	46%	4%	12%	77%	
Non-Classroom-Instructional	N	55	33	5	20	11	90
	%	61%	37%	6%	22%	12%	
Principal/AP	N	60	73	14	33	3	96
	%	63%	76%	15%	34%	3%	
Behavioral Support Staff	N	78	131	30	85	11	188
	%	41%	70%	16%	45%	6%	
Total	N	458	285	66	169	86	738
	%	62%	39%	9%	23%	12%	

* N is the number of respondents who endorsed each type of training
** the % for each type of training is the % of the total number of respondents within each group
*** this is the total number of respondents in each group

Effectiveness

Results presented in Table 30 suggest that improvement is necessary in the degree to which RtI training promotes an understanding of how multiple layers of progressively intensive behavioral support are provided to students based on need. Approximately half of general education teachers surveyed who report having attended an RtI training agree with this statement. Agreement is somewhat stronger, in the 75-80% range, for Principals/APs and Behavioral Support Staff. This stronger level of understanding is perhaps due in part to higher levels of attendance at more intensive PCS trainings among members of these groups. This appears to be another case in which the complexity of the RtI process requires the provision of sufficient teacher support, in this case in the form of more intensive training, in order to be effective.

Table 30: RtI trainings have provided me with a good understanding of how multiple tiers of progressively intensive behavioral support are provided to students based on need.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I have not attended training	Total
Teacher PK-2	4	44	37	14	14	113
	4%	39%	33%	12%	12%	
Teacher 3-5	2	39	34	6	13	94
	2%	41%	36%	6%	14%	
Teacher-Middle	1	16	7	1	4	29
	3%	55%	24%	3%	14%	
Teacher-High School	3	17	11	0	14	45
	7%	38%	24%	0%	31%	
Teacher- ESE self-contained	1	22	6	1	11	41
	2%	54%	15%	2%	27%	
Teacher- ESE resource	3	14	8	0	1	26
	12%	54%	31%	0%	4%	
Non-Classroom- Instructional	7	47	20	2	10	86
	8%	55%	23%	2%	12%	
Principal/AP	8	64	16	3	4	95
	8%	67%	17%	3%	4%	
Behavioral Support Staff	34	109	21	6	15	185
	18%	59%	11%	3%	8%	
Total	63	372	160	33	86	714
	9%	52%	22%	5%	12%	

Results presented in Table 31 indicate that among those who report having received training approximately half agree that trainings have provided the tools necessary to effectively implement behavioral interventions. Again, these results indicate insufficiency of training both in terms of attendance and effectiveness. Training attendance should be near 100% if RtI is the central behavioral management process in the district. The number reporting not having attended a training is also likely an underestimate as these data do not include teachers who stated that RtI was not used at their school and therefore skipped these questions entirely. It is highly unlikely that this group who report that RtI is not used at their school would have attended a training. Training effectiveness is also lacking among those who attend training if less than half agree that trainings have provided the tools necessary to effectively implement behavioral interventions.

Table 31: RtI trainings have provided the tools necessary to effectively implement behavioral interventions in my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I have not attended training	Total
Teacher PK-2	3	34	46	17	13	113
	3%	30%	41%	15%	12%	
Teacher 3-5	2	34	31	11	15	93
	2%	37%	33%	12%	16%	
Teacher-Middle	1	11	10	3	4	29
	3%	38%	34%	10%	14%	
Teacher-High School	1	18	12	2	12	45
	2%	40%	27%	4%	27%	
Teacher- ESE self-contained	1	14	14	0	11	40
	2%	35%	35%	0%	28%	
Teacher- ESE resource	0	11	11	2	1	25
	0%	44%	44%	8%	4%	
Non-Classroom- Instructional	3	31	35	7	9	85
	4%	36%	41%	8%	11%	
Principal/AP	5	41	38	7	3	94
	5%	44%	40%	7%	3%	
Behavioral Support Staff	7	76	68	18	14	183
	4%	42%	37%	10%	8%	
Total	23	270	265	67	82	707
	3%	38%	37%	9%	12%	

Comments following the question posed in Table 31 suggest that RtI training has perhaps focused more strongly on the process of RtI.

The trainings have focused on the process not the tools

trainings at this point have been more on understanding how the process works.

Trainings have provided a philosophical framework for implementation, but we have a ways to go with regard to resources, generation of data, and policy changes for truly effective implementation.

No because the trainings were about process not interventions or graphing of data or PSW development.

Given that RtI is a new and seemingly complex process, it is reasonable to focus initially upon helping all to understand the process. However, there are also needs to be clarity with regard to the parameters of behavioral intervention implementation. Comments suggest that a lack of clarity can undermine the process. For example:

The grant training helps us understand the concept and the process. The problem is actually implementing it in the school. We do not have evidence based programs, don't know what data to collect, don't necessarily know how to address the issues the children have or the true function of their behavior. And most of all, we do not have the support necessary to intervene with an extreme behavior problem.

Finding behavioral curriculums that are "research based" and the individuals to implement them with integrity, and according to program recommendations has been extremely challenging.

Again, I agree grudgingly. We are trying our best but we struggle to implement all the behavior interventions. I'm the counselor and I'm feeling very overloaded due to RtI interventions. It's not like we have outside groups we can recommend easily or that we have volunteers lined up (and capable) of helping out with implementations.

Even the leaders--like school psychologist--say they are learning as they go and that the rules seem to change.

Several comments offered potential avenues to address this gap in knowledge.

A complete listing of research based behavioral interventions are needed, along with the resources: Second Step (there doesn't seem to be enough of a supply), Skillstreaming books, the Tough Kid Toolbox, Helping Kids Manage Anger, etc. We also need more staff to implement Tier 2 and sometimes Tier 3 interventions. Student Services/ itinerate workers are stretched too thin.

We need more research based interventions for behavior that are easily accessible for all involved in the process.

It is crazy to have trainings for psychologists separate from social workers separate from guidance counselors. Everyone is told or is hearing things differently. Why not meet as teams perhaps by regions-so everyone hears and understands the same information.

We need an entire day of RtI training, not just a 30 minute introduction.

Ultimately there must be awareness that there is a perception that no degree of training will be useful if the necessary resources and support staff are not provided to facilitate implementation. For example:

Trainings don't provide the actual tools to implement the behavioral interventions. That takes resources such as people & there is no money for that right now!

You can train until the cows come home; appropriate behavioral intervention for students in crisis should not take months. More staff, more options are needed - not more paperwork

Perhaps most importantly, the intervention process must be both well-intentioned and also viewed as being in the best interest of the students. Without clarity on this issue, efforts to train staff to implement behavioral interventions will be rejected outright.

I do not think that the RtI process is effective. I believe that it is a cost cutting measure. I do understand what has been taught. I do have an understanding of how the multiple tiers are intended to support the student but I do NOT believe it to be effective. Many teachers were shaking their heads and laughing out loud when the process was explained. We could read between the lines from the beginning: No child would be staffed for testing for a special program if the RtI could help it. We were right. We have not had SLD students staffed and we had to lose the unit here.

Results presented in Table 32 are also mixed with approximately half of all groups of respondents in agreement that there are sufficient trainings to learn about RtI in PCS.

Table 32: There are sufficient trainings to learn about RtI in PCS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	4	42	48	15	109
	4%	39%	44%	14%	
Teacher 3-5	1	41	39	8	89
	1%	46%	44%	9%	
Teacher-Middle	1	13	13	2	29
	3%	45%	45%	7%	
Teacher-High School	0	22	22	2	46
	0%	48%	48%	4%	
Teacher- ESE self-contained	1	20	14	4	39
	3%	51%	36%	10%	
Teacher- ESE resource	0	11	9	4	24
	0%	46%	38%	17%	
Non-Classroom-Instructional	7	24	43	11	85
	8%	28%	51%	13%	
Principal/AP	3	53	28	9	93
	3%	57%	30%	10%	
Behavioral Support Staff	9	76	79	23	187
	5%	41%	42%	12%	
Total	26	302	295	78	701
	4%	43%	42%	11%	

Comments offered with respect to the sufficiency of trainings were revealing. A number of comments were likely best represented by the statement that,

> *Although this is a "general ed initiative", it seems like the general education teachers have been the last group to be informed.*

There appears to be a clear disparity in the level of training received by teachers relative to Behavioral Support Staff. Comments were consistent with the results that had been presented in Table 30 in which higher levels of understanding of the process were endorsed by Principals/APs and Behavior Support Staff. For example:

> *I strongly agree for my department (Psychological Services). We have received a lot of training.*

> *Trainings seem only to be open to psychologists, social workers, and behavior specialists. Classroom teachers (ESE and Gen. Ed.) are not being trained in this process. It needs to be mandatory training for all instructional staff.*

> *What Rti training is being provided to teachers?*

> *I haven't attended an RTI training because I have not seen one that seems directed toward classroom teachers or because it was given at a time that I was not available to attend.*

> *There are trainings, but the staff that need to be at these trainings are the teachers, who are an integral part of the RTI process. They need to understand and be on board with the process in order for it to be successful.*

This relative lack of training among teachers relative to behavior support staff likely presents a major barrier to implementation. Notably, one respondent's report of the success of RtI in the state pilot project suggests that when adequate training is provided to all staff and there is buy in among teachers that some level of success can be achieved. A second respondent's comparison between training received by coordinators in the pilot may be somewhat diluted for those not in the pilot. Training likely becomes increasingly diluted as it filters down to teachers. This may result in a massive process with minimal training and a lot of frustration.

> *I am in two schools involved in the RTI state project, therefore, I am fortunate to receive extra trainings and tremendous buy in from my colleagues. We have seen the fruits of all of the labor involved in providing an integrated curriculum focusing on targeting deficits to increase the student's independent performance on grade level. RTI definitely works well when your staff feels the support of the administration as well as the itinerant service providers. It is observable and convincing.*

> *As the appointed Intervention Coordinator, I have only been to two half day trainings for RtI. I have chosen to attend other trainings, but on my own time after school. Intervention Coordinators who have the RtI pilot program at their school have received much more training than those who are not given this opportunity.*

The challenge is that teachers teach during the day. For an endeavor that is at least perceived to be as complex as RtI there is likely a need to structure time to both train teachers and recruit buy in from all staff.

> *If there are, I haven't been able to access them because of my schedule and the need for me to be available to students during the day.*

These trainings need to be incorporated into our school day. Somehow PCS needs to reinstate our early release days so we can have this time. We are overwhelmed with all that needs to be done with just our curriculum needs. Since our trade time has been severely reduced there is no inducement for teachers to spend more of their own time for trainings.

Further, efforts should ensure that the same information is communicated to all involved.

Our county should have delayed hopping onboard the RtI train for a year in order to lay some track (train us). It was fun, but crazy to be 'creating' RtI in our schools last year, knowing everyone was probably doing it differently and eventually folks higher up would realize we were doing some things incorrectly. Should have been more thought out and should have been more of a top down approach. We are still learning while being required to train others.

The cart was put before the horse. No planning occurred to make this a universal process in the district.

Satisfaction/Commitment

Results presented in Tables 33-36 suggest that support for RtI is perceived to be strongest among district and school leadership relative to teachers and parents. Approximately 85% of respondents across groups agree that RtI is supported by district and school leadership. Ninety-five percent of Principals/APs agree that school leadership supports RtI. Agreement falls to the 50% range for perceptions of support of RtI by teachers and parents. Written comments supported this perception that there is considerable variability in support of RtI by teachers. For example:

Cannot comment, I can see that it varies greatly in the schools I have served

Several comments suggested that in many cases teachers may support the theory behind RtI, yet become frustrated by the process.

Administration, some of the teachers, and many of the parents appreciate the process of RtI. There is frustration with the length of time it may take to find the appropriate interventions but most find that children do get what they need. There are some extreme instances of behavior (hitting, aggressing, etc.) where this process is too delayed and it poses a physical risk to students and staff and is not in the best interest of the student or peers to have multiple interventions over the span of months time.

I think teachers would support RTI more if there were better processes in place for severe behavior problems, the problems where you have one student out of the whole grade or school that is out of control.

I am not sure about how the parents perceive this or support it. Teachers do support the theory but need more help, support, resources, training etc.

As this last comment suggested, parents are likely to be less informed concerning the RtI process. When parents are involved, the length of time involved in the process may hinder support.

Parents and teachers do not support the length of time it takes to process students.

Again, it depends on my school. I think that parents still believe that you should just test and then place their children in special ed. Teachers (and some administrators) have not had adequate training and/or are stuck in the old mindset.

Several comments suggested that support from teachers and parents may improve with increased communication that addresses concerns regarding the process. For example:

Parents aren't aware of it. My administrators are great. The AP is developing a wonderful system of tracking academics. No clear direction from district. Fortunately we are a Pilot school with wonderful direction from our coach. I can't imagine trying to do this without her. ESE jumped into this with both feet not knowing how it really works. It should be a curriculum supported program, not an ESE program. This leads everyone to believe that this is pre-referral for ESE, which it isn't. However, the district hasn't given any clear direction as to how this process (RTI) should fit with ESE referral and placement. I understand how it all works, but it doesn't work that way in our district. We need clear guidelines and expectations for ESE placement.

I am not sure our parents are aware of the process. Continued conversation will assist our teachers in better understanding the process we use at our school, and can be different school to school.

I am not sure that parents have received any info regarding this process. Although leadership and teachers support the idea of RTI, I think it is still too new and nebulous for all to have a clear understanding of when, how, and why to use this process.

Table 33: At my school, RtI is supported by district leadership.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	18	65	22	5	110
	16%	59%	20%	5%	
Teacher 3-5	11	60	13	3	87
	13%	69%	15%	3%	
Teacher-Middle	7	14	3	1	25
	28%	56%	12%	4%	
Teacher-High School	3	31	3	2	39
	8%	79%	8%	5%	
Teacher- ESE self-contained	7	27	3	1	38
	18%	71%	8%	3%	
Teacher- ESE resource	5	16	2	0	23
	22%	70%	9%	0%	
Principal/AP	23	54	9	4	90
	26%	60%	10%	4%	
Non-Classroom- Instructional	13	53	10	3	79
	16%	67%	13%	4%	
Behavioral Support Staff	45	90	32	12	179
	25%	50%	18%	7%	
Total	132	410	97	31	670
	20%	61%	14%	5%	

Table 34: At my school, RtI is supported by school leadership.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	27	65	17	3	112
	24%	58%	15%	3%	
Teacher 3-5	26	54	8	6	94
	28%	57%	9%	6%	
Teacher-Middle	6	21	1	1	29
	21%	72%	3%	3%	
Teacher-High School	5	29	4	1	39
	13%	74%	10%	3%	
Teacher- ESE self-contained	13	20	5	4	42
	31%	48%	12%	10%	
Teacher- ESE resource	6	19	1	0	26
	23%	73%	4%	0%	
Principal/AP	38	52	4	0	94
	40%	55%	4%	0%	
Non-Classroom-Instructional	20	57	6	3	86
	23%	66%	7%	3%	
Behavioral Support Staff	61	96	19	5	181
	34%	53%	10%	3%	
Total	202	413	65	23	703
	29%	59%	9%	3%	

Table 35: At my school, RtI is supported by teachers.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	6	59	34	9	108
	6%	55%	31%	8%	
Teacher 3-5	11	38	33	8	90
	12%	42%	37%	9%	
Teacher-Middle	1	16	9	1	27
	4%	59%	33%	4%	
Teacher-High School	0	24	13	2	39
	0%	62%	33%	5%	
Teacher- ESE self-contained	6	17	15	3	41
	15%	41%	37%	7%	
Teacher- ESE resource	1	17	8	0	26
	4%	65%	31%	0%	
Principal/AP	5	67	20	1	93
	5%	72%	22%	1%	
Non-Classroom-Instructional	6	42	29	5	82
	7%	51%	35%	6%	
Behavioral Support Staff	6	86	67	11	170
	4%	51%	39%	6%	
Total	42	366	228	40	676
	6%	54%	34%	6%	

Table: 36: At my school, RtI is supported by parents.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	2	36	53	7	98
	2%	37%	54%	7%	
Teacher 3-5	4	25	40	10	79
	5%	32%	51%	13%	
Teacher-Middle	1	11	9	5	26
	4%	42%	35%	19%	
Teacher-High School	0	18	13	6	37
	0%	49%	35%	16%	
Teacher- ESE self-contained	2	15	11	5	33
	6%	45%	33%	15%	
Teacher- ESE resource	0	11	10	0	21
	0%	52%	48%	0%	
Principal/AP	4	51	26	3	84
	5%	61%	31%	4%	
Non-Classroom- Instructional	0	38	22	8	68
	0%	56%	32%	12%	
Behavioral Support Staff	2	75	63	9	149
	1%	50%	42%	6%	
Total	15	280	247	53	595
	3%	47%	42%	9%	

Results presented in Table 37 support the trend found so far that considerable variability exists with respect to support for the RtI process with approximately half of respondents indicating their perception that staff are "on-board" with implementing RtI while half of respondents disagree. Notably, relatively few respondents either strongly agree or strongly disagree. This suggests that opinions regarding RtI are still in the formative stage and that successful implementation will likely require substantial effort on behalf of leadership to promote a strong sense of buy-in. The process itself will not bring a majority of staff on-board without a concerted effort from leadership personnel to support the process.

Table 37: Staff at my school are "on-board" with implementing RtI.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	7	47	46	12	112
	6%	42%	41%	11%	
Teacher 3-5	3	34	44	10	91
	3%	37%	48%	11%	
Teacher-Middle	1	17	8	3	29
	3%	59%	28%	10%	
Teacher-High School	1	22	17	3	43
	2%	51%	40%	7%	
Teacher- ESE self-contained	1	17	16	5	39
	3%	44%	41%	13%	
Teacher- ESE resource	1	14	9	2	26
	4%	54%	35%	8%	
Non-Classroom- Instructional	5	41	36	5	87
	6%	47%	41%	6%	
Principal/AP	2	58	28	2	90
	2%	64%	31%	2%	
Behavioral Support Staff	9	86	71	10	176
	5%	49%	40%	6%	
Total	30	336	275	52	693
	4%	48%	40%	8%	

Comments following this question supported the idea that successful implementation is associated with strong leadership. For example:

As long as communication is open, the staff have been very cooperative with working within the RTI framework.

At Gulfport, the administration supports RTI which leads teachers to support it.

Staff at my school are trying very hard to be "on-board" with implementing RtI. The county leadership could be more consistent with the plan and with one united voice could help convey that message to teachers. Instead, it was placed on Nancy Deane and the counselors to convey RtI to each school staff. It was very disjointed and "rules" changed constantly.

Comments suggested that a lack of communication and strong leadership can create a vacuum where teachers lose faith in the process.

As I have said all along some schools implement better than others and are more "on-board" than others. At times I think the ones that don't implement as well think this is just a "phase" and will pass.

I think most teachers believe that RTI will go away, and the school system will come up with another process in a few years.

Perhaps the most serious threat to buy-in is the perception that the true goal of RtI is to limit access to ESE services for children who may require these services to be successful. For example:

Many see it as a replacement for testing/staffing students with special needs (as it has been.)

It is the only way to get help. And it's getting harder to get kids the help they need. There is a movement in place to not get kids in special programs and leave them in general ed. In a perfect world, the gen ed teacher would have support to deal with these kids. But we have none. No help. And we are also expected to teach 18-20 other students while dealing with special needs. We are not trained for this. We cannot do it all.

The RTI process gets in the way of students receiving services from teachers with special education training.

However, they realize that the burden falls on them and the goal is to decrease behavioral concerns AND avoid placement of children...could this be a money issue from the state????

This perception is heightened when disruptive behavior does not improve as a result of RtI interventions for students that staff may view as incorrectly placed in a general education setting. Teachers become frustrated when disruptive behavior persists despite the workload required to implement the RtI process. For example:

I have given school based workshops on the process. Teachers feel the process is leaving children behind!

It takes too long to get the kids with severe emotional problems the help they need. During the extreme amount of time they are in the general education class, all students lose because it is difficult for everyone to learn.

RtI seems to put even more responsibility on teachers who are already overworked- without much support. It seems that more and more everything is increasingly falling on the teacher's shoulders. Teachers don't have time to teach anymore- instead we do paperwork, and the kids have to come second to the pile of paperwork on our desks. It seems backwards- shouldn't quality instruction be the priority?

I think our teachers are amazingly on board as far as filling out the paperwork and implementing the strategies. Most of them feel as I do - that this process is interfering with the other students' right to learn.

Implementation continues to be a very frustrating experience for teachers. High maintenance students are going without help.

I think most gen ed teachers are frustrated that the buck keeps getting passed around, the students that we are not trained to teach, such as ese, are in our rooms year after year, still struggling (or worse, some have given up on themselves), and we are not trained to teach them. Some feel like rti is a way to prolong the staffing process, or drag out the process.

Results presented in Table 38 suggested that perceptions regarding whether RtI is an effective framework for interventions varied somewhat across respondent groups. Elementary school teachers were least likely to agree with this statement. Their modest support, in the 50% range is likely associated with increased exposure to implementation difficulties associated with the process. Support was somewhat stronger with 62% agreement among middle school teachers. Agreement was particularly strong among high school teachers. It is possible that students with severe behavioral difficulties have already been staffed into ESE or have ceased school attendance entirely by the time they would have reached high school. Therefore, the population of students whose difficulties are addressed through the RtI process in high school is likely very different from the populations in middle school, and especially elementary school where students with severe behavioral difficulties are likely being served through the RtI process in the general education setting.

Fairly strong support in the 73-81% among ESE teachers is likely associated both with an increased understanding of behavioral intervention issues and processes associated with their training. Strong support in the 90% range among Principal/AP respondents is consistent with reports throughout the survey that this group is supportive of the process. Support is also strong among Behavioral Support Staff; 85% of whom agree that RtI is an effective framework for interventions. Teachers who disagreed with this statement were likely influenced by their frustration with implementation while strong support among leadership and behavior support staff suggest that the framework itself, the idea of RtI, can be effective both in theory and in application given the necessary supports.

Table 38: RtI is an effective framework for interventions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	6	49	38	25	118
	5%	42%	32%	21%	
Teacher 3-5	0	46	34	17	97
	0%	47%	35%	18%	
Teacher-Middle	2	16	8	3	29
	7%	55%	28%	10%	
Teacher-High School	4	35	7	0	46
	9%	76%	15%	0%	
Teacher- ESE self-contained	2	28	9	2	41
	5%	68%	22%	5%	
Teacher- ESE resource	2	19	2	3	26
	8%	73%	8%	12%	
Non-Classroom- Instructional	13	54	16	6	89
	15%	61%	18%	7%	
Principal/AP	22	64	5	4	95
	23%	67%	5%	4%	
Behavioral Support Staff	37	121	21	7	186
	20%	65%	11%	4%	
Total	88	432	140	67	727
	12%	59%	19%	9%	

This was both the first question asked of respondents and the one that elicited the most written comments. Nearly 200 respondents commented on their perception of the effectiveness of the RtI process. While it was the first question asked, it is listed as the last question in this section as respondents' comments reflected each of the main themes noted throughout this section.

The first theme has been that in order for the RtI process to work there must be an active, positive leadership component supporting the process at the school level. For example:

> *My main concern is that for RtI to be effective it must be part of the culture of the school and until that happens RtI will not be effective.*

> *When everybody is supportive of the process it works great.*

> *When implemented appropriately, some teachers are finding it effective. It definitely requires Administrative support to implement with integrity.*

> *With the right supports in place, it is an effective framework. Without the supports and administrative support, it does not work.*

One component of this support must serve to clarify and streamline the process to address confusion and concerns among those implementing it. For example:

> *It's hard to tell if it would be effective or not because the majority of us have had very little training. It seems that the RTI pilot schools have had training and have support - other schools were just told that RTI is the law and they need to be doing RTI…There needs to be a clear, county-wide process, training for school teams, and a network of people to ask when questions arise (not just one supervisor). In addition, the interventions suggested are not always realistic for classroom teachers to implement.*

> *Our school has been trying to implement RTI, but we are finding it difficult to get any assistance in how it should be set up. Too many teachers don't understand their role. Generally they don't understand the process and how it is now to be used not only to set up interventions, but to eventually identify those who don't respond to the interventions. It is a difficult and long process to construct an effective framework for something that is learn as you go.*

Teacher workload and a perceived lack of necessary supports is also a central issue. For example:

> *Currently, its effectiveness is compromised by teachers not having sufficient time to do what they are already asked/required to do; conflicting goals, mandates, and curriculum directives; stress on teachers, parents, and students from FCAT, 3rd grade retention, NCLB/AYP/accountability issues, and now budget concerns. If RtI could take precedence over some/all of these issues, and teachers had time to focus on interventions and attend meetings, the RtI process could be powerful.*

> *RtI could be an effective framework if it was funded. As it is, most interventions have now become the responsibility of the classroom teacher as well as the progress monitoring of it. By the time a classroom teacher refers a student they have already completed all the interventions they know of. As they now switch to referring students to the RtI team as soon as an intervention is required, they are now responsible for the entire intervention process with fewer resources with which to do it.*

> *I have an EH background and actually worked at an SED center, I have been used by our school to develop behavior plans, create monitoring documents, collect and analyze data. I have been used as an intervention room and as a resource for teachers. I do believe in the past that many students were staffed too easily, but honestly this process makes it almost impossible to staff a student. It places tremendous burden on an already understaffed school (very labor and time intensive)... As far as learning gains/SLD the process is so extensive and the county does not staff the school with personnel who can assist in the process so those who have been pulled from other duties, are not providing other services that enhanced and supported the students.*

This last comment acknowledged the concern that students may have previously been staffed too easily into ESE. The RtI process is, in part, designed to serve students' educational needs in the least restrictive environment. However, many comments, not only in response to this question, but throughout the survey have indicated that RtI appears to present a roadblock to identification for students who are perceived by

staff to clearly exhibit severe behaviors that may be associated with an emotional/behavioral disorder. For example:

> *As a County we fail to meet the needs of severe behaviors in a timely fashion.*

> *I feel that each student is different and therefore requires different interventions and time lines for those interventions, not a one size fits. Some students are more severe and require a faster track for LRE.*

> *I agree for students who are experiencing academic difficulties. However, for a behavioral issue, it takes too long. Teachers and students are suffering because of one child's behavior.*

> *Too SLOW. Last school year, at…, I had a kindergarten student who was violent, aggressive, erratic, unpredictable, (surprise) disruptive (to say the least) and subjected to individual, small group, and large group intervention. RIT appeared to me to be completely ineffective and subjected the entire class to physical danger and emotional trauma.*

> *"Canned" interventions won't work for every child. Tier one and two are great for children who need social skill training or some behavior modification. It doesn't work for children who are punching, kicking, spitting, urinating on the floor, and injuring staff.*

> *I have watched a student practically destroy a classroom and the teachers' motivation to teach and nothing is happening.*

> *We have had teachers crying at the end of the day (many days) because a particularly disruptive/aggressive child physically abused them or the other children with no relief in sight. Teachers so disappointed that all their time and energy is spent in trying to deal with these behaviors or with children with processing deficits so severe that they cannot learn to read or write. They worry that the other children are suffering academically. We had one child here who was almost daily physically abusing the teachers and the other children. It took MONTHS for that child to go to a special program. There were BRUISES on these teachers! One intervention was to provide that child with the class aid, just for him. That meant that the other children who needed the attention, were given much less because they were not aggressive or disruptive. Something is WRONG here!!!!!*

> *The program has great intentions but there are those students who need attention earlier in school. In kindergarten, all that can be done is a recommendation to start the RTI process. It will be months or years before these students can start getting assistance because it is required that they go through the entire RTI process. I understand the purpose of the process, but I think there should be a way to speed up the steps for extreme cases.*

Two comments in this section expressed an understanding of the role of conduct disorder and its relationship to ESE staffing and provided suggestions to address this issue.

> *It's very frustrating to focus on external behaviors for the FBA, when eligibility requires internalizing behavior. We need a "conduct disorder" program to address the external behaviors that we focus on in RTI. It's very frustrating and difficult to implement and follow. No two people/schools follow the process the same way. Staffing specialists then determine eligibility or rather, ineligibility without ever seeing the child or understanding the implications of the extreme behavior. There is a real disconnect in this process.*

I think that some students need to change their classroom setting even while they are being studied. Usually the students being evaluated are extremely disruptive and this process is very slow. Also we coddle a lot of children with disruptive behaviors all through elementary school. But as soon as they get to middle school they are removed or expelled. If we designed alternative programs including family counseling prior to this we might save more children.

Comments above highlighted the importance of staffing severe cases. They also highlighted the issue of time. Many comments throughout the survey indicated perceptions that the process is too slow to intervene effectively. Attempts to clarify timelines and address concerns regarding the time that students spend at each point in the process may address this issue.

RTI does come up with interventions, but it is an extremely slow process. It has been good, in that, it has required that interventions actually be done and progress is monitored and graphed. However, I feel that it could be streamlined. It has helped to focus staff on realistic interventions to help children but it is cumbersome.

However it is tedious, time consuming and frustrating because sometimes students who really need help are within the process for a very long time. And if a teacher doesn't start it in time, it can easily carry over into a new school year and sometimes even start again.

I agree that it can be effective but it is very slow.

An issue that must be addressed with regard to the length of the process is the perception by some that the true intention of the RtI process is to deny ESE services to students who require them. This belief can completely undermine the process and where it exists RtI will not be effectively implemented.

Appears to be an ambiguous framework that continues to support a state and national trend to provide fewer support services for needy children. At best, it is a slow moving cog in the wheel that keeps reinventing ideas for the classroom teacher to implement (possibly without providing the resources, tools or adequate time in which to implement them successfully, while still fulfilling Tier 1 teaching responsibilities).

RtI is a frustrating process set up to keep students from receiving intervention services to save the Federal Government and the State of Florida money.

The ultimate test of whether RtI is an effective framework for interventions is whether students' behavior improves. Throughout the survey there were minimal levels of support in the written comments for the effectiveness of RtI with respect to behavioral improvement. Quantitative responses indicated that half or more of the respondents generally reported a positive impression of RtI- agreeing with statements supportive of RtI. However, these respondents rarely provided convincing support through comments and no instances were offered where a respondent reported that a specific student was helped in some way by the process. We didn't request this information specifically, but one would expect at least one comment somewhere stating that RtI helped a student in some specific way. By contrast, there were several of the more disturbing anecdotes of student aggression such as those listed above and many comments reflecting frustration that the process has not resulted in behavioral improvement. For example:

I have not seen any positive changes as a result of the RTI process.

I have not seen the RTI process work with any of my students. Last year it was a complete mess, students who were referred to the team did not get the interventions appropriate to them. The processes turned into arguments between the RTI Team. Students who were in the process last year had to begin all over again this year...and it has been slow going!!! Students who need

additional support are not getting the support they need. As a teacher, I am being overwhelmed with so many different things to do for many different students. There is not enough time to implement interventions appropriately

Good teachers know kids and in my case, have already tried several different "interventions" on their own which have not worked. That's why they are seeking assistance with a child (who is usually severe). To be told to go back and "try something different" makes sense on paper, but my experience has been that it is a long process that really does not help the child. It prolongs the problem. It seems more about documenting and jumping through hoops rather than really truly helping kids.

At this point, I do not feel that RTI is effective. It is difficult to implement because the process is not easy to understand. However, some of the interventions are valuable. Although in my experience, the three separate behavior plans I have implemented have only had minimal success.

Many of the difficulties presented throughout this evaluation of RtI were included in this comment.

I am torn between agreeing and disagreeing because of the inconsistency in how help is ultimately given to children. Children are still falling through the cracks and not getting the help they need. I thought that RTI would help these children. So far I don't see it. Plus the teacher still is at a disadvantage because the teacher is not given any additional time or resources to help implement strategies or even to collect data. All of this is very time consuming when you are still trying to teach and deal with everyone else's issues.

This comment suggests the teacher's hope that RtI would result in improvement. Many comments have indicated an agreement with the theory behind RtI and the desire to provide whatever is needed to help children improve. These attitudes are often juxtaposed with frustration concerning lack of clarity in the process. The disconnect between the demands placed upon teachers and the resources provided to implement the RtI process is also evident in this comment as it has been throughout this survey. Difficulties with the process are then magnified when severe behaviors persist in the general education environment and children are perceived to have fallen through the cracks.

RtI Summary

Results presented throughout this section suggest that the process of RtI can be useful as a means of organizing a system in which interventions are provided to address students' behavioral needs within the general education setting. Results also clearly suggest that successful implementation of the RtI system as a means of addressing behavioral difficulties will require substantial amounts of communication, organization, and support that appear to be currently in the formative stage of implementation.

The main policy threat to RtI is the view of some that it is a system put in place to delay and deny access to special education services to students with behavioral disabilities that was initiated by the state as a cost saving measure. To the degree to which this perception exists, the RtI system will fail as a means of addressing students' behavioral needs. Teachers and staff will not buy into a system that they believe is designed to fail to provide necessary behavioral intervention services to their students.

While perceptions are immensely important, the most pressing implementation issue appears to be that of addressing the difficulties of students with extreme behavioral difficulties. Results suggest that RtI may be implemented in lieu of referral for special education evaluation for students who are habitually violent in the school setting. Clear communication appears necessary concerning the means of addressing these

cases in PCS. Anecdotal evidence provided by several comments suggests that in some cases students may be assaulting teachers repeatedly without a referral for special education evaluation. The existence of these cases appears to provide teachers with the impression that the RtI process itself is taking precedence over the needs of the student with behavioral difficulties, the student's classmates, and the safety of the teachers involved.

Leadership must also provide the support necessary to implement the RtI process. In some cases, the application of RtI may not be practical without additional supports. For example, it may be impractical to require a teacher in a classroom with 25 students to provide written documentation of continuous behavioral monitoring for three students without the support of an aide. It may be that there is insufficient funding to provide an aide to document behavioral functioning. If this is the case then there may be insufficient funding to implement RtI. This is a source of substantial concern for teachers and it breeds the perception that RtI is an unfunded mandate. To be successful, this problem must be addressed more effectively district-wide.

Results also suggest that continued improvement is necessary in clarifying the specific content within the RtI process. Uniformity district-wide is important in terms of the behavioral interventions available to address the needs of students served through RtI at each tier of implementation. Increased clarity concerning the availability and use of behavioral monitoring methods also appears necessary. This is a massive undertaking and student services staff in particular are to be commended for their efforts in this area thus far. Importantly, though, RtI is an organizational process that demands a high level of organization. Lack of clarity concerning the contents within the process will undermine it completely.

The length of the RtI process also emerged as a central issue. Several comments suggested that some teachers will likely not refer a student to the RtI team because they view it as an endless dead-end. While there will always likely be variability in the length of the process due to scheduling and the nature of the particular behavioral difficulty being addressed, it appears necessary to address the perception that RtI is a process without a clearly defined timetable. This issue is again most central to that of addressing the needs of students with extreme levels of behavioral disruption. In these cases, respondents were concerned that the process would last a year or more with no positive results.

In the past, students may or may not have been staffed too easily into ESE due to behavioral disruption. Optimally, the RtI process will more effectively serve the needs of these students than placement in an ESE setting. It appears that strong communication is necessary both in terms of broad policy and on a case to case basis to determine which students are in fact best served by the RtI process. There should be cases where professionals agree that a student is displaying behavior that is disruptive, but can be addressed effectively through strong implementation of behavioral supports within the general education setting. There should also be agreement that this student does not meet the threshold necessary to suspect the presence of an emotional/behavioral disability. There should be an expectation that this student can show improvement through effective provision of interventions within the RtI framework. Ultimately, the success of the RtI process will depend upon effective identification of these students and provision of clear, well-defined interventions with the supports necessary for them to be effective.

Florida Positive Behavior Support Project (FLPBS)

The next three sections covering FLPBS, CHAMPS, and Foundations will follow the same structure as the first section in which RtI was examined. In this section, the Florida Positive Behavior Support Project (FLPBS) is examined with respect to Understanding, Implementation, Training, and Satisfaction as reported in response to both interviews of key personnel as well as the district-wide survey of teachers, administrators, and behavior support staff.

In several tables in this section, totals are presented when there is little variability in responses across respondent groups. The smaller sample size responding to the FLPBS set of questions also increased the likelihood that differences between groups were due to chance variability.

Understanding/Awareness

Basic Knowledge

Results presented in Tables 39-42 suggest that respondents possess a basic understanding of the principals underlying the FLPBS. More than 90% of all respondents agreed with statements describing the basic tenets of the FLPBS. For the sake of parsimony, only totals are presented, as there was minimal variability both overall and across respondent groups.

Table 39 FL-PBS concerns the behavioral interventions on the behavior side of RtI.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	21	139	15	2	177
	12%	79%	8%	1%	

Table 40: The primary goal of the FLPBS is to increase the capacity of schools to address problem behavior through support of positive behavior.			
	Agree	Disagree	Total
Total	178	3	181
	98%	2%	

Table 41: FLPBS is a process.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	42	125	7	0	174
	24%	72%	4%	0%	

Table 42: FLPBS offers processes for behavior interventions.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	33	131	11	2	177
	19%	74%	6%	1%	

Results presented in Table 43 indicate an approximate 50/50 split in agreement concerning whether the Department of Education has mandated the use of the FLPBS. Principals/APs and Behavioral Support Staff appeared more likely than teachers to recognize that the FLPBS is not mandated by the Florida DOE. Lack of clarity concerning this issue is likely due in part to difficulty recognizing the FLPBS acronym.

Table 43: The Department of Education has mandated use of the FLPBS.	Agree	Disagree	Total
Teacher PK-2	6	5	11
	55%	45%	
Teacher 3-5	4	4	8
	50%	50%	
Teacher-Middle	6	6	12
	50%	50%	
Teacher-High School	25	18	43
	58%	42%	
Teacher- ESE self-contained	5	6	11
	45%	55%	
Teacher- ESE resource	4	0	4
	100%	0%	
Non-Classroom- Instructional	5	11	16
	31%	69%	
Principal/AP	5	14	19
	26%	74%	
Behavioral Support Staff	17	30	47
	36%	64%	
Total	77	94	171
	45%	55%	

Understanding of Intervention Framework

Results presented in Table 44 indicate that those responding to the survey agree at a rate of 78% that they understand how intervention programs fit into the FLPBS. Results presented in Table 45 indicate that 65% of those responding agreed that they know of intervention programs that will fit into each of the three intervention tiers of the FLPBS system. These results suggest that a moderate level of understanding exists among those responding to the survey. However, given that FLPBS is a grant-funded program targeted to 19 schools in PCS, one might expect a higher level of knowledge among those participating. The response rate to this survey also qualifies these results in that only 11 general education teachers at the middle school level responded to this section of the survey out of 8 middle schools in which FLPBS is implemented. Response rates appeared to be somewhat higher at the elementary and high school levels. At the elementary school level, 20 general education teachers responded out of six schools in which FLPBS is implemented. At the high school level, 43 teachers responded out of five schools.

The limited volume of comments received following these two questions also suggest that understanding of, or investment in FLPBS may not be as prevalent as one would expect. In contrast to the volume of comments that were obtained in response to the RtI questions, there was only one respondent who

provided the comment "makes sense" following the question in Table 44 and less than 10 comments following the question in Table 45.

Comments following the question in Table 45 included:

> *When our school participated, I felt the training was very basic and narrow in terms of interventions (my area of expertise.)*

> *We have been a PBS school for 2 years- I have no idea.*

> *That is why I developed the tier diagram for our school when being trained with PBS/ But again I do not have the time to even work on this program to the fullest because of all our other duties*

Each of the other remaining comments stated that the respondent was not entirely familiar with PBS.

Taken together, these data suggest that there may be a core group of teachers, particularly at the elementary and high school levels, who possess an understanding of the FLPBS process. However, more work appears necessary to enhance understanding. This may be particularly true at the middle school level.

Table 44: I understand how behavior intervention programs fit into the FLPBS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	3	3	4	1	11
	27%	27%	36%	9%	
Teacher 3-5	1	8	0	0	9
	11%	89%	0%	0%	
Teacher-Middle	1	9	1	0	11
	9%	82%	9%	0%	
Teacher-High School	7	23	13	0	43
	16%	53%	30%	0%	
Teacher- ESE self-contained	1	6	3	1	11
	9%	55%	27%	9%	
Teacher- ESE resource	0	4	0	0	4
	0%	100%	0%	0%	
Non-Classroom- Instructional	1	11	3	1	16
	6%	69%	19%	6%	
Principal/AP	3	14	2	0	19
	16%	74%	11%	0%	
Behavioral Support Staff	11	30	9	1	51
	22%	59%	18%	2%	
Total	28	108	35	4	175
	16%	62%	20%	2%	

Table 45: I know of programs that will fit into each of the three intervention tiers of the FLPBS system.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	1	5	3	1	10
	10%	50%	30%	10%	
Teacher 3-5	1	5	1	0	7
	14%	71%	14%	0%	
Teacher-Middle	1	7	1	0	9
	11%	78%	11%	0%	
Teacher-High School	5	22	12	1	40
	12%	55%	30%	2%	
Teacher- ESE self-contained	0	5	4	2	11
	0%	45%	36%	18%	
Teacher- ESE resource	0	2	2	0	4
	0%	50%	50%	0%	
Non-Classroom- Instructional	0	8	8	1	17
	0%	47%	47%	6%	
Principal/AP	3	10	3	1	17
	18%	59%	18%	6%	
Behavioral Support Staff	7	24	17	0	48
	15%	50%	35%	0%	
Total	18	88	51	6	163
	11%	54%	31%	4%	

Overall Understanding

Results presented in Table 46 indicate that 61% of respondents agree that they have read research supporting the FLPBS. Results presented in Table 47 indicate that 75% of respondents agree that they have a clear understanding of the role of FLPBS at their school. These results, combined with those presented so far, suggest that there may some level of understanding of FLPBS. There may be certain schools where there is a higher level of understanding of the program. Yet the overall response rate to these questions as well as the rate of agreement in the responses provided appears to indicate that this is a program that is not widely understood.

Interview results supported these conclusions. While state funding has been provided to train school personnel through USF for the last four years, collaboration between USF and PCS schools was identified as being less than optimal. The goal of USF training has been to build capacity within the district to support ongoing monitoring and implementation of FLPBS within PCS. This process includes the provision of assessments to be used consistently by staff to measure fidelity to the critical elements of implementation. A district coordinator provides district level support and to promote effective

implementation. Interviews suggested that these supports are utilized inconsistently by school personnel. Feedback also suggested that activities required to support FLPBS can be perceived by some as more of a burden than a support with regard to addressing student behavior.

Table 46: I have read research supporting FLPBS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	2	3	3	3	11
	18%	27%	27%	27%	
Teacher 3-5	1	5	1	2	9
	11%	56%	11%	22%	
Teacher-Middle	1	5	4	1	11
	9%	45%	36%	9%	
Teacher-High School	3	21	13	4	41
	7%	51%	32%	10%	
Teacher- ESE self-contained	1	5	4	1	11
	9%	45%	36%	9%	
Teacher- ESE resource	0	2	1	1	4
	0%	50%	25%	25%	
Non-Classroom-Instructional	3	5	7	2	17
	18%	29%	41%	12%	
Principal/AP	3	13	3	0	19
	16%	68%	16%	0%	
Behavioral Support Staff	10	23	15	2	50
	20%	46%	30%	4%	
Total	24	82	51	16	173
	14%	47%	29%	9%	

Table 47: Overall, I have a clear understanding of the role of FLPBS at my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	1	4	4	0	9
	11%	44%	44%	0%	
Teacher 3-5	2	4	2	1	9
	22%	44%	22%	11%	
Teacher-Middle	4	5	2	1	12
	33%	42%	17%	8%	
Teacher-High School	6	24	11	2	43
	14%	56%	26%	5%	
Teacher- ESE self-contained	3	6	0	2	11
	27%	55%	0%	18%	
Teacher- ESE resource	0	4	0	0	4
	0%	100%	0%	0%	
Non-Classroom- Instructional	2	11	4	0	17
	12%	65%	24%	0%	
Principal/AP	7	11	1	0	19
	37%	58%	5%	0%	
Behavioral Support Staff	13	24	15	0	52
	25%	46%	29%	0%	
Total	38	93	39	6	176
	22%	53%	22%	3%	

Implementation/Level of Use

Relationship between PBS and RtI

Results presented in Tables 48 and 49 indicate that respondents do not believe that implementing FLPBS will contradict with RtI and they do believe that the FLPBS is consistent with the core values of RtI.

Table 48: I believe that implementing FLPBS will contradict with Response to Intervention.		
	Agree	Disagree
Total	12	150
	7%	93%

Table 49: FLPBS is consistent with the core values of RtI.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	33	129	9	1	172
	19%	75%	5%	1%	

Results presented in Table 50 are consistent with responses to the basic knowledge questions in that approximately 75% of respondents agreed that they were aware of the FL-PBS process at their school.

Table 50: I understand how RtI and Positive Behavioral Supports are integrated at my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	1	1	3	2	7
	14%	14%	43%	29%	
Teacher 3-5	1	9	0	0	10
	10%	90%	0%	0%	
Teacher-Middle	2	7	2	1	12
	17%	58%	17%	8%	
Teacher-High School	3	23	11	3	40
	8%	58%	28%	8%	
Teacher- ESE self-contained	0	6	2	3	11
	0%	55%	18%	27%	
Teacher- ESE resource	0	4	0	0	4
	0%	100%	0%	0%	
Non-Classroom- Instructional	2	9	5	1	17
	12%	53%	29%	6%	
Principal/AP	3	13	2	1	19
	16%	68%	11%	5%	
Behavioral Support Staff	11	32	8	0	51
	22%	63%	16%	0%	
Total	23	104	33	11	171
	13%	61%	19%	6%	

Progress Monitoring

According to the Florida PBS, "Florida's PBS project collects evaluation reports from all of its PBS schools at least twice per year, at midyear (December) and at the end of the year (June). These reports are used by the FLPBS project and the state funding source to assess the effectiveness of the FLPBS project activities. The reports are also summarized and provided to each school via the district coordinator. The evaluation reports on each school in a district are reviewed with the district coordinator, and successes and issues are identified for discussion at the next scheduled district action planning session"

Results presented in Table 51 indicate that, among the three-quarters of respondents who were aware of the FLPBS process, a majority agreed that the school-wide benchmark of quality would provide a clear picture about its implementation status. Eight comments were elicited following this question, half of which stated a lack of awareness of FLPBS. The remaining four comments were:

> *Our system worked before PBS was a requirement. To the extent our school continues to use Love and Logic and Character Education as primary tools, we will continue to be award winning. Scuttle those programs and replace with PBS and the school won't be award winning.*

> *Just using the data on Office Discipline Referrals (ODRs) is not sufficient to determine PBS's efficacy. This data must be disseminated further and other measures created to determine fidelity and success of interventions at the Tier II and III levels of intervention.*

> *Even with a strong PBS system, RTI does not take this into consideration and treats us as a school that does not use that support - since every kid receives it.*

> *I fully support this program.*

While there is generally strong support for the school-wide benchmark of quality, the second comment above suggests that there may be some inconsistency in the methods used in this process.

Table 51: The school-wide benchmark of quality will provide a clear picture about the implementation status of FLPBS in my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	Total
Total	29	86	13	3	52	183
	16%	47%	7%	2%	28%	

Results presented in Table 52 are consistent with those in Table 51. Among the three-quarters of respondents familiar with FLPBS, a majority supported use of the tools used to gauge its implementation. The two comments that were elicited following this question were:

> *To the extent people open the software and look at the graphs, it is useful.*

> *Data is given to us at faculty meetings. Our PBS team is headed by a very involved AP.*

These two comments effectively highlight the central importance of school-level buy-in. The first comment indicates the benchmark of quality is only as useful as the extent to which staff open the software, while the second comment indicates that proactive involvement of leadership personnel is likely essential to

effective implementation. Similar to results found with respect to RtI, proactive, supportive school leadership appears essential to implement these behavioral intervention processes effectively.

Table 52: The tools used to gauge implementation of FLPBS at my school are useful.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not sure which tools are used	Total
Teacher PK-2	1	3	0	1	3	8
	12%	38%	0%	12%	38%	
Teacher 3-5	2	3	1	0	1	7
	29%	43%	14%	0%	14%	
Teacher-Middle	0	6	0	0	6	12
	0%	50%	0%	0%	50%	
Teacher-High School	3	19	7	1	14	44
	7%	43%	16%	2%	32%	
Teacher- ESE self-contained	0	8	1	2	0	11
	0%	73%	9%	18%	0%	
Teacher- ESE resource	0	3	0	0	1	4
	0%	75%	0%	0%	25%	
Non-Classroom- Instructional	2	8	0	0	7	17
	12%	47%	0%	0%	41%	
Principal/AP	5	11	2	0	1	19
	26%	58%	11%	0%	5%	
Behavioral Support Staff	6	24	3	1	15	49
	12%	49%	6%	2%	31%	
Total	19	85	14	5	48	171
	11%	50%	8%	3%	28%	

Quality of Implementation

Results presented in Table 53 provided weak support for the belief that FLPBS is well implemented throughout PCS. A majority of respondents either disagreed or were not sure regarding this statement. The five comments elicited following this question were telling. They were:

> *Only at selected schools that are interested in PBS and who have received training. Not a mandatory program. It could be wider in its implementation.*

> *I don't feel like my answers to the above questions about FLPBS are accurate. I don't know enough about them to answer.*

> *Many schools are not participating and resources for implementation have decreased.*

I know that we have this program at our school, but truthfully...we have received not even the bare minimum of training and information about it.

I think that it SHOULD be implemented more thoroughly, but I am aware that PBS is NOT utilized as much as it should be.

The second comment above spoke for the 35% of respondents who endorsed the "I am not sure" option in response to this question. The remaining comments are fairly clear in their assessment that implementation of FLPBS has been restricted. One comment suggests that resources for implementation have decreased. If true, this would serve to undermine a process that may require more support to be effective.

Table 53: I believe that FLPBS is well implemented throughout PCS.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I am not sure	Total
Teacher PK-2	0	3	1	1	6	11
	0%	27%	9%	9%	55%	
Teacher 3-5	0	1	3	0	5	9
	0%	11%	33%	0%	56%	
Teacher-Middle	0	3	4	1	3	11
	0%	27%	36%	9%	27%	
Teacher-High School	0	16	9	3	16	44
	0%	36%	20%	7%	36%	
Teacher- ESE self-contained	0	6	1	2	2	11
	0%	55%	9%	18%	18%	
Teacher- ESE resource	0	2	1	0	1	4
	0%	50%	25%	0%	25%	
Non-Classroom- Instructional	1	2	5	1	8	17
	6%	12%	29%	6%	47%	
Principal/AP	1	4	10	1	3	19
	5%	21%	53%	5%	16%	
Behavioral Support Staff	0	11	21	1	19	52
	0%	21%	40%	2%	37%	
Total	2	48	55	10	63	178
	1%	27%	31%	6%	35%	

Results presented in Table 54 are consistent with prior data in that those who are aware of the FLPBS process agree that they are comfortable implementing PBS strategies effectively. Responses consistently suggest that there is a group of teachers for whom FLPBS may be understood and implemented with fidelity. Responses, as well as the absence of responses particularly at the middle school level, also suggest that understanding and implementation is not as prevalent or consistent as it should be overall in the 19 participating schools.

The Florida PBS describes their role in implementation of the PBS as:
"Florida's Positive Behavior Support Project (FLPBS) serves a coaching and support role for each of the district leadership teams" Support is provided through ongoing technical assistance and training on an as-needed basis. Support has included but is not limited to: bus driver training, assistance with grant writing, district level meetings, training across all three tiers, training on data systems, ongoing communication with the District Coordinator, data analysis, and on-site intervention support with identified Coaches/Facilitators to build capacity, etc. Additional faculty from USF (who work primarily on the Project) may assist with PBS activities in the district (e.g., trainings, meetings, technical assistance activities, etc.). The purpose of the FLPBS:RtIB Project is to build district capacity in addressing problem behaviors across the continuum of supports (i.e., tiers).   District personnel must be present for any training and/or technical assistance whether district-wide and/or on-site school-based in order to assist in building the strengths within the district (i.e., enhancing district infrastructure) and prevent over reliance on outside expertise."

"The PBS District Leadership Team has been facilitated by SEDNET (District Coordinator) and FLPBS: RtIB Project Technical Assistance Provider. Additional members have included but are not limited to: Assistant Superintendent of ESE and Student Services; Regional Directors of Operations: ESE Low Prevalence, Student Services: Psychology and Social Workers; Safe and Drug Free Schools; Small Learning Communities Drop Out Prevention; Title I; Transportation; and Response to Intervention Regional Coaches."

"Coaches are identified by the District Coordinator in collaboration with the school administrator. The role of PBS Coaches (internal) in Pinellas is to be a school based person who assists with facilitation of the PBS process, supporting PBS teams, training and related activities. School Based PBS Coaches serve as Coaches/Facilitators in addition to their regular positions as Assistant Principal, Behavior Specialist, School Psychologist, School Social Worker, Guidance Counselor, VE Liaison, and District ESE Specialists. Pinellas' elimination of District Level Coaches (external) has reduced the level of support once provided to school based (internal) Coaches and the participating PBS schools. For a list of Coaches' roles and responsibilities please see the attachment".

A "district readiness checklist" developed by the FLPBS may be used for the evaluating the implementation readiness and the implementation level of the FLPBS in schools and in the district.

Table 54: I am comfortable with my ability to implement PBS strategies effectively.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total
Teacher PK-2	2	7	0	2	0	11
	18%	64%	0%	18%	0%	
Teacher 3-5	1	6	1	0	0	8
	12%	75%	12%	0%	0%	
Teacher-Middle	1	8	0	1	2	12
	8%	67%	0%	8%	17%	
Teacher-High School	4	24	10	0	3	41
	10%	59%	24%	0%	7%	
Teacher- ESE self-contained	1	9	0	1	0	11
	9%	82%	0%	9%	0%	
Teacher- ESE resource	0	3	1	0	0	4
	0%	75%	25%	0%	0%	
Non-Classroom- Instructional	3	10	2	0	2	17
	18%	59%	12%	0%	12%	
Principal/AP	5	10	2	0	2	19
	26%	53%	11%	0%	11%	
Behavioral Support Staff	9	19	10	0	12	50
	18%	38%	20%	0%	24%	
Total	26	96	26	4	21	173
	15%	55%	15%	2%	12%	

Training

Participation

Results presented in Table 55 indicate that 28% of respondents have not received FLPBS training. Of those who report having received training, more than half indicate having received site-based training, while smaller percentages report receipt of PCS, USF, or other ProEd training. When examining Table 55 it is important to note than any respondent may have endorsed attending multiple types of training. For instance, 10 3rd-5th-grade teachers completed the FLPBS survey questions. Of those, 7 indicated they completed PBS site-based training, 2 indicated that they completed USF PBSP training, and 2 indicated that they have not had FLPBS training. Therefore, of the 8 who attended any training, one must have attended both the site-based training and the USF training.

Table 55: I have received FL-PBSB training (check all that apply)						
	PBS Site-based training	PBS PCS training	USF PBSP	PBS Other ProEd	I have not had FL-PBSB training	Total***
Teacher PK-2	5*	0	3	2	2	12
	42%**	0%	25%	17%	17%	
Teacher 3-5	7	0	2	0	2	10
	70%	0%	20%	0%	20%	
Teacher-Middle	8	3	2	2	2	13
	62%	23%	15%	15%	15%	
Teacher-High School	25	10	4	7	15	47
	53%	21%	9%	15%	32%	
Teacher- ESE self-contained	9	1	1	2	2	11
	82%	9%	9%	18%	18%	
Teacher- ESE resource	3	2	0	0	0	4
	75%	50%	0%	0%	0%	
Non-Classroom- Instructional	11	4	3	1	5	17
	65%	27%	18%	6%	29%	
Principal/AP	15	15	11	4	2	19
	79%	79%	58%	21%	11%	
Behavioral Support Staff	19	20	15	10	21	52
	37%	38%	29%	19%	40%	
Total	102	55	41	28	51	185
	55%	30%	22%	15%	28%	

* the N is the number of respondents who endorsed each type of training

** the % for each type of training is the % of the total number of respondents within each group

*** this Total is the total number of respondents in each group

Effectiveness

Results presented in Table 56 indicate that most of those who have received training believe that it has provided them with the skills necessary to implement positive behavioral interventions. Among the minority of respondents who disagreed, comments indicated their view that training in FLPBS was somewhat redundant with their existing knowledge base. For example:

My knowledge and experience far surpasses what we received for the weeklong training.

I have not attended enough to state that they have provided me with the skills, but it supports a lot of the information through trainings that I've had with behavioral interventions.

It mainly reminded me of what I already knew.

My training and experience as a Teacher and School Social Worker has provided me with skills and tools that make it possible for me to implement positive behavioral interventions with students and staff on behalf of the students.

Table 56: FLPBS trainings have provided me with the skills necessary to implement positive behavioral interventions.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I have not had FLPBS training	Total
Teacher PK-2	3	4	1	0	2	10
	30%	40%	10%	0%	20%	
Teacher 3-5	0	5	1	0	2	8
	0%	62%	12%	0%	25%	
Teacher-Middle	1	7	0	1	3	12
	8%	58%	0%	8%	25%	
Teacher-High School	4	21	5	1	14	45
	9%	47%	11%	2%	31%	
Teacher- ESE self-contained	2	7	0	1	1	11
	18%	64%	0%	9%	9%	
Teacher- ESE resource	0	4	0	0	0	4
	0%	100%	0%	0%	0%	
Non-Classroom-Instructional	2	7	1	0	7	17
	12%	41%	6%	0%	41%	
Principal/AP	6	9	2	0	2	19
	32%	47%	11%	0%	11%	
Behavioral Support Staff	9	17	3	0	21	50
	18%	34%	6%	0%	42%	
Total	27	81	13	3	52	176
	15%	46%	7%	2%	30%	

Results presented in Table 57 indicate a 50/50 split in the number of respondents who believe that there are sufficient trainings to learn about FLPBS in PCS. Comments following this question were informative. For example:

Only those schools who want to participate and who have a certain percentage of staff buy in PBS attend trainings.

I attended training, but they should offer more opportunities. I was disappointed at the small number of people at my training.

We have a yearly meeting/training - more of an update or refresher. New teachers are not getting enough information and do not seem to have a clear understanding of the program.

There is not enough time in the day, week, year to be sufficiently trained on much of anything that has been implemented / mandated / required.

Access to training that is not part of the IPDP is training that no one gets credit for. Need a consistent link between IPDP goals and state mandates. Plus, staff needs to be paid for training.

The last comment listed may offer a particularly useful solution to the issue of training. The teacher who wrote the fourth comment listed above will likely (and understandably) only attend training that is set up in accord with the process outlined in the fifth comment. Otherwise, there may not be "enough time in the day, week, year etc…". Comments also suggest that respondents who report lack of training or familiarity with the FLPBS may be newer teachers who "are not getting enough information".

Table 57: There are sufficient trainings to learn about FLPBS in PCS			
	Agree	Disagree	Total
Teacher PK-2	6	4	10
	60%	40%	
Teacher 3-5	6	2	8
	75%	25%	
Teacher-Middle	6	6	12
	50%	50%	
Teacher-High School	24	18	42
	57%	43%	
Teacher- ESE self-contained	8	3	11
	73%	27%	
Teacher- ESE resource	3	1	4
	75%	25%	
Non-Classroom- Instructional	7	8	15
	47%	53%	
Principal/AP	13	6	19
	68%	32%	
Behavioral Support Staff	20	31	51
	39%	61%	
Total	93	79	172
	54%	46%	

Trainer Responsiveness

Results presented in Table 58 reflect a positive overall view of training among those who have received training. Only one comment following this question addressed the issue of trainer sensitivity to specific classroom needs. More qualitative feedback is necessary to obtain a clearer understanding of trainer responsiveness although these quantitative data are mostly positive.

Table 58: The FL-PBS trainers are sensitive to my specific classroom needs.							
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable (I am not a classroom teacher)	Not Applicable (Other)	Total
Total	21	68	10	4	52	18	173
	12%	39%	6%	2%	30%	10%	

Satisfaction/Commitment

Results presented in Tables 59 and 60 are consistent with those presented throughout this section in that those personnel who choose to participate in FLPBS are "on-board". Those who are not "on-board" likely don't participate. Overall, the number of personnel who participate does not appear to be large. Comments following these questions are consistent with these conclusions.

While I use the program in my class, other teachers use different programs.

We have a number of people who simply don't do it.

I think some are, but others are not

Teachers are beginning to lose interest.

The district seems fairly unaware of our tremendous program in the high school.

Staff surveys indicate a strong support for PBS.

Our school chose other programs (CHAMPS, Positive Discipline, Character for Education). I choose to attend the PBSP training by USF 6 years ago and have used it ever since then.

Clearly there are places where there appears to be strong support for FLPBS. However, this support does not appear to be consistent district-wide.

Table 59: At my school, FLPBS is supported by…					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
District Leadership	44	95	15	5	159
	28%	60%	9%	3%	
School Leadership	66	87	11	2	166
	40%	52%	7%	1%	
Teachers	34	103	22	4	163
	21%	63%	13%	2%	
Parents	12	93	33	8	146
	8%	64%	23%	5%	

Table 60: Staff at this school are "on board" with implementing FLPBS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	2	4	2	0	8
	25%	50%	25%	0%	
Teacher 3-5	2	4	2	0	8
	25%	50%	25%	0%	
Teacher-Middle	1	8	2	1	12
	8%	67%	17%	8%	
Teacher-High School	4	21	12	3	40
	10%	52%	30%	8%	
Teacher- ESE self-contained	1	7	2	1	11
	9%	64%	18%	9%	
Teacher- ESE resource	1	2	1	0	4
	25%	50%	25%	0%	
Non-Classroom- Instructional	0	15	1	0	16
	0%	94%	6%	0%	
Principal/AP	6	12	1	0	19
	32%	63%	5%	0%	
Behavioral Support Staff	9	27	14	0	50
	18%	54%	28%	0%	
Total	26	100	37	5	168
	15%	60%	22%	3%	

Results presented in this section consistently indicated positive support for the FLPBS among those utilize the process. One comment indicated that FLPBS can be a "tremendous program" if well implemented. These views were consistently juxtaposed with evidence that FLPBS may not be consistently implemented or widely supported across the schools in which it exists.

As with RtI, results again indicated the central role of strong school level leadership. Comments indicated that strong FLPBS implementation is associated with proactive, supportive leaders at the school level who can structure implementation, communicate effectively with teachers, and demonstrate a commitment to ongoing progress monitoring. Unsuccessful implementation appears to exist in an environment in which teachers are not encouraged to "open the software".

Responses also suggested that support in terms of training may have waned somewhat since initial implementation four years ago. Newer teachers may be less aware of the FLPBS process and therefore unable to implement it effectively as a result of diminished training opportunities. Training administered through USF may not be sufficiently promoted by school-level leadership. Barriers to receive training, including diminished trade time and early release days were also cited as potential barriers. Comments suggested that insufficient access to training during regular school hours and lack of reimbursement for enrollment in after-hours training opportunities diminishes incentives for teachers to learn how to implement the FLPBS process effectively.

Survey and interview results provided a solid overall view of factors associated with Understanding, Implementation, Training, and Satisfaction with the FLPBS. However, the relative paucity of comments and seemingly poor participation in this survey among middle school teachers in particular, suggests that further evaluation may yield more fine-grained insights concerning specific barriers to effective implementation. A reasonable follow-up to this survey may entail identification of schools at each grade level where FLPBS is strongly supported and well-implemented. A deeper understanding of what a successful FLPBS program looks like can then be established and generalized to other schools in the district.

CHAMPS

The Behavioral Intervention Survey contained two sets of questions concerning CHAMPS. One set was intended for all personnel for whom CHAMPS was used in their school. The second set was asked only of teachers who indicated that they used CHAMPS in their classroom. To more easily identify the response group in the tables that follow, those questions asked only of teachers who use CHAMPS in their classroom are identified by the phrase "teacher only", enclosed in parentheses in the title. f

Understanding/Awareness

Selection of CHAMPS

Results presented in Table 61 indicate that more than half of respondents indicated that they were not sure why CHAMPS was selected for their school. When teachers did provide ratings, a large majority endorsed answers focused upon the desire to provide a positive approach to discipline. There was less support for statements that their "school's discipline statistics did not look good" and that "they were not

able to overcome discipline issues" at their school. This pattern may suggest that more positively phrased reasons were endorsed at a higher rate by respondents. Alternatively, discipline statistics and the severity of behavioral difficulties may have been perceived by some respondents as less problematic for a potion of schools for which CHAMPS was selected.

Table 61: CHAMPS was selected for our school because…				
	Strongly Agree	Agree	Disagree	Strongly Disagree
Our discipline statistics did not look good	40	123	70	24
	16%	48%	27%	9%
Discipline problems were interrupting student learning	65	162	30	11
	24%	60%	11%	4%
We were not able to overcome discipline issues at our school	44	93	93	22
	17%	37%	37%	9%
We wanted to improve the safety in our classrooms	80	162	19	6
	30%	61%	7%	2%
We wanted to teach with fewer discipline interruptions	102	155	10	4
	38%	57%	4%	1%
We wanted a positive approach to discipline	106	156	8	4
	39%	57%	3%	1%
I'm not sure why	42	54	61	54
	20%	26%	29%	26%

Comments following this question indicated that in many cases CHAMPS was selected by individual teachers as a means of addressing behavior issues in their classrooms rather than by a school-wide decision making process. For example:

> *CHAMPS is not a school wide discipline program at my school. I took CHAMPS because I am always looking for more help in my classroom.*

> *I use it in my classroom as per the suggestion of my administration and have seen positive results.*

> *There are a few teachers who are using components of CHAMPS however the program is not implemented school-wide.*

> *WE have not adopted it as a school-wide plan, but I am hearing more and more about the benefit of doing that.*

Results presented in Table 62 indicate that school level leadership was most strongly endorsed as the group who played a role in selecting CHAMPS. A majority of respondents also indicated that teachers played a role in selecting the program while slightly less than half agreed that district level leadership and the school improvement plan team played a role. The most common response to the question of whether the school advisory council, community members, or student services staff played a role was "don't know". Written comments often either repeated the "don't know" response or indicated that the decision to use CHAMPS was ultimately determined by the individual teacher. This pattern is consistent with the results presented in response to the question in Table 61.

Table 62: Who played a role in selecting this program?					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
District level leadership	46	82	24	4	107
	17%	31%	9%	2%	41%
School level leadership	87	133	7	0	68
	29%	45%	2%	0%	23%
Teachers at this school	29	110	37	14	83
	11%	40%	14%	5%	30%
The School Improvement Plan Team	36	93	28	8	98
	14%	35%	11%	3%	37%
School Advisory Council/PSTA/PTA/Boosters	7	42	43	16	139
	3%	17%	17%	6%	56%
Community members/organization	3	16	49	17	149
	1%	7%	21%	7%	64%
Student Services staff/Specialists at this school	19	58	27	13	123
	8%	24%	11%	5%	51%
Other	6	8	10	3	112
	4%	6%	7%	2%	81%

Results presented in Table 63 indicate that a number of behavioral support programs were endorsed as existing alongside CHAMPS in the schools. The "don't know" response was endorsed by less than a third of respondents for each program. The existence of a school-wide discipline program was endorsed by 89% of respondents. Character Education, the use of Mentors/Tutors, Multi-cultural understanding, and Bullying Prevention were also widely endorsed. These results place CHAMPS in a context in which multiple programs/processes may be present. While each may have unique merits, the number of programs selected highlights the challenge of integrating multiple initiatives into a cohesive school-wide discipline plan.

Table 63: In addition to CHAMPS, what other behavioral support programs do you have in your school?				
	Yes	No	Don't Know	Total
Love n logic	146	86	65	297
	49%	29%	22%	
Tough kids	57	125	84	266
	21%	47%	32%	
Character Education	276	18	33	327
	84%	6%	10%	
School Wide Discipline Plan	303	19	19	341
	89%	6%	6%	
Social Skills	202	52	53	307
	66%	17%	17%	
Peer Connection	85	99	90	274
	31%	36%	33%	
Mentors/Tutors	295	19	24	338
	87%	6%	7%	
Multi-Cultural Understanding	271	27	33	331
	82%	8%	10%	
Bullying Prevention	221	47	48	316
	70%	15%	15%	
Substance Abuse Prevention	119	79	84	282
	42%	28%	30%	
Anger Management	197	52	63	312
	63%	17%	20%	
Violence Prevention/Second Step	123	74	83	279
	44%	26%	30%	
Conflict Resolution	184	61	55	290
	61%	20%	18%	
Peer Mediation	156	63	66	285
	55%	22%	23%	

Results presented in Table 64 indicate moderate levels of agreement for all but Principals/APs, who widely agree, concerning the means through which CHAMPS fits into their schools' discipline plans. It is likely that those who were not directly involved in the implementation of CHAMPS were more likely to disagree with this statement. This conclusion is likely given that results presented in Tables 65 and 66 indicate that when responses are restricted to teachers who implement CHAMPS in their classrooms agreement is almost unanimous that they understand what CHAMPS is supposed to do for their students and they know how to implement CHAMPS in their classrooms.

Table 64: I understand how CHAMPS fits into our school's discipline plan.	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	8	36	9	2	55
	15%	65%	16%	4%	
Teacher 3-5	9	29	10	5	53
	17%	55%	19%	9%	
Teacher-Middle	1	13	11	1	26
	4%	50%	42%	4%	
Teacher-High School	4	20	17	3	44
	9%	45%	39%	7%	
Teacher- ESE self-contained	4	10	8	3	25
	16%	40%	32%	12%	
Teacher- ESE resource	2	7	3	0	12
	17%	58%	25%	0%	
Non-Classroom-Instructional	4	24	8	3	39
	10%	62%	21%	8%	
Principal/AP	10	26	3	0	39
	26%	67%	8%	0%	
Behavioral Support Staff	11	37	17	1	66
	17%	56%	26%	2%	
Total	53	202	86	18	359
	15%	56%	24%	5%	

Table 65 (teacher only): I understand what CHAMPS is supposed to do for my students	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	29	105	2	0	136
	21%	77%	1%	0%	

Table 66 (teacher only): I know how to implement CHAMPS in my classroom.	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	20	106	9	0	135
	15%	79%	7%	0%	

Implementation/Level of Use

Scope

Results presented in Table 67 indicate that a majority of respondents report having had CHAMPS in their school for three years or less while 8% of respondents reporting having CHAMPS in their school for 4-7 years.

Table 67: How long have you had CHAMPS (or DSC) in your school?					
	Less than 1 year	1-3 years	4-7 years	I'm not sure	Total
Teacher PK-2	10	31	3	12	56
	18%	55%	5%	21%	
Teacher 3-5	11	21	11	13	56
	20%	38%	20%	23%	
Teacher-Middle	3	11	2	10	26
	12%	42%	8%	38%	
Teacher-High School	9	13	3	26	51
	18%	25%	6%	51%	
Teacher- ESE self-contained	6	10	2	9	27
	22%	37%	7%	33%	
Teacher- ESE resource	0	5	1	6	12
	0%	42%	8%	50%	
Non-Classroom-Instructional	8	15	4	16	43
	19%	35%	9%	37%	
Principal/AP	5	28	3	4	40
	12%	70%	8%	10%	
Behavioral Support Staff	12	27	2	29	70
	17%	39%	3%	41%	
Total	64	161	31	125	381
	17%	42%	8%	33%	

Results presented in Table 68 are consistent with those in Table 67 in that most teachers report having had CHAMPS in their classroom for 3 years or less. Both of these tables are consistent with the description of CHAMPS provided in the introduction indicating that CHAMPS has been available in Pinellas County for the last 10 years. However, intensive training opportunities became available during the 2005-2006 school year.

Table 68 (teacher only): How many years have you had CHAMPS in your classroom?					
	Less than 1 year	1-3 years	4-7 years	8+ years	Total
Teacher PK-2	10	28	2	0	40
	25%	70%	5%	0%	
Teacher 3-5	6	16	8	0	30
	20%	53%	27%	0%	
Teacher-Middle	5	7	0	0	12
	42%	58%	0%	0%	
Teacher-High School	10	13	2	1	26
	38%	50%	8%	4%	
Teacher- ESE self-contained	4	13	1	1	19
	21%	68%	5%	5%	
Teacher- ESE resource	0	3	0	0	3
	0%	100%	0%	0%	
Non-Classroom- Instructional	3	2	2	0	7
	43%	29%	29%	0%	
Total	38	82	15	2	137
	28%	60%	11%	1%	100%

Results presented in Table 69 indicate that one-third of respondents report that their school has CHAMPS in every classroom. A follow-up in which each principal is asked to provide this information would be the best way to obtain a clearer understanding of the scope of school-wide usage. However, these results suggest that utilization based upon teacher preference may be more likely district-wide.

Table 69: My school has CHAMPS in every classroom.				
	Yes	No	I'm not sure	Total
Teacher PK-2	24	14	19	57
	42%	25%	33%	
Teacher 3-5	23	17	16	56
	41%	30%	29%	
Teacher-Middle	2	12	13	27
	7%	44%	48%	
Teacher-High School	4	25	21	50
	8%	50%	42%	
Teacher- ESE self-contained	7	12	8	27
	26%	44%	30%	
Teacher- ESE resource	3	6	3	12
	25%	50%	25%	
Non-Classroom- Instructional	15	9	19	43
	35%	21%	44%	
Principal/AP	17	23	0	40
	42%	58%	0%	
Behavioral Support Staff	25	22	24	71
	35%	31%	34%	
Total	120	140	123	383
	31%	37%	32%	

Results presented in Table 70 are also difficult to interpret. Half of respondents indicate that CHAMPS is their school's discipline plan. Agreement with this statement by 178 respondents, including 26 Principals/APs, suggests that usage of CHAMPS is prevalent in PCS, though not perceived as the school's discipline plan among half of respondents. A more exact accounting of the scope of usage can only be obtained through asking this question of each principal within the schools in which CHAMPS is implemented. The use of an optional survey for this purpose can only provide a general impression of the level of usage.

Table 70: CHAMPS is our school's discipline plan.			
	Agree	Disagree	Total
Teacher PK-2	31	24	55
	56%	44%	100%
Teacher 3-5	28	23	51
	55%	45%	100%
Teacher-Middle	7	16	23
	30%	70%	100%
Teacher-High School	10	35	45
	22%	78%	100%
Teacher- ESE self-contained	12	14	26
	46%	54%	100%
Teacher- ESE resource	7	4	11
	64%	36%	100%
Non-Classroom- Instructional	25	10	35
	71%	29%	100%
Principal/AP	26	14	40
	65%	35%	100%
Behavioral Support Staff	30	34	64
	47%	53%	100%
Total	176	174	350
	50%	50%	100%

Administrative Support

Results presented in Table 71 indicate that two-thirds of respondents agree that administrators work together with teachers to implement CHAMPS. In some cases, disagreement may be associated with lack of direct familiarity with the CHAMPS process among those who have CHAMPS at their school but do not implement it themselves directly.

Table 71: Administrators and teachers work together to implement CHAMPS at my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	10	24	17	6	57
	18%	42%	30%	11%	
Teacher 3-5	9	21	16	8	54
	17%	39%	30%	15%	
Teacher-Middle	0	10	12	3	25
	0%	40%	48%	12%	
Teacher-High School	0	22	20	8	50
	0%	44%	40%	16%	
Teacher- ESE self-contained	3	11	9	3	26
	12%	42%	35%	12%	
Teacher- ESE resource	3	6	3	0	12
	25%	50%	25%	0%	
Non-Classroom-Instructional	9	20	5	2	36
	25%	56%	14%	6%	
Principal/AP	9	24	7	0	40
	22%	60%	18%	0%	
Behavioral Support Staff	13	40	15	1	69
	19%	58%	22%	1%	
Total	56	178	104	31	369
	15%	48%	28%	8%	

Comments following this question suggested fairly wide variability in respondents' impressions of the degree to which administration and teachers work together to implement CHAMPS. The more positive impressions included statements such as:

WE work together with teachers that are implementing it

I would like to see us all adopt this program. I find it to be highly effective. It would be even more effective if it was used school-wide.

Some expressed barriers to collaboration. These included:

Attempts are being made to implement CHAMPS in all classrooms; however, has been on back burner due to other staff trainings and programs being implemented.

I don't think all teachers have been trained. In fact, I haven't been trained, but I have the manual.

Some reinforced the view that teachers implement CHAMPS independently. For example:

I do not know. I use it because of previous schools and find it effective.

selected teachers are directed to trainings

Teachers implement it on their own, after they have attended training, on their own.

Others expressed disappointment and frustration.

Only a few teachers completed the Champs training with me last year.

There is no communication between staff and administration

Teachers are resistant.

Teachers have been trained. I don't think most of them use it.

Again, something that was shoved down our throats.

Results presented in Table 72 also suggest variability in perceptions of administrative support among teachers who use CHAMPS in their classrooms. Approximately half of the teachers responding agreed with this statement. Although the sample size was small for the purpose of drawing distinctions among groups, there did appear to be a trend in which elementary school teachers were more likely to endorse receiving support from administration than were secondary school teachers.

Table 72 (teacher only): I receive assistance from my school administrators regarding CHAMPS in my classroom.			
	Agree	Disagree	Total
Teacher PK-2	23	14	37
	62%	38%	
Teacher 3-5	21	8	29
	72%	28%	
Teacher-Middle	4	7	11
	36%	64%	
Teacher-High School	7	17	24
	29%	71%	
Teacher- ESE self-contained	8	10	18
	44%	56%	
Teacher- ESE resource	2	1	3
	67%	33%	
Non-Classroom- Instructional	7	0	7
	100%	0%	
Total	72	57	129
	56%	44%	

The seven comments that were elicited following this question again indicated variability in perceptions of support. For example:

> *I haven't asked for any assistance, but I'm sure my administrators would provide it should I ever need it.*

> *Administration does not want to be bothered with behavioral problems at our school.*

One potentially useful comment relevant to the disparity between elementary and secondary school teachers' endorsement of support indicated that:

> *My primary obstacle in using champs effectively was 1) the training I received over the summer (poor) and 2) I believe there should be another level of champs that is middle school specific. Some of the strategies seem condescending for middle school children.*

It may be that there are specific obstacles to usage of CHAMPS with middle school students that can be addressed to provide support for teachers in this setting.

Results presented in Table 73 indicate that while 37% reported that they were not sure, there was fairly strong agreement among the remaining respondents that the district provides useful assistance with implementing CHAMPS. The more positive results here relative to those reported in Table 72 are likely due in part to the inclusion of an 'I'm not sure' option, which prevented those with less familiarity from having to make a forced-choice decision. Comments were not solicited following this question, which may or may not have provided support for this hypothesis.

Table 73: The district provides useful assistance with implementing CHAMPS in our school.				
	Agree	Disagree	I'm not sure	Total
Teacher PK-2	33	5	17	55
	60%	9%	31%	
Teacher 3-5	23	9	21	53
	43%	17%	40%	
Teacher-Middle	12	5	8	25
	48%	20%	32%	
Teacher-High School	14	7	22	43
	33%	16%	51%	
Teacher- ESE self-contained	15	1	10	26
	58%	4%	38%	
Teacher- ESE resource	4	2	6	12
	33%	17%	50%	
Non-Classroom- Instructional	17	3	18	38
	45%	8%	47%	
Principal/AP	31	5	2	38
	82%	13%	5%	
Behavioral Support Staff	32	8	26	66
	48%	12%	39%	
Total	181	45	130	356
	51%	13%	37%	

Openness of School Environment

The questions presented in Tables 74-76 were intended to provide an understanding of the degree to which respondents perceive both themselves and their environments as being open to trying to new approaches. Responses were expected to provide insight concerning the degree to which any strategy, including CHAMPS, would have the potential to be implemented effectively within a supportive environment.

Results presented in Table 74 indicate strong agreement among respondents that they are perceived by their coworkers as someone who tries new things in their classroom. Only twelve respondents disagreed with this statement. It may be the case that teachers who are open to trying new things in their classroom are also more open to completing long surveys. This would indicate that our sample is somewhat

restricted to those who are more open to utilizing methods such as CHAMPS. There is also a strong positive response bias evident in this question. Even in an anonymous survey, a teacher may not want to 'look bad' by saying that they are not open to trying new things in their classroom. However, importantly, those who disagreed are likely to have a very valid rationale for doing so. Comments throughout this survey have indicated that many teachers are open to do whatever it takes to help students. However, many have expressed concerns regarding potential barriers to effective implementation of CHAMPS, FLPBS or RtI. Importantly, most comments that have been critical of these programs and processes have been very useful in identifying the means through which improvement might take place.

Table 74: I am perceived by my coworkers as someone who tries new things in my classroom.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable (I am not a teacher)	Total
Teacher PK-2	14	39	2	1	0	56
	25%	70%	4%	2%	0%	
Teacher 3-5	16	37	2	1	0	56
	29%	66%	4%	2%	0%	
Teacher-Middle	2	22	3	0	0	27
	7%	81%	11%	0%	0%	
Teacher-High School	12	33	3	0	1	49
	24%	67%	6%	0%	2%	
Teacher- ESE self-contained	7	19	0	0	0	26
	27%	73%	0%	0%	0%	
Teacher- ESE resource	1	9	0	0	1	11
	9%	82%	0%	0%	9%	
Non-Classroom- Instructional	5	17	0	0	19	41
	12%	41%	0%	0%	46%	
Total	57	176	10	2	21	266
	21%	66%	3%	1%	8%	

Results presented in Table 75 indicate that a vast majority of respondents agree that they feel supported by their coworkers to try new things in their classroom. This positive response is very encouraging. It may be that we have a restricted sample where those with more positive experiences were more likely to respond to the survey. There were only a handful of comments and these weren't particularly informative. The most appropriate analysis is to take these results at face value and indicate that, for the most part, teachers responding to this survey feel encouraged to try new things in their classroom.

Table 75: I feel supported by my coworkers to try new things in my classroom.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable (I am not a teacher)	Total
Teacher PK-2	15	40	1	1	0	57
	26%	70%	2%	2%	0%	
Teacher 3-5	12	38	5	1	0	56
	21%	68%	9%	2%	0%	
Teacher-Middle	3	24	0	0	0	27
	11%	89%	0%	0%	0%	
Teacher-High School	8	32	6	0	1	47
	17%	68%	13%	0%	2%	
Teacher- ESE self-contained	6	21	0	0	0	27
	22%	78%	0%	0%	0%	
Teacher- ESE resource	0	8	0	0	2	10
	0%	80%	0%	0%	20%	
Non-Classroom- Instructional	4	17	2	0	20	43
	9%	40%	5%	0%	47%	
Total	48	180	14	2	23	265
	18%	68%	5%	1%	9%	

Results presented in Table 76 were also encouraging. A wide majority of respondents indicated that they feel supported by school leadership to try new things in their classroom.

Table 76: I feel supported by school leadership to try new things in my classroom.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable (I am not a teacher)	Total
Teacher PK-2	16	35	4	2	0	57
	28%	61%	7%	4%	0%	
Teacher 3-5	13	33	5	5	0	56
	23%	59%	9%	9%	0%	
Teacher-Middle	5	20	0	2	0	27
	19%	74%	0%	7%	0%	
Teacher-High School	12	27	5	4	1	49
	24%	55%	10%	8%	2%	
Teacher- ESE self-contained	7	18	1	1	0	27
	26%	67%	4%	4%	0%	
Teacher- ESE resource	2	6	1	0	1	10
	20%	60%	10%	0%	10%	
Non-Classroom- Instructional	8	14	1	1	18	42
	19%	33%	2%	2%	43%	
Total	63	153	17	15	20	268
	24%	57%	6%	6%	7%	

There were two comments indicating administrative support and seven comments indicating lack of support following this question. Comments indicating support included:

They are great about this as well. I know they want me to be successful.

if it's appropriate and what they are doing is not working, they will try an intervention I recommend.

Comments indicating lack of support included:

Administration may offer ideas and sometimes expect you to implement new things in the classroom, but most times offer little support or help in implementing these things.

They don't support us at all. No thank you's, you're doing a fantastic job, never once had either one of our administrators bought us something for appreciation. Something a note in our box. Nothing!

We are constantly observed in a negative way when trying to implement new ideas. We are not being supported in the way that we are observed. Teachers are going above and beyond what

they are contracted to do so that all of their lessons are done well. The administration is not able to talk to us like professionals who are trying to do everything in a short period of time. We are timed with a stopwatch to see if we are exactly at the time put on our Flow of the Day for newly implemented lessons, and usually pulled into the office to "critique" what we have done. Most teachers leave the office crying.

no

It seems at times that my administration wants things done a certain way and those people who try to do things a different way are criticized openly. I have not had this problem myself, but have seen it happen with several staff members.

Many innovative ideas or suggestions for improvement are discouraged, though we have one administrator who is wonderfully encouraging and supportive.

I have not actually had a meeting with my AP to discuss what I am doing in my classroom as far as behavior goes.

While general district-wide conclusions cannot be drawn from this handful of comments, they do indicate the central importance of administrative support. Throughout this survey it has been evident that strong, proactive leadership is necessary to implement interventions and processes successfully, while ineffective, critical leadership can completely undermine the intervention or process.

Progress Monitoring

Results presented in Table 77 indicate that 70% of teachers who responded to this question report use of the CHAMPS monitoring tools in their classroom. This is a fairly positive response rate considering difficulties that have been noted in the PBS and RtI sections concerning the workload necessary to monitor behavior effectively.

Table 77 (teacher only): I use the CHAMPS monitoring tools to monitor progress of students in my classroom.			
	Agree	Disagree	Total
Teacher PK-2	24	12	36
	67%	33%	
Teacher 3-5	22	7	29
	76%	24%	
Teacher-Middle	8	4	12
	67%	33%	
Teacher-High School	19	6	25
	76%	24%	
Teacher- ESE self-contained	13	6	19
	68%	32%	
Teacher- ESE resource	1	3	4
	25%	75%	
Non-Classroom- Instructional	6	1	7
	86%	14%	
Total	93	39	132
	70%	30%	

Results presented in Table 78 indicate that 78% of teachers believe that the CHAMPS monitoring tools are an effective way to know If CHAMPS is working in their classroom. Essentially it appears that those who use the tools find that they are effective. Comments indicate that teachers who do not use them believe they would be effective if used. For example:

i don't use them but they would seem beneficial

Several comments suggested that some teachers are more comfortable using tools that they have been accustomed to using. For example:

I am at a Center setting and have many tricks to use in my bag as it works better with our students. I do not monitor with CHAMPS.

I had my own monitoring tools before the CHAMPS training, and those seem to work with the students I have.

Table 78 (teacher only) I find the CHAMPS monitoring tools are an effective way to know if CHAMPS is working in my classroom.			
	Agree	Disagree	Total
Teacher PK-2	26	10	36
	72%	28%	
Teacher 3-5	23	6	29
	79%	21%	
Teacher-Middle	8	3	11
	73%	27%	
Teacher-High School	20	5	25
	80%	20%	
Teacher- ESE self-contained	16	3	19
	84%	16%	
Teacher- ESE resource	3	0	3
	100%	0%	
Non-Classroom- Instructional	6	1	7
	86%	14%	
Total	102	28	130
	78%	22%	

Parental Involvement

Results presented in Table 79 indicate that 63% of teachers report sharing the principles and strategies of CHAMPS with the parents of their students. Comments following this question indicated that processes are in place, if used, to support communication between teachers and parents. For example:

Communications in my students' Agenda Planners During parent/teacher conferences   Phone calls

I use a point sheet and parents have access to the point sheet daily IF the students take it home. Otherwise I call them or use parent connect or email.

Through parent conferences, Daily planner grades, Open House introduction, school and class signs

During open house powerpoint presentation aspects are introduced, then reinforced through supportive partner conferences, newsletters & positive phone calls home.

Table 79 (teacher only): I share the principles and strategies of CHAMPS with the parents of my students.			
	Agree	Disagree	Total
Teacher PK-2	23	14	37
	62%	38%	
Teacher 3-5	20	8	28
	71%	29%	
Teacher-Middle	4	7	11
	36%	64%	
Teacher-High School	14	11	25
	56%	44%	
Teacher- ESE self-contained	14	5	19
	74%	26%	
Teacher- ESE resource	3	1	4
	75%	25%	
Non-Classroom- Instructional	4	3	7
	57%	43%	
Total	82	49	131
	63%	37%	

Results presented in Table 80 indicate that overall, approximately half of the teachers responding agreed that they share the results of the CHAMPS progress monitoring tools with parents. Although the sample size is relatively small for the purpose of making comparisons among groups, the data do present a clear trend toward having more communication in elementary school compared to secondary school levels. This pattern is consistent with the common perception that parental involvement is generally stronger at the elementary level. This perception is suggested by the comment:

> *I would if I had more contact with the parents-my students are older and don't have much support-the parents who I have contact with, have few behavior issues*

Table 80 (teacher only): I share the results of the CHAMPS progress monitoring tools with parents			
	Agree	Disagree	Total
Teacher PK-2	19	18	37
	51%	49%	
Teacher 3-5	13	14	27
	48%	52%	
Teacher-Middle	4	8	12
	33%	67%	
Teacher-High School	8	16	24
	33%	67%	
Teacher- ESE self-contained	9	9	18
	50%	50%	
Teacher- ESE resource	4	0	4
	100%	0%	
Non-Classroom- Instructional	3	4	7
	43%	57%	
Total	60	69	129
	47%	53%	

Implementation Challenges and Supports

Results presented in Table 81 indicate that 72% of respondents agreed that lack of consistency across classrooms is a challenge to implementing CHAMPS. This was the most widely endorsed impediment to implementation. Each of the other potential challenges was endorsed by approximately one-third of respondents. Importantly, only 44% of respondents indicated that there were not any significant challenges.

Table 81(teacher only): Which of the following (if any) are challenges to implementing CHAMPS in your classroom?	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Lack of school leadership support	10	23	60	17	110
	9%	21%	55%	15%	
Lack of materials	9	34	56	15	114
	8%	30%	49%	13%	
I am doing many other programs and don't need another program	4	31	60	17	112
	4%	28%	54%	15%	
It is too complicated	2	20	70	21	113
	2%	18%	62%	19%	
Lack of parent support	11	29	54	13	107
	10%	27%	50%	12%	
Lack of school-wide support	13	29	55	12	109
	12%	27%	50%	11%	
It is not consistent across classrooms	25	60	27	6	118
	21%	51%	23%	5%	
There are not any significant challenges.	7	37	40	16	100
	7%	37%	40%	16%	

One comment following this question was quite demonstrative in terms of the teacher's perception that consistency across classrooms was a primary challenge. This lack of consistency has been a consistent finding throughout this survey.

> *not consistent with other classrooms!!!!!!!!!!!!!!!!!!!!!!!!! this is THE problem*

Other comments noted time as a primary challenge:

> *I spent a great deal of time at the beginning of the year preparing the materials, and finding wall space for them. It is too cumbersome to keep changing the icons for every activity. I taught all my procedures and routines at the beginning of the year, and students know them now. I will verbally remind students of the desired voice level at a given time (e.g., "Voice Level 1, please!"*

Our leadership is very supportive; it is a time issue for me so I have not continued training in this area. I need to pursue this avenue in order to better implement the program.

the time it takes to train children and prepare visuals and so on is a challenge. There is NOT enough time in the school day particularly at the beginning of the school year to get CHAMPs up and running effectively.

Results presented in Table 82 indicate that 31% of respondents indicated that the challenges listed above have prevented them from implementing CHAMPS in their classroom. These results suggest that issues of time, consistency, and support must be addressed effectively for CHAMPS implementation to be successful.

Table 82 (teacher only): The challenges listed in Question 15 have prevented me from implementing CHAMPS in my classroom.	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	1	5	23	7	36
	3%	14%	64%	19%	
Teacher 3-5	1	6	16	5	28
	4%	21%	57%	18%	
Teacher-Middle	0	3	6	2	11
	0%	27%	55%	18%	
Teacher-High School	0	13	12	0	25
	0%	52%	48%	0%	
Teacher- ESE self-contained	1	5	9	2	17
	6%	29%	53%	12%	
Teacher- ESE resource	0	2	2	0	4
	0%	50%	50%	0%	
Non-Classroom- Instructional	1	2	2	1	6
	17%	33%	33%	17%	
Total	4	36	70	17	127
	3%	28%	55%	13%	

While results presented in Tables 81 and 82 highlighted the importance of consistency, the results presented in Table 83 support the view that training, in particular, is necessary for successful implementation of CHAMPS while each reason for success was endorsed by a majority of respondents. Although these results were generally supportive, comments following this question were minimal. These included:

Again, I need more training to fully take advantage of this system.

CHAMPS works for some students, but not for others. Unfortunately, it only takes a few very disruptive students to ruin a lesson.

It does not work with my demographics of students.

It is easy to use and easy to refer to.

positiveness

The methods in CHAMPS are not specific to their program. A psychology 101 course can yield the same information on how to create behavior plans.

Table 83 (teacher only): Which of the following contributed to the successes of implementing CHAMPS in your classroom?					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
School leadership	18	58	30	8	114
	16%	51%	26%	7%	
Training	24	86	10	3	123
	20%	70%	8%	2%	
It works with my students	21	79	13	3	116
	18%	68%	11%	3%	
Ease of use	18	75	22	1	116
	16%	65%	19%	1%	
Fits into school/class plans	20	74	19	1	114
	18%	65%	17%	1%	

Implementation Goals

We then selected possible outcomes that are expected to result from implementation of CHAMPS to gain a better understanding of factors that may promote its usage.

Results presented in Table 84 indicate that a majority of respondents endorse each of the outcomes listed as a means of knowing whether CHAMPS is an effective intervention. There was somewhat less support for feedback from parents and administrators relative to the other outcomes listed. Feedback would depend upon the level of communication between the teacher and parents/administrators. These findings are consistent with those presented in previous sections suggesting that communication with parents is a particular challenge within the framework of any behavioral intervention process.

Additionally, teachers were least likely to endorse changes recorded on CHAMPS monitoring tools as a means of knowing whether CHAMPS is an effective intervention. This is consistent with findings presented earlier that use of CHAMPS monitoring tools is not uniform across classrooms.

Table 84 (teacher only): How will you know if CHAMPS is an effective intervention for students in your classroom?					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Less referrals to office	37	72	14	2	126
	30%	58%	11%	2%	
Less disruptions	43	83	4	1	131
	33%	63%	3%	1%	
Higher student achievement	33	80	13	1	127
	26%	63%	10%	1%	
Feedback from parents	13	63	28	9	123
	12%	56%	25%	8%	
Feedback from school staff/administrators	19	72	17	6	114
	17%	63%	15%	5%	
More cooperation from students	36	91	2	1	130
	28%	70%	2%	1%	
More students staying on task	35	90	3	1	129
	27%	70%	2%	1%	
Classroom observation of students' behavior	33	87	4	1	125
	26%	70%	3%	1%	
Safer learning environment	35	85	5	2	127
	28%	67%	4%	2%	
Changes recorded on the CHAMPS monitoring tools	14	55	30	5	104
	13%	53%	29%	5%	

Student Response to CHAMPS

Ultimately, effective implementation should be associated with a positive student response to CHAMPS. We asked respondents to share their perception concerning whether students respond positively to CHAMPS.

Results presented in Table 85 indicate fairly strong agreement that students respond positively to CHAMPS strategies. Overall, 84% of respondents agree with this statement. Two comments following this question indicated that CHAMPS may be less useful for students with severe behavior difficulties.

> *CHAMPS works fine with the average student, but hardcore behaviors need stronger measures.*

> *As mentioned before, CHAMPS works only for well behaved students who only occasionally break the rules. It has little effect on repeat offenders and other challenging students.*

Despite this caveat, these results provide fairly strong support that CHAMPS is perceived to be an effective intervention at some level among those who choose to use it.

Table 85: Students respond positively to CHAMPS strategies.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	11	34	7	2	54
	20%	63%	13%	4%	
Teacher 3-5	10	30	10	2	52
	19%	58%	19%	4%	
Teacher-Middle	1	17	6	2	26
	4%	65%	23%	8%	
Teacher-High School	3	25	10	2	40
	8%	62%	25%	5%	
Teacher- ESE self-contained	2	21	1	0	24
	8%	88%	4%	0%	
Teacher- ESE resource	2	7	2	0	11
	18%	64%	18%	0%	
Non-Classroom- Instructional	6	25	4	1	36
	17%	69%	11%	3%	
Principal/AP	8	28	1	0	37
	22%	76%	3%	0%	
Behavioral Support Staff	9	49	4	0	62
	15%	79%	6%	0%	
Total	52	236	45	9	342
	15%	69%	13%	3%	

Similarly, we asked respondents to share their perceptions concerning whether students are motivated to participate in CHAMPS. Presumably, student buy-in is just as important as teacher buy-in for implementation to be successful. Results presented in Table 86 indicated fairly strong support for the statement that students are motivated to participate in CHAMPS. Overall, 77% of respondents agreed with this statement. Agreement was particularly strong among teachers in ESE self-contained classrooms as well as among Principals/APs and Behavioral Support Staff. Again, while agreement is certainly not universal, there does appear to be fairly strong support for the benefits of using CHAMPS.

Table 86: Students are motivated to participate in CHAMPS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	8	32	12	1	53
	15%	60%	23%	2%	
Teacher 3-5	6	29	9	5	49
	12%	59%	18%	10%	
Teacher-Middle	0	14	9	2	25
	0%	56%	36%	8%	
Teacher-High School	2	20	16	1	39
	5%	51%	41%	3%	
Teacher- ESE self-contained	1	18	3	0	22
	5%	82%	14%	0%	
Teacher- ESE resource	1	6	3	0	10
	10%	60%	30%	0%	
Non-Classroom- Instructional	5	22	4	2	33
	15%	67%	12%	6%	
Principal/AP	5	27	4	0	36
	14%	75%	11%	0%	
Behavioral Support Staff	8	48	5	1	62
	13%	77%	8%	2%	
Total	36	216	65	12	329
	11%	66%	20%	4%	

Overall Implementation Status

Results presented in Table 87 suggest wide variability in the degree to which CHAMPS is implemented across schools. Full implementation is reported by 14% of respondents while 46% indicate that CHAMPS is somewhat implemented and 35% indicate that CHAMPS is minimally implemented. There is a trend toward more agreement among elementary level teachers compared to teachers at secondary levels. This is consistent with prior comments suggesting that CHAMPS may be particularly appropriate for usage at the elementary school level.

Table 87: Based on your observations and experiences so far, what is the implementation status of CHAMPS at your school?					
	Fully Implemented	Somewhat Implemented	Minimally Implemented	Not Implemented at all	Total
Teacher PK-2	6	29	20	0	55
	11%	53%	36%	0%	
Teacher 3-5	12	20	18	5	55
	22%	36%	33%	9%	
Teacher-Middle	0	11	13	2	26
	0%	42%	50%	8%	
Teacher-High School	3	13	22	5	43
	7%	30%	51%	12%	
Teacher- ESE self-contained	4	6	11	4	25
	16%	24%	44%	16%	
Teacher- ESE resource	2	7	2	1	12
	17%	58%	17%	8%	
Non-Classroom- Instructional	7	22	8	1	38
	18%	58%	21%	3%	
Principal/AP	8	19	13	0	40
	20%	48%	32%	0%	
Behavioral Support Staff	9	39	22	0	70
	13%	56%	31%	0%	
Total	51	166	129	18	364
	14%	46%	35%	5%	

Results presented in Table 88 are consistent with those in Table 87. Eighteen percent of teachers who report using CHAMPS in their classrooms indicate that CHAMPS is fully implemented. A majority of teachers indicate that CHAMPS is somewhat implemented. This is consistent with data presented in this section suggesting that not all components of CHAMPS are necessarily used in each classroom. That full usage is not endorsed among teachers who have responded to this survey, who are most likely to be invested in using CHAMPS, suggests that barriers to full implementation including issues associated with consistency, time, training, and leadership support, are likely significant.

Table 88 (teacher only): What is the implementation status of CHAMPS in your classroom?					
	Fully Implemented	Somewhat Implemented	Minimally Implemented	Not Implemented at all	Total
Teacher PK-2	10	23	6	0	39
	26%	59%	15%	0%	
Teacher 3-5	9	16	5	0	30
	30%	53%	17%	0%	
Teacher-Middle	0	7	5	0	12
	0%	58%	42%	0%	
Teacher-High School	1	16	7	1	25
	4%	64%	28%	4%	
Teacher- ESE self-contained	2	15	2	0	19
	11%	79%	11%	0%	
Teacher- ESE resource	0	2	1	0	3
	0%	67%	33%	0%	
Non-Classroom-Instructional	2	5	0	0	7
	29%	71%	0%	0%	
Total	24	84	26	1	135
	18%	62%	19%	1%	

Training/Preparation

Participation

Results presented in Table 89 are consistent with prior findings in this section in that 20% of respondents report that they have not attended CHAMPS training. Many of these respondents likely have CHAMPS in their school but do not use it themselves. Fifty-one percent of respondents report having had site-based training while 48% report having PCS training. Smaller percentages of respondents did report obtaining

training through less formal means. This may be to address a lack of availability of formal training opportunities or this may be due to teacher motivation levels or the degree of helpfulness of coworkers.

It is important to note that any respondent may have endorsed attending multiple types of training in Table 89. This is similar to the results presented earlier in Table 55 with regard to FLPBS.

Table 89: I have received CHAMPS training through...									
		Site-based training	PCS training	University/College course	Other professional development opportunity	Self-taught	Taught by coworkers	I have not had CHAMPS training	Total N***
Teacher PK-2	N*	35	36	5	10	10	7	3	57
	%**	61%	63%	9%	18%	18%	12%	5%	
Teacher 3-5	N	37	25	7	5	6	7	5	56
	%	66%	45%	13%	9%	11%	13%	9%	
Teacher-Middle	N	10	11	2	2	2	2	5	27
	%	37%	41%	7%	7%	7%	7%	19%	
Teacher-High School	N	17	19	3	5	3	2	15	51
	%	33%	37%	6%	10%	6%	4%	29%	
Teacher- ESE self-contained	N	14	16	5	2	2	4	2	27
	%	52%	59%	19%	7%	7%	15%	7%	
Teacher- ESE resource	N	9	4	0	2	0	2	2	12
	%	75%	33%	0%	17%	0%	17%	17%	
Non-Classroom-Instructional	N	21	15	0	1	4	2	14	43
	%	49%	35%	0%	2%	9%	4%	33%	
Principal/AP	N	29	27	0	6	2	6	4	40
	%	73%	68%	0%	15%	5%	15%	10%	
Behavioral Support Staff	N	26	31	2	1	5	5	27	72
	%	36%	43%	3%	14%	7%	7%	38%	
Total	N	198	184	24	34	34	37	77	385
	%	51%	48%	6%	9%	9%	10%	20%	

* N is the number of respondents who endorsed each type of training

** the % for each type of training is the % of the total number of respondents within each group

*** this is the total number of respondents in each group

Results presented in Table 90 indicate that 89% of respondents agree that there are sufficient trainings to learn about CHAMPS in PCS.

Table 90: There are sufficient trainings to learn about CHAMPS in PCS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	19	35	2	1	57
	33%	61%	4%	2%	
Teacher 3-5	12	38	5	1	56
	21%	68%	9%	2%	
Teacher-Middle	3	20	2	1	26
	12%	77%	8%	4%	
Teacher-High School	7	31	9	2	49
	14%	63%	18%	4%	
Teacher- ESE self-contained	11	13	2	0	26
	42%	50%	8%	0%	
Teacher- ESE resource	5	6	1	0	12
	42%	50%	8%	0%	
Non-Classroom- Instructional	13	22	2	0	37
	35%	59%	5%	0%	
Principal/AP	12	27	1	0	40
	30%	68%	2%	0%	
Behavioral Support Staff	18	37	9	2	66
	27%	56%	14%	3%	
Total	100	229	33	7	369
	27%	62%	9%	2%	

Comments following this question did indicate some concern that trainings are not offered during school hours.

> One problem is that trainings are often after school hours with 'trade time' offered, but there are only so many trade days that we can take. Trainings should occur during regular school days as well if they really want everyone to get it!

> I would like to see CHAMPS training given during a work day.

> see above comments about way PCSB implements training (unpaid/after hours)

Comments regarding the effectiveness of trainings varied widely.

> Susan Schultz does an excellent job and provides numerous opportunities for training.

> Susan Shilt does a FANTASTIC JOB with trainings.

I do not believe the CHAMPS training in Pinellas County is effective.

From what I saw, it should be directed at teachers who are new to teaching or struggling with classroom management. It was boring (the first part I attended) and a friend of mine left a two day training at the first break because she felt it would not help her and she had had this type of training in the past. Plus, she said that it was presented in one of the worst instructional manners she had seen.

Effectiveness

Results presented in Table 91 indicate near unanimous agreement among teachers that as a result of CHAMPS trainings they know how to use CHAMPS in their classrooms. While access to training may be difficult for some teachers, these results suggest that the trainings that are offered are likely useful.

Table 91 (teacher only): As a result of CHAMPS training(s), I know how to use CHAMPS in my classroom.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	I have not attended CHAMPS trainings	Total
Teacher PK-2	7	31	2	0	0	40
	18%	78%	5%	0%	0%	
Teacher 3-5	4	26	0	0	0	30
	13%	87%	0%	0%	0%	
Teacher-Middle	2	9	1	0	0	12
	17%	75%	8%	0%	0%	
Teacher-High School	3	20	2	0	1	26
	12%	77%	8%	0%	4%	
Teacher- ESE self-contained	3	16	0	0	0	19
	16%	84%	0%	0%	0%	
Teacher- ESE resource	0	4	0	0	0	4
	0%	100%	0%	0%	0%	
Non-Classroom- Instructional	1	6	0	0	0	7
	14%	86%	0%	0%	0%	
Total	20	112	5	0	1	138
	14%	81%	4%	0%	1%	

Results presented in Table 92 provide strong agreement that CHAMPS training emphasizes the importance of monitoring tools. Results also indicate that almost all teachers who report using CHAMPS have received training.

Table 92 (teacher only): The CHAMPS training emphasized the importance of monitoring tools.				
	Agree	Disagree	I have not attended CHAMPS trainings	Total
Teacher PK-2	33	4	0	37
	89%	11%	0%	
Teacher 3-5	28	1	1	30
	93%	3%	3%	
Teacher-Middle	10	2	0	12
	83%	17%	0%	
Teacher-High School	22	1	2	25
	88%	4%	8%	
Teacher- ESE self-contained	18	1	0	19
	95%	5%	0%	
Teacher- ESE resource	3	1	0	4
	75%	25%	0%	
Non-Classroom- Instructional	6	0	0	6
	100%	0%	0%	
Total	120	10	3	133
	90%	8%	2%	

Trainer Support

Results presented in Table 93 indicate that 74% of teachers who use CHAMPS in their classroom report that they have sufficient contact and support from the CHAMPS trainers. Several comments indicated that support is provided on an as needed basis while some comments suggested a lack of clarity that this resource is available to them. For example:

Contact is as needed.

I have not received any follow up information, but I suppose I could find out who I could contact if I had any questions.

I know they are available & as/if we go more schoolwide additional support will be solicited.

susan is there any time we need her....just a phone call away.

They visited our school last year and were very supportive by letting us know we could call on them any time.

Who are they?

Table 93 (teacher only): I have sufficient contact and support from the CHAMPS trainers.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	8	19	10	0	37
	22%	51%	27%	0%	
Teacher 3-5	3	20	5	2	30
	10%	67%	17%	7%	
Teacher-Middle	0	8	3	0	11
	0%	73%	27%	0%	
Teacher-High School	0	15	8	1	24
	0%	62%	33%	4%	
Teacher- ESE self-contained	4	8	5	1	18
	22%	44%	28%	6%	
Teacher- ESE resource	0	4	0	0	4
	0%	100%	0%	0%	
Non-Classroom- Instructional	3	4	0	0	7
	43%	57%	0%	0%	
Total	18	78	31	4	131
	14%	60%	24%	3%	

Results presented in Table 94 are nearly identical to those in Table 93. Taken together, these results suggest that adequate support is likely available, though not all teachers may have a clear idea as to how to access that support.

Table 94 (teacher only): The CHAMPS trainers are sensitive to my specific classroom needs.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	7	24	4	0	35
	20%	69%	11%	0%	
Teacher 3-5	5	14	8	2	29
	17%	48%	28%	7%	
Teacher-Middle	1	8	1	1	11
	9%	73%	9%	9%	
Teacher-High School	1	15	9	0	25
	4%	60%	36%	0%	
Teacher- ESE self-contained	3	10	3	2	18
	17%	56%	17%	11%	
Teacher- ESE resource	1	2	0	0	3
	33%	67%	0%	0%	
Non-Classroom- Instructional	3	4	0	0	7
	43%	57%	0%	0%	
Total	21	77	25	5	128
	16%	60%	20%	4%	

Satisfaction/Commitment

Effectiveness

Results presented in Table 95 indicate strong agreement with the belief that CHAMPS will improve students' behavior. Ninety-one percent of respondents agree with this statement. This is consistent with results presented earlier in which respondents indicated that students were motivated to participate in CHAMPS and respond positively to CHAMPS strategies.

Table 95: I believe CHAMPS will improve students' behavior.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	13	36	8	0	57
	23%	63%	14%	0%	
Teacher 3-5	8	36	7	3	54
	15%	67%	13%	6%	
Teacher-Middle	3	20	2	0	25
	12%	80%	8%	0%	
Teacher-High School	6	36	5	0	47
	13%	77%	11%	0%	
Teacher- ESE self-contained	5	17	5	0	27
	19%	63%	19%	0%	
Teacher- ESE resource	3	9	0	0	12
	25%	75%	0%	0%	
Non-Classroom- Instructional	8	28	2	1	39
	21%	72%	5%	3%	
Principal/AP	16	23	1	0	40
	40%	58%	2%	0%	
Behavioral Support Staff	20	48	0	0	68
	29%	71%	0%	0%	
Total	82	253	30	4	369
	22%	69%	8%	1%	

Comments following this question suggested that the breadth and depth of implementation is associated with the level of success in terms of improving students' behavior.

> *Only if the whole school buys into this program. From the front office to the cafeteria, and everywhere in between.*

> *I believe CHAMPS could improve student behavior if it was consistently used throughout the school. Including the cafeteria, pe, and by administration.*

> *When implemented consistently.*

Comments also suggested that CHAMPS may be more beneficial based upon characteristics of individual students. For example:

> *CHAMPS is not the only method to use for every student- it does not work as well for students without support from all teachers in all grades- it does not work as well for older students who have not had previous teachers who implement CHAMPS- it does not work as well for students who have multiple challenges- it does not work as well in isolation*

CHAMPS only works with students who are strongly interested in impressing teachers. Students whose behavior stems from attention seeking from peers or who have no strong parenting at home are unaffected by CHAMPS.

I agree it works for children who have a desire to behave and who want to learn. It appears to have no effect on behaviorally challenged children.

Results presented in Table 96 indicate that 83% of teachers who responded agree that CHAMPS is appropriate for addressing behavior problems in their classrooms.

Table 96 (teacher only): Based on your observations and experiences so far, CHAMPS is appropriate for addressing behavior problems in your classroom.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	10	21	6	0	37
	27%	57%	16%	0%	
Teacher 3-5	5	19	6	0	30
	17%	63%	20%	0%	
Teacher-Middle	1	5	5	0	11
	9%	45%	45%	0%	
Teacher-High School	2	21	2	1	26
	8%	81%	8%	4%	
Teacher- ESE self-contained	2	15	2	0	19
	11%	79%	11%	0%	
Teacher- ESE resource	1	3	0	0	4
	25%	75%	0%	0%	
Non-Classroom- Instructional	2	5	0	0	7
	29%	71%	0%	0%	
Total	23	89	21	1	134
	17%	66%	16%	1%	

Comments following this question again clearly suggested that CHAMPS may not be particularly effective as a means of addressing severe behavior problems. For example:

These skills and techniques are effective with the majority of my students, although it doesn't have any effect on my severe students.

I've got many very challenging students who do not respond to CHAMPS because there is no consequences at home nor are they interested in teachers' opinions of them, just peers.

Doesn't address the problems with my EXTREME cases.

CHAMPS is appropriate for addressing SOME problem behaviors in my class

but not the only method

For SOME behaviors.

I have more severe behavior issues in my classroom compared to other classrooms.

Results presented in Table 97 indicate that 86% of respondents agree that CHAMPS is an effective behavioral intervention. These results are consistent with data supportive of CHAMPS throughout this section.

Table 97: Overall, I believe that CHAMPS is an effective behavioral intervention.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	12	34	8	1	55
	22%	62%	15%	2%	
Teacher 3-5	10	31	9	2	52
	19%	60%	17%	4%	
Teacher-Middle	1	18	6	0	25
	4%	72%	24%	0%	
Teacher-High School	8	23	10	1	42
	19%	55%	24%	2%	
Teacher- ESE self-contained	9	14	2	0	25
	36%	56%	8%	0%	
Teacher- ESE resource	2	8	2	0	12
	17%	67%	17%	0%	
Non-Classroom- Instructional	8	24	3	1	36
	22%	67%	8%	3%	
Principal/AP	11	26	1	0	38
	29%	68%	3%	0%	
Behavioral Support Staff	18	48	1	0	67
	27%	72%	1%	0%	
Total	79	226	42	5	352
	22%	64%	12%	1%	

Results presented in Table 98 are somewhat mixed. Forty-one percent of respondents agreed that student behavior is better addressed through strategies other than CHAMPS. This is consistent with results suggesting that CHAMPS is not appropriate for all students and that a combination of strategies is most likely necessary.

Table 98: Student behavior is better addressed through strategies other than CHAMPS.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	5	18	28	1	52
	10%	35%	54%	2%	
Teacher 3-5	8	17	21	1	47
	17%	36%	45%	2%	
Teacher-Middle	1	12	10	0	23
	4%	52%	43%	0%	
Teacher-High School	4	9	29	0	42
	10%	21%	69%	0%	
Teacher- ESE self-contained	2	8	12	1	23
	9%	35%	52%	4%	
Teacher- ESE resource	0	4	4	1	9
	0%	44%	44%	11%	
Non-Classroom- Instructional	3	6	20	0	29
	10%	21%	69%	0%	
Principal/AP	5	12	17	0	34
	15%	35%	50%	0%	
Behavioral Support Staff	2	18	39	3	62
	3%	29%	63%	5%	
Total	30	104	180	7	321
	9%	32%	56%	2%	

Comments following this question strongly endorsed a combined strategy in which multiple strategies are used to address student behavior. For example:

behavior is better addressed through a combination of strategies, including CHAMPS

I don't believe it's an either or strategy. Sometimes multiple strategies need to be used, especially with the population at Bayside.

However, I feel other programs support CHAMPS, particularly Love and Logic.

I use with CPI and Love and Logic also - CHAMPS is not the only method to be used for best results

Individual Differences-Other strategies are available--CHAMPS is widely used at Tier I and Tier II. However, we turn to other strategies based on data, effectiveness, etc.

Many strategies are needed.

Not necessarily "better" but there is never only one right strategy to use.

We use Commitment to Character as our primary program. CHAMPS provides a common language for everyone to use.

Yes and no. Yes because there are many things I don't like about CHAMPs. No because there are some things I do like about CHAMPs.

Results presented in Table 99 are consistent with those in Table 98 in that approximately 65% of respondents agreed that CHAMPS is an essential part of their discipline program.

Table 99: CHAMPS is an essential part of our discipline program.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	12	26	16	2	56
	21%	46%	29%	4%	
Teacher 3-5	12	19	14	8	53
	23%	36%	26%	15%	
Teacher-Middle	0	10	14	2	26
	0%	38%	54%	8%	
Teacher-High School	3	21	17	5	46
	7%	46%	37%	11%	
Teacher- ESE self-contained	2	11	9	2	24
	8%	46%	38%	8%	
Teacher- ESE resource	1	7	3	1	12
	8%	58%	25%	8%	
Non-Classroom- Instructional	6	22	6	3	37
	16%	59%	16%	8%	
Principal/AP	9	19	10	0	38
	24%	50%	26%	0%	
Behavioral Support Staff	10	41	14	1	66
	15%	62%	21%	2%	
Total	55	176	103	24	358
	15%	49%	29%	7%	

Comments suggested that those who disagreed with this statement were likely doing so in part due to the lack of school-wide usage that has also been reported clearly elsewhere in this section. For example:

Should CHAMPs be an essential part of our discipline program? The answer is YES. Is it presently, the answer is NO

for my room and my students but I don't see it for my dept.

Signs are posted but each class does NOT implement the program

Not all classrooms use it.

My discipline plan I don't know how many other teachers use it.

Commitment

Results presented in Table 100 indicate a moderate to high level of agreement that CHAMPS does receive support from all stakeholders listed. While agreement is high for all groups, teachers are least likely to agree that CHAMPS is supported by parents relative to leadership and teachers. This has been a consistent finding throughout this survey.

Table 100: At my school, CHAMPS is supported by…					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
District Leadership	114	212	20	4	324
	33%	61%	6%	1%	
School Leadership	117	210	29	7	363
	32%	58%	8%	2%	
Teachers	67	228	52	6	353
	19%	65%	15%	2%	
Parents	24	180	76	17	297
	8%	61%	26%	6%	

Several comments following the question listed in Table 99 indicated that parents may not often be aware that CHAMPS is implemented at their child's school. For example:

Parents do not know that this is a school-wide initiative and that it is a tool for teachers to use.

parents know little about CHAMPS

Parents are not very aware of CHAMPS.

Parents were not informed about CHAMPS.

Again, for the most parents, parents are clueless as to what is done in the classroom regarding behavior management, even after it has been explained to them. As long as we do not contact concerning his/her child's behavior, they are happy.

insufficient data from parents. survey required

Results presented in Table 101 indicate that 80% of teachers agree that they are satisfied with using CHAMPS in their classroom. These results are consistent with those presented in Table 97 in which 86% of respondents indicated that overall, they believe CHAMPS is an effective program. Taken together,

these results suggest that teacher's support for CHAMPS may in part be due to experiencing positive results from its use.

Table 101 (teacher only): Overall, I am satisfied with using CHAMPS in my classroom					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	10	22	6	1	39
	26%	56%	15%	3%	
Teacher 3-5	4	21	5	0	30
	13%	70%	17%	0%	
Teacher-Middle	1	6	4	0	11
	9%	55%	36%	0%	
Teacher-High School	2	16	6	1	25
	8%	64%	24%	4%	
Teacher- ESE self-contained	2	13	3	0	18
	11%	72%	17%	0%	
Teacher- ESE resource	1	2	1	0	4
	25%	50%	25%	0%	
Non-Classroom- Instructional	3	4	0	0	7
	43%	57%	0%	0%	
Total	23	84	25	2	134
	17%	63%	19%	1%	

Finally, results presented in Table 102 indicate that a vast majority of teachers currently using CHAMPS are committed to doing so. These results are consistent with the positive view of CHAMPS endorsed throughout this section by teachers who have implemented CHAMPS in their classrooms.

Table 102 (teacher only): I am committed to using CHAMPS strategies with my students.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Teacher PK-2	9	27	2	0	38
	24%	71%	5%	0%	
Teacher 3-5	4	24	2	0	30
	13%	80%	7%	0%	
Teacher-Middle	0	10	2	0	12
	0%	83%	17%	0%	
Teacher-High School	7	16	2	0	25
	28%	64%	8%	0%	
Teacher- ESE self-contained	2	15	2	0	19
	11%	79%	11%	0%	
Teacher- ESE resource	1	3	0	0	4
	25%	75%	0%	0%	
Non-Classroom- Instructional	2	5	0	0	7
	29%	71%	0%	0%	
Total	25	100	10	0	135
	19%	74%	7%	0%	

CHAMPS Summary

Results presented in this section have indicated that support does exist for CHAMPS from a subgroup of teachers in PCS. Among the 138 teachers surveyed who use CHAMPS in their classrooms, responses generally indicated their belief that it can be an effective behavioral intervention. While several comments indicated that CHAMPS is less effective as a means of addressing severe behavioral difficulties, responses indicated that success can be achieved with students displaying less severe difficulties, who attach value to receiving praise from their teachers. This observation was consistent with a second finding that suggested CHAMPS may be more effective as a means of intervention with elementary school students compared with middle school students. Students at a younger developmental level in elementary school are more likely to respond positively to reinforcement provided by teachers.

Similarly communication among teachers and parents regarding CHAMPS appeared to be more prevalent at the elementary school level. Overall, communication with and support from parents was reported to be an area where improvement appears necessary. Promotion of active parental communication and involvement is always a labor intensive process. Even in cases where parental involvement and support clearly exist, it takes time to nurture these relationships. Comments suggested that it can be very frustrating when a student is having severe difficulties and a parent meeting is called and then not attended by the parent. An essential component of effectiveness for this or any other behavioral intervention is to streamline the process of parental communication from the first day. A system where parents can be aware of CHAMPS and can receive reasonable updates on their child's behavior is more likely to elicit cooperation if a problem arises. Understandably, this is not always the

case in the best of scenarios. However, while this process can be the most challenging, it can also be the most essential component to an effective behavioral intervention.

Results indicated that CHAMPS trainings are generally perceived to be effective. Those who attend the trainings report that they understand how to implement CHAMPS effectively as a result of the trainings. Trainings were reported to highlight the use of monitoring tools and their use received strong support from most teachers. A subset of teachers indicated that they use other means of tracking student progress that they have found to be effective. One concern with training , consistent with reports associated with FLPBS, is that trainings are often offered after school hours. Even with trade time offered, the need to receive training in multiple areas may prohibit enrollment in CHAMPS training for which teachers are reimbursed. Wider access to training during school hours may facilitate wider implementation of CHAMPS. Reports also suggest that the resources provided on an as needed basis by the CHAMPS trainers may be useful. However, not all teachers appear to be aware that this support exists. Clearer communication from CHAMPS trainers may facilitate broader implementation.

Consistency of school-wide use appeared to be a primary impediment to the successful implementation of CHAMPS. One comment indicated that this was *"THE"* main issue. This issue represents a two-edged sword. On one hand, it appears that consistency of use across classrooms is an important contributor to the effectiveness of CHAMPS. On the other hand, if use of CHAMPS is mandated by administrators across classrooms there can be resistance from teachers who do not wish to implement it. This can undermine its effectiveness. Optimally, strong school-level leadership can strike a balance in which these competing challenges are addressed. The best case scenario would appear to be one in which teacher buy-in is promoted through open communication and problem solving among teachers and administrators.

Similarly, among those teachers who use CHAMPS only a minority indicate that it is fully implemented in their classrooms. There may be components of CHAMPS that are simply not as effective as others and as with any intervention there must be some leeway to match the intervention to the needs of the students. In this respect, "full" implementation may not be necessary. However, to the degree that CHAMPS is not fully implemented by teachers who support it, there should be open communication among teachers and administrators to address barriers to implementation in cases where teachers believe that additional supports would increase the degree of implementation and effectiveness of the intervention. Questions concerning school-based openness to new ideas indicated that CHAMPS is most effectively implemented in environments in which communication among teachers and administration is open and new ideas are actively supported. Comments suggested that where effective communication and active support does not appear to exist on the part of administration, the implementation process can be completely undermined.

Foundations

This final section will follow the same structure as the first three sections covering RtI, FLPBS and CHAMPS. In this section, Foundations is examined with respect to respondents' Understanding, Implementation, Training, and Satisfaction.

Understanding/Awareness

Basic Understanding

Results presented in Tables 103 and 104 indicate strong agreement with statements concerning respondents' basic understanding of the role of Foundations.

Table 103: I understand what Foundations is supposed to do for students in my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	28	56	10	4	98
	29%	57%	10%	4%	

Table 104: I know how Foundations can help my school environment.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	27	56	13	2	98
	28%	57%	13%	2%	

Selection Process for Foundations

Results presented in Table 105 are consistent with those that had been presented in Table 61 in relation to CHAMPS. Thirty-seven percent of respondents agreed that they did not know why Foundations was selected for their school. When respondents did provide ratings, a large majority endorsed answers focused upon the desire to provide a positive approach to discipline. There was less support for statements that their school's discipline statistics did not look good and that they were not able to overcome discipline issues at their school.

Table 105: Foundations was selected for our school because...					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Our discipline statistics did not look good	15	41	19	4	79
	19%	52%	24%	5%	
Discipline problems were interrupting student learning	20	51	9	4	84
	24%	61%	11%	5%	
We were not able to overcome discipline issues at our school	14	31	28	5	78
	18%	40%	36%	6%	
We wanted to improve the safety in our classrooms	20	60	4	1	85
	24%	71%	5%	1%	
We wanted to teach with fewer discipline interruptions	22	60	2	1	85
	26%	71%	2%	1%	
We wanted a positive approach to discipline	24	59	2	1	86
	28%	69%	2%	1%	
I do not know why	7	10	13	16	46
	15%	22%	28%	35%	

Results presented in Table 106 were also directly parallel to those that had been reported with respect to CHAMPS in Table 62. Results indicate that school level leadership was most strongly endorsed as the group who played a role in selecting Foundations. A majority of respondents also indicated that teachers played a role in selecting the program while slightly more than half agreed that district level leadership and the school improvement plan team played a role. The most common response to the question of whether the school advisory council, community members, or student services staff played a role was "don't know".

Table 106: Who played a role in selecting Foundations for your school?						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
District level leadership	12	31	11	0	27	81
	15%	38%	14%	0%	33%	
School level leadership	39	45	0	0	11	95
	41%	47%	0%	0%	12%	
Teachers at this school	11	43	8	5	17	84
	13%	51%	10%	6%	20%	
The School Improvement Plan Team	15	30	10	1	26	82
	18%	37%	12%	1%	32%	
School Advisory Council/PSTA/PTA/Boosters	2	20	16	3	33	74
	3%	27%	22%	4%	45%	
Community members/organization	1	8	19	4	38	70
	1%	11%	27%	6%	54%	
Student Services staff/Specialists at this school	6	21	13	3	33	76
	8%	28%	17%	4%	43%	
Other	1	1	6	2	28	38
	3%	3%	16%	5%	74%	

Implementation/Level of Use

Scope

Results presented in Table 107 indicate that a majority of respondents report that Foundations has been in their school for three years or less.

Table 107: How long have you had Foundations in your school?					
	Less than 1 year	1-3 years	4-7 years	8+ years	Total
Total	44	46	5	1	96
	46%	48%	5%	1%	100%

Results presented in Table 108 indicate that a majority of respondents agree that Foundations has been implemented school-wide. Foundations is a school-wide process by design. Therefore disagreement with this statement indicates a lack of implementation. Comments elicited following this question indicated that the most likely reasons for disagreement were lack of school-wide support or that Foundations was a new process. For example:

Although it has been rolled out to the entire staff, I'm not sure everyone is on board with it.

We are just in the process of applying the foundations principles.

Had first training yesterday.

We are just beginning.

in the process

Table 108: My school has implemented Foundations school-wide.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	22	61	17	0	100
	22%	61%	17%	0%	100%

Administrative and Staff Support

Results presented in Tables 109-111 indicate that fairly strong support is perceived to exist among administrators and staff with respect to Foundations. Results presented in Table 108 indicate that 88% of respondents agree that administrators and teachers work together to implement Foundations. Once again, cooperation among teachers and administration is a hallmark of this particular process so the minority who disagree are either in a school that is just beginning to implement Foundations or they perceive difficulty in the communication process among administration and teachers. Comments were not elicited following this question so more definitive conclusions are not possible.

Table 109: Administrators and teachers work together to implement Foundations at my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	32	54	10	2	98
	33%	55%	10%	2%	100%

Results presented in Table 110 are consistent with those that had been reported for CHAMPS. Respondents either did not have contact with district staff regarding Foundations or they agreed that the experience was positive in almost all cases.

Table 110: I have had a positive experience working with the district staff regarding Foundations at my school.				
	Agree	Disagree	Not Applicable	Total
Total	54	3	38	95
	57%	3%	40%	100%

Results presented in Table 111 are also mostly positive in that 84% of respondents agree that staff is open to trying Foundations at their school.

Table 111: Staff is open to trying Foundations in my school.					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Total	17	62	11	4	94
	18%	66%	12%	4%	100%

Comments following this question indicated that in some cases respondents were guessing as to how teachers would respond as Foundations had not been truly implemented yet in their school. For example:

Many of us will. I'm not sure about 25%.

It has been briefly discussed, but not implemented yet. So I don't know much about it.

not sure yet

One comment, while somewhat off-topic was emblematic of the importance of inclusive leadership in which open communication is fostered to enhance teacher buy-in.

The Foundation team is the same clique that makes up most of the other important decision making groups in our school: Principal, Assistant Principal, Title I director, and Reading Coach. Nothing is communicated to the rest of the staff; everything is very secretive. This team makes many decisions and does not invite input. I work in a dictatorship.

Parental Involvement

Results presented in Tables 112 and 113 are consistent with the general theme that parents are least likely to be informed concerning any of the processes in this survey. Results indicate that less than half of respondents agree that parents know that Foundations is implemented and that the principles and strategies of Foundations are shared with parents. This is not particularly surprising. With respect to Foundations or any other program or process, it appears that effective communication and participation among school staff are a necessary antecedent to effective communication with parents.

Table 112: The parents of my students know that we are implementing Foundations in my school.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total
Total	5	35	29	10	17	96
	5%	36%	30%	10%	18%	100%

Table 113: I share the principles and strategies of Foundations with the parents of my students.						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable	Total
Total	7	33	18	5	32	95
	7%	35%	19%	5%	34%	100%

Implementation Challenges and Supports

Results presented in Table 114 indicate that lack of school-wide support is perceived to be the only considerable challenge to implementing Foundations. Thirty-six percent of respondents agreed that lack of school-wide support is a challenge to implementation. Thirty-five percent of respondents disagreed that the challenges to implementation are not severe. Taken together, these responses suggest that staff buy-in is an essential component necessary for effective implementation of Foundations.

Table 114: Which of the following are challenges to implementing Foundations at your school?					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Lack of school leadership support	2	5	40	24	71
	3%	7%	56%	34%	
It does not seem to be the right approach for my school	2	3	48	16	69
	3%	4%	70%	23%	
It is too complicated	1	11	45	14	71
	1%	15%	63%	20%	
Lack of school wide support	9	27	31	9	76
	12%	36%	41%	12%	
Challenges to implementation are not severe	11	39	21	4	75
	15%	52%	28%	5%	

One comment following this question also highlighted the issue of time as a potential impediment to successful implementation, as has been the case throughout responses across all sections of this survey.

Time to meet and develop new processes, share them with the staff, get input to revise when necessary, time to collect data to make good decisions Time, time, time

Results presented in Table 115 endorse the importance of school leadership, training, and ease of use as contributors to the effective implementation of Foundations. As Foundations appears to just be getting underway in some schools, effective leadership will likely be particularly necessary to guide the process and promote staff involvement.

Table 115: Which of the following has contributed to the successes of implementing Foundations at your school?					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
School leadership	34	45	5	1	85
	40%	53%	6%	1%	
Training	19	49	11	1	80
	24%	61%	14%	1%	
Ease of use	13	42	13	0	68
	19%	62%	19%	0%	

Implementation Goals

Results presented in Table 116 are consistent with those that had been reported with respect to CHAMPS in Table 83 in that a majority of respondents endorse each of the outcomes listed as a means of knowing whether Foundations is an effective intervention process. Feedback from parents is again the least likely means of gauging effectiveness. In contrast to results obtained for CHAMPS, though, feedback from administrators was endorsed particularly strongly as a means of knowing whether Foundations is an effective intervention. This is likely due to the central role of administrators' participation in the Foundations process, as opposed to CHAMPS where some teachers indicated a more independent implementation in their classrooms.

Table 116: How will you know if Foundations is an effective intervention for students in your school?	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Less referrals to office	28	53	4	1	86
	33%	62%	5%	1%	
Less disruptions	27	53	3	1	84
	32%	63%	4%	1%	
Higher student achievement	25	56	3	1	85
	29%	66%	4%	1%	
Feedback from parents	10	43	20	1	74
	14%	58%	27%	1%	
Feedback from school staff/administrators	23	54	4	1	82
	28%	66%	5%	1%	
More cooperation from students	27	53	3	1	84
	32%	63%	4%	1%	
More students staying on task	26	50	3	1	80
	32%	62%	4%	1%	
Staff observations of student behavior	23	58	3	1	85
	27%	68%	4%	1%	
Safer learning environment	29	49	3	1	82
	35%	60%	4%	1%	

Overall Implementation Status

Foundations began implementation in PCS in June of 2006. There are three school cohort groups that have received training, with a different group starting June of each year. A total of 24 schools have received Foundations training including 19 elementary schools and 5 middle schools. Results presented in Table 117 indicate that 20% of respondents considered Foundations to be fully implemented in their school. Fifty-five percent considered Foundations to be somewhat implemented. Also notable is that the overall sample size in response to the Foundations portion of this survey is relatively small with 28 elementary level teachers and 8 middle school teachers. Taken together, these results suggest that implementation of Foundations is still in the formative stage.

Table 117: Based on your observations and experiences so far, what is the implementation status of Foundations at your school?					
	Fully Implemented	Somewhat Implemented	Minimally Implemented	Not Implemented at all	Total
Teacher PK-2	2	11	5	1	19
	11%	58%	26%	5%	
Teacher 3-5	3	3	3	0	9
	33%	33%	33%	0%	
Teacher-Middle	0	4	4	0	8
	0%	50%	50%	0%	
Teacher-High School	1	2	0	0	3
	33%	67%	0%	0%	
Teacher- ESE self-contained	4	1	1	0	6
	67%	17%	17%	0%	
Teacher- ESE resource	0	1	0	0	1
	0%	100%	0%	0%	
Non-Classroom-Instructional	3	8	2	1	14
	21%	57%	14%	7%	
Principal/AP	4	15	1	0	20
	20%	75%	5%	0%	
Behavioral Support Staff	2	6	5	0	13
	15%	46%	38%	0%	
Total	19	51	21	2	93
	20%	55%	23%	2%	

Training/Preparation

Results presented in Table 118 indicate that 58 respondents report having attended a Foundations training.

Table 118: I have attended a Foundations training.			
	Yes	No	Total
Teacher PK-2	13	5	18
	72%	28%	
Teacher 3-5	5	4	9
	56%	44%	
Teacher-Middle	1	7	8
	12%	88%	
Teacher-High School	1	2	3
	33%	67%	
Teacher- ESE self-contained	4	2	6
	67%	33%	
Teacher- ESE resource	1	0	1
	100%	0%	
Non-Classroom- Instructional	10	6	16
	62%	38%	
Principal/AP	17	3	20
	85%	15%	
Behavioral Support Staff	6	8	14
	43%	57%	
Total	58	37	95
	61%	39%	

Results presented in Table 119 indicate that those who have attended training report that their understanding of Foundations has improved because of the trainings.

119: My understanding of Foundations has improved because of the training(s).					
	Strongly Agree	Agree	Disagree	I have not attended a Foundations training	Total
Teacher PK-2	4	9	2	4	19
	21%	47%	11%	21%	
Teacher 3-5	1	4	0	4	9
	11%	44%	0%	44%	
Teacher-Middle	1	0	0	7	8
	12%	0%	0%	88%	
Teacher-High School	0	1	0	2	3
	0%	33%	0%	67%	
Teacher- ESE self-contained	4	0	0	2	6
	67%	0%	0%	33%	
Teacher- ESE resource	1	0	0	0	1
	100%	0%	0%	0%	
Non-Classroom- Instructional	3	6	2	5	16
	19%	38%	12%	31%	
Principal/AP	7	10	0	2	19
	37%	53%	0%	11%	
Behavioral Support Staff	2	4	0	8	14
	14%	29%	0%	57%	
Total	23	34	4	34	95
	24%	36%	4%	36%	

Results presented in Table 120 indicate that 62% of respondents also report having learned how to use Foundations from other staff in their school. This number is likely exactly equivalent to the number who report that they have attended trainings due to school staff having led the trainings. One comment following the prior question is consistent with this hypothesis.

The trainings led by our own faculty are most effective.

Table 120: I learned how to use Foundations from other staff in my school.	Agree	Disagree	Total
Teacher PK-2	10	8	18
	56%	44%	
Teacher 3-5	5	4	9
	56%	44%	
Teacher-Middle	4	4	8
	50%	50%	
Teacher-High School	3	0	3
	100%	0%	
Teacher- ESE self-contained	4	2	6
	67%	33%	
Teacher- ESE resource	0	1	1
	0%	100%	
Non-Classroom- Instructional	11	5	16
	69%	31%	
Principal/AP	13	7	20
	65%	35%	
Behavioral Support Staff	8	4	12
	67%	33%	
Total	58	35	93
	62%	38%	

Results presented in Table 121 indicate that 80% of respondents agree that there is sufficient Foundations training available.

Table 121: I feel there is sufficient Foundations training available for me.			
	Agree	Disagree	Total
Teacher PK-2	14	4	18
	78%	22%	
Teacher 3-5	5	4	9
	56%	44%	
Teacher-Middle	4	2	6
	67%	33%	
Teacher-High School	1	2	3
	33%	67%	
Teacher- ESE self-contained	6	0	6
	100%	0%	
Teacher- ESE resource	1	0	1
	100%	0%	
Non-Classroom- Instructional	12	4	16
	75%	25%	
Principal/AP	20	0	20
	100%	0%	
Behavioral Support Staff	10	2	12
	83%	17%	
Total	73	18	91
	80%	20%	

One respondent drew an important distinction between Foundations team members and teachers.

As a member, yes. As a teacher, no.

When this respondent was asked whether her/his knowledge had improved as a result of training she/he indicated:

I am a foundations member- otherwise I'd have NO idea what Foundations is.

These insights suggest that for each of these questions regarding training there is likely a distinction between the experiences of the Foundations 'team' and the school staff as a whole.

Satisfaction/Commitment

Effectiveness

Results presented in Table 122 indicate that 89% of respondents believe that Foundations will improve students' behavior. While the response rate to this survey is limited, it appears that among those who have responded there is a sense that Foundations can be effective.

Table 122: I believe Foundations will improve students' behavior				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total
27	59	9	2	97
28%	61%	9%	2%	

Results presented in Table 123 indicate that 82% of respondents agree that Foundations is appropriate for preventing and addressing behavior problems.

Table 123: Based on your observations and experiences so far, Foundations is appropriate for preventing and addressing behavior problems in your school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total
18	56	14	2	90
20%	62%	16%	2%	

Of those who disagreed with the question in Table 123, some may have done so through lack of having experience with Foundations due to minimal implementation as evident in this comment:

> *In the beginning stages can't answer*

Other comments suggested that Foundations may not be an effective means of addressing behavior problems among students exhibiting chronic misbehavior. For example:

> It helps in teaching procedures but not the students who chronically misbehave. They know the procedures, but choose not to follow them.

> Some of them. Not the ones who are constantly a problem no matter what.

Results presented in Table 124 indicate that respondents were generally supportive of Foundations or indicated that they were not sure how it fits into their existing discipline plan. Importantly, most believe that it does contain strategies that fit with their student population. They also believe that it does supplement other discipline programs.

Table 124: How does Foundations fit into your existing discipline plan?						
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total
It does the same thing as some other programs	8	44	16	0	0	68
	12%	65%	24%	0%	0%	
It helps students that the other programs don't	6	44	21	2	0	73
	8%	60%	29%	3%	0%	
It supplements some other discipline programs	11	57	5	0	0	73
	15%	78%	7%	0%	0%	
It has strategies that fit with our student population	13	54	5	0	0	72
	18%	75%	7%	0%	0%	
It fits within the Florida Positive Behavior Supports Project	7	44	5	0	0	56
	12%	79%	9%	0%	0%	
It contradicts other programs	1	8	34	15	0	58
	2%	14%	59%	26%	0%	
I am not sure	10	12	16	9	0	47
	21%	26%	34%	19%	0%	

Comments by one respondent who appeared very familiar with Foundations in her/his comments throughout the survey appeared to sum up the role of Foundations through the statement:

Foundations is not really a discipline program itself, it is an infrastructure and a process/resource to help us develop effective school wide procedures, systems, and programs

Another useful comment in this regard stated:

I see it has looking at the big picture of the school wide areas and having consistent expectations. All staff is to take ownership of the expectations and that is something we need to enhance.

Commitment

Results presented in Table 125 indicate nearly unanimous agreement by respondents that district and school leadership supports Foundations. Ninety percent agree that teachers support Foundations. In many cases, parents may be unaware of Foundations and therefore could not have support for something for which they are not aware.

Table 125: At my school, Foundations is supported by...					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
District leadership	37	51	1	0	89
	42%	57%	1%	0%	
School leadership	51	47	1	0	99
	52%	47%	1%	0%	
Teachers	21	64	6	3	94
	22%	68%	6%	3%	
Parents	11	36	20	5	72
	15%	50%	28%	7%	

Results presented in Table 126 indicate that 82% of respondents report that they are satisfied with using Foundations. Although comments were not elicited, disagreement with this overall assessment may have been due to concerns regarding the level of implementation, the time commitment, and the effectiveness of Foundations in the case of extreme behavior difficulties as evidenced by responses throughout this section.

Table 126: Overall, I am satisfied with using Foundations in my school.				
Strongly Agree	Agree	Disagree	Strongly Disagree	Total
18	56	15	2	91
20%	62%	16%	2%	

Foundations Summary

The main issue associated with Foundations appears to be its scope of use and level of implementation. This finding has been central throughout each section of this survey. Foundations is also somewhat different from FLPBS and CHAMPS in that is more of a problem solving process than a structured intervention process or program. As a result, comments suggested that Foundations can become more of a leadership structure than a school-wide problem-solving process in which teachers and administrators work cooperatively. Only 20% of respondents to this survey, for a total of 19 staff members district-wide indicated that Foundations was fully implemented in their school.

School-based training appears to be useful for those who have received training. However, the availability of training and opportunities for teachers to become familiar with and involved in the process appears to have room for improvement.

Among those who responded to the survey, there does appear to be strong support for the Foundations process. While it appears to be somewhat limited in scope, it does appear to be useful from the standpoint of those who are involved in its use as a means to address school-wide behavioral challenges. Respondents believe that it can be an effective means of addressing behavioral difficulties and is an appropriate means of addressing this issue.

This is juxtaposed with results that indicate that lack of school-wide support is the most commonly endorsed barrier to successful implementation. Results also strongly suggest that effective school level leadership is an essential component of successful implementation. This has also been a consistent finding throughout the sections of this survey. Active involvement, support, and open communication on the part of school level leadership are essential prerequisites to implement any of these behavioral intervention processes effectively.

Summary and Recommendations

Students' behavior in school has a direct impact on the learning of all students. A clear, comprehensive, effective system of behavioral support is essential for establishing and maintaining a safe learning environment that encourages positive student performance.

The Response to Intervention (RtI) behavior processes was adopted in PCS in 2007-2008 school year as a means of structuring a framework for positive behavioral support in the district. The basic elements of RtI are required by the No Child Left Behind Act and the Individuals with Disabilities Education Act of 2004. The intention of RtI is to promote positive behavior among all students while providing additional supports to students with more specific behavioral needs. The result of this evaluation provides support for the structure of the RtI framework and highlights the barriers to its successful implementation.

The respondents to the survey identified that RtI is a time consuming process which requires a considerable amount of support, effort and resources in order to be implemented effectively. Results suggest a lack of clarity throughout the district regarding the interventions within each tier of the RtI framework. These results suggest a need to present an organized system in which interventions at each tier are clearly defined and made available across schools, district-wide, in a uniform manner. Results suggest that programs such as CHAMPS, Foundations and FL-PBSP can fit well within an overall district-wide behavioral intervention framework. Currently, these programs and processes appear to work outside the framework and compete for support from teachers and administrators. The RtI framework is most effective when these programs and processes form a cohesive district-wide behavioral intervention framework that can then be tailored to the needs of each school. Other effective programs may also be integrated into this framework. Administrators must work collaboratively with instructional and support staff to address barriers to effective implementation. Proactive administrative support, at all levels, was identified as essential to the success of the behavioral intervention strategies. Active collaboration and open communication among administrators and staff will promote a sense of common purpose to implement successful intervention practices.

Evaluation results suggest key barriers that must be addressed for each of the behavioral intervention strategies to be effective. Results suggest that the level of behavioral support staff and classroom aides may be insufficient to fulfill the objectives of the RtI framework and processes. Dissatisfaction regarding the time commitments was evident in many comments; the time necessary to collect behavioral data while teaching a class and the time required to attend meetings to plan interventions were among the most frequent complaints. The RtI framework and specific interventions require a substantial amount of professional development. Administrators must ensure their expectations placed upon staff are consistent with the level of training received. These concerns must be addressed realistically when determining the level of behavioral support that is provided in any school given.

Perhaps the most salient finding in this evaluation is the deficiency of the intervention processes/programs in addressing the needs of students with severe behavioral difficulties. Anecdotal evidence was offered describing students assaulting teachers and peers on a frequent basis. Lack of student evaluation to determine the potential need for special education services was associated with these citations. The RtI process is not intended to substitute for

evaluating a student believed to have a disability for placement in special education. However, findings suggest that this may occur. Respondents display skepticism in these processes/programs to improve the behavior of students who are repeatedly violent. The RtI process is viewed as an obstacle for students receiving needed interventions; remarks were made that violent students might remain in an inappropriate setting for an extended period of time while their educational needs are not met, and the safety and learning of the class is compromised.

The result of this evaluation indicates that there is an understanding among PCS educators that a comprehensive framework to address behavioral strategies is necessary. The development of Response to Intervention (RtI), as well as specific programs/processes such as CHAMPS, FL-PBSP, and Foundations is essential for maintaining and improving student behavior and learning. The key challenge is matching the needs of students with appropriate interventions in a timely manner. Budgetary constraints, as well as the complexity of implementing a clear, district-wide behavioral intervention framework, present several challenges that must be addressed with a practical, proactive approach.

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Appendix A

Building District-Level Capacity

For Positive Behavior Support

Building District-Level Capacity for Positive Behavior Support

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As more and more schools adopt school-wide positive behavior support (SWPBS) as a model for school improvement and the success of initial demonstration sites becomes evident, districts are faced with expansion and sustainability issues. Careful planning of these implementation efforts requires district personnel to be familiar with the resources and supports needed to implement and sustain such district-wide systems change efforts and build an infrastructure to support SWPBS initiatives. The purpose of this article is to expand upon *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment* (Sugai et al., 2005) by describing the how-to of the SWPBS implementation process with specific activities and providing user-friendly tools that can assist a district in "going to scale." Obstacles to and future considerations for expanding the practice of SWPBS are also presented.

Keywords: systems level planning; positive behavior support; school wide; systems change; district support; implementation sustainability; readiness activities

Nearly every state has adopted some form of school-wide positive behavior support (SWPBS) as a model for systems level school improvement. The Technical Assistance Center on Positive Behavioral Interventions and Supports (U.S. Dept. of Education, 2005) reported that nearly 5,000 schools across 40 states have adopted some approach to positively and proactively addressing the behavior of all students within a school using school-wide positive behavior support, defined as "a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students" (Sugai et al., 2005). As the success of initial demonstration schools becomes evident, districts are faced with an ever-increasing request for additional schools to receive training and begin SWPBS implementation. Often, requests come from school administrators who desire the same or similar outcomes as their colleagues in PBS demonstration schools. In Florida, it is not uncommon for school districts to initiate SWPBS with 1 to 3 schools the first year and to request 15 or 20 new schools the following school year. District administrators have been known to envision that "all of [their] 150 schools will be PBS schools in the next three years," often without planning for the support required to succeed at that level of implementation.

Without careful planning, such district-wide implementation efforts will likely fail, as district personnel will be unfamiliar with the available resources and with the supports necessary to implement and sustain such district-wide systems change efforts. Collaboration with key district-level stakeholders will assist in supporting and sustaining currently trained and implementing schools and in planning for district-wide expansion. This level of district involvement will build awareness and enhance PBS efforts by utilizing cross-departmental collaboration and preventing the occurrence of competing initiatives.

School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment (Sugai et al., 2005) provides a user-friendly guide to improving the efficiency and success of large-scale replications of positive behavior support. This practical tool provides a thorough outline for getting SWPBS started, sustaining efforts, and planning for expansion. The implementation elements in the blueprint consist of the following: (a) leadership team, (b) coordination, (c) funding, (d) visibility, (e) political support, (f) training capacity, (g) coaching capacity, (h) demonstrations, and (i) evaluation.

While the *Implementers' Blueprint* is a tremendous resource for understanding the *what* and *why* of each feature, it does not describe the how-to of the implementation process. The purpose of this article is to enhance the blueprint by describing specific activities and providing user-friendly tools that can assist a district in going to scale. The article discusses each of the nine elements of the blueprint, sharing specific activities and tools that have demonstrated success in helping school districts build capacity for PBS.

Figure 1
School-Wide Positive Behavior Support: District Readiness Checklist for Leadership Team (2-Sided)

District: _____   Date: _____   Contact Person: _____

Documents/evidence complete?	Items to complete prior to school-wide PBS training
☐ YES ☐ NO	1. A district representative has been identified as the PBS district coordinator (i.e., lead contact) for all PBS initiatives within your district. **List district representative, and provide contact information (name, title, address, phone, cell, fax, e-mail):**
☐ YES ☐ NO	2. District administrators have participated in an awareness presentation summarizing Florida's PBS project and the school-wide PBS process. **List date(s) of presentation, location(s), and name of presenter(s):**
☐ YES ☐ NO	3. A district positive behavior support (PBS) team is formed and has broad representation (including regular and exceptional student education, student support services, personnel preparation, curriculum and instruction, management information systems, safe and drug free schools, school improvement, transportation, etc.). **List team members, and identify roles:**
☐ YES ☐ NO	4. District PBS team commits to attending a portion of the school-wide training and participating in annual or biannual update meetings to discuss progress to date. **Describe when you meet or plan to meet (days, location, and time) throughout the school year:**
☐ YES ☐ NO	5. District PBS team has participated and completed a needs assessment and action plan facilitated by Florida's PBS project. **Provide copy of action plan, and list date of completion:**
☐ YES ☐ NO	6. PBS coaches (facilitators) have been identified by the PBS district coordinator to receive additional training and actively participate in school-wide initiatives (may overlap with district PBS team). **List PBS coaches and roles:**
☐ YES ☐ NO	7. District has allocated or secured funding to support the school-wide initiatives (e.g., School Improvement, Safe and Drug Free Schools, other school or community resources) in their respective schools. **Identify funding source(s) that will be utilized:**
☐ YES ☐ NO	8. School-wide discipline (e.g., school climate, safety, behavior) is identified as one of the top district goals. **Attach a copy of district goals or letter of support from superintendent's office.**
☐ YES ☐ NO	9. The district will provide a letter from area superintendent(s) to participating school principals reminding them of the training dates, requirements of attendance, stipend requirements, items needed at training, etc. **Attach a copy of the letter.**
☐ YES ☐ NO	10. Following training, the district will provide a letter from area superintendent(s) to participating school principals on the importance of data collection and the need for daily use of the database system and encouraging participation of team members in ongoing training opportunities. **Attach a copy of the letter of support disseminated to administrators.**
☐ YES ☐ NO	11. The district is aware that SWIS III is a school-based discipline data system that is neither intended to replace nor capable of replacing the current district database. **Confirm:** ☐ Yes OR ☐ No **List current discipline data system utilized in your district:**
☐ YES ☐ NO ☐ N/A	12. If your school district agrees to adopt SWIS III for participating schools, then the district agrees to provide the participating schools computer access to Internet and at least Netscape 6 or Internet Explorer 5. **Confirm available Internet access:** ☐ Netscape _____ OR ☐ Internet Explorer _____ *(Please remember that SWIS training is OPTIONAL and follows successful completion of school-wide training.)*
☐ YES ☐ NO ☐ N/A	13. If your school district agrees to adopt SWIS III for participating schools, then the district will provide time for a person from your MIS department to develop query statements necessary for SWIS compatibility with your current district database. **List MIS person and provide contact information:** *(Please remember that SWIS training is OPTIONAL and follows successful completion of school-wide training.)*
☐ YES ☐ NO	14. The district agrees to allow the participating schools to revise and utilize a discipline referral form, problem behavior definitions, and coherent discipline referral process in order to enhance data-based decision making on campuses. **Confirm:** ☐ Yes OR ☐ No
☐ YES ☐ NO	15. The district agrees to allow Florida's PBS project to utilize information from schools and district for future training, technical assistance activities, professional conference presentations, or submission to scholarly publications in the following format(s): **Confirm:** ☐ Anonymously, without school identifiers OR ☐ With the school and district name identified

Implementing the PBS Blueprint at the District Level

Planning

One of the key tools that can be used to assess the preliminary capacity of a district and to communicate the prerequisites for participating in SWPBS training activities is the District Readiness Checklist (see Figure 1). The District Readiness Checklist summarizes many of the key features in the blueprint and provides a measurable objective for the district to assess its current capacity and its ability to support PBS. It is recommended that the items on this checklist be reviewed and assessed by key district

Appendix A

Figure 2
District Action Planning Guide: Florida's Positive Behavior Support Project

Current Status
1. Commitment to school-wide PBS
2. Other initiatives that may impact (positively or negatively) school-wide PBS efforts

Enroll
1. Members of leadership team, Cross-representation
2. Capacity to identify the number of schools to be involved
3. Complete yearly self-assessment and action plan with PBS project
4. Plan and follow through with a 3- to 5-year action plan
5. Commit to regular meetings and a process to implement school-wide PBS

Strengths
1. Coordination
   a. Coordinator/district contact with sufficient FTE to make the process work
2. Funding
   a. Funding to support activities for the next 3 years
3. Visibility
   a. Issues that may impact support for the PBS process by the board/superintendent
4. Training Capacity
   a. Providing training to new schools
   b. Identified trainers freed up to train or recruit new schools
5. Coaching Capacity
   a. Facilitating (direct assistance or coaches) to participating schools
   b. Support to facilitators working with teams at least once a month
6. Demonstrations
   a. Schools identified
   b. Range of schools (e.g., exemplary vs. challenging, elementary vs. secondary)
   c. Fiscal and technical support for each school
7. Evaluation
   a. Standard evaluation processes established
   b. SWIS in each school for assistance in data-based decision-making
   c. Opportunities for participating schools to network

Goals
1. Goals to accomplish in three years. Outcomes you would like to achieve
2. Goals to accomplish in one year. Outcomes you would like to achieve
3. Tasks to be accomplished in the next three months to make progress towards those goals

First Steps
1. Tasks to be initiated and by whom in the next week to address 3-month goals
2. Person to follow up on the first steps
3. Schedule next district leadership team meeting
4. Person to reproduce and disseminate this document

Note: From Florida's Positive Behavior Support Project, University of South Florida, Tampa, FL.

stakeholders each school year as the discussion of expansion occurs. Most items on the checklist are addressed during biannual district action planning meetings.

The district action planning meeting is used to assist the district leadership team (key stakeholders) in developing an annual, comprehensive plan for gaining commitment, coordinating support, and evaluating progress of PBS activities for all schools in the district. The district action plan helps to determine which district personnel, representing various service areas, are needed to build and maintain PBS as a priority for schools within the district. The district action plan also determines the district-level personnel who may be identified as PBS coaches. PBS coaches are directly responsible for facilitating and assisting school-based PBS teams with implementation and for regularly monitoring school-wide progress. The district action plan also allows the district leadership team to plan

for resources (e.g., time, funding) to support implementing school teams. In addition, during the district action planning process, the district leadership team generates goals for expanding positive behavior supports within the district for the upcoming school year. Many district leadership teams request to meet quarterly rather than annually or biannually to maintain cross-departmental communication and stay informed of current and planned PBS efforts.

The Florida PBS Project has found the use of a structured team process to be very effective in assisting the district leadership team in planning for each year (see Figure 2). The items addressed on the District Readiness Checklist, including several of the elements in the blueprint, are summarized utilizing graphic techniques on large pieces of paper so that the entire team can remain active participants throughout the process. The process requires as little as 2 hours to complete and allows the

district leadership team to measure where they have been and where they are now and to plan for future PBS efforts. Results of the meeting are transferred to a document and used during subsequent team meetings to assist in action planning based upon the goals established.

Implementation Element 1: Leadership Team

Establishing a district leadership team is the first and most important activity to complete prior to initiating district-level SWPBS activities. Although the district leadership team may only meet annually or biannually, it provides the vision, leadership, and resources necessary for going to scale in a district. It has been the policy of Florida's Positive Behavior Support Project that SWPBS training should not occur until a district leadership team is formed and meets at least once for an initial district action planning meeting. In the same manner that the school leadership team or school-based PBS team is responsible for SWPBS at the school level, the district leadership team is responsible for implementation efforts across a district. The major responsibilities for the team are (a) identifying a district contact to serve as a collaborator with the state PBS project, (b) participating in annual or biannual team planning meetings, (c) identifying PBS coaches or facilitators for each school site, (d) evaluating the effectiveness of each school's coach, (e) identifying specific schools that will receive SWPBS training, (f) coordinating with the state PBS project during the intensive summer training, (g) providing support for coaches and school teams implementing PBS, and (h) monitoring the progress of school teams by reviewing discipline data, academic data, and other PBS evaluation measures.

District leadership teams often undergo a transition across school years from an initial team to an established district leadership team. The initial team may consist of a few people who are enthusiastic and committed to establishing SWPBS within their district. These individuals have the formidable task of building awareness and soliciting additional district stakeholders. The initial team may only support a few schools in completing the initial SWPBS training in hopes of establishing demonstration sites and building momentum toward establishing PBS throughout the district. However, if a district is committing to going to scale, it is recommended that the initial leadership team be expanded to include additional members. Additional members of the district leadership team should have a commitment to the PBS process, a vision for expansion and sustainability, the capacity to make decisions, and the ability to commit resources to SWPBS expansion efforts. The district leadership team should include but not be limited to upper-level administrators from an array of departments, including general and special education, student support services, personnel preparation, curriculum and instruction, dropout prevention, management information systems, safe and healthy schools, school improvement, and transportation.

Florida's Positive Behavior Support Project (FLPBS) serves a coaching and support role for each of the district leadership teams. Initially, the FLPBS staff member may organize and lead the district leadership planning meeting. As the district team gains a better understanding of the PBS process and its own district-level needs, the FLPBS staff member assumes a role as a resource or technical assistance contact. After a few years, several district teams may even organize and complete district leadership meetings without the direct involvement of FLPBS project personnel.

Implementation Element 2: Coordination

One of the first tasks of the district leadership team is to choose a PBS district coordinator. District coordinators are district-level personnel who can be released from some of their other job responsibilities to oversee day-to-day PBS activities across their district. These individuals may currently be managers for district grants, school psychologists, department directors, program specialists, or some other function, or a new position can be established that is devoted strictly to PBS efforts.

The characteristics and responsibilities of the district coordinator include (a) being a district-level (as opposed to a school-based) employee, (b) managing district budgets that support PBS initiatives, (c) being the main contact person for the FLPBS project, (d) being the liaison between the FLPBS project, related projects, and PBS coaches, (e) securing additional funding to support PBS initiatives, (f) scheduling trainings and district-level meetings, (g) facilitating and being a member of the district leadership team, (h) implementing evaluation activities, (i) attending all trainings sponsored by the FLPBS project, (j) attending and possibly cotraining with the FLPBS project, and (k) occasionally attending school-based team meetings to provide district support.

As the characteristics and responsibilities indicate, it is vital that a district coordinator be established prior to the first training on SWPBS. Often, this person is the first point of contact for the FLPBS project in that he or she solicits involvement from the initial district leadership team members. The training agency or the FLPBS project provides support to the district coordinator to help accomplish tasks required to sustain district-level PBS efforts. The FLPBS project then begins to reduce district support as the district coordinator becomes more proficient in his or her job responsibilities. As the number of trained

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schools in a district increases, the amount of time allocated for a district coordinator to complete the PBS activities must correspond with that increase.

Implementation Element 3: Funding

The district leadership team needs to address the issue of funding for sustaining and expanding efforts within the district. Funding is needed for a variety of purposes and may include support for (a) individual schools' SWPBS activities, (b) the salary of a district coordinator, (c) the time provided to school teams by PBS coaches, (d) participation of various implementers in local, state, and national conferences on PBS, and (e) state and national presenters for ongoing training. Support to individual schools may include providing start-up monies to kick off school-wide activities, providing stipends for substitute teachers while team members are meeting or attending training, establishing and building a school store, purchasing school-wide incentives, paying for a data entry person, and so forth. These supports may be provided to the school in the form of a mini grant from the district after the school has provided an SWPBS action plan and budget.

As the number of participating schools increase from year to year, the time required by a district coordinator will likely increase. Florida's experience has been that once districts have trained approximately 6 schools, 50% of an individual's salary needs to be devoted to coordinating PBS initiatives. When a district reaches 10 or more schools, a full-time position may be necessary. In addition, the number of coaches needed to support participating schools will likely increase. As a result, the district will need to restructure and plan how tasks for which coaches were previously responsible (e.g., educational evaluations, class consults) will now be accomplished. If this is not done, coaches will likely have new PBS responsibilities in addition to their prior school responsibilities, struggle with burnout, and not be able to adequately support SWPBS implementation efforts.

The FLPBS project has provided funds to school districts to help support their initial school-wide initiatives. The funds (up to $15,000 for districts with six or more trained schools) were made available for what the district deemed appropriate to support their SWPBS initiatives for 1 to 3 years. However, as these external funds provide an additional incentive to districts, they can also create a perception of free support. External funds should be used to boost efforts so a district cannot become completely reliant on those funds to develop its infrastructure. External funds can sometimes create a barrier in capacity-building by causing districts to develop a reliance on an external source rather than

building a district infrastructure to support their efforts. When external funds disappear, the infrastructure that was once supported by them may also disappear. Therefore, it is important to utilize the funds to create systems change within the district by providing initial support with plans to reduce external funds following 3 years of implementation.

Implementation Element 4: Visibility

The purpose of building visibility is to increase awareness of PBS activities, to maintain communication across key district and community stakeholders, and to solicit increased interest in expanding PBS efforts throughout the district and community. Dissemination strategies at the district level may include (a) newsletters, (b) presentations at school board meetings, (c) features on school and district Web sites, (d) articles in local newspapers, (e) segments on the local news, (f) presentations at administrators' meetings, and (g) acknowledgment of PBS model or exemplar schools (see Note 1). Any or all of these strategies can be utilized within a given district. District coordinators are encouraged always to notify the district leadership team of dissemination strategies proposed or utilized to maintain communication and participation.

Dissemination efforts at the state level may include the following (a) newsletters, (b) a state-supported Web site, (c) an online forum, (d) annual coaches' trainings, (e) district coordinators' meetings, and (f) annual implementers' forums with acknowledgment of the current PBS model schools across the state. Newsletters disseminated statewide and access to a Web site can increase interest among nonparticipating districts and schools and promote the vision that a PBS initiative is more than a district project and part of a larger statewide initiative supporting children's education. Although coaches' trainings will be discussed later (see Implementation Element 7), it is important to remember the need to link coaches, district coordinators and school teams with their colleagues. District coordinators in Florida participate in 1 or 2 days of meetings each year with the state PBS project staff. These meetings provide opportunity for feedback from and to the state PBS project and an opportunity for the district coordinators to share in planning and evaluating the agenda of the FLPBS project for the next year. The annual implementers' forum provides an opportunity for two or three team members from each school to attend a statewide, 1-day conference on school-wide positive behavior support. This forum provides an opportunity to recognize model schools, to share statewide outcome data, and to learn from similar schools across the state.

These efforts in building visibility across the state assist in securing ongoing funds for Florida's PBS project. However, if your state currently does not have a project to oversee PBS initiatives, then dissemination activities are needed to build stakeholder involvement in hopes of moving toward the formation of a PBS state advisory team. When utilizing visibility strategies, it is important to highlight the outcomes of specific PBS activities as well as the costs and benefits of those outcomes at a district or state level (Sugai et al., 2005). Furthermore, use of these strategies not only builds interest in assisting in district- and state-level expansion efforts but may also assist in building an internal support network. For example, use of a newsletter can highlight the activities and outcomes experienced at participating schools. When newsletters are disseminated to nonparticipating schools, this information can help to build interest for future SWPBS participation, can assist implementing schools in networking and gathering ideas from neighboring schools, and can generate increased buy-in and communication across schools in the district.

Implementation Element 5: Political Support

Political support refers to the written or verbal commitment to SWPBS that is communicated to school administrators, personnel, parents, and students. This may occur via public board meetings, written policies, and redistribution of resources. For instance, political support might include key district administrators' identifying the improvement of social behavior (e.g., discipline, school improvement, climate, safety) as one of the key district goals. If the improvement of social behavior is not a high priority, supports for the district leadership team, coordination, funding, visibility, political support, training, coaching, demonstrations, and evaluation will be greatly affected and may not survive in the long term (Sugai et al., 2005). Political support may also include awareness and communication that SWPBS initiatives can contribute significantly toward achieving the goals of other high-priority initiatives in a district or state, including No Child Left Behind (P.L. 107–110), Reading First (Elementary and Secondary Education Act of 1965, Title I), various character education curricula, and Safe Schools–Healthy Students Initiative (Elementary and Secondary Education Act of 1965, Title IV).

Obtaining political support and increasing visibility strategies are symbiotic. Achieving a high level of political support will increase the visibility of SWPBS activities. For example, if you are requesting time at an administrators' meeting to increase awareness, the district superintendent should be able to get PBS on the agenda and show his or her support of the district's PBS efforts. Likewise, the district may be more apt to gain political support through increased district-level awareness. For example, districts and schools may be reluctant to commit to SWPBS because so many initiatives are already in place. High-priority initiatives such as Reading First and No Child Left Behind may seem to take precedence. If your district leadership team is utilizing visibility strategies to dispel the myths that PBS is a separate initiative and increase district awareness that PBS is a program and process that can enhance other mandated initiatives, the district may be more liable to provide additional supports.

Implementation Element 6: Training Capacity

Trainers

Sugai et al. (2005) discussed the need to decrease reliance on outside expertise when planning for and conducting PBS trainings. However, it is important to determine whether this is or is not an issue for a district or state. For instance, in Florida, there is already a state-funded PBS project that is responsible for providing PBS trainings and support to districts. Therefore, it is not an expectation for the district to commit to a train-the-trainer model. Because the Florida PBS project is responsible for creating—and updating—the training curriculum and is fluent in the material, it may be difficult to maintain a train-the-trainer model. Because the FLPBS project is conducting multiple trainings across the state, its staff may be more familiar with the material and provide more effective and meaningful trainings. Even if the FLPBS project staff provide the majority of the training, experienced coaches and district coordinators are encouraged to assist with the training and share their SWPBS process experiences with schools.

If there is a funded project in your state that coordinates PBS activities and supports trainings but is ill-equipped, due to lack of personnel or experience, to conduct PBS trainings, outside trainers or experts should be utilized to conduct the initial trainings until trainers are competent to take over. Lead trainers should be well versed in the training curriculum, adept at training adult learners, and experienced in the application of SWPBS across multiple schools. A plan for fading out the lead trainers and/or co-training with experienced individuals should be considered.

Training Curriculum

Another issue to consider when addressing training capacity is the need to develop an effective PBS training

curriculum. An effective training curriculum should be (a) comprehensive, (b) provided in multiple formats, (c) organized, and (d) an accurate reflection of effective practice in PBS. A comprehensive PBS training curriculum should address not only the universal application of PBS but also classroom, targeted group, individual student, and coaches' training. For example, if the initial training that occurs is at the universal level of SWPBS, at what point can participants access training in the other levels of PBS (i.e., classroom, targeted group, individual)? A plan for delivering the next phase of training should be addressed prior to beginning the first phase of SWPBS training. Several states have the capacity to require multiple (10 or more) days of training per year for their coaches and school teams and may be able to train all or several of the SWPBS levels in one year. Other states, such as Florida, have limited access to teacher and administrator training time and may only cover one level of PBS training (beginning with the universal level) per year.

Florida's PBS project provides the training curriculum in multiple formats, including on-site and online training, consecutive and interspersed days, and small- and large-group formats. The district leadership team needs to identify the best training format for the district when planning for upcoming PBS trainings. Additional trainings to consider include (a) booster training for schools that are not implementing with high fidelity after 1 year of support, (b) training on the School-wide Information System (May et al., 2002) or other data-based systems, (c) retraining for school teams that may have lost their administrators or most of their team members, and (d) overviews for administrators, faculty, and new teams (see Note 2).

An organized training curriculum is essential to an effective training experience. Organized materials that are essential components to the training include training manuals with PowerPoint presentations and slide handouts, case examples relevant to the audience (e.g., high school examples for teams from high schools), activities, action plans, and references. Materials may also include active demonstrations, videotapes, CDs with forms and templates, and any additional or supplementary resources. Teams participating in training should hear and see examples of critical areas such as developing a data-based decision process; establishing a school-wide reward system; and developing effective expectations, rules, and consequences. A significant amount of time should also be allocated during and/or after the training process to apply the concepts to teams' own schools in an action planning or workshop format.

Finally, many universal, classroom, targeted group, and individual student trainings in PBS are adapted to meet the unique needs of a district (e.g., urban vs. rural emphasis; elementary, middle, or high school emphasis). It is essential that such adaptations be evaluated by individuals skilled in the PBS process to make certain that critical components addressed in training are consistent with current research and best practice in applying PBS in school settings. These adaptations are also essential to obtaining participant buy-in during the training process. In addition, training outcomes should be evaluated each year. The evaluation results should assist in developing modifications to the curriculum and training process.

Training Preparation

The better to prepare schools for participation in the initial SWPBS training, Florida's PBS project requires each interested school to complete the Individual School Training Readiness Checklist (see Figure 3a). This requirement is in place to assess the school's commitment to training and implementation. The checklist also begins the process of evaluating a school's willingness and capacity to support PBS efforts. Because comprehensive SWPBS training focuses on a systems change approach and requires up to 4 full days of training (universal level), it is essential that teams be aware of their commitment prior to investing their time and energy. Some district leadership teams have used this form as an application package for training with deadlines for completion. If schools are interested in receiving training on the School-wide Information System, a Web-based data entry and retrieval system, the second page of the checklist can be completed upon the final day of training (see Figure 3b; May et al., 2002).

Implementation Element 7: Coaching Capacity

The FLPBS project staff also assists the district leadership team in determining how to support schools through the use of PBS coaches. Coaches are often school personnel who are released from some of their prior responsibilities to provide facilitation for the school-based PBS team through implementation and to attend any district- (monthly coaches' meetings) or state-level (annual coaches' training) events. A coach may be a district-level person or a site-based person (e.g., education specialist, school psychologist, social worker, behavior specialist, guidance counselor). Since coaches may be required to attend local and state activities that are not occurring at their particular school, it is essential that coaches not be classroom teachers or administrators. Coaches should be selected based upon their function (what they can do and what they are required to do), not

Figure 3a
School-Wide Positive Behavior Support: Training Readiness Checklist for Individual Schools (2-Sided)

Documents/evidence complete?	Items to complete prior to school-wide PBS training
▢ YES ▢ NO	1. A school improvement plan exists that includes school-wide discipline (i.e., behavior, school safety, school climate) as one of the top school goals. **Attach a recent copy of your school improvement plan and school mission statement**
▢ YES ▢ NO	2. A positive behavior support (PBS) team is formed and has broad representation (including some school improvement team members, a behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, and regular and special education teachers). **List team members and roles:**
▢ YES ▢ NO	3. Principal or AP who is responsible for making discipline decisions is an active participant on PBS team and agrees to attend all 3 days of school-wide training. **List participating principal(s) here:**
▢ YES ▢ NO	4. Principal commits to school-wide PBS and is aware that PBS is a 3- to 5-year process that may require ongoing training and/or revisions of school's PBS plan. **Please provide principal signature(s) here:**
▢ YES ▢ NO	5. PBS team commits to meet at least once a month to analyze school-wide data and solve problems. **Describe when you meet or plan to meet (days, location, and time) throughout the school year:**
▢ YES ▢ NO	6. PBS team has reached consensus and completed the PBS initial *Benchmarks of Quality* and new school profile. **Attach a recent copy of the completed initial *Benchmarks of Quality* and new school profile**
▢ YES ▢ NO	7. Your entire faculty, including your PBS team, participated in an awareness presentation on school-wide PBS. **Indicate date of presentation and presenter name(s):**
▢ YES ▢ NO	8. Majority of your faculty, staff, and administration are interested in implementing school-wide PBS. **Attach recent assessment or survey and results (i.e., percentage or range of faculty committed):**
▢ YES ▢ NO	9. School has allocated or secured funding from its district to support school-wide initiatives. **Identify funding source:**
▢ YES ▢ NO	10. An individual at the district level has been identified as the lead district contact or PBS district coordinator. **Lead district contact:**
▢ YES ▢ NO	11. PBS coaches or facilitators have been identified by the district coordinator to receive additional training and actively participate in the school-wide initiatives. **List PBS coach (with title) who will be supporting your PBS team:**

Note: From Florida's Positive Behavior Support Project, University of South Florida, Tampa, FL.

Figure 3b
School-Wide Positive Behavior Support: SWIS Readiness Checklist for Individual Schools
(SWIS Training is Optional and Follows Successful Completion of School-Wide Training)

School: _____   District: _____   Date: _____

Documents/evidence complete?	Items to complete prior to SWIS training
▢ YES ▢ NO	12. The school uses an office discipline referral form and problem behavior definitions that are compatible with SWIS. **Attach a final copy developed during the school-wide training.**
▢ YES ▢ NO	13. The school has a coherent office discipline referral process. **Attach a final copy developed during the school-wide training.**
▢ YES ▢ NO	14. Data entry time is allocated and scheduled to insure that office referral data will be current to within a week at all times. **Describe this process on campus:**
▢ YES ▢ NO	15. Three people within the school are identified to receive a 2+ hour training on the use of SWIS. **List individuals and their roles:**
▢ YES ▢ NO	16. The school has computer access to Internet and at least Netscape 6 or Internet Explorer 5. **Confirm available Internet access: ▢ Netscape ____ OR ▢ Internet Explorer ____**
▢ YES ▢ NO	17. The school agrees to ongoing training for the team receiving SWIS data on uses of SWIS information for data-based decision-making. **Confirm: ▢ Yes OR ▢ No**
▢ YES ▢ NO	18. The school district agrees to allow the PBS coaches or facilitators to work with school personnel on data collection and decision making procedures. **List PBS coach(es) who will work with your school team:**
▢ YES ▢ NO	19. The school agrees to continue to input data into the district database until SWIS compatibility with the district database is completed. This may require the school to double enter its discipline data in the meantime. **Confirm: ▢ Yes OR ▢ No**

Note: SWIS = School-wide information system (May et al., 2002). From Florida's Positive Behavior Support Project, University of South Florida, Tampa, FL.

Appendix A

Table 1
Skill-Building Across Experienced PBS Coaches

Coaching 101	Coaching 102	Coaching 103
• Using your data effectively	• Assisting with funding and fund-raising efforts	• Establishing an individual PBS system
• Requesting technical assistance for your team	• Reaching beyond the school: Involving parents and the community	• Establishing a classroom PBS system
• Problem solving with the team	• Changing the school climate (est. ratio of 4 to 1, adding teacher incentives, etc.)	• Establishing targeted group trainings and systems
• Creating your yearly plan for training and implementation	• SW Booster training requirements	• Knowing when your school is ready to move to the next level and options
• Completing your product book	• Using data to make necessary changes in procedures and systems	• Apprenticing new coaches
• Establishing effective team meetings and team roles	• Keeping your process new, creative, and interesting	• Assisting with district trainings and presentations
• Coaches' role and responsibilities		

Note: PBS = positive behavior support.

by their district titles. How the coaching process works should be adapted to the unique characteristics of the district (e.g., small and rural districts may be able to have one coach for three schools, but a large urban district may need one coach for each participating school).

The characteristics and responsibilities of the PBS coach include (a) having the freedom to move across schools, (b) understanding the school-wide PBS process and having some general knowledge of behavioral principles, (c) having the skills necessary to facilitate teams effectively throughout the process (across the school year during team meetings and during training activities), (d) attending any trainings with their respective school-based teams and co-training with the FLPBS project after the first year of district implementation, (e) being a facilitator to and a member of the school-based team, (f) reporting to the district coordinator, (g) being the main contact person and liaison for the school-based team, and (h) collecting any team, district, or state evaluation data.

The PBS coaches' primary function is to maintain fidelity of implementation following PBS training. Not only do the school-based teams need continued support from their coaches, but the coaches themselves need ongoing support from district personnel. One approach to supporting coaches is for the district coordinator to host monthly coaches' meetings. These meetings may consist of an established monthly or bimonthly agenda, skill-building activities, data sharing, success stories, problem solving, and opportunities for networking. These face-to-face meetings can enhance consistency across coaches when facilitating their school-based teams through implementation and can assist in maintaining clear communication across coaches supporting various schools within a district.

Coaches must also have a wide array of skills in addition to understanding how the PBS process works. For this

reason, most successful efforts to sustain coaching networks at a state or district level have required them to undergo formal training. In Florida, new PBS coaches receive 1 day of training on the following topics prior to their team's receiving SWPBS training: (a) overview of Florida's PBS project, (b) overview of school-wide PBS, (c) roles and responsibilities, (d) learning from experienced coaches, (e) evaluation process and utilizing data, (f) readiness tools (preparing for summer training), (g) action planning and implementation, and (h) effective team strategies.

After school-based teams have been trained, coaches receive additional technical assistance and training during monthly coaches' meetings which are organized by the district coordinator and supported by a FLPBS project staff member. Experienced coaches (those who have attended the new coaches' training and initial SWPBS training) also receive ongoing training at least once a year in the following areas: (a) a review of the evaluation process, (b) data-based decision making, (c) a problem-solving process, (d) what to do once a universal-level PBS system is in place, (e) facilitating an effective team, and (f) changing school culture. Coaches can also choose training tracks for shorter sessions based upon their experience level and their school's needs. Table 1 indicates the content of three tracks (Coaching 101, 102, and 103) that are designed for the different needs of experienced PBS coaches.

Implementation Element 8: Demonstrations

Demonstration sites typically consist of exemplar schools implementing PBS with fidelity. Demonstrations serve as a training resource or model for future and/or struggling teams and reinforce the rationale for continued district expansion (Sugai et al., 2005). Some districts initially choose to train a few schools so that they can

focus their supports on producing successful demonstration sites prior to expansion across the district. If this is to occur, it is essential that the activities that produce successful outcomes be carefully documented, particularly with challenging or struggling schools. Most importantly, it is futile to develop demonstration sites without an active district leadership team and identified PBS district coordinator. Without the district leadership team and district coordinator, the district will not have the capacity or ability to recognize a school's achievement and be able to expand the process to new or interested schools.

State programs may differ in how they identify model or exemplary schools. Some states identify exemplary schools using the *School-Wide Evaluation Tool* (SET), a research-validated tool for assessing implementation of school-wide positive behavior support (Horner et al., 2003; Sugai, Lewis-Palmer, Todd, & Horner, 2001). A school that scores 80% on the SET with a corresponding 80% on the training component of the SET is considered to be an exemplary school and may be identified at a yearly celebration at the district or state level. In Florida, the FLPBS project utilizes a different instrument, the *Benchmarks of Quality for School-wide PBS* (BoQ; Kincaid, Childs, & George, 2005; Cohen, Kincaid, & Childs, 2007), to identify model schools. Schools that score above an 80% on this rating scale can be identified as a model school if the district coordinator and FLPBS project staff agree that the score is reliable and that the school's data indicate at least some success in decreasing behavior outcome data (e.g., office discipline referrals [ODRs]). These schools are presented with a PBS banner at the FLPBS project's yearly implementers' forum and are highlighted on the FLPBS Web site.

Implementation Element 9: Evaluation

Evaluation is essential to determining whether SWPBS has been effective within a school, a district, and state. The evaluation process assesses the fidelity of SWPBS, provides data on students and other outcomes (e.g., academic, ODRs, in-school and out-of-school suspensions), identifies model schools or demonstration sites, and assists in developing an action plan for problem areas and acknowledging successful areas. Since data provide information on what is working and not working, it is important that the data be collected throughout the school year and disseminated frequently to provide ongoing feedback on the progress of activities. This constant feedback or evaluation allows for teams, districts, and states to adjust their efforts during the year based upon the information collected.

Evaluation instruments may measure training effectiveness and satisfaction, technical assistance efforts, team processes, implementation activities, and student

outcomes (see Note 3). Florida's PBS project collects evaluation reports from all of its PBS schools at least twice per year, at midyear (December) and at the end of the year (June). These reports are used by the FLPBS project and the state funding source to assess the effectiveness of FLPBS project activities. The reports are also summarized and provided to each school via the district coordinator. The evaluation reports on each school in a district are reviewed with the district coordinator, and successes and issues are identified for discussion at the next scheduled district action planning session.

Coaches' Self-Assessment

This is a rating of the coach's knowledge and skills related to facilitating the implementation of SWPBS. The results are used to direct the training, resources, and technical assistance provided to coaches. Each coach completes one self-assessment annually.

School Profile

This is a collection of basic demographic information about the school. Results assist the FLPBS project in providing support and demonstrating effectiveness across the state. Basic contact information and demographics (e.g., ethnicity, attendance, reading outcomes) are provided and are used to investigate how implementation may differ across participating schools with various characteristics. The coach completes this tool with assistance from school personnel.

School Team Update

This tool provides an update of school PBS team activities related to the use of data, team functioning, and implementation of PBS elements. The results are used to identify the progress of schools and to identify critical issues related to implementation. The coach completes a school team update for each school

Team Process Survey

This is an evaluation of the team's functioning and effectiveness. The results are used to identify areas of needed support for teams and coaches in order for them to work more effectively while implementing SWPBS. Each member of the PBS team (including the coach) completes a team process survey. The completed forms are compiled by the state project, and a written summary of the results is provided to the district coordinator and coach.

Benchmarks of Quality

This evaluation instrument assesses the fidelity of SWPBS implementation by listing more than 50 benchmarks of

Figure 4
Benchmarks of Quality **Total Scores 2005**

Schools
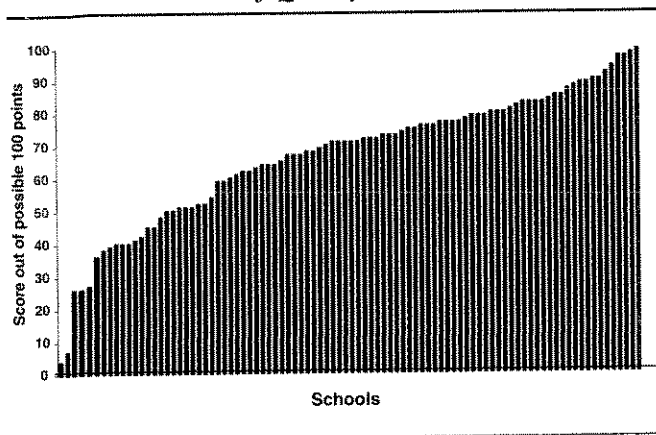
quality for SWPBS activities (Kincaid et al., 2005; Cohen et al., 2007). The coach completes the benchmarks scoring form (100-point scale) after the PBS team members have completed and returned team member rating forms. A guide describes the administration of the instrument and provides a rubric for scoring each item. The results are used to evaluate the extent to which teams are implementing SWPBS, to identify potential model schools, and to provide a mechanism for school teams to identify areas of strength and weakness for establishing future action plans. This information is summarized and reported back to the school-based PBS team. A comparison of *Benchmarks of Quality* scores for all of Florida's reporting schools is presented in Figure 4. These figures indicate the range of implementation of Florida's schools and are reported to Florida's Department of Education (Kincaid, George, & Childs, 2005) each year.

Outcome Data Summary

This tool provides basic outcome data related to attendance, behavior referrals, and academic achievement. The results are used to identify whether the implementation of SWPBS has had an impact on the outcome data variables. The coach completes this form with assistance and input from the school-based PBS team and data-entry personnel.

Staff Satisfaction

This instrument may be developed by the district to assess how well staff members are implementing SWPBS and to assess their satisfaction with the PBS process. Questions to address these areas may be included in the school's existing annual climate survey. No formal instrument has been developed by Florida's

PBS project because each district and school has its own format for obtaining these data. Schools are simply required to report their questions and information collected from their questionnaire. The PBS team is responsible for collecting these data and submitting it to the FLPBS project.

In summary, evaluation data assist in (a) gaining an understanding of how the plan is functioning ("Are we really doing what we think we are doing?"), (b) measuring the plan's effectiveness ("Is what we're doing working?"), and (c) identifying and examining strengths and weaknesses of the PBS plan. Combined results derived from various instruments assist in identifying ways to improve the PBS process. These data allow school teams, coaches, and district coordinators to refocus and establish new action plans for each school year.

Initial data (i.e., coaches' self-assessment, school profile, school team update, and team process survey) are collected in mid-December (initial request made in early November) to assist with action planning, delivery of appropriate technical assistance, and training for ongoing skill building. By receiving this information midyear, teams can intervene and prevent potential problems early on by receiving project support no later than the end of January. Outcome data (i.e., *Benchmarks of Quality*, outcome data summary, and staff satisfaction) are collected in June (initial request made in early April if a school wants to be considered a model school) to assist in determining model school status, evaluating overall outcomes, and planning for future actions.

When the FLPBS project first provided training in SWPBS in 2002–2003, the only implementation elements that were utilized prior to training were leadership team and coordination, at best. Of those 36 schools, only 25% of schools trained were still implementing by the second school year. The following year (2003–2004), the FLPBS project incorporated the remaining seven implementation elements as prerequisites to training. Of the 57 new schools trained, 80% of schools trained were still implementing by the end of the school year. The following year (2004–2005), the FLPBS project revamped its evaluation process to include both outcome data and BoQ scores. Of the 81 new schools trained, 90% were still implementing by the end of the school year. The most recent school year (2005–2006), the FLPBS project continued to refine its processes and procedures and began to pilot Web-based training, technical assistance and evaluation. Of the 96 new schools trained, 96% of schools were still implementing by the end of the school year. These results suggest that the use of the nine implementation elements may better predict success in outcome and sustainability; results, however, could be higher still if

the FLPBS project could control for district-initiated transfers of administrators.

Of the 17 schools that received PBS model school status in 2004–2005—a distinction that required a reduction in discipline referral data, a recommendation from the district coordinator, and a score of at least 80 points on the BoQ—94% returned the following school year as repeat model schools. The following year (2005–2006), 24 new schools were added to the model school list. Although these data are preliminary and descriptive in nature, it is important to note that of the majority of schools that complete the evaluation instruments with intact teams, do indeed make progress on their annual BoQ scores. This outcome suggests the value in the use of the implementation elements as described in this article. A separate article summarizing the evaluation process and findings is currently in progress.

Conclusion

Without careful planning and collaboration, district personnel may not be able to organize the resources and supports necessary to implement and sustain district-wide school-wide positive behavior support efforts. If school districts attend to the nine implementation elements discussed in *School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment* (Sugai et al., 2005) and in this article, they should have greater success in implementing PBS with fidelity. However, there are still likely to be numerous systems-level issues that may impede the progress of SWPBS. Just as maintaining enthusiasm and funding for SWPBS at the school level will be a yearly issue, those same issues will likely be problematic at the district level, given a wide range of competing initiatives. As well, navigating the waves of policy and personnel changes at the district level will also be critical to maintaining a district's capacity for SWPBS. Finally, it will be important for district administrators to make a commitment to a comprehensive and strategic PBS approach. Schools and districts will not successfully meet the needs of all students if they only make a commitment to implementing the universal level of PBS. An appreciation and commitment to a comprehensive application of PBS at the school, classroom, targeted group, and individual-student levels will lay the foundation for a district to establish a sustainable practice of PBS for all schools and all students.

Two additional issues to confront in district and statewide implementation of SWPBS are how to measure the process of implementation and how to define the elements that lead to effective implementation. Many of the tools and measurement instruments described in this article and others that are used across the nation seem to have a practical utility for districts and state projects. However, their reliability and validity may not have been measured to the degree necessary to establish them as appropriate tools for dissemination across multiple states. In the same way, the *Implementers' Blueprint* describes nine elements that appear to have face validity as they relate to implementation efforts. However, the "critical" elements have not been scientifically examined to determine whether they are, in fact, critical to the success of systems change efforts at the district and state level.

As efforts at expansion of SWPBS continue, practitioners will likely continue to combine practices, tools, and materials in a process that is sometimes as much art as science. Practices that intuitively appear to be effective, tools that have good face validity, and materials that participants like should continue to be used. However, researchers and practitioners are urged to continue the science that validates these practices, tools, and materials and expands our knowledge of what works in SWPBS.

Notes

1. Visit http://www.flpbs.fmhi.usf.edu (Florida's Positive Behavior Support Project state Web site) or http://www.pbismaryland.org (Maryland's PBIS state Web site) for more information.

2. Refer to http://www.flpbs.fmhi.usf.edu for further resources available for training and for training readiness checklists.

3. For a copy of Florida's evaluation forms, visit http://flpbs.fmhi.usf.edu

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Appendix B

Florida Department of Education

Statewide Response to Instruction/Intervention (RtI)

Implementation Plan

Florida Department of Education
Statewide Response to Instruction/Intervention (RtI) Implementation Plan

Florida Department of Education
2008

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Foreword

Our Purpose

The Florida Department of Education is here to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress.

According to the 2008 Quality Counts report—a national comparison of state education systems – Florida ranked among the top 15 in the country. Since last year, Florida schools have jumped from 31st place in the nation to 14th. In the K-12 Student Achievement section of the report, Florida ranks seventh in the nation. Florida was recognized for:

- Outstanding student participation in and performance on Advanced Placement (AP) programs
- Academic gains on the National Assessment of Educational Progress (also known as the nation's report card)
- Closing the achievement gap between white and minority students
- Preparing, attracting and recognizing quality teachers
- Preparing our students for the future by setting high standards and measuring progress

"This report recognizes that student success in the future rests not just on the quality of our K-12 education system but with many partners working together to prepare students for the future, from preschool through college, in and out of the classroom. Let this inspire us to remain unyielding and provide a catalyst to urge further educational progress."

Chairman T. Willard Fair, State Board of Education 2008

It is this partnership toward common goals that benefits all Florida students, thus the state of Florida at large. It is the responsibility of every educator, organization, and parent to actively engage in collaborative efforts to meet Florida's goals. In the unified effort, all schools in Florida should ensure evidence-based practices, instructionally relevant assessments, systematic problem-solving to meet all students' needs, data-based decision making, effective professional development, supportive leadership, and meaningful family involvement. These are the foundation principles of a Response to Instruction/Intervention (RtI) system, which provides us the framework to elevate the efficacy of our statewide improvement efforts.

It is my pleasure to present the Florida Department of Education's RtI Implementation Plan, which provides the RtI framework to assist districts with critical components, definitions and applications of RtI to support the development of schoolwide RtI implementations. It is my belief that this framework will promote schoolwide practices that align with and accelerate our collective existing efforts to ensure the highest possible student achievement in both academic and behavioral pursuits.

Dr. Eric J. Smith, Commissioner of Education
June 2008

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Purpose
The purpose of this plan is to facilitate the successful implementation of Response to Instruction/Intervention (RtI) and to formalize statewide efforts to promote schoolwide practices that ensure highest possible student achievement in both academic and behavioral pursuits within the RtI framework. Florida's students have experienced significant growth in reading as a result of efforts using the key components of RtI through the Reading First Grant, as evidenced by a decrease in special education placement rates of approximately 40 percent (Torgesen, 2007). Florida's students have also experienced significant improvements in positive behaviors as a result of Positive Behavior Support (PBS) implementations supported by Florida's PBS Project. Schools that implemented PBS with fidelity had 40 percent fewer office discipline referrals, in-school suspensions and out-of-school suspensions in comparison to schools that did not implement PBS with fidelity (Kincaid, 2007). As similar efforts continue to evolve in the areas of mathematics, science, and school improvement, we learn from these data how to proceed most efficiently. Meanwhile, the No Child Left Behind (NCLB) Act and Individuals with Disabilities Education Act (IDEA) require the use of evidence-based practices to ensure that all students receive appropriate instruction as a contingency requirement for eligibility for special education programs. Therefore, it is both necessary and worthwhile to apply the principles of problem solving (PS)/RtI to all schoolwide academic and behavioral access and acceleration efforts. This plan provides districts with the critical components, definitions, and applications of RtI to support the development of district plans.

Overview of RtI in Florida
Response to Intervention is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991). The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, and using learning rate over time and level of performance to inform instructional decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students.

Response to Intervention is "data-based decision making" applied to education. The essential components of RtI include:
- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

Context of RtI within Existing State Initiatives
The basic elements of RtI are required by the No Child Left Behind (NCLB) Act and the Individuals with Disabilities Education Act (IDEA); therefore, they are included in the broad-based initiatives for schools striving to meet Annual Yearly Progress (AYP) such as Reading First, Florida's Continuous Improvement Model, Florida's Positive Behavior Supports, Problem-solving/RtI State Pilot Project, and the Early Learning Success Initiative. Significant state initiatives have emerged since the enactment of the NCLB legislation. Although these initiatives share common core elements and goals for all Florida schools, they are each facilitated by different offices within the Department of Education that address specific content areas or stakeholder groups.

Efforts in the area of reading are coordinated through the Just Read, Florida! office primarily based on the K-12 Comprehensive Reading Plan, which contains the components of RtI. In addition, Reading First grants assist Florida school districts and schools to implement proven methods of scientifically based reading instruction in classrooms to prevent reading difficulties in grades K-3. Simultaneously, efforts specifically targeted to low-performing schools are managed through the Bureau of School Improvement based on Florida's Continuous Improvement Model (FCIM), which contains some of the components of RtI. Other examples of efforts consistent with the RtI components includes statewide projects such as the Florida's Positive Behavior Support (PBS) Model addressing behavioral needs across all three tiers and the Problem-solving/RtI (PS/RtI) Pilot Project. An initiative called Early Learning Success (ELS) focused on building a strong foundation for Florida's children through early success in reading and math has recently emerged. To achieve a strong foundation in early reading and math, Florida's standards, instruction, and assessments in Voluntary Prekindergarten (VPK) through third grade must be structured so that learning builds progressively from grade-to-grade. Instruction must be developmentally appropriate. Data on each child's progress must be used by teachers to adjust/differentiate their instruction. Children must be provided with effective interventions if they are not making adequate progress and also with opportunities to accelerate their learning.

Clearly, each set of efforts is built upon common elements, but with single-purpose resources and in segregated activities. Each separate effort also involves a unique set of terminology, professional development requirements, and data collection and reporting systems, which result in district and school personnel perceiving that an overwhelming number of parallel initiatives are either required or encouraged. In sum, the basic components of RtI are included in broad-based general education reform initiatives. It is the recommendation of stakeholders that the Florida Department of Education unify its efforts and resources to maximize efficacy and elevate the common beliefs through mutual understanding of the principle foundation of RtI and integration of that foundation throughout all statewide efforts.

Parent Involvement
Meaningful and effective parental/family involvement is critical to student progress and required by both NCLB and IDEA. It is vital that parents be informed and involved at each step in the process. Regardless of whether the parent or the teacher initiated a concern, parent involvement should be facilitated throughout the process. The district should communicate the information obtained from progress monitoring to the parent each time the data are analyzed to make instructional decisions and/or at regular intervals. Parents should be actively engaged in all the decisions regarding adjustments to interventions and related changes to a student's curriculum.

Parent education on the RtI process, and technical assistance to districts and schools, in collaboration with such entities as the Parent Training and Information (PTI) center, funded by IDEA, and the Parent Information and Resource Center (PIRC), funded by NCLB, should be one of the first steps taken in implementing RtI. It is of supreme importance that all involved parties understand that RtI is a process, not another categorical system that a student must progress through laterally to become eligible for special education. Implementing RtI does not override the other rights under IDEA, such as a parent's right to request a comprehensive individual evaluation at any time. All elements of the RtI process are relevant to students who are served in both general and special education, and measuring a student's response to intervention should continue regardless of

whether a student meets eligibility criteria under IDEA to make on-going, informed adjustments to the instruction provided.

Scaling –up Evidence-based Practices: Foundation Beliefs of Florida Stakeholders
Florida's stakeholders involved in a collaboration to scale-up statewide implementation of Response to Intervention share the following set of beliefs about what creates the ideal conditions to promote student achievement. Using these beliefs to guide our efforts is one way to ensure consistent movement toward maximizing student achievement. Maximum benefits to students occur if:

- Scientific, research-based instruction is delivered by highly qualified personnel
  - Curriculum and instructional approaches must have a high probability of success for most students
  - Differentiate instruction to meet individual learning needs
- Reliable, valid, and instructionally relevant assessments are used
  - Screening: Collecting data for the purpose of assessing effectiveness of core instruction and identifying students needing more intensive interventions and support
  - Formative: On-going progress monitoring to guide instruction and monitor student progress and intervention effectiveness
  - Diagnostic: Gathering information from multiple sources to determine why students are not benefiting from instruction and what specific areas of need must be addressed
- Problem-solving method is used to make decisions based on a continuum of student needs
  - Provide strong core curriculum, instruction, and assessment
  - Provide increasing levels of support based on increasing levels of student needs
  - Use school-based (and district-level) problem-solving teams
  - Apply to systems (district, school, grade, class, group) and individual students
- Data are used to guide instructional decisions
  - To align curriculum and instruction to assessment data
  - To allocate resources
  - To drive professional development decisions
  - To create student growth trajectories to target and develop interventions
- Professional development and follow-up modeling and coaching are provided to ensure effective instruction at all levels
  - Provide ongoing training and support for all personnel delivering instruction and interventions to students
  - Anticipate and be willing to meet the newly emerging needs of instructional personnel based on student performance
  - Provide regular times for educators to interact and collaborate to improve instruction and intervention efforts
  - Provide tools for communicating with parents and educators using graphic displays of student achievement and rates of growth in academic, behavioral, and social skills development
- Leadership is vital
  - Strong administrative support to ensure commitment and resources
  - Strong teacher support to share in the common goal of improving instruction
  - Leadership team to build staff support, internal capacity, and sustainability over time

- All students and their families are part of one proactive and seamless educational system
  - Believe that all students can learn
  - Use available resources to teach all students
  - Use instructional time efficiently and effectively
  - Inform and involve parents continually, meaningfully, and effectively

RtI Implementation: Description

Within an RtI framework, resources are allocated in direct proportion to student needs. This framework is depicted as a three-tier model (see Figure 1 and Appendix A) that uses increasingly more intense instruction and interventions. Data collected at each tier are used to measure the efficacy of the interventions so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Tier 1 is the foundation and consists of scientific, research-based **core** instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

Tier 2 consists of **supplemental** instruction and interventions that are provided *in addition to and in alignment with effective core instruction and behavioral supports* to groups of targeted students who need additional instructional and/or behavioral support.

Tier 3 consists of **intensive** instructional or behavioral interventions provided *in addition to and in alignment with effective core instruction* with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for individual students using a problem-solving process. Students receiving Tier 3 level supports *may or may not* be eligible for specially designed instruction and related services in accordance with the IDEA.

Special education is not a tier, nor is RtI a series of events conducted for the purpose of identifying a disability. RtI is, conversely, a process used for the purpose of revealing what works best for groups of students and individual students, regardless of placement.

Figure 1: Three-tier model of school supports incorporating the problem-solving process.

ACADEMIC SYSTEMS

Tier 3: Comprehensive & Intensive *Students who need individualized interventions.*

Tier 2: Strategic Interventions *Students who need more support in addition to the core curriculum.*

Tier 1: Core Curriculum *All students, including students who require curricular enhancements for acceleration.*

BEHAVIOR SYSTEMS

Tier 3: Intensive Interventions *Students who need individualized intervention.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to schoolwide positive behavior program.*

Tier 1: Universal Interventions *All students in all settings.*

≈5% Few
≈15% Some
≈80% All

Define What's the problem?
Analyze Why is it occurring?
Implement What are we going to do about it?
Evaluate Is it working?

Academics and/or Behavior

Across the tiers, the **problem-solving method** is used to match instructional resources to educational need. The problem-solving method (see Figure 1 and Appendix A) is as follows:

1. **Define** the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What's the problem?"
2. **Analyze** the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and **implementation** integrity will be ensured. Ask, "What are we going to do about it?"
4. Use progress monitoring data to **evaluate** the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

RtI Implementation: Application
Each tier of the RtI approach defines the level and intensity of services required for a student to progress. A student is described as receiving Tier 1, Tier 2, or Tier 3 services. The three intervention tiers are on a continuum that is fluid, as the student's level of need dictates the level of support. The actual length of time that an intervention is implemented depends on the student's response to the intervention and time period required for the target skills or behavior to develop. The problem-solving process is used to make the necessary decisions within each tier.

The "response" component of RtI requires two specific actions. First, a student's need for intervention must be defined accurately and target skills/behaviors identified for interventions. Second, the student responses that reflect those needs must be assessed in a reliable and valid manner. The "intervention" component of RtI also requires two specific skill applications. First, interventions must be verified by scientifically-based research (evidence-based) as defined by Section 9101(37) of the Elementary and Secondary Education Act (ESEA) and amended by the NCLB Act of 2001 for the type of need, the demographics of the student population (e.g., gender, race, language), and the setting factors (levels of supervision, number of students in the room). Second, evidence must exist that the intervention was implemented with fidelity and that the level of implementation (e.g., number of minutes per week) was documented.

The basic components of RtI are applied first to all students in a school (i.e., grade level and classroom level) to determine what percentage of the students are responding to the Tier 1 instruction using the "core curriculum" (both academic and behavior). Four questions are asked and can be answered using valid and reliable assessment data:

- Is the core curriculum effective? (80 percent of students making benchmarks)
- Have students had access to effective curriculum? (Barriers to access may include excessive student or teacher absence, high student mobility rates, restrictive environments, excessive suspensions, etc.)
- Which students are not meeting academic or behavioral expectations?
- Does any over-representation of particular student sub-groups (i.e., grade level, classroom, AYP subgroup) exist in those students identified at-risk? Is Tier 1 equally effective for different student subgroups?

A decision must be made regarding levels of effectiveness and levels of over-representation (or disproportionality). If evidence of lack of effectiveness or disproportionality exists, then modifications must be made to the core instructional programs. If the identified need lies in access to effective curricula, then barriers to access, such as excessive student or teacher absence, high student mobility rates, restrictive environments, etc., must be identified and removed.

Supplemental interventions are provided to those students identified as "at-risk." The primary characteristics of Tier 2 interventions are:

- Interventions are delivered to smaller groups of students, either in the general education environment or outside of the classroom as part of the general education instruction.
- Interventions must be provided in addition to core instruction (Tier 1). Increased Academic Engaged Time (AET) influences student academic achievement to a significant extent (Cancelli, 1993).
- Interventions focus on particular skill areas that need strengthening.

Progress monitoring of student performance is conducted frequently with the same measures used to assess Tier 1 performance, as well as additional measures specific to the particular skill targeted or the supplemental intervention implemented. In an effective Tier 2 intervention, approximately 70 percent of the students receiving Tier 2 instruction should have a positive response to intervention and demonstrate rates of progress represented by aim lines that will reach benchmark performance. A small percentage of students will not respond to Tier 2 levels of instruction and will require the most intensive instruction (Tier 3).

Tier 3 interventions are developed based on individual student needs following a problem-solving process that will use additional formal and/or informal diagnostic assessment, allowing more in-depth problem analysis to inform intervention development. Additional methods of progress monitoring of intervention effectiveness include those used at Tiers 1 and 2, but may also include additional measures that are unique to more narrowly defined skills. Characteristics of Tier 3 interventions are:

- Interventions are delivered to very small groups of students or to students individually.
- Interventions must be highly focused on targeted skill areas with increased duration and frequency and be provided in alignment with and in addition to the effective Tier 2 and Tier 1 instruction.
- All Tier 3 interventions must be integrated with Tier 1 and Tier 2 instruction. These cannot be three completely different interventions that do not strengthen the work of the other interventions and core instruction.

Impact of RtI Implementation
One of the various impacts of RtI includes achieving the maximum effect of core instruction and behavioral supports for all students while targeting instruction and interventions for at-risk students. The outcome of this is significant improvements in academic achievement, pro-social behaviors, and overall school climate. With proficient implementation of RtI, schools can also expect a reduction in special education referrals.

One of the greatest impacts of the RtI model is the reduction in over-representation of diverse student groups in low academic performance (e.g., FCAT Level 1), special education, suspension/expulsion, and alternative education (VanDerHeyden, 2005). The impact of this model and its application to issues related to over-representation are research based. In our own work in Florida, both referral rates and special education placement rates of minority students dropped approximately 40 percent in schools characterized by early identification (kindergarten), early intervention, frequently collected data, and evidence-based interventions (Torgesen, 2007). Amanda VanDerHeyden's (2005) research indicated that the growth rates in early literacy skills for African-American students of low socioeconomic status (SES) increased more dramatically than for any other racial group when provided with interventions within an RtI framework.

We can improve achievement rates and reduce disproportionality through intensive intervention, delivered early, monitored frequently, and modified to meet the needs of students. A commitment to early assessment of all students (within the first 30 days of school), improved core instruction, early intervention with at-risk students (no more than three months from the beginning of school), and frequent monitoring of student progress using efficient assessment procedures will result in significantly fewer students failing.

State and District Responsibilities
The Florida Department of Education will:
- Establish an RtI Advisory Group, State Transformation Team, State Management Group, and District/Regional Implementation Teams to obtain on-going stakeholder input and build capacity to sustain implementation over time

- Collaborate to ensure aligned professional development efforts and a common terminology across related initiatives
- Integrate PS/RtI language and concepts with Florida's Continuous Improvement Model training for low performing schools
- Integrate PS/RtI language and concepts into the Bureau of School Improvement Technical Assistance Book annually sent to all schools in Florida
- Conduct regional meetings to assist districts in implementing RtI for students with behavior problems
- Provide a series of online professional development courses beginning with the Florida RtI Introductory Training Course: http://floridarti.usf.edu/intro_course
- Initiate collaboration between FLDOE and the Parent Training Information Center (PTI) of IDEA and the Parent Information and Resource Center (PIRC) of NCLB to develop a resource and dissemination plan for families
- Revise relevant state statutes, rules, and policies to support RtI implementation
- Develop and disseminate technical assistance related to programs for students who are gifted or English language learners, assessment and accommodation practices, pre-service efforts and teacher qualifications, secondary implementation, special education eligibility requirements, etc., across the state through workshops, Web-based resources, newsletters, and parent organizations
- Provide Web-based self-assessment (see Appendix B) and planning tool (see Appendix C) for district use
- Review and approve district implementation plans linked to Student Progression Plans, School Improvement Plans, and/or K-12 Comprehensive Reading Plans
- Evaluate the effects of the RtI process and activities through review of student outcomes, professional development training reviews, and the Problem-solving/RtI Pilot Project

Districts will, based on self-assessment results (see Appendix B), and in conjunction with the Student Progression Plan and K-12 Comprehensive Reading Plan, develop a multi-year Response to Intervention implementation plan organized around Consensus, Infrastructure, and Implementation. To assist in this planning process, districts may use the document entitled, "Critical Components of the District RtI Plan" (see Appendix C). Districts should also address the following areas in their planning process:
- How current resources and practices will be used to implement RtI and identify what additional resources are necessary to implement the district plan
- How district stakeholders will be educated about RtI
- How district stakeholders (e.g., teacher organization leadership, parent organization leadership) will be involved in the process

Current Activities
The following state efforts are currently active and illustrate the various ways in which the state is striving to meet its responsibilities as stated above. This is a snapshot representation of efforts that will grow and change over time.

Statewide Projects Funded through the	These projects have been established and have on-going, direct impact on RtI implementation. For complete details, see their respective Web sites. (See Appendix D, Florida's RtI: Core Supports Network Summary.) • Problem Solving/Response to Intervention (PS/RtI) (http://floridarti.usf.edu/)

Department of Education	• Positive Behavior Support (PBS) (http://flpbs.fmhi.usf.edu/) • Response to Intervention's Teaching Learning Connections (RtI-TLC) (site forthcoming) • Student Support Services Project (http://sss.usf.edu/) • Reading First (http://www.justreadflorida.com/reading_first.asp) • Florida Center for Reading Research (FCRR) (http://www.fcrr.org) • Florida Center for Research – Science, Technology, Engineering and Math (FCR-STEM) (http://www.fcrstem.org/center11.aspx)
Partnerships	Partnerships are developing among the following offices and specialized projects in an effort to increase the Department's collaboration toward awareness and consistent application of RtI. • Problem Solving/Response to Intervention Pilot Project • Positive Behavior Support Project • Response to Intervention's Teaching Learning Connections • Student Support Services Project • Florida Center for Reading Research • Just Read, Florida! • Florida Center for Research – Science, Technology, Engineering and Math • Bureau of Instruction and Innovations • Florida State University – Learning Disabilities Center • Office of Early Learning • Bureau of School Improvement, including student progression • Assessment and School Performance • Bureau of Exceptional Education and Student Services • Office of Academic Achievement through Language Acquisition • Family and Community Outreach
Technical Assistance and Tools	• Series of Technical Assistance Papers to address on-going needs • Integrate PS/RtI language and concepts with Florida's Continuous Improvement Model (FCIM) Training in collaboration with the FLDOE Bureau of School Improvement • Integrate PS/RtI language and concepts with Annual School Improvement manual in collaboration with the FLDOE Bureau of School Improvement • Develop the Florida Assessments for Instruction in Reading (FAIR), an assessment system by the Florida Center for Reading Research, in collaboration with Just Read, Florida! FAIR provides teachers with screening, diagnostic, and progress monitoring information. • Refine the Progress Monitoring and Reporting Network (PMRN) to be available for data reporting, including reading and math data. PMRN will also contain tools for linking assessment results to classroom instruction. • Self-Assessment of Problem Solving Implementation (SAPSI) (Appendix B) • Critical Components of District RtI Plan (Appendix C) • Florida RtI Introductory Training Course: http://floridarti.usf.edu/intro_course

Professional Development Activities	Technical Assistance Related to the Emotional/Behavioral Disabilities Rule
	• Conferences for Professional Organizations (e.g., FASP)
	• Technical Assistance Paper
	• Administrators Management Meeting and regional meetings
	
	Problem-Solving/Response to Intervention Project Efforts (http://floridarti.usf.edu/)
	    Statewide Training Initiative
	        o In January 2008, the Project initiated statewide training for school-based teams from

school districts across Florida. During the 2007-2008 school year, three days of training to be followed by two more days in the fall of 2008 were provided in each of the three state regions (North, Central, and South). The training is being conducted by the regional coordinators and project leader.

- o Technical assistance **(**TA) is provided to the school-based teams participating in the statewide training on a quarterly basis.
- o TA needs assessment is conducted by the regional coordinators to determine the content of the TA sessions to ensure an efficient TA Process.
- o In addition to these face-to-face meetings, Web-based TA is provided. The Web-based TA is provided according to the on-going input of the school-based teams.

Demonstration District/Pilot Site Initiative

- o Forty elementary schools (in eight demonstration school districts—12 percent of school districts in Florida) have been awarded mini-grants to serve as Pilot Sites for the purpose of evaluating the impact of Problem Solving/Response to Intervention. Additional information is available at http://floridarti.usf.edu/floridaproject/demonstration_districts/index.html

- Positive Behavior Support (PBS) Project Efforts (http://flpbs.fmhi.usf.edu/)
  - o Training and Support Activities.
  - o To date, the Florida PBS Project has trained over 375 schools in initial implementation of Tier 1 RtI/PBS. An established PBS Web site (http://flpbs.fmhi.usf.edu/) is identified as a state and national model for disseminating information and support. The PBS Project collaborates at the national level with the OSEP-funded Technical Assistance Center for Positive Behavioral Interventions and Support.
  - o 2006-2007: 77 schools were trained in Tier 1 PBS and 46 schools received booster training in Tier 1. In addition to Tier 1 training, the PBS Project trained 79 school teams on Tier 2 interventions and 65 teams on Tier 3 interventions. Tier 2 and 3 training included problem solving, progress monitoring, and materials for implementing interventions.
  - o 56 schools were identified as implementing Tier 1 PBS at a model school level. Nearly 60 percent of Florida schools trained in Tier 1 PBS are implementing with fidelity (national average between 20 and 30 percent). Outcome, implementation, and process data are gathered from nearly 90 percent of active Tier 1 PBS schools.
  - o 2008: Each district submitted a request for support to the PBS Project regarding their anticipated training and support needs in 2008. Requests for training and technical assistance were received from 36 districts.
    - A total of 404 school teams are requesting training in 2008, consisting of Tier 1 PBS training for 125 teams, booster training for 90 teams, and retraining for 29 teams.
    - Because of the high implementation level of established Tier 1 PBS schools, 112 schools have requested targeted group (Tier 2) training and 48 schools have requested individual PBS training (Tier 3).

State-level Infrastructure Development
The following teams are being established at various levels to serve a variety of functions, including policy level changes to support implementation, building the capacity of districts to implement

evidence-based practices and establishing integrated RtI academic and behavior systems in each school, implementing the initial educational practices (RtI, Reading, PBS) at the district or regional level, and providing on-going stakeholder input to the Florida Department of Education.

Team	Role	Members
State Management Group (SMG)	Provide leadership and facilitate policy-level changes to support implementation of effective educational practice	• Todd Clark, Bureau Chief, Bureau of Instruction and Innovation • Shan Goff, Executive Director, Office of Early Learning • Evan Lefsky, Executive Director, Just Read, Florida! • Bambi Lockman, Bureau Chief, Bureau of Exceptional Education and Student Services • Jay Pfeiffer, Deputy Commissioner, Accountability Research and Measurement • Hue Reynolds, Director of Communications and Public Affairs, Office of Communications and Public Affairs, FLDOE • Mary Jane Tappen, Deputy Chancellor for Curriculum, Instruction, and Student Services, Office of the Chancellor • Iris Wilson, Deputy Chancellor for Student Achievement, Office of the Chancellor • Representatives from State Transformation Team
State Transformation Team (STT)	Analyze progress toward statewide efforts, recommend actions for improvement, and support District and School Based Leadership Teams (DBLT/SBLT) to build the capacity of districts and schools to implement evidence-based practices and to establish integrated RtI academic and behavior systems in each school	• Ginger Alberto, Office of Achievement through Language Acquisition, FLDOE • George Batsche, Mike Curtis, Clark Dorman – Problem-Solving/Response to Intervention Project, USF • M. Denise Bishop, Office of Early Learning, FLDOE • Liz Crawford, Florida Center for Reading Research, FSU • Heather Diamond, Bureau of Exceptional Education and Student Services, FLDOE • Sandy Dilger, Bureau of School Improvement, FLDOE • Don Kincaid, Heather George, Karen Childs – PBS Project, USF • Mary Little, Response to Intervention's Teaching Learning Connections, UCF • Martha Murray, Bureau of Exceptional Education and Student Services, FLDOE • Melinda Webster, Just Read, Florida!, FLDOE • Rob Schoen, Office of Mathematics and Science, FLDOE
District Based Implementation Team (DBLT)	Provide leadership, advisement, and training at the district level and assist schools in their implementation efforts by:	A sample team composition is as follows: • District PS/RtI Coordinator • District PBS Coordinator • District reading, math, and behavior personnel

See the National Association of State Directors of Special Education (NASDSE) RtI Blueprints for Implementation: District Level available at http://www.nasdse.org/	1. Developing and implementing a plan to ensure that general education, special education and other program personnel work together at the district level to effectuate the successful implementation of PS/RtI in the district pilot schools 2. Assigning district personnel with the requisite qualifications and experience to the PS/RtI initiative to support district coordination and implementation of the initiative across the pilot school sites 3. Putting in place a district-level leadership team to help pilot schools with the implementation of the PS/RtI initiative	• District general and special education personnel • District student services personnel
School Based Leadership Team (SBLT) See the National Association of State Directors of Special Education (NASDSE) RtI Blueprints for Implementation: School Building Level available at http://www.nasdse.org/	Develop a school implementation plan. The school based team will become "trainers" and "coaches" for the school staff and will be responsible for school-wide implementation.	A Sample team composition is as follows: • School PS/RtI coach • School PBS coach • School reading, math, and behavior specialists • School general and special education personnel • School-based student services personnel • School administrator
Advisory Group	Provide on-going stakeholder input	Representatives from: • Regional Implementation Teams (district contacts, coaches, etc.) • Florida Center for Reading Research (FCRR) • Florida Center for Research – Science, Technology, Engineering and Math (FCR-STEM) • Early Childhood Association of Florida (ECA) • Florida Association of District School Superintendents (FADSS) • Florida Association of School Administrators (FASA) • Florida Educators Association (FEA) • Council of Administrators of Special Education (CASE)

| | | • Family Network for Students with Disabilities (FND) |
| | | • Florida Association of Student Services Administrators (FASSA) |

Future Activities Related to Policy Development
The following activities will be initiated:
- **Laws:** The following laws will require revision to support RtI principles.
  - Student Progression (s.1008.25 F.S.)
  - School Improvement (s.1008.33 F.S. and/or 1008.345 F.S.)

- **Rules:** The following State Board of Education Rule will require revision to support RtI principles:
  - School Improvement (6A-1.09981, FAC.)

- **Policies:** Policies related to the following areas will require revision to support RtI principles.
  - Student Progression Plan Integration (Progress Monitoring Plans)
  - K-12 Comprehensive Reading Plan Integration
  - District RtI Implementation Plans
  - Compliance Self-Assessments
  - Alternative Education
  - English Language Learners
  - Juvenile Justice
  - Programs for Students who are Gifted
  - Annual District Assistance and Intervention Plans for D and F Schools
  - Annual District Improvement Plans (Title I Mandate)
  - Charter School Requirements
  - Private School Collaborations
  - Data Management (A technology for collecting and reporting data within an RtI system must be established and maintained. Potential actions for this purpose may include the expansion of the Progress Monitoring and Reporting Network (PMRN) to incorporate both math and behavioral data.)

Funding Considerations
When planning for training and ongoing implementation, districts should anticipate fiscal needs in relation to, but not limited to, the following areas:
- Substitutes for staff to participate in training
- Release time for staff for ongoing collaboration, planning, and implementation
- Registration fees for professional development as needed
- Resource needs: review of core curriculum and assessment practices, review of schoolwide behavioral practices, interventions, progress monitoring tools, coaching support, etc.
- Annual revision of School Improvement Plans
- Annual Needs Assessment Process

Districts have the responsibility and flexibility to align available resources to support the full implementation of their RtI activities. Districts are encouraged to plan for the possible use of the following funding sources to support training and implementation of the critical plan components.

District funds must be used for appropriate instruction and intervention practices in support of RtI to include:

- Delivery of professional development (which may be provided by entities other than the LEA) for teachers and other school staff to enable such personnel to deliver scientific, research-based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software.
- Providing information and training for parents.
- Providing educational and behavioral evaluations and assessments, services, and supports, including scientifically based literacy instruction.

Potential Funding Sources:

Title I, Title II, Title III
> Title funds, under certain circumstances, can be used to help support the district RtI activities. The cost of professional development can be shared among several federal programs. Because the state is not mandating particular interventions, resources, and materials—and districts have the flexibility to choose district-appropriate interventions, resources, and materials—Title I paid staff can assist in working with identified students to provide intervening services, and resources and materials may be shared among programs. Title II funds designated for professional development could be used to support RtI implementation. Title III funds may be used to support supplemental services for English Language Learners (ELL).

Reading First Grants
> Reading First grants assist Florida school districts and schools to implement proven methods of scientifically based reading instruction in classrooms to prevent reading difficulties in grades K-3. This competitive sub-grant process ensures that Florida school districts meet the eligibility criteria prescribed by the Reading First federal legislation and Florida's state grant application.

Individuals with Disabilities Education Act
> Districts allocate part of their IDEA, Part B, flow-through funds for professional development. This allocation may be used for training to support implementation of the RtI plan. Districts may also use up to 15 percent of special education funds to support implementation of the RtI plan (i.e., to develop and implement scientific, research-based interventions for students in grades K-12 not identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment). Those districts determined to have significant disproportionality based on race/ethnicity in the identification, placement, or discipline of students with disabilities must use 15 percent of their funds for this purpose.

Research-based Reading Instruction Allocation (s. 1011.62 F.S.)
> The Research-based Reading Instruction Allocation is provided through the Florida Education Finance Program (FEFP), ensuring that reading is funded annually as a part of the public school funding formula. To receive this reading funding, districts must write a K-12 Comprehensive Research-Based Reading Plan detailing the role of administration,

professional development, assessment, curriculum, and instruction in the improvement of student learning.

Annual School Improvement Allocations to all School Advisory Councils (state funds)
> All schools in a district must have an approved School Improvement Plan (SIP) designed to achieve the state education priorities and student proficiency on the Sunshine State Standards. Each plan must address student achievement goals and strategies based on state and school district proficiency standards and include an accurate, data-based analysis of student achievement and other school performance data. School Advisory Councils are allocated funds every year to develop and implement SIPs. These state funds could be used to provide professional development on RtI, pay for substitutes so that faculty can attend RtI training, provide student monitoring system costs, etc., provided that RtI is included in a goal, objective, or strategy of the SIP.

Application of RtI to English Language Learners
A challenge facing educators is the difficulty in determining an English Language Learner's (ELL) actual learning potential using standardized intelligence assessments and testing procedures. Educators often misinterpret ELL's lack of full proficiency in English as low intelligence (Oller, 1991) or as a language or learning disability (Langdon, 1989). RtI models hold promise for preventing academic failure by providing support for culturally and linguistically diverse students within the general education environment. Ideally, this will decrease the number of ELLs who are inappropriately referred to and placed in special education (Vaughn & Fuchs, 2003).

Application of RtI to Special Education Eligibility
The successful implementation of RtI principles encompasses general education initiatives first and special education application second. RtI has received considerable attention from practicing educators since its inclusion as one criterion for eligibility for specific learning disabilities in the statute and regulations for the Individuals with Disabilities Education Act of 2004. In Florida, RtI is part of the eligibility process for the Emotional and/or Behavior Disorders (E/BD) category, and additional program areas will be revised to include RtI over time. For example, current State Board of Education rules that require the implementation of RtI are presently in development, such as the Proposed Administrative Rule, the Draft Specific Learning Disabilities Rule, and the Draft Language Impairment Rule.

The traditional model of addressing student needs by conducting pre-referral activities as required in the process of finding a student eligible for special education is based on a "wait to fail" practice that self-identifies students. The problem with this model is that once a student is identified, typically the gap between student performance and grade-level skill requirements is too great (more than two years) to respond successfully (close the gap) based on the level of intervention resources available in schools. The RtI model is more equitable, efficient, and cost-effective in the long term than other models designed to promote benchmark performance for all students.

When implementing an RtI process, school teams use student progress data collected at each tier to document a student's response to scientific, research-based interventions as part of the evaluation process to consider eligibility for special education services. Such eligibility decisions typically occur within Tier 3 when students do not respond to the most intensive interventions, but may occur

at any tier. It is also important to note that a parent may request an evaluation at any point during this intervention process.
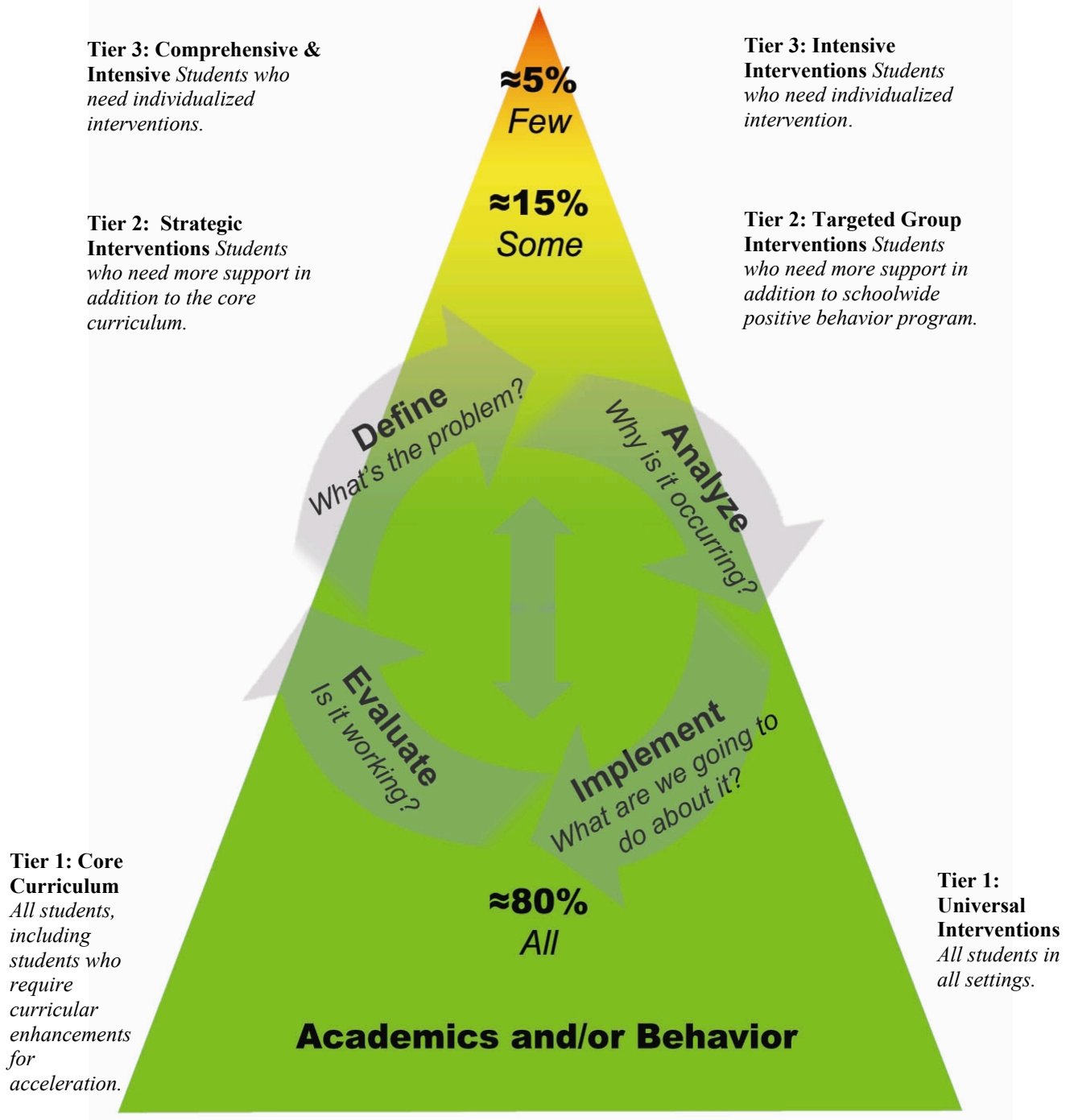
Florida recognizes that some districts are currently further along in the implementation of RtI than others and processes may vary accordingly. Further development and refinement of technical assistance for the implementation of RtI and its role in eligibility determination will continue through the state advisory group comprised of representatives from key stakeholders.

Appendix A

Three-tier Model of School Supports Incorporating the Problem-solving Process

ACADEMIC SYSTEMS

BEHAVIOR SYSTEMS

Tier 3: Comprehensive & Intensive *Students who need individualized interventions.*

Tier 3: Intensive Interventions *Students who need individualized intervention.*

Tier 2: Strategic Interventions *Students who need more support in addition to the core curriculum.*

Tier 2: Targeted Group Interventions *Students who need more support in addition to schoolwide positive behavior program.*

≈5%
Few

≈15%
Some

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do about it?

Tier 1: Core Curriculum
All students, including students who require curricular enhancements for acceleration.

Tier 1: Universal Interventions
All students in all settings.

≈80%
All

Academics and/or Behavior

Appendix B

Self-Assessment of Problem Solving Implementation (SAPSI)*

PS/RtI Implementation Assessment

Directions:
In responding to each item below, please use the following response scale:

Not Started (**N**) — (The activity occurs less than 24% of the time)
In Progress (**I**) — (The activity occurs approximately 25% to 74% of the time)
Achieved (**A)** — (The activity occurs approximately 75% to 100% of the time)
Maintaining (**M**) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team's response in the column labeled "Status". In the column labeled "Comments/Evidence", please write any comments, explanations and/or evidence that are relevant to your team's response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

Consensus: *Comprehensive Commitment and Support*	**Status**	**Comments/Evidence**
1. District level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available).		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

Additional Comments/Evidence:

PS/RtI Implementation Assessment (Cont'd)

Scale: <u>N</u>ot Started (**N**) — (The activity occurs less than 24% of the time)
<u>I</u>n Progress (**I**) — (The activity occurs approximately 25% to 74% of the time)
<u>A</u>chieved (**A)** — (The activity occurs approximately 75% to 100% of the time)
<u>M</u>aintaining (**M**) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: *Data Collection and Team Structure*	**Status**	**Comments/Evidence**
6. School-wide data (e.g., DIBELS, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., DIBELS) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs:		
a. Emotional/Behavioral Disabilities (EBD) b. Specific Learning Disabilities (SLD)		

PS/RtI Implementation Assessment (Cont'd)

Scale: **N**ot Started (**N**) — (The activity occurs less than 24% of the time)
In Progress (**I**) — (The activity occurs approximately 25% to 74% of the time)
Achieved (**A**) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (**M**) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: *Data Collection and Team Structure (Cont'd)*	**Status**	**Comments/Evidence**
16. The school staff has a process to select evidence-based practices.		
a. Tier 1		
b. Tier 2		
c. Tier 3		
17. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18. The School-Based Leadership Team evaluates target student's/students' RtI at regular meetings.		
19. The School-Based Leadership Team involves parents.		
20. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1 and Tier 2 data.		

Additional Comments/Evidence:

_____

_____

_____

_____

PS/RtI Implementation Assessment (Cont'd)

Scale: **N**ot Started (**N**) — (The activity occurs less than 24% of the time)
In Progress (**I**) — (The activity occurs approximately 25% to 74% of the time)
Achieved (**A**) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (**M**) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Implementation: *Three-Tiered Intervention System and Problem-Solving Process*	**Status**	**Comments/Evidence**
21. The school has established a three-tiered system of service delivery.		
a. Tier 1 Academic Core Instruction clearly identified.		
b. Tier 1 Behavioral Core Instruction clearly identified.		
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.		
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.		
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based.		
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.		
22. Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:		
a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data).		
b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.		
c. Problem analysis is conducted using available data and evidence-based hypotheses.		
d. Intervention plans include evidence-based (e.g., research-based, data-based) strategies.		
e. Intervention support personnel are identified and scheduled for all interventions.		

PS/RtI Implementation Assessment (Cont'd)

Scale: **N**ot Started (**N**) — (The activity occurs less than 24% of the time)
             In Progress (**I**) — (The activity occurs approximately 25% to 74% of the time)
             Achieved (**A**) — (The activity occurs approximately 75% to 100% of the time)
             Maintaining (**M**) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Implementation: *Three-Tiered Intervention System and Problem-Solving Process (Cont'd)*	**Status**	**Comments/Evidence**
f. Intervention integrity is documented.		
g. Response to intervention is evaluated through systematic data collection.		
h. Changes are made to intervention based on student response.		
i. Parents are routinely involved in implementation of interventions.		

Additional Comments/Evidence:

PS/RtI Implementation Assessment (Cont'd)

Scale: **N**ot Started (***N***) — (The activity occurs less than 24% of the time)
In Progress (***I***) — (The activity occurs approximately 25% to 74% of the time)
Achieved (***A***) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (***M***) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Implementation: *Monitoring and Action Planning*	**Status**	**Comments/Evidence**
23. A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/RtI.		
24. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.		
25. The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data and implementation issues.		
26. Changes are made to the implementation plan as a result of school and district leadership team data-based decisions.		
27. Feedback on the outcomes of the PS/RtI Project is provided to school-based faculty and staff at least yearly.		

Additional Comments/Evidence:

Appendix C

Critical Components of District RtI Plan

NOTE: Each of these components should address Tier 1, 2 and 3 levels of implementation.

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Self-assessment (SA):
Items on the SAPSI that inform critical components

</div>

I.   **Infrastructure (SA 1,2,4)**
   a. Establish a District-Based Leadership Team to guide RtI plan development and implementation
   b. Establish School-Based Leadership Team in participating schools to support school-based implementation.

II. **Components of the Plan**: Multi-Year Plan (3-4 Years) organized around Consensus, Infrastructure Development, and Implementation Guidelines
   a. Consensus **(SA 3,5)**
        i. Legal and best practices basis
        ii. District/building data evaluating effectiveness of core instruction
   b. Infrastructure **(SA 6-20)**
        i. Data availability and analysis
        ii. Evidence-based interventions (Tiers 2 and 3—academic and behavior)
        iii. Intervention support, integrity, and documentation
        iv. Integration of the tiers
   c. Implementation **(SA 21-27)**
        i. Policies and procedures
        ii. Decision rules
        iii. Intervention effectiveness evaluation
        iv. Special education eligibility

III. **Resources for the Plan**
   a. Professional development
   b. Coaching
   c. Technical assistance

IV. **Plan Evaluation (SA 24-27)**
   a. Evaluation model
   b. Data sources and personnel

Appendix D

Florida's Response to Intervention (RtI): Core Supports Network

The Response to Intervention (RtI) model is a multi-tiered approach to providing services and interventions to all students at increasing levels of intensity based on progress monitoring and data analysis. To accomplish the vision for statewide implementation of RtI in Florida, a system of policy, professional development, and aligned resources must be created and enhanced. To support the efforts of multiple statewide organizations and projects, three core projects funded through the Florida Department of Education collaborate to promote schoolwide practices that ensure the highest possible student achievement in both academic and behavioral pursuits under the framework of RtI.

Florida's Positive Behavior Support Project http://flpbs.fmhi.usf.edu/	Problem-solving/Response to Intervention State Pilot Project http://floridarti.usf.edu/	Response to Intervention's Teaching Learning Connections (TBA)
Common Efforts: Systems-Change, Building Capacity, Scaling-Up, Program Evaluation, Data-based Decision-making, Fidelity of Implementation, Research and Evaluation		
Focus: Student Behavior	**Focus:** Research and Program Evaluation	**Focus:** Academic Performance
Activities: Training, Support, Evaluation - Training: Provide training for implementation of schoolwide, classroom, targeted group and individual student interventions - Support: Provide support to districts and their schools for building capacity and scaling-up evidence-based practices - Evaluation: Conducting school, district, and statewide evaluation and research of PBS activities	**Activities:** Policy, Training, Evaluation - Policy: Support the DOE in the development of policy, regulations, and technical assistance papers regarding the implementation of RtI practices for general and special education implementation - Training: Provide training and technical assistance support for implementation of district- and school-based RtI practices at school, classroom, and individual student levels through demonstration and statewide training initiatives - Evaluation: Conduct student, school, district, and statewide evaluation and research of RtI activities.	**Activities:** Training, School Improvement, Evaluation - Training: Provide training and technical assistance support for implementation of evidence-based instructional practices in the specific content areas of in literacy and mathematics - School Improvement: Collaborate with DOE teams in scaling-up evidence-based practices - Evaluation: Conduct student, classroom school, district, and statewide evaluation and research of high fidelity implementation of evidence-based instructional practices
PIs: Dr. Don Kincaid and Dr. Heather George	**PIs:** Dr. George Batsche and Dr. Michael Curtis	**PI:** Dr. Mary Little
FOUNDATIONAL BELIEFS: Promote the use of the data-based, decision-making model to develop, implement with high fidelity and evaluate evidence-based instruction and interventions that result in improved academic and behavior outcomes for all students. Ensure that families, students, and educators are involved partners in ensuring student success through visionary leadership within one proactive, seamless system.		

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Florida Department of Education
Dr. Eric J. Smith, Commissioner

Appendix C

Pinellas County Schools

Behavioral Intervention Survey

Behavioral Intervention Survey

1. Introduction

This survey consists of five sections; each section has about 20 questions and it may take up to 30 minutes to complete the entire survey. We know how valuable your time is; we would like you to know that your responses are an extremely vital part of the study examining the behavior intervention programs in PCS schools. Without your input we will not gain a clear understanding of how these programs are being implemented nor will we have a clear sense of your opinions about their effectiveness or your satisfaction.

Please give us this opportunity to hear from you.

Thanks.

1. I have the following in my classroom or in my school (check all that apply)

- Response to Intervention (RtI)

- Florida Positive Behavior Support Project (FL-PBSP)

- CHAMPS (DSC in Secondary Schools)

- Foundations

- None of these- If you do not have any of these in your classroom or in your school you will be directed to the conclusion of this survey.

2. Work Location

1. School (if you work at multiple schools please select other and specify where you work).

3. Position

1. I am a:

- Teacher, PK-2

- Teacher, 3-5

- Teacher, Middle School

- Teacher, High School

- Teacher, ESE self-contained

- Teacher, ESE resource

- Principal/Assistant Principal

- Counselor/social worker/attendance specialist/psychologist

- Non-classroom, Instructional

- Other (will be directed to the conclusion of this survey)

Behavioral Intervention Survey

4. Response to Intervention (RtI) filter question

1. RtI is used in my classroom or school.

🔘 Yes (you will be directed to the next page which contains questions related to RtI)

🔘 No (you will be asked the next filter question)

5. Response to Intervention questions

1. RtI is an effective framework for interventions.

🔘 Strongly Agree

🔘 Agree

🔘 Disagree

🔘 Strongly Disagree

Comments (optional)

```
```

2. RtI is a problem-solving method designed to inform the development of interventions.

🔘 Strongly Agree

🔘 Agree

🔘 Disagree

🔘 Strongly Disagree

3. RtI is a process focused mainly upon identifying ESE students.

🔘 Strongly Agree

🔘 Agree

🔘 Disagree

🔘 Strongly Disagree

4. RtI applies to both behavioral and academic interventions.

🔘 Strongly Agree

🔘 Agree

🔘 Disagree

🔘 Strongly Disagree

Behavioral Intervention Survey

5. The RtI Team is also known as the Child Study Team.

  🖱 Agree

  🖱 Disagree

6. The Department of Education has mandated RtI.

  🖱 Agree

  🖱 Disagree

7. RtI refers to changes in behavior because of an intervention.

  🖱 Strongly Agree

  🖱 Agree

  🖱 Disagree

  🖱 Strongly Disagree

8. RtI is a process.

  🖱 Strongly Agree

  🖱 Agree

  🖱 Disagree

  🖱 Strongly Disagree

9. I believe that implementing RtI contradicts with IDEA

  🖱 Agree

  🖱 Disagree

Comments (optional)

10. I can see how all three tiers of RtI exist at my school

  🖱 Strongly Agree

  🖱 Agree

  🖱 Disagree

  🖱 Strongly Disagree

Comments (optional)

Behavioral Intervention Survey

11. RtI tier 3 is solely for ESE students.

- j Strongly Agree
- j Agree
- j Disagree
- j Strongly Disagree

12. RtI has been implemented in all schools throughout PCS.

- j Agree
- j Disagree

13. RtI is well implemented in my school.

- j Strongly Agree
- j Agree
- j Disagree
- j Strongly Disagree

Comments (optional)

14. I understand how behavior intervention programs fit into the RtI framework.

- j Strongly Agree
- j Agree
- j Disagree
- j Strongly Disagree

15. RtI interventions are substituted for special education evaluation referral for a student suspected of having an emotional/behavioral disability.

- j Strongly Agree
- j Agree
- j Disagree
- j Strongly Disagree

Behavioral Intervention Survey

Behavioral Intervention Survey

16. I understand how RtI and Positive Behavioral Supports integrate.

- ◌ Strongly Agree
- ◌ Agree
- ◌ Disagree
- ◌ Strongly Disagree

Comments (optional)

17. RtI and PBS are well integrated at my school to ensure that students' behavioral needs are addressed.

- ◌ Strongly Agree
- ◌ Agree
- ◌ Disagree
- ◌ Strongly Disagree
- ◌ I'm not sure

Comments (optional)

18. What type of RtI training have you received? (check all that apply):

- ◌ Site-based training
- ◌ PCS training
- ◌ USF Florida Positive Behavior Supports Project (FL-PBSP)
- ◌ Other professional development opportunity
- ◌ I have not received RtI training
- ◌ Other (please specify)

Behavioral Intervention Survey

19. There are sufficient trainings to learn about RtI in PCS

⌇ Strongly Agree

⌇ Agree

⌇ Disagree

⌇ Strongly Disagree

Comments (optional)

20. RtI trainings have provided the tools necessary to effectively implement behavioral interventions at my school.

⌇ Strongly Agree

⌇ Agree

⌇ Disagree

⌇ Strongly Disagree

⌇ I have not attended an RtI training

Comments (optional)

21. RtI trainings have provided me with a good understanding of how multiple tiers of progressively intensive behavioral support are provided to students based on need.

⌇ Strongly Agree

⌇ Agree

⌇ Disagree

⌇ Strongly Disagree

⌇ I have not attended an RtI training

Behavioral Intervention Survey

22. RtI is grounded in clearly defined behavioral interventions at my school.

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

jn I'm not sure

Comments (optional)

23. RtI involves a data-driven process in which decisions are made based upon objective data at my school.

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

Comments (optional)

24. I am comfortable collecting and using data upon which to base decisions within the RtI framework at my school.

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

jn I am not involved in this process

How might this process be improved? (optional)

Behavioral Intervention Survey

Behavioral Intervention Survey

25. The tools used to guage implementation of RtI at my school are useful.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

◯ I am not sure which tools are used

How might these tools be improved? (optional)

26. I am comfortable implementing interventions within the RtI framework at my school.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

◯ I am not involved in this process

Comments (optional)

27. Behavioral interventions are clear and well-defined at each tier of the RtI framework at my school.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

◯ I am not sure

How might implementation of behavioral interventions be improved at your school? (optional)

Behavioral Intervention Survey

28. At my school, RtI is supported by:

	Strongly Agree	Agree	Disagree	Strongly Disagree
District Leadership	jn	jn	jn	jn
School Leadership	jn	jn	jn	jn
Teachers	jn	jn	jn	jn
Parents	jn	jn	jn	jn

Comments (optional)

29. Staff at my school are "on-board" with implementing RtI

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

Comments (optional)

30. Overall, I have a clear understanding of the role of RtI in my school.

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

6. Florida Positive Behavior Support Project (FL-PBSP) Filter Question

1. The Florida Positive Behavior Support Project (FL-PBSP) is used in my classroom or school.

jn Yes (you will be directed to questions regarding the FL-PBSP)

jn No (you will be directed to the next filter question)

7. Florida Positive Behavior Support Project (FL-PBSP) Questions

Behavioral Intervention Survey

1. The primary goal of the FL-PBSP is to increase the capacity of schools to address problem behavior through support of positive behavior.

ʄɳ Agree

ʄɳ Disagree

2. The school-wide benchmark of quality will provide a clear picture about the implementation status of FL-PBSP in my school.

ʄɳ Strongly Agree

ʄɳ Agree

ʄɳ Disagree

ʄɳ Strongly Disagree

ʄɳ I am not familiar with the school-wide benchmark of quality

Comments (optional)

3. FL-PBS concerns the behavioral interventions on the behavior side of RtI.

ʄɳ Strongly Agree

ʄɳ Agree

ʄɳ Disagree

ʄɳ Strongly Disagree

4. FL-PBSP is consistent with the core values of RtI.

ʄɳ Strongly Agree

ʄɳ Agree

ʄɳ Disagree

ʄɳ Strongly Disagree

5. FL-PBSP offers processes for behavior interventions.

ʄɳ Strongly Agree

ʄɳ Agree

ʄɳ Disagree

ʄɳ Strongly Disagree

Behavioral Intervention Survey

6. The Department of Education has mandated use of the FL-PBSP.

ʝₙ Agree

ʝₙ Disagree

7. FL-PBSP is a process.

ʝₙ Strongly Agree

ʝₙ Agree

ʝₙ Disagree

ʝₙ Strongly Disagree

8. I believe that implementing FL-PBSP will contradict with Response to Intervention.

ʝₙ Agree

ʝₙ Disagree

9. I know of programs that will fit into each of the three intervention tiers of the FL-PBSP system.

ʝₙ Strongly Agree

ʝₙ Agree

ʝₙ Disagree

ʝₙ Strongly Disagree

Comments (optional)

10. I believe that FL-PBSP is well implemented throughout PCS.

ʝₙ Strongly Agree

ʝₙ Agree

ʝₙ Disagree

ʝₙ Strongly Disagree

ʝₙ I'm not sure

Comments (optional)

Behavioral Intervention Survey

11. There are sufficient trainings to learn about FL-PBSP in PCS.

 ◌ Agree

 ◌ Disagree

Comments (optional)

[text box]

12. FL-PBSP is well implemented in my school.

 ◌ Strongly Agree

 ◌ Agree

 ◌ Disagree

 ◌ Strongly Disagree

Comments (optional)

[text box]

13. I understand how behavior intervention programs fit into the FL-PBSP.

 ◌ Strongly Agree

 ◌ Agree

 ◌ Disagree

 ◌ Strongly Disagree

Comments (optional)

[text box]

14. I have received FL-PBSP training (check all that apply):

 ◌ Site-based training

 ◌ PCS

 ◌ USF Florida Positive Behavior Supports Project (FL-PBSP)

 ◌ Other professional development opportunity

 ◌ I have not had FL-PBSP training

 ◌ Other (please specify)

[text box]

Behavioral Intervention Survey

15. FL-PBSP trainings have provided me with the skills necessary to implement positive behavioral interventions.

- ⊙ Strongly Agree
- ⊙ Agree
- ⊙ Disagree
- ⊙ Strongly Disagree
- ⊙ I have not had FL-PBSP training

Comments (optional)

16. The FL-PBS trainers are sensitive to my specific classroom needs.

- ⊙ Strongly Agree
- ⊙ Agree
- ⊙ Disagree
- ⊙ Strongly Disagree
- ⊙ Not Applicable (I am not a classroom teacher)
- ⊙ Not Applicable (Other- please explain in comment section)

Comments

17. I am comfortable with my ability to implement PBS strategies effectively.

- ⊙ Strongly Agree
- ⊙ Agree
- ⊙ Disagree
- ⊙ Strongly Disagree
- ⊙ Not Applicable

Comments (optional)

Behavioral Intervention Survey

18. I have read research supporting FL-PBSP.

- ◯ Strongly Agree

- ◯ Agree

- ◯ Disagree

- ◯ Strongly Disagree

19. At my school FL-PBSP is supported by:

	Strongly Agree	Agree	Disagree	Strongly Disagree
District leadership	◯	◯	◯	◯
School leadership	◯	◯	◯	◯
Teachers	◯	◯	◯	◯
Parents	◯	◯	◯	◯

Comments (optional)

20. Staff of this school are "on-board" with implementing FL-PBSP.

- ◯ Strongly Agree

- ◯ Agree

- ◯ Disagree

- ◯ Strongly Disagree

Comments (optional)

21. The tools used to gauge implementation of FL-PBSP at my school are useful.

- ◯ Strongly Agree

- ◯ Agree

- ◯ Disagree

- ◯ Strongly Disagree

- ◯ I am not sure which tools are used

Comments (optional)

Behavioral Intervention Survey

22. I understand how RtI and Positive Behavioral Supports are integrated at my school.

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

23. Overall, I have a clear understanding of the role of FL-PBSP at my school.

○ Strongly Agree

○ Agree

○ Disagree

○ Strongly Disagree

8. CHAMPS (called DSC in Secondary Schools) Filter Question

1. I have CHAMPS (or Discipline in the Secondary Classroom-DSC) in my classroom or school

○ Yes (you will be asked questions regarding CHAMPS)

○ No (you will be directed to the next filter question)

9. CHAMPS (called DSC in Secondary Schools) Questions

1. How long have you had CHAMPS (or DSC) in your school?

○ Less than 1 year

○ 1-3 years

○ 4-7 years

○ 8+ years

○ I'm not sure

2. My school has CHAMPS in every classroom.

○ Yes

○ No

○ I'm not sure

Behavioral Intervention Survey

3. Administrators and teachers work together to implement CHAMPS at my school.

- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

Comments (optional)

4. I have received CHAMPS training through:

- ❍ Site-based training
- ❍ PCS training
- ❍ University/College course
- ❍ Other professional development opportunity
- ❍ Self taught
- ❍ Taught by coworkers
- ❍ I have not had CHAMPS training

Other (please specify)

5. There are sufficient trainings to learn about CHAMPS in PCS.

- ❍ Strongly Agree
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

Comments (optional)

Behavioral Intervention Survey

6. I am perceived by my coworkers as someone who tries new things in my classroom.

   🖰 Strongly Agree

   🖰 Agree

   🖰 Disagree

   🖰 Strongly Disagree

   🖰 Not Applicable (I am not a teacher)

   Comments (optional)

7. I feel supported by my coworkers to try new things in my classroom.

   🖰 Strongly Agree

   🖰 Agree

   🖰 Disagree

   🖰 Strongly Disagree

   🖰 Not Applicable (I am not a teacher)

   Comments (optional)

8. I feel supported by my school leadership to try new things in my classroom.

   🖰 Strongly Agree

   🖰 Agree

   🖰 Disagree

   🖰 Strongly Disagree

   🖰 Not Applicable (I am not a teacher)

   Comments (optional)

Behavioral Intervention Survey

9. At my school CHAMPS is supported by:

	Strongly Agree	Agree	Disagree	Strongly Disagree
District leadership	jn	jn	jn	jn
School leadership	jn	jn	jn	jn
Teachers	jn	jn	jn	jn
Parents	jn	jn	jn	jn

Comments (optional)

10. I believe CHAMPS will improve students' behavior.

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

Comments (optional)

11. CHAMPS is our school's discipline plan.

jn Agree

jn Disagree

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Behavioral Intervention Survey

12. CHAMPS was selected for our school because:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our discipline statistics did not look good	jn	jn	jn	jn
Discipline problems were interrupting student learning	jn	jn	jn	jn
We were not able to overcome discipline issues at our school	jn	jn	jn	jn
We wanted to improve the safety in our classrooms	jn	jn	jn	jn
We wanted to teach with fewer discipline interruptions	jn	jn	jn	jn
We wanted a positive approach to discipline	jn	jn	jn	jn
I am not sure why	jn	jn	jn	jn

Comments (optional)

13. Who played a role in selecting this program?

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
District level leadership	jn	jn	jn	jn	jn
School level leadership	jn	jn	jn	jn	jn
Teachers at this school	jn	jn	jn	jn	jn
The School Improvement Plan Team	jn	jn	jn	jn	jn
School Advisory Council/Parent Student Teacher Association/Parent Teacher Association/Boosters	jn	jn	jn	jn	jn
Community members/organization	jn	jn	jn	jn	jn
Student Services staff/Specialists at this school	jn	jn	jn	jn	jn
Other (if so, please specify in comment section)	jn	jn	jn	jn	jn

Comments (optional)

Behavioral Intervention Survey

14. In addition to CHAMPS, what other behavioral support programs do you have in your school?

	Yes	No	Don't Know
Love n logic	⊙	⊙	⊙
Tough kids	⊙	⊙	⊙
Character Education	⊙	⊙	⊙
School Wide Discipline Plan	⊙	⊙	⊙
Social Skills	⊙	⊙	⊙
Peer Connection	⊙	⊙	⊙
Mentors/Tutors	⊙	⊙	⊙
Multi-Cultural Understanding	⊙	⊙	⊙
Bullying Prevention	⊙	⊙	⊙
Substance Abuse Prevention	⊙	⊙	⊙
Anger Management	⊙	⊙	⊙
Violence Prevention/Second Step	⊙	⊙	⊙
Conflict Resolution	⊙	⊙	⊙
Peer Mediation	⊙	⊙	⊙

Comments (optional)

15. CHAMPS is an essential part of our discipline program.

⊙ Strongly Agree

⊙ Agree

⊙ Disagree

⊙ Strongly Disagree

Comments (optional)

Behavioral Intervention Survey

16. Student behavior is better addressed through strategies other than CHAMPS.

   jn Strongly Agree

   jn Agree

   jn Disagree

   jn Strongly Disagree

   Comments (optional)

17. Based on your observations and experiences so far, what is the implementation status of CHAMPS at your school?

   jn Fully Implemented

   jn Somewhat Implemented

   jn Minimally Implemented

   jn Not Implemented at all

   Comments (optional)

18. I understand how CHAMPS fits into our school's discipline plan.

   jn Strongly Agree

   jn Agree

   jn Disagree

   jn Strongly Disagree

19. Students respond positively to CHAMPS strategies.

   jn Strongly Agree

   jn Agree

   jn Disagree

   jn Strongly Disagree

   Comments (optional)

Behavioral Intervention Survey

20. Students are motivated to participate in CHAMPS.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

Comments (optional)

21. The district provides useful assistance with implementing CHAMPS in our school.

◯ Agree

◯ Disagree

◯ I'm not sure

Comments (optional)

22. Overall, I believe that CHAMPS is an effective behavioral intervention.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

10. CHAMPS (or DSC) for Classroom Teachers only Filter Question

1. I am a teacher who has used CHAMPS in my classroom.

◯ Yes (you will be asked CHAMPS questions directed specifically to teachers who use CHAMPS in their classrooms)

◯ No (you will be directed to the next filter question)

11. CHAMPS (or DSC) for Classroom Teachers only Questions

Behavioral Intervention Survey

1. How many years have you had CHAMPS in your classroom?

   ◯ Less than 1 year

   ◯ 1-3 years

   ◯ 4-7 years

   ◯ 8+ years

2. As a result of CHAMPS training(s), I know how to use CHAMPS in my classroom.

   ◯ Strongly Agree

   ◯ Agree

   ◯ Disagree

   ◯ Strongly Disagree

   ◯ I have not attended CHAMPS trainings

   Comments (optional)

   [   ]

3. The CHAMPS training emphasized the importance of monitoring tools.

   ◯ Agree

   ◯ Disagree

   ◯ I have not attended CHAMPS trainings

4. I use the CHAMPS monitoring tools to monitor the progress of students in my classroom.

   ◯ Agree

   ◯ Disagree

5. I find the CHAMPS monitoring tools are an effective way to know if CHAMPS is working in my classroom.

   ◯ Agree

   ◯ Disagree

   Comments (optional)

   [   ]

Behavioral Intervention Survey

Behavioral Intervention Survey

6. I share the principles and strategies of CHAMPS with the parents of my students.

ʃⁿ Agree

ʃⁿ Disagree

How is information regarding CHAMPS shared with the parents of your students?

7. I share the results of the CHAMPS progress monitoring tools with parents.

ʃⁿ Agree

ʃⁿ Disagree

8. I am committed to using CHAMPS strategies with my students.

ʃⁿ Strongly Agree

ʃⁿ Agree

ʃⁿ Disagree

ʃⁿ Strongly Disagree

9. I understand what CHAMPS is supposed to do for my students.

ʃⁿ Strongly Agree

ʃⁿ Agree

ʃⁿ Disagree

ʃⁿ Strongly Disagree

10. I know how to implement CHAMPS in my classroom

ʃⁿ Strongly Agree

ʃⁿ Agree

ʃⁿ Disagree

ʃⁿ Strongly Disagree

Behavioral Intervention Survey

Behavioral Intervention Survey

11. I have sufficient contact and support from the CHAMPS trainers.

   ◌ Strongly Agree

   ◌ Agree

   ◌ Disagree

   ◌ Strongly Disagree

   Comments (optional)

   [text box]

12. The CHAMPS trainers are sensitive to my specific classroom needs.

   ◌ Strongly Agree

   ◌ Agree

   ◌ Disagree

   ◌ Strongly Disagree

   Comments (optional)

   [text box]

13. Based on your observations and experiences so far, CHAMPS is appropriate for addressing behavior problems in your classroom.

   ◌ Strongly Agree

   ◌ Agree

   ◌ Disagree

   ◌ Strongly Disagree

   Comments (optional)

   [text box]

Behavioral Intervention Survey

Behavioral Intervention Survey

14. What is the implementation status of CHAMPS in your classroom?

- ◯ Fully Implemented
- ◯ Somewhat Implemented
- ◯ Minimally Implemented
- ◯ Not Implemented at all

Comments (optional)

[ ]

15. Which of the following (if any) are challenges to implementing CHAMPS in your classroom?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of school leadership support Lack of training	◯	◯	◯	◯
Lack of materials	◯	◯	◯	◯
I am doing many other programs and don't need another program	◯	◯	◯	◯
It is too complicated	◯	◯	◯	◯
Lack of parent support	◯	◯	◯	◯
Lack of school wide support	◯	◯	◯	◯
It is not consistent across classrooms	◯	◯	◯	◯
There are not any significant challenges	◯	◯	◯	◯

Comments (optional)

[ ]

16. The challenges listed in Question 15 have prevented me from implementing CHAMPS in my classroom.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

Comments (optional)

[ ]

Behavioral Intervention Survey

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Behavioral Intervention Survey

17. Which of the following contributed to the successes of implementing CHAMPS in your classroom?

	Strongly Agree	Agree	Disagree	Strongly Disagree
School leadership	j∩	j∩	j∩	j∩
Training	j∩	j∩	j∩	j∩
It works with my students	j∩	j∩	j∩	j∩
Ease of use	j∩	j∩	j∩	j∩
Fits into school/class plans	j∩	j∩	j∩	j∩

Comments (optional)

18. How will you know if CHAMPS is an effective intervention for students in your classroom?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Less referrals to office	j∩	j∩	j∩	j∩
Less disruptions	j∩	j∩	j∩	j∩
Higher student achievement	j∩	j∩	j∩	j∩
Feedback from parents	j∩	j∩	j∩	j∩
Feedback from school staff/administrators	j∩	j∩	j∩	j∩
More cooperation from students	j∩	j∩	j∩	j∩
More students staying on task	j∩	j∩	j∩	j∩
Classroom observation of students' behavior	j∩	j∩	j∩	j∩
Safer learning environment	j∩	j∩	j∩	j∩
Changes recorded on the CHAMPS monitoring tools	j∩	j∩	j∩	j∩

Comments (optional)

19. I receive assistance from my school administrators regarding CHAMPS in my classroom.

j∩ Agree

j∩ Disagree

Comments (optional)

Behavioral Intervention Survey

20. Are there areas of concern regarding CHAMPS implementation at your school that have not been addressed in this section?

```
[text area]
```

21. Overall, I am satisfied with using CHAMPS in my classroom.

◌ Strongly Agree

◌ Agree

◌ Disagree

◌ Strongly Disagree

12. Foundations Filter Question

1. My school has Foundations.

◌ Yes (you will be asked questions regarding Foundations)

◌ No (you will be directed to the conclusion of this survey)

13. Foundations Questions

1. How long have you had Foundations in your school?

◌ Less than 1 year

◌ 1-3 years

◌ 4-7 years

◌ 8+ years

2. My school has implemented Foundations school-wide.

◌ Strongly Agree

◌ Agree

◌ Disagree

◌ Strongly Disagree

Comments (optional)

```
[text area]
```

Behavioral Intervention Survey

3. I believe my school leadership supports Foundations.

ⓙ Strongly Agree

ⓙ Agree

ⓙ Disagree

ⓙ Strongly Disagree

4. Administrators and teachers work together to implement Foundations at my school.

ⓙ Strongly Agree

ⓙ Agree

ⓙ Disagree

ⓙ Strongly Disagree

5. The parents of my students know that we are implementing Foundations in my school.

ⓙ Strongly Agree

ⓙ Agree

ⓙ Disagree

ⓙ Strongly Disagree

ⓙ Not Applicable

6. I share the principles and strategies of Foundations with the parents of my students.

ⓙ Strongly Agree

ⓙ Agree

ⓙ Disagree

ⓙ Strongly Disagree

ⓙ Not Applicable

Behavioral Intervention Survey

7. Staff is open to trying Foundations in my school.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

Comments (optional)

[text box]

8. At my school Foundations is supported by:

	Strongly Agree	Agree	Disagree	Strongly Disagree
District leadership	◯	◯	◯	◯
School leadership	◯	◯	◯	◯
Teachers	◯	◯	◯	◯
Parents	◯	◯	◯	◯

9. I believe Foundations will improve students' behavior.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

Comments (optional)

[text box]

10. I understand what Foundations is supposed to do for students in my school.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

11. I know how Foundations can help my school environment.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

Behavioral Intervention Survey

12. Foundations was selected for our school because:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Our discipline statistics did not look good	jn	jn	jn	jn
Discipline problems were interrupting student learning	jn	jn	jn	jn
We were not able to overcome discipline issues at our school	jn	jn	jn	jn
We wanted to improve the safety in our classrooms	jn	jn	jn	jn
We wanted to teach with fewer discipline interruptions	jn	jn	jn	jn
We wanted a positive approach to discipline	jn	jn	jn	jn
I do not know why	jn	jn	jn	jn

Comments (optional)

13. Who played a role in selecting Foundations for your school?

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
District level leadership	jn	jn	jn	jn	jn
School level leadership	jn	jn	jn	jn	jn
Teachers at this school	jn	jn	jn	jn	jn
The School Improvement Plan Team	jn	jn	jn	jn	jn
School Advisory Council/Parent Student Teacher Association/Parent Teacher Association/Boosters	jn	jn	jn	jn	jn
Community members/organization	jn	jn	jn	jn	jn
Student Services staff/Specialists at this school	jn	jn	jn	jn	jn
Other (if so, please specify in comments section)	jn	jn	jn	jn	jn

Comments (optional)

Behavioral Intervention Survey

Behavioral Intervention Survey

14. How does Foundations fit into your existing discipline plan?

	Strongly Agree	Agree	Disagree	Strongly Disagree
It does the same thing as some other programs	jn	jn	jn	jn
It helps students that the other programs don't	jn	jn	jn	jn
It has strategies that fit with our student population	jn	jn	jn	jn
It supplements some other discipline programs	jn	jn	jn	jn
It fits within the Florida Positive Behavior Supports Project	jn	jn	jn	jn
It contradicts other programs	jn	jn	jn	jn
I am not sure	jn	jn	jn	jn

Comments (optional)

15. Based on your observations and experiences so far, Foundations is appropriate for preventing and addressing behavior problems in your school.

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

Comments (optional)

16. Based on your observations and experiences so far, what is the implementation status of Foundations at your school?

jn Fully Implemented

jn Somewhat Implemented

jn Minimally Implemented

jn Not Implemented at all

Comments (optional)

Behavioral Intervention Survey

17. Which of the following are challenges to implementing Foundations in your school?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of school leadership support	jn	jn	jn	jn
It does not seem to be the right approach for my school	jn	jn	jn	jn
It is too complicated	jn	jn	jn	jn
Lack of school wide support	jn	jn	jn	jn
Challenges to implementation are not severe	jn	jn	jn	jn

Comments (optional)

18. Which of the following has contributed to the successes of implementing Foundations in your school?

	Strongly Agree	Agree	Disagree	Strongly Disagree
School leadership	jn	jn	jn	jn
Training	jn	jn	jn	jn
Ease of Use	jn	jn	jn	jn

Other (please specify)

Behavioral Intervention Survey

19. How will you know if Foundations is an effective intervention for students in your school?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Less referrals to office	jn	jn	jn	jn
Less disruptions	jn	jn	jn	jn
Higher student achievement	jn	jn	jn	jn
Feedback from parents	jn	jn	jn	jn
Feedback from school staff/administrators	jn	jn	jn	jn
More cooperation from students	jn	jn	jn	jn
More students staying on task	jn	jn	jn	jn
Staff observations of student behavior	jn	jn	jn	jn
Safer learning environment	jn	jn	jn	jn

Comments (optional)

20. I have attended a Foundations training.

jn Yes

jn No

21. My understanding of Foundations has improved because of the training(s).

jn Strongly Agree

jn Agree

jn Disagree

jn Strongly Disagree

jn I have not attended a Foundations training

Comments (optional)

22. I learned how to use Foundations from other staff in my school.

jn Agree

jn Disagree

Behavioral Intervention Survey

23. I feel there is sufficient Foundations training available for me.

⌖ Agree

⌖ Disagree

Comments (optional)

24. I have had a positive experience working with the district staff regarding Foundations at my school.

⌖ Agree

⌖ Disagree

⌖ Not Applicable

Comments (optional)

25. Are there any areas of concern regarding Foundations implementation at my school that have not been addressed in this section?

26. Overall, I am satisfied with using Foundations in my school.

⌖ Strongly Agree

⌖ Agree

⌖ Disagree

⌖ Strongly Disagree

14. Conclusion

This concludes our behavioral intervention survey. Thank you for taking the time to provide us with your valuable feedback.