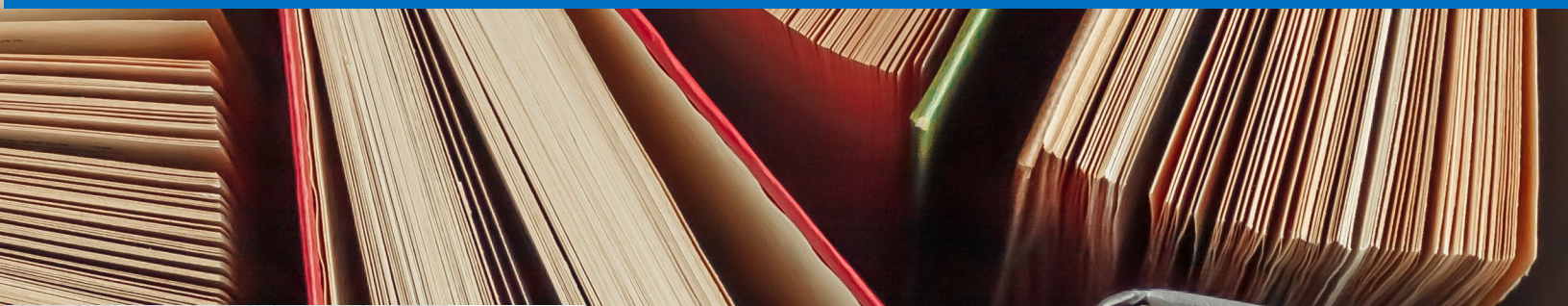


2020-2021 Executive Summary of Pennsylvania's Implementation of School-Wide Positive Behavioral Interventions and Supports



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January 2023





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Introduction and Overview

This is an executive summary of the 2020-2021 annual program evaluation of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) implemented across Pennsylvania. The complete program evaluation consisting of in-depth evaluation questions centered across five domains and their resulting data, interpretations, and conclusions can be viewed in the comprehensive report *Pennsylvania School-Wide Positive Behavioral Interventions and Supports: 2020-2021 Annual Report* (Runge et al., 2022) located on the PAPBS.org website. This executive summary is not a condensed version of that comprehensive report; rather, we summarize the key evaluation questions, data, interpretations, and conclusions herein.

Multi-tiered systems of support (MTSS) is a framework designed to improve school performance and includes universal assessments, preventive core instruction for all students, and more specific assessments and interventions for students with moderate to intensive needs. SWPBIS is the application of MTSS to address the social, emotional, and behavioral needs of students in a PreK-12 educational setting.

The SWPBIS model builds upon the identified needs of students in the school community by utilizing three tiers of assessment, instruction, and intervention. As described by Sugai and Horner (2009), tier 1 includes the assessment and instructional practices provided to all students to prevent or minimize barriers to learning while also promoting inclusive educational practices. Tier 1 is not effective for all students and, typically, 15-30% of the school population will need advanced tiers of support (i.e., tier 2 and/or tier 3). Approximately 5-10% of the students do not respond positively to tiers 1 and 2 supports, so additional interventions are provided in tier 3 (Sugai & Horner, 2009).

Since the mid-2000's, PDE, Bureau of Special Education, and PaTTAN have scaled-up SWPBIS efforts across Pennsylvania. PaTTAN contracts with the IUP Research Institute and the two primary authors of this report to complete annual comprehensive evaluations and executive summaries. This report represents an executive summary of the 14th comprehensive review with an emphasis on outcomes from the 2020-2021 academic year. The *PBIS Evaluation Blueprint* (Center on Positive Behavioral Interventions and Supports, 2020) provides the framework for generating program evaluation questions and organizing findings summarized in this executive summary. Five areas of review are presented below: (a) Reach; (b) Process; (c) Capacity; (d) Fidelity; and (e) Outcomes.

Reach

Reach is defined as the scale of the SWPBIS initiative and was evaluated by the key questions in Figure 1.

Figure 1

Reach of Large-Scale SWPBIS Evaluation and Associated Common Questions

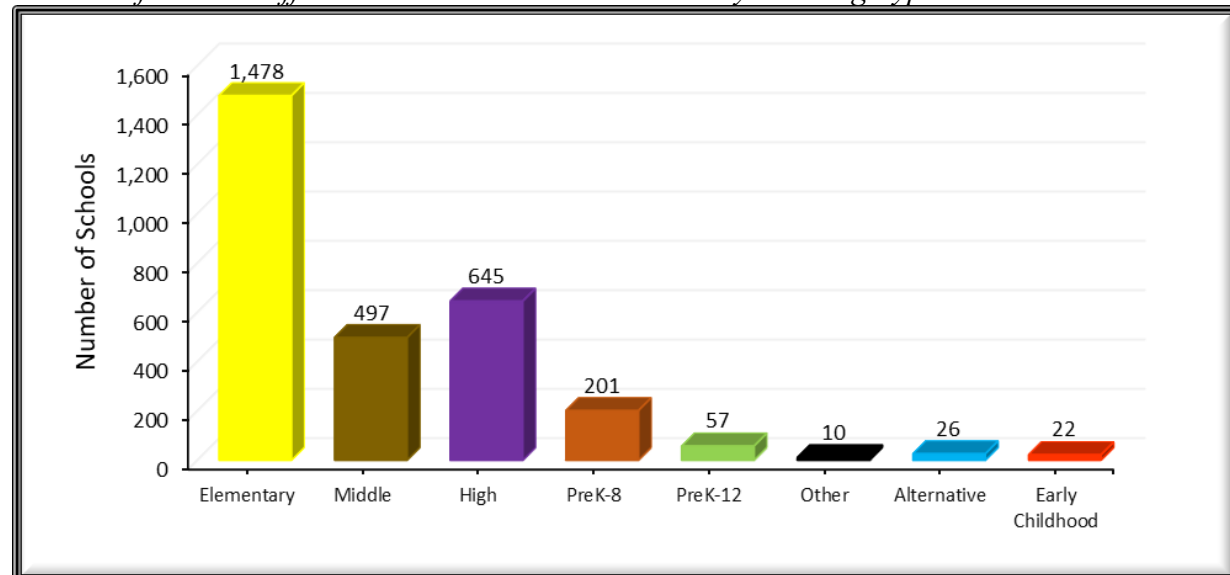
Area	Common Questions
Reach <ul style="list-style-type: none">- Who is participating in SWPBIS?	<ul style="list-style-type: none">- How many schools and districts are involved?- What are the trends in PAPBS Network affiliation over time?- How many collaborating agencies are involved with SWPBIS implementation?

Note. PAPBS = Pennsylvania Positive Behavior Supports; SWPBIS = School-Wide Positive Behavioral Interventions and Supports; modified from original source (Center on Positive Behavioral Interventions and Supports, 2020).

By spring of 2022, there were 2,936 affiliated schools in the PAPBS Network, representing a 7% increase over the previous spring. The number of schools affiliated with the PAPBS Network in the 2021-2022 academic year disaggregated by building grade-span is provided in Figure 2. Readers are reminded that the data in Figure 2 represent PAPBS Network affiliation but not necessarily fidelity of SWPBIS implementation.

Figure 2

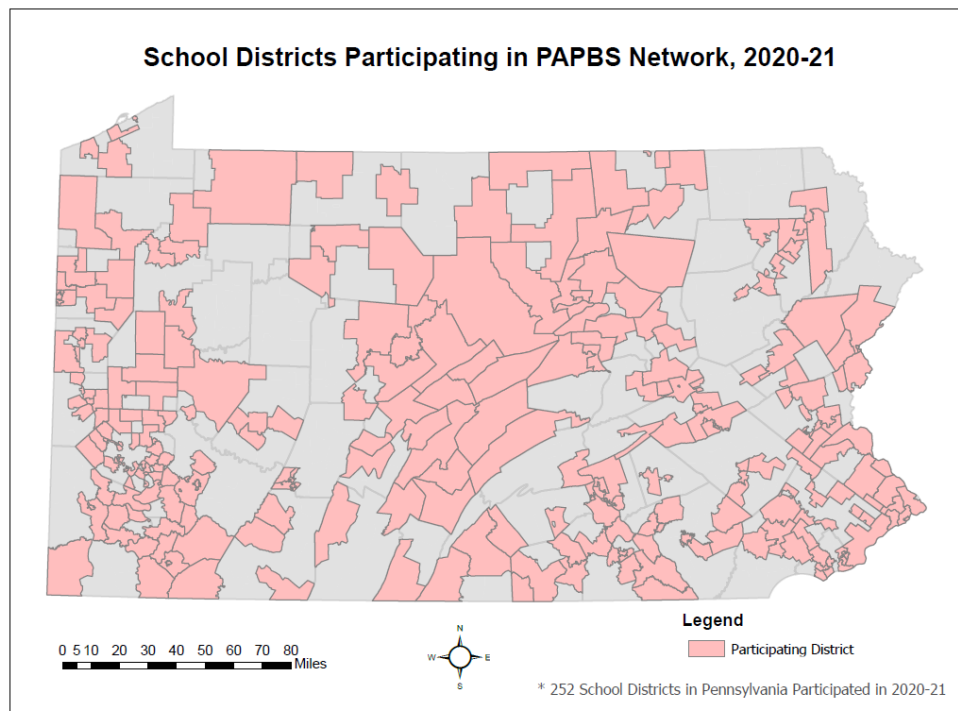
Number of Schools Affiliated with the PAPBS Network by Building Type in 2021-2022



Note. PAPBS = Pennsylvania Positive Behavior Support. Early Childhood represents programs embedded within an existing Elementary school.

A total of 265 local educational agencies (LEAs) were affiliated with the PAPBS Network in 2021-2022, accounting for 53% of all LEAs in Pennsylvania. These data do not include charter, cyber, private, non-public, residential, special education, diocese, non-public, non-licensed, special program jointure, state juvenile correctional institutions, and comprehensive career and technology centers. A geographical display of the location of these 265 LEAs is provided in Figure 3.

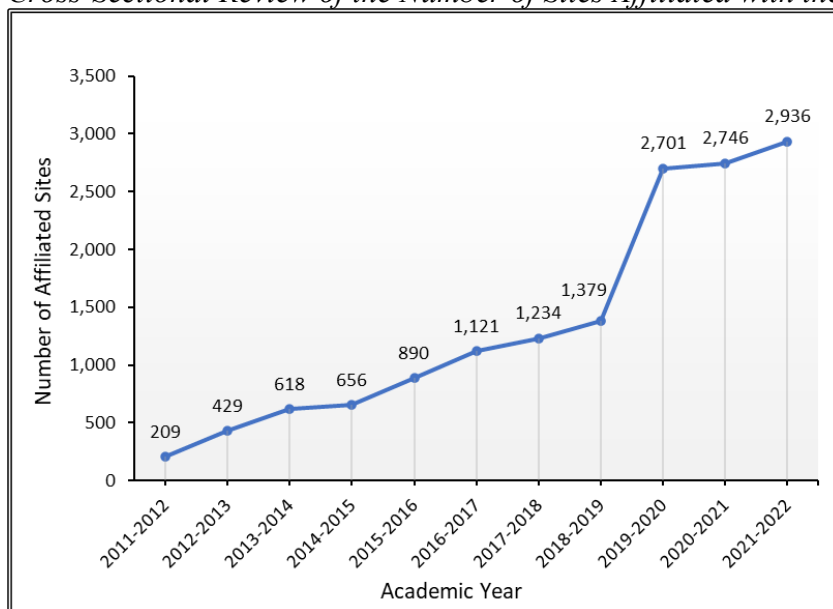
Figure 3
PAPBS Network Affiliated School Districts in 2020-2021



Note. PAPBS = Pennsylvania Positive Behavior Support

Cross-sectional trends in the number of PAPBS Network-affiliated schools is visually displayed in Figure 4 since 2011-2012 when such data were tracked. Once again, the number of affiliated schools in spring 2022 was at an all-time high.

Figure 4
Cross-Sectional Review of the Number of Sites Affiliated with the PAPBS Network



Note. PAPBS = Pennsylvania Positive Behavior Support.

Implementing SWPBIS is supported by multiple community agencies that collaborate with PAPBS Network schools. These agencies are often local mental and behavioral health organizations and other aligned human services providers. Overall, there are 484 agencies that have collaborated with PAPBS Network schools. This number represents an annual increase of 25% from the 387 agencies reported from the previous academic year.

Process

Process includes SWPBIS leadership activities, key accomplishments of the initiative, the process of becoming affiliated with the PAPBS Network, and professional development provided across the Network (Center on Positive Behavioral Interventions and Supports, 2020). Key Process evaluation questions are summarized in Figure 5.

Figure 5

Process of Large-Scale SWPBIS Evaluation and Associated Common Questions

Area	Common Questions
Process - What is happening with the SWPBIS initiative?	- What were the activities and key accomplishments of the CoP SBBH related to SWPBIS? - How do schools become affiliated with the PAPBS Network? - What professional development activities were provided?

Note. CoP SBBH = Community of Practice on School-Based Behavioral Health; PAPBS = Pennsylvania Positive Behavior Support; SWPBIS = School-Wide Positive Behavioral Interventions and Supports; modified from original source (Center on Positive Behavioral Interventions and Supports, 2020).

The CoP SBBH is charged with coordinating SWPBIS implementation and emphasizes partnerships that apply multi-tiered logic and evidence-based practices. The CoP SBBH website, www.papbs.org, contains a complete membership listing as well as the activities identified in scheduled meeting minutes. The CoP SBBH's key accomplishments for 2021-2022 included updating Network Facilitator training materials to enhance social-emotional learning and PA Career Ready Skills; broadening data reviews to include the Pennsylvania Youth Survey results; reviewing mini-grant proposals; supporting operational analyses aligned with re-structuring and integration of Early Intervention Technical Assistance and Office of Child Development and Early Learning efforts to further support Program-Wide PBIS; creating guidance documents regarding alignment of Student Assistance Program and MTSS frameworks; aligning with other initiatives such as trauma-informed practices and youth suicide prevention for pre-service educators and related human service providers; and re-configuring the co-director structure/leadership of the CoP SBBH.

There is a formal process for LEAs and schools to become affiliated members of the PAPBS Network. This process, including district and school expectations, supporting documentation, and contact information for the lead SWPBIS consultant at the three PaTTAN offices, is found on the www.papbs.org website.

Trainings offered by Pennsylvania’s Intermediate Units are maintained on their respective websites. Regional or statewide trainings provided by the PaTTAN offices are announced and archived on its training calendar (<https://www.pattan.net/events/>). At the state-level, PaTTAN trainings remained fully remote for the 2021-2022 academic year. Topics included proactive approaches to discipline; addressing disproportionality; Check and Connect implementation; quality indicators of emotional support services and programs; SWPBIS implementation in secondary settings; and culturally-responsive SWPBIS. Some technical assistance provided by PaTTAN consultants occurred onsite; however, much of this remained remote through the 2021-2022 academic year.

The annual PAPBS Network Implementers’ Forum was combined with another PDE conference into a two-day virtual event, November 10 and 11, 2021. Day 1 was primarily dedicated to SWPBIS sessions with a theme of “Equity is MTSS.” Five break-out periods were provided with approximately 30 different sessions from which to choose across various SWPBIS and Program-Wide PBIS issues. Approximately 900 people attended this event.

The statewide PAPBS Network Facilitator Summit was held virtually on September 24, 2021. Approximately 150 facilitators attended this annual event. Among summit highlights were a review of the 2021-2022 recognition/participation application process for PAPBS Network schools given the ongoing COVID pandemic and challenges schools face to meet certain requirements for recognition (e.g., measurement of fidelity; 2020-2021 data submission).

Capacity

The Center on Positive Behavioral Interventions and Supports (2020) defines Capacity as the extent to which an organization such as the PAPBS Network can grow interest and implementation across the commonwealth. Key Capacity evaluative questions are summarized in Figure 6.

Figure 6

Capacity of Large-Scale SWPBIS Evaluation and Associated Common Questions

Area	Common Questions
Capacity - What is the ability of the organization to implement and sustain SWPBIS?	- What is the capacity of the CoP SBBH to install, sustain, and expand SWPBIS? - What human resources are available to support SWPBIS installation, sustained implementation, and expansion? - What financial resources are available to support SWPBIS installation, sustained implementation, and expansion?

Note. CoP SBBH = Community of Practice on School-Based Behavioral Health; SWPBIS = School-Wide Positive Behavioral Interventions and Supports; modified from original source (Center on Positive Behavioral Interventions and Supports, 2020).

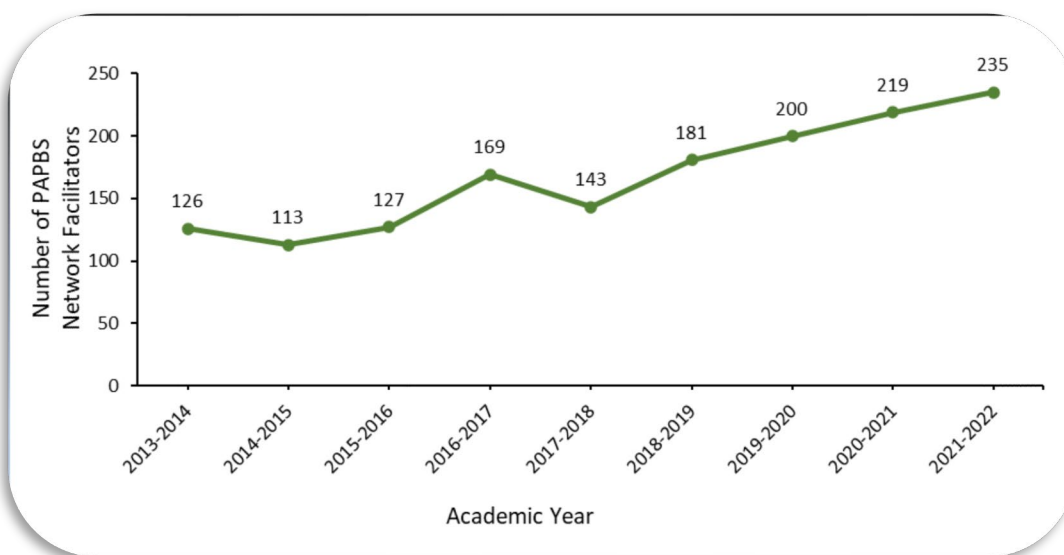
Capacity to install, sustain, and expand SWPBIS across Pennsylvania is largely assessed via the *State Systems Fidelity Inventory* (SSFI), a self-report instrument completed by members of the CoP SBBH. The SSFI was completed in winter 2020-2021 with results presented in the

13th annual program evaluation (Runge et al., 2021). The SSFI was not completed during the 2021-2022 academic year. This is unfortunate given the purpose of the SSFI is to regularly monitor areas of strength and need which can then be leveraged by the CoP SBBH to sustain and expand SWPBIS across the commonwealth.

PAPBS Network Facilitators provide training and technical assistance directly to affiliated schools and assist schools with fidelity checks and submitting data for statewide evaluative purposes. Cross-sectional data regarding the number of PAPBS Network Facilitators are provided in Figure 7. As of spring 2022, there were 235 active PAPBS Network Facilitators at the local, regional, or statewide level, a 7% increase over the previous spring.

Figure 7

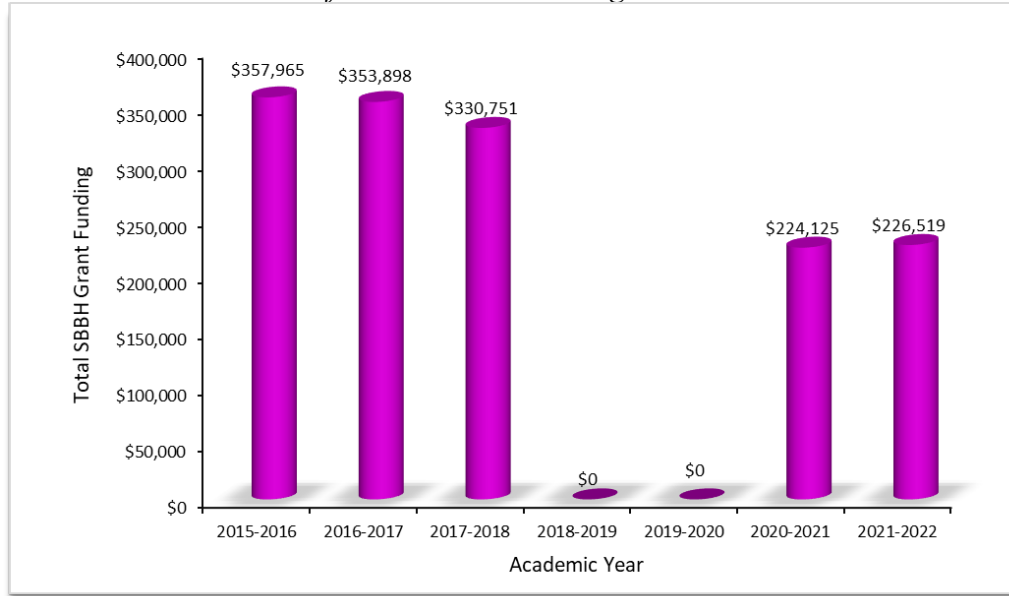
Cross-Sectional Review of the Number of PAPBS Network Facilitators



Note. PAPBS = Pennsylvania Positive Behavior Support.

Most of the financial resources used to adopt, sustain, and expand SWPBIS is provided at the local level. There are, however, state-level funding opportunities in the form of SBBH Grants that are awarded following a competitive application process. A cross-sectional review of SBBH Grant funds awarded since 2015-2016 is provided in Figure 8. Since the monitoring of grants in 2015-2016, nearly \$1.5 million has been awarded to support various SWPBIS implementation efforts. Total financial support provided to the 29 different LEAs in 2021-2022 that received an award was \$226,519, for an average award of \$7,550.

Figure 8
Cross-Sectional Review of SBBH Grant Funding Available



Note. SBBH = School-Based Behavioral Health.

Fidelity

Fidelity is the fourth area of large-scale SWPBIS program evaluation and summarizes data from empirically validated instruments to assess the degree to which the framework is delivered as designed. Key Fidelity evaluative questions are summarized in Figure 9.

Figure 9
Fidelity of Large-Scale SWPBIS Evaluation and Associated Common Questions

Area	Common Questions
Fidelity <ul style="list-style-type: none"> - Are the core features of SWPBIS being implemented? 	<ul style="list-style-type: none"> - How many schools are implementing tier 1 SWPBIS by building type? - Where are schools implementing tier 1 SWPBIS located? - How has implementation of tier 1 SWPBIS expanded over time? - How many schools are implementing advanced tiers of SWPBIS by building type? - How has implementation of all tiers of SWPBIS expanded over time?

Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports; modified from original source (Center on Positive Behavioral Interventions and Supports, 2020).

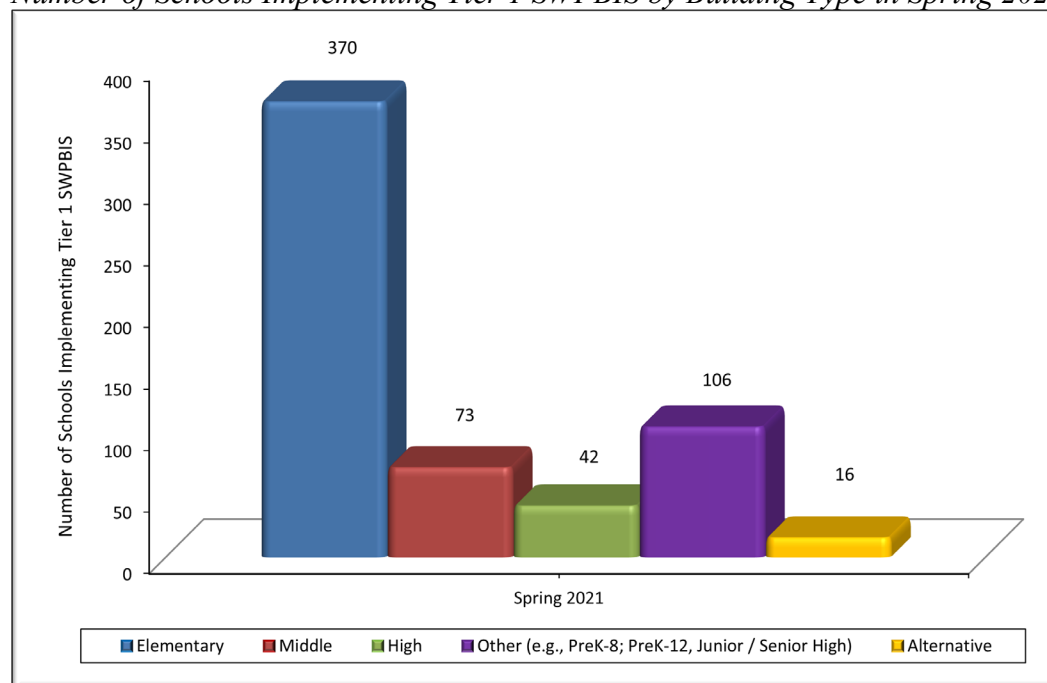
The COVID pandemic continued to disrupt education throughout the 2020-2021 academic year, including the extent to which fidelity checks could be completed. Some schools remained fully closed for in-person instruction the majority of the academic year, while others remained largely open for in-person instruction. Still others used a hybrid approach to instruction, whereby designated students attended school face-to-face certain days of the week

while peers participated remotely. Consequently, these disruptions adversely affected the extent to which certain fidelity measures could be completed per standardization procedures.

The number of schools by building-type implementing tier 1 SWPBIS in spring 2021 are provided in Figure 10. Consistent with national data, elementary schools accounted for the largest percentage of schools implementing tier 1 SWPBIS. Schools categorized as Other were the second largest proportion of schools implementing tier 1 SWPBIS, followed by middle and high schools. Alternative schools were the smallest proportion of schools implementing tier 1 SWPBIS.

Figure 10

Number of Schools Implementing Tier 1 SWPBIS by Building Type in Spring 2021

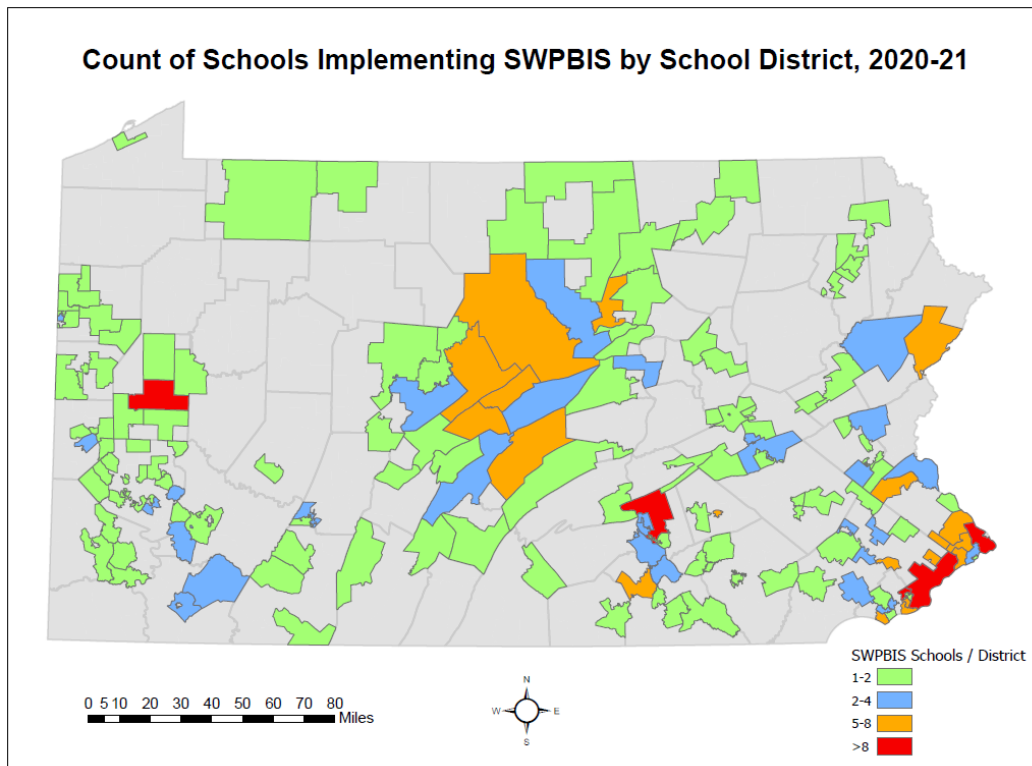


Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports.

Figure 11 provides a representation of the number of schools implementing at least tier 1 SWPBIS, aggregated at the school district level. These data indicate SWPBIS implementation is occurring across all regions of Pennsylvania, with opportunities to expand.

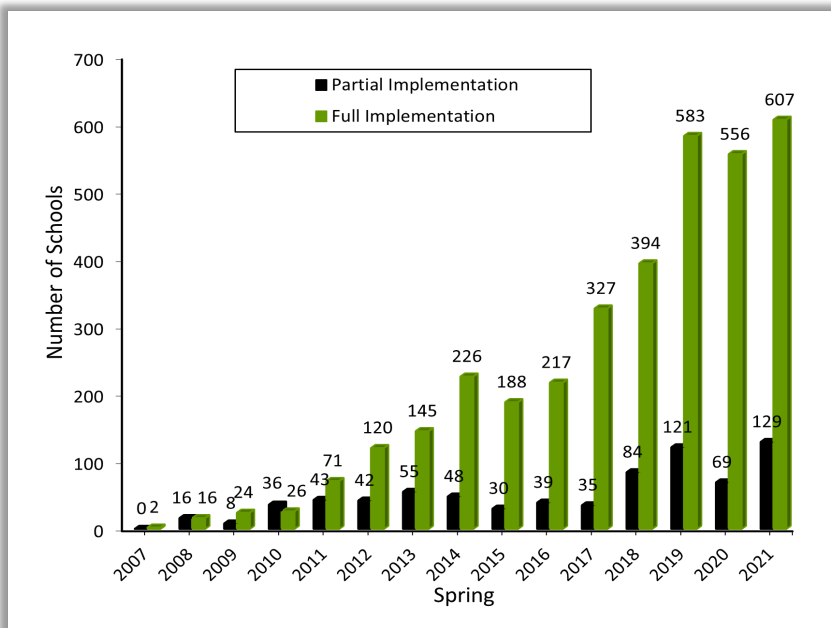
Figure 12 offers a cross-sectional review of the number of PAPBS Network schools implementing tier 1 from spring 2007 to spring 2021. Annual increases in implementation fidelity have occurred each year with the exception of spring 2020 when the COVID-19 pandemic initially closed schools before some fidelity checks could be completed. Spring 2021 witnessed the highest number of schools implementing tier 1 SWPBIS at 607. An additional 129 schools were implementing elements of tier 1 SWPBIS but had not yet achieved criterion. Finally, there were 334 schools in spring 2021 that indicated membership in the PAPBS Network but did not submit any fidelity data. The lack of fidelity data makes it impossible to objectively determine the extent to which any tier of SWPBIS was implemented to criterion.

Figure 11
Number and Location of Schools by School District Implementing SWPBIS in 2020-2021



Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports.

Figure 12
Cross-Sectional Count of Schools Implementing SWPBIS 2007-2021

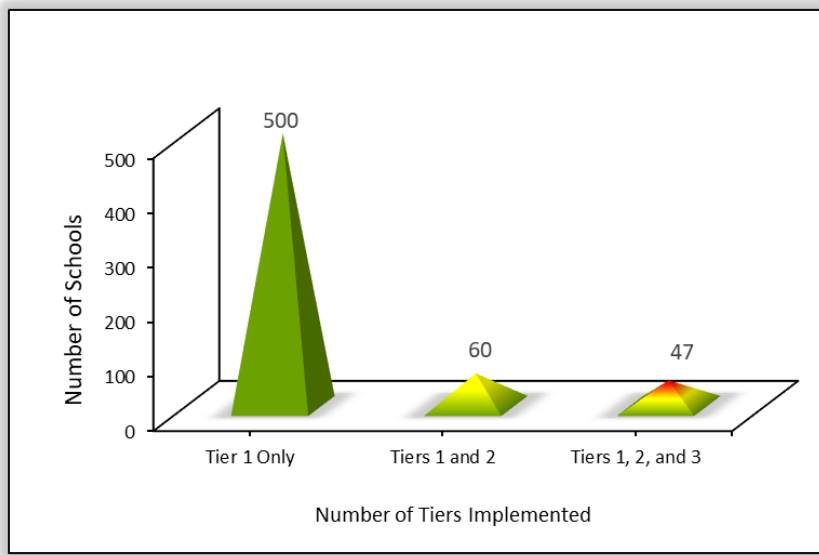


Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports.

Schools that were exclusively implementing tier 1, tiers 1 and 2, or tiers 1, 2, and 3 SWPBIS in spring 2021 are presented in Figure 13. A school is only counted once in this data display, depending on the number of tiers of SWPBIS implementation confirmed with a fidelity measure.

Figure 13

Number of Schools by Tiers of SWPBIS Implementation in Spring 2021



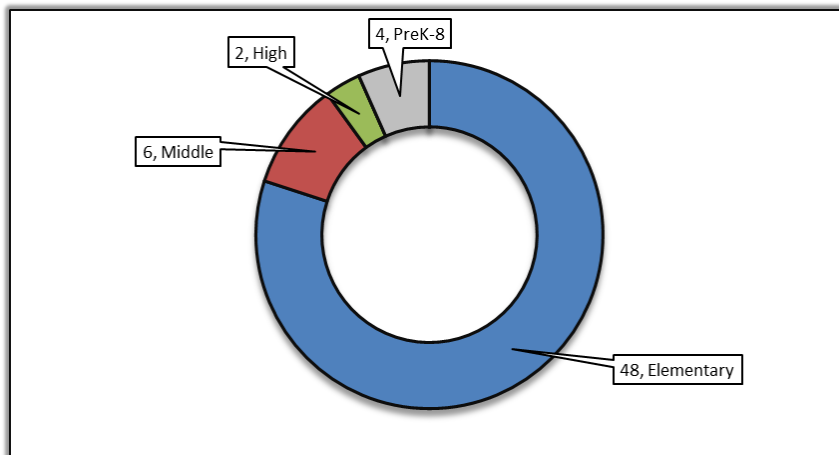
Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports; Schools are counted only once, depending on the tier(s) of SWPBIS for which full implementation was achieved.

A summary of the number of schools implementing tiers 1 and 2 SWPBIS in spring 2021 is provided in Figure 14, disaggregated by building type. The findings here are consistent with historical trends: elementary schools represent the largest proportion of PAPBS Network schools to fully implement tiers 1 and 2 SWPBIS. Middle schools represented the second highest number of schools implementing tiers 1 and 2 SWPBIS, followed by PreK-8 and high schools.

The number of schools from each building type fully implementing the comprehensive, three-tiered model of SWPBIS in spring 2021 is illustrated in Figure 15. Elementary schools accounted for the highest percentage of schools implementing all three tiers of SWPBIS. Building types categorized as Other represented the second-largest proportion of schools implementing all tiers of SWPBIS. It is noted that schools with a PreK-8 and PreK-12 format were included under the Other category for this data display. Alternative and middle schools represent the smallest proportions of schools implementing all three tiers of SWPBIS.

Figure 14

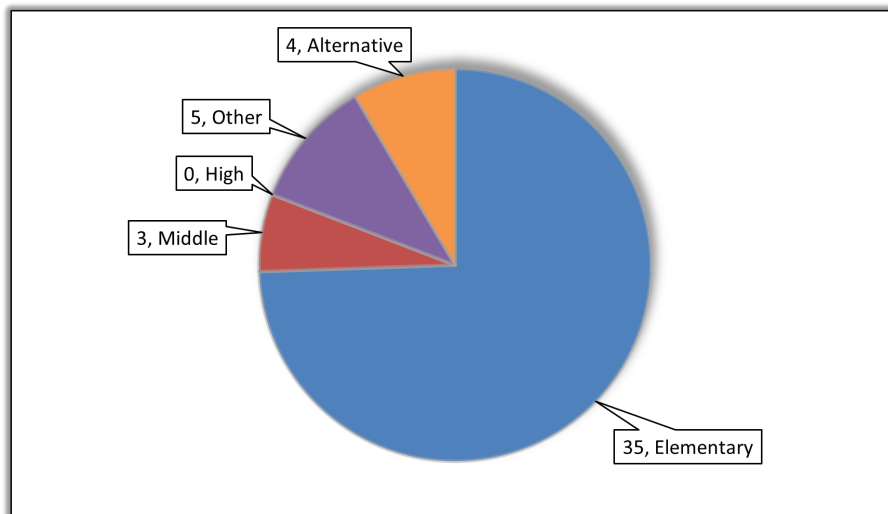
Number of Schools Fully Implementing Tiers 1 and 2 SWPBIS Disaggregated by Building Level in Spring 2021



Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports; Other represents PreK-8, PreK-12, junior/senior high schools, and other non-traditional grade configurations.

Figure 15

Number of Schools Fully Implementing Tiers 1, 2, and 3 SWPBIS Disaggregated by Building Level in Spring 2021

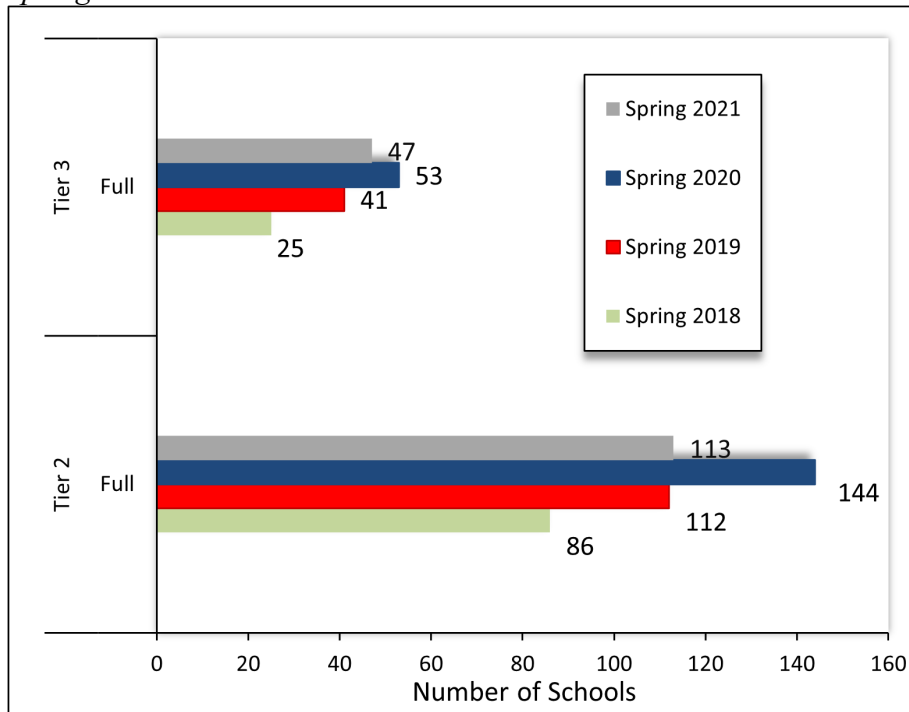


Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports; Other represents PreK-8, PreK-12, junior/senior high schools, and other non-traditional grade configurations.

PAPBS Network schools that achieved full implementation of the advanced tiers of SWPBIS since spring 2018 are showcased in Figure 16. After two years of increases, the number of schools achieving full implementation of tier 2 SWPBIS and tier 3 SWPBIS decreased in the most recent year.

Figure 16

Cross-Sectional Count of the Number of Schools Implementing Advanced Tiers of SWPBIS Spring 2018-2021



Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports; Schools are counted twice in a given academic year if they achieved full implementation tier 2 SWPBIS and tier 3 SWPBIS.

Outcomes

The fifth evaluative endorsed by the Center on Positive Behavioral Interventions and Supports (2020) summarizes the association between high-fidelity implementation and a range of outcomes for students, staff, families, and communities.

Given the very different and often changing instructional modalities during the 2020-2021 academic year, the opportunity for a student to receive an office discipline referral (ODR), out-of-school suspension (OSS), or placed in a non-neighborhood school was greatly diminished. Aggregating ODR, OSS, or out-of-school placement data across LEAs, therefore, is neither accurate nor meaningful for the 2020-2021 academic year. Consequently, we do not summarize these data for the 2020-2021 academic year. This omission of most student-level data is consistent with national data summaries offered by the Center on Positive Behavioral Interventions and Supports and colleagues conducting similar program evaluations in their states.

Therefore, the outcomes reviewed focus on a limited amount of data from the 2020-2021 academic year, including staff survey data, outcomes of a tier 2 intervention for students with mild to moderate behavioral challenges, and academic accountability data. Key Outcome evaluative questions are summarized in Figure 17.

Figure 17
Outcomes of Large-Scale SWPBIS Evaluation and Associated Common Questions

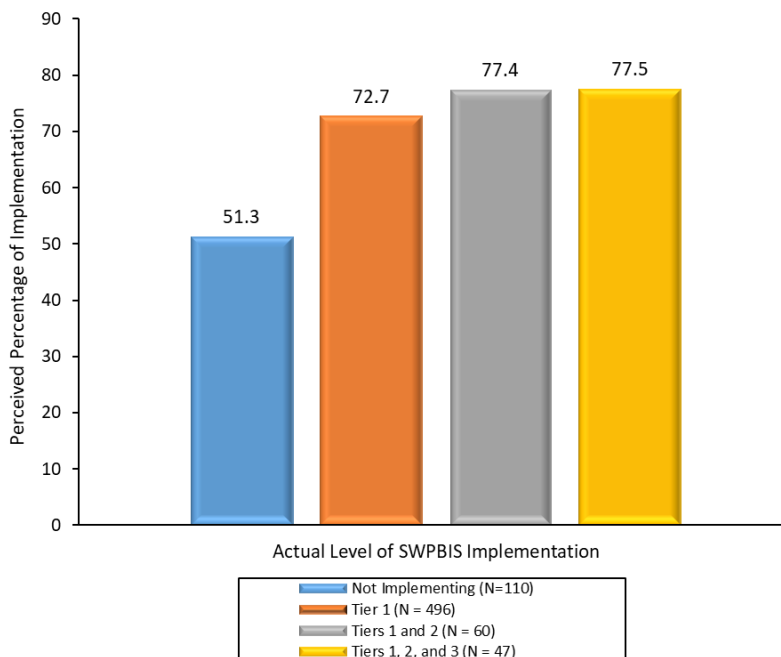
Area	Common Questions
Outcomes <ul style="list-style-type: none"> - Is the initiative achieving valued outcomes and worth sustaining? 	<ul style="list-style-type: none"> - To what extent do schools implementing SWPBIS with fidelity show desired changes in other areas of school (e.g., adult perceptions of safety, behavior support)? - To what extent does a tier 2 standard protocol intervention known as Check-In/Check-Out adequately support students' behavioral needs? - To what extent is SWPBIS associated with academic achievement and growth outcomes?

Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports; modified from original source (Center on Positive Behavioral Interventions and Supports, 2020).

Staff Perceptions of the Status of Behavioral Support

It is important to understand staff perceptions of SWPBIS implementation in comparison to actual, documented levels of implementation. One would assume that schools with verified implementation levels would have staff members who perceive that this implementation was present. Figure 18 provides a visual display of staff perceptions of behavioral support disaggregated by schools' objective measures of tier 1 SWPBIS fidelity.

Figure 18
Staff Perceptions of SWPBIS Implementation by Objective Measures of Fidelity



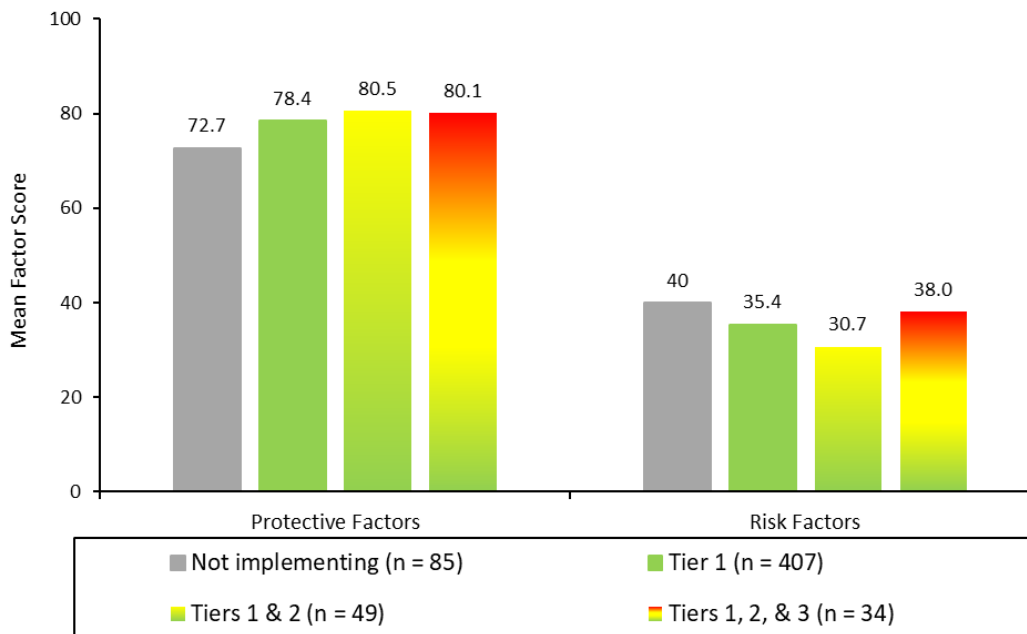
Note. SWPBIS = School-Wide Positive Behavioral Interventions and Supports. Schools not implementing any tier of SWPBIS reported statistically significantly lower teacher perceptions of implementation fidelity compared to staff from schools implementing tier 1; tiers 1 and 2; and tiers 1, 2, and 3 SWPBIS. Schools implementing tier 1 SWPBIS reported statistically significantly lower teacher perceptions of implementation fidelity compared to staff from schools implementing tiers 1 and 2 SWPBIS. No other comparisons were statistically significant.

These findings are encouraging in that they provide empirical support to the notion that staff members' perceptions of SWPBIS implementation are consistent with objective measures of fidelity, suggesting that once a school fully implements SWPBIS at tier 1, staff recognize this effort. However, once full implementation is achieved at tier 1, staff do not necessarily distinguish levels of implementation at advanced tiers.

Staff Perceptions of School Safety

One of the principles of SWPBIS is that safe and nurturing environments lead to greater academic success and fewer behavioral problems among students. A comparison of interest is whether there were identifiable differences in staff-perceived protective and risk factor scores among schools not implementing SWPBIS, those implementing tier 1 SWPBIS, and those implementing advanced tiers of SWPBIS. Figure 19 provides mean percentage scores for protective and risk factors for these groups of schools.

Figure 19
Protective and Risk Factors by Level of Tier Implementation



Note. Schools implementing tier 1; tiers 1 and 2; and tiers 1, 2, and 3 SWPBIS reported statistically significantly higher average protective factors compared to schools not implementing any tier of SWPBIS. Schools implementing tier 1 and tiers 1 and 2 SWPBIS reported statistically significantly lower average risk factors compared to schools not implementing any tier of SWPBIS and schools implementing all three tiers of SWPBIS. No other comparisons were statistically significant.

Staff from schools not implementing any tier of SWPBIS reported statistically significantly lower protective factors than schools implementing one or more tier of SWPBIS. Staff from schools implementing any tier of SWPBIS reported statistically similar average protective factors. This finding has practical implications given that the protective factors are

generally measures under the control of schools. While a direct causal relationship cannot be concluded given the methodology employed in this review, these results minimally suggest a strong relationship between SWPBIS implementation and more opportunities and supports available to mitigate or prevent school violence.

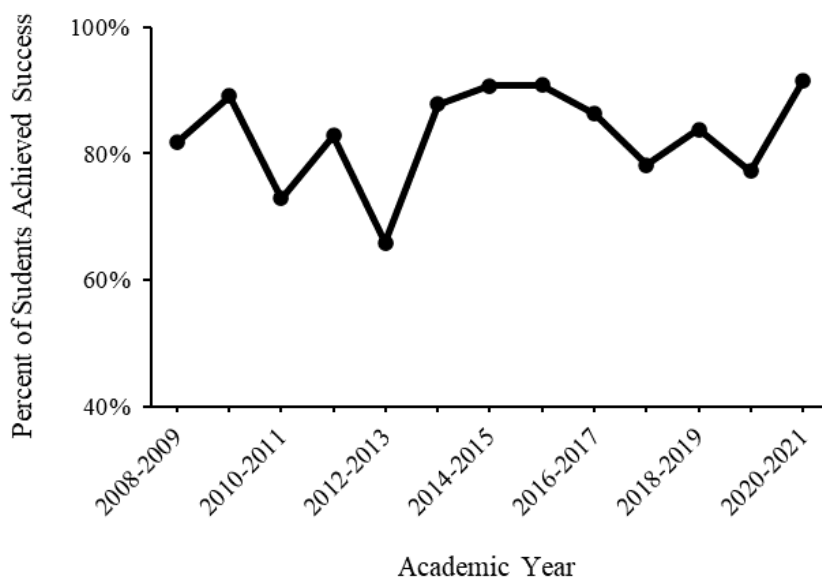
The highest level of risk appears to be reported by staff in schools that are either not implementing SWPBIS at all or those that have fully implemented SWPBIS at all three tiers. Schools with the lowest self-reported risk are those implementing either tier 1 or tiers 1 and 2 SWPBIS. Explanations for this unusual finding, especially in regard to the similar risks reported by staff in schools not implementing any tier of SWPBIS and staff from schools implementing all three tiers, are unclear. Readers are reminded, however, that risk factors are influences largely beyond the control of schools and their staff. These factors may represent local community factors, thus suggesting there might be similarities in the local community contexts for schools not implementing SWPBIS and those implementing all three tiers of SWPBIS.

Check-In/Check-Out

Check-In/Check-Out (CICO; Crone et al., 2010) is an intervention commonly implemented by SWPBIS schools as one of its tier 2 interventions. CICO is used for students whose behavior is maintained by adult attention (such as teachers) and is considered a low-cost, empirically validated intervention protocol. A cross-sectional descriptive review of CICO success rates is offered in Figure 21 for elementary schools only. All other building types were excluded given it is unknown whether there are statistical differences in CICO success rates at different grade spans.

Figure 21

Cross-Sectional Review of the CICO Success Rates Among Elementary Schools



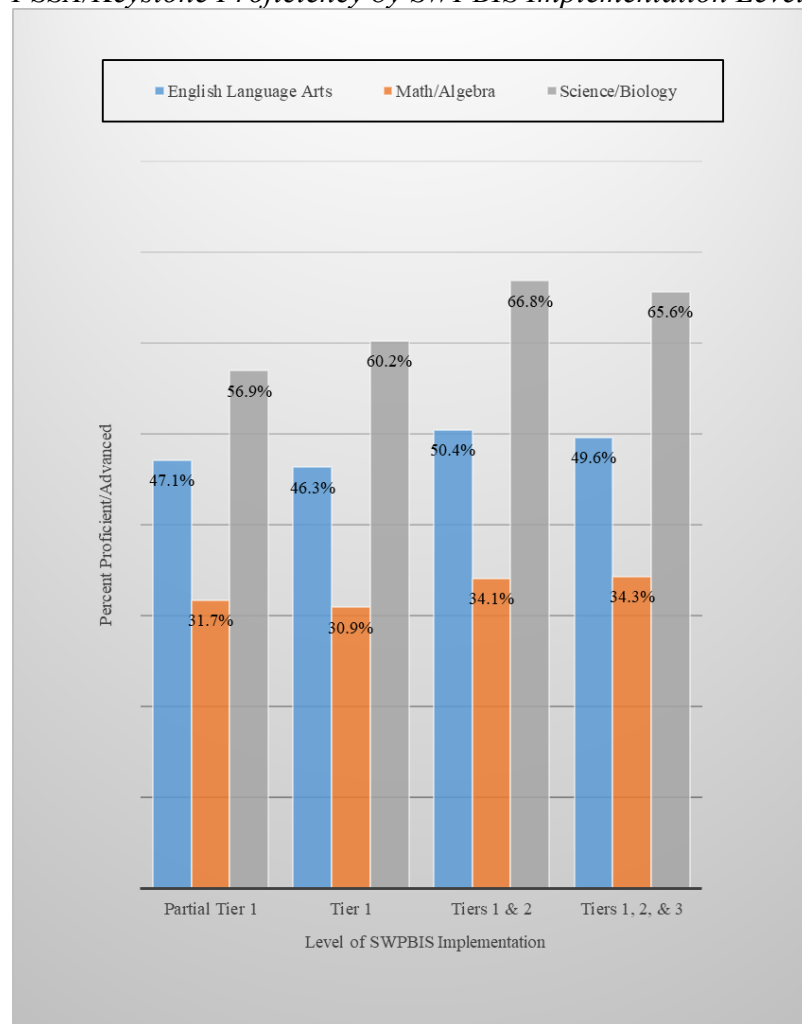
Note. CICO = Check-In/Check-Out; fidelity of implementation was not considered in these data; caution is advised when interpreting these data given the ordinate begins at 40% so as to not overly distort the data.

A longitudinal comparison of CICO success rates using data from the same schools across two or more years could not be computed given the cross-sectional nature of these data. Therefore, it is not appropriate to interpret the extent to which CICO success rates changed from one year to the next. In conclusion, the average CICO success rate across this 13-year review is 83.0%, a rate that is consistent with CICO validation studies (Crone et al., 2010).

Academic Performance

Figure 22 provides a visual display of the means for each of the Pennsylvania System of School Assessment (PSSA) and Keystone tests by SWPBIS implementation levels. In none of the PSSA/Keystone examination areas were there any significant differences among the percentage of successful students (those achieving Proficient or Advanced scores) across the four SWPBIS implementation levels.

Figure 22
PSSA/Keystone Proficiency by SWPBIS Implementation Level



Note. PSSA = Pennsylvania System of School Assessment; SWPBIS = School-Wide Positive Behavioral Interventions and Supports. There were no statistically significant differences on PSSA/Keystone exams among the groups of schools.

Summary

The PAPBS Network and affiliated schools continued their training and technical assistance work during the 2020-2021 and 2021-2022 academic years despite the extraordinary circumstances of the COVID pandemic. This is, in part, exemplified by the 7% increase in PAPBS Network affiliation by spring 2022 to a total of 2,936 schools. In order of prevalence, elementary schools were the largest contingent of affiliated schools followed by high and middle schools. Fifty-three percent of the 500 LEAs in Pennsylvania are affiliated with the PAPBS Network. Nearly 500 community mental partners have worked closely with these schools since 2006-2007, providing valuable expertise and services to children, youth, and families. Geographically, these PAPBS Network schools are nestled within all regions of the commonwealth.

The CoP SBBH continued its work during the 2021-2022 academic year. While not an exhaustive list, some highlights of their work included updating Network Facilitator training materials to integrate social-emotional learning principles and practices, facilitating discussions about using Pennsylvania Youth Survey data to bolster SWPBIS efforts, self-appraising and reconstituting the CoP SBBH leadership structure itself, and furthering its collaboration with organizations and agencies involved in Program-Wide PBIS. Resources were developed and disseminated along a variety of topics including aligning Student Assistance Programs with SWPBIS, installing trauma-informed and suicide prevention practices in schools, and integrating SWPBIS, trauma-informed practices, and PA Career Ready Skills. PaTTAN continued to offer statewide and regional training events on tier 1 SWPBIS, social-emotional learning, and advanced tiers. The PAPBS Network Implementers' Forum returned after a COVID-induced hiatus, with approximately 900 virtual attendees at its November 2021 two-day conference.

The number of PAPBS Network Facilitators rose 7% over the previous year to 235 active Network Facilitators by spring 2022. A total of \$225,519 in SBBH Grants was provided via a competitive process to support SWPBIS work in 29 different LEAs in the 2021-2022 academic year. Total SBBH Grant allocations in 2021-2022 remained relatively unchanged from the 2020-2021 academic year.

Elementary schools remained the largest proportion of PAPBS Network schools that achieved implementation of tier 1 SWPBIS. Schools with non-traditional or unknown grade ranges represented the second largest contingent of schools implementing tier 1 SWPBIS to criterion, followed by middle and high schools. Schools achieving tier 1 SWPBIS fidelity were located in all regions of the commonwealth, with the heaviest density being around the metropolitan centers (Philadelphia, Pittsburgh, Harrisburg/Lancaster, Allentown/Reading, Butler) and central Pennsylvania. Cross-sectionally, the number of schools achieving tier 1 SWPBIS fidelity status continues to increase each year. In total, 607 PAPBS Network schools achieved full implementation of tier 1 SWPBIS by spring 2021.

Of those 607 schools achieving full implementation of tier 1 SWPBIS in spring 2021, 60 achieved fidelity of tier 2 SWPBIS and an additional 47 schools met criterion for implementing all three tiers of the SWPBIS framework. Elementary schools accounted for the largest number

of schools implementing advanced tiers, although there was representation of middle, high, and other school configurations achieving full implementation status of all three tiers.

Staff perceptions in spring 2021 regarding the quality of behavioral support services across various school settings were significantly related to objective measures of SWPBIS fidelity. Staff from schools that were implementing one or more tiers of SWPBIS reported significantly more positive perceptions of the type and quality of behavioral support available to students compared to staff from schools not implementing SWPBIS. Along those same lines, staff from schools that were implementing one or more tiers of SWPBIS reported significantly more protections against school violence compared to staff from schools not implementing SWPBIS. Similarly, schools implementing tier 1 SWPBIS and tiers 1 and 2 SWPBIS reported significantly lower risk factors for school violence compared to staff from schools not implementing SWPBIS or schools implementing all three tiers of SWPBIS. That last finding – schools implementing all three tiers of SWPBIS reported significantly higher risk factors for school violence compared to schools implementing tier 1 SWPBIS and tiers 1 and 2 SWPBIS – is quite paradoxical. While hypotheses for this unusual finding can be made, it will be important to monitor these findings in subsequent years in case similar patterns emerge across multiple years.

Few student-level outcomes could be monitored given myriad modalities of instruction provided across Pennsylvania throughout the 2020-2021 academic year in response to the changing COVID-related conditions at the local level. Only CICO and academic accountability data could be meaningfully analyzed for this executive summary. Across all schools, CICO was effective for 9 in 10 students enrolled. Analysis of PSSA/Keystone data revealed no significant association between the fidelity of SWPBIS implementation and proficiency rates in ELA, Math, or Science. Similarly, SWPBIS was not associated with significant differences in student growth metrics, as measured by the PVAAS AGI.

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