

In the 2021-2022 school year, the FLPBIS Model Schools program explored expanding awards beyond the universal (Tier 1) level and established criteria to recognize Florida schools that made efforts to implement PBIS at the targeted (Tier 2) and intensive (Tier 3) levels. The purpose of this exploratory year was to identify areas of strength and challenges in reporting PBIS Tier 2 and 3 implementation. Because of this, most application responses were accepted, regardless of whether they represented best practice or not.

The FLPBIS Project will use the information gathered through the applications to provide training and technical assistance to address the implementation gaps identified. We will also use this information to establish a recognition system that identifies FL schools that are model implementers of PBIS at the advanced tiers. The increased expectations to earn an award at these levels will be determined and shared soon.

This resource provides feedback on the Gold and Platinum applications submitted in the 2021-2022 school year. This resource should not be used to identify application requirements for future Model School awards. However, it does identify answers from 2021-2022 that would not be acceptable for a model implementer in the future. Please visit the FLPBIS Project website to access current year Model Schools prerequisites and criteria available soon: www.flpbis.org.

Gold application item	Examples of responses <u>not</u> accepted in 21-22	Examples of responses accepted in 21-22 that <u>would not be accepted</u> if asked in future Model School applications
1. Process for identifying students in need of Tier 2 behavioral supports	<p>Did not address the question. An example of a response not accepted included:</p> <ul style="list-style-type: none"> Directed to a student handbook that did not mention Tier 2 behavior supports. 	<p>We will not accept responses that only restate the question or without details describing the process used schoolwide to identify students for Tier 2 interventions.</p> <p>The documentation provided through an upload must be supported with a meaningful description included in the application (e.g., “see student handbook” would not be an acceptable response without additional context).</p> <p>We may require documentation to support responses including teacher referral forms, team meeting notes, screening data, early warning indicators, or other data sheets used to identify students.</p>
2. Process for grouping/ matching students to appropriate Tier 2 behavioral supports	<p>Did not address the question. Examples of responses not accepted included:</p> <ul style="list-style-type: none"> Identified how students were grouped for <u>academic</u> support. Repeated the explanation of the process for identifying students in need of Tier 2 behavior supports. Described how they monitored student progress. Described Tier 2 interventions without reference to how students were matched to those interventions. 	<p>We will not accept responses that only restate the question or are without details on how function or skill needs are used to form common groupings of interventions schoolwide.</p> <p>The documentation provided through an upload must be supported with a meaningful description included in the application (e.g., “see student handbook” would not be an acceptable response without additional context).</p> <p>We may require documentation to support the responses including team meeting notes, an intervention menu with matching decision rules, or curricula options matched to behavioral skills or function.</p>
3. Tier 2 intervention	<p>Either a universal Tier 1 intervention was described <u>and</u> most of the students in the school were identified as having participated in the intervention. Examples included:</p> <ul style="list-style-type: none"> Student of the month Schoolwide token economy or recognition system Schoolwide behavior lessons Preventative relationship-based practices 	<p>Universal Tier 1 behavioral interventions or other interventions applied to an entire class or grade level, such as:</p> <ul style="list-style-type: none"> Grade- or class-wide token economy or acknowledgment system Grade or class-wide lessons or modules <p>Reference to individualized Tier 3 behavioral interventions.</p>

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	<p>Or, no specific intervention was identified. Examples of responses not accepted included:</p> <ul style="list-style-type: none"> Professional development Tier 2 PBIS team meetings Access to teachers Parental meetings General process, such as MTSS, PBIS, or behavior flow chart A resource or form without a related intervention <p>Identified a behavior consequence without associated supports, such as an in-school suspension or office discipline referral.</p>	
4. # Students participating in selected Tier 2 intervention	Any number over zero was accepted as evidence of student participation in the Tier 2 intervention.	Must provide the number of students receiving Tier 2 supports. Zero students will not be accepted. In addition, we will not accept a response that indicates that the intervention was applied at the universal (Tier 1) level (e.g., 800 students participated).
5. Student progress monitoring for selected Tier 2 intervention	<p>Did not address the question, Examples included:</p> <ul style="list-style-type: none"> Described how the intervention was implemented, without referencing how progress was monitored. Described how students were identified or matched to the intervention. Responded "not applicable." 	<p>We will not accept responses that only restate the question or that do not include a description of the data or tool used to measure student progress.</p> <p>Responses should describe student behavioral progress, not student progress in completing the intervention (e.g., intervention dosage).</p> <p>Progress monitoring must be specific to the students participating in the selected intervention. For instance, monitoring schoolwide data is not appropriate for assessing Tier 2 intervention effectiveness.</p> <p>We may require documentation to support responses that include a reference to a data collection template or tool.</p>
6. # Students experiencing progress	Any number offered was accepted as evidence that student progress was tracked.	Must be able to provide the number of students experiencing progress. This number cannot be greater than the number of students participating in the intervention.
7. Process for measuring if Tier 2 intervention was being implemented as intended (fidelity monitoring)	<p>Most applications did not describe an appropriate process for measuring the fidelity of implementation for their selected intervention. It was determined that the item needed to be reworded for future applications and that additional training and technical assistance would be developed to address this gap.</p>	<p>We will not accept responses that only restate the question or that do not include a description of the process of monitoring intervention implementation fidelity.</p> <p>We will not accept student progress monitoring as the process for measuring intervention implementation fidelity (e.g., monitoring student grades, discipline events, progress towards goals).</p> <p>We may require documentation to support responses that include a reference to a fidelity checklist or tool.</p>
8. Results of fidelity monitoring	<p>Because of this, and the exploratory nature of this year's award levels, <u>all responses to these two items were accepted.</u></p>	<p>We will not accept student progress monitoring data as the result of the fidelity monitoring (e.g., "75% of students reached their goal" or "students saw positive progress").</p> <p>We will not accept a response that repeats the process for measuring fidelity without identifying the results of that process (e.g., the number of fidelity checks completed, fidelity check scores, or percentages).</p> <p>We may require documentation to support responses that include a reference to a completed fidelity checklist or tool.</p>

Platinum application item	Examples of responses not accepted in 21-22	Examples of responses accepted in 21-22 that <u>would not be accepted if asked in future Model School applications</u>
1. FBA/BIP upload	<p>Uploaded file was not an FBA/BIP. Examples of uploads that were not accepted include:</p> <ul style="list-style-type: none"> • FBA with no BIP or Tier 3 intervention identified • Partial BIP with no behavior definition/function or Tier 3 intervention identified • Spreadsheet with student monitoring data • Blank FBA or BIP template when the school was providing Tier 3 supports • Student sticker chart or points sheet • Student IEP 	<p>We will not accept Platinum applications for schools that had no BIPs being actively implemented or students receiving Tier 3 supports. The Platinum award level is meant to recognize schools who <u>are providing</u> individualized behavior supports to students.</p> <p>Uploaded BIPs must have been created or updated within the previous year.</p> <p>We will not review an FBA/BIP that includes identifying student information (e.g., student name, date of birth, address, phone number, parent name). These applications will be ineligible for a Platinum award.</p>
2. Tier 3 BIP fidelity monitoring	<p>Most applications did not describe an appropriate process for measuring the fidelity of implementation for their selected BIP. It was determined that the item needed to be reworded for future applications and that additional training and technical assistance would be developed to address this gap.</p> <p>Because of this, and the exploratory nature of this year's award levels, <u>all responses to these two items were accepted.</u></p>	<p>We will not accept responses that only restate the question or that do not include a description of the process of monitoring BIP implementation fidelity.</p> <p>We will not accept student progress monitoring as the process for measuring BIP implementation fidelity (e.g., monitoring student grades, discipline events, progress towards goals).</p> <p>The response must be specific to the BIP that was uploaded.</p> <p>We may require documentation to support responses that include a reference to a fidelity checklist or tool.</p>
3. Tier 3 BIP student behavior data	<p>Did not address the question. Examples include:</p> <ul style="list-style-type: none"> • Described how the BIP is implemented, or interventions included in the BIP, without referencing how student progress was monitored. • Described progress monitoring at Tiers 1 or 2. • Described BIP fidelity monitoring. • Responded "not applicable." 	<p>We will not accept responses without details or responses that rephrase the question asked, such as:</p> <ul style="list-style-type: none"> • We used data to monitor progress • Monitoring was done by a staff member <p>Response must be specific to the BIP that was uploaded.</p> <p>We may require documentation to support responses that include a reference to a data collection template or tool.</p>
4. Other Tier 3 supports	Many applications did not describe their procedures for providing Tier 3 behavior supports outside of special education. It was determined that the wording of the item could have been misinterpreted.	N/A –This item will not be included in future applications.
5. Other Tier 3 supports student behavior data	Because of this, and the exploratory nature of this year's award levels, <u>all responses for this item were accepted.</u>	N/A –This item will not be included in future applications.
6. # Students receiving Tier 3 supports	Any number was accepted as evidence of students receiving Tier 3 behavior supports.	<p>Must provide the number of students receiving supports. Zero students will not be accepted.</p> <p>Future applications may ask the school to provide the number of students receiving support at Tier 3 broken down by those with an IEP (receiving special education services) and those without an IEP (not receiving special education services).</p>
7. # Students with Tier 3 supports making progress	Any number offered was accepted as evidence that student progress was tracked.	Must provide the number of students making progress. This number cannot be greater than the number of students receiving supports.