

# Northeast PBIS Network Evaluation Summary

Spring 2026





# Northeast Positive Behavioral Interventions and Supports (NEPBIS) Regional Evaluation

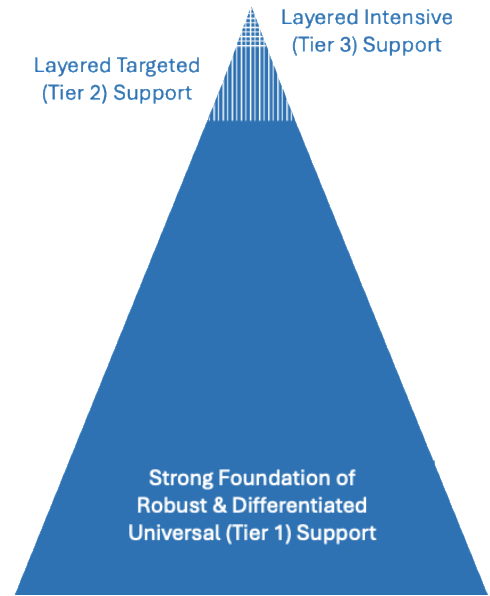
The Northeast Positive Behavioral Interventions and Supports (NEPBIS) Network is a regional technical assistance (TA) hub, supported by the National Center on PBIS.<sup>1</sup> PBIS is the most **widely implemented** and **evidence-based multi-tiered system of support (MTSS) framework** to promote students’ social, emotional, behavioral, and academic skill growth (Santiago-Rosario et al., 2023<sup>2</sup>).

At each implementation level (classroom, school, district, and state), educators organize support along a continuum to **maximize access, engagement, and benefit for each and every student, family, and educator** (see **Figure 1** on right). This continuum is often conceptualized with three tiers of prevention:

- Robust and differentiated universal **Tier 1**<sup>3</sup> supports for all,
- Layered targeted **Tier 2**<sup>4</sup> supports for some, and
- Layered intensive **Tier 3**<sup>5</sup> supports for a few.

Learn more about [what](#)<sup>6</sup>, [why](#)<sup>7</sup>, and [how to get started](#)<sup>8</sup> with PBIS at [www.pbis.org](http://www.pbis.org).

**Figure 1. Continuum of Support**



## Introduction to Evaluation Summary

In this evaluation summary, we describe the history, reach, and impact of NEPBIS regional TA. First, we provide an overview the [History of the NEPBIS Network and Network Advisory Group](#) (p. 2). Second, we detail the reach and outcomes of our [Technical Assistance to Northeast States: Building Local Capacity in Northeast States](#) (p. 3), including:

- [Intensive TA: Direct TA to Northeast States](#) (p. 3)
- [Targeted TA: NEPBIS Leadership Forum](#) (p. 5)
- [Targeted TA: NEPBIS Training of Trainers](#) (p. 6)
- [Universal TA: NEPBIS Website](#) (p. 8)

Notice that our TA is also organized to provide a continuum of support to states, districts, and implementers across our region. Finally, we preview [Next Steps: Continue to Expand Local Capacity thru Regional Training Activities](#) (p. 9) and provide [Acknowledgements of the NEPBIS Coordination Team and Network Advisory Group](#) (p. 10).

## Recommended Citation

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<sup>1</sup> <https://www.pbis.org/about/about>

<sup>2</sup> <https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice>

<sup>3</sup> <https://www.pbis.org/pbis/tier-1>

<sup>4</sup> <https://www.pbis.org/pbis/tier-2>

<sup>5</sup> <https://www.pbis.org/pbis/tier-3>

<sup>6</sup> <https://www.pbis.org/pbis/what-is-pbis>

<sup>7</sup> <https://www.pbis.org/pbis/why-implement-pbis>

<sup>8</sup> <https://www.pbis.org/pbis/getting-started>



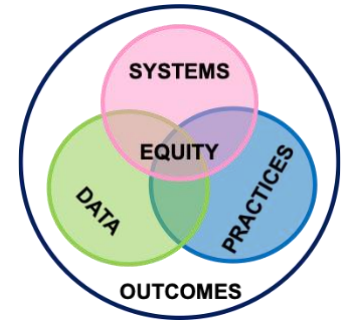


NEPBIS Leadership: History of the NEPBIS Network and Network Advisory Group

History of the NEPBIS Network

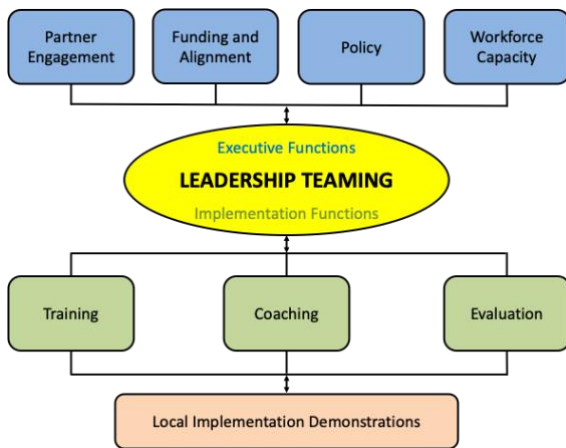
PBIS leaders in the Northeast recognized a **regional priority** to “establish the technical assistance network needed to deliver multi-tiered TA to...support state-level capacity for high-fidelity, scaled, and sustained implementation of the PBIS framework across 10 Northeast states to improve social, emotional, behavioral, and academic outcomes for all students, including those with disabilities.”<sup>9</sup> This vision resulted in the formation of a **NEPBIS Network** in May 2012. The **mission** of the NEPBIS network is to “improve the efficiency and effectiveness of PBIS implementation in schools and districts within the Northeast states by enabling communications, information exchange, political visibility, technical assistance,”<sup>9</sup> and other regional systems. That is, to implement the “Essential Elements of PBIS” (Center on PBIS, 2025; **Figure 2**) across the Northeast region of the U.S.

Figure 2. Essential Elements of PBIS



(Center on PBIS, 2025)

Figure 3. Leadership Team Functions



(Center on PBIS, 2024)

Network Advisory Group (NAG)

The NEPBIS Network uses the leadership team functions, defined by the Center on PBIS (2024) *Implementers’ Blueprint*<sup>10</sup>, to guide our activities (**Figure 3**). The **NEPBIS Network Advisory Group (NAG)** formed in 2012 as a regional leadership team composed of leaders from state education agencies, statewide TA organizations, and the Center on PBIS. See current NAG members on [nepbis.org](http://nepbis.org)<sup>11</sup> and [p. 10](#).

NEPBIS engages in (a) **executive functions** (blue boxes in Figure 2) that build regional capacity to sustain and scale PBIS implementation, (b) **implementation functions** (green boxes in Figure 2) that support high-fidelity implementation across Northeast states, and (c) recognizes local district **implementation demonstrations** (orange box; click to learn more about [NEPBIS District Recognition](#)<sup>12</sup>). As a NAG member described, these functions build local capacity (see quotation below).

NEPBIS Builds Local State Capacity by...

“...creating a consistent space for state leaders to gather to share knowledge, resources, and experiences. It’s an opportunity to learn from others, consider new ideas, and to apply that learning to reflect on our state’s implementation efforts.”

<sup>9</sup> <https://nepbis.org>

<sup>10</sup> <https://www.pbis.org/resource/pbis-implementation-blueprint>

<sup>11</sup> <https://nepbis.org/nag-overview/>

<sup>12</sup> <https://nepbis.org/auto-draft-2/>





## NEPBIS Technical Assistance: Building Local Capacity in Northeast States

### Intensive TA: Direct Support to Northeast States

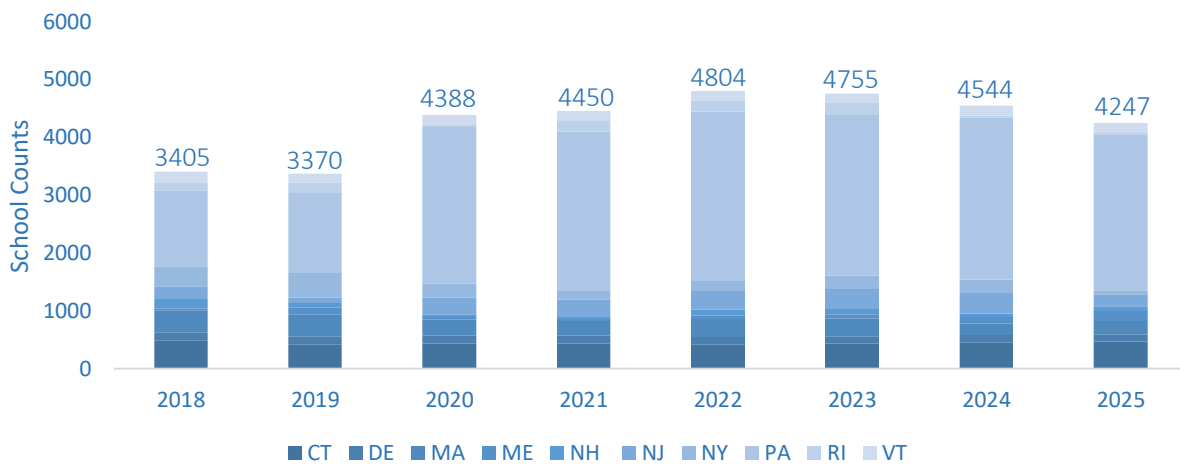
#### Overview

Through the activities of the NEPBIS Network, the National Center on PBIS and NEPBIS NAG leaders provide intensive TA to Northeast states, including annual completion of the [State Systems Fidelity inventory](#)<sup>13</sup> and action planning, anchored to state improvement plans, to build statewide capacity in implementing PBIS.

#### Reach

In partnership with Center on PBIS, each state provides TA to participating districts and schools, ultimately supporting educators, families, and students. The number of schools supported by Northeast states has generally increased since 2018 (see [Figure 4](#)) and **maintained at >4,000 schools** since 2020.

**Figure 4. The Number of Schools Supported by the Northeast PBIS Network**



#### Fidelity

In addition to reach, NEPBIS leaders monitor implementation fidelity—the extent to which critical features of PBIS are implemented effectively—at the school, district, and state levels.

**School Fidelity.** Of the 4,247 schools supported by the NEPBIS network in 2024-2025, **1,652 schools** (39% of schools implementing) reported fidelity to the National Center on PBIS using the [Tiered Fidelity Inventory \(TFI\)](#)<sup>14</sup> or other validated fidelity measure, and **1,329 schools** (80% of schools reporting) implemented Tier 1 PBIS with fidelity.

**District Fidelity.** To support high-fidelity school implementation, many Northeast local education agencies (e.g., school districts, supervisory unions, regional education agencies) invest in district-level PBIS systems, and **27 districts** have completed the [District Systems Fidelity Inventort \(DSFI\)](#)<sup>15</sup> in the last year.

<sup>13</sup> <https://www.pbis.org/resource/ssfi>

<sup>14</sup> <https://www.pbis.org/resource/tfi-3>

<sup>15</sup> <https://www.pbis.org/resource/dsfi>

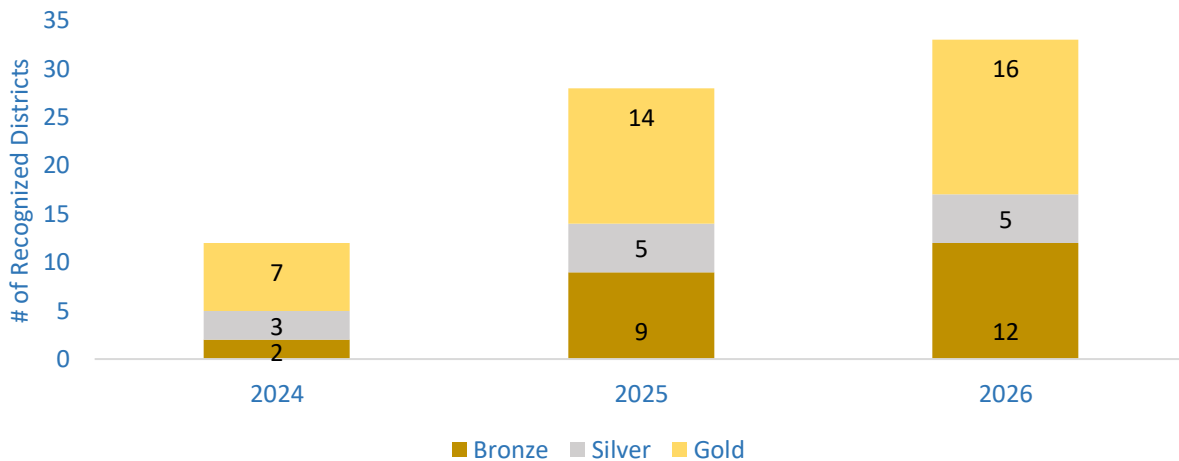




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To celebrate these efforts, NEPBIS has recognized **districts of distinction** on the website and at the annual forum since 2024 (see [nepbis.org](https://nepbis.org)<sup>16</sup>). Districts that (a) completed DSFI *or* had >50% of schools assess PBIS fidelity with the TFI or another validated measure are eligible for **bronze**, (b) completed DSFI *and* had >50% of schools assess PBIS fidelity with the TFI or another validated measure are eligible for **silver**, and (c) completed DSFI *and* had >50% of schools meet criteria for implementing Tier 1 PBIS with fidelity, as measured by the TFI or another validated measure, are eligible for **gold**. The number of districts recognized has grown with each year of the program (see [Figure 5](#)).

**Figure 5. Number of Recognized Districts Each Year**



**State Fidelity.** To support high-fidelity district implementation, Northeast states have organized state-level PBIS systems, and **7 states** (CT, ME, NJ, NY, PA, RI, and VT; **70%** of Northeast states) have completed the [State Systems Fidelity inventory \(SSFI\)](#)<sup>17</sup> to monitor their fidelity within the last year, and the **6 states (86%** of states reporting) with multiple SSFIs have demonstrated growth over time.

### Outcomes

The following briefs summarize outcomes of specific projects on educator and student outcomes in the Northeast:

- [PBIS Academy Model Demo Brief: Impact of Statewide Support Model on High-Needs Schools](#)<sup>18</sup>
- [Establishing a Rural Regional Cohort: Supporting Fidelity of PBIS Implementation in Rural Schools](#)<sup>19</sup>
- [Building Momentum for PBIS Implementation in High Need Districts](#)<sup>20</sup>
- [Improving Tier 3 Implementation and Outcomes in a High-Needs School](#)<sup>21</sup>
- [Effective District Supports for Advanced Tiers Implementation](#)<sup>22</sup>
- [Coaching Classroom PBIS to Support Educators and Students](#)<sup>23</sup>
- [Scaling PBIS Districtwide to Support All Students, Including Students with Disabilities](#)<sup>24</sup>
- [Supporting Effective Classroom Practices for Students with Disabilities with Classroom Support System \(CSS\)](#)<sup>25</sup>

<sup>16</sup> <https://nepbis.org/auto-draft-2/>

<sup>17</sup> <https://www.pbis.org/resource/ssfi>

<sup>18</sup> <https://www.pbis.org/resource/pbis-academy-model-demo-brief-impact-of-statewide-support-model-on-high-needs-schools>

<sup>19</sup> <https://www.pbis.org/resource/establishing-a-rural-regional-cohort>

<sup>20</sup> <https://www.pbis.org/resource/building-momentum-for-pbis-implementation-in-high-need-districts>

<sup>21</sup> <https://www.pbis.org/resource/improving-tier-3-implementation-and-outcomes-in-a-high-needs-school>

<sup>22</sup> <https://www.pbis.org/resource/effective-district-supports-for-advanced-tiers-implementation>

<sup>23</sup> <https://www.pbis.org/resource/coaching-classroom-pbis-to-support-educators-and-students>

<sup>24</sup> <https://www.pbis.org/resource/scaling-pbis-districtwide-to-support-all-students-including-students-with-disabilities>

<sup>25</sup> <https://www.pbis.org/resource/classroom-support-system>





**Targeted TA: NEPBIS Leadership Forum**

*Overview*

The NEPBIS Leadership Forum is a targeted TA activity of the NEPBIS Network since 2012. The forum amplifies the mission and vision of NEPBIS through keynote speakers, oral and poster presentations, and workshops—all focused on how to efficiently and effectively implement PBIS. The forum provides an annual opportunity to highlight local implementation demonstrations across the region, as most sessions include school and district-based presenters.

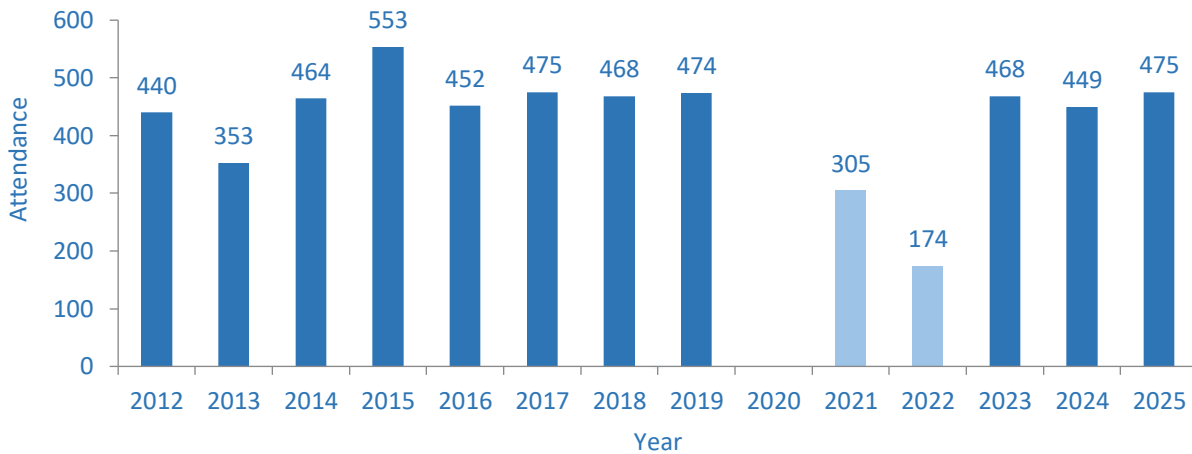
Forum keynotes and session strands consistently focus on building participant capacity to support schoolwide, classroom, and advanced tiers PBIS implementation. The forum planning team also responds to the needs of students, schools, and districts by including content on, for example, integrating mental health, student and family voice, academic systems, school safety, and training and coaching. The forum provides an opportunity for individual educators and leadership teams to be part of a larger NEPBIS community (see quotation on right).

**The NEPBIS Leadership Forum...**  
 "...helps people feel recognized and see they are part of larger community engaged in this important work."

*Reach*

On average, **427 people** attend the NEPBIS Leadership Forum annually (Range = 174 – 553; see **Figure 6**). Although most attendees are from the Northeast, people have traveled from as far away as Canada and Washington state.

**Figure 6. Attendance at NEPBIS Leadership Forum Over Time**



*Note:* Due to the COVID 19 pandemic, we did not hold the forum in 2020, offered a virtual forum in 2021, and purposefully limited attendance in 2022 (light blue bars signal the different format in COVID-impacted years).

Attendees include representatives from state departments of education, training and TA providers, district leaders (e.g., superintendents, directors of curriculum and pupil personnel), school administrators, general educators, special educators, and support personnel (e.g., school counselors, social workers, school psychologists). Thus, the conference creates an annual community that supports training, coaching, and behavioral expertise at the state, district, school, and classroom levels.





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## Outcomes

Participant evaluations of the NEPBIS Leadership Forum have consistently indicated that sessions were valued. For example, since 2021, **≥ 90% of participants** responding to our request for session evaluations rated sessions highly regarding contribution to their knowledge/enhancement of PBIS implementation, relevance, quality, and presenter effectiveness (see **Figure 7**).

**Figure 7. NEPBIS Forum Evaluation: Percent of Participants who Agree or Strongly Agree by Item (2021-2025)**



Additionally, when asked what was most beneficial, participants frequently highlight appreciation for new strategies, resources, networking opportunities and shared experiences. When asked they would like to know about a session, participants often wish for more time or opportunities to extend the conference.

## Targeted TA: NEPBIS Training of Trainers

### Overview

The NEPBIS Training of Trainers (TOT) program was developed in 2015 to build regional capacity and expertise in providing high quality training in school-wide PBIS. The goal of the NEPBIS TOT is to (a) build expertise and mastery of content and (b) prepare trainers to present information effectively, respond to questions, and lead activities to support schools with implementing PBIS with fidelity. Participants receive coaching and training in content as well as in developing effective training behaviors. Another benefit of the TOT model is the opportunity to connect with a community of practice. Training consists of a 2-year sequence that includes (a) live training events in which training is modeled and (b) supported training activities in which participants practice delivering training (see details at [nepbis.org](https://nepbis.org)<sup>26</sup>). Ongoing support is provided through newsletters and booster sessions in which current and past participants receive additional training on targeted topics and have opportunities to connect and learn from one another.

In winter of 2026, NEPBIS launched an Advanced Tiers Training of Trainers (AT TOT) in response to an expressed need to build regional training and capacity in supporting school and district implementation of Tier 2 and Tier 3 PBIS. The AT TOT is based on the model described above and follows a 15-month training sequence that includes a combination of live and synchronous virtual training events in which training materials are modeled, problems of practice are discussed, and participants practice and receive individualized feedback on activities and delivery of training.

<sup>26</sup> <https://nepbis.org/becoming-a-nepbis-trainer/>





# Northeast Positive Behavioral Interventions and Supports (NEPBIS) Regional Evaluation

## Reach

Since the inception of the TOT, **91 participants** across five states (CT, MA, ME, NH, and RI) have completed the 2-year experience. TOT “graduates” include educational consultants, program specialists at state departments, district coordinators, school administrators, teachers, and special services providers (e.g., school psychologists, BCBAs, school counselors). Participants are generally from states that do not have a statewide system to support trainers; however, based on their experience with the NEPBIS TOT, participants from Maine developed their own state TOT.

The first pilot cohort of the AT TOT includes **10 participants** across four states (ME, RI, MA, NH).

## Outcomes

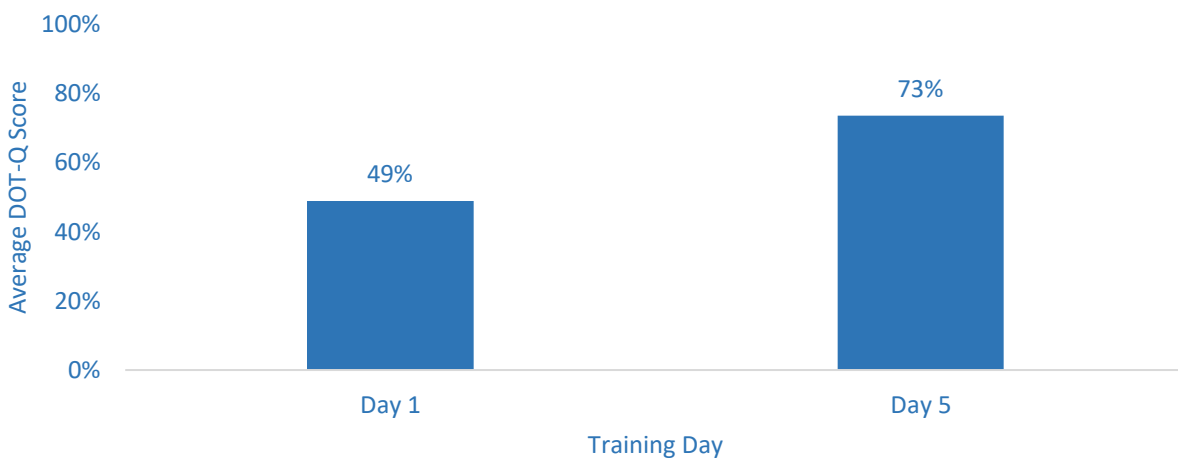
Feedback on a recent survey (response rate of 84%) indicated that **100% of attendees were satisfied** with their TOT experience (see quotation below). The TOT was also relevant to their work: on average, 49% of participants’ time was dedicated to training, coaching, or providing TA on PBIS.

### The NEPBIS TOT...

“...was one of the most thorough and rigorous professional learning opportunities I have ever experienced. Participating in the TOT challenged me to expand and strengthen my facilitation skills, and allowed me to engage in deep and broad learning on PBIS implementation, delivered by experts in the field. My experience with the TOT has contributed to numerous professional opportunities.”

Data support the effectiveness of the TOT in increasing PBIS expertise and training skills. On average, participants demonstrated a 49% improvement in their training skills as measured by the *Direct Observation of Trainer Quality (DOT-Q)* during 10-minute training samples in the first year (see **Figure 8**). This growth represents meaningful change in participants’ training skills.

**Figure 8. Average Improvement in PBIS Training Skills on the Direct Observation of Trainer Quality (DOT-Q)**





# Northeast Positive Behavioral Interventions and Supports (NEPBIS) Regional Evaluation

## Universal TA: NEPBIS Website & Communications

### Overview

In addition to intensive TA (i.e., direct support to states) and targeted TA (i.e., NEPBIS Leadership Forum, NEPBIS TOT), the NEPBIS Network provides universal TA to educators throughout the Northeast across the full implementation continuum via our website and direct outreach.

**Website.** The Northeast PBIS Network website ([nepbis.org](http://nepbis.org), see **Figure 9**) offers an array of resources intended to support effective PBIS implementation. Relevant resources are available for implementers at state, district, school, and classroom levels. As part of the commitment to capacity building, the website houses a comprehensive set of materials that can be used by trainers and coaches as they support districts and schools aiming to begin or enhance their PBIS implementation. The website also serves as an anchor for all professional learning opportunities, the annual Leadership Forum, and the Network Advisory Group (NAG).

Figure 9. Screenshot of [www.nepbis.org](http://www.nepbis.org)



Figure 10. *The Progress Monitor*



**Direct Outreach.** *The Progress Monitor*, a quarterly newsletter, serves as a dissemination tool for new resources and professional development opportunities from the Center on PBIS and relevant partners (see recent [Fall/Winter 2025 example](#)<sup>27</sup>; **Figure 10**). Additionally, readers receive timely prompts and acknowledgements for states, districts, and schools that are experiencing positive outcomes.

### Reach

The Universal TA of the NEPBIS Network has a broad reach. The NEPBIS website is visited regularly by implementers throughout the Northeast and beyond, extending as far as Australia. The NEPBIS Network sends the *Progress Monitor*, along with other important announcements, to over **5,000 consumers**. The distribution list has grown annually with significant increases following the annual NEPBIS Leadership Forum and as new professional development opportunities are offered. Beyond the numbers, the impacts of the NEPBIS universal TA are reflected in state leaders adopting and adapting freely available resources for their own state implementation (see quotation below).

**NEPBIS provides universal access to resources that guide implementation throughout the Northeast!**

For example, “**Maine** uses and adapts many resources curated by this group,” and **New Hampshire** PBIS leaders bring NEPBIS “updates on resources and supports...to [their] partners for improved implementation.”

<sup>27</sup> <https://mailchi.mp/uconn/nepbis-progress-monitor-spring-18248699>





# Northeast Positive Behavioral Interventions and Supports (NEPBIS) Regional Evaluation

## Next Steps: Continue to Expand Local Capacity thru Regional Training Activities

To continue to build local expertise and capacity to support high-fidelity implementation, sustainability, and scalability of the PBIS framework throughout Northeast states, we offer additional regional training experiences. The table below summarizes the purpose, process, audience, and reach of each regional training activity.

	<i>Purpose</i>	<i>Process</i>	<i>Audience</i>	<i>Reach</i>
<b>Professional Development Events</b>				
<i>Administrator Academy</i>	Deepen leaders' knowledge of how to support their team's effective and sustainable implementation of Tier 1 PBIS, foster a network, and support individual action planning	Offered annually Includes two days of in-person training and four virtual 2-hour follow up meetings	Administrators implementing PBIS in their school, district, or organization	Average of <b>11</b> participants across 2 years
<i>Summer Behavioral Institute</i>	Intensive training in behavioral principles and their application in supporting student behavior across tiers and school settings and staff behavior in implementing PBIS	Offered annually  Four days of in-person training.	Practicing educators or trainers	Average of <b>16</b> (range 7-25) participants across 4 years
<b>Communities of Practice (CoP)</b>				
<i>Classroom Practices CoP</i>	Opportunities for implementers to meet virtually to learn from one another on key topics	Offered annually for a 10 session biweekly series	Educators	Average of <b>51</b> participants across 6 sessions across 5 years
<i>Implementation in Inpatient Settings</i>		Meets every other month	Implementers in in-patient psychiatric settings	Network of <b>42</b> members

Please continue to visit [www.nepbis.org](http://www.nepbis.org) for updates and to engage with our Northeast PBIS community! On the next page, you can “meet” our NEPBIS coordination team and members of our Network Advisory Group





# Northeast Positive Behavioral Interventions and Supports (NEPBIS) Regional Evaluation

## Acknowledgements

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