

Positive Behavior Intervention and Supports (PBIS) **Advisory Council**

Scope of Work

This proposal is for the first year of a multi-year effort to help LEAs implement PBIS as an effective alternative to restraint and seclusion, and thereby reducing the incidence of students removed from the learning environment for challenging behaviors. Year one (2012-2013) involves coordinating all of Arizona's relevant resources (ADE, ADDPC, LEA personnel, PBIS experts, etc) into one cohesive effort that will ensure the following:

Leadership – The first year will consist primarily of forming the Positive Behavior Intervention Support - Advisory Council (PBIS-AC) with key stakeholders who have the interest and authority to make decisions for the project. Over the course of six meetings, the PBIS-AC will conduct the following:

Assessment – Use the planning documents from the national Technical Assistance Center on Positive Behavioral Interventions & Supports *Implementation Blueprint and Self-Assessment*, (see Appendix) to assess Arizona's strengths and needs relative to a statewide system of PBIS.

Action Plan – From the above assessment, develop a planning document with prioritizing action steps required for full implementation a statewide system of PBIS. This action plan will include criteria for selecting LEAs interested in receiving training and technical assistance, as well as criteria for including persons or organizations who can provide the training and technical assistance. Another resource that will be used to define those criteria includes the 15 principles described in the *Arizona Department of Education Restraint and Seclusion Resource Document* (see Appendix).

Target LEAs – By the end of year one the selection process will begin that will identify the first few LEAs to begin receiving PBIS training and technical assistance prescribed by the PBIS-AC the following year.

Although this is being proposed as a multi-year project the objectives below reflect the first year of the project only, establishing the "Infrastructure" to provide direction for the activities of the following years. It is also expected that members of the PBIS-AC will become long-term members of a statewide leadership team, formed to provide leadership to future PBIS efforts and ensure sustainability over time. Upon meeting objectives in the first year, the project will seek continued funding of up to four years in order to achieve full implementation and long-term sustainability of a statewide system of PBIS.

GOAL

Local Education Agencies (LEAs) striving to improve their school climates and student behavior, and reduce unnecessary and dangerous use of seclusions and restraints, will have access to quality training and technical assistance.

Objectives Year One (2012 - 2013)

1. Minimum of twelve (12) key PBIS stakeholders will be recruited to serve as advisory council (PBIS-AC) members for six, full-day meetings throughout the year in order to assess, plan, develop policies and leverage resources, that will help LEAs access training, technical assistance in years to come.
2. In collaboration with the Arizona Center for Disability Law (ACDL), conduct six separate trainings for 200 parents and LEA personnel in six different areas throughout the state, in order to raise awareness of the issues surrounding seclusion and restraint, the rights of parents and students, and the resources available to help LEAs begin to address these concerns.
3. 100% of the members of the PBIS-AC will receive training on what other states with similar circumstances as Arizona have done to build their PBIS capacity and leadership through a national consultant presenting to the PBIS-AC.
4. Key PBIS-AC members will attend the national PBIS Technical Assistance Leadership meeting to participate in extended learning and planning sessions with colleagues in other states in order to bring new ideas back to the group.
5. The PBIS-AC with the assistance from project personnel will conduct an assessment of Arizona's strengths and needs, and develop a prioritized action plan for implementing a coordinated approach to supporting LEAs with training, technical assistance and data-based decision making, using the national Technical Assistance Center on Positive Behavioral Interventions & Supports' *Implementation Blueprint and Self-Assessment*.
6. A coordinated method for LEAs to obtain approved PBIS training and technical assistance will be developed (including such factors as selection criteria, funding amounts, participation and reporting requirements).
7. A standard method for evaluating LEA implementation will be defined for use with all LEAs who participate in PBIS training and technical assistance, along with the resources needed to make such evaluations possible (e.g., personnel trained to conduct the "School Evaluation Tool" for participating LEAs, the tracking tools LEAs use to record and analyze incidents of seclusion or restraint, the *Arizona Department of Education Restraint and Seclusion Resource Document*).

8. A standard method for evaluating the outcomes of PBIS on students with developmental disabilities (e.g., fewer restraints) will be established for all LEAs who participate in PBIS training and technical assistance, along with the resources needed to record and track the data (e.g., the ADE AzSAFE <http://www.ade.az.gov/sa/health/AZSafeImplementManual.asp>)
9. All public and private entities that provide PBIS training and/or technical assistance in Arizona will be informed of the criteria for participation in, and evaluation of, state-approved training and technical assistance, in order to produce a list of participating PBIS resources from which LEAs can choose
10. A minimum of four LEAs from different geographic regions of the state, representing different student demographics, will be recruited to serve as a pilot cohort that will begin receiving training and technical assistance in year 2
11. An independent evaluation of the year 1 process and products will be conducted by the Sonoran Center for Excellence in Developmental Disabilities Education, Research and Service (Sonoran Center)
12. A progress report will be submitted to the ADDPC detailing the progress on each of the above objectives, the results of the independent evaluation, and the preparation or revisions to the objectives for year 2

Outcome Data

- The number of LEAs that receive training & technical assistance each year.
- The number of those that are rated as “Implementers” each year.
- The number of LEAs that maintain status as Implementers from year to year.
- The change in all student outcomes for each LEA (reductions in office referrals, suspensions, restraints, seclusions) from year to year.
- The same outcomes above related to students in special education.
- The list, and number of PBIS (tier 1 and 2) resources available for PBIS training each year.
- The list, and number of PBIS (tier 1 and 2) coaches available each year.
- The list, and number of PBIS (tier 3) behavioral experts available each year.