



**REDUCING SECLUSION AND RESTRAINTS THROUGH  
POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)  
Institute For Human Development, Northern Arizona University  
Contract: ADDPC-01-09-2012**

**REPORT: July 1, 2014 – June 30, 2015**

**SERVICE DESCRIPTION**

This is a continuation of the proposal approved for July 2013 - June 2014.

The purpose of this multi-year project is to reduce the use of unnecessary and dangerous seclusion and restraint among students with developmental disabilities. This project pursues this goal by building the capacity in Arizona to support local education agencies (LEAs) in their own efforts to train staff in Positive Behavior Interventions and Supports (PBIS). This will result in positive school climates, help schools make data-based decisions about how they manage behavior, and ultimately reduce the use of dangerous and unnecessary seclusion and restraint. This project coordinates existing state resources in PBIS and uses the strength of the state Developmental Disabilities Network. The anticipated outcome of this project is to create a lasting system of state leadership that will increase the number of LEAs that use the best practices established by PBIS.

**Summary** (general overview, barriers encountered and possible solutions, describe timetable and if activities will be completed as projected)



The PBISAZ has become a valued resource to the state for information about PBIS, school climate, and restraint/seclusion. The Advisory Council (AC) meets monthly. All meeting agendas and minutes are posted regularly at <http://pbisaz.org/advisory-council/resources/>. Furthermore, our membership has grown steadily as more stakeholders learn about the goals of PBISAZ and want to contribute. A list of AC members can be found at <http://pbisaz.org/advisory-council/>.

The PBISAZ website continues to be a hub of information about and for schools that are exploring or implementing PBIS. From the “Getting Started” page at <http://pbisaz.org/getting-started/>, interested parties can learn about the goals of PBISAZ, what it means to be “ready” to undertake the work required to implement PBIS, nationally accepted tools for evaluating a school’s implementation efforts, ways to fund PBIS, and providers of PBIS training. One can also find descriptions and a map of all “PBISAZ Achievement Award” winners to help a school or district see how others have accomplished work similar to what they are considering. In 2013 eight schools received the first annual Achievement Award recognition. In 2014, 21 schools were recognized. And in 2015, 40 schools were recognized.

This year, we renewed our subcontracts with the four pilot districts (Cartwright School District, Madison Elementary, Phoenix Elementary, and Yuma Elementary). With the funding from last year these four districts provided Year-1 training to eight individual school teams to start implementing PBIS in those schools beginning this school year (2014-2015). With the new subcontracts awarded to these same districts this year, a total of 12 new schools are undertaking similar training, while the eight initial schools are now in Year-2 training. Think of Year-1 training as preparing the entire school to implement preventative tier one systems (see <http://www.pbis.org/school/primary-level>). Think of Year-2 training as helping schools to implement a tier two system of support for those students who still need additional help beyond tier one (see <http://www.pbis.org/school/secondary-level>).

Throughout this year we have continued to strengthen our relationship with the Arizona Department of Education (ADE) in an effort to ensure that PBIS becomes and remains a high priority for them. We have four active members of the AC representing different departments/functions of ADE. The Multi-Tier Behavior Supports (MTBS) training that ADE offers has been revised to reflect some of the national trends in readiness and fidelity of implementation that PBISAZ has been advocating. So in addition to the training provided to our pilot LEAs, all training provided to other schools through ADE’s MTBS follows similar rigor.

Reaching out to all interested stakeholders is still a priority for PBISAZ. We continually seek new members (educators, parents, administrators, policy makers, etc.) to join our email listserv (AZ-PBS-NETWORK) and our numbers have now grown to 79.

PBISAZ has also had a strong presence (as presenters and exhibitors) at several relevant state conferences. These include the ADE Teacher’s Institute, the Principal’s



Workshop: School Partnership Program, Several sessions at the ADE Director's conference, the IHD annual Evidence-Based Practice conference, the ADE Safe and Supportive Schools, the ACDL African American Disabilities Conference, the ADE Special Education Advisory Panel, and Several presentations at BET-C. Also included were Isaac Elementary School Board, Madison Elementary School Board, and Florence Unified School Board.

Also noteworthy were presentations and discussions with potential PBIS collaborators to explore areas of overlap and future sustainability, including the Arizona Children's Executive Committee <http://www.azdhs.gov/bhs/children/ACEC.htm>, the Department of Economic Security, Division of Developmental Disabilities (DES/DDD), and the AZ Council of Human Service Providers <http://www.azcouncil.com/>, and the Arizona K12 Center (<http://www.azk12.org/>).

PBISAz has helped educate interested stakeholders (parent advocates, school association members, special education personnel, attorneys) on what possible legislation should include if it is to provide meaningful protections against the dangerous and unnecessary use of restraint and seclusion in schools. As a result of that education and a tremendous effort from parents of children in schools, Senate Bill 1459 was signed into law on April 10, 2015. It is available at Arizona Revised Statute 15-105 <http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00105.htm&Title=15&DocType=ARS>.

Lastly, through the AC meetings we learned that ADE was developing a new statewide Student Information System (SIS), called Arizona Education Learning & Accountability System (AELAS) <http://www.azed.gov/aelas/>. Since one of the barriers to making data driven decisions about student behavior is not having an affordable and effective system to input and report behavior incidents, PBISAz worked to get discipline and safety data included in the new AELAS. Although the reporting system is not completed yet, the developers agreed to include a member of the AC in the process.

These activities are directly related to ADDPC goal #3: Empowerment through Information. Through the transparent activities of the AC and the many other resources on the website, parents of children with DD are learning about alternatives to suspension, restraint, seclusion, and other reactionary discipline strategies. By setting high standards for pilot and award winning schools and districts, parents of children with DD can point their own children's' teachers and administrators towards other AZ schools as examples of PBIS in practice. Lastly, since SB 1459 is now law this will have a powerful impact on ADDPC Goal # 3 in that the law requires that parents be informed the same day if their child has been restrained or secluded, schools must keep detailed incident reports that parents can request, and parents can ask to be included in any review of repeated incidents to have a voice in how future incidents can be prevented.



## Progress on 2014-2015 Objectives 1 - 20

**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 Three

1. Host three in-person day-long PBIS-AC meetings and seven hour long conference calls annually to ensure a single coordinated system of statewide PBIS leadership

<b>Activity/Progress</b>
<p><b>Completed:</b> The PBIS-AC phone calls occurred between 8:15 and 9:15 on the following dates:</p> <ul style="list-style-type: none"> <li>• August 13, 2014</li> <li>• October 8, 2014</li> <li>• November 12, 2014</li> <li>• December 10, 2014</li> <li>• February 11, 2015</li> <li>• March 11, 2015</li> <li>• April 8, 2015</li> </ul> <p>The day long meetings were held between 10:00 and 3:00 and occurred on</p> <ul style="list-style-type: none"> <li>• September 10, 2014</li> <li>• January 20, 2015</li> <li>• May 6, 2015</li> </ul> <p>See <a href="http://pbisaz.org/advisory-council/resources/">http://pbisaz.org/advisory-council/resources/</a> for meeting agendas and minutes.</p>
<b>Next Steps</b>
<p>PBIS-AC meetings for this next year will all occur in person and on the following dates:</p> <ul style="list-style-type: none"> <li>• September 9, 2015</li> <li>• November 4, 2015</li> <li>• February 10, 2016</li> <li>• April 6, 2016</li> </ul>



2. Host PBISAz website to ensure public awareness and transparency of PBIS-AC meetings, as well as other resources and announcements

<b>Activity/Progress</b>
<p><b>Completed:</b> The PBISAz website (<a href="http://pbisaz.org/">http://pbisaz.org/</a>) is the repository for all PBISAz activities and more. Specific information about the Advisory Council, its meeting agendas, minutes and more, can be found at <a href="http://pbisaz.org/advisory-council/">http://pbisaz.org/advisory-council/</a>. A detailed list of resources for schools exploring or implementing PBIS can be found here <a href="http://pbisaz.org/getting-started/">http://pbisaz.org/getting-started/</a>.</p>
<b>Next Steps</b>
<p>New information will continually be added to the PBISAz site as it becomes available.</p>

3. Award and manage subcontracts to the LEAs selected last year to help them continue the training/coaching for their initial schools and new schools this year

<b>Activity/Progress</b>
<p><b>Completed:</b> Signed subcontracts were awarded to all four LEAs at the beginning of this project year (Cartwright, Madison Elementary, Phoenix Elementary, and Yuma Elementary). With the funding from last year these four districts provided Year-1 training to eight individual school teams in order to start implementing PBIS in those schools beginning this school year (2014-2015). With the new subcontracts awarded to these same districts this year, a total of 12 new schools undertook similar training, while the eight initial schools are now in Year-2 training. All four LEAs have been submitting invoices and evidence of their progress.</p>
<b>Next Steps</b>
<p>Continue the subcontracts so that the original eight schools can receive Year-3 training to prepare them to develop their tier three systems of support for those students at greatest risk for seclusion and restraint, the 12 new schools will receive Year-2 training, and no less than eight new schools will begin Year-1 training. In total this would equal 28 schools implementing PBIS supported by four districts that have the capacity to support those schools and sustain that implementation over time.</p>



#### 4. Monitor LEA implementation progress

<b>Activity/Progress</b>
<p><b>In progress:</b> Upon completion of the signed subcontracts, a list of deliverables was shared with every LEA. This list included a number of national fidelity measures used to gather information about how well the schools were implementing PBIS (see Appendix A). These fidelity measures differ according to whether the school was in its first or second year, and are designed to provide the school personnel with information needed to make continuous quality improvements.</p>
<b>Next Steps</b>
<p>Continue to encourage LEAs to use fidelity assessments.</p>

#### 5. Monitor LEA student outcomes

<b>Activity/Progress</b>
<p><b>In progress:</b> In addition to the fidelity assessments, a number of student outcome measures have been required of the LEAs. These are used to gather information about if/how the schools impacted student behavior. A draft summary of the LEA outcome data is also included in Appendix A.</p>
<b>Next Steps</b>
<p>Some school outcome data are not yet complete, so the summary in Appendix A will be updated after all school personnel return to work for the 2015-2016 school year and can provide any missing information.</p>



- Publicly honor LEAs with high implementation scores through the PBISAz website and an annual PBIS state conference

### Activity/Progress

**Completed:** KOI-Education held its Behavior Education Technology Conference – BET-C at the Desert Willow Conference Center in Phoenix on 3/6/15. See <http://bet-c.org/>. During this conference the 2015 Achievement Awards were given out. Individual schools were honored for achieving various levels of implementation. The schools nominated and selected for 2015 did include some of the pilot LEAs selected for funding through this project, but most schools were not part of the pilot.

Not including the pilot schools, there have been 43 other schools that received achievement awards over the past three years that this project has been in effect. The 2015 award winners are listed at the PBISAz website <http://pbisaz.org/getting-started/>. And included in in Appendix B.

### Next Steps

Recruit even more applications for the 2016 achievement awards.



7. Pursue sustainability of PBISAz by formalizing partnerships with ADE (e.g., letters of support, memorandums of agreement, grant subcontracts, shared resources, etc)

### Activity/Progress

**In Progress:** No formal agreements have been developed yet, in part because of the transition from one superintendent to another. However, a number of positive steps have been taken to better ensure PBIS continues to be a priority for ADE.

First, we have four active members of ADE regularly participating on the Advisory Committee that represent School Safety and Prevention and Exceptional Student Services, Personnel Development, Multi-Tiered Behavioral Support.

Second, the PBIS training that ADE has been conducting called Multi-Tier Behavior Supports (MTBS) project has adopted higher standards for readiness and fidelity of implementation in a manner that is more consistent with national practices and those recommended by PBISAz.

Third, we are working with the Division of Behavioral Health Services (DBHS) to revise and renew a memorandum of understanding (MOU) with ADE and many other state agencies related to the activities of the Arizona Children's Executive Council (ACEC). The ACEC was established to reduce barriers and duplication in the service of children and youth across the state. The multi-tiered system of support that is promoted by PBISAz provides new avenues for such interagency coordination. If the ACEC would continue the efforts of PBISAz for schools, districts and charters, while also expanding those efforts into homes and communities, then the goals of PBISAz will be sustained.

It may be easier for the new ADE superintendent to sign a MOU that has been in existence for many years, and which is also signed by fellow state agency directors, than to sign an MOU with only PBISAz.

### Next Steps

Continue to work with DBHS and the ACEC to educate them about the benefits that a PBIS-styled multi-tiered system can have on their overlapping goals for children and youth.





8. Pursue sustainability of PBISAz through recommendations of the PBIS-AC and the Blueprint action plan that arise throughout the year (e.g., new grant opportunities, legislation, partnerships, etc).

<b>Activity/Progress</b>
<p><b>In Progress:</b> Every PBISAz meeting devotes some time to new information and opportunities. It is through this process that we learn of other people or groups that we should contact, who may help advance PBIS in more schools.</p> <p>One example of this was learning about the Arizona Education Learning Accountability System (AELAS) <a href="http://www.azed.gov/aelas/ssis/">http://www.azed.gov/aelas/ssis/</a>. This is a pilot project through ADE to help schools gather and use student data better. One of the barriers to successful PBIS implementation is recording and reporting discipline and safety data in a helpful way that encourages data-based decision-making. So when we learned of this project we made several attempts to contact the right people to request that they include discipline and safety data and reports into their system. As a result, one ADE member of the PBIS AC will be working with the AELAS team to shape their reports to help schools trying to make data-based decisions about discipline and safety data.</p>
<b>Next Steps</b>
<p>Continue to use the PBIS-AC and ideas of its members to guide our progress.</p>

9. Pursue sustainability of PBISAz through the continued recruitment of members to the Arizona PBS Network

<b>Activity/Progress</b>
<p><b>In Progress:</b> At the end of this year we had 81 members. New members have been recruited through emails, meetings, and conferences. Furthermore, supporting “Networks” through the Association for Positive Behavior Support (APBS) has become a top priority. It is hoped that APBS will soon have additional resources like newsletters, webinars, and more to encourage more people to join our AZ-PBS-Network.</p>



<b>Next Steps</b>
Recruit new members from the list of new schools that will be awarded PBISAz Achievement Awards, and the new pilot schools.

10. Continue to independently evaluate the process and outcomes of the PBIS-AC, including but not limited to a summary of data submitted by pilot LEAs

<b>Activity/Progress</b>
<b>Completed:</b> The project evaluator used a variety of sources to evaluate the project this year, including: AC meeting minutes, PBISAz correspondence, BET-C attendance, a Network member survey, and Advisory Committee focus group, and the SWPBIS Implementation Blueprint and Self-Assessment tool. The complete PBISAz Evaluation report for year three can be found in Appendix C.
<b>Next Steps</b>
Share the evaluation report with AC members to obtain their feedback and recommendations.

11. Submit written reports to ADDPC twice per year, and update the Executive Director by regularly scheduled phone calls

<b>Activity/Progress</b>
<b>Completed:</b> This document is the year-end report. The ADDPC Executive Director and the PBISAz Project Director have had repeated communication through phone calls, emails and in person meetings throughout the year.
<b>Next Steps</b>
Continue the above throughout this next year.



12. Expand awareness of PBIS by conducting presentations at relevant state conferences (e.g., ADE Teacher’s Institute, ADE Director’s Institute in September 2014, Transition conference, School Safety conference, Institute for Human Development – Evidence Based Conference, Council for Administrators of Special Education, etc)

<b>Activity/Progress</b>
<p><b>Completed:</b> Presentations on PBIS and PBISAz were conducted:</p> <ul style="list-style-type: none"> <li>• ADE Teacher’s Institute on 7/10/14</li> <li>• Principal’s Workshop: School Partnership Program on 9/3/14</li> <li>• Several sessions at the ADE Director’s conference on 9/22/14 &amp; 9/23/14</li> <li>• IHD annual Evidence-Based Practice conference on 10/2/14,</li> <li>• ADE Safe and Supportive Schools conference on 12/5/14</li> <li>• ACDL African American Disabilities Conference on 2/27/15</li> <li>• ADE Special Education Advisory Panel 3/3/15</li> <li>• Several presentations at BET-C 3/5/15 &amp; 3/6/15</li> <li>• Isaac Elementary School Board meeting 4/9/15</li> <li>• Madison Elementary School Board meeting 5/5/15</li> <li>• Florence Unified School Board meeting 4/9/15</li> </ul>
<b>Next Steps</b>
<p>Continue to pursue PBIS awareness throughout this next year as per the approved objectives for 2015-2016.</p>

13. Expand awareness and exploration of PBIS for interested schools by revising and disseminating the training materials drafted this year to include slides, handouts and a short video, available on the PBISAz website

<b>Activity/Progress</b>
<p><b>Completed:</b> The slides, script and video can all be found at <a href="http://pbisaz.org/getting-started/">http://pbisaz.org/getting-started/</a>. These materials have been used in a number of presentations.</p>
<b>Next Steps</b>
<p>School personnel interested in learning more about PBIS, or spreading the word to colleagues will be directed to the site above and encouraged to download the materials for free.</p>



14. Pursue sustainability by completing a proposal to leverage funding with DES/DDD for a pilot program that would implement and evaluate a multi-tiered system of home-based PBIS

### Activity/Progress

**In Progress:** After a while of no communication with DES/DDD a meeting occurred on October 2, 2014 with Dr. Latham, Gina Judy, Larry Clausen, Dan Davidson and Daniel Gulchak. The purpose of this meeting was to seek commitment from Dr. Latham for his continued interest in a pilot project for PBIS in the home. From this was scheduled a planning meeting that occurred on November 5, 2015. During this meeting DES/DDD staff reported they could identify the school-age children they serve in the zip codes of given schools. Davidson then sent them a list of schools that had received the 2014 achievement awards and those that were a part of the PBISAz pilot. The purpose of this was to identify PBIS schools and families of school age children with developmental disabilities and challenging behaviors willing to participate in a pilot study.

On February 19, DES/DDD provided the data we had requested. Unfortunately, the spring season did not allow any further development of a proposal and the DED/DDD director has since resigned.

### Next Steps

The PBISAz project director will work with the new DES/DDD director Dr. Laura Love, to begin planning for a PBS project based on her assessment of the needs of individuals and the families/providers that support them. One phone call has already happened with more planning to follow.



15. Pursue sustainability by partnering with ADE to leverage funding in the implementation of the federal “School Climate Transformation” and “Wellness and Resilience in Education” grants, if funded

Activity/Progress
<p><b>Not Achieved:</b> The Wellness and Resilience grant was not funded. Nor was the School Climate grant for 2014. Furthermore, the information we received that Arizona’s Climate grant would be funded in 2015 turned out to be incorrect.</p>
Next Steps
<p>Keep looking for other grant possibilities that would enhance the work of PBISAz.</p>

16. Pursue sustainability by partnering with ADE in planning for the federal “State Personnel Development Grant (SPDG)” grant – The ADE anticipates that this grant will become available in 2015. So planning for this grant will begin in fall 2014.

Activity/Progress
<p><b>Not Achieved:</b> Numerous offers were made to assist ADE in writing the SPDG grant with a focus on student behavior. Unfortunately, ADE chose instead to focus the proposal on reading rather than behavior.</p>
Next Steps
<p>N/A</p>



17. Pursue sustainability by collaborating with other southwest states in the writing and submission of a Regional PBIS Technical Assistance center when funding becomes available

<b>Activity/Progress</b>
<p><b>Not Achieved:</b> Dr. George Sugai of the National PBIS Technical Assistance Center was asked about the possibility of regional centers in July 2014. At that time he indicated it was a possibility and that some planning with other states would be in order. Since that time we have had conversations and interest expressed from California and Nevada for a Southwest region. Utah is likely to be interested as well. Unfortunately, there are currently no plans for funding regional centers.</p>
<b>Next Steps</b>
<p>Continue exploring other grant possibilities that would enhance the promotion and implementation of PBIS across AZ schools.</p>

18. Collaborate with other key stakeholders pursuing public policy that would provide meaningful protections for all students (including those with developmental disabilities) against the dangerous and unnecessary use of seclusions and restraints

<b>Activity/Progress</b>
<p><b>Completed:</b> PBISAz has helped educate interested stakeholders (parent advocates, school association members, special education personnel, attorneys) on what possible legislation should include if it is to provide meaningful protections against the dangerous and unnecessary use of restraint and seclusion in schools. As a result of that education and a tremendous effort from parents of children in schools, Senate Bill 1459 was signed into law on April 10, 2015. It is available at Arizona Revised Statute 15-105 <a href="http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00105.htm&amp;Title=15&amp;DocType=ARS">http://www.azleg.gov/FormatDocument.asp?inDoc=/ars/15/00105.htm&amp;Title=15&amp;DocType=ARS</a>.</p>



### Next Steps

Work with ADE to develop a technical assistance document that not only informs school personnel about the law but also provides guidance on best practices to comply with the law.

19. Pursue sustainability by collaborating with stakeholders planning the Governor’s new Child Protection department, in order to promote the use of PBIS

### Activity/Progress

**In Progress:** The initial impetus for this objective came from a meeting with two legislators at the end of last year. They wanted to know if/how PBIS might help children at risk of abuse or neglect. Since that meeting a few follow up attempts were made to reconnect with the legislators with no response.

The project director did research tiered systems of parenting education and found one that had decades of research (Triple P – Positive Parenting Program). There is a Triple P Stakeholders group in Arizona that had the ear of the first director of the new Department of Child Safety (DCS). Unfortunately, that director has been replaced.

The project director remains on the Triple P Stakeholders group to help promote evidence-based positive parenting and to share new opportunities to expand PBIS into homes of children at risk for abuse/neglect.

### Next Steps

Stay involved in the Triple P Stakeholders group.



20. Expand awareness of PBIS among early childhood stakeholders (e.g., Head Start, First Things First, AZ Children’s Association, etc) through personal contacts, sharing of materials, and conference submissions

<b>Activity/Progress</b>
<b>In Progress:</b> First Things First was contacted and invited to participate on the Advisory Committee. They were interested but overwhelmed with their own decreasing budget due to decreases in tobacco tax dollars. They were invited (and accepted) to speak at BET-C on March 6, 2015.
<b>Next Steps</b>
Ask all AC members to reach out to their own Head Start and other early childhood contacts, so that we can provide information about PBISAz and explore possible partnerships.

Respectfully Submitted,

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Daniel Davidson, Project Director

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Date