

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

YEAR 2 REPORT: July 1, 2013 – June 30, 2014

Purpose

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.

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

During the second year of this project the state Advisory Committee (PBIS-AC), established by this project and consisting of key stakeholders, continued to work on the assessment and action plan for Arizona. The purpose of the plan is to maintain a coordinated and collaborative means of supporting local education agencies (LEAs) in their efforts to adopt PBIS practices within and across their schools.

As a result of the work the PBIS-AC conducted last year, specific criteria for school implementation and student outcomes were established (see <http://pbisaz.org/getting-started/>) for the purpose of recruiting, selecting, supporting and evaluating the PBIS Implementation of four LEAs (eight schools). The LEAs and schools were selected, began receiving training and coaching, and successfully completed all implementation criteria established for their first year. As a result, all four LEAs will receive continued funding this next year. If their implementation scores are high, they will serve as model demonstration sites for other schools to follow.

Other noteworthy outcomes of this project over the past year include...

1. A public and accessible website where anyone can go to follow the actions and decisions of the PBIS-AC, as well as helpful resources (see <http://pbisaz.org/>)
2. Clearly defined criteria for determining “readiness” among districts and schools interested in pursuing PBIS
3. A standard method to evaluate annual PBIS implementation within each LEA
4. A standard method to evaluate PBIS outcomes on students within each LEA
5. An objective method to recognize and celebrate school implementation of PBIS

6. The actual awards given to 21 high-implementer schools across the state
7. The start of a proposal for a pilot home-based PBIS system for DDD families
8. The draft of what will become readily available and accessible PBIS awareness and exploration training materials for all LEAs
9. An Arizona PBS Network for like-minded people to share ideas and resources
10. Two federal grants supporting the activities of PBISAz submitted by the AZ Department of Education for funding to support this project, improve school climates, and collaborate with behavioral health.

Project 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.

Year 2 Summary

Most of Year 2 activities involved continuing with the PBIS Advisory Committee (AC) and recruiting, selecting and supporting pilot local education agencies (LEAs) to begin their process of obtaining training/coaching to transform their school climates and implement PBIS:

Objectives Year Two

1. Host six PBIS-AC meetings annually to ensure a single coordinated system of statewide PBIS leadership through subcontracts with KOI-Education

Activity/Progress

Completed/Continued: PBIS-AC meetings have take place on the dates listed below. All meetings ran from 8:00 am to 12:00 noon and were held at the KOI-Education office. See <http://pbisaz.org/advisory-council/resources/> for meeting agendas and minutes.

- September 16, 2013
- November 4, 2013
- December 9, 2013
- January 13, 2014
- March 10, 2014
- May 5, 2014

Attendance in the meetings was lower this year than in the first year. So in response to this Lynne Tomasa from the Sonoran Center worked with us to design and send out a survey asking the PBIS-AC members for explanations (see Appendix A). The survey formed the basis of discussion that resulted in the changes in meeting

frequency and format for next year listed below.

Next Steps

PBIS-AC meetings for year 3 are scheduled for the dates listed below. All in-person meetings will be scheduled at the KOI-Education office.

1. August 13, 2014, 8:15 – 9:15 (conference call)
2. September 10, 2014, 10:00 – 3:00 (in-person meeting)
3. October 8, 2014, 8:15 – 9:15 (conference call)
4. November 12, 2014, 8:15 – 9:15 (conference call)
5. December 10, 2014, 8:15 – 9:15 (conference call)
6. January 14, 2015, 10:00 – 3:00 (in-person meeting)
7. February 11, 2015, 8:15 – 9:15 (conference call)
8. March 11, 2015, 8:15 – 9:15 (conference call)
9. April 8, 2015, 8:15 – 9:15 (conference call)
10. May 6, 2015, 10:00 – 3:00 (in-person meeting)

2. Host PBISAz website to ensure public awareness and transparency of PBIS-AC members, agendas, minutes, and resources through subcontracts with KOI-Education.

Activity/Progress

Completed/Continued: The PBISAz website (<http://pbisaz.org/>) 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 <http://pbisaz.org/advisory-council/>. The detailed application process and supporting documents used to recruit pilot districts (see Objective 4 below) can be found here <http://pbisaz.org/getting-started/>.

Next Steps

Continue to add relevant content to the website as the year unfolds. Conduct analytics to see which pages get the most visits, have the longest views, etc. Use these data to make improvements to the site as needed.

3. Monitor and revise PBIS-AC action plan as needed to pursue the necessary elements of a statewide system (e.g., policy, funding, political support, visibility, etc) through subcontracts with KOI-Education.

Activity/Progress
<p>Completed/Continued: A portion of each PBIS-AC meeting has been devoted to updates and decisions regarding ongoing activities (e.g., the selection of LEAs, the upcoming conference, etc). The rest of the time has been devoted to defining specific action items most likely to result in a long-term sustainable system of PBIS support to districts. The revised objectives listed in the continuation proposal for year 3 are a result of this planning. The current action plan continues to be a working document and can be found in Appendix B.</p>
Next Steps
<p>PBIS-AC members will revise and add to the action plan throughout year 3.</p>

4. Recruit LEAs from all public school districts and charters begin training in 2013/2014 school year, through PBISAz website, emails to all public/charter LEAs, and communication of PBIS-AC representatives.

Activity/Progress
<p>Completed: As soon as we had confirmation of continued funding from ADDPC for year 2, notices were sent out to all school district special education directors and school principals through the AZ Department of Education (ADE) email lists. Notices were also sent to all charter schools in AZ. PBIS-AC members also forwarded announcements to their respective stakeholders. The purpose of the notice was to inform Local Education Agencies (LEAs) that funding was available to districts willing to commit to the process of training staff and implementing PBIS over several years. Interested parties were directed to the “Getting Started” page of the PBISAz website (http://pbisaz.org/getting-started/).</p>
Next Steps
<p>See below</p>

5. Select 4 pilot LEAs with a minimum of 2 schools each, to receive training and technical assistance beginning in 2013/2014 school year

Activity/Progress
<p>Completed: After several independent and group reviews of the applications by the selection subcommittee, and multiple meetings, the selected LEAs are:</p>

Madison School District

- Simis (PreK-4th) (7302 N. 10th Street Phoenix, AZ 85020)
- Camelview (PreK-4th) (2002 E. Campbell Avenue Phoenix, AZ 85016)

Cartwright School District #83

- Davidson (K-5th) (6935 W. Osborn Rd., Phoenix, AZ 85033)
- Desert Sands Middle School
 - (6th) (4602 N. 63rd Ave., Phoenix, AZ 85033)
 - (7th) (6308 W. Campbell Ave, Phoenix, AZ 85033)

Phoenix Elementary School District #1

- Dunbar (PreK-8th) (707 W Grant, Phoenix, AZ 8500)
- Kenilworth (PreK-8th) (1210 N 5th Ave., Phoenix, AZ 85003)

Yuma Elementary School District One

- OC Johnson Elementary (K-5th) (1201 W. 12th St., Yuma, AZ 85364)
- Woodard Jr. High (6-8th) (2250 8th Ave., Yuma, AZ 85364)

Next Steps

See below

6. Assist the selected LEAs in finding prospective providers**Activity/Progress**

Completed: As a part of the application process, LEAs were asked to list the training provider they planned to use. In order to help all prospective applicants the PBIS-AC generated a list of persons or agencies known to provide such training and contacted them all to ask if they wanted to be listed on the PBISAz website. Those that responded can be found under Step 2 of <http://pbisaz.org/getting-started/>.

In order to help those prospective applicants select a provider, if they had not already done so, a *Service Provider Criteria* document was also prepared and made available to the LEAs (see <http://pbisaz.org/getting-started/>).

Next Steps

See below

7. Award and manage stipends to selected LEAs, with a small amount available in year 2, and larger amount for years 3 and 4 contingent on their meeting select criteria

Activity/Progress
<p>Completed/Continued: Each prospective LEA initially selected for funding was congratulated and then informed of the subcontract steps with NAU to follow. This was initiated in an email from the Project Director on 9/26/13. Several subsequent emails and phone calls were required until all subcontracts were finalized. A videoconference was held on 12/4/13 and the purpose of the conference was to ensure that all participants clearly understood exactly what would be expected of them in order to receive continued funding the following year. The content included:</p> <ul style="list-style-type: none">• Procedural Outcomes (invoices to NAU, district coordinator trained as “PBIS Assessments” coordinator, training provider to help achieve the school outcomes, and a data system in place)• Fidelity Outcomes (matrix of expected student behavior, reinforcement system, behavioral procedures for major/minor infractions, and sample lesson plans for how to teach students the expected behavior)• Student Outcomes (standardized test data, behavior data, and seclusion/restraint data)
Next Steps
See below

8. Monitor LEA implementation progress

Activity/Progress
<p>Completed/Continued: The Project Director checked in with each district coordinator regularly to clarify expectations, answer questions and assess their progress <i>relative to their fidelity of implementation</i>. These Fidelity of Implementation data were received from each of the LEA subcontractors and are summarized below:</p> <ul style="list-style-type: none">• Must be in place before the 2014/2015 school year begins – All partner schools have completed the following:<ul style="list-style-type: none">○ Matrix of Expected student behavior across all school settings○ Reinforcement system to acknowledge students who demonstrate the expected behavior○ Behavior Flowchart showing which behaviors require office referral and which ones should be managed within the classroom• Fidelity Survey Instruments – All partner schools have administered at least

one of each of the surveys below to assess the quality of their fidelity

- Team Implementation Checklist (TIC)
<https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tic> (Scores ranged from 18% to 71%)
- Self Assessment Survey (SAS)
<https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#sas> (Scores ranged from 15% to 86%)
- School-wide Evaluation Tool
<https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#set> (Scores ranged from 29% to 76%)

These implementation scores were required of each school in order to ensure they became familiar with the survey instruments. Low scores do not necessarily mean poor performance any more than high scores mean full implementation. They are tools with which to identify areas for improvement. Each school will continue to report these data and hopefully see improvements in their scores with each new administration.

Next Steps

Continue to work closely with each LEA subcontractor to clarify the *fidelity* expectations for their second year of funding, and to help them implement PBIS successfully.

9. Monitor LEA student outcomes

Activity/Progress

Completed/Continued: The Project Director checked in with each district coordinator regularly to clarify expectations, answer questions and assess their progress *relative to tracking their student outcomes*. These **Student Outcome** data were received from each of the LEA subcontractors and listed below:

- Standardized Test Scores – to see if implementing PBIS over time correlates with improved academic performance
- Student Behavior Data (office referrals, suspensions, expulsions) – to see if implementing PBIS over time correlates with improved academic performance
- Seclusion and Restraint Incidents – to see if implementing PBIS over time correlates with reductions in seclusion or restraint

Ultimately, the outcomes we anticipate will be reductions in seclusion and restraint among students with developmental disabilities (as well as other students). The data the LEAs provide for their first year of training will serve as the starting baseline. They will continue recording each instance of seclusion and restraint, and reporting

changes over time, so that we can demonstrate that this project has made a difference.

Next Steps

Continue to work closely with each LEA subcontractor to clarify the *student outcome* expectations for their second year of funding, and to help them make progress towards those outcomes.

10. Publicly honor LEAs with high implementation scores through the PBISAz website and an annual PBIS state conference through subcontracts with KOI-Education

Activity/Progress

Completed/Continued: KOI-Education held its Behavior Education Technology Conference (BET-C) at the Desert Willow Conference Center in Phoenix on February 2, 2/20/14. See <http://bet-c.org/>. During this conference were the 2014 Achievement Awards, where individual schools were publically honored for achieving various levels of implementation. The schools nominated and selected for 2014 did not include the pilot LEAs selected for funding through this project, because they had only just started. However, the award process itself, and the opportunity for any school to be publicly recognized is a step this project has supported in hopes of encouraging greater numbers of LEAs to pursue PBIS for years to come. A total of 21 schools were recognized for their PBIS implementation. A list and a map of all schools recognized can be found at <http://pbisaz.org/getting-started/success-stories/>.

Next Steps

All PBIS-AC members will be encouraged to notify their constituents and inform them of both the BET-C conference next year (2015) and the ability to nominate their school to be recognized.

11. Pursue sustainability of PBISAz by formalizing partnerships with ADE (e.g., letters of support, memorandums of agreement, revising ADE multi-tiered training and resources)

Activity/Progress

In Progress: No formal agreements have been pursued yet, but a high level of cooperation has been received. Members of ADE responsible for their multi-tiered system of behavior support (MTBS) training actively participate on the PBIS-AC. In

doing so they helped to shape the process and outcomes established for our pilot LEA training, as well as modify their own training requirements. Examples include the Readiness checklist and fidelity outcome measures. Furthermore, KOI-Education was awarded the ADE contract for future MTBS trainings. This has helped ensure a consistent approach to evaluating school and district readiness, fidelity of implementation, and student outcomes. ADE has also agreed to add additional training days to their MTBS.

In addition, ADE has taken the initiative to promote PBIS as the best approach to prevent needless or dangerous instances of seclusion and restraint by working with the director of this project to: a) develop a best practices document to be disseminated to all LEAs (see <http://www.azed.gov/special-education/2014/05/08/seclusion-restraint-guidance/>), b) conduct presentations at the annual ADE Teacher's Institute in July 2014, and c) conduct presentations at the annual ADE Director's Institute in September, 2014. Finally, ADE has offered the PBIS-AC to use their conference equipment for future remote PBIS-AC meetings.

Finally the ADE submitted two federal grants at the end of this fiscal year, that if funded would substantially support the efforts of this project and expand the opportunities for collaboration (see objective # 12 below).

Next Steps

If either or both of the federal grants submitted by ADE are funded, the Project Director will immediately begin working with ADE to ensure the most effective and efficient collaboration with the PBIS-AC. Formal agreements will be executed at that time.

12. Pursue sustainability of PBISAz through recommendations of the PBIS-AC and the Blueprint action plan (e.g., additional funding, visibility, political support, policies, behavioral expertise, training/coaching resources, etc)

Activity/Progress

In Progress: The overall approach to sustainability is in using ADDPC funding for this project to leverage resources for additional and sustained funding. Listed below are a few efforts that were undertaken this year in response to unforeseen opportunities not anticipated at the time of writing these objectives. Some will need to be carried over into next year.

DDD Pilot Project - One of the PBIS-AC members (Tyrone Peterson, Division of Developmental Disabilities - DDD) reported that the Deputy Associate Director for DDD, Dr. Larry Latham, was interested in PBS. Tyrone facilitated a meeting on 11/15/13 with Dr. Latham, Tyrone Peterson, Daniel Gulchak, Daniel Davidson (by

phone), and Larry Clausen (ADDPC). The suggestion was made of a pilot program that would focus on the families of DDD-eligible children attending schools implementing PBIS. The details of that proposal are still currently under development and have not been approved by DDD. The essence of the draft proposal is that ADDPC funding could be used to help with initial training of key players, and the development of a multi-tiered system of home-based PBIS, if DDD could ensure continued funding required to provide the various tiered services when needed. ADDPC funding would also be requested to design and implement a process of data-collection and evaluation of the Home-based PBIS system.

Conference Presentation – A session on PBISAz was conducted at the annual Leading Change conference (June 17-19, 2014) at the request of ADE. See <http://www.azed.gov/leadingchange/>

Federal “School Climate and Transformation” Grant –

<http://www.grants.gov/search-grants.html?agencies%3DED%7CDepartment%20of%20Education> > 84.184F – School Climate Transformation Grants (SEAs)). The ADE completed and submitted a five-year proposal that would bring added resources to the state. These resources would in-turn support LEAs in their efforts to improve school climate through PBIS. The proposal is designed so that federal funds are used to complement and support the work that PBISAz has already begun, and to help ensure sustainability long after ADDPC funds have ended.

Federal “Wellness and Resilience in Education” Grant –

<http://beta.samhsa.gov/grants/grant-announcements/sm-14-018>). The ADE completed and submitted a second related proposal to build and expand the capacity of State Educational Agencies to increase awareness of mental health issues among school-aged youth, provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues in children and young adults, and connect children, youth, and families who may have behavioral health issues with appropriate services. The intent of the grant is to develop a comprehensive, coordinated, and integrated program for advancing wellness and resilience in educational settings for school-aged youth.

Together, these two grants represent a strong focus for ADE to build the capacity of LEAs to create climates of prevention, and early detection and support for students at risk for behavioral challenges. If either or both grants are funded then PBISAz will share in some responsibilities for implementation (see objective # 15 below), and the scope of the PBISAz will become larger than just the objectives listed below. However, ADE personnel will be responsible for the federal grants requirements, and will only use the PBIS-AC as a resource and a means for collaboration on activities that serve both the PBISAz and the ADE.

Child Protection Redesign – The Project Director and key PBIS-AC members met with two members of the Arizona House of Representatives at their request on

5/5/14. The purpose of this meeting was for the representatives to learn about PBIS and if/how it could be applied in home settings. Their interest was to gather information that might help with legislation regarding the redesign of the state's child protection system. The representatives asked if PBISAZ could work with them in future planning efforts.

Next Steps

Planning for the DDD pilot will continue into this next year in order to ensure adequate collaboration of stakeholders and resources of funding and personnel.

If either or both of the federal grants submitted by ADE are funded, the Project Director will immediately begin working with ADE to ensure the most effective and efficient collaboration with the PBIS-AC.

The Project Director will work with the ADDPC Executive Director to determine the best approach for meeting with the new Director or Deputy Director of the new Child Safety department. The purpose of the meeting would be to inform them about the multi-tiered system of support (PBIS) and see if it has a place in their plans to support families with children at risk for abuse or neglect.

13. Pursue sustainability of PBISAZ through the formalization of an Arizona Network of the Association for Positive Behavior Support- APBS (e.g., recruiting members, serving as liaison to the national PBIS Center, conducting meeting and submitting reports)

Activity/Progress

Completed/Continued: In Progress: The Association for Positive Behavior Support (APBS) hosts a site for affiliate "Networks" (http://www.apbs.org/network_preview.aspx#Arizona).

On 9/24/13 the Project Director contacted APBS and requested new network contacts be listed (i.e., Davidson and Gulchak), and submitted a brief status report to the APBS... to allow time to seek new members and reconfigure the network mission and goals. Since that time several emails were sent to persons known to have an interest in PBS inviting them to help shape our AZ network and to meet briefly at the Behavior, Education, Technology conference on 2/20/14.

The Project Director and other members of the PBIS-AC all contacted school personnel known to be pursuing PBIS and invited them to join an email listserv. To date the AZ-PBS-Network has 25 members. Efforts will continue throughout the next year to increase both the membership number as well as active participation.

Next Steps

PBIS-AC members will be asked to send out new reminders to their constituents of the Network after all LEAs are back to school.

14. Continue awareness training in two new locations per year through subcontracts with ACDL

Activity/Progress

Completed: Through a subcontract with the Arizona Center for Disability Law (ACDL), two trainings took place in Douglas and Sierra Vista, on 11/20/13 and 11/21/13, respectively. The trainings included information about the rights of students with disabilities, and about how PBIS can reduce the need for dangerous and unnecessary seclusion and restraint.

A total of 25 people (educators, parents, and other providers) attended the trainings (3 in Douglas and 22 in Sierra Vista). Follow-up surveys were emailed to all participants one month following the training in order to assess their perceptions of the training and what they have done with the information since the training. Six people responded to the Sierra Vista Training and none from the Douglas Training. A summary of the training evaluations is included in Appendix C.

Due to the low participation of the trainings this year, and the cost associated with traveling to conduct the presentations, we will be revising how we conduct awareness training in the future.

A related activity that was conducted this year was the development of a series of slides and a script to be used by all who do PBIS awareness training. The goal was to make these materials available on the website and to encourage all trainers to include the slides in their presentations in order to provide school personnel with helpful links and to ensure greater awareness of the effort involved with exploring PBIS. It is thought that by making these materials readily available through the Internet, that we can reach larger numbers in a more cost-effective manner than through the above traveling presentations.

Next Steps

These training materials will be revised, enhanced with a short video and posted on the PBISAz.org website during this next year in order to increase both awareness and exploration of PBIS among LEAs (see objective # 13 below).

15. Continue to independently evaluate the process and outcomes of the PBIS-AC through subcontracts with Sonoran Center

Activity/Progress

Completed: A subcontract was established with Sonoran Center for another year-end evaluation. In order to accomplish this Dr. Lynne Tomasa performed the following reviews:

1. Advisory Council Meeting Minutes for September 16, 2013, November 4, 2013, December 9, 2013, January 13, 2014, March 10, 2014, and May 5, 2014
2. Phone conference meeting notes with Gulchak and Davidson: January – May 2014
3. Email correspondence with Gulchak and Davidson: January – June 2014
4. AC Meeting Schedule Survey: N=9 (Administered February 2014)
5. BETC Conference Attendee Survey: N=11 (Administered May 2014)
6. AC Year Two Planning Survey: N=14 including Gulchak and Davidson (Administered May 2014)
7. Evaluator attendance at May 2014 meeting (with notes)
8. Interview notes: N=7 (Conducted June 2014)
9. Summary of LEAs data reporting standards: email from Dan Davidson, June 16, 2014
10. SWPBIS 38-item Implementation Blueprint and Self-Assessment, accessed on Google Docs on June 22, 2014

The report concluded with, “Overall, the project had a very successful year. The members of the AC accomplished things outside of the project objectives. They recognized that funding is a key ingredient to statewide success and sustainability and collaborated with the ADE on PBIS related grants. The impact of the AC is broader than the project alone. All members are involved in a cultural change and are getting people to shift their attitude by looking away from discipline and looking at incorporating positive ways to change behaviors. The project’s objectives are ambitious and the AC has managed to collaborate well as a team to meet their goals.

The new meeting schedule (described above in Objective # 1) is a good compromise and should increase participation in Year Three. As mentioned earlier, the AC and its leadership can play closer attention to utilizing new partnerships and aligning local agendas to national agendas; examine the membership and explore the participation of others in focused discussions to address specific objectives; learn what has worked well or not for others and why; and frequently revisit the long-term outcomes of the project with its members. The selection of four LEAs this year allowed the project to move forward. This required a sincere commitment from the LEAs as they participated in training, completed specific tasks, and collected a substantial amount of data.”

The complete and detailed evaluation is available in Appendix D.

Next Steps

Copies of the Independent evaluation, along with this report, will be shared with all PBIS-AC members for discussion relative to improving the PBIS-AC process, if needed.

16. Submit written reports to ADDPC twice per year

Activity/Progress

Completed: This document and appendices and url links referenced above, plus the mid-year progress report submitted in January 2014, are evidence of meeting this objective.

Next Steps

The Project Director will conduct an in-person summary of the accomplishments and challenges to the ADDPC on August 1, 2014. Copies of the progress report will be shared with all PBIS-AC members.

Respectfully Submitted,



Daniel Davidson, Project Director

7/30/14



Date

APPENDIX A

1. This year, participation in meetings has been inconsistent. What suggestions do you have to increase participation in the next two meetings (March 10 and May 5)?

	Response Count
	9
answered question	9
skipped question	0

2. Which of the following meetings will you be able to attend this year?

		Response Percent	Response Count
March 10, 2014		66.7%	6
May 5, 2014		88.9%	8
	answered question		9
	skipped question		0

3. How can you best contribute towards the goals of the Advisory Committee?

	Response Count
	9
answered question	9
skipped question	0

4. What can the Leadership (Davidson and Gulchak) do to support this?

Response
Count

9

answered question

9

skipped question

0

5. Additional comments or ideas.

Response
Count

4

answered question

4

skipped question

5

Q1. This year, participation in meetings has been inconsistent. What suggestions do you have to increase participation in the next two meetings (March 10 and May 5)?

1	I'm not sure if that's a bad thing. I say that because I believe a lot has still been accomplished. It might be that the discussion isn't pertinent enough to the jobs of those that didn't attend. Consider noting when the meetings are more "nut and bolts" discussions versus higher level or broader discussions, so that those that can't make it all the time know when it's most important for them to be there.	Mar 4, 2014 2:56 PM
2	You have done well in planning to make attendance possible. My travel time and schedule make it difficult to attend consistently.	Mar 4, 2014 8:14 AM
3	I have a conflict with the Mondays that have been chosen. Perhaps you could alternate Mondays, holding one meeting the first Monday of the month and one on the second or third Monday to see if more people can work at least one meeting into their schedule.	Feb 27, 2014 12:08 PM
4	Truly, I believe the way to a person's heart is through their stomach ;-) But seriously -- when we were offering a nice catered lunch - attendance was high.	Feb 26, 2014 11:36 PM
5	Staff changes at my agency have contributed to inconsistent participation from DBHS and agency work demands and frequent mandatory ad hoc meetings can override my commitment to this and other outside groups. Unfortunately, neither of those circumstances is something PBISA can impact. I'm so new to the group, I hesitate to make suggestions but I do know that a two hour meeting would make it easier for me to attend.....it can be difficult to schedule around a four hour meeting 1x per month. Even if more frequent, shorter meetings are better for me. I also like the idea of a "work group" meeting with a specific task assigned, such as the one we plan on scheduling when Tyrone is back in the saddle. Perhaps other work groups could be created, comprised of 3-4 people which may make it easier to get folks together. This may allow the larger group to space out it's meetings to every other month or so.	Feb 26, 2014 2:53 PM
6	The meetings have been fine. Had an emergency come up with the last meeting and also with the BET training so could not attend. Plan to attend the last two meetings.	Feb 25, 2014 5:10 PM
7	Open it up to other groups that are interested in participating.	Feb 25, 2014 12:57 PM
8	There are many participants from a lot of different stakeholders. Having a core group that commits to consistently attend might help. Then the extra voices can come when they can or give info to the core group. All day meetings might be best. Half days allow for people to escape	Feb 25, 2014 12:50 PM
9	I have only attended one meeting,so I dont think I Can really comment on this	Feb 25, 2014 12:22 PM

Q3. How can you best contribute towards the goals of the Advisory Committee?

1	I participate in the meetings, but I need to do a better job of keeping the people that I represent apprised.	Mar 4, 2014 2:56 PM
2	Provide my input from the district and school perspective.	Mar 4, 2014 8:14 AM
3	I would like to attended more meetings so I can take more information back to juvenile justice centers. I would also like to be more involved in getting more school districts to be involved in the use of PBIS I am open to suggestions on how I can be more supportive of the group by attending more of the meetings. I would like to see more juvenile justice detention center using PBIS and how it can be used in that type of a setting, including security and housing unit staff. I would also like to see more visibility from those schools who have already implemented the process and how it is working for them. I attended a workshop given by Dr. Davidson for special education directors at a SEA meeting, and it was very informative. Perhaps he could see about doing it again to generate more interest at schools that are not currently involved.	Feb 27, 2014 12:08 PM
4	I think we may need to narrow or take on fewer to-dos at a time -- I think there is just too much trying to be accomplished at once.	Feb 26, 2014 11:36 PM
5	I hope, if I'm able to attend regularly, I'll get a better sense of the group, it's specific goals, objectives and strategies so I can better contribute to the committee. I think the over arching goal of increasing PBIS in our Arizona schools is admirable and I look forward to brainstorming creative ways of overcoming the significant challenges this committee faces.	Feb 26, 2014 2:53 PM
6	Make sure the organization I represent I have a voice into the process.	Feb 25, 2014 5:10 PM
7	What are the goals? Some times this seems unclear.	Feb 25, 2014 12:57 PM
8	Attend the meetings and give input.	Feb 25, 2014 12:50 PM
9	Be actively involved by helping communicating both with the schools I work with as well as with the Advisory committee	Feb 25, 2014 12:22 PM

Q4. What can the Leadership (Davidson and Gulchak) do to support this?

1	I will think about it.	Mar 4, 2014 2:56 PM
2	You have done well. I may ave to rely more in participating on-line.	Mar 4, 2014 8:14 AM
3	I am not sure, perhaps just a dialogue on the subject.	Feb 27, 2014 12:08 PM
4	They both do an excellent job trying to keep people on task; with minutes; follow-up; updating website; etc -- also, when it was a full day -- people could still make part or most of the meetings -- now that the meeting are 1/2 days - I feel that if folks think if they are running late or need to leave early they just don't bother come. and again -- a nice lunch was an incentive.	Feb 26, 2014 11:36 PM
5	I think this survey is a good idea, but my short time with the group makes it difficult to judge what more you could do than what you're doing currently.	Feb 26, 2014 2:53 PM
6	They always give good supports.	Feb 25, 2014 5:10 PM
7	Define the outcomes and goals and narrow it. At times it seems like the same thing happens at these meetings with very little movement forward.	Feb 25, 2014 12:57 PM
8	They set agendas and move us along.	Feb 25, 2014 12:50 PM
9	Don't know as of yet.	Feb 25, 2014 12:22 PM

Q5. Additional comments or ideas.

1	My biggest concern is not being able to participate in the discussion and supporting the group. Thank you for asking my opinions	Feb 27, 2014 12:08 PM
2	I feel the PBISAZ with BET-C was a huge win-win this year! It really helped get the word out to schools and give big exposure to the "PBISAZ brand" and goals.	Feb 26, 2014 11:36 PM
3	I have noticed people have not been as strong this year but I don't think it has anything to do with the structure of the meeting but things that come up at work at list minute, etc.	Feb 25, 2014 5:10 PM
4	Not at this time	Feb 25, 2014 12:22 PM

APPENDIX B

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
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SWPBIS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT

PBIS Advisory Committee, January 2013

This self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating SWPBS action plans.

- **Funding Committee:** Angel Jannasch-Pennell (chair), Michael Remus, Robin Stamp, Angela Denning, Katie Jebraail. Karen Sanders
- **Training Committee:** Daniel Gulchak (chair), Daniel Gulchak (chair), Susan Benjamin, Dan Davidson, Oran Tkatchov, Gail Jacobs, Jim Walker, Linda Mosteller.
- If you are not on a committee, please volunteer, add your name above, and add your input to this document.

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
Leadership Team	1. Capacity to address multi-school (district) and/or multi-district (region, state) leadership and coordination.	ADDPC has provided funding to initiate a leadership team for 2012-2014		Contract to NAU	Dan Davidson, Daniel Gulchak	Yes	
	2. Leadership Team with representation from appropriate	Keep group static. All members will receive minutes				Yes	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	range of stakeholders (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation & accountability).	<p>* Need to increase participation from all members (perhaps by revising when/how we meet)?</p> <p>* Need to gain the involvement of new members (e.g., Juvenile Corrections?)</p>					
	3. Completion of SWPBS Implementation Blueprint self-assessment at least annually.	Process began on 1/17/13				No	
	4. 3-5 year prevention-based action plan that delineates actions linked	Revisit in June 2013				No	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	to each feature of the Implementation Blueprint.						
	5. Regular meeting schedule (at least quarterly) & meeting process (agenda, minutes, dissemination).	<ul style="list-style-type: none"> • Sep 16, 2013 • Nov 4, 2013 • Dec 9, 2013 • Jan 13, 2014 • Mar 10, 2014 • May 5, 2014 				Yes	
	6. Individual(s) who have adequate & designated time to manage day-to-day operations .	<p>KOI Education contracted thru June 30</p> <p>ADDPC has provided money for short term June 2013</p> <p>FTE is required to provide for longer term</p>				Partial	
	7. Individual(s)	We have strong				Yes	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	who put policy & action planning into practice.	policy advisors but in need of strong Share information with superintendent. Representatives from ADE					
	8. Individual(s) who inform leadership team on implementation outcomes.	We have special directors and trainers represented.				Yes	
	9. Implementation authority from organizational leadership.	10 organization represented				Yes	
Funding	10. Recurring/ stable state funding sources to support operating structures & capacity activities for at	We have this grant for a bit but what other resources are we going to look for after the grant cycle. Are we going to ask ADE and other state departments to fund statewide for the	on going; forever	ADE MTSS funding; ADDPC funding (3yrs); Dept of Justice ?; ADHS -	ADE rep; Bob - DBHS; Tyrone-DDD;	Partial	Katie will research if there are IGAs that can be tapped into to funding infrastructure; Michael - maybe we should look at

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	least three years.	<p>purpose of a state wide PBIS or is this going to be up to each local district? We have the opportunity to request additional funds from ADDPC for the next year or two, but we need to do so in a way that shows we are leveraging other resources and that their investment is sustainable over time when their funding ends.</p> <ul style="list-style-type: none"> • Apply for state "Climate" funding when available (May, 2014?) • Apply for Regional TA center when funding becomes available? • Work with Rep Townsend and 		<p>Family involvement Ctr: Building Connections (recruit/train family members, increasing family support for training, i.e. coaching);</p> <p>DDD;</p> <p>Raising Special kids - Janna?;</p>			<p>some sponsors in the state leg to look at putting together a statewide IGA (Jean A); invite Dottie from MECSA to come discuss Dept of Justice \$\$ and MESCA; Angel will contact Heather Carter, co-chair of house ed com to attend one of the next meeting discuss sponsoring a bill</p>

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
		<p>key stakeholders to get an improved Seclusion & Restraint bill passed 2015</p> <ul style="list-style-type: none"> • Work with DDD to conduct a pilot study of multi- tiered PBS in the home. • Work with Heather Carter? to ensure PBS is represented when planning governor's new child protection department. 					
	11. Assessment & integration of funding & organizational resources across related initiatives.	Who is doing what? we need to collect the data of what different agencies are already doing. Maybe get a doctoral student to pull together a report?				partial, based on what Katie shared with the funding available	How many kids are in system? does the Civil Rts Data give us all this info?

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
Visibility	12. Dissemination strategies to ensure that stakeholders are informed about activities & accomplishments (e.g., website, newsletter, conferences, TV).	<p>Minutes and agendas posted on PBISaz.org.</p> <p>Promote in Recovery Works newsletter DBHS; reports to legislature, ASBA, APA, AEA; assoc. share with DDPC who visits legislators, raising special kids,</p> <ul style="list-style-type: none"> • Conduct joint awareness trainings (PBIS and S&R) with ACDL • Conduct similar presentations at annual Director's Institute • Conduct similar presentations at annual Teacher's Institute • Work with ADE on "Crosswalk" document 		<p>Create a PBIS FAQ brochure/flyer,</p> <p>DDPC can make videos if PBISaz provides a script</p> <p>AZPromisingPractices.com can promote PBIS videos or links.</p> <p>AZ Safe is promoting PBIS/climate with all emergency response workshops</p> <p>Share <u>PBIS Achievement</u> success stories and <u>PBIS Film Festival</u> at BET-C.org</p>		Partial	To the us Visualibilty is not "this" is much more global - a bigger picture - its funding, politcal ; get report from ADE on whose doing PBIS in the state

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
		outlining best practices re: S&R <ul style="list-style-type: none"> Develop Awareness/ Exploration materials to share with all who do PBIS training 					
	13. Procedures for quarterly & public acknowledgment of implementation activities that meet criteria.	Need. PBIS achievement awards at BET-C.org conference.				Partial	
Political Support	14. Student social behavior is one of the top three to five goals for the political unit (state, district, region).	Need. ADE, School boards, organizations. Do you think we will get the support from the State Superintendent and other heads to move this forward?		10/2013 - Senator Harken is writting a R&S bill, get him some info...		Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
		Do you think we can move this out of the special education domain into the area for all students and get safe schools and others to support as well as special education? We need to broaden this to all students and not just for students with disabilities.					
	15. Leadership Team reports to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBS implementation .	Not in place. Info to be shared in local conferences ex. BET-C, PBIS Provide reports and updates to ADDPC twice per year				yes	
	16.	Identify all groups to				Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	Participation & support by administrator from state chief or equivalent administrator are agreed upon & secured.	write policy or letters of support for PBIS. Not in place.					
Policy	17. Endorsed SWPBS policy statement.	We should be working on getting sponsors who will support this in the legislature and have a state policy on PBIS so it would give us credibility for the future.				No	Need to build a sense of urgency -- here our kids in need - now we need some legislation that cuts across the silos to supplant success
	18. Written procedural guidelines & working agreements for guiding implementation decision-making.	We could get legislature to draft a bill stating that PBIS is a state mandate.				No	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	19. Semi-annual review of implementation data & outcomes to refine policy.			use PBIS Evaluation, part of PBISapp.org; civil rights report;		No	
	20. Annual audit of effectiveness, relevance, & implementation integrity of existing related (similar outcomes) initiatives, programs, etc. to refine policy.	Ask Dr. Rob Horner to explain and expand		use PBIS Evaluation, part of PBISapp.org		No	
	21. Action plan for integrated and/or collaborative implementation of SWPBS with other initiatives having similar outcomes and goals.	<p>Lot of potential from the Department of Education.</p> <ul style="list-style-type: none"> Apply for state "Climate" funding when available (May, 2014?) 				No	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
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Training Capacity	22. Priority for identification & adoption of evidence-based training curriculum & professional development practices.	Needs strategic planning. Establish criteria for training and outcomes. Need to establish clear criteria for providers of training/coaching (e.g., train a consistent team, each training building on the last, teach to use established tools like SET, BOQ, etc...). What is the content of training for tier 1, 2, and 3? Or what should be the outcomes of training?		PBISaz Service Provider Criteria.pdf - promote a list of EBP (ask Ajamie and AzSafe) - invite DDD or Behavior Health or Raising Special Kids, etc. to be a part of LEA Teams so they can gain training capacity and take train-the-trainer training.		Yes	
	23. Plan for local training	2013/14 PBISaz is providing grants to				Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	capacity to build & sustain SWPBS practices.	<p>Districts (with 2 school teams) to receive training from service providers chosen by the district.</p> <p>ADE/ESS has a MTSS grant to train schools/districts in PBIS.</p>					
	24. Plan for continuous regeneration & updating of training capacity.	<p>Invite PBIS.org to provide training at local conferences: BET-C, ADE/SPED, ADE/DI, ADE/S3.</p> <p>Training topics may include: TIPS, SWIS, SET/ISSET, etc.</p> <ul style="list-style-type: none"> Conduct PBIS presentations at annual Director's Institute 	<p>Needed for Fall 2014</p> <p>Sep 2014</p>			Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
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		<ul style="list-style-type: none"> Conduct PBIS presentations at annual Teacher's Institute 	July 2014				
Coaching Capacity	25. Coaching network that establishes & sustains SWPBS.	<p>AZ-PBS-Network established, in hopes that members will use it to promote high quality coaching</p> <p>Is coaching going to be a piece of helping the districts if this is the only piece they may want or do they have to go through the entire process with the state or the group that is formed to implement this statewide? Who is going to decide if and when coaching can take place? Coaching support needs to be a part of the system as we go forward. The system change we are</p>	put in place for spring 2014	<p>Contact old schools to see who is still doing PBIS, who's doing training, coaching... and facilitate a Network of coaches (and trainers?) - CSPD may be able to send a survey on a listserve to solicit feedback.</p> <p><u>Resources</u> ADE coaches cadre?</p> <p>SELECT PBIS class</p> <p>APBS</p>	<p>Davidson, Nameth, Gulchak, Ajamia, sent invitations to PBIS LEAs to join AZ-PBS-Network (as a start of reaching out to committed resources in the state)</p> <p>Still need to do more to increase involvement, and to then address this specific focus of coaching</p>	Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
		looking to put into place district and statewide can only build sustainability with coaching.		Network			
	26. Individuals for coaching & facilitation supports at least monthly with each emerging school teams (in training & not at implementation criteria), & at least quarterly with established teams.	. rely on district/lea coordinators	.			Partial	
	27. Coaching functions for internal (school level) & external (district/regional level)	Recommend/ requires each district to send a person to ADE 'Capacity Building Coaches Training' in their	Require in Fall 2014			No	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
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	coaching supports.	second year of PBIS training					
Evaluation Capacity	28. An evaluation process & schedule for assessing (a) extent to which teams are using SWPBS, (b) impact of SWPBS on student outcomes, & (c) extent to which the leadership teams action plan is implemented.	PBIS Assessment tools in PBISapps.org is required for all schools receiving PBISaz funding.	2013	use PBISaz School Outcome criteria which cites PBIS Assessment in PBISapps.org	NA	Yes	
	29. School-based data information systems (e.g., data collection tools & evaluation	District can use their Student Information System (SIS) provided that it meets SIS-DAD criteria from PBISaz		use SIS-DAD to determine is school SIS is adequate.		Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	processes).	SWIS (created with federal funds at PBIS.org) is recommended					
	30. District &/or state level procedures & supports for system level evaluation .	PBISaz will purchase access to PBIS Evaluation to evaluate fidelity and outcomes of participating LEA's <i>Is this still necessary if each LEA has a PBIS Assessments Coordinator who submits reports to us?</i>	Fall 2013	PBIS Evaluation in PBISapp.org	Dan Davidson, NAU	Partial	<i>Is this still necessary if each LEA has a PBIS Assessments Coordinator who submits reports to us?</i>
	31. Dissemination of annual report of implementation integrity & outcomes.	Use data from PBISapps.org and Data Audit Tools	June 2014	See State reports (section 3 of PBISaz Binder) as an example	Daniel Gulchak and Dan Davidson	No	
	32. At least quarterly dissemination, celebration,	PBISaz website Statewide BET-C	2014-2015 school			No	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	and acknowledgment of outcomes and accomplishments.	<p>Conference in March (Awards)</p> <p>EBP Conference at IHD in June</p> <p>ASBA Conference in December</p> <p>ASA Conference in September.</p> <p>Superintendents Conference in December.</p>	year				
Behavioral Competence	33. At least two individuals on leadership team have behavioral expertise and experience to ensure implementation integrity of SWPBS practices and systems at					Yes	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	three capacity levels: (a) training, (b) coaching, and (c) evaluation.						
	34. Individuals with behavioral expertise have SWPBS content competence.					Yes	
	35. The interaction and relationship between effective academic instruction and school-wide behavior support are visible and promoted.	Invite additional academic expertise. Need a process for promoting.	Fall 2013	Ask some organization focused on Common Core,, RTI, etc..to participate on the PBISaz Advisory Committee	Tkatchov, Gulchak, Davidson will collaborate to invite new member to the team.	Partial	
	36. SWPBS behavioral expertise includes					Yes	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
	fluency with the process and organizational strategies that support and enhance the use of evidence-based behavioral practices.						
School/ District Demonstrations	37. At least 10 local school demonstrations of SWPBS process & outcomes.	Reach out to MTBS program, S3 Program and local vendors training schools in SW-PBIS Post list at PBISaz.org	Summer 2014	PBISapps.org will be used to identify high fidelity schools. ADE/ESS survey to identify self-identified PBIS schools and contact persons.	Daniel Gulchak	Partial	
	38. Establishment of at least 2 districts/ regional demonstrations	As PBISaz efforts scale up, we will be able to identify high achieving districts	2015	Leverage data from PBIS Evaluation in PBISapps.org	TBA	Partial	

Feature	Desired Outcome	Strategies	Target Date	Resources	Persons(s) Responsible	Status (Yes, Partial, No)	Comments
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	of system-level leadership teams to coordinate SWPBS implementation in 25% (3 schools) or more of their schools.						

APPENDIX C

Positive Behavior Supports Survey - Sierra Vista

11 21 13 Training



1. I am satisfied with the knowledge and skills gained from the training.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	0.0% (0)	33.3% (2)	66.7% (4)	3.67	6
answered question						6
skipped question						0

2. Because of this training, I have a better understanding of student rights relative to positive behavior support and seclusion/restraints.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	0.0% (0)	33.3% (2)	66.7% (4)	3.67	6
answered question						6
skipped question						0

3. Since the training, I have reviewed my district/agency policies on seclusion/restraint.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	16.7% (1)	83.3% (5)	0.0% (0)	2.83	6
answered question						6
skipped question						0

4. I have shared some of the information I received during the training with others at my home, school, or agency.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	0.0% (0)	66.7% (4)	33.3% (2)	3.33	6
answered question						6
skipped question						0

5. I have used some of the information I received during the training to strengthen my efforts in positive behavior support.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	0.0% (0)	83.3% (5)	16.7% (1)	3.17	6
answered question						6
skipped question						0

6. Because of the information I received during the training, ATTITUDES toward at least one child/student with challenging behavior have improved.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	16.7% (1)	66.7% (4)	16.7% (1)	3.00	6
answered question						6
skipped question						0

7. Because of the information I received during the training, ACCESS to preferred people, places, objects, or events has improved for at least one child/student with challenging behavior.

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	33.3% (2)	66.7% (4)	0.0% (0)	2.67	6
answered question						6
skipped question						0

8. Because of the information I received during the training, at least one teacher, assistant, parent or other caregiver is better off (for example, more knowledgeable, greater skills, improved relationships, improved outlook, etc.)

	1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree	Rating Average	Rating Count
	0.0% (0)	16.7% (1)	66.7% (4)	16.7% (1)	3.00	6
answered question						6
skipped question						0

9. Now that I have had time to think about it, I would recommend future trainings on this topic to include MORE information about (please write your suggestions in the space below).

	Response Count
	4
answered question	4
skipped question	2

10. Now that I have had time to think about it, I would recommend future trainings on this topic to include LESS information about (please write your suggestions in the space below).

Response Count	
2	
answered question	2
skipped question	4

APPENDIX D

PBISAz Evaluation Report-Year Two
Lynne Tomasa, PhD, MSW
Sonoran UCEDD
July 6, 2014

This report provides an assessment of the PBISAz Advisory Committee's (AC) progress toward the 38-item Implementation Blueprint and Self-Assessment for Year Two (June 2013 through June 2014). The AC consists of 17 members, with Drs. Davidson and Gulchak serving as lead facilitators of the project.

The following items were reviewed for this report:

1. Advisory Council Meeting Minutes for September 16, 2013, November 4, 2013, December 9, 2013, January 13, 2014, March 10, 2014, and May 5, 2014
2. Phone conference meeting notes with Gulchak and Davidson: January – May 2014
3. Email correspondence with Gulchak and Davidson: January – June 2014
4. AC Meeting Schedule Survey: N=9 (Administered February 2014)
5. BETC Conference Attendee Survey: N=11 (Administered May 2014)
6. AC Year Two Planning Survey: N=14 including Gulchak and Davidson (Administered May 2014)
7. Evaluator attendance at May 2014 meeting (with notes)
8. Interview notes: N=7 (Conducted June 2014)
9. Summary of LEAs data reporting standards: email from Dan Davidson, June 16, 2014
10. SWPBIS 38-item Implementation Blueprint and Self-Assessment, accessed on Google Docs on June 22, 2014

This year, four LEAs were selected based on criteria determined by the AC. LEAs were notified in late 2013, received first-year training, and submitted implementation fidelity measures and student outcome data in May 2014. Dan Davidson analyzed the LEA data and a summary was provided to the evaluator. The data from LEAs were required as a demonstration of their ability to collect the necessary data to evaluate progress and student outcomes. The data collection and analysis is time consuming and requires a strong commitment from the LEAs. As part of the AC planning process, it will provide valuable information as LEAs and the AC measure year-to-year progress. All LEAs submitted the required information and showed a commitment to the project.

This year, two additional surveys were designed and administered with input from Drs. Davidson and Gulchak: 1) AC member survey to identify ways to increase participation at in-person meetings (N=9) and 2) BET-C conference attendees survey to assess PBIS involvement, knowledge, and resources needed to ensure sustainability (N=11).

Drs. Dan Davidson and Daniel Gulchak were concerned about attendance at meetings and wanted to identify ways to increase participation. Although in-person attendance was lower-than-hoped, work on the project objectives were also completed outside of the designated meeting times. Responses from the survey identified other options for Year Three that were discussed at the May meeting. The decision to have three full-day meetings supplemented by seven, one-hour phone conference calls appears to be a creative solution that will allow greater participation next year.

Although the BET-C survey responses were low, the comments provide the AC with additional information as the project moves forward. The BET-C survey identified resources needed to ensure PBIS implementation and sustainability. They include: trained personnel and continued professional development; financial support at many levels; available mentoring for staff and students; integration rather than an add-on approach; buy-in from the community, staff, administration, and students; and strong leadership.

The SWPBIS Implementation and Planning Tool was used as a guide to monitor the committee's progress toward 38 desired outcomes. One or more individuals are assigned to tasks with comments about the status and necessary next steps. The document is shared on Google docs so members have access and are able to see the status of each outcome.

In Year Two, AC meetings were scheduled at one or two-month intervals. Attendance at each meeting ranged from seven to nine individuals, including Drs. Davidson and Gulchak. Lower attendance occurred in November, December, and May. The meeting minutes had a consistent format: review of blueprint, follow-up of tasks identified from prior meeting, new updates, and next steps with assignments. The notes provided clear and adequate information for members not present at the meeting.

I was present at the May meeting and observed the following group process: all members in attendance were active in the discussion and planning; members appeared very comfortable with each other and interacted in a relaxed and collegial fashion; Daniel Gulchak kept the group on task and invited input regularly; Dan Davidson provided input and asked for clarification when necessary; all agenda items were addressed with a focus on the 16 objectives for this year; and there was respect for the group and political process. All AC members present worked toward common goals.

The following section will report on findings from the AC survey and interviews.

FINDINGS

Survey

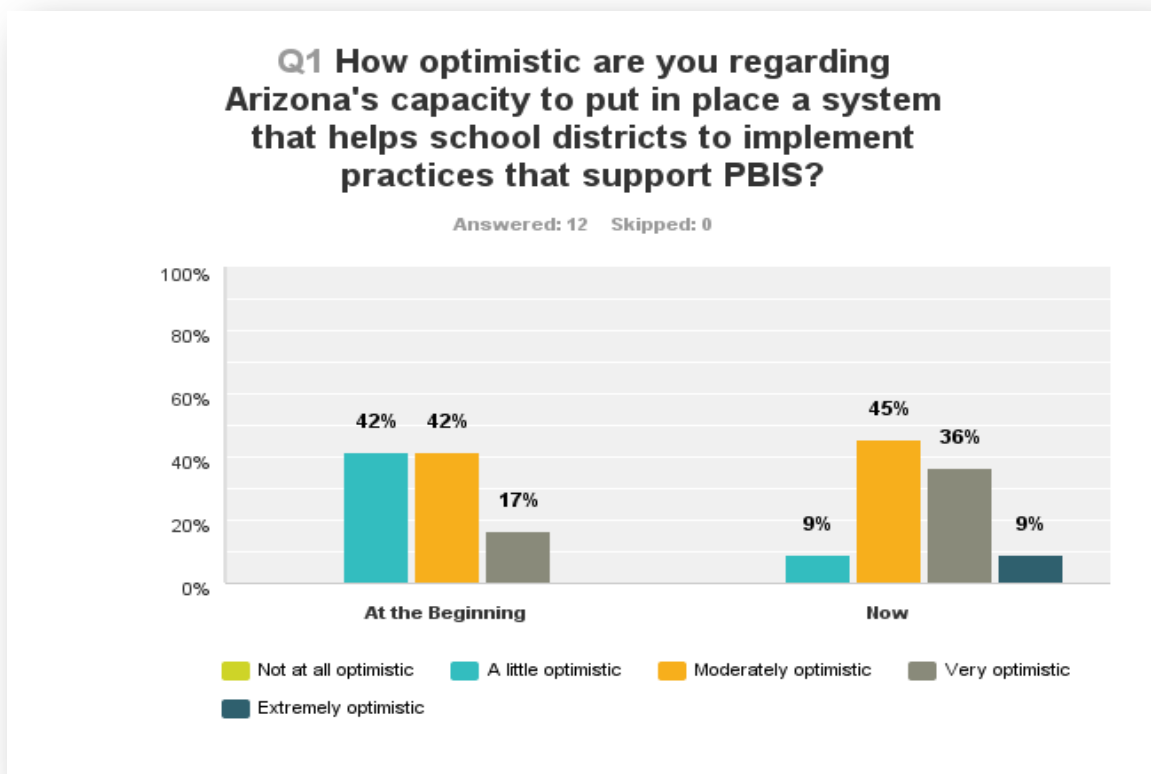
The Year One survey was reviewed and appropriate questions were repeated for Year Two. New questions were added to address perceived impact of PBIS on improving school climate, culture, and safety; level of success for tasks specific to Year Two; and relevance of coordinated statewide system to the organizations represented. Questions were created with input from Drs. Davidson and Gulchak.

A survey link was emailed to all members of the AC along with one follow-up reminder. Fourteen members of the AC completed the survey, including Drs. Gulchak and Davidson. The responses from Drs. Gulchak and Davidson are not included in this analysis. Names of the AC members who completed the survey were only available to the evaluator. Response rate for this survey was 12 out of 15 (not including Drs. Gulchak and Davidson) or 80%. This was a very good response rate.

The first 4 questions were designed to assess members' perception at the beginning of the planning process and in June 2014. The data from the retrospective pre-post questions identified that:

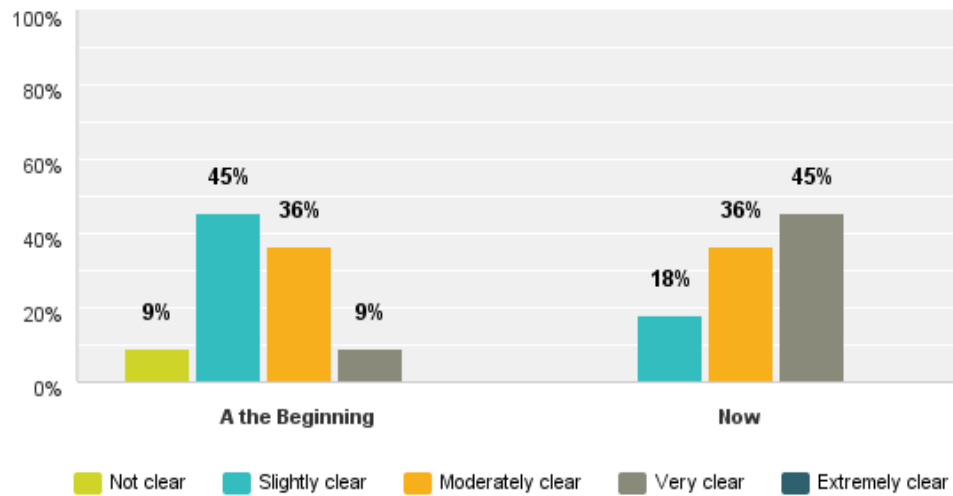
1. Optimism increased regarding Arizona's capacity to put in place a system that helps school districts to implement practices that support PBIS - Very Optimistic: Beginning (17%) to Now (36%). In addition, 9% (one individual) said they were very optimistic.
2. Although membership remained fairly consistent from Year One to Year Two, AC members continued to better understand their role as a team member. Currently, 81% had a good to very good understanding of their role compared to 45% in the beginning of the project.
3. At the end of Year Two, approximately 63% rated their understanding of the impact PBISAz will have on improving school climate, culture, and safety as Very Good or Excellent. This is compared to 25% at the beginning. This was a new question.
4. Members continue to increase their knowledge about PBIS in Year Two. More than 80% learned a moderate amount to a great deal of information about PBIS. This includes the amount of learning for new AC members.

Charts for Questions 1 – 4



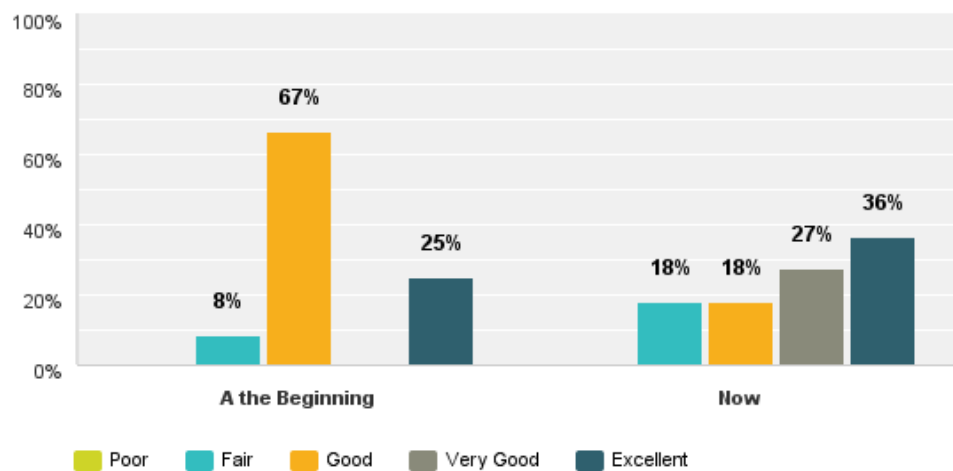
Q2 How clearly did you understand your role as a team member of the AC?

Answered: 12 Skipped: 0



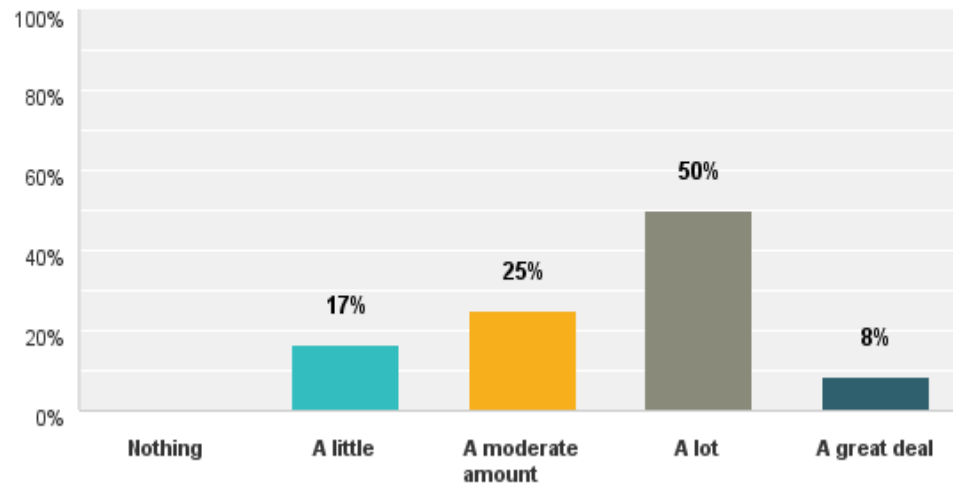
Q3 What was your understanding of the impact PBISAz will have on improving school climate, culture, and safety?

Answered: 12 Skipped: 0



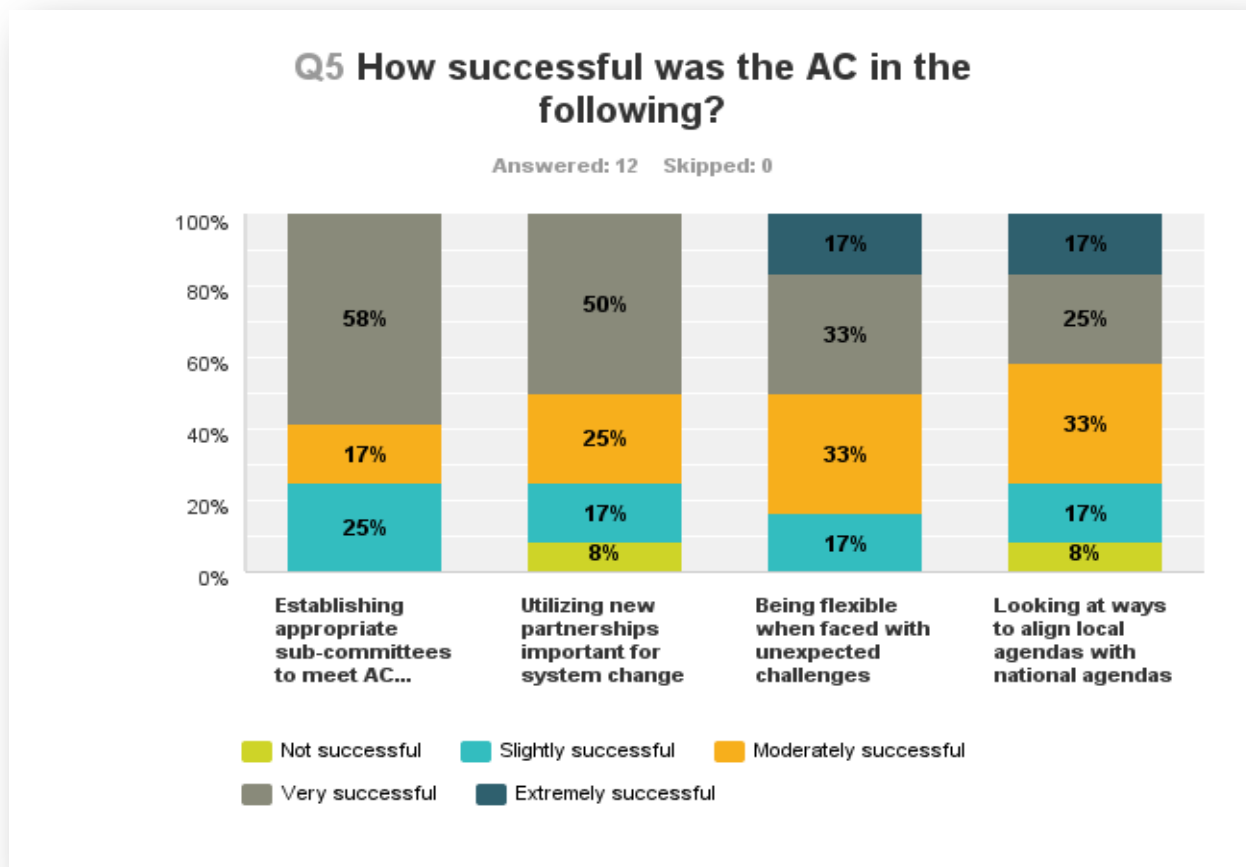
Q4 How much new information did you learn about PBIS during Year Two?

Answered: 12 Skipped: 0



The following chart represents the question “How successful was the AC in the following:

1. Establishing appropriate sub-committees to meet AC objectives
2. Utilizing new partnerships important for system change
3. Being flexible when faced with unexpected changes
4. Looking at ways to align local agendas with national agendas

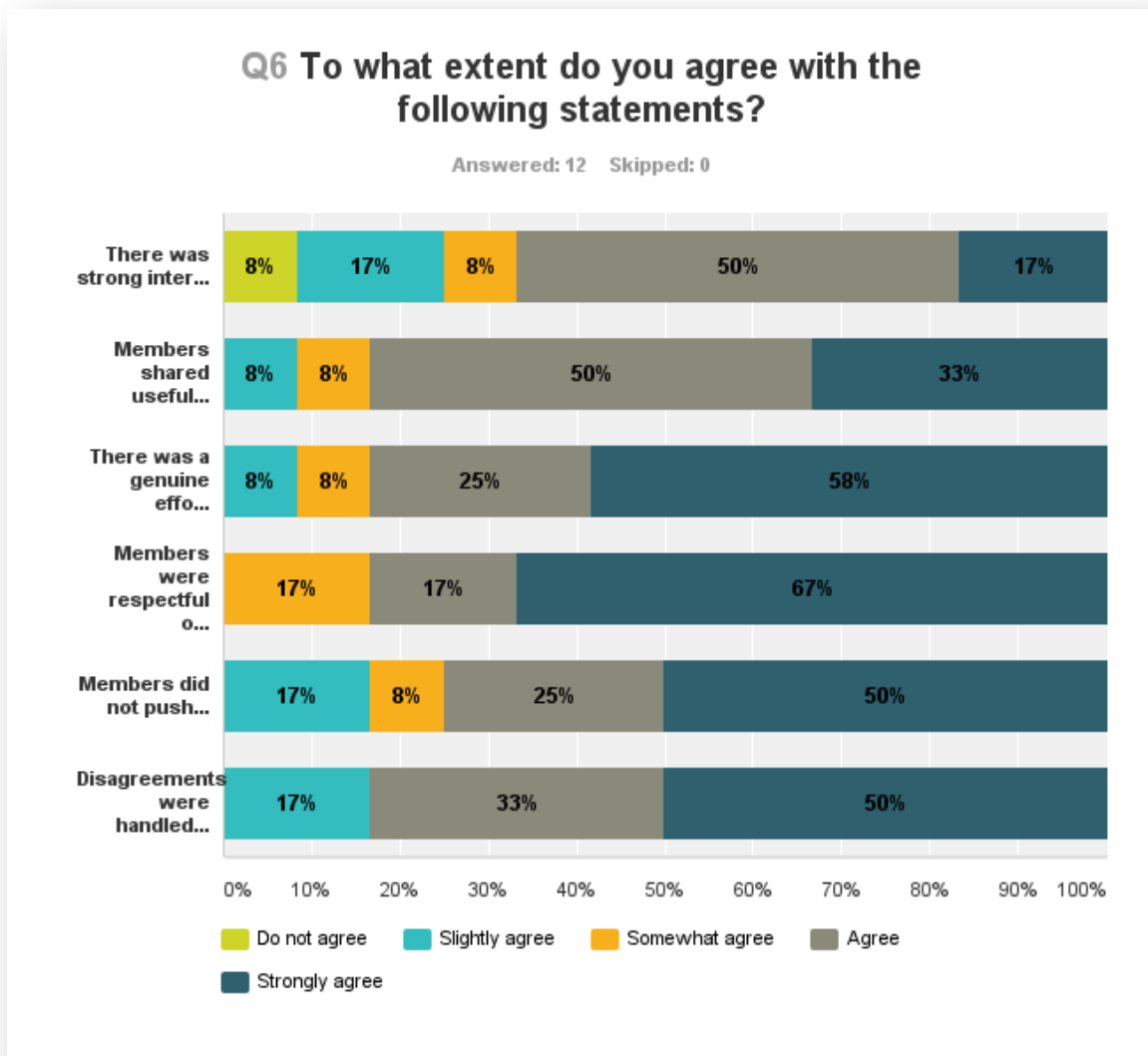


The AC was very successful in the first two areas: 75% felt that the AC had moderate to very good success in establishing sub-committees and utilizing new partnerships. One individual felt that the AC was not successful in utilizing new partnerships. In the third area, more than 80% felt that the AC did moderately to extremely well. This appears to be a definite strength of the planning process. In the fourth area, 75% felt that the AC did moderately to extremely well. In Year Two, these tasks were very important for the discussion on sustainability of PBIS. The AC can play closer attention to utilizing new partnerships and aligning local agendas to national agendas in Year Three.

The following chart represents six questions, “To what extent do you agree with the following.”

1. There was strong interest in the project
2. Members shared useful information during meetings
3. There was a genuine effort to collaborate among members
4. Members were respectful of different opinions and ideas
5. Members did not push individual agendas
6. Disagreements were handled in a manner where all parties were satisfied

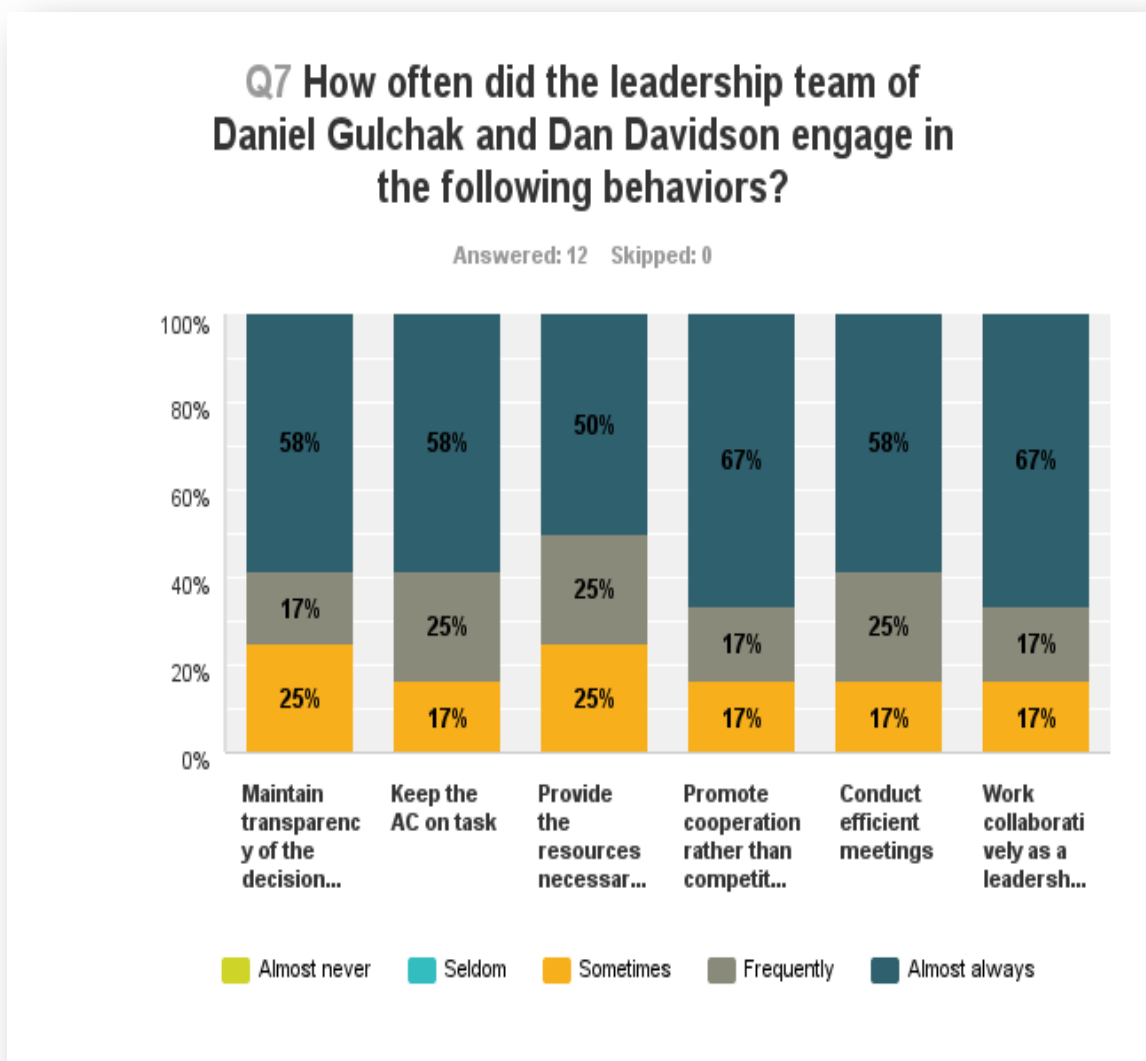
The set of questions are about the group process and decision-making. The AC was the most successful in five of the six areas (more than 75% agreed or strongly agreed with statements). Three individuals (25%) did not experience any or a strong interest in the project by its members. In the other five areas, AC members agreed or strongly agreed that they were able to share useful information, collaborate, be respectful of different opinions, not push individual agendas, and handle disagreements (more than 75%). These are important aspects of the group planning process. Review of the broader and long-term outcomes of the project may clarify/strengthen interest in the project.



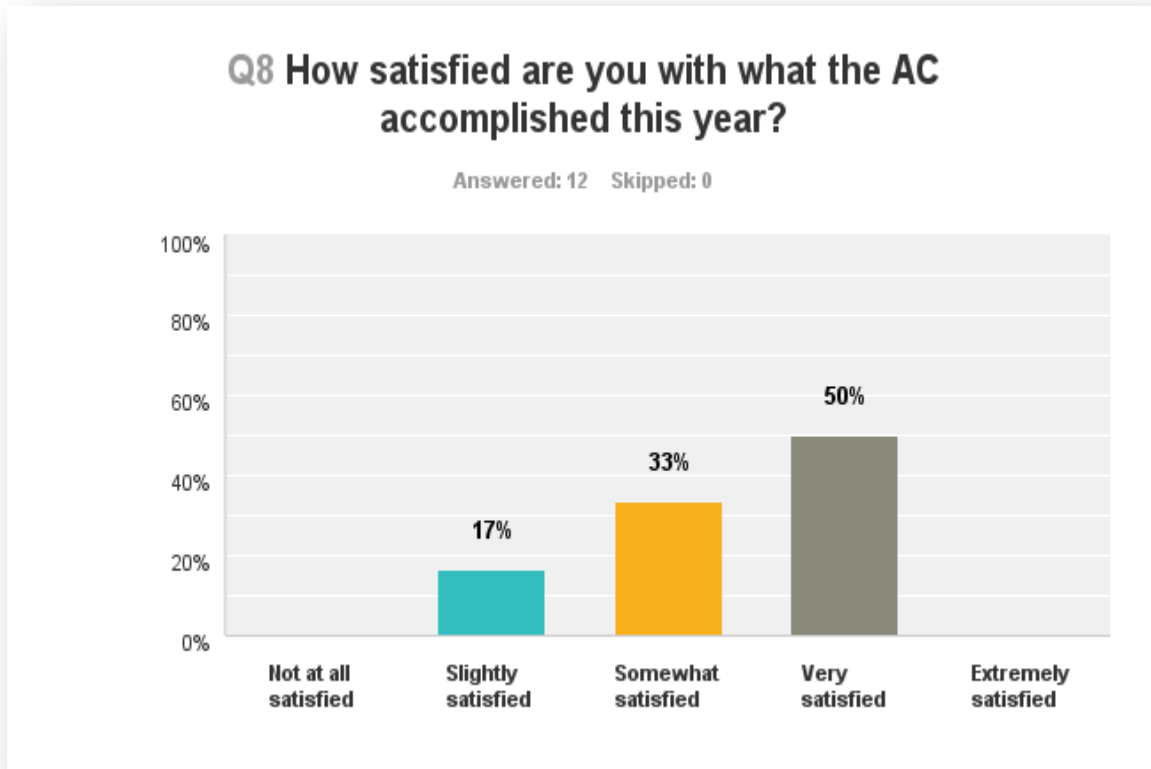
Question: “How often did the leadership team of Daniel Gulchak and Dan Davidson engage in the following behaviors?”

1. Maintain transparency of the decision making process
2. Keep the AC on task
3. Provide the resources necessary for the AC to do its job
4. Promote cooperation rather than competition among members
5. Conduct efficient meetings
6. Work collaboratively as a leadership team

Of the 12 member responses, more than 75% felt that the leadership team frequently and almost always engaged in these behaviors. The leadership team was particularly strong in the ability to keep on task, promote cooperation, conduct efficient meetings and work collaboratively with each other. Attention to members’ perception of the transparency of the decision-making and providing resources will be helpful.



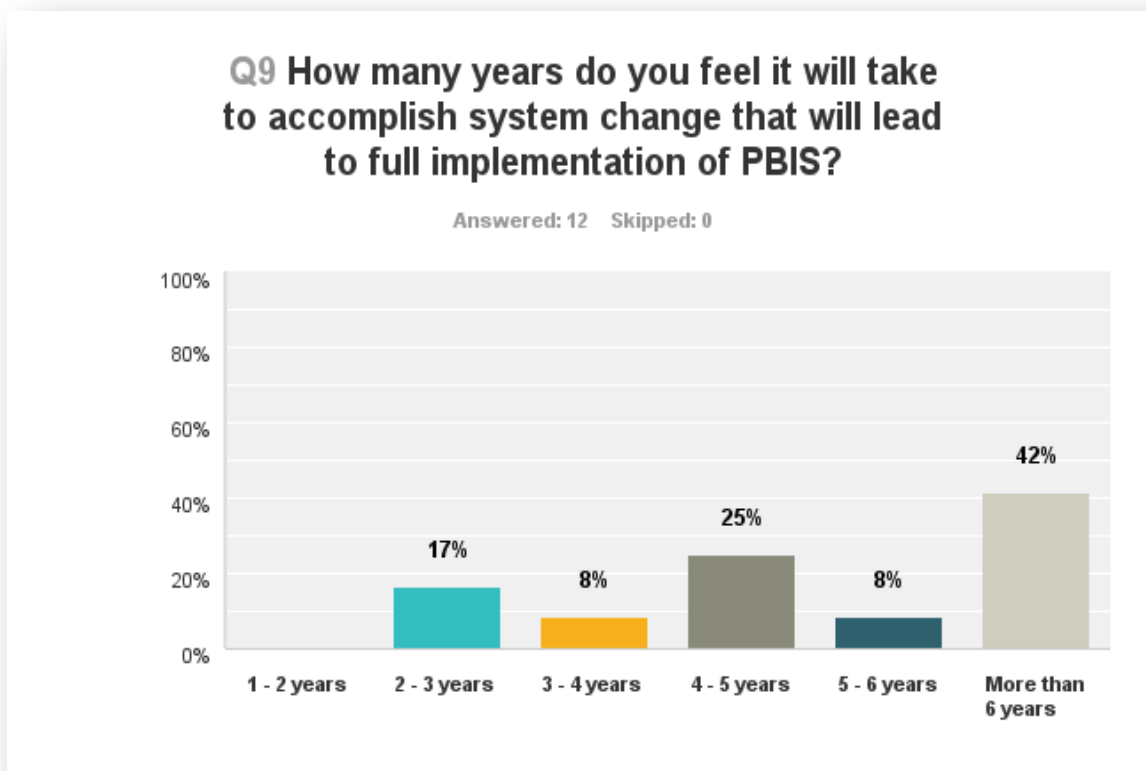
All members had some level of satisfaction with 50% being very satisfied with their accomplishments.



Comments about the group and planning process included:

- One of the most respectful committees I have been involved in in a long time
- As a team it was a good mix of diverse organization that can impact educational leadership in our state
- They (Gulchak and Davidson) work well together
- Always organized and materials were sent before the meeting with specific directions of what to bring, etc.

The following question addresses the estimated years it will take to accomplish system change (N=12). System change is anticipated to take more than a couple of years with 75% feeling it will take 4 years or more.



Comments about the number of years it will take for system change:

- Any time you do a systemic change it takes time to see results. Continued monitoring is necessary and professional development is the key to system change. Dedication to the change and stakeholders buy in will determine the amount of success of the program. Growth of the program will take time, but if monitored and supported it will happen.
- The state of AZ needs to build capacity.
- Unless there is a mandate from the state level for all school districts to implement PBIS, districts will not see the urgency and devote resources.
- I feel this will be an ongoing project that will require consistent messaging to schools regarding the impact and value of the time invested to maintain capacity.
- I think the way our educational system is organized; it's difficult to effectively implement any statewide changes. The local schools and school districts seem to function in very independent ways without the Department of Education able to be as directive as they would need to be to promote this practice.
- System change is a long hard process and statewide is more complicated than in a school district. Having political support would help the process along.
- If you are talking all schools in the state, then without a state mandate it will not happen.

Question 10: Do you have any recommendations for additional “key voices” or organization that should be integrated in Year Three?

- Foster care system; First things First (early childhood); CPS
- Legislature and policy makers.
- Early Childhood Head Start
- Self advocates
- Tribal and Regional Behavioral Health Authorities
- Mental health entities
- Others that offer training within the state for PBIS

Question 11: Please describe how relevant a coordinated statewide system of promoting PBIS is to the organizations you represent?

- I do have contacts in the juvenile justice realm and believe it would be very possible on a statewide level.
- Extremely! Have been working on getting a statewide discussion restarted for 4 years - a committee like this, also, gives us a more valid reason to "be at the table" at a national level. Without this type of coordination happening each group will go back to working in a silo.
- This is not very relevant to my organization as our focus is at the LEA level and thus we've excluded the majority of charter schools.
- Virtually all of the people who receive services from my organization at some point in their lives will be a part of the school system in Arizona.
- I represent a parent organization. Ultimately if parents are educated and trained adequately, then the fidelity of PBIS while being maintained and supported in the home, is more successful.
- The grant that we had to financially support our contract with KOI has ended. The development of a statewide system, to not only promote but support organizations with PBIS is crucial.
- The students in which we advocate will benefit from a coordinated effort to make sure they are in school learning and not cast aside and educated somewhere else when it is the adults that cause many behaviors in students. We must learn to listen to the students and what they are trying to tell us regarding behaviors, etc.
- It's very relevant to the Division of Behavioral Health Services because state-wide PBIS would help our behavioral health system achieve the desired functional outcomes of 1) success in school, 2) avoiding delinquency, 3) living with family, and 4) progressing towards becoming a productive adult.
- Having the state focus/support on this helps give the districts support when naysayers start talking. Political support would have a bigger impact.
- We need state mandates that would promote PBIS.

Interviews

Two requests for interviews were made and seven committee members agreed to a phone interview. Two members were not able to participate due to other commitments and travel in June. This is a 47% response rate and a convenience sample of volunteers, all of who were active participants of the AC.

The following questions served as a guide for each interview. Additional questions were posed as appropriate.

1. What has worked well this past year?
2. Do you feel like the planning process has been productive?
3. What would you have liked the AC to do differently?
4. What do you feel should be the emphasis in Year 3?
5. How do we sustain system change?
6. Are there additional data that would be helpful in sustainability efforts?

The interview data were organized into thematic areas related to the planning process, progress made in year two, and future suggestions.

Theme One: Group Dynamics and Function.

Individuals on the committee represented several organizations and brought a broad range of perspectives and experiences. It was noted that members serve in leadership positions and are well respected in the community. One member described his primary role on the AC was: “to communicate and get the word out to different audiences.” The group atmosphere and culture was described as “a welcoming environment that supported each other and the group.”

Several comments were made about the leadership skills of Daniel Gulchak and Dan Davidson. They were able to keep the committee on track and did a “good job to set the stage, identify roles, stay focused and keep things moving.” They allowed everyone an opportunity to share ideas, were understanding when people were busy, and developed a process to share information even if someone was unable to attend a meeting. A new member felt that even at the first meeting, he/she had “a good sense of the project.” Drs. Gulchak and Davidson also did a nice job of adding new people on the team and having a person from behavioral health was helpful. They moved items forward by actively looking at the Blueprint in doing the action plan.

Theme Two: The Planning Process.

The planning process was seen as an ongoing effort - “it moved along accordingly when we need to be - it’s a big system to change, it takes time, we have a good start.” This year, sub-groups were formed and “worked better than having big groups.” Individuals on sub-committees knew their roles, had assigned tasks, and work was accomplished by phone. The consistent message was that the planning process has been very productive. This year in particular, the selection of schools has “put more rubber to the road” because the “AC can call, ask questions, and can expect honest answers.”

Theme Three: Meeting Schedule.

One member felt that, full day meetings worked well last year because there were nothing pushing or pulling individuals. There was an opportunity to sit and bond. Time together was important - “since the committee is asking individuals to do something, it was helpful to know

each other as a person and this happens when you sit and talk.” Next year’s model will allow that interaction. Yet for others, full-day meetings are problematic because of “having other responsibilities that take priority over the committee work.” The decision to not have all in-person meetings was received favorably.

Theme Four: Suggestions for Year Three.

Specific suggestions include:

- Bring in a community of practice coordinator
- Have more people at the table who were trained in the state.
- Have opportunity to hear effect of AC from national leaders. Talk with Horner and hear from national leaders.
- Take the results from schools and then connect with our legislatures so we can educate them. Once you start to get the data, you have to act, and to make any gains you need to get to the educators.
- Help more schools get involved with PBIS. If we can get ADE involved and apply for grants, this would help.
- Get a bill through the legislature to look at seclusion and restraints. See more on boarding of other agencies - we have their ear but need a specific plan to make this statewide.
- Have more directedness from the DOE to local school districts.
- Get the information to the parents in the educational realm.
- Having a topic at quarterly meetings with an expert and those with experience. They don’t have to be part of committee but can serve as advisors. Talking across the board.
- Identify ways to implement policies – PBIS specific agenda items.
- Do needs assessment and ask where school districts are. Find out about the good things that we don’t know anything about.

Theme Five: Sustainability

System change will require efforts on different levels and with different groups. Strategies provided include:

- Identify key people in the state who can move things forward. Need to identify their role and meet with them.
- Consider partnering and establishing Communities of Practice.
- Bring more people in and out of the conversation as needed. This is sustainable, practical, and pragmatic. As lifelong learners at the table, need to hear what others have to say. People who were not successful can assess why things happened or didn’t happen.
- Bring in County representation in the discussion and on the AC. For example, Pima County can be influential on the day-to-day level and activities.
- Look at REIL teacher evaluations and ask “how can we educate them on PBIS and evaluate them?” Bring groups like Keep Safe – professional development on good instruction. Infuse and immerse PBIS on national conversation on teacher evaluations and retention.
- Look at the commitment piece. We have to onboard even state agencies with an inter-governmental agreement or something. Get education, services, DES, and all the agencies to buy in.
- Survey schools to find out about awareness about PBIS and what would it take to bring schools into it. Identify what is in the way of getting more schools into it.

- See how to bring the DDD system into this.
- Need to keep on top of it. It's up to the team in the school districts and they need training. Be aware that new personnel who were not involved originally are not buying in. Remain visible and be there to support their training needs.

Theme Six: Additional Data That May Be Useful

Some suggestions include:

- Bring in testimony from some teachers, principals, or assistant principals as part of that team to talk with the Legislature. This was successful in another effort. Sometimes seeing the real people makes an impact.
- Look at states that seem to have done a better job – Maryland, Illinois, Missouri.
- Examine data from juvenile justice that promotes PBIS as one of the ways to help school districts to end school to prison pipeline.
- Identify a policy advisor who could speak and guide us on how to best affect policy in the state. Don't know if it is lobbyist or if DDPC would have experience in that. Would love to hear, this is how you do it. One AC member has contacts with State Senators.
- Look at pilot school data from across the country that can be pulled from elsewhere.

Theme Seven: What Worked Well

Direct quotes include:

- Like idea that we are helping ADE so we can get more schools involved. It's a wonderful idea for these kids, instead of sending them into the criminal justice system. Most of the time when they are suspended, they are picked up by gangs and get involved in criminal activity. I think it would lower the incidence rate and students being suspended. All for it – glad there is a grant out there that sees the need.
- Quality stuff is being provided to very small school districts. How does this get larger; it would be nice to see it expanded before it loses momentum. Keep an eye on how to expand beyond the small group of schools.
- I hope this goes forward – it makes a vast difference in children's life. We have used bully training and this has made a big impact. I hope this spreads. Having the same language helps.
- Really excited for the state that the different entities have taken this on.
- Contributions of its members in the application of three large-scale funding opportunities in May for PBIS.
- The AC was said to have contributed to the conversation and organized a committee with national influence. This reflected a commitment to PBIS and the ability of AC members to collaborate toward a common goal.

Summary

The AC consists of key stakeholders that play important roles in the community and educational system. This year new members were invited to participate and their involvement has been valuable. Representation from behavioral health was very helpful. Based on the data reviewed for this report, the Advisory Committee:

- Paid close attention to the language that would promote their objectives
- Consistently reviewed the project's initial goals to stay on track
- Examined project objectives as it related to sustainability

- Reflected on who can contribute to the discussion and was willing to add members with additional expertise
- Started to examine ways to align local agendas with national agendas
- Identified a problem with the meeting schedule and sought feedback before making changes
- Started with a few school and helped them to promote PBIS. Other schools will see their success and will be more willing to incorporate PBIS.

The new meeting schedule is a good compromise and should increase participation in Year Three. As mentioned earlier, the AC and its leadership can pay closer attention to utilizing new partnerships and aligning local agendas to national agendas; examine the membership and explore the participation of others in focused discussions to address specific objectives; learn what has worked well or not for others and why; and frequently revisit the long-term outcomes of the project with its members. The selection of four LEAs this year allowed the project to move forward. This required a sincere commitment from the LEAs as they participated in training, completed specific tasks, and collected a substantial amount of data.

Overall, the project had a very successful year. The members of the AC accomplished things outside of the project objectives. They recognized that funding is a key ingredient to statewide success and sustainability and collaborated with the ADE on PBIS related grants. The impact of the AC is broader than the project alone. All members are involved in a cultural change and are getting people to shift their attitude by looking away from discipline and looking at incorporating positive ways to change behaviors. The project's objectives are ambitious and the AC has managed to collaborate well as a team to meet their goals.