



2019-2020 PBISaz Achievement Award Alternative Criteria

Recognition of Success with Positive Behavior Interventions and Support

Alternative Criteria: for school that only serve a specific population of students such as students with EBD, ASD, in IAES, in RTC, Early Childhood/Preschool Centers, Facility-Wide PBIS or students in juvenile correction.

The purpose of the *PBISaz Achievement Award* is to identify and recognize schools for successful implementation **and** measurable outcomes from School-wide Systems of Positive Behavior Interventions and Support (PBIS). Criteria are based on effective implementation of the essential PBIS components outlined by the National Technical Assistance Center on Positive Behavioral Interventions and Support.

For more information or to see examples of award winning schools in Arizona, visit PBISaz.org.

Timeline

Nov. 2019	Nov - May	Nov - May	May 1	Aug 31	Oct. 29, 2020
Criteria Announced at BET-C.org Conference with a Q&A session	Help - contact PBISaz or your trainer/coach with questions	Plan - schedule school fidelity surveys and use student data to improve outcomes	Open Date for online application	Close Date for online application	Awards ceremony at BET-C.org Conference

Quick Look

Paragraph	✓ Fidelity	↓ Behavior Data
Tell the world what PBIS has done for your school - All -	Checklist of what is In-Place and Not In-Place at each Tier - All -	Student data showing that behavior problems are decreasing - Bronze, Silver, Gold -

Award Recipient Responsibilities

Recognized PBISaz schools agree to share their success in the following ways:

- Allow representatives from schools or districts to visit your building and attend a PBIS school team meeting
- Share materials and ideas related to your implementation with other schools
- Share success data and artifacts of your implementation process for publication or dissemination purposes, includes posting PBIS information on your district and school website



Award Checklist

* Each award column lists the items that must be submitted for an award. * Aug-May data is OK.

Criteria	Merit	Bronze	Silver	Gold
1. Paragraph	<input type="checkbox"/> A paragraph stating how PBIS has positively impacted your schools. Examples: Discipline/behavior, academics/performance, climate/safety, or more!			
2a. Tier 1 Fidelity	<p><u>Choose 1:</u></p> <input type="checkbox"/> SET (Subscale Score) <input type="checkbox"/> TIC (Total Score) <input type="checkbox"/> BOQ (Total Score) <input type="checkbox"/> ECBOQ (Total Score) <input type="checkbox"/> TFI Tier 1 (Scale Score + Walkthrough Tool) <p>* No min. fidelity</p>	<p><u>Choose 1:</u></p> <input type="checkbox"/> SET (Subscale Score), <input type="checkbox"/> BOQ (Total Score) <input type="checkbox"/> ECBOQ (Total Score) <input type="checkbox"/> TFI Tier 1 (Scale Score + Walkthrough Tool) <p>* Min. 80% fidelity</p>	<p><u>Choose 1:</u></p> <input type="checkbox"/> SET (Subscale Score) <input type="checkbox"/> BOQ (Total Score) <input type="checkbox"/> ECBOQ (Total Score) <input type="checkbox"/> TFI Tier 1 (Scale Score + Walkthrough Tool) <p>* Min. 80% fidelity</p>	<p><u>Both:</u></p> <input type="checkbox"/> SET (Subscale Score) and <input type="checkbox"/> TFI Tier 1 (Scale Score + Walkthrough Tool) <p><input type="checkbox"/> Early Childhood/Preschool may submit ECBOQ instead of TFI</p> <p>* Min. 80% fidelity</p>
2b. Tier 2/3 Fidelity	Not Required	Not Required	<p><u>Choose 1:</u></p> <input type="checkbox"/> ISSET (Subscale Score), <input type="checkbox"/> BAT (Total Score), <input type="checkbox"/> TFI Tier 2/3 (Scale Score + Tier 3 Support Plan Worksheet) <p>* No min. fidelity</p>	<p><u>Both:</u></p> <input type="checkbox"/> ISSET (Subscale Score) and <input type="checkbox"/> TFI Tier 2/3 (Scale Score + Tier 3 Support Plan Worksheet) <p>* Min. 80% fidelity</p>
3a. Student Behavior Data * See examples on p.3	Not Required	<p><u>Monthly Bar Graph:</u></p> <input type="checkbox"/> Student behavior data from August-April of <u>this school year</u>	<p><u>Monthly Bar Graph:</u></p> <input type="checkbox"/> Student behavior data from August-April for <u>two school years</u>	<p><u>Monthly Bar Graph:</u></p> <input type="checkbox"/> Student behavior data from August-April for <u>three school years</u>
3b. Student Behavior Data * See examples on p.3	Not Required	Not Required	<p><u>Monthly Bar Graph:</u></p> <input type="checkbox"/> Different student behavior data from August-April for <u>two school years</u>	<p><u>Monthly Bar Graph:</u></p> <input type="checkbox"/> Different student behavior data from August-April for <u>three school years</u>



Student Behavior Data

Most alternative schools do not send students to the school office for behavior disruptions or collect Office Discipline Referral (ODR) data in the same manner as traditional K-12 schools. However, all schools must collect, analyze and use behavior data to distinguish the interventions and programs that are measurably helping students to success from those interventions that are not producing a measurable improvement in student behavior and performance.

For more information, please read the special edition of *Education and Treatment of Children* (2013) vol.36, no.3 on **PBIS as Prevention for High-Risk Youth in Alternative Education, Residential and Juvenile Justice Setting** for 12 articles on this topic.

There are several ways to measure student behavior improvement in alternative schools. **Merit** level required no student behavior data. **Bronze** level requires one graph with one year of data. **Silver** level requires two graphs with two years of data. **Gold** level requires two graphs with three years of data. Disruptive behaviors must show a decreasing trend. Prosocial behaviors must show an increasing trend.

Here are some examples of acceptable data:

- Increase/Decrease in the percent of _____
- Increase in students demonstrating expected appropriate behavior
- Increase in students demonstrating appropriate targeted behavior
- Increase in students returning to a less restrictive environment (LRE)
- Increase in individual students making progress toward IEP or behavior goals
- Increase in percent of students meeting IEP goals or objective
- Increase in attendance or decrease in truancy or tardies.
- Increase in course completion, credit recovery or standardized test scores
- Decrease in the percent of students receiving disciplinary or crisis intervention procedures
- Decrease in seclusion or restraint
- Decrease in incident report or rules violations
- Decrease in dangerous or aggressive behavior toward self or others
- ...this list is not all inclusive



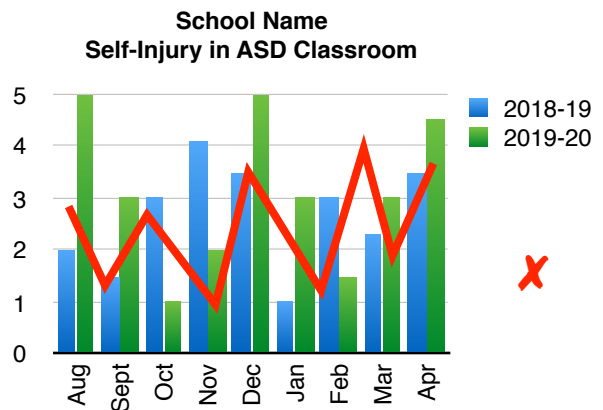
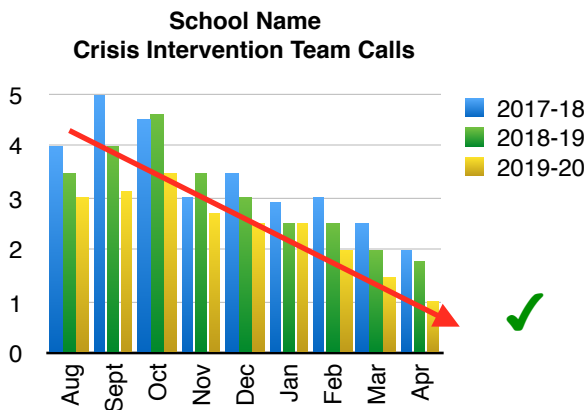
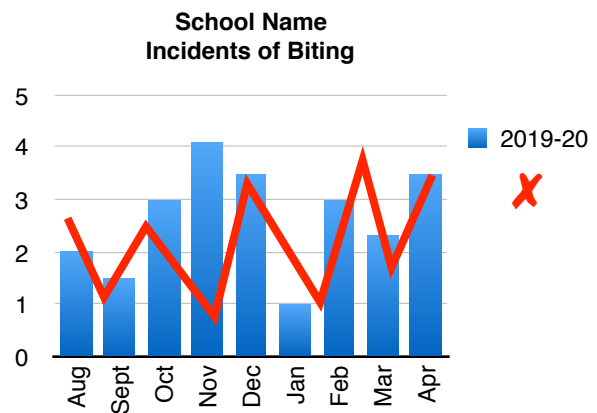
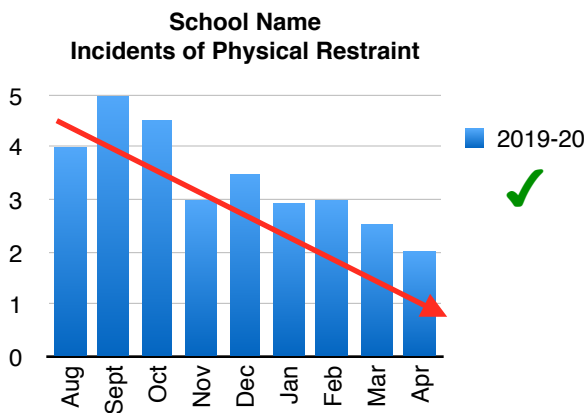
Examples - all files must be .pdf

Fidelity

- [PBISapps.org](https://pbisapps.org) Assessment graphs are required - download the PDF survey graph specified.
- Be sure to send the graph of the total **or** subscale **or** scale score as specified in the checklist.
- Do not photocopy, cut, paste, trim, scan, convert to any other format, insert into a DOC or PPT. Simply download/save the correct PDF graph from your school PBISapps Assessment account.
- See [PBIS Assessment Video Tutorials](#) on PBISapps website.

Student Behavior Data - See suggestions on page 3.

- Behavior must show a decreasing trend
- SWIS users: Use 'I-SWIS' graphs. See [SWIS Video Tutorials](#).
- Excel users: X-axis is time, Y-axis is frequency. See [ODR Data Tool](#).

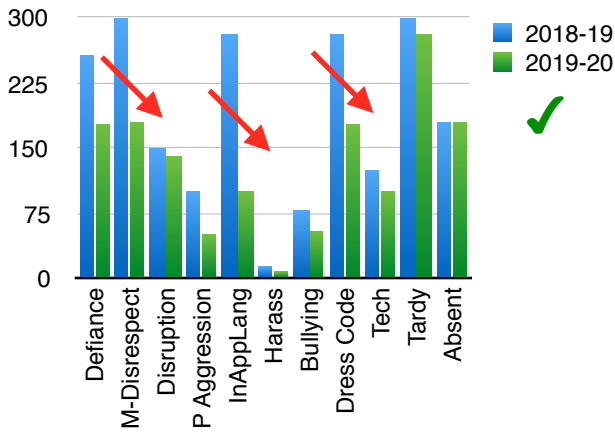




Student Behavior Data - more examples....

- Behavior must show a decreasing trend

School Name
Incident Reports by
Problem Behavior - Multi Year



School Name
Incident Reports by
Problem Behavior - Multi Year

