


PBISAZ
Positive Behavioral Interventions and Supports

Next Steps Year 2 Schools

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3-Tiers of PBIS

- Ensure implementation of the School-wide system of supports (Universal System)
- Address Targeted Supports – Second Tier
- Reassess status of Individual Supports – Third Tier

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School-wide Supports

- Yearly assessment of status and Action Plan (sag)
- Provide support and acknowledgement of staff
- Your PBIS system training for new staff
- Reminders
- New energy for team
- Other training needs

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School-wide Supports

- Data Collection
 - Office referrals
 - Suspensions and expulsions
 - Climate surveys – staff, students, and parents
 - Dropout rate
 - Teacher return rate
 - Aims scores

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School-wide Supports

- Data Use
 - Office referrals
 - Locations that need more supervision,
 - Classrooms in which more training is needed
 - Students that need targeted supports
 - Sharing with staff, parents, district office
 - Climate surveys
 - How other stakeholders see the problems
 - Perceived improvements from year to year

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School-wide Supports

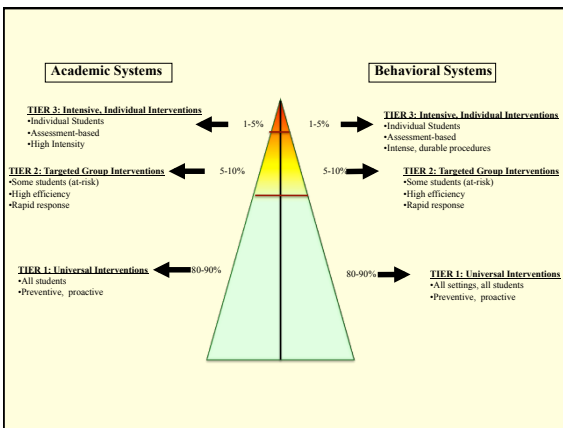
- Data Use
 - Suspensions and expulsions
 - Overall improvement
 - Indicates need for targeted and individual supports
 - Dropouts
 - Overall improvement
 - Staff return
 - Climate
 - Safe environment

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School-wide Supports

- Data Use
 - AIMS scores
 - More time to teach
 - Less distraction in the classroom so students can learn

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Targeted Supports

- Targeted Supports
- Tutoring
- Social Skills
- Self-Monitoring
- Check In/Check Out
- Teaching during in-school suspension

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Targeted Supports

- What's in place
- Analyze student data
- Identify additional needs
- Develop pyramid of interventions
- Design system for using interventions
- Train staff

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Individual Supports

- How are you using the Behavior Support Specialist or other person with behavioral expertise
- Have you introduced staff to behavioral function

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Expected Outcomes in 2nd Year - Schools

- Reassess system (AzSET and Action Plan)
- Implement and refine Universal, School-wide System
- Assess Targeted Supports
- Identify what using and what needed
- Identify a system for using targeted supports (how will you know they work)
- Good communication with the District team
- Good communication with other stakeholders
- Plan for using the Behavior Support Specialist more efficiently and effectively
- Sharing data with stakeholders – staff, district, parents, PBISAz team

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Expected Outcomes in 2nd Year Districts

- System for assessing progress in schools
- Acknowledge successes
- Identify resources to support school's implementation
- Provide resources to schools that need additional support – coach, training support
- Liaison with larger community – school board, neighbors,
- Facilitate communication across school teams – district team
- 3-5 year action plan – how to sustain PBIS in the district and schools

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