



PBISAZ Newsletter

A collaborative effort between the Arizona Department of Education, Universities, Schools, Students and Families.

www.pbisaz.org

March 2007

PBIS Statewide Planning Committee

The PBIS Statewide Planning Committee was formed in 2005 to broaden the scope of PBIS efforts in Arizona. Individual PBIS efforts had reported some success, but those involved recognized a need for better information, communication, and coordination among those engaged in these efforts. With the assistance of a facilitator, the Committee identified their vision, a mission, specific goals and objectives, and corresponding action items and criteria. The Committee's vision is that all children in Arizona experience learning environments that are safe, positive, and effective. To create this vision, the Committee identified three priority goals:

1. To provide training to various stakeholders on the processes and implementation of PBIS in Arizona schools.
2. To increase the number of schools that utilize PBIS.
3. To infuse PBIS language, concepts, and resources into those areas affecting existing aspects of the public education system.

The PBIS Statewide Planning Committee meets 4 times per year in Phoenix. Members come from various offices at ADE (Exceptional Student Services, School Safety and Prevention, Parent Information Network), all 3 public universities, several schools and school districts, Juvenile Corrections, and Behavioral Health. Those interested in contacting the Committee or participating should contact Joan Oakes at joan.oakes@nau.edu

Spotlight: Paradise Valley School District

In the fall of 2005, Paradise Valley School District's Liberty Elementary School joined the PBIS cadre, followed by Hidden Hills Elementary and North Ranch Elementary in 2006. Each of these schools is in the process of working collaboratively with their staffs, communities, and district administration to build schoolwide positive behavior supports throughout their school communities. Along with the focus on schools, they are also working to build a district leadership team so that, as new schools join this systems change process, they can offer a variety of supports that build capacity across the district.

As Liberty Elementary is in the second year of the grant, their focus is on Tier 2 and Tier 3 development. Visible throughout the school are the school expectations and a matrix that defines the expectations. The referral form was altered to not only include time, place and a description of the incident, but also a place where the child must talk with a designated person about what they could have done differently and answer questions to help staff identify the function of the behavior. By adding these two prompts to the referral form, the culture of working with children with challenging behaviors changed. Now Liberty will undertake the hard work of looking at the function of behavior for children who fit the Tier 2 and 3 criteria and linking the function to an appropriate intervention. Then they will use the data collected to analyze if the intervention worked.

North Ranch and Hidden Hills are working diligently to get their basic framework in place. They have surveyed staff, students and parents. They have looked at the baseline data, discussed easy changes, and are now building their rules and expectations.

Current PBISAZ Participants

2005-2007 Cohort

Juniper Tree Academy

- Carpe Diem Academy
- Desert View Academy

Paradise Valley Unified School District

- Liberty Elementary

Payson Unified School District

- Frontier Elementary School
- Julia Randall Elementary School
- Payson Elementary School
- Rim Country Middle School

2006-2008 Cohort

Success School District

- Arizona Charter Academy

Gilbert Unified District

- Playa del Rey Elementary
- Harris Elementary

Scottsdale Unified School District

- Sierra Vista Academy

Paradise Valley Unified District

- Hidden Hills Elementary
- North Ranch Elementary

Bisbee Unified School District

- Bisbee High School
- Greenway Primary School
- Lowell School
- Bisbee Middle School

Harvest Power Community Development, Inc.

- Harvest Preparatory Academy

Marana Unified School District

- Mountain View High School
- Marana Middle School
- Tortolita Middle School
- Marana High School

Pima Unified District

- Pima Elementary School
- Pima Junior High
- Pima High School

Pearce Elementary School District

- Pearce Elementary School

Crane School District #13

- Centennial Middle
- Crane Middle
- Pueblo Elementary

Valley Horizon Elementary

Gadsden School District #32

- Desert View Elementary
- Gadsden Elementary

Somerton School District

- Somerton Middle
- Tierra del Sol Elementary

Yuma School District #1

- Castle Dome Middle
- M.E. Post Elementary
- Pecan Grove Elementary
- Roosevelt Elementary

tations. Like Liberty, these schools are building the common language that will change the culture.

Paradise Valley is also fortunate to have two support teachers from their special education staff who act as consultants and supports to all teachers in Paradise Valley, as well as coaches for the three teams. The district has always been in the forefront of building ongoing, research-based professional development that leads to excellent instruction. The leadership team is in the process of building a framework for instruction for teaching behavioral expectations. The district believes that if they have a child who is having difficulty learning to read, they adjust the curriculum - the same thing must be done for a child who is having difficulty behaviorally. Paradise Valley believes that all children should be working to reach their potential. Implementing school wide positive behavior supports is another means to reach that goal.

PBIS Survey Results

A PBIS survey, commissioned by ADE on behalf of the PBIS Statewide Planning Committee, included phone interviews with key staff at 50 elementary schools, 30 middle schools, and 30 high schools across the state. Data are being used to make decisions and plan strategies to expand PBIS in Arizona's schools. The data also provide a baseline for assessing progress in expanding PBIS.

Some key results indicate that teachers at all levels want to spend more time on instruction and less time on discipline. To accomplish this, various discipline systems are being used, including progressive report (23%), policy handbook (18%), package programs (12%), PBIS (10%), and point systems (9%). As children get older, primary concerns about behavior shift as well. Teachers in the elementary grades are most concerned about disruptive and defiant behaviors. At the high school level, tardiness and truancy are the primary concerns.

2007-2009 Positive Behavior Supports Grant

The 2008 IDEA School-wide Positive Behavior Supports grant application and RFP are currently activated on the ADE Grants Management Enterprise. This grant provides funding for districts and charter school teams to participate in the PBISAz training. Teams learn strategies for creating and sustaining safe school environments and positive student behavior through improved district- and school-wide behavior management systems. Training consists of four 2-day workshops during the first year and two two-day workshops during the second year. Year three of the grant focuses on sustaining PBIS at the district and school levels. All training and technical assistance is provided by the PBISAz Regional University Partners. The Univer-

sity Partners also provide technical assistance and support, and undergraduate and graduate-level courses related to PBISAz.

Each district must have the support of a district administrator and organize a team to:

- Develop a training plan based on the SWPBIS model
- Release district and school teams to attend training conferences
- Designate a coach to assist school teams
- Maintain communication between stakeholders
- Guide new teams in the development of SWPBIS
- Monitor implementation and effectiveness of SWPBIS in participating schools
- Identify individuals to enroll and complete university courses related to PBIS

To guide the development, implementation, and maintenance of SWPBIS, each school must:

- Create a school leadership team
- Maintain communication with stakeholders
- Attend training conferences
- Complete the Arizona School Evaluation Tool (AzSET)
- Develop systems of sharing data to guide systems change
- Submit quarterly data pertaining to office discipline referrals to the University Partners.

For more information about how to get involved in the project or to apply for a grant, please contact Celia Kujawski, 480-926-0884, e-mail ckujaws@ade.az.gov, or contact one of the Regional University Partners. Districts and schools not awarded the grant may participate with funding from their own budgets.

2007 PBISAz Training Dates

1st Year Training

April 27 & 28, 2007

For information on how your school district can participate please contact:

Jolenea Ferro - University of Arizona
Project Coordinator, Southern Arizona Schools.
PH: 520.626.2960 FAX: 520.621.3821
jbferro@email.arizona.edu

Yadira Flores - Arizona State University
Project Coordinator, Phoenix Metro and Central Arizona Schools
PH: 480.965.4063 FAX :480.965.4128
Yadira.Flores@asu.edu

Joan Oakes - Northern Arizona University
Project Coordinator, Northern Arizona Schools
PH : 928.523.7030 FAX : 928.523.9127
joan.oakes@nau.edu