



**A STUDY OF STATEWIDE LOCAL EDUCATION AGENCY ACTIONS REGARDING THE
RECOMMENDATIONS OF THE "ARIZONA TASK FORCE ON BEST PRACTICES IN SPECIAL
EDUCATION AND BEHAVIOR MANAGEMENT" PERTAINING TO ADOPTION OF POSITIVE BEHAVIORAL
INTERVENTIONS AND SUPPORT (PBIS)**

June 2011



Prepared for
Arizona Developmental Disabilities Planning Council
1740 West Adams, Suite 201
Phoenix, Arizona 85007

Prepared by
Behavior Research Center, Inc.,
Phoenix, Arizona
Pynn & Associates, Phoenix, Arizona

TABLE OF CONTENTS

Executive Report	i-vi
Introduction.....	1
Local Education Agency Survey.....	3
Local Education Agency Focus Groups.....	5
Review of Arizona LEA Meeting Minutes.....	8
Supplemental National Data on Use and Effectiveness of PBIS.....	8
Review of National and Multi-State School Policies Concerning the Use of PBIS.....	9
Review of the Success of States in Implementing PBIS	12
Summary of Current Federal and State Action in Implementing Legislation Regulating the Use of Restraints and Seclusion in Schools Drawing State-By-State Comparisons.....	12
References	17
Appendix.....	18
1 Survey Tables	20
2 LEA Meeting Minutes Review	27
3 Annotated Bibliography on Use and Effectiveness of PBIS.....	34
4 School-wide Positive Behavior Support (SWPBS) Measures.....	39
5 Review of Policies Concerning the Use of PBIS-Detail.	43
6 Additional Details on the Success of States Implementing PBIS.	62
7 Additional Data on Current Federal and State Action in Implementing Legislation Regulating the Use of Restraints and Seclusion	71
8 PBIS Bibliography.....	100
9 State-Level PBIS Websites or Contacts	113
10 Benchmarks of Quality.....	117
11 School-wide Evaluation Tool (Set).....	137
12 Effective Behavior Support Survey	145
13 Boys Town Education/RTI Model.....	158

LIST OF TABLES

TABLE 1:	Familiarity with Legislative Task Force’s Recommendations on PBIS.....	20
TABLE 2:	Level of Effort Adopting Legislative Recommendations.....	21
TABLE 3:	Main Reason for not Adopting Legislature’s Recommendations	22
TABLE 4:	Likelihood of Adopting Legislature’s Recommendations	23
TABLE 5:	Specific Recommendations Adopted	24
TABLE 6:	Specific Recommendations Adopted – Detail.....	25
TABLE 7:	Actions Completed in Consideration and Adoption of PBIS	27
TABLE 8:	Number of Schools Implementing SWPBIS, as Reported by all States as of October 1, 2008.....	43
TABLE 9:	Number of States with Direct State Support, PBIS Trainers Available, and Number of School Wide Information Systems (SWIS)	57
TABLE 10:	Use and Effectiveness: Seven States that have Fully Evaluated PBIS	62
TABLE 11:	Summary of Statutes and Regulations Addressing Seclusion and Restraints.....	87

LIST OF DEFINITIONS

ADDP	ARIZONA DEVELOPMENTAL DISABILITIES PLANNING COUNCIL
BERT	BEHAVIOR EDUCATION RESEARCH AND TECHNOLOGY (ARIZONA STATE UNIVERSITY)
IDEA	INDIVIDUALS WITH DISABILITIES EDUCATION ACT (1997)
IHD	INSTITUTE FOR HUMAN DEVELOPMENT (NORTHERN ARIZONA UNIVERSITY)
ISBE	ILLINOIS STATE BOARD OF EDUCATION
ISTAC	ILLINOIS STATEWIDE TECHNICAL ASSISTANCE CENTER
LEA	LOCAL EDUCATION AGENCY
NCES	NATIONAL CENTER FOR EDUCATION STATISTICS
ODR	OFFICE DISCIPLINE REFERRALS
OSEP	OFFICE OF SPECIAL EDUCATION PROGRAMS
PBIS	POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT
RTI	RESPONSE TO INTERVENTION
SEA	STATE EDUCATION AGENCIES
SS&P	ARIZONA STATE ADVISORY PANEL FOR SPECIAL EDUCATION
SWPBIS	SCHOOL WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT
TAC	TECHNICAL ASSISTANCE CENTER, U.S. OFFICE OF SPECIAL EDUCATION PROGRAMS

EXECUTIVE SUMMARY



The Task Force developed recommendations which strongly support Positive Behavioral Interventions and Support (PBIS).

In the summer of 2009, Governor Janice K. Brewer signed Senate Bill 1197 which recognized the need for the development of alternatives to seclusion and restraint when managing the behavior and discipline of pupils with disabilities. This bill created a Legislative Task Force on Best Practices in Special Education and Behavior Management to develop recommendations on best practices. The final report prepared by the Task Force developed recommendations which strongly support Positive Behavioral Interventions and Support (PBIS). Positive behavior support is the combination of a. outcomes that are uniquely defined and “valued” by stakeholders, b. a behavioral and biomedical science of human behavior that provides fundamental principles for the design of support, c. empirically validated practices for achieving identified outcomes in applied contexts, and d. the implementation of validated practices in the context of the systems change needed for durable and generalized effects (Sugai & Horner, 2002). PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. This report was distributed to all Local Education Agencies (LEA) and charter schools and they were required to review and consider the adoption of the recommendations contained in the report by June 30, 2010.

In March 2011, the Arizona Developmental Disabilities Planning Council (ADDPC) commissioned the Behavior Research Center and Pynn & Associates to conduct a study to determine the extent to which LEAs and charter schools have considered adopting the Task Force’s recommendations. The results of this effort consist of both primary research (LEA/Charter School Telephone Survey/Focus Groups) which looked at the implementation of PBIS in Arizona and secondary research which reviewed implementation of PBIS both locally and nationally. The LEA/Charter School Telephone Survey was comprised of 107 telephone interviews conducted with public school district superintendents and charter school administrators throughout Arizona while the focus groups (2) were composed of 16 school superintendents and principals.

Key Findings From the Primary Research

The primary research reveals that 98 percent of the Arizona school officials surveyed have at least some familiarity with the recommendations of the Legislative Task Force on Best Practices with a majority (51%) revealing that their district/school has fully adopted them. An additional 36 percent of surveyed school officials indicated that their district/school was in the process of adopting the recommendations at the time of the research while 13 percent reveal their district/school has not yet begun work on adopting the recommendations. Forty-one percent of non-adopters say they intend to do so within the coming 12 months. These findings reveal that in the neighborhood of 93 percent of Arizona LEAs and charter schools will have adopted at least some of the Task Force’s recommendations by the summer of 2012.

PBIS ADOPTION SUMMARY

	Have Adopted	In Process of Adopting	Will Adopt In Next 12 Months	Total Adoption By Summer of 2012
TOTAL	51%	36%	6%	93%
TYPE				
Public	50	37	6	93
Charter	56	31	5	92
AREA				
Maricopa	59%	26%	2%	87%
Pima	20	80	0	100
Rural – North	54	32	12	98
Rural – South	50	35	7	92
GRADE LEVEL				
K to 8	54	37	5	96
9 to 12	57	17	6	80
K to 12	47	41	6	94

When school officials who are complying with the Task Force’s recommendations (either fully or are in the process) are asked whether or not they have adopted each of four specific recommendations the Task Force felt local education agencies should adopt, eight out of ten surveyed officials or more reveal that their district or school has adopted each recommendation: 1) parent and administration notification of crisis management actions (90%); 2) creating a positive school climate (89%); 3) restricting the use of crisis management techniques of restraint and/or seclusion (88%); and 4) training school staff in pro-active behavior management strategies (84%).

The focus groups reveal that the vast majority of educators participating in the groups are very supportive of the concepts spelled out in the PBIS model but believe that the main problems in trying to establish the recommendations are lack of funding and time. They view the recommendations of the Task Force as another unfunded mandate they are being asked to comply with. Their attitude is that, in order for the PBIS recommendations to fully work, all staff members need to participate in job-appropriate training. Such training takes time away from all staff members’ basic duties, whether that be educating students or facilities maintenance, and is an expensive and time-consuming undertaking. Further, it is a generally-held belief that such training is not a one-time session, but rather an ongoing process given employee turnover.

Educators participating in the groups also strongly believe that the success of the program is dependent on whether or not all levels of school personnel fully support the PBIS model, not only front-line teachers. In order to be successful, all levels of personnel from administrators to counselors to janitors must be in support since they may need to deal with the types of situations addressed in the PBIS model. It is felt that top administration must lead this effort to obtain staff support.

Several other interesting highlights also surfaced during the groups:

- Other educational needs such as “teaching children” receive higher priority in schools, thereby limiting the amount of time and effort that can be dedicated to PBIS.
- Some educators felt that the Task Force’s recommendations are unnecessary since they had already adopted the Boys Town Education Model (Wells,1991) or the RTI Model for school-based intervention strategies (Jimmerson, Burns, & VanDerHeyden, 2007). They felt these two Models to be appropriate for their facilities and do not wish to be forced by the state into adopting its PBIS Model.
- There is universal agreement among educators that Positive Behavioral Interventions and Support should apply to all students, not just students with disabilities.



PBIS is the “flavor of the month” and will be replaced with something else in the future.

Educators participating in the groups are in general agreement that their school board has been supportive of their effort to adopt the recommendations. However, in many cases, educators feel their board is not very knowledgeable about PBIS and their support is limited to a directive to “go take care of this thing.” Only one of 16 educators indicates that their board regularly reviewed the status of their efforts regarding PBIS.

Educators participating in the groups are also in general agreement that the Arizona Department of Education and Legislature do very little in supporting schools’ efforts to adopt the legislature’s recommendations. They feel that while these two entities might do some monitoring of the program, they do little or nothing in providing professional development resources. If a district or school wishes to bring in some training resources, they have to hire a private company to provide it – nothing is available from the state. They feel that if the Legislature is going to mandate that schools adopt PBIS, it should provide adequate funding and support to allow them to succeed.

Educators participating in the groups are in universal agreement that the number one step the Arizona Department of Education and Legislature could take to assist in their efforts to comply with the PBIS guidelines is to provide funding so that school personnel can be adequately trained. If direct funding is not available, then any type of training support such as state-provided trainers/councilors and instructional materials would be beneficial.

Educators participating in the groups generally believe that the PBIS Program is worthwhile and will generate positive results in schools. At the same time, several educators stated that PBIS is the “flavor of the month” and will be replaced with something else in the future.

KEY FINDINGS FROM THE SECONDARY RESEARCH

A review of 20 Arizona LEA board meeting minutes reveal that five of the ten sampled school districts had adopted PBIS in accord with SB 1197 – each of which were in urban Arizona. The ten charter schools for which school board minutes and other online information were reviewed did not show evidence of adopting PBIS. The Advisory Board should develop a process by which to monitor charter school adoption of PBIS.

The use and effectiveness of PBIS has been addressed in detail in a substantial number of articles published since 1993. See, for example, several published documents by Sugai & Horner (2002, 2005, 2008). This literature shows that PBIS has proven to be a very effective approach to ensure that students have a positive environment in which to succeed.

A review of national and state PBIS policies shows that most states have embraced the approach and have policies in place to move toward statewide implementation of the approach (George & Martinez, 2007). In 2008 there were 31 state PBIS teams representing 8,000 schools actively implementing PBIS. (Spaulding, Horner, May, & Vincent, 2008). Currently there are more than 9,000 PBIS schools in 40 states (U.S. Department of Education, 2011).

Seven states were reviewed to assess the success of PBIS implementation (See Appendix 5.0, Additional Details on the Success of States Implementing PBIS). The assessment reveals a consistent pattern of significant reductions in office discipline referrals, in-school suspensions and out of school suspensions. Test scores were also positively affected in many schools as a result.

Finally, while most states have implemented legislation regulating the use of restraints and seclusion, there are 18 states that do not have statutory requirements regarding the use of these disciplinary approaches (See Appendix 6.0, Additional Data on Current Federal and State Action in Implementing Legislation Regulating the Use of Restraints and Seclusion). Currently, there is substantial activity among 30 states that are in the process of developing or revising statutes addressing restraints and seclusion.

STUDY TEAM RECOMMENDATIONS

Begin with the PBIS momentum that Arizona had for 11 years and develop approaches to continue the PBISAz Program. See www.PBISAz.org for details of this program, which was discontinued as of June 30, 2010.

Contact all past and current PBIS trainers and administrators to create and schedule a series of Advisory Board organizational meetings to discuss how PBIS can regain its momentum. Invite legislators and select a group of educators who are considered to be champions of PBIS. Information on PBIS champions can be requested from the persons listed below.

BERT	Behavior Education Research and Technology, @ Arizona State University Contact Daniel Gulchak 602.538.0955
UA Links	UA Links Project provides various training workshops, University of Arizona Contact Kris Bosworth 520-626-4350
PBS Program at IHD	Daniel Davidson, Ph.D. BCBA Northern Arizona University Institute for Human Development Contact daniel.davidson@nau.edu 928.523.7035
Jolenea Ferro	University of Arizona, 520-400-9196
Carl Liaupsin	University of Arizona, 520-626-1128
John Umbreit	University of Arizona, 520-621-0946

Schedule and hold Advisory Board organizational meetings to develop an action plan designed to put PBIS in the spotlight in Arizona. For information on how a meeting like this can be organized, see details of typical PBIS conferences below.

Illinois PBIS Network Summer Leadership Conference.

Website: <http://www.cvent.com/events/pbis-advancing-behavior-supports-for-all-students>

National PBIS Leadership Forum

Website: http://www.pbis.org/upcoming_events.aspx

Develop and maintain Leadership Teams to oversee PBIS implementation.

Membership in State or LEA Leadership Teams should be considered by the Advisory Board. It is suggested that Leadership Teams in key states be reviewed to discover the best mix of persons for Arizona Teams. Several models can be used to guide the development of the leadership team.

In Florida, District Leadership Teams direct PBIS activities in the 67 county school districts in that state. In Vermont, a statewide coordinator works with implementation coaches at the local level.

North Carolina has an active Positive Behavior Support Leadership Team that includes state and local representation as well as professionals from college and university professional development programs and community agencies. The team has a focused Action Plan and meets regularly to define and refine the work being done in North Carolina's PBS schools.

Seek partnerships to help replicate a statewide organization such as that of North Carolina.

These partnerships could help develop a statewide organization such as that used in North Carolina. The 14 State-level staff model in North Carolina (about 1/3 larger than Arizona) could be replicated in Arizona with a staff of nine persons broken down as follows: One Director, a Section Chief, and seven regional PBS coordinators.

Consider partnerships with the ADDPC and other appropriate agencies, such as strategically located LEAs, to implement and evaluate the program.

The following agencies should be contacted to discuss partnerships:

- Arizona Center of Disability Law
- Northern Arizona University, Institute for Human Development (IHD)
- Arizona State University
- University of Arizona, Sonoran UCEDD
- Selected LEAs who have PBIS experience

As program builds, develop a network of LEA coaches. Materials are currently available to train coaches from the PBISAz website (PBISAz, 2011).

For legislation, build on models in Maryland and North Carolina.

In 2002, the Maryland General Assembly enacted a law requiring the Maryland State Department of Education to convene a taskforce to address exclusion restraint, and seclusion of students in local school systems and nonpublic special education facilities throughout Maryland. Regulations were promulgated and the implementation of these regulations was effective beginning September 2003 [COMAR 13A.08.04]. The State Board of Education approved amendments to these regulations on August 25, 2009 (State of Maryland, 2011).

North Carolina has evidence (bulleted items below) of each of the following recommended best practices in policy, regulation or guidance documents (North Carolina, 2011).

The best practices include:

- Clear definitions of relevant terms such as "seclusion" and "restraint" and "emergency"
- Clear limitations on what seclusion and restraint techniques specifically are limited or not allowed
- Specifies when seclusion and restraint techniques may be used (for example, that seclusion and restraint only be used as a physical safety procedure, or if permitted as "treatment" or "behavioral intervention" in limited circumstances, the circumstances under which this is permitted.

REPORT

INTRODUCTION

In the summer of 2009, Governor Janice K. Brewer signed Senate Bill 1197, which recognized the need for the development of alternatives to seclusion and restraint when managing the behavior and discipline of pupils with disabilities. This bill created a Legislative Task Force on Best Practices in Special Education and Behavior Management to develop recommendations on best practices. The final report prepared by the Task Force developed recommendations which strongly support Positive Behavioral Interventions and Support (PBIS), a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. This report was distributed to all Local Education Agencies (LEA) and charter schools and they were required to review and consider the adoption of the recommendations contained in the report by June 30, 2010.

TASK FORCE RECOMMENDATIONS

- Create a positive school climate through direct teaching of clear expectations for student behavior, consistent and fair application of rules, identifying and managing areas for conflict, and training staff in methods of positive behavior supports for all students to result in a reduction of school incidents requiring more punitive reactions.
- Provide educational and behavioral assessments and interventions (such as functional behavioral assessments and behavior plans), as well as mental/emotional health supports (such as counseling and social skills training) to all children who need them.
- Train all staff in the use of positive behavior supports for student behavior and in preventive techniques for addressing challenging student behavior.
- Train all school staff in de-escalation techniques.
- If school policies allow for the use of seclusion and/or restraint during crisis management, train relevant school staff in the safe use of the permitted strategies. Allow only personnel who maintain approval as a trainer by the training program to conduct such training.
- Report every instance where crisis management actions have been used (regardless of the location) to the parents [as defined in ARS 15-761 (21)]; to the school and central office administration; and to the LEA's governing board. Use the data to make appropriate modifications to policy, training, and practice.
- Strategies such as restraint and seclusion should be used only for crisis management, not as recurring behavioral interventions.
- Prohibit the use of corporal punishment, mechanical restraints and physical restraints that restrict the student's ability to breathe and communicate (such as prone restraints).

In March 2011, the Arizona Developmental Disabilities Planning Council (ADDPC) commissioned the Behavior Research Center and Pynn & Associates to conduct a study to determine the extent to which LEAs and charter schools have considered adopting the Task Force's recommendations. The results of this effort consist of the following primary and secondary research which is reviewed in this report.

The research was divided into two parts for this study. These were primary (surveys) and secondary research (reviews of existing data) , as outlined below.

PRIMARY RESEARCH
(Behavior Research Center)

- A telephone survey of 107 public school district superintendents and charter school administrators throughout Arizona to determine what actions they have taken to adopt the recommendations of the Legislative Task Force.
- Two focus groups with 16 public school district superintendents/principals and charter school administrators to discuss how Arizona schools are adopting the recommendations of the Legislative Task Force.

SECONDARY RESEARCH
(Pynn & Associates)

- A review of governing board meeting minutes for 20 Arizona LEAs to determine school district and charter school perspectives pertaining to the Legislative Task Force's recommendations.
- The obtaining of supplemental national data on the use and effectiveness of PBIS.
- A review of national and multi-state school policies concerning the use of PBIS.
- A review of the success of other states in implementing PBIS.
- A summary of current federal and state action in implementing legislation regulating the use of restraint and seclusion.

All of the recommendations presented in the report are based on the primary and secondary research described above.

LOCAL EDUCATION AGENCY SURVEY

This project component was comprised of 107 telephone interviews conducted with public school district superintendents (or other appropriate district representative) and charter school administrators throughout Arizona. The sample utilized on this project was developed from information contained on the Arizona Department of Education's website and consisted of 160 public school district superintendents and 325 charter school administrators. Since public schools in Arizona account for nearly 90 percent of students, while charter schools account for only about ten percent of students, the final study sample was designed to reflect the actual distribution of students by school type and county.

FINAL SAMPLE DISTRIBUTION

	School Type	
COUNTY	PUBLIC	CHARTER
Maricopa	29	12
Pima	7	4
Rural North	22	3
Rural South	28	2
	86	21

All of the interviewing on this project was conducted during April 2011 at the Center's computer-assisted telephone interviewing (CATI) facility, where each interviewer worked under the direct supervision of BRC supervisory personnel. All of the interviewers who worked on this project were professional interviewers of the Center. Each had prior experience with BRC and received a thorough briefing on the particulars of this study. During the briefing, the interviewers were trained on (a) the purpose of the study, (b) sampling procedures, (c) administration of the questionnaire, and (d) other project-related factors. In addition, each interviewer completed a set of practice interviews to ensure that all procedures were understood and followed.

Interviewing on this project was conducted during normal business hours. During the interviewing segment of this study, up to ten separate attempts, on different days and during different times of day, were made to contact each selected respondent.

One hundred percent of the completed interviews were edited and any containing errors of administration were removed, the respondent re-called, and the errors corrected. In addition, 15 percent of each interviewer's work was randomly selected for validation to ensure its authenticity and correctness. No problems were encountered during this phase of interviewing quality control.

As the data collection segment of this study was being undertaken, completed and validated interviews were turned over to BRC's in-house Coding Department. The Coding Department edited and coded the interviews. Upon completion of coding, a series of validity and logic checks were run on the data to ensure it was "clean."

When analyzing the results of this survey, it should be kept in mind that all surveys are subject to sampling error. Sampling error, stated simply, is the difference between the results obtained from a sample and those which would be obtained by surveying the entire population under consideration. The size of sampling error varies, to some extent, with the number of interviews completed and with the division of opinion on a particular question.

The sampling error for this study is approximately +/- 7.6 percent, based on a universe of 485. This sampling error has been calculated at the confidence level most frequently used by social scientists – the 95 percent level.

The key findings of this research component are as follows:

Familiarity with Legislative Task Force’s Recommendations on PBIS (See Table 1, Appendix 1)

Ninety-eight percent of the 107 school officials surveyed indicate they have some familiarity with the recommendations of the Legislative Task Force on Best Practices -- 47 percent very familiar, 43 percent somewhat familiar, eight percent not very familiar. Only two percent of school officials indicate they are not at all familiar with the recommendations.

Level of Effort Adopting Legislative Recommendations (See Table 2, Appendix 1)

A majority of the 107 school officials surveyed (51%) reveal that their district or school has fully adopted the recommendation of the Legislative Task Force, while 36 percent reveal they are currently in the process of adopting the recommendations. Little difference is seen in the responses of public school superintendents and charter school administrators.

Main Reason for Not Adopting Legislature’s Recommendations (See Table 3, Appendix 1)

Thirty-six percent of the 14 school officials surveyed who had not yet begun the PBIS adoption process say that their main reason for not yet beginning the process of adopting the recommendations is a lack of awareness of the need to do anything.

Likelihood of Adopting Legislature’s Recommendations (See Table 4, Appendix 1)

Only 41 percent of the 14 surveyed school officials who have not yet begun the adoption process say they intend to do so in the coming 12 months. The remaining officials indicate they either will not begin the adoption process (19%) or are not sure (40%).

Specific Recommendations Adopted (See Tables 5 and 6, Appendix 1)

The 93 surveyed school officials who indicated they are complying with the Task Force’s recommendations (either fully or are in the process) were asked whether or not they had adopted each of four specific recommendations the Task Force felt local education agencies should adopt. Here we find that better than eight out of ten officials reveal that their district or school has adopted each recommendation.

- Parent and administration notification of crisis management actions (90%)
- Creating a positive school climate (89%)
- Restricting the use of crisis management techniques of restraint and/or seclusion (88%)
- Training school staff in pro-active behavior management strategies (84%)

Little difference is found in the responses generated by public school superintendents and charter school administrators.

LOCAL EDUCATION AGENCY FOCUS GROUPS

This project component was comprised of focus groups which were conducted for the purpose of discussing how Arizona schools are adopting the recommendations of the Legislative Task Force on Best Practices for Managing the Behavior and Discipline of Students with Disabilities – Positive Behavioral Interventions and Supports (PBIS).

Two focus groups were conducted at BRC's focus group facility in downtown Phoenix on June 15 and 16, 2011. The groups were composed of 16 school superintendents and principals randomly recruited by BRC staff using a sample developed from information contained on the Arizona Department of Education website.

PROFILE OF THE GROUPS	
GENDER	NUMBER
Males	8
Females	8
SCHOOL TYPE	
District	10
Charter	6
POSITION	
Superintendents	7
Principals	9
GRADE LEVEL	
K - 8	11
9 -12	4
K -12	1
TOTAL	16

The discussion group outline for the groups was designed by BRC in consultation with the Arizona Developmental Disabilities Planning Council and Pynn & Associates. Each of the group participants was paid an honorarium for their time and travel. Those whose school policies did not allow them to accept honoraria donated the money to such things as the student activities fund at their school.

Level of Effort Adopting Recommendations

All but one educator participating in the groups indicated that their institution was in the process of adopting, or had already to some extent, adopted the recommendations of the Legislative Task Force. The one educator who had not begun the process revealed that he had not yet received any information on what was expected.

The vast majority of educators participating in the groups were very supportive of the concepts spelled out in the PBIS model but believe that the main problems in trying to establish the recommendations are lack of funding and time. They view the recommendations of the Task Force as another unfunded mandate they are being asked to comply with. Their attitude is that, in order for the PBIS recommendations to fully work, all staff members need to participate in job-appropriate training. Such training takes time away from all staff members' basic duties, whether that be educating students or facilities maintenance, and is an expensive and time consuming undertaking. Further, it is a generally-held belief that such training is not a one-time session, but rather an ongoing process given employee turnover.



...success of the program is dependent on whether or not all levels of school personnel fully support the PBIS model...

Educators participating in the groups also strongly believe that the success of the program is dependent on whether or not all levels of school personnel fully support the PBIS model, not only front-line teachers. In order to be successful, all levels of personnel from administrators to counselors to janitors must be in support since they may need to deal with the types of situations addressed in the PBIS model. It is felt that top administration must lead this effort to obtain staff support.

Several other interesting highlights also surfaced during this segment of the discussion:

- Other educational needs such as “teaching children” receive higher priority in schools, thereby limiting the amount of time and effort that can be dedicated to PBIS.
- Six educators felt that the Task Force’s recommendations are unnecessary since they had already adopted the Boys Town Education Model (Wells, 1991) or the RTI Model for school-based intervention strategies (Jimmerson, Burns, & VanDerHeyden, 2007). They felt these two Models are appropriate for their facilities and do not wish to be forced by the state into adopting its PBIS Model.
- Several charter school educators revealed that behavioral problems were not an issue in their schools since “problem students” were screened out during the admittance stage.
- There is universal agreement among educators that Positive Behavioral Interventions and Support should apply to all students, not just students with disabilities.

Attitudes About Each of the Task Force’s Four Key Recommendations

Recommendation 1: Recommends creating a positive school climate through direct teaching of clear expectations for student behavior, consistent and fair application of rules, identifying and managing areas for conflict, and training staff in methods of positive behavior supports for all students to result in a reduction of school incidents requiring more punitive reactions.

- The processes spelled out under this recommendation are redundant since they are already established components of schools’ classroom management procedures – they are a given.
- The processes detailed in this recommendation should apply to all students, not just students with disabilities.
- Each school needs to adapt this recommendation to their unique setting, one size does not fit all situations.
- This recommendation is great in theory but very difficult to institute and maintain, not to mention expensive and time consuming.

Recommendation 2: Recommends restricting the use of crisis management techniques of restraint and/or seclusion to cases of imminent danger to a student or to other persons.

- This recommendation is viewed as a given, just common sense.
- Need a definition for “imminent danger.” To the legislature everything is black and white; at the school level, they deal in greys.

- A few have received training in “take down” techniques, which they feel was very useful.
- As with recommendation 1, this recommendation is great in theory but very difficult to institute and maintain, not to mention expensive and time consuming.

Recommendation 3: Recommends training school staff in proactive behavior management strategies, crisis de-escalation, non-injurious crisis intervention, and the development and implementation of behavior intervention plans for identified students.

- This type of training is very useful but time consuming. The training should not be one size fits all but designed for different levels of need. While teachers that work with target students need full, in-depth training, school staff such as janitors or cafeteria workers can receive much less-intense training. All personnel need some level of training in order for things to work successfully.
- This type of training needs to be ongoing due to personnel turn over.
- Much of what is called for under this recommendation is simply so a school can “cover its ass.”
- This type of training is very expensive – where is the money supposed to come from? Why doesn’t the state government provide trainers to assist schools?

Recommendation 4: Recommends reporting every instance where crisis management actions have been used to the parent, to the school and central office administration and to the local education agency’s governing board. It also recommends using the data to make appropriate modifications to policy, training and practice.

- This recommendation calls for “every instance” being reported which is not practical and very burdensome. A more reasonable recommendation would call for “every physical instance.”
- If the police are called in to handle an incident, it is not normally reported.
- Again, this recommendation is great in theory but very difficult to institute and maintain, not to mention expensive and time consuming.

Support From School Board in the Implementation of Recommendations

Educators participating in the groups are in general agreement that their school board has been supportive of their effort to adopt the recommendations. However, in many cases, educators feel their board is not very knowledgeable about PBIS and their support is limited to a directive to “go take care of this thing.” Only one of 16 educators indicate that their board regularly reviewed the status of their efforts regarding PBIS.

Support From the State of Arizona in the Implementation of Recommendations

Educators participating in the groups are also in general agreement that the *state does very little* in supporting schools’ efforts to adopt the legislature’s recommendations. They feel that while the state might do some monitoring of the program, it does little or nothing in providing professional development resources. If a district or school wishes to bring in some training resources, they have to hire a private company to provide it – nothing is available from the state. They feel that if the state is going to mandate that schools adopt PBIS, it should provide adequate funding and support to allow them to succeed.

Steps State Could Take to Aid Schools in Complying With Recommendations

Educators participating in the groups are in universal agreement that the number one step the state could take to assist in their efforts to comply with the PBIS guidelines is to provide funding so that school personnel can be adequately trained. If direct funding is not available, then any type of training support such as state-provided trainers/councilors and instructional materials would be beneficial.

Attitude About Whether the PBIS Program Has Been, or Will Be, A Success or Has Been A Waste of Time and Resources

Educators participating in the groups generally believe that the PBIS Program is worthwhile and will generate positive results in schools. At the same time, several educators stated that PBIS is the “flavor of the month” and will be replaced with something else in the future.

REVIEW OF ARIZONA LEA MEETING MINUTES

The study team reviewed the meeting minutes from 20 sample LEAs. Ten of the sampled LEA's were charter schools, and the remaining 10 were non-charter school districts. All districts and charter schools were selected randomly from a master list of LEA's. Appendix 2 shows the detailed results of this review.

SUPPLEMENTAL NATIONAL DATA ON USE AND EFFECTIVENESS OF PBIS

The study team completed a literature search to obtain the necessary data on the use and effectiveness of PBIS. Among the items obtained are the following:

- An annotated bibliography of recent effectiveness studies - Appendix 3.
- A section on PBIS measures outlines the prevalent measurement approaches currently in use in the United States - Appendix 10-11.
- A PBIS bibliography - Appendix 8.
- A list of State PBIS websites and contacts - Appendix 9.

Use and effectiveness of PBIS: Training and Technical Assistance Keys to Success

Training and technical assistance over the long term are critical to the successful implementation of PBIS, and have been shown to be functionally related to improved implementation of universal-level School-wide Positive Behavioral Support (SWPBS) practices. An effectiveness analysis conducted in elementary schools in Hawaii and Illinois, where training and technical assistance in SWPBS was provided by regular state personnel over a 3-year period, has shown how critical regularly available training and technical assistance are for long-term success.

The model that seems to work the best is to have one central organization responsible for statewide training, such as a State Education Agency or a university.

Given the appropriate level of training and technical assistance, Positive Behavioral Interventions and Support

(PBIS) is a whole-school prevention strategy that alters the school environment by creating improved systems (e.g., discipline, reinforcement, and data management) and procedures (e.g., collection of office referral data, training, team-based decision making) to promote positive changes in student and teacher behaviors. The results of many studies reveal significant reductions in externalizing and total problem behaviors for students.

Frequently cited outcomes of PBIS include: (a) a reduction in the number of office referrals; (b) reduced frequency of rules-based violations on the part of students; (c) reduced use of punitive consequences such as time-outs, written reprimands, and student conferences on the part of the faculty and administration; and (d) an increase in scores on state-mandated academic achievement assessments administered to students.

One long term analysis on data from 2,596 staff revealed a significant effect of PBIS on the schools' overall organizational health, resource influence, staff affiliation, and academic emphasis over a 5-year trial. The effects on collegial leadership and institutional integrity are significant when implementation fidelity was included in the model.

In a study of rural schools, a reduction in Office Discipline Referrals (ODRs) during PBIS implementation was noted in years 1 and 2 of the program, but these effects waned during year 3, suggesting sustainability problems. Although suspensions for all students combined were significantly reduced between Year 1 and Year 3, visual observations showed an increase in suspensions for White and African American students in Year 3, again suggesting sustainability concerns.

Sustainability, then, is key to the success of PBIS, and continued training and technical assistance seems key to maintaining this sustainability.

REVIEW OF NATIONAL AND MULTI-STATE SCHOOL POLICIES CONCERNING THE USE OF PBIS

A review of national and multi-state school policies concerning the use of PBIS can be found in Appendix 5.

National PBIS Policies

On April 6, 2011, U.S. Rep. George Miller (D-CA), the senior Democrat on the Education and the Workforce Committee, introduced The Keeping All Students Safe Act, bipartisan legislation to prevent schoolchildren from being abused as a result of inappropriate uses of restraint and seclusion, often involving untrained staff. This legislation would:

- Limit physical restraint and locked seclusion, allowing these interventions only when there is imminent danger of injury, and only when imposed by trained staff;
- Outlaw mechanical restraints, such as strapping kids to chairs, and prohibit restraints that restrict breathing;
- Require schools to notify parents after incidents when restraint or seclusion was used;
- Encourage states to provide support and training to better protect students and prevent the need for emergency behavioral interventions; and
- Increase transparency, oversight and enforcement tools to prevent future abuse.

Overview of PBS in the U.S. Department of Education

Positive behavior and support was codified as part of the Federal Individuals with Disabilities Education Act of 1997 (IDEA '97). According to IDEA '97, PBS is the recommended form of intervention for dealing with challenging behavior in children with disabilities. Failure to implement IDEA, due to a lack of incentives or negative attitudes toward children with challenging behaviors by administrators, policy makers and school personnel, is unacceptable. Students should not be excluded from school based solely upon inappropriate social behavior. Appropriate services can readily address and modify many of these behaviors, leading to more positive outcomes than simple punishment (Cohen, 2001).

The 1997 amendments to IDEA introduced the requirement that individualized education program (IEP) teams consider the use of positive behavioral interventions and supports, and other strategies, to address the behavior of a child with disabilities whose behavior impedes the child's learning or that of others. In response, the Office of Special Education Programs (OSEP) funded the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS Center I) in 1998 to assist state educational agencies (SEAs) and local educational agencies (LEAs) address this new statutory requirement (United States Department of Education, 2008).

A framework was developed for implementing school-wide and program-wide positive behavioral supports (PBS). The framework consisted of the following three levels of interventions: primary, secondary, and tertiary. Primary interventions are system-wide strategies that support the appropriate behavior of all students in a school or program. Secondary interventions are targeted interventions for students at-risk for behavioral problems. Tertiary interventions are the most intensive and consist of individualized interventions for students exhibiting more serious behavioral problems. (United States Department of Education, 2008)

The second iteration of the PBIS Center (PBIS Center II), funded in 2003, continued the work of PBIS Center I and strengthened the evidence base for implementing primary, secondary, and tertiary interventions in schools and programs by evaluating, documenting, and disseminating information on the implementation of PBS components, identified during PBIS Center I, in a variety of demonstration sites. PBIS Center II also continued to identify and further develop school and program components needed for successful implementation of PBS, including among others, systems that support training and coaching for staff supporting the implementation of PBS and collecting and using data to scale-up and sustain PBS. In addition, PBIS Center II provided TA to SEAs and LEAs to develop their capacity to implement and sustain these components in schools or programs. (U.S. Department of Education, 2008)

Over the past six years, the U.S. Department of Education's Office of Special Education Programs (OSEP) has invested in technical assistance to states and districts choosing to implement School Wide Positive Behavioral Interventions and Support (SWPBIS). Over 2900 schools across 34 states are now implementing or in the process of adopting SWPBIS. Implementation is occurring primarily in elementary and middle schools, but the approach is now being adapted, applied, and studied in over 200 high schools. (Horner, Sugai & Vincent, 2005). The U.S. Department of Education, Office of Special Education Programs funds the National Technical Assistance Center on Positive Behavioral Interventions and Support.

Support and recognition for PBIS appears to be stable at the federal level. The current administration is in the process of reviewing educational priorities and funding, including PBIS. The OSEP Technical Assistance Center on Positive Behavioral Interventions and Support (PBIS) is a collaboration between the U.S. Department of Education and 11 technical assistance units across the United States. The TAC is directed by Drs. George Sugai (University of Connecticut), Rob Horner (University of Oregon), and Tim Lewis (University of Missouri). The TAC builds from a ten year history of defining, implementing and evaluating PBIS across more than 9000 schools in forty states (United States Department of Education, 2011).

The logic for the TAC is based on (a) documented need for improving the social behavior of students in U.S. schools, (b) demonstrated success of PBIS to improve both student social behavior and academic performance, (c) demonstrated effectiveness of PBIS as a practical technology that can be implemented at socially important scales by actual implementers, (d) the value of school-wide behavior support systems on the education of children with disabilities, and (e) a current need to extend PBIS practices to a broader range of students, schools, and contexts. The TAC (a) provides the technical assistance to encourage large-scale implementation of PBIS; (b) provides the organizational models, demonstrations, dissemination, and evaluation tools needed to implement PBIS with greater depth and fidelity across an extended array of contexts; and (c) extends the lessons learned from PBIS implementation to the broader agenda of educational reform (United States Department of Education (2011).

State PBIS Policies

National Center on Education Statistics (NCES). Table 8 on page 48 provides information on the number of schools implementing SWPBIS, as reported by all states as of October 1, 2008. This information is collected and disseminated by the National Center on Education Statistics, whose data publications generally have a lag time of 1-2 years.

According to NCES data there were 31 State PBIS Teams at the end of 2008. These states reported that 7,953 schools were implementing PBIS. Of the states reporting:

- 4 states reported that there were no schools implementing PBIS (Indiana, Maine, Mississippi, and Nebraska)
- 23 states reported up to 100 schools implementing PBIS
- 18 states reported from 101-300 schools implementing PBIS
- 6 states reported over 300 schools implementing PBIS
- The two states with the highest number of schools implementing PBIS were Illinois (804) and North Carolina (691)

The chart on page 49 shows the percent of schools implementing PBIS by state. Of the states reporting:

- 3 states reported 40 percent or more of their schools implementing PBIS
- 6 states reported that 20-30 percent of their schools were implementing PBIS
- 10 states reported that 10-20 percent of their schools were implementing PBIS
- 32 states reported that less than 10 percent of their schools were implementing PBIS

States with the largest number of school districts or schools participating in PBIS share several traits important to the successful implementation of PBIS. These are:

- Direct participation of the State Education Agency
- An organization offering training and technical assistance throughout the state
- A network of local school district and school coaches with direct support from the district and/or the schools

If Arizona moves toward full implementation of PBIS, the state has the advantage of 11 years of experience with a model similar to those that have succeeded in other states. The Arizona PBISAz Program had the direct participation of the State Education Agency and organizations that provided PBIS training. The one element that may have been missing was a network of school district and school coaches.

REVIEW OF THE SUCCESS OF STATES IN IMPLEMENTING PBIS

In reviewing the factors that lead to the success of states that have implemented PBIS, it is clear that training and technical assistance are key to the development and sustainability of the program.

Seven states have fully evaluated PBIS policies. These states share several attributes that ensure success. These are the availability of training and technical assistance and the support of State and Local Education Agencies. Details about the findings can be found in Appendix. Additional details on the success of states implementing PBIS can be found in Appendix 6.

SUMMARY OF CURRENT FEDERAL AND STATE ACTION IN IMPLEMENTING LEGISLATION REGULATING THE USE OF RESTRAINTS AND SECLUSION IN SCHOOLS DRAWING STATE-BY-STATE COMPARISONS (SEE APPENDIX 7)

National Legislation

On April 6, 2011, U.S. Rep. George Miller (D-CA), the senior Democrat on the Education and the Workforce Committee, introduced The Keeping All Students Safe Act, bipartisan legislation to prevent schoolchildren from being abused as a result of inappropriate uses of restraint and seclusion, often involving untrained staff. This legislation would:

- Limit physical restraint and locked seclusion, allowing these interventions only when there is imminent danger of injury, and only when imposed by trained staff;
- Outlaw mechanical restraints, such as strapping kids to chairs, and prohibit restraints that restrict breathing;
- Require schools to notify parents after incidents when restraint or seclusion was used;
- Encourage states to provide support and training to better protect students and prevent the need for emergency behavioral interventions; and
- Increase transparency, oversight and enforcement tools to prevent future abuse.

State Legislation¹

There are no statutory requirements regarding the use of restraints and seclusion practices in schools in 18 states. 30 states are currently developing or revising state statutes, regulations, policies or guidance.

¹ State legislation is summarized from U.S. Department of Education, Summary of Seclusion and Restraint Statutes, Regulations, Policies and Guidance, by State and Territory, 2010. See <http://www2.ed.gov/policy/seclusion/seclusion-state-summary.html>

RECOMMENDATIONS

Begin with the PBIS momentum that Arizona had for 11 years and develop approaches to continue the PBISAz Program. See www.PBISAz.org for details of this program, which has been recently discontinued.

Approach

- Contact all past and current PBIS trainers and administrators and schedule a series of Advisory Board organizational meetings to discuss how PBIS can regain its momentum. Invite legislators and select a group of educators who are considered to be champions of PBIS. Information on PBIS champions can be requested from the persons listed below.

BERT	Behavior Education Research and Technology, @ Arizona State University Contact Daniel Gulchak 602.538.0955
UA Links	UA Links Project provides various training workshops, University of Arizona Contact Kris Bosworth 520-626-4350
PBS Program at IHD	Daniel Davidson, Ph.D. BCBA Northern Arizona University Institute for Human Development Contact daniel.davidson@nau.edu 928.523.7035
Jolenea Ferro	University of Arizona, 520-400-9196
Carl Liaupsin	University of Arizona, 520-626-1128
John Umbreit	University of Arizona, 520-621-0946

- Schedule and hold Advisory Board organizational meetings to develop an action plan designed to put PBIS in the spotlight in Arizona.

For information on how a meeting like this can be organized, see details of the August conference in Illinois below.

2011 Illinois PBIS Network Summer Leadership Conference featuring Illinois PBIS Leaders & Implementers. Sessions cover more than 75 topics and include school presenters with actual examples. Administrator Academy, CPDU, and CEU credits are available. For more information go to the following website: <http://www.cvent.com/events/pbis-advancing-behavior-supports-for-all-students>

2011 National PBIS Leadership Forum is schedule for October 27-28, 2011, in Rosemont, Illinois. This two-day forum for state, district and regional Leadership Teams has been designed to help increase the effectiveness of School-wide PBIS Implementation. Leadership teams early in the process of School-wide PBIS implementation will gain information about initiating implementation and obtain examples of successful early development.

Develop and maintain Leadership Teams to oversee PBIS implementation

Approach

- Membership in State or PEA Leadership Teams should be considered by the Advisory Board. It is suggested that Leadership Teams in key states be reviewed to discover the best mix of persons for Arizona Teams. Several models can be used to guide the development of the leadership team.

In Florida, District Leadership Teams direct PBIS activities in the 67 county school districts in that state. In Vermont, a statewide coordinator works with implementation coaches at the local level.

North Carolina has an active Positive Behavior Support Leadership Team that includes state and local representation as well as professionals from college and university professional development programs and community agencies. The team has a focused Action Plan and meets regularly to define and refine the work being done in North Carolina's PBS schools.

Seek Partnerships to help replicate a statewide organization such as that of North Carolina

These partnerships could help develop a statewide organization such as that used in North Carolina. The 14 State-level staff model in North Carolina (about 1/3 larger than Arizona) could be replicated in Arizona with a staff of nine persons broken down as follows: One Director, a Section Chief, and seven regional PBS coordinators.

Look at a partnership with the Arizona Developmental Disabilities Planning Council and other appropriate agencies, such as strategically located PEAs to implement and evaluate the program.

The following agencies should be contacted to discuss partnerships:

Arizona Center of Disability Law
Arizona State University
Northern Arizona University, Institute for Human Development
University of Arizona, Sonora University Center for Excellence in Developmental Disabilities
Selected LEAs who have PBIS experience

As program builds, develop a network of Public Education Agency (PEA) coaches. Materials are available to train coaches from the PBISAz website (PBISAz, 2011).

For legislation, build on models in Maryland and North Carolina.

In 2002, the Maryland General Assembly enacted a law requiring the Maryland State Department of Education to convene a taskforce to address exclusion restraint, and seclusion of students in local school systems and nonpublic special education facilities throughout Maryland. Regulations were promulgated and the implementation of these regulations was effective beginning September 2003 [COMAR 13A.08.04]. The State Board of Education approved amendments to these regulations on August 25, 2009 (State of Maryland, 2011).

North Carolina has evidence (bulleted items below) of each of the following recommended best practices in policy, regulation or guidance documents (North Carolina, 2011).

The best practices include:

- Clear definitions of relevant terms such as “seclusion” and “restraint” and “emergency”
- Clear limitations on what seclusion and restraint techniques specifically are limited or not allowed
- Specifies when seclusion and restraint techniques may be used (for example, that seclusion and restraint only be used as a physical safety procedure, or if permitted as “treatment” or “behavioral intervention” in limited circumstances, the circumstances under which this is permitted).

REFERENCES

REFERENCES

- Cohn, A.M. (2001) *Positive Behavioral Supports: Information for Educators*, National Association of School Psychologists. Bethesda, Maryland.
- George, H.P., & Martinez, S.A., (2007) How to Get PBIS in Your School. retrieved from <http://www.pbis.org/common/pbisresources/publications/Newsletter>
- Horner, H., Sugai, G., & Vincent, C. (2005) School-wide Positive Behavior Support: Investing in Student Success. *Impact*, 18(2), 4-5.
- Jimmerson, S., Burns, M., & VanDerHeyden, A. (Eds.)(2007). *Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.
- PBISAz. Positive Behavioral Interventions and support (2011). Retrieved from <http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.08.04>.
- Spaulding, S. A., Horner, R. H., May, S. L., & Vincent, C. G. (2008). Evaluation brief: Implementation of school-wide PBS across the United States. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Web site: http://pbis.org/evaluation/evaluation_briefs/default.aspx
- State of Maryland, Office of the Secretary of State (2011). 13A STATE BOARD OF EDUCATION, Subtitle 08 STUDENTS, Chapter 04 Student Behavior Interventions. Retrieved from http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.08.04.*
- State of North Carolina. Department of Public Instruction (2011). House Bill 1032, The Deborah Greenblatt Act North Carolina Gen. Stat.§115C-391.1. Retrieved from <http://www.slideshare.net/tabithastormer71/hb1032-act>
- Sugai, G., & Horner, R. H. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child and Family Behavior Therapy*, 24, 23-50.
- Sugai, G., & Horner, R.H., (2002) The Evolution of Discipline Practices: School-Wide Positive Behavior Supports. *Child & Family Behavior Therapy*. The Haworth Press, Inc. 24, 23-50.
- Sugai, G., & Horner, R. H. (2005). School-wide positive behavior supports: Achieving and sustaining effective learning environments for all students. In W. H. Heward (Ed.), *Focus on behavior analysis in education: Achievements, challenges, and opportunities* (pp. 90-102). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Sugai, G., & Horner, R.H. (2008). What we know and need to know about preventing problem behavior in schools. *Exceptionality*, 16, 66-77.
- United States Department of Education (2008). Funding Announcement (Federal Register: Volume 73, Number 147). Washington, DC: U.S. Government Printing Office.
- United States Department of Education (2011). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Retrieved from <http://www.pbis.org/>
- Wells, P. (1991). Boys Town Education Model. retrieved from <http://www.boystown.org/educators/education-model>

APPENDIX

1	Survey Tables	20
2	LEA Meeting Minutes Review	37
3	Annotated Bibliography on Use and Effectiveness of PBIS.....	34
4	School-wide Positive Behavior Support (SWPBS) Measures	39
5	Review of Policies Concerning use of PBIS – Detail	43
6	Additional Details on the Success of States Implementing PBIS.....	62
7	Additional Data on Current Federal and State Action in Implementing Legislation Regulating the Use of Restraints and Seclusion.....	71
8	PBIS Bibliography	100
9	State-Level PBIS Websites or Contacts	113
10	Benchmarks of Quality.....	117
11	School-wide Evaluation Tool (SET).....	137
12	Effective Behavior Support Survey	145
13	Boys Town Education/RTI Model	158

SURVEY TABLES

1 SURVEY TABLES

TABLE 1: FAMILIARITY WITH LEGISLATIVE TASK FORCE'S RECOMMENDATIONS ON PBIS

“To begin, would you say you are very familiar, somewhat familiar, not very familiar or not at all familiar with the recommendations of the Legislative Task Force on best practices for managing the behavior and discipline of students with disabilities?”

	Very	Some- what	Not Very	Not At All	TOTAL FAMIL- IAR ¹
TOTAL	47%	43%	8%	2%	98%
TYPE					
Public	54	40	6	0	100
Charter	19	55	17	9	91
AREA					
Maricopa	58	36	4	2	98
Pima	30	50	20	0	100
Rural – North	36	50	14	0	100
Rural – South	46	44	6	4	96
GRADE LEVEL					
K to 8	37	46	13	4	96
9 to 12	49	46	3	2	98
K to 12	55	39	6	0	100
¹ VERY + SOMEWHAT + NOT VERY					

**TABLE 2: LEVEL OF EFFORT ADOPTING
LEGISLATIVE RECOMMENDATIONS**

“Which one of the following three statements best describes your (district’s/school’s) effort to adopt the recommendations of the Legislative Task Force since they were published in the fall of 2009?”

	My (district/school) has fully adopted recommendations of Legislative Task Force	My (district/school) is in the process of adopting recommendations of Legislative Task Force	My (district/school) has not yet begun work on adopting recommendations of Legislative Task Force
TOTAL	51%	36%	13%
TYPE			
Public	50	37	13
Charter	56	31	13
AREA			
Maricopa	59	26	15
Pima	20	80	0
Rural – North	54	32	14
Rural – South	50	35	15
GRADE LEVEL			
K to 8	54	37	9
9 to 12	57	17	26
K to 12	47	41	12

TABLE 3: MAIN REASON FOR NOT ADOPTING
LEGISLATURE'S RECOMMENDATIONS

(AMONG THOSE WHO HAVE NOT
BEGUN WORK ON RECOMMENDATIONS)

“What would you say are the main reasons your (district/school) has not begun the process of adopting the recommendations of the Legislative Task Force?”

Wasn't aware of them/haven't thought about/ haven't received anything/not sure what they entail	36%
We're in secure setting – our students are in jail	15
We have our own plan of action, but it complies with state regulations	17
We follow local District policy	12
Not necessary for a school of our small size/ waste of time	12
Waiting for Congress to pass national recommendations	9
Our board is very independent	2
(NUMBER OF PARTICIPANTS)	(14)
Total exceeds 100% due to multiple responses.	

**TABLE 4: LIKELIHOOD OF ADOPTING
LEGISLATURE'S RECOMMENDATIONS**

(AMONG THOSE WHO HAVE NOT
BEGUN WORK ON RECOMMENDATIONS)

“Will your (district/school) definitely, probably, probably not or definitely not begin the process of adopting the Legislative Task Force’s recommendations in the next 12 months?”

Definitely	9%
Probably	32
Probably not	17
Definitely not	2
Not sure	40
Total	100%
(NUMBER OF PARTICIPANTS)	(14)

TABLE 5: SPECIFIC RECOMMENDATIONS ADOPTED

(AMONG THOSE WHO ARE COMPLYING WITH RECOMMENDATIONS)

“Next, the Legislative Task Force made four specific recommendations that they felt local education agencies should adopt. I’d like to read you each recommendation and as I do, please just tell me if your district has or has not adopted each one.”

	Has Adopted	Has Not Adopted	Not Sure
The final recommendation addressed notice requirements to parents and school administrators. It recommended reporting every instance where crisis management actions have been used to the parent, to the school and central office administration and to the local education agency’s governing board. It also recommended using the data to make appropriate modifications to policy, training and practice. Has your district adopted this recommendation?	90%	8%	2%
The first recommendation addressed best practices for managing the behavior and discipline of students with disabilities. It recommended creating a positive school climate through direct teaching of clear expectations for student behavior, consistent and fair application of rules, identifying and managing areas for conflict, and training staff in methods of positive behavior support for all students to result in a reduction of school incidents requiring more punitive reactions. Has your district adopted this recommendation?	89%	10%	1%
The second recommendation addressed disciplinary actions which should be prohibited. It recommended restricting the use of crisis management techniques of restraint and/or seclusion to cases of imminent danger to a student or to other persons. Has your district adopted this recommendation?	88	10	2
The third recommendation addressed training for school personnel. It recommended training school staff in proactive behavior management strategies, crisis de-escalation, non-injurious crisis intervention, and the development and implementation of behavior intervention plans for identified students. Has your district adopted this recommendation?	84	16	0

**TABLE 6: SPECIFIC RECOMMENDATIONS
ADOPTED – DETAIL**

% THAT HAS ADOPTED

	Parent/ Administration Notification	Create Positive Climate	Restricted Use of Restraint/ Seclusion	Staff Training
<u>TOTAL</u>	90%	89%	88%	84%
<u>TYPE</u>				
Public	89	88	89	85
Charter	92	95	85	82
<u>AREA</u>				
Maricopa	90	91	89	88
Pima	100	100	90	90
Rural – North	89	84	89	89
Rural – South	86	86	86	73
<u>GRADE LEVEL</u>				
K to 8	89	93	89	85
9 to 12	91	91	81	85
K to 12	90	85	90	84

**LEA MEETING
MINUTES REVIEW**

2 LEA MEETING MINUTES REVIEW

TABLE 7: ACTIONS COMPLETED IN CONSIDERATION AND ADOPTION OF PBIS

Name of LEA	Actions	Mentioned		PBIS adopted	
		Yes	No	Yes	No
Amphitheater Public Schools Pima County	<p>Minutes 3-9-2010</p> <p>Amphitheater School District places an emphasis on a variety of positive behavioral supports and interventions through its training of special education staff. And, the District-wide Special Education Staff Development Series (which is being implemented by General Counsel and the Student Services Department staff) has a substantial component on disciplinary procedures for special education students, including functional behavioral assessments and behavioral intervention plans.</p> <p>In addition, even prior to the recommendations of the Task Force, Amphitheater staff was in the process of developing a District policy which would address both the proper and prohibited uses of physical restraint or seclusion. While the District and its students have not experienced the type of tragedies documented in the attached reports, and without regard to the Task Force recommendations, the very nature of the use of restraint or seclusion compels the need for a policy.</p> <p>General Counsel has consulted with the Student Services Department and Special Education staff to develop the attached draft policy. (See Attachment 2**). It reflects not only many of the recommendations of the Task Force but also those of District staff familiar with our programs, our services and, most importantly, our students.</p>	X		X	

TABLE 7: ACTIONS COMPLETED IN CONSIDERATION AND ADOPTION OF PBIS

Name of LEA	Actions	Mentioned		PBIS adopted	
		Yes	No	Yes	No
Bonita Elementary School District Graham County	No mention of PBIS found in board minutes from August 2009 - July 2010		X		X
Catalina Foothills School District Pima County	<p>Minutes May 11, 2010</p> <p>Adoption of the Recommendations by the Task Force on Best Practices in Special Education and Behavior Management Created by Arizona Senate Bill 1197</p> <p>Ms. Downey presented the recommendations from a task force created by legislation related to the best practices in special education and behavior management. She recommended that the board adopt the task force recommendations in their entirety. Dr. Sergeant-Abbate gave background regarding the development of the task force and agreed with the recommendation for the adoption of the document.</p> <p>Dr. Camenisch asked about the training of personnel addressed in the recommendations.</p> <p>Dr. Sergeant-Abbate explained that district psychologists and special education teachers were already doing this at CFSD. Ms. Siegler asked if all staff were trained. Dr. Sergeant-Abbate stated only staff working with students with aggression issues.</p> <p>Upon a motion by Ms. Jellison and a second by Dr. Camenisch, the governing board adopted the recommendations by the Task Force on Best Practices in Special Education and Behavior Management created by Arizona Senate Bill 1197, as presented. Motion carried 5-0.</p>	X		X	
Colorado City Unified School District #14 Mohave County	No minutes available online.				

TABLE 7: ACTIONS COMPLETED IN CONSIDERATION AND ADOPTION OF PBIS

Name of LEA	Actions	Mentioned		PBIS adopted	
		Yes	No	Yes	No
Dysart Unified School District Maricopa County	Minutes reviewed from August 12, 2009 through December 15, 2010. No mention of SB1197 or PBIS.		X		X
Gadsden Elementary School District 32 Yuma County	Minutes reviewed from August 2009 to April 2011. No mention of SB1197 or PBIS.		X		X
Higley Unified School District Maricopa County	<p>June 10, 2010 Minutes</p> <p>Mrs. Whitener moved to adopt recommendations for the Legislative Task Force for Best Practices in Special Education and Behavior Management, with two changes – adopt the recommendations as procedure but not policy, as new federal regulations are currently being developed and may result in additional revisions; and, report all incidents of restraint to the Governing Board in a report that includes the number of students, the location of the students and the district staff involved, with specific student information withheld to protect student confidentiality. Mr. Land seconded the motion. The motion carried 3 to 0.</p>	X		X	

TABLE 7: ACTIONS COMPLETED IN CONSIDERATION AND ADOPTION OF PBIS

Name of LEA	Actions	Mentioned		PBIS ad- opted	
		Yes	No	Yes	No
Lake Havasu Unified School District #1	<p>May 11, 2010 Minutes</p> <p>Policy Advisory 371 JK — Student Discipline and the Form for District Choices on the Task Force Recommendations on Best Practices in Special Education and Behavior Management. Senate Bill 1197 passed an Act establishing a task force on the best practices in special education and behavior management. The task force was directed to:</p> <p>(1) examine, evaluate and make recommendations concerning the best practices for managing the behavior and discipline of pupils with disabilities, including (a) a list of prohibited disciplinary actions, (b) mandatory or recommended training for special education teachers and classroom aides, [and] (c) parental notice requirements concerning disciplinary actions.</p> <p>The Act further directed that, on or before June 30, 2010, each school district governing board shall conduct a public meeting to review and consider the adoption of the best practice recommendations submitted by the task force on best practices in special education and behavior management. The governing board may modify the best practice recommendations if the governing board determines that modifications are necessary to accommodate the needs and circumstances of the school district.</p> <p>The District is completing year two of its PBIS grant for Jamaica and Nautilus Elementary. As part of our PBIS grant requirements, a five year PBIS implementation and sustainability plan will be developed for the District. These recommendations will be reviewed in the future after PBIS is implemented district-wide. Mr. Hobday moved that the Board approve the first presentation of revised Policy JK Student Discipline. It is further recommended that the Board approve the District's preferences for its programs of behavior management and discipline of special education students. Mr. Rooney seconded the motion. Ms. Malay reported that there will be a PBIS presentation at the June 8, 2010 board meeting. ROLL CALL VOTE: Hobday: YES, Rooney: YES, Iannone: YES, Troyer: YES, Navaretta: YES</p>	X		X	

TABLE 7: ACTIONS COMPLETED IN CONSIDERATION AND ADOPTION OF PBIS

Name of LEA	Actions	Mentioned		PBIS ad- opted	
		Yes	No	Yes	No
Maricopa Unified School District #20	<p>June 9, 2010</p> <p>Review and Discuss Policy JK- Student Discipline as it relates to Senate Bill 1197</p> <p>Superintendent Kleck stated that the original ASBA policy came out as policy JK which is student discipline. This item is currently not in policy and Mr. Kleck stated that it is anticipated that ASBA and its attorneys will be constructing a separate policy on this item. Dr. Kym Marshall met with teachers, counselors and principals in the schools that house the special education programs about the bill and how it relates to the special education students. This bill focuses on the best practices in special education and behavior management. This technically should not be a part of the student discipline policy. It would assist and provide policy and regulations on seclusion and restraint. Some of the school districts opted not to do this and other districts modified the policy and regulations that were suggested. The district currently employs two counselors and psychologists that are educated on crisis prevention and provide the staff the necessary education on this topic. The district has focus rooms, quiet rooms or sensory rooms that provide the student with the opportunity to help the student decompress. The proposed policy also discussed corporal punishment, training in uses of seclusion and restraint procedures as well as prohibited uses of physical and mechanical restraints.</p>	X			X
Nadaburg Unified School District #81	No meeting minutes available online. Agendas used but no mention of Senate Bill 1197 or PBIS		X		X
Peach Springs Unified School District #8	Web page under construction		X		X

TABLE 7: ACTIONS COMPLETED IN CONSIDERATION AND ADOPTION OF PBIS

Name of LEA	Actions	Mentioned		PBIS adopted	
		Yes	No	Yes	No
Charter Schools					
Academy of Building Industries Fort Mohave, AZ	No mention of SB1197 or PBIS on their website. No Board minutes available. http://www.aobihs.com/#!		X		X
Accelerated Learning Center Phoenix	No mention of SB1197 or PBIS on their website. No Board minutes available. http://canadyalc.com/Faculty.htm		X		X
Adams Traditional Academy Phoenix	No mention of SB1197 or PBIS on their website. No Board minutes available. https://www.adamstraditionalacademy.org/Home_Page.html		X		X
Alhambra College Preparatory High School Phoenix	No mention of SB1197 or PBIS on their website. No Board minutes available. alhambracollegeprep.org		X		X
Ambassador Academy Phoenix	No mention of SB1197 or PBIS on their website. Board minutes available for January 2011 only. http://www.ambassadoracademy.us/		X		X
Apache Trail High School Apache Junction	No mention of SB1197 or PBIS on their website. No Board minutes available. http://www.apachetrailhs.com		X		X
Arizona Charter Academy Surprise	No mention of SB1197 or PBIS on their website. No Board minutes available. http://azcharteracademy.com		X		X
Arts Academy at Estrella Mountain	No mention of SB1197 or PBIS on their website or Board minutes. http://www.plcaaem.com/pages/Arts_Academy_at_Estrella_Mount		X		X
BASIS Oro Valley Oro Valley	No mention of SB1197 or PBIS on their website. No Board minutes available. http://www.basisschools.org		X		X
Blueprint High School Chandler	No mention of SB1197 or PBIS on their website. No Board minutes available. http://www.blueprinthischool.org/		X		X

ANNOTATED BIBLIOGRAPHY

3 ANNOTATED BIBLIOGRAPHY ON USE AND EFFECTIVENESS OF PBIS

Barrett, Susan B.; Bradshaw, Catherine P.; Lewis-Palmer, Teri. Maryland Statewide PBIS Initiative: Systems, Evaluation, and Next Steps, *Journal of Positive Behavior Interventions*, v10 n2 p105-114 2008.

There is growing interest in positive behavior supports among state departments of education and local school systems as an efficient and effective strategy for addressing students' increasing and intensifying discipline needs. Positive Behavioral Interventions and Supports (PBIS) is one whole-school prevention strategy that alters the school environment by creating improved systems (e.g., discipline, reinforcement, and data management) and procedures (e.g., collection of office referral data, training, team-based decision making) to promote positive changes in student and teacher behaviors. This article describes a statewide systems approach to the implementation of PBIS. An overview of the PBIS Maryland multilevel implementation model is presented with a focus on school- and district-level structures that support implementation. Preliminary results are presented from the state's summative and formative evaluation being conducted in 467 schools trained in PBIS. The evaluation findings suggest that the state has developed an efficient statewide structure for promoting high-fidelity implementation of PBIS. (Contains 2 tables and 4 figures.)

Benner, Gregory J.; Beaudoin, Kathleen M.; Chen, Pei-Yu; Davis, Carol; Ralston, Nicole C. The Impact of Intensive Positive Behavioral Supports on the Behavioral Functioning of Students with Emotional Disturbance: How Much Does Fidelity Matter? *Journal of Behavior Assessment and Intervention in Children*, v1 n1 p85-100 2010.

The two purposes of the pre-post naturalistic research design were to: 1) Investigate the impact of positive behavioral interventions and supports (PBIS) on the behavioral functioning of students with emotional disturbance (ED) (N = 37) served in self-contained settings; and 2) examine the extent to which teacher fidelity of PBIS implementation influenced student changes in behavioral functioning over the course of a school year. Results revealed significant reductions in externalizing and total problem behaviors for the students. Additionally, teacher fidelity to PBIS played a large and statistically significant role in improving the behavior of students with emotional disturbance. Limitations of the design and implications of the findings are discussed. (Contains 3 tables.)

Bradshaw CP, Koth CW, Thornton LA, Leaf PJ. Altering school climate through school-wide Positive Behavioral Interventions and Supports: findings from a group-randomized effectiveness trial. *Prev Sci*. 2009 Jun;10(2):100-15.

Positive Behavioral Interventions and Supports (PBIS) is a universal, school-wide prevention strategy that is currently implemented in over 7,500 schools to reduce disruptive behavior problems. The present study examines the impact of PBIS on staff reports of school organizational health using data from a group-randomized controlled effectiveness trial of PBIS conducted in 37 elementary schools. Longitudinal multilevel analyses on data from 2,596 staff revealed a significant effect of PBIS on the schools' overall organizational health, resource influence, staff affiliation, and academic emphasis over the 5-year trial; the effects on collegial leadership and institutional integrity were significant when implementation fidelity was included in the model. Trained schools that adopted PBIS the fastest tended to have higher levels of organizational health at baseline, but the later-implementing schools tended to experience the greatest improvements in organizational health after implementing PBIS. This study indicated that changes in school organizational health are important consequences of the PBIS whole-school prevention model, and may in turn be a potential contextual mediator of the effect of PBIS on student performance.

Cornell, DG and Mayer, MJ. Why Do School Order and Safety Matter? *Educational Researcher* January 2010 vol. 39 no. 1 7-15.

This article identified the transactional nature of discipline, the multiple factors that affect discipline, and the importance of the school wide context. It examined three approaches to creating a disciplined school environment and suggested how they could be integrated or aligned. However, other challenges remain, and three are particularly important: collaboration with families, cultural and linguistic competence and responsiveness, and ways to respond to the needs of students with substantive mental health needs. Families play a key role in improving behavior and engagement, but families often are estranged from schools, particularly parents of children with behavioral problems (Comer & Haynes, 1991; Eccles & Harold, 1993; Friesen & Osher, 1996). Racial and cultural disparities in services and discipline (Osher,

Woodruff, & Sims, 2002; Townsend, 2000) indicate the need for cultural and linguistic competence and responsiveness (Gay, 2000; Osher et al., 2004). The mental health needs of some students may require intensive supports, and the aggregate mental health needs of students in some schools may be so great that, as a group, these students incapacitate their schools by negatively socializing other students and/or by demoralizing staff or driving adult behavior in unproductive directions. These schools may need effective mental health services and internal systems to facilitate appropriate conditions for discipline and learning (Kendziora & Osher, 2009; Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006; Warren, Schoppelrey, Moberg, & McDonald, 2005).

Cregor, Matthew. The Building Blocks of Positive Behavior, Education Digest: Essential Readings Condensed for Quick Review, v74 n4 p31-35 Dec 2008.

There is growing interest in positive behavior supports among state departments of education and local school systems as an efficient and effective strategy for addressing students' increasing and intensifying discipline needs. Positive Behavioral Interventions and Supports (PBIS) is one whole-school prevention strategy that alters the school environment by creating improved systems (e.g., discipline, reinforcement, and data management) and procedures (e.g., collection of office referral data, training, team-based decision making) to promote positive changes in student and teacher behaviors. This article describes a statewide systems approach to the implementation of PBIS. An overview of the PBIS Maryland multilevel implementation model is presented with a focus on school- and district-level structures that support implementation. Preliminary results are presented from the state's summative and formative evaluation being conducted in 467 schools trained in PBIS. The evaluation findings suggest that the state has developed an efficient statewide structure for promoting high-fidelity implementation of PBIS. (Contains 2 tables and 4 figures.)

Curtis, Russ; Van Horne, Jill W.; Robertson, Phyllis; Karvonen, Meagan, Outcomes of a School-Wide Positive Behavioral Support Program, Professional School Counseling, v13 n3 p159-164 Feb 2010.

School-wide positive behavioral support (SWPBS) programs are becoming an increasingly popular and effective way to reduce behavioral disruptions in schools. Results from a 4-year study examining the effects of an SWPBS program in a public elementary school indicated significant reductions in percentages of behavioral referrals, suspensions, and instructional days lost, but the effect sizes were small. Implications for school counselors and future research are discussed. (Contains 2 tables.)

Flores, Yadira, The Impact of Positive Behavioral Interventions Supports on Ethnic Minority Students, Ph.D. Dissertation, Arizona State University, 2010.

This study assessed the influence of the Positive Behavioral Interventions and Support (PBIS) discipline system on disciplinary referrals, (ODRs), suspensions, academic improvement and attendance in two rural schools. The influence of the PBIS system on the variables of interest was assessed for all students combined and subsequently between ethnic groups. Faculty and staff received training on PBIS during the first year followed by an implementation year with considerable support from trainers. The third year included continued implementation but with much less trainer support. Detailed descriptive statistics were computed and graphs were created to visually depict changes in ODRs, suspensions, academic achievement, and attendance. Statistical analyses then were conducted to determine significant differences in ODRs, suspensions, and attendance rates. Although a reduction in ODRs during PBIS implementation was noted, these effects waned during year 3 suggesting sustainability problems. Although suspensions for all students combined were significantly reduced between Year 1 and Year 3, visual observations showed an increase in suspensions for White and African American students in Year 3 again suggesting sustainability concerns. Considerable variability by ethnicity was noted. When PBIS data was examined including all students the effect of PBIS on suspensions masked potential effects for individual ethnic groups suggesting a need for replication studies examining the data by ethnicity. Additional results suggest PBIS may influence student attendance but that PBIS, at least in this research setting, appeared to have little or no influence on academic improvement. Suggestions for further study are presented. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: <http://www.proquest.com/en->

Green, Judith A., Changing Past Student Discipline Practices to Create a District-Wide Discipline Plan, Education and Urban Society, v41 n4 p457-468 2009.

Improving student discipline is a constant challenge in the field of P-12 education. The challenge is especially great

for district-level administrators who must address the educational and social needs of all students. As a district-level administrator, the author participates in a study of a midwestern district of elementary (preschool-8) administrators and school board members implementing district-wide change surrounding discipline. Through collaboration and creativity among various constituents, the planners develop and implement a district-wide student discipline plan based on positive behavioral interventions and supports (PBIS). This article presents the author's view of the study and includes descriptions of planning and implementation activities, communication, new district practices, accomplishments, and lessons learned in the overall process.

Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11(3), 133-144.

We report a randomized, wait-list controlled trial assessing the effects of school-wide positive behavior support (SWPBS). An effectiveness analysis was conducted with elementary schools in Hawaii and Illinois where training and technical assistance in SWPBS was provided by regular state personnel over a 3-year period. Results document that the training and technical assistance were functionally related to improved implementation of universal-level SWPBS practices. Improved use of SWPBS was functionally related to improvements in the perceived safety of the school setting and the proportion of third graders meeting or exceeding state reading assessment standards. Results also document that levels of office discipline referrals were comparatively low, but the absence of experimental control for this variable precludes inference about the impact of SWPBS. Implications for future research directions are offered.

Menendez, Anthony L.; Payne, Linda Donica; Mayton, Michel R., *The Implementation of Positive Behavioral Support in an Elementary School: Processes, Procedures, and Outcomes*, Alberta Journal of Educational Research, v54 n4 p448-462 Win 2008.

This article presents the processes and outcomes of a year of School-Wide Positive Behavior Support in a North Texas elementary school serving kindergarten through grade 3 students. Included is a description of a school treatment package that incorporated components such as facilitation of the teaming process, a lottery-type system of intermittent reinforcement, mystery motivators, and recognition assemblies, all targeted at increased student compliance with school rules. Positive outcomes included: (a) a reduction in the number of office referrals; (b) reduced frequency of rules-based violations on the part of students; (c) reduced use of punitive consequences such as time-outs, written reprimands, and student conferences on the part of the faculty and administration; and (d) an increase in scores on a state-mandated academic achievement assessment administered to grade 3 students.

Muscott, Howard S.; Mann, Eric; Benjamin, Thomas B.; Gately, Susan; Bell, Kenneth E.; Jo Muscott, Amy, *Positive Behavioral Interventions and Supports in New Hampshire: Preliminary Results of a Statewide System for Implementing School wide Discipline Practices*, Education & Treatment of Children, v27 n4 p453-475 Nov 2004.

This paper presents preliminary assessment data on initial training and implementation of a statewide system of positive behavioral interventions and supports (PSIS) in New Hampshire. PBIS is the systematic organization of school environments and routines that enable educators to increase the capacity to adopt, use, and sustain effective behavioral practices and processes for all students. Preliminary results indicate that schools can be trained and supported in developing effective schoolwide approaches through a statewide initiative as 15 of the 28 schools (54%) in Cohort 1 achieved implementation of schoolwide discipline procedures. Broken down by level, 75% of the multi-level schools, 62% of the elementary schools, 50% of the middle schools, and none of the high schools met the criterion. Implications for policy practice, and research are discussed.

Sugai, G., Horner RR, *A Promising Approach for Expanding and Sustaining School-Wide Positive Behavior Support*, School Psychology Review, 2006, Volume 35, No. 2, pp. 245-259.

Educators and psychologists are concerned about problem behavior. Fortunately, effective interventions and practices have been documented for addressing this problem behavior. However, sustained and expanded uses of these interventions and practices have not been consistent or widespread. One promising approach to the systemic and sustained implementation of these practices is school-wide positive behavior support (SWPBS). The SWPBS effort emphasizes an integration of measurable outcomes, data-based decision making, evidence-based practices, and overt support systems for implementers. This behaviorally based, comprehensive systems approach is suggested as a means of achieving durable implementation of effective school-based interventions. Although the SWPBS approach is conceptually sound and comprised of supportable behavioral practices, further systems-level demonstrations and validations of efficacy, effectiveness, and expansion are recommended.

Upreti, Gita, Liaupsin, Carl, Koonce, Dan. Stakeholder Utility: Perspectives on School-Wide Data for Measurement, Feedback, and Evaluation. *Education and Treatment of Children*, v33 n4 p497-511 2010.

More than 10,000 schools in the United States have adopted the multi-tiered model of behavioral and academic supports known as school-wide positive behavior interventions and supports (PBIS). Schools and districts adopting, implementing, and sustaining PBIS are charged with collecting and disseminating data generated by and related to students, parents, teachers, and administrators. Additionally, researchers and technical assistance providers collect school- and district-level measures to measure outcomes related to PBIS implementation. The interests and needs of this broad range of stakeholders impact the usefulness of each piece of data that is collected for each stakeholder group. This paper presents a construct called "stakeholder utility," driven by stakeholder role and purpose, which may help stakeholders design and appraise measures to be used for assessment, evaluation, and research. (Contains 1 table, 2 figures, and 1 note.)

Wasilewski, Yvonne; Gifford, Beth; Bonneau, Kara, Evaluation of the School-Wide Positive Behavioral Support Program in Eight North Carolina Elementary Schools, Center for Child and Family Policy, Duke University, 2010.

The purpose of this report is to provide the North Carolina Department of Public Instruction (NCDPI) with information about teachers' responses to School-wide Positive Behavioral Support (PBS) and key educational outcomes on students in North Carolina elementary schools implementing School-wide (PBS). A web-based survey of teachers at eight elementary schools implementing School-wide positive behavior support according to national criteria was administered to assess teacher response to School-wide PBS. Data from the North Carolina Education Data Center was used to assess student outcomes related to academic performance, school suspensions, and teacher turn-over rates in the eight study schools compared with 264 NC elementary schools that had started School-wide PBS. Part 1 presents the results of the web-based survey administered to all teachers in the eight elementary schools implementing School-wide PBS according to national criteria for implementation. The web-based survey sought to answer the following questions: (1) What school-wide behavioral support systems are in place in study schools? (2) How satisfied are teachers with the support systems in place in their schools? and (3) How has School-wide PBS affected teacher perception of school climate and student behavior? Part 2 presents the results of analyses of data from the North Carolina Education Research Data Center to answer the following questions about School-wide PBS: (1) What is the effect of School-wide PBS on academic performance, grade promotion, and short term suspension rates in study schools compared to all NC elementary schools that have ever implemented School-wide PBS? and (2) What is the effect of School-wide PBS on teacher turn-over rates in study schools compared to all NC elementary schools that have ever implemented School-wide PBS? Scales and Measures are appended. (Contains 20 tables and 7 figures.)

Yeung, Alexander Seeshing; Mooney, Mary; Barker, Katrina; Dobia, Brenda. Does School-Wide Positive Behaviour System Improve Learning in Primary Schools? Some Preliminary Findings. *New Horizons in Education*, v57 n1 p17-32 May 2009.

Background: A school-wide program known as Positive Behavior for Learning (PBL) that systematically reinforces positive behaviors in schools based on the USA model of Positive Behavioral Interventions and Supports (PBIS) but also emphasizes learning processes and outcomes was implemented in the Western Sydney Region (WSR) of Australia. Aim: The study aims to critically compare those schools that implemented PBL (experimental) and those that did not (control) in learning-related psychosocial outcomes. Sample: Third and fifth graders from 4 primary schools implementing PBL (experimental group, n=474) and 2 primary schools which would join the intervention in the following year (control group, n=83) were compared. Method: Confirmatory factor analysis (CFA) was used to validate 9 psychosocial measures: (1) school self-concept (cognitive), (2) school self-concept(affective), (3) English self-concept, (4) mathematics self-concept, (5) parent self-concept, (6) effort goal orientation, (7) planning, (8) study management, and (9) persistence. Then multivariate analysis of variance (MANOVA) tested between-group differences in the 9 measures. Results: CFA found support for the 9 measures. MANOVA found significant between-group differences in (2), (3), (5), and (7), favoring the experimental group. Conclusion: By extending the strength of a positive behavior support system to include an emphasis on learning processes and outcomes, PBL has made small but important contributions to some psychosocial determinants of student outcomes that may facilitate long-term learning benefits. (Contains 3 tables and 1 figure.)

**SCHOOL-WIDE POSITIVE
BEHAVIOR SUPPORT
MEASURES**

4 SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (SWPBS) MEASURES

Benchmarks of Quality (BOQ)

Cohen, R., Kincaid, D., & Childs, K. Measuring school-wide positive behavior support implementation: Development and validation of the “Benchmarks of Quality.” *Journal of Positive Behavior Interventions*, October 1, 2010 12: 198-210.

NOTE: Benchmarks of Quality tool can be found in Appendix 9.0.

Abstract. School-wide positive behavior support (SWPBS) has been implemented in more than 4,000 schools as a means of addressing problem behavior in a systemic fashion. Preliminary outcomes (e.g., office discipline referrals, suspensions) indicate the effectiveness of SWPBS in decreasing school-wide behavior problems and creating a positive school climate. Although the results of a majority of the program evaluations yielded significant findings, there has been a lack of measurement of treatment fidelity, possibly due to the absence of expedient, effective assessment tools. This article describes the theoretical background and development, including a qualitative pilot study and psychometric properties, of the School-wide Benchmarks of Quality (BoQ; Kincaid, Childs, & George, 2005), a tool intended to measure the implementation of SWPBS. Descriptive data on the instrument, including internal consistency, test–retest reliability, interrater reliability, and concurrent validity, were collected and analyzed. Results indicate that the BoQ for SWPBS is a reliable, valid, efficient, and useful instrument for measuring the fidelity of implementation of the primary or universal level of PBS application in individual schools. Future considerations for evaluating the psychometric properties of the BoQ include extending the data collection and analysis to many more schools across multiple states.

Findings. The results of our evaluation indicate that the School-wide Benchmarks of Quality for SWPBS is a reliable, valid, efficient, and useful instrument for measuring the degree of implementation of the primary or universal level of PBS application within individual schools. The high test–retest reliability (above 90%) indicates that the BoQ is a stable instrument, and the high interrater reliability (also above 90%) indicates that the BoQ process, including the Scoring Guide, allows for accurate and consistent scoring across different evaluators. See Attachment 2 for BOQ forms currently in use.

BOQ versus SET. The BoQ has several ease-of-use advantages over the SET. First, scorers can learn to use the BoQ instrument accurately with little training. Training may take as little as 30 min and can be done in person, via CD, or on the web. The well-organized protocol for each step in the BoQ process and the precise scoring criteria for each item are helpful in simplifying the assessment process. Second, the BoQ may require as little as 10 min from team members and 60 to 90 min from the coach for completion. SETs may require 3 to 6 hrs of an evaluator’s time (travel, scoring, on-site time) and access to team members, students, and administrators. Third, the consistency of results across the two states (Florida and Maryland) indicates that the areas measured by the BoQ are not unique to a training or implementation approach used in one state. More importantly, the BoQ remained a reliable and valid tool regardless of the type of respondent using the instrument. In Maryland, BoQ respondents were school personnel trained in implementing the SET in multiple schools. In Florida, most of the respondents were coaches who had never used or been trained in the SET. Finally, the BoQ holds promise as an instrument that can assist states that are rapidly expanding their implementation efforts from a few schools to hundreds of schools.

The school-wide evaluation tool (SET)

Horner, R. H., Todd, A., Lewis-Palmer, T., Irvin, L., Sugai, G., & Boland, J. (2004). The school-wide evaluation tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Intervention* 6(1) 3-12.

NOTE: The School-Wide Evaluation Tool can be found in Appendix X.X.

Abstract. Schools are encouraged to implement school-wide positive behavior support (PBS) procedures to improve the behavioral climate, safety, and social culture of the schools. These school-wide PBS practices include defining positive behavioral expectations, teaching these expectations to the students, maintaining ongoing strategies to award appropriate behavior, establishing consistent consequences for inappropriate behaviors, and gathering behavioral data for decision making. Research is needed regarding the extent to which PBS is used within schools

and whether these measures are resulting in valued changes. In order to have this research, the authors developed a metric for assessing the implementation of school-wide PBS plans, the School-Wide Evaluation Tool (SET). The SET consists of 28 items organized into seven subscales that represent the seven key features of school-wide PBS. These include school-wide behavioral expectations; how these expectations are taught; rewards provided for following expectations; continuum of consequences for problem behavior; monitoring of problem behavior patterns; support of administration; and support of the school district.

The results of this study suggest that the SET is a valid, reliable measure that can be used to assess the impact of school-wide training and technical assistance efforts.

Effective Behavior Supports Survey (EBS)

Safran, S. P. (2006). Using the Effective Behavior Supports Survey to guide development of school-wide positive behavior support. *Journal of Positive Behavior Support*, 8, 3-9.

NOTE: The Effective Behavior Supports Survey can be found in Appendix X.X.

Abstract. As the use of school-based positive behavior support (PBS) spreads nationwide, the development of assessment strategies to identify intervention priorities becomes more critical. This study addresses the validity of the Effective Behavior Supports Survey (Lewis & Sugai, 1999) by examining reliability, determining whether rating differences exist across the four PBS systems and among schools, and reporting the use of the scale in school-wide planning. Total scale internal consistency reliability reflects a moderate to high level, suggesting that the instrument does contain a cohesive set of items. A large effect size was also found differentiating ratings for the PBS systems, indicating that Individual Student Systems were considered least in place. A case example illustrating the use of the scale as a vehicle for collaborative action planning in a middle school is also discussed.

The EBS Survey was designed to be completed by education personnel for initial action planning (the focus of this study) and annual evaluation of support systems in individual schools (available at <http://pbssurveys.org/>). Each survey item relates to one of the four PBS levels asking respondents to rate (a) the current status of a support and (b) the need for a specific support. A current status rating of “in place” indicates that a specific support, such as “Expected student behaviors are taught directly” (Lewis & Sugai, 1999, p. 19), in the School wide Systems represents a strength in a school’s current behavior supports. In contrast, “not in place” indicates a perceived weakness. According to its Web site, EBS Survey data can be used to help develop schoolwide action plans, assist in the decision-making process, assess progress in implementing PBS over time, and increase staff awareness of behavior issues. Unfortunately, reliability measures, validity data, and the use of survey results to help facilitate professional collaboration have not been reported in the professional literature.

Office Discipline Referral (ODR) Data

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Abstract: In this evaluation we used Messick’s construct validity as a conceptual framework for an empirical study assessing the validity of use, utility, and impact of office discipline referral (ODR) measures for data-based decision making about student behavior in schools. The Messick approach provided a rubric for testing the fit of our theory of use of ODR measures with empirical data on reported and actual use. It also facilitated our demonstration of Messick’s principle that validation is both a developmental and an ongoing collaborative process among developers of educational and psychological measures, researchers interested in theories underlying such measures, and educators who use these measures in professional practice. We used a single-group, non-experimental evaluation design to survey users of ODR measures from the standardized School Wide Information System in 22 elementary and 10 middle schools; respondents included school staff involved exclusively with data entry and staff actively involved in data-based decision making. Results were highly consistent across 2 independent data sources—electronic database records of actual access of summaries of ODR measures and self-report survey responses regarding frequencies and types of uses of ODR measures for decision making. Results indicated that ODR measures are regularly used for a variety of types of data-based decision making and are regarded as both efficient and effective for those purposes. We discuss implications of our SWIS ODR validity evaluation results within the context of the Messick framework.

Conclusion. The results of our study provide some preliminary evidence for validity of use and utility of ODR data for decision making about student behavior in both elementary and middle schools. Our results are interpretable as indicators that SWIS ODR data and reports are accessed at least monthly and reported to be used monthly or more frequently for facilitating decision making about student behavior in elementary and middle schools, as recommended by SWIS developers. (See Table 5 for access data and Tables 6 and 7 for data on reported usage of SWIS ODR measures.) Our results support the conclusion that users regard SWIS ODR data and reports as increasing efficiency and facilitating substantive decision making about student behavior in schools. A necessary caveat in interpreting these overall results is that differences are apparent in judgments by users in elementary and middle schools, with middle school users rating some aspects of the SWIS ODR approach as less efficient and/or effective than did their elementary school counterparts.

Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions* 6, 131-147.

Abstract. Office discipline referrals (ODRs) are widely used by school personnel to evaluate student behavior and the behavioral climate of schools. In this article, the authors report the results of a review of the relevant literature to evaluate the validity of ODR data as indices of school-wide behavioral climate, the effects of school-wide behavioral interventions, and differing behavior support needs across schools. They used Messick's unified approach to validity by focusing on examples of evidence for empirical and ethical foundations of interpretations, uses, and social consequences of ODR measures at the school-wide level. The authors also discuss ongoing issues, study limitations, and related recommendations for interpretations and uses of ODR measures as school-wide indices, based on the existing literature.

Summary. Based on the empirical studies we reviewed (see Table 3), we found that elements of school-wide behavioral climate include general student misbehavior, school attendance, students' and teachers' perceptions of safety and victimization, classroom orderliness, students' experiences of academic success (or failure) and social adjustment (or maladjustment), the prevalence of juvenile delinquency and behavior disorders, and the durability of patterns of disciplinary incidents within a school over time. In the examples we cited previously, higher levels of school-wide ODRs were associated with higher levels of problematic behavioral climates in schools. When a school experiences increases in ODRs, these increases probably have occurred in the form of one or more student misbehavior, victimization, academic failure, social maladjustment, juvenile delinquency, or behavior disorders. Without school-wide behavior support interventions, high ODR levels and problematic school behavioral climate are likely to persist. The evidence supports the interpretation of ODRs as school-wide behavioral climate indicators.

Discussion. In this review, we used the unified approach to construct validity template developed by Messick (1988) to document exemplars of the empirical and ethical foundations for the validity of interpretations and uses of school-wide ODR measures. We focused on ODR validity for assessing (a) school-wide behavioral climate, (b) the effectiveness of school-wide behavioral intervention programs, and (c) differing needs across schools in developing positive behavioral environments. We found a substantial basis for interpreting and using ODR measures in these ways. Several important issues require ongoing attention, however, if school-wide interpretation and use of ODR measures is to improve.

**REVIEW OF POLICIES
CONCERNING USE OF
PBIS**

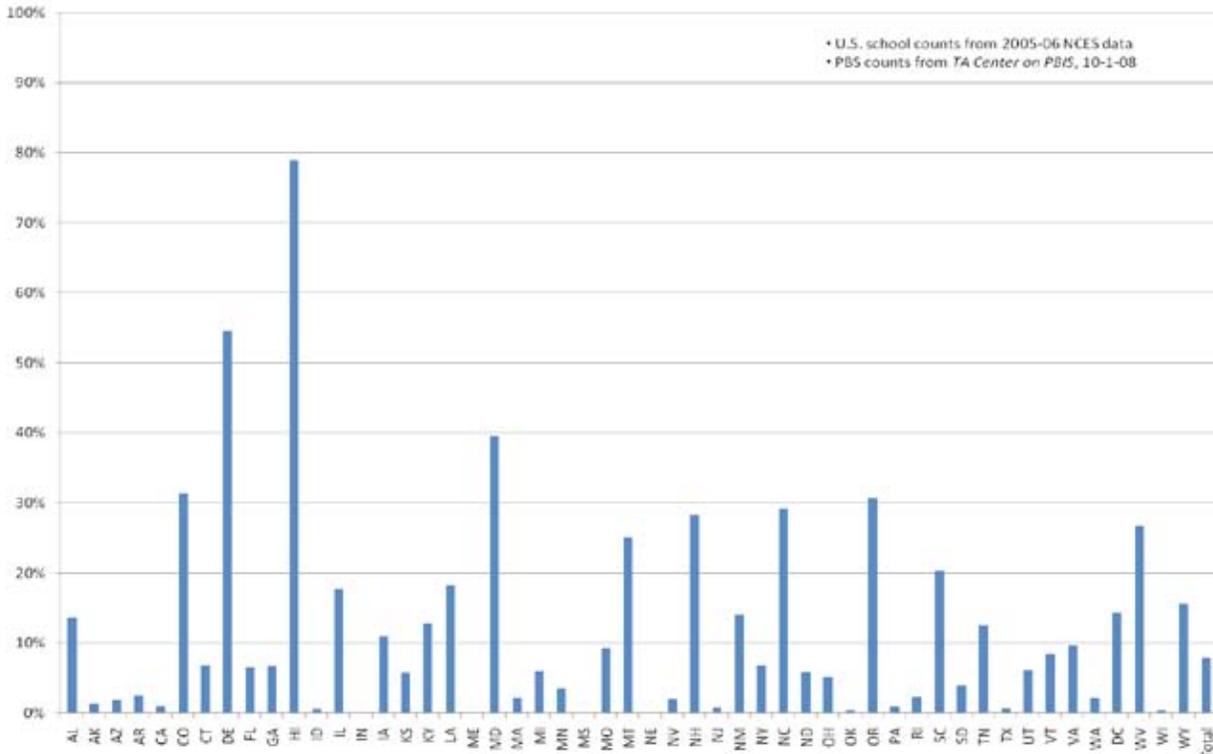
5 REVIEW OF POLICIES CONCERNING USE OF PBIS - DETAIL

TABLE 8: NUMBER OF SCHOOLS IMPLEMENTING SWPBIS, AS REPORTED BY ALL STATES AS OF OCTOBER 1, 2008

State	State Team?	Pre	Elem	Mid/Jr.	High	Alt/Ctr.	Total
AL	Yes		115	44	60		219
AK			5	2			7
AZ	Yes		29	6	5		40
AR		1	18	4	6		29
CA			78	16	3		97
CO	Yes	7	376	110	50		543
CT	Yes	1	43	18	12	2	76
DE		1	69	25	17	18	130
FL	Yes	3	112	71	28	36	250
GA	Yes		111	58	1	1	171
HI			154	37	34		225
ID			4				4
IL	Yes	17	545	164	42	36	804
IN							0
IA	Yes		98	49	23	1	171
KS		1	51	11	10	9	82
KY		3	104	52	29	3	191
LA	Yes		173	66	36	10	285
ME							0
MD	Yes		322	157	64	31	574
MA			30	8		3	41
MI	Yes		223	18	2	5	248
MN	Yes	2	49	21	22	4	98
MS							0
MO	Yes	31	127	34	12	16	220
MT	Yes	9	139	38	30	2	218
NE							0
NV	Yes		7	5			12
NH	Yes	48	59	16	8	8	139
NJ			16	3		1	20
NM	Yes		57	43	30		130
NY	Yes	2	167	90	26	37	322
NC	Yes	2	426	175	59	29	691
ND	Yes		22	4	7		33
OH	Yes	2	145	37	34	3	221
OK	Yes		5	1	1		7
OR	Yes		298	66	32	2	398
PA	Yes		25	6			31
RI				8			8
SC	Yes		151	56	28	8	243
SD	Yes		13	9	8		30
TN			130	32	36	19	217
TX		1	40	14	6		61
UT	Yes		45	16		1	62
VT			27	2	4		33
VA	Yes		121	58	16	9	204
WA	Yes		45	2	1	2	50
DC	Yes		22	4	1	6	33
WV			120	60	35	0	215
WI				10			10
WY	Yes		38	12	10		60
<i>Totals</i>	31	132	4,954	1,730	828	302	7,953

Source: Spaulding, S. A., Horner, R. H., May, S. L., & Vincent, C. G. (2008, November). Evaluation brief: Implementation of school-wide PBS across the United States. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Web site: http://pbis.org/evaluation/evaluation_briefs/default.aspx

Percent of U.S. Schools Implementing School-wide PBS



A State by State Review of current PBIS activities.

The following information was retrieved from each state PBIS agency. Because it was assembled in early 2011, it represents the latest information available.

Table 9 at the end of this section, shows the number of states with direct state support, their source for PBIS training, and number of School Wide Information Systems (SWIS) in operation.

ALABAMA. Alabama’s Partnership for Research and Training on Positive Academic and Behavior Supports (AL PaBS). The focus of this partnership is to enhance the capacity of schools and districts to design effective learning environments that improve the link between evidence-based practices and the environments in which teaching and learning occurs. Training and technical assistance activities initially revolve around implementing and evaluating School-wide Positive Behavior Support (SW-PBS) systems. Attention is focused on creating and sustaining school environments that make problem behavior less effective, efficient and relevant, and desired behavior more functional. In Alabama, PBS has been found to be an effective method for increasing school safety, enhancing students’ social-behavioral skills, and creating a more positive school climate.

To date, approximately 280 public schools across 29 school districts have received initial training in SW-PBS. The training has been conducted by the Alabama PBS Network Staff at the Alabama State Department of Education and was funded through the State Improvement Grant. However, it has been realized that the need and interest for training and technical assistance from individual schools and districts throughout Alabama outnumbers the resources of the Alabama PBS staff. Therefore, Auburn University’s College of Education has partnered with the Alabama State Department of Education to expand the dissemination of training and technical assistance on Positive Academic and Behavior Supports in Alabama’s K-12 public school systems.

ALASKA. Alaska Positive Behavior Support (PBIS) Pilot Project. The PBS Pilot Project is one part of the state’s larger PBS Initiative. The PBS Initiative is a statewide, broad-based effort to create environments that engage communities in prevention and intervention strategies for at-risk youth and those with challenging behaviors.

The PBS Pilot Implementation Workgroup (PIW) is developing and sharing tools and resources to help communities build networks that can effectively partner with schools and families to provide both secondary and tertiary levels of PBS. Staff from participating agencies will have access to training and a PBS certification process, based on the model established through the Kansas Institute for Positive Behavioral Support (KIPBS). The pilot is currently being developed in four Alaskan communities (Juneau, Sitka, Ketchikan, and Dillingham), with provider teams participating in a series of PBS-related training and activities

ARIZONA. Behavior Education Research using Technology (BERT) provides a comprehensive three year training package for school wanting to implement SW-PBIS. Year 1 and Year 2 each consist of four full days of training plus all related services. Year 3 consists of coaching and all related services.

- The first year of training is the planning phase and creates Tier 1 universal components.
- The second year is the role out for Tier 1 in the schools and training on Tier 2 and 3 supports.
- The third year is continued coaching and support for Tiers 1-3.

Districts must complete a District Readiness Checklist before being allow to start training. Schools must complete the School Commitment Agreement before being allowed to start training.

Positive Behavioral Interventions and Supports of Arizona (PBISAz) was a capacity-building project developed by the Arizona Department of Education (ADE); Exceptional Student Services (ESS). Districts and schools worked with coordinators from the three Arizona universities to design, or enhance, school environments to ensure the most effective school-wide positive behavioral support (SWPBIS) was provided. PBISAz provided educators, administrators and other education professionals with technical assistance and evidence-based methods to assist schools in creating sustainable positive teaching and learning environments for all staff and students. (This project has ended)

ARKANSAS. Since its beginning four years ago, Action for Kids (AFK) has supported the implementation, training and development of Positive Behavioral Interventions and Supports (PBIS) in four AFK counties. PBIS is a systems approach to creating a safer, more positive culture in our schools. It takes a preventative approach by teaching children expected behaviors and reinforcing those behaviors to increase their frequency, rather than “punishing” to try to stop problem behavior. PBIS trains the school faculty to build layers of support, ensuring that students can be successful. The data collected from the schools currently participating in PBIS indicate that it is having a significant impact by decreasing problem behaviors. Last year, for example, office discipline referrals were down over 33% across the 34 schools that PBIS serves in the four AFK counties.

CALIFORNIA. There is no overall PBIS initiative in California, although some counties do support PBIS programs. In Orange County, CalTAC assists school districts and county offices of education to develop internal training capacity for Positive Behavioral Intervention and Supports, develop PBIS with fidelity and sustainability, and maintain a problem solving framework for continuous improvement. CalTAC trains and supports Orange County schools to develop PBIS with fidelity and sustainability and build capacity through coaching forums.

In the Napa Valley Unified School District, PBIS is a comprehensive, 3-tiered approach to implementing positive and consistent student discipline systems in schools. Unlike other approaches to student discipline, PBIS encourages a positive climate schoolwide, in all locations and for all students, by focusing systematically on:

1. The general school population ([Tier 1: Universal PBIS](#)),
2. Students at risk ([Tier 2: Strategic PBIS](#)) and
3. Students with intensive or chronic behavioral and emotional problems ([Tier 3: Intensive PBIS](#))

PBIS also recognizes that student discipline systems, including the definitions of and responses to problem behavior, need to be consistent across classroom and non-classroom settings.

In Santa Clara County, Positive Behavioral Interventions & Supports (PBIS) provides training and support on a systemic implementation of a decision-making framework for positive social culture in the district.

COLORADO. The Colorado Department of Education (CDE) facilitates training and technical assistance to support the implementation of PBIS practices throughout the state.

Training assists school-based teams in planning, developing, and implementing action steps to establish and maintain effective school environments that exhibit:

- a common approach to discipline
- positively stated expectations for all students and staff
- procedures for teaching these expectations to students
- a continuum of supports for encouraging demonstration and maintenance of these expectations
- a continuum of procedures for discouraging rule-violating behavior
- procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis
- methods for involving families and communities

CONNECTICUT. The purpose of Connecticut's Positive Behavioral Interventions and Supports (PBIS) Model Schools Project is to recognize schools for successfully implementing school-wide systems for PBIS. Criteria for recognition are based on effective implementation of key features as outlined by the National Technical Assistance Center on Positive Behavioral Interventions and Supports and are consistent with the outcomes of Connecticut's School-wide PBIS Training Series.

The first level recognizes schools that are:

- implementing PBIS with fidelity as measured by the School-wide Evaluation Tool (SET); and
- seeing positive behavioral outcomes as a result of implementation, evidenced by two years of data.

These Banner Schools are highlighted at statewide events, on the SERC Web site, and in PBIS publications.

DELAWARE. Delaware Health and Social Services, Division of Developmental Disabilities Services. Behavior/Mental Health Support Policy.

The systems change goal of the Delaware Positive Behavior Support initiative is to have every teacher and administrator in every school district in the state knowledgeable about and engaged in the use of positive behavior supports as a means to enhance the learning of every student.

The Delaware Positive Behavior Support Training Initiative is a collaborative project with the [Delaware Department of Education](#), the [University of Delaware Center for Disabilities Studies](#), and Delaware's Public Schools.

DISTRICT OF COLUMBIA. Interventions and Supports (PBIS) Initiative. The central theme in the PBIS training is consistent with the focus to reduce the number of special education referrals by:

- Retooling and empowering teachers to address students' behavior
- Teaching, modeling and engaging students so that they will make greater academic strides
- Informing and encouraging parents to become stakeholders in their children's educations

In the first year of implementation, the SIG worked with school teams, held administrative awareness sessions and met bimonthly with its local school coaches. Pre-implementation data has been used by teams to focus on the specific needs found in their buildings. Therefore, schools have implemented key components of the PBIS process at their own individual rate. In its first year of implementation the DC SIG focused primarily on two areas:

- Providing meaningful professional development opportunities for administrators, teachers, paraprofessional and support staff that will allow DCPS staff to implement positive behavioral supports in their schools
- Providing coaching support for DCPS staff in the use of early interventions and research based behavioral strategies that facilitate the optimum use of instructional time, thus increasing students' achievement

FLORIDA. Florida's Positive Behavior Support Project. Purpose: Increase the capacity of Florida's school districts to address problem behaviors using Positive Behavior Support.

Rationale: The discipline of students with behavior problems continues to be a major concern to most schools. Many schools use traditional ways to discipline students who exhibit problem behavior. Discipline methods that are very reactive in nature tend to focus on short-term solutions. Typically, a child is disciplined after the problem behavior occurs and little is done to teach appropriate behaviors or prevent the occurrence of further problem behaviors. Research shows that schools using these traditional types of discipline continue to experience significant increases in violence and destructive behavior as well as increases in the number of students excluded from instruction due to suspension or expulsion.

GEORGIA. Team training for implementation of School-wide PBIS (SW-PBIS), provided by the Georgia Department of Education, helps schools gain the knowledge and skills needed to establish behavioral supports at the universal level (i.e., Tier 1) and create a positive school climate. The training workshops teach school teams the decision making framework that should guide selection, integration, and implementation of the best evidence-based academic and behavioral practices. These practices result in improvement of important academic and behavioral outcomes for all students. Having effective school-wide PBIS is necessary before schools are able to successfully establish a continuum of more intensive behavioral supports (i.e., Tier 2, Tier 3, Tier 4 supports). Without first establishing a foundation of supports and demonstrating implementation fidelity at this level, additional behavioral supports, training, or curricula struggle to be effective and do not sustain over time.

Schools in Georgia that were trained in School-Wide Positive Behavioral Interventions & Supports through the EBIS project or trained by contracted PBIS trainers are encouraged to collaborate with the GaDOE PBIS program. PBIS schools within participating districts will benefit from ongoing professional learning and technical assistance for School PBIS Coaches and District Coordinators, PBIS training for additional schools, PBIS Booster trainings, access to PBIS Survey assessment tools, and inclusion in the State-wide PBIS data. Additionally, districts and schools collaborating with the GaDOE will be eligible to be recognized as implementing PBIS schools. All professional learning opportunities are provided at no charge to Georgia school districts.

HAWAII. Hawaii Positive Behavioral Interventions & Supports. An essential component of the Comprehensive Student Support System (CSSS) is the need for a continuum of positive behavioral interventions and supports (PBIS), which addresses the behavioral challenges of all students with significant problems. PBIS helps schools to establish and sustain schoolwide positive and proactive teacher and student practices to maximize academic achievement and character development for all students.

The Comprehensive Student Support System (CSSS) is the DOE's construct for ensuring that all students receive appropriate and customized supports in a timely manner. Several supports and services include:

1) School Wide Positive Behavior Interventions and Supports (SWPBIS) Establishing and maintaining school cultures that are healthy, safe, and respectful are essential to the well-being of all students. A safe and nurturing school environment is foundational to promoting social and academic success. Indicators of active implementation include:

- Having a school leadership cadre that routinely examines and analyzes student behavior data to identify "hot spots."
- Teaching and acknowledging school-wide behavioral expectations and core ethical values.
- Integration of character education into existing school curricula.
- Availability of a continuum of behavioral supports to address low intensity, at-risk, and high intensity behavioral problems.

IDAHO. Idaho PBIS provides coaching and technical assistance for both schools in need of assistance with an individual student as well as schools implementing SWPBIS. Idaho PBIS is funded by a grant from the Idaho State Department of Education; all coaching and technical assistance are free to the schools. Idaho PBIS has been working with a pilot cohort of schools for the past two years to better understand how they can implement SWPBIS in Idaho. Pilot cohort schools vary in size and location. The cohort includes schools from northern to southeastern

Idaho and everything in between. Some are small rural schools, while others are some of the largest in Idaho. On the whole, pilot schools have seen great changes in the culture of their schools and have seen an overall 11% (10.7%) reduction in office discipline referrals.

ILLINOIS. The Illinois PBIS Network is an Illinois State Board of Education funded initiative to build capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities. Key focus areas of the Illinois PBIS Network include:

- Prevention-based school-wide systems of positive behavior support
- Data-based decision-making for instruction of behavior and academics
- Wraparound planning for students with complex emotional and behavioral needs and their families
- Community-based supports for families, youth and schools

INDIANA. The PBIS Indiana Resource Center is a statewide network of [culturally responsive](#) positive behavioral interventions and supports that infuses culturally responsive practice into the [evidence-based PBIS framework](#). The resource center works with emerging model sites and school districts addressing issues of [disproportionality](#), as well as providing on-site and web-based professional development opportunities throughout the state.

In 2009, the Indiana Legislature passed HEA 1419, which requires the Indiana Department of Education to develop a model evidence-based plan for improving discipline and behavior within schools. HEA 1419 requires the state model plan to include guidelines for accomplishing the following results:

1. Improving safe school planning and classroom management using positive behavior supports, parental involvement, and other effective disciplinary tools
2. Providing improved mental health services in or through schools.
3. Reviewing zero tolerance policies to ensure:
 - A. compliance with applicable laws; and
 - B. that students are not inappropriately referred to juvenile justice agencies.
4. Providing assistance to parents concerning access to family strengthening programs
5. Improving communication, coordination and collaboration among schools, including special education programs, parents, and juvenile justice agencies.
6. Improving methods and procedures for school suspensions, and referrals to alternative programs.
7. Providing for the collection, review and reporting on an annual basis of school behavior and disciplinary problems, arrests and referrals to the juvenile justice system disaggregated on the basis of race and ethnicity, under guidelines for determining the existence of disproportionality in discipline or inappropriately high rates of suspension or expulsion.

IOWA. Positive Behavioral Interventions and Supports (PBIS) are a multi-tiered continuum of supports for all students in the school environment. Supported by the Iowa Department of Education, PBIS provides schools with the framework and organizational plan to promote and maximize academic achievement and behavioral competence for all students. Since 2002, PBIS has continued to grow in Iowa. Currently, more than 300 schools are implementing PBIS in 107 districts around the state. Positive Behavior Interventions and Supports (PBIS), originally developed as an alternative to aversive interventions for a small group of disabled students, are now being applied for entire schools. Focusing on enhancing the overall school climate and increasing positive social behavior, PBIS provides a three-tiered continuum of support for all students, and addresses academic achievement and behavior equally. The PBIS model includes "Primary Prevention" where, throughout the school, social expectations are taught, practiced, and reinforced. Approximately 80% of the student population will respond to this instruction. Research shows that students learn pro-social behaviors and positive behavioral options through direct instruction and positive feedback.

KANSAS. The Kansas School-wide Positive Behavior Support Website is maintained by the University of Kansas. The purpose of the site is to support districts implementing school-wide positive behavior support. Currently, there are a number of districts that are implementing school-wide positive behavior support and these districts have joined a consortium in order to share resources, network, and provide technical assistance to school planning teams.

Description of state-wide planning: The purpose of the Kansas Statewide Positive Behavior Support (PBS) Project is to develop an action plan for increasing access and availability of PBS in Kansas. Statewide PBS planning is intended to increase awareness, communication, and resource sharing across community-based service delivery systems including:

- Developmental disability supports
- Mental health
- Child welfare
- Schools
- Higher education
- Families
- Advocacy organizations
- Criminal justice, and
- Supports for senior citizens

KENTUCKY. The Kentucky PBIS Network (KY-PBIS) describes the schools and districts that are implementing PBIS. The Kentucky Center for Instructional Discipline (KYCID) consists of the staff and area coordinators that have been serving schools and districts from the start. In July 2004, the Kentucky Center for Instructional Discipline (KYCID) was established by the Kentucky Department of Education, Division of Exceptional Children's Services with funding from a State Improvement Grant from the USDOE. Eastern Kentucky University serves as the fiscal agent with support from the Kentucky Center for School Safety. KYCID is located on the campus of Kentucky State University in Frankfort. Since the initial training in January 2005, leadership teams from over 300 schools have participated in professional development provided by KYCID in order to transform the culture and climate of their schools through implementation of the process of Positive Interventions and Supports (PBIS).

LOUISIANA. The LSU Positive Behavior Interventions and Support Project is dedicated to providing a wealth of information and resources that will assist in creating a positive school environment. We work with all stakeholders to maximize instructional time in classrooms and create more consistent discipline procedures in schools.

MAINE. ME POP PBIS first received funding from the Maine Department of Education's IDEA Discretionary Grant in 2009. The work is built upon successful and longstanding collaborative relationships between the Department, Syntiro, the Partnership of Partnerships (POP), the University of Maine, Jim Artesani, and more than 50 local school districts, impacting over 120 schools and more than 20,000 children. Four original regions were funded in 2009; despite funding reductions, two additional regions and a school district were added in 2010.

To date, the ME POP PBIS Initiative has focused on establishing the universal schoolwide system of support, and increasingly, in Year Two regions, beginning to address Tier II and III interventions and planning.

MARYLAND. Having recognized the importance of the Positive Behavioral Interventions and Support (PBIS) initiative, the Maryland State Department of Education (MSDE) committed to conduct a Summer Institute in 2000. The State's work with Dr. Sugai led them to look at ways to expand this initiative to involve all 24 LSSs. Dr. Sugai returned in July 2000, and 24 new teams were trained. Additionally, 31 "Behavior Support Coaches" were trained. Coaches facilitate the efficient implementation of PBIS in their assigned schools and provide leadership within their respective LSS for the expansion of the PBIS initiative. MSDE also provided follow-up training for the 14 teams that were trained in July 1999. A total of 38 teams had been trained, representing 21 LSSs. Before Dr. Sugai would commit to returning to work with our schools and coaches, he asked that we agree to commit to working with PBIS for five years.

MASSACHUSETTS. In partnership with the Central Massachusetts Communities of Care (CMCC) Positive Behavioral Interventions (PBIS) Grant, the Massachusetts Department of Education (MASSDE) provided grant funds to support districts in Worcester County with the development and implementation of Positive Behavioral Interventions and Supports (PBIS) and with developing “wrap-around” mental health services and supports. The participating districts receive professional development as well as onsite assistance in developing and implementing the principles of PBIS. In the first year of the program, four districts totaling six schools and over 50 school personnel (including teachers, administrators, related service providers, paraprofessional, parents, and students) participated. In the second year, this first cohort of districts moved from the planning stage to implementation, and the second cohort of six districts entered the first stage. Now, in the third year of the grant, the second cohort is completing the implementation stage and a third cohort of four districts and six schools is participating in the initial, planning stage. This professional development opportunity is intended to help teachers provide services that will keep students with disabilities in school.

MICHIGAN. In spring 2003, Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) was created by the Michigan Department of Education, Office of Special Education and Early Intervention Services (MDE, OSE-EIS) to support implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS) and schoolwide reading intervention. MiBLSi is a Response to Intervention (RtI) model, specifically targeted in the content areas of reading and behavior developed from the scientific research base of Applied Behavior Analysis, and the findings of the National Reading Panel report and the National Research Council.

Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi) Model is a multi-tiered model of behavior and reading supports that uses a framework of Practices, Systems, and Information (Sugai and Horner, 2002). The practices are provided by staff to improve student outcomes. The systems are the structures created to support staff in implementing successful practices. Information is used for successful decision making, identifying appropriate (evidence-based) practices that meet student need, evaluation of student outcomes as a result of the practices, and evaluation of the structure to support staff implementation efforts.

MINNESOTA. The Minnesota Department of Education provides leadership, funding and support for statewide scale up of SW-PBIS in Minnesota schools. Critical partners in this effort are three Regional Implementation Projects for Positive Behavior Interventions and Supports. These Projects coordinate and support SW-PBIS Team Leadership training and coaching for schools organized in the North, Metro and South areas of the state.

Since the first cohort of SW-PBIS schools were trained in 2005, the state has added between 13 and 50 schools per year from a diverse group of districts. Several cohorts have graduated from Minnesota’s two-year training sequence and have moved into a phase of sustained implementation. The next steps in Minnesota’s implementation of SW-PBIS involves a regional model of training wherein three Regional Implementation Projects now coordinate the training of new schools under the direction of the MDE’s state PBIS Leadership Team. At the start of the 2010-11 school year, there were 229 schools in 97 school districts implementing PBIS in Minnesota.

Minnesota Schools selected for the 2 year training cycle participate in nine days of team training (6 days/yr.1 and 3 days/yr. 2). Minnesota’s PBIS Trainers provide training on the “Big Ideas”, operational elements and guiding principles of SW-PBIS that are consistent with the National PBIS Center, as well as training on the use of data for decision making and facilitation of action planning with school teams to implement SW-PBIS with fidelity.

MISSISSIPPI. Realizing Excellence for ALL Children in Mississippi (REACH MS) is Mississippi’s State Personnel Development Grant which focuses primarily on supporting school-wide and district-wide implementation of Positive Behavioral Intervention and Support (PBIS) at the elementary, middle, and high school levels. Awarded to the Mississippi Department of Education in 2005, the grant is operated by the University of Southern Mississippi’s Department of Curriculum, Instruction and Special Education.

The purpose of REACH MS is to:

- Provide high quality professional development opportunities meeting the needs of educators, related service providers, families and children of our state.
- Increase the engagement of stakeholders within and beyond the Mississippi Department of Education to support a more unified, sustainable structure of professional development processes, products, and opportunities for both pre-service and in-service educators.

- Engage and support local education agencies, institutes of higher learning, families, and other stakeholders to increase Mississippi's capacity to meet state goals relevant to PBIS through program improvement.

MISSOURI. The mission of [Missouri Schoolwide Positive Behavior Support](#) (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment is in place for all students.

Schools in Missouri have been implementing SW-PBS for over 10 years. Over the years, the implementation of this research based intervention has grown in scope and depth. The number of schools in Missouri currently implementing SW-PBS reflects the rapid growth of the initiative across the state and the diversity in the locations and demographics of the schools. Regardless of whether the program supports small, rural districts a metropolitan area, Missouri has found SW-PBS to be effective in helping schools to create the kind of proactive social and behavioral environment that supports learning.

There are over 300 schools currently implementing SW-PBS within 95 school districts. Thirteen regional consultants are located in 8 regional professional development centers (RPDCs). In addition, there are two state-wide secondary/tertiary level consultants, a state website & data analyst consultant, and a state coordinator. These positions are funded through the Missouri Department of Elementary and Secondary Education (DESE).

MONTANA. Montana Behavioral Initiative/PBIS (MBI/PBIS) is a proactive approach in creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model which is a 3-tiered system of support and a problem solving process to assist schools in meeting the needs of and effectively education all students. In the spring of 1995, five community school partnerships were selected to become model sites. Each site selected a team of educators, parents, and community members to assess site-based school and community needs and to develop goals to address those needs. In turn, the team developed plans and strategies to meet these goals. The MBI has grown from the original five model sites to over 200 participating schools. The MBI sites utilize facilitators trained by MBI to provide guidance and direction to site-based teams. As a result, many positive, proactive and preventative strategies have been implemented. Two important features of the MBI/PBIS process are: 1. local teams are free to choose any validated strategies from an array of proven practices, and 2. some form of evaluation data corroborates team perceptions of need and outcome.

NEBRASKA. Nebraska Positive Behavioral Interventions and Support (NPBiS). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. NPBiS is the Nebraska implementation of the PBiS approach. Thus far, results in Nebraska test schools have been very encouraging.

NEVADA. The mission of Positive Behavior Support-Nevada (PBS-NV) is to enhance the quality of life of Nevadans with challenging behavior through values directed, evidence based instruction, consultation and systemic change. The goal is to build the capacity of families, schools and community agencies to provide sustainable, meaningful behavior support. Services are provided statewide to support teams and organizations serving individuals with disabilities as mandated in Nevada statutes, the Governor's 10-year Strategic Plan for People with Disabilities, and needs assessments by Nevada's Developmental Services.

NEW HAMPSHIRE. The New Hampshire Center for Effective Behavioral Interventions and Supports (NH CEBIS) engages schools and other youth-serving organizations in developing strategic systems and practices that promote the behavioral, social-emotional and academic growth of all children. The New Hampshire Center for Effective Behavioral Interventions and Supports (NH CEBIS) is a professional development, research and resource center for educators and families, designed to reduce problem behavior and promote positive social-emotional and behavioral development. We focus specifically on developing effective interpersonal and organizational systems and practices and using data effectively within schools and preschools. NH CEBIS services are offered within the framework of the following beliefs:

- The effectiveness of schools and preschools is integrally tied to the systems and practices they employ
- Sound decision-making requires effective use of data
- Systems within schools can either facilitate or hinder effective communication, sharing of knowledge and mutual learning
- Personal, professional and organizational practices exert enormous influence on school culture, personal fulfillment and the desire to learn
- Effective and sustained change requires commitment, guided practice, periodic assessment and sound decision-making processes

NEW JERSEY. School-Wide Positive Behavior Support is a multi-tiered prevention-intervention model that provides a continuum of positive behavioral support strategies in school settings. School-Wide Positive Behavior Support fosters positive school environments so that all students, most particularly students with disabilities, can be successfully included within general education programs. School-Wide Positive Behavior Support is comprised of three levels of intervention implementation: universal, secondary, and individualized. While the three intervention tiers build upon one another, each tier has a specific intervention focus and process for implementation.

NEW MEXICO. The state rule requiring that schools operate using the three-tier model of student intervention and this document provides the basic requirements and description for RtI in New Mexico. From there, schools must develop a local implementation plan to set up internal policies and procedures within the tiers and organize their available resources around them. Since student populations and needs vary, it is expected that no two school districts or even school buildings will have a local implementation plan within the tiers that looks precisely the same. Schools already do many things that support the RtI framework. In New Mexico, the RtI framework is set forth in state rule at § B–C of 6.31.2.10 NMAC and is known as the three-tier model of student intervention

NEW YORK. NYSED supports statewide implementation of the PBIS initiative with funds provided through the Individuals with Disabilities Education Act (IDEA). In the first few years of PBIS implementation in the State, NYSED provided an independent network of technical assistance providers (regional behavioral specialists) to schools implementing PBIS, but has now integrated PBIS support as part of its coordinated statewide special education technical assistance network, the Regional Special Education Technical Assistance Support Centers (RSE-TASC). All school districts and approved private schools are required to take steps to implement school-wide, classroom, small group and individualized systems of positive behavioral interventions and supports. Schools that establish systems of positive behavioral supports and interventions have teaching and learning environments that are less reactive and that maximize academic engagement and achievement for all students.

NORTH CAROLINA. All schools in North Carolina are required to implement Positive Behavior Intervention and Support as an effective and proactive process for improving social competence and academic achievement for all students. The mission of this program is to provide leadership, professional development, resources and on-going support in order for schools to successfully implement Positive Behavior Intervention and Support.

NORTH DAKOTA. Behavior (RTI-B) is the new name given to the North Dakota DPI initiative formerly known as Positive Behavior Supports (PBS). North Dakota Response to Intervention – Behavior (RtI-B). The purpose of the Response to Intervention - Behavior (RtI-B) Initiative, administered by Coordinated School Health, is to improve academic performance. It is not a curriculum that dictates what schools or districts must do; rather it is a way to create a positive climate that fits with the individual culture of each school. It is just a way of doing things. To do this, each school develops at least three behavior expectations and then proactively teaches the students what those expectations “look like” in various school settings. It is a seamless system in that the expectations apply to all students. It is also seamless in that ALL staff participate in proactively establishing the school culture. The program training requires eight days over a three-year period. Free training is provided regionally to minimize LEA time and travel.

At present, 32 schools have implemented ND RtI-B. The results are dramatic. All schools have had a significant decrease in office discipline referrals, which creates more time for students in the classroom, which leads to improved academic performance. In fact some schools that have made AYP for the first time credit RtI-B as the primary reason for their success. RtI-B aligns with RTI as a support initiative.

OHIO. The ODMRDD, in conjunction with the Statewide Behavior Support Advisory Committee, challenges those within the scope of this Information Notice to reduce and eventually eliminate aversive interventions. The ODMRDD recommends that great effort be put forth by all persons involved in the MRDD service system to reduce and eventually eliminate aversive interventions. Each provider should review, assess and analyze the specifics of all aversive techniques in an effort to better understand the behavior and reduce the need for the aversive intervention in the future.

OKLAHOMA. Under an Oklahoma State Personnel Development Grant, Cohort 1 Sites began implementation in the fall of 2008 Cohort 2 Sites in the fall of 2009, and Cohort 3 Sites began PBIS implementation in the spring of 2010. Through the successful implementation of PBIS in Oklahoma schools, the following outcomes are anticipated:

Fewer office discipline referrals, resulting in:

- More instructional time for teachers
- Increased academic achievement for students
- Fewer suspensions and expulsions
- Higher graduation rates/lower dropout rates
- A minimum of 60 sites across the state implementing PBIS
- Five Local Education Agencies (LEAs) with exemplary PBIS programs serving as model demonstration sites
- More students with disabilities at target sites demonstrating increases in academic achievement

OREGON. The purpose of the PBIS Initiative in Oregon is to build statewide and regional capacity to adopt, implement and sustain multi-tiered behavioral interventions where all students experience success. In the first 4 years, the PBIS Initiative provided funding, training, and technical assistance to 9 ESDs, 60 school districts, and 350+ schools for implementing core the features of school-wide PBIS (SW-PBIS) that support all students in a school.

The next step of the PBIS Initiative is to focus precisely on more intensive secondary and tertiary interventions that support students struggling with behavior while maintaining general interventions. The goals of the PBIS Initiative for 2009-2010 are:

1. Increase regional capacity to provide training and technical assistance on secondary and tertiary behavioral interventions;
2. Continue to increase statewide coaching and training capacity;
3. Support startup programs from last year and train and coach district and school teams on universal SW-PBIS systems.

Three ESDs were selected to continue to build capacity to provide intensive behavioral interventions (Clackamas, High Desert, and Linn Benton Lincoln). Each ESD selected a high performing school district to partner in the learning process.

PENNSYLVANIA. The mission of the Pennsylvania Positive Behavior Support Network (PAPBS Network), through training and technical assistance, is to support schools and their family and community partners to create and sustain comprehensive, school-based behavioral health support systems in order to promote the academic, social and emotional well-being of all Pennsylvania's students. The network's goal is to ensure that all schools have the necessary technical assistance, collaborative opportunities, and evaluative tools needed to overcome non-academic barriers to learning and achieve competence and confidence in advancing academic, social, and emotional success for all students.

RHODE ISLAND. In Rhode Island, schools that implement with fidelity have their school-wide systems in place to support teaching, acknowledging, a system for discipline, district support, and management. Rhode Island research and data shows that schools implementing with fidelity have higher NECAP scores in reading, math, and writing, lower numbers of problem behaviors, lower numbers of students needing intensive/individualized supports (typically 2% of the student body), and out-of-school suspensions reduced by 50%. Our data also shows that schools implementing with fidelity were twice as likely to meet AYP and had improved attendance by at least .4%. The Sherlock Center has trained over 100 schools (8 cohorts and 11 districts) in PBIS since 2005. Initially, the Sherlock Center trained individual schools within a cohort to support systems change and improved behavior one school at a time.

SOUTH CAROLINA. A major advance in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. There are 243 schools currently participating in PBIS in South Carolina.

SOUTH DAKOTA. The South Dakota Department of Education responded to the Federal IDEA Act of 1997- Individuals with Disabilities Education Act, which recommended PBS as a form of intervention for dealing with challenging behavior in children with disabilities. Effective May 22, 2000, the SD State legislature passed an administrative rule supporting positive behavioral interventions and supports for special education students. PBIS is defined by the South Dakota Department of Education as follows:

Positive behavioral interventions and supports (PBIS) is comprised of a broad range of systemic school-wide, group, and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. PBIS is not a specific —modell but a compilation of effective practices, interventions, and systems change strategies that have been proven to be empirically effective and efficient. PBIS has relevant applications to educating all children and youth in schools or other community settings. (See www.pbis.org for more detailed information about PBIS.)

PBIS is a data driven systems approach developed to assist schools and community settings achieve socially important behavior change. Systems are put in place to support staff while they teach and encourage positive, healthy behaviors. PBIS is the integration of four elements: (1) operationally defined and valued outcomes, (2) behavioral and biomedical science, (3) research-validated practices, and (4) systems change to both enhance the broad quality with which all students are living/learning and reduce problem behaviors.

When schools or community settings implement PBIS the result is documentation of more desirable child or youth behaviors and safer learning environment where students are able to achieve increased learning.

TENNESSEE. Connections for Education OUTReach, or CEO, is funded by the Positive Behavior Support Initiative grant from the Tennessee Department of Education, Division of Special Education and managed out of the University of Tennessee, Knoxville. Our mission is to provide staff training and technical assistance to designated school systems in East Tennessee to develop and implement school-wide positive behavior supports and more inclusive and integrated systems of education for all students. We are dedicated to providing support, guidance, and feedback to school staff implementing positive behavior supports and evidence-based educational practices to improve behavioral and academic outcomes for all students in inclusive school settings.

CEO provides a variety of professional development activities to improve schools' capacity to provide systems of positive behavior support and evidence-based inclusive practices. A list and description of scheduled workshops is provided in a professional development catalogue. On-site technical assistance following workshop attendance is also available upon request. All staff training and technical assistance are available at no cost to Tennessee public school educators within the designated service area.

TEXAS. PBS Planning in Texas began in 2009. The Texas Positive Behavioral Interventions and Support (PBIS) Project provides public and charter schools and districts in Texas training and technical assistance opportunities that allow them to successfully implement PBIS strategies and interventions. The Education Service Centers (ESCs) have developed the capacity to deliver training and technical support to the schools/districts in their respective regions. Each ESC is responsible for determining the level of support available to schools/districts in their region as well as the criteria to participate in their PBIS project activities.

Mission: The APBS Texas network seeks to increase the awareness of positive behavior supports and promote the use of proactive evidence-based strategies to meet the social and emotional needs of all Texans by partnering across systems to enhance behavioral expertise and use new and existing resources in an efficient, effective manner.

The Texas Behavior Support (TBS) network consists of representatives from each of the Texas Education Service Centers and the [Texas Education Agency \(TEA\)](#). [Region 4 Education Service Center](#), in Houston, Texas, provides statewide leadership for the network. The focus of TBS is to provide capacity-building trainings and products for Education Service Centers and Child-Serving Agency Network Representatives for regional-level professional development and technical assistance activities with districts/charter schools and child-serving agencies. The goal is to create a Positive Behavior Support System in the Texas public schools that will enable students with disabilities to receive special education supports and services in the least restrictive environment and to participate successfully in the TEKS-based curriculum and state assessment system. The purpose of this website is to provide current and relevant information related to positive behavior supports for children with disabilities.

UTAH. PBIS Systems Approach and Response to Interventions (RtI). School-wide Positive Behavioral Intervention and Support (SW-PBIS) and Response to Intervention (RtI) are compatible and preventative approaches to establishing the supports needed for all children in a school to achieve both social and academic success. SW-PBIS and RtI are not packaged curricula and can be implemented by any school that emphasizes prevention and support for all students, makes decisions using valid and reliable data, supports effective teaming to facilitate communication and ownership of all students by all staff, and follows a tiered approach to instruction. The ultimate purpose of the RtI process is not to determine if a student qualifies for special education, but rather to enhance the success of students with a variety of academic and/or behavior needs.

VERMONT. Vermont Positive Behavior Interventions and Supports (VTPBiS) is a State-wide effort designed to help school teams form a proactive, school-wide, systems approach to improving social and academic competence for all students. Schools in Vermont are engaged in using a formal system of positive behavioral supports in their schools. Involved schools who implement PBIS with fidelity and integrity see a dramatic decrease in the number of behavior problems experienced in their schools. Additionally, students in these schools enjoy greater levels of support and inclusion than those in comparative schools who do not use a system of Positive Behavioral Interventions and Supports. The Vermont State BEST (Building Effective Strategies for Teaching Students with Behavioral Challenges) Team supports VTPBiS implementation in Vermont schools state-wide. Each year more and more Vermont schools are actively implementing systems of Positive Behavior Interventions and Supports in their schools.

VIRGINIA. About Effective School-wide Discipline. Schools throughout Virginia are striving to ensure that schools offer a safe and effective instructional environment in which all students are successful learners. The Virginia Department of Education is working closely with education personnel to accomplish that goal by means of Effective School-wide Discipline (ESD).

As part of that effort Effective School-wide Discipline supports priority projects throughout the Commonwealth and works in a collaborative partnership with Virginia Department of Education Training and Technical Assistance Centers. The ESD project is headquartered at Old Dominion University (ODU) in Norfolk, Virginia, with ODU serving as the fiscal agent and providing logistical support and resources.

The major purpose of Effective School-wide Discipline is to build the capacity of schools to develop, implement, and sustain School-wide, classroom-level, and pupil-specific research supported strategies and procedures. In introducing Effective School-wide Discipline, administrators, general educators, special educators, and support personnel—along with school staff, are able to increase educational achievement and promote social skills that allow students to access academic content. At the same time, Effective School-wide Discipline decreases or eliminates the vast majority of behavior problems that impede the teaching and learning process.

School personnel spend less time on discipline and more time on instruction. With Effective School-wide Discipline, schools throughout VA are able to incorporate a Response-to-Intervention approach so that education personnel are highly qualified to respond positively to every student by matching the level and intensity of intervention to each student's academic and social skills needs.

WASHINGTON. The Northwest PBIS Network, Inc. is a non-profit organization dedicated to supporting educators as they develop, implement and sustain safe and effective learning environments where all students experience success. NWPBISN provides quality Professional Development and Technical Assistance for schools implementing Positive Behavioral Interventions and Supports

WEST VIRGINIA. A school-wide PBS initiative is coordinated by the West Virginia Department of Education. School-Wide Positive Behavior Supports (SWPBS) provides an organizational approach or framework for improving the social behavior climate of West Virginia schools and supporting or enhancing the impact of academic instruction on achievement and increasing proactive (positive/preventive) management.

WISCONSIN. The Wisconsin Rtl Center, a collaborative project between the CESA Statewide Network and the Department of Public Instruction, formed the Wisconsin PBIS Network in 2010 to help Wisconsin Schools use Positive Behavioral Interventions and Supports to increase student success. The Wisconsin PBIS Network provides support and technical assistance to CESAs and schools in implementing and sustaining PBIS.

The mission of the Wisconsin PBIS Network is to assist Wisconsin schools and districts in establishing and maintaining effective school environments that maximize the academic and behavioral competence of all learners in Wisconsin.

PBIS schools across Wisconsin have created a more positive environment for students and staff by establishing clear expectations for their students and taking active steps in teaching, modeling and reinforcing appropriate behaviors school wide. Wisconsin schools have been implementing PBIS since the Fall of 2006, with rapid growth in the number of trained PBIS schools in Wisconsin occurring within the last year. As of January 15, 2011, over 614 schools in 149 districts in Wisconsin have attended PBIS training.

WYOMING. The Wyoming RTI Framework is a multi-level instructional and behavioral support model. The assumption is that Tier 1 (universal level), Tier 2 (strategic level) and Tier 3 (intensive level) are provided within the general education curriculum. Schools may choose to implement the multi-level approach in a variety of ways. Some schools have variations of the 3 tier model (more or fewer tiers) and have multiple, increasingly intense interventions within each tier.

The Wyoming Department of Education (WDE) provides professional development to school leadership teams through the Wyoming System of Instructional Supports (WySIS). The tiered logic model of RTI and PBIS are braided into a comprehensive, school-wide system of prevention and intervention. The WySIS training addresses the critical features of RTI and PBIS and supports a school's implementation through a coaching model. As schools implement RTI and PBIS with fidelity, the expected outcome is an improvement in student achievement data.

TABLE 9: NUMBER OF STATES WITH DIRECT STATE SUPPORT,
PBIS TRAINERS AVAILABLE, AND NUMBER OF SCHOOL WIDE
INFORMATION SYSTEMS (SWIS)

State	Direct State support for PBIS	PBIS Trainers	Number of SWIS Schools
Alabama	x	Auburn University	21
Alaska	x	PBIS Center of Alaska	21
Arizona	x	ASU, U of A, iSTEPP, LLC	4
Arkansas		Action for Kids	74
California		California Technical Assistance Center	142
Colorado	x	Colorado Positive Behavioral Interventions and Supports Initiative	255
Connecticut	x	State Education Resource Center	38
Delaware	x	Delaware Department of Education University of Delaware Center for Disabilities Studies	4
District of Columbia	x	D.C. State Improvement Grant	14
Florida	x	University of South Florida	177
Georgia	x	Georgia Department of Education	114
Hawaii	x	Hawaii Department of Education	1
Idaho	x	Boise State University	1

TABLE 9: NUMBER OF STATES WITH DIRECT STATE SUPPORT,
PBIS TRAINERS AVAILABLE, AND NUMBER OF SCHOOL WIDE
INFORMATION SYSTEMS (SWIS)

State	Direct State support for PBIS	PBIS Trainers	Number of SWIS Schools
Illinois	x	Illinois Statewide TA Center	477
Indiana	x	Indiana University	2
Iowa	x	Iowa Department of Education	109
Kansas	x	University of Kansas	21
Kentucky	x	Kentucky Center for Instructional Discipline	146
Louisiana	x	Louisiana State University Department of Education	87
Maine	x	University of Maine	3
Maryland	x	Maryland State Department of Education	369
Massachusetts	x	Massachusetts Department of Education	26
Michigan	x	Michigan Department of Education	267
Minnesota	x	Minnesota Department of Education	25
Mississippi	x	University of Southern Mississippi	12
Missouri	x	University of Missouri-Columbia	74
Minnesota	x	Minnesota Department of Education	25

**TABLE 9: NUMBER OF STATES WITH DIRECT STATE SUPPORT,
PBIS TRAINERS AVAILABLE, AND NUMBER OF SCHOOL WIDE
INFORMATION SYSTEMS (SWIS)**

State	Direct State support for PBIS	PBIS Trainers	Number of SWIS Schools
Mississippi	x	Mississippi Department of Education	12
Missouri	x	Missouri Department of Elementary and Secondary Education	74
Montana	x	Montana Office of Public Instruction	19
Nebraska	x	Nebraska Department of Education	15
Nevada	x	University of Nevada-Reno	1
New Hampshire	x	New Hampshire Department of Education	95
New Jersey	x	New Jersey Department of Education	23
New Mexico	x	New Mexico Department of Education and University of New Mexico	103
New York	x	New York State Education Department	168
North Carolina	x	North Carolina Department of Public Instruction	247
North Dakota	x	North Dakota Department of Public Instruction	26
Ohio		No clear policy on PBIS in Ohio	327
Oklahoma	x	Oklahoma State Personnel Development Grant	0
Oregon	x	Oregon Department of Education	305

TABLE 9: NUMBER OF STATES WITH DIRECT STATE SUPPORT,
PBIS TRAINERS AVAILABLE, AND NUMBER OF SCHOOL WIDE
INFORMATION SYSTEMS (SWIS)

State	Direct State support for PBIS	PBIS Trainers	Number of SWIS Schools
Pennsylvania	x	Pennsylvania Department of Education	13
Rhode Island	x	Paul V. Sherlock Center on Disabilities	44
South Carolina	x	South Carolina Department of Education	119
South Dakota	x	South Dakota Department of Education	7
Tennessee	x	Tennessee Department of Education University of Tennessee Knoxville	53
Texas	x	Texas Education Agency	43
Utah	x	Utah Personnel Development Center	2
Vermont	x	Vermont Department of Education	6
Virginia	x	Virginia Department of Education	0
Washington	x	Northwest PBIS Network, Inc.	68
West Virginia	x	West Virginia Department of Education West Virginia Association for Positive Behavior Support	0
Wisconsin	x	Wisconsin Department of Public Instruction	0
Wyoming	x	Wyoming Department of Education	18

**ADDITIONAL DETAILS ON
THE SUCCESS OF STATES
IMPLEMENTING PBIS**

6 ADDITIONAL DETAILS ON THE SUCCESS OF STATES IMPLEMENTING PBIS

Table 10 presents a summary of measures of PBIS effectiveness in seven states that have carried out evaluation and research on the approach. They show consistently positive results in decreases in Office Discipline Referrals (ODR), In-School Suspension (ISS) and Out of School Suspension (OSS). Even Arizona, who started the process in 2006, and Vermont (2007) show positive results.

TABLE 10: USE AND EFFECTIVENESS: SEVEN STATES THAT HAVE FULLY EVALUATED PBIS

Activity	AZ	CT	FL	IL	MD	NC	VT
Year started PBIS training	2006	2000	2001	2000	1999	2000	2007
Number of Districts	38	27	52	336	24	93	27
Number of Schools Trained	63	98	503	1307	600	790	58
Change in Office Discipline Referrals (ODR)	-28%	-35%	-24%	-35%	.59*	-38%	-28%
Change in Days In-School Suspension (ISS)	-57%+	-89%	-18%	-30%	-21**	-24%x	-64%
Change in Out of School Suspension (OSS)	NA	-82%	-8%	-22%	NA	NA	NA

*Mean ODRs per 100 per school day

**Decrease of extended suspensions and expulsions

x Suspensions reported overall

+Includes both ISS and OSS

TABLE 10: USE AND EFFECTIVENESS: STATES THAT HAVE
PARTIAL PBIS RESULTS AVAILABLE

Activity	AL	AR	DC	ID	IA	KS	KY
Year started PBIS training	2008	2006	2002	2009	2002	2009	2005
Number of Districts	29	4	53		107	9	16
Number of Schools Trained	280	34	56	14	300	61	300
Change in Office Discipline Referrals (ODR)		-33%		-11%			-32%
Change in Days In-School Suspension (ISS)		NA		NA			-37%*
Change in Out of School Suspension (OSS)		NA		NA			

TABLE 10: USE AND EFFECTIVENESS: STATES THAT HAVE
PARTIAL PBIS RESULTS AVAILABLE (continued)

Activity	ME	MD	MA	MI	MN	MO	MT
Year started PBIS training	2009	1999	2008	2003	2005	2000	1995
Number of Districts	50		16		97	95	
Number of Schools Trained	120	379	18		229	300	200
Change in Office Discipline Referrals (ODR)							
Change in Days In-School Suspension (ISS)							
Change in Out of School Suspension (OSS)							

**TABLE 10: USE AND EFFECTIVENESS: STATES THAT HAVE
PARTIAL PBIS RESULTS AVAILABLE (continued)**

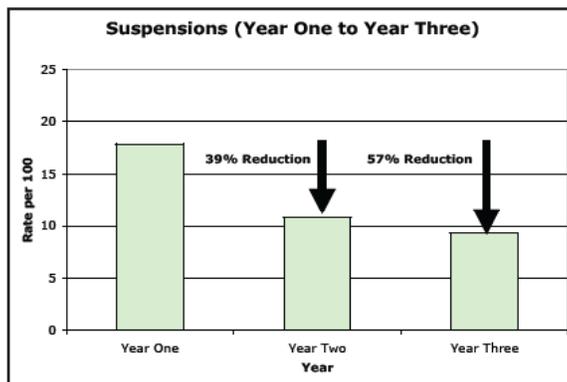
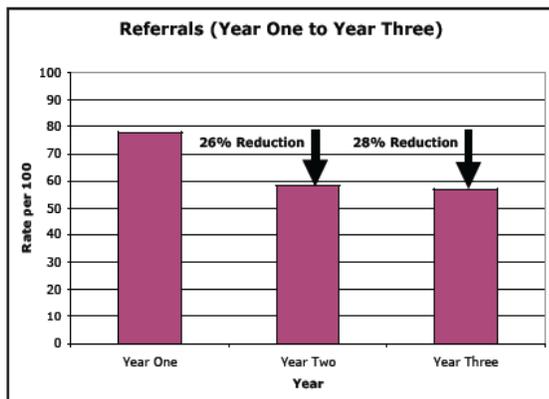
Activity	NH	NJ	NY	ND	OK	OR	RI
Year started PBIS training	2003	2005	2009	2003	2008	2009	2005
Number of Districts			53				11
Number of Schools Trained	19	33	56	34	27	608	108
Change in Office Discipline Referrals (ODR)	-32%						
Change in Days In-School Suspension (ISS)	-10%						
Change in Out of School Suspension (OSS)	-23%						

Activity	SC	WA	WI
Year started PBIS training		2006	
Number of Districts			149
Number of Schools Trained	243	614	614
Change in Office Discipline Referrals (ODR)		-12%*	
Change in Days In-School Suspension (ISS)		-47%*	
Change in Out of School Suspension (OSS)		-33%*	

ARIZONA

- Since 2006 there have been about two PBISAz conferences each year. Team trainings are held for first year schools. A second year training is held for district teams as well.
- By the end of 2008, a total of 38 districts and 63 schools were taking part in the training provided through PBISAz.

Arizona schools that have implemented the PBISAz process consistently across time have seen important reductions in office referrals and suspensions.



CONNECTICUT

PBIS Data Report and Summary: A Look at Connecticut, State Education Resource Center, Middletown, CT

The summary of this study was that:

“Positive Behavior Support (PBS) involves a proactive, comprehensive, and systemic continuum of support designed to provide opportunities to all students, including students with disabilities and second language learners, to achieve social, behavioral, and learning success. The CT State Department of Education (CSDE), through the CT State Education Resource Center [SERC], has been providing training, technical assistance, coaching, and evaluation to CT school districts since 2000. The major findings from Positive Behavior Support implementation are:

- Since 2000, over 27 districts have trained schools in Positive Behavior Support, and over 125 schools have been trained.
- Connecticut schools and districts are experiencing positive outcomes in response to their initiation and implementation of School-wide Positive Behavior Support.
- Connecticut-trained schools that are utilizing the SWIS database system and have been evaluated using the SET have demonstrated clear reductions in office discipline referrals as a result of

PBS implementation to criterion. When collected in SWIS, total office discipline referrals have been reduced for students with disabilities in addition to their general education peers.

- Many PBS schools in Connecticut have experienced a reduction in out-of-school suspension, in-school suspension, and expulsion rates.
- Connecticut schools recently began observing academic patterns related to implementation of Positive Behavior Support. Districts will likely continue the trend of recording and observing the relationship between academic achievement and implementation of SW-PBS during the upcoming years.
- Demand by Connecticut school districts for participation in School-wide Positive Behavior Support training has exceeded the resources available.
- Connecticut needs to further the development of a coordinated, comprehensive statewide system through the State Education Resource Center in collaboration with the University of Connecticut to address the behavioral and mental health needs of all Connecticut’s children in order to ensure academic achievement and positive behavioral outcomes.”

FLORIDA

Positive Outlook - Volume 20, Spring 2010

Student Outcomes and Quality of Implementation

To what extent are student behaviors positively impacted by higher quality of implementation as measured by the BoQ? Fewer office discipline referrals (ODRs), in-school suspension (ISS) and out-of-school suspension (OSS) reflect positive outcomes due to improvements in the quality of SWPBS implementation. High implementing schools reported 37% fewer ODRs per 100 students compared to low implementing schools, representing the greatest difference reported over a five year span. For the past three school years, higher implementing schools reported fewer ODRs. The average number of ODRs for lower implementing schools increased slightly in the last two years.

In general, high implementing schools reported a lower rate of OSS days for each of the five school years from 2004-2005 through 2008-2009. In addition, both lower and higher implementing schools are on a general trend of fewer OSS days, during each subsequent year. Furthermore, the difference between higher and lower implementing rates of OSS was 40% in 2004-2005, 45% in 2005-2006, 33% in 2006-2007, 47% in 2007- 2008, 50% in 2008-2009, with an overall average difference of 43% across five years.

Higher implementing schools experienced a lower rate of ISS days for each of the five school years from 2004-2005 through 2007-2008 with a slight (1%) increase in ISS rate during 2008-2009. Lower implementing schools observed a 28% decrease in average days of ISS during the 2008-2009 school year. The difference between higher and lower implementing rates of days of ISS ranges from a low of 26% in 2006-2007 to a high of 54% in 2007-2008 with an overall average difference of 40% across the five school years.

ILLINOIS

Illinois Positive Behavior Interventions & Supports (PBIS) Network: FY10 Annual Progress Report, Illinois Positive Behavior Interventions & Supports Network

Four areas of student benefit addressed in the FY10 Evaluation are: a.) Improvement in student behavior, b.) improved perception of school safety, c.) improved academic performance, and d.) the school's ability to support students with the highest level of need including those with or at risk of EBD.

(A) Improvement in Student Behavior – A major accomplishment related to PBIS training and technical assistance during FY10 has been an increase in the number of schools that collect and use office discipline referral (ODR) data for ongoing decision-making. Out of the 1,298 schools actively implementing PBIS in FY10, interpretable information about the rate and pattern of ODRs was available from 663 schools (51%) in FY10, a 20% increase from the 533 schools with this data available in FY09.

Caution is required when interpreting ODR patterns. Office discipline referrals represent possible changes in student behavior, and/or teacher behavior, and/or the organizational policies of the school. Changes from year to year may be due to changes in student behavior or changes in faculty behavior (e.g., more consistency with reporting incidents of problem behavior).

The initial evaluation questions based on ODRs focus on a.) the extent to which a school adopting PBIS demonstrates reduction in ODR levels, and b.) if schools meet the PBIS criterion for implementation have lower ODR levels than schools that are not yet using the PBIS practices. Schools adopting PBIS nationally and in Illinois are experiencing a reduction in ODR levels. Figures 54 and 55 compare elementary and middle PBIS schools in Illinois to PBIS schools nationwide.

Trends in the figures below show that for both elementary and middle schools, Illinois percentages of students match national data very closely. One reason for this may be the fact that, relative to elementary and middle schools, Illinois is the state with the single largest number of schools contributing to the national data set. For high schools however, mean Major ODRs per 100 students per day are slightly higher than the national average. However, this trend is reversed for Illinois K-12 schools, as the rate is significantly lower than the national average.

Schools implementing PBIS are experiencing decreases in discipline problems as measured by students being sent to the office and suspended or expelled for behavior problems. Office discipline referrals (ODRs) decrease at

a significantly greater rate in schools that reach full implementation of the universal level (per BoQ scores), which results in a significant gain in instructional time. Approximately 481 schools had fidelity scores on one of the 3 fidelity measures (TIC, BoQ, or SET) and ODR data that allowed rigorous assessment of PBIS practices.

(B) Improvement in School Safety – The data show that increased fidelity measures scores correlate with a drop in behavioral incidents, but does implementing schoolwide PBIS improve staff’s perceptions of safety in schools? The School Safety Survey is administered to five staff members of a PBIS school. This survey asks school staff to assess risk factors and protective factors of their school and the surrounding community. The data in Figure 64 below compares the risk and protective ratios of schools that are fully implementing schoolwide PBIS according to the BoQ with those schools that are partially implementing PBIS. Schools that had reached full implementation (n=134) reported a higher level of protective factors and a lower level of risk factors than schools that were only partially implementing schoolwide supports (n=76).

(C) Improved Academic Performance – School wide systems of positive behavior support combined with effective literacy approaches can lead to academic achievement. As the discipline data illustrate, positive behavior support can increase the time available for academic instruction. In Illinois, findings show marked improvement in academics as schools reach full implementation of PBIS according to the SET.

Adequate yearly progress (AYP) is a measurement defined by The No Child Left Behind Act of 2001 to determine how public schools and districts are performing academically on standardized tests. In Illinois, school and district Illinois Standards Achievement Test (ISAT) data are calculated using the AYP measurement to determine if students are improving their performance on the ISAT and are meeting state determined benchmarks. 2009 AYP data for Reading and Math were compared to 2009 PBIS fidelity measures to investigate the possible correlation between PBIS fidelity and AYP. As shown in Figures 65 and 66, fully implementing PBIS schools are making AYP in Reading and Math more so than partially implementing schools. These data are statistically significant for AYP Reading (chi-square with one degree of freedom = 12.233, p = 0.000) and AYP Math (chi-square with one degree of freedom = 24.627, p = 0.000).

(D) School Ability to Support Students with a Higher Level of Need – There are multiple ways to look at schools’ ability to support students with higher level needs, including implementation data and student outcome data. In this section, we will first describe implementation data from the Illinois School Profile Tool.

The School Profile Tool was used to examine the systems data and practices at all three tiers of PBIS in schools. The School Profile Tool is completed by school-based PBIS teams throughout the school year and includes information regarding the teams’ activities (e.g., number, level, and start date for interventions). A total of 264 schools submitted the School Profile in 2009-10, 244 schools in 2008-09, 199 schools in 2007-08, 195 schools in 2006-07, 151 schools in 2005-06, 187 schools in 2004-05, 170 schools in 2003-04, and 149 schools in 2002-03.

Once these data were reported by schools on the FY10 School Profile Tool, the Network evaluation team reviewed them and re-coded any data that were misrepresented in a particular category (e.g., class level interventions that are schoolwide).

MARYLAND

PBIS Summative Report (2008-2009): Anne Arundel County Public Schools PBIS District-wide Initiative, Virginia Dolan, Ed.D., NCSP, PBIS Facilitator

The Maryland recommendations from this report provide a view of the process that Maryland has used to implement PBIS. They are as follows.

1. PBIS is a framework through which other interventions can be implemented. It uses a Response to Intervention logic for focuses on a Tiered Intervention Approach. Once in place, the team, using data-based decisions, can identify school level issues and identify practices to address those issues. Given the resources that have already been invested and the level of fidelity that has been demonstrated in a large percentage of schools, it makes sense to link other major education initiatives to this framework. Examples include Character Education, attendance initiatives, Drop-Out Prevention strategies, Bully Prevention strategies, etc. With over 500 schools already practicing the three-tiered prevention logic around behavior in Maryland, a direct link to the same logic proposed within RtI would enable instructional teams to implement rapidly with the support of the existing implementers in their schools.

2. With the implementation of the Collaborative Decision Making Process (CDM) which has mainly focused on the academic interventions, both initiatives fall within a prevention/intervention foundation and links behavior and academic interventions. In addition, linkages inside MSDE with curriculum development, principal training, and personnel preparation might allow us to combine resources rather than compete for them.

3. It is necessary for the District Leadership team to be visible, valued and responsible for leading the PBIS effort in AACPS. The capacity to develop a clear action plan which defines long term goals, outcomes, and funding requirements to expand and sustain the district-wide initiative is in place. At this point the commitment to ongoing training and access to technical assistance has to be established so that schools are provided a single point of access to the full continuum of academic and behavioral supports. (Implementers Blueprint 2007)

4. Evaluation data presented earlier in this report indicates a high level of fidelity of implementation as measured by both the SET and the BOQ. Additionally, office discipline referral data indicates that this high level of fidelity is associated with reductions in office discipline referrals. The recommendation for the currently implementing schools is to support the necessary training and TA for the development of Tier 2 and Tier 3 supports. A key feature of building Tier 1 support is to efficiently and effectively implement Tier 2 and 3 level supports.

The Leadership Team should create a plan to address the training, coaching and systems support necessary to begin expansion “up the triangle” and build/expand on the Student Services/mental health team model already established in the three schools that are involved with the Escapes Grant, as well as with the Community Resource Initiative in the North County cluster to support at-risk (targeted group) students and students with intensive needs. This effort will require the development of multi-disciplinary, multi-agency workgroups to formalize such structures. It will be important to engage key stakeholders at the district and local levels to ensure progress in the implementation efforts of an expanded model.

5. The data presented and analyzed over the last ten years of implementation, regardless of how well schools are implementing, clearly shows disproportional representation of African American students and male students receiving office discipline referrals, suspensions and extended suspensions. Although these numbers are dramatically decreasing, our school system still needs to recognize that we are not reaching all of students; that far too many minority and male students are not engaged in learning; who feel disenfranchised and are likely to: drop out of school, get involved in delinquency, develop chemical dependencies, be incarcerated and/or end up homeless.

6. Schools will need to spend more time and effort developing plans to address these disparities between groups. Such time is often used during the summer planning days, but need to be incorporated throughout the year at the monthly team meetings.

NORTH CAROLINA

Reynolds, H., Irwin, D., & Algozzine, B. (2010). [North Carolina Positive Behavior Support Initiative Evaluation Report 2008-2009](#). Raleigh, NC: Department of Public Instruction, Exceptional Children Division, Behavioral Support Services.

The North Carolina Positive Behavior Support Initiative requests that participating schools complete and submit implementation and evaluation tools:

- Team Implementation Inventory
- School wide Evaluation Tool (SET) or Benchmarks of Quality (BoQ)
- NC PBS Office Discipline Referral (ODR) Reporting Spreadsheet

The NC PBS Initiative recommends that teams utilize other tools such as the EBS Survey, School Safety Survey, and Team Implementation Checklist, which are online at www.pbssurveys.org.

In addition, the Initiative uses other data already collected by the Department of Public Instruction, such as information on achievement, attendance and suspensions. The NC PBS Initiative provides additional tools for school use around these data points as well as a Data Collection Manual on the website. Schools implementing PBS regularly assess the extent to which key features of PBS are being implemented and they use this information to develop action plans for refining and sustaining.

NC PBS Initiative critical features

Leadership Team - Representative stakeholders meet regularly to support effort.

Coordination - State and local coordinators manage day-to-day operations.

Funding - Implementation supported with targeted state-approved funds.

Visibility - Ongoing local, state, and national dissemination efforts.

Political Support - Leadership Team reports annually on activities and outcomes.

Training Capacity - Team of trainers is available to build and sustain practices.

Coaching Capacity - Individuals are available to support emerging practices.

Demonstrations - Large number of schools available for model demonstrations.

Evaluation - Process in place for collecting and reporting information on: implementation of action plan; use of Statewide PBS (SWPBS); or impact on student outcomes.

VERMONT

Vermont Positive Behavior Supports (PBS) is a state-wide system of support established and maintained by the state BEST team, a collaboration between the Department of Education and the Center for Disability Inclusion at the University of Vermont. Several features work together to provide a viable system for scaling up and sustaining PBS efforts in Vermont schools:

- National PBIS Technical Assistance Center support
- Availability of funds to schools for training & development through BEST and Act 230
- Leadership by State-wide PBS Coordinator—Education Assistant Division Director—Rae Ann Knopf and PBS Management Team
- A professional development and school improvement model incorporating evidence based practices designed to:
 1. Reduce problem behaviors, improve student achievement, school culture and climate.
 2. Promote effective implementation of schoolwide support systems.
 3. Move beyond ‘train and hope’ models; blending continuous training, coaching & technical assistance to implementing schools.
 4. Provide access to PBS for all interested schools in Vermont.
 5. Improve efficacy for use of BEST, Act 230 and other funds.

PBS in Vermont builds on our historical philosophy of inclusion, collaboration, and ‘Building Effective Supports for Teaching’ all our children in their own communities using a strengths-based approach. Nationally, PBS/PBIS is practiced in over 8,000 schools in 44 states. PBS is not an initiative, but a set of problem solving strategies and processes.

Building upon existing strengths, school teams create well defined systems, use effective practices, and data centered evaluation methods to reshape their communities and help students achieve academic and social competence.

The PBS process is used by many school teams to broaden, strengthen and integrate existing efforts such as Responsive Classroom, Responsiveness to Intervention, Differentiated Instruction, and Olweus Bullying Prevention.

Second Year Evaluation Information

Second year evaluation measures show:

- A reduction of office discipline referrals of 28% to 64% in fully implementing schools.
- 59% of Vermont PBS schools have been able to fully implement school-wide PBS with fidelity within one year of completing their training.
- 60% of fully implementing schools have gone on to work on implementing targeted systems of support for students with more intensive needs within 6 months
- First 4 cohorts of PBS schools have improved systems for teaching behavioral expectations by 62% and overall behavioral support systems by 41%.
- Overall average post implementation SET scores for the fully implementing schools is 95%.
- VTPBS is positively impacting: more than 18,300 students.

**ADDITIONAL DATA
ON CURRENT FEDERAL
AND STATE ACTION
IN IMPLEMENTING
LEGISLATION REGULATING
THE USE OF RESTRAINTS
AND SECLUSION**

7 ADDITIONAL DATA ON CURRENT FEDERAL AND STATE ACTION IN IMPLEMENTING LEGISLATION REGULATING THE USE OF RESTRAINTS AND SECLUSION

For a comprehensive listing of state statutes, regulations, policies, and procedures regarding the use of emergency or planned physical, chemical, mechanical, or other restraints, see <http://www.nasddd.org/RestrictiveProcedures/index.shtml>. The U.S. Department of Education also has a source for state seclusion and restraint policies. This document is available at <http://www2.ed.gov/policy/seclusion/summary-by-state.pdf>

Table 11 at the end of this section provides a state-by-state comparison of legislation.

ALABAMA. Ala. Code § 16-1-14 (Education; General Provisions). Local school boards may prescribe rules and regulations, subject to State Board of Education approval, that isolate or separate pupils who create disciplinary problems in any classroom or other school activity and whose presence in the class may be detrimental to the best interest and welfare of the class as a whole.

ALASKA. The state of Alaska has limited coverage of issues concerning the use of restraint and seclusion in K–12 schools. The applicable statutes and regulatory requirements are likely limited due largely to the fact that there are few requirements at the federal level in relation to public pre-K/K–12 education’s use of restraint and seclusion. The applicable statutes/regulations are as follows:

AS 14.33.120. School Disciplinary and Safety Program.

AS 11.81.430. Justification: Use of Force, Special Relationships.

AS 14.07.020. Duties of the Department.

4 AAC 07.010. Establishment of district guidelines and procedures

4 AAC 07.900. Definition

Policies concerning the application of these requirements for public school general populations are left to individual school districts. For students with disabilities, the Alaska State Special Education Handbook provides some guidance concerning the use of restraint and seclusion, but this guidance is limited due to the requirement of the IEP team to develop individualized plans to address behavior (Behavior Intervention Plan, or BIP) with clear identification of the details in which such actions will be used and with supporting documentation.

ARIZONA. Arizona is one of 19 states that does not have any statutory requirements regarding the use of restraints and seclusion practices in schools. Guidance is provided through task force recommendations. Arizona SB 1197 was passed in 2009 and established a nine-member Task Force on Best Practices in Special Education and Behavior Management to examine, evaluate and make recommendations concerning the best practices for managing the behavior and discipline of pupils with disabilities. Task force members are appointed by the State Board of Education, and the group submitted a written report of its findings to the governor and Legislature in August 2009. The bill requires each school district governing board and charter school governing body to hold a public meeting to review and consider the adoption of the best practice recommendations by June 30, 2010. The governing board or governing body is not required to adopt the recommendations and may choose to modify the recommendations to accommodate the needs of the school district or charter school. The bill repeals the task force on September 15, 2010.

ARKANSAS. The Arkansas Department of Education (ADE) developed rules and regulations on seclusion of special education students several years ago. The title of the policy is “Time-Out Seclusion Room.” The rules and regulations on “Time-Out Seclusion Room” from ADE Special Education and Related Services policies are reproduced below beginning with section 20.00.

At the present time, ADE has not adopted a policy on the use of restraint. However, a policy on the use of restraint is available through the Arkansas Juvenile Justice code, at Arkansas Code Annotated 9-27-303(3)(C)(ii). The applicability of this policy to educational settings is the subject of discussion and may result in a specific policy on the use of restraint being developed by ADE, as noted below.

An ADE committee has been convened to review the current state statute addressing restraint to determine whether it is sufficient in its application to educational settings. If it is determined to be insufficient, the existing statute, as well as other input, will be used for guidance in developing appropriate statutes, rules and/or another policy on student restraint applicable to educational settings. If additional statutory authority is necessary to develop and implement ADE policy on the use of restraint, then the necessary legislation will be proposed to the Arkansas General Assembly at the first opportunity available to ADE. Also, the existing special education rules on the use of time-out seclusion will be reviewed, updated as necessary and expanded to include all educational settings, not just special education environments.

CALIFORNIA. California law recognizes that “the state has continually sought to provide an appropriate and meaningful educational program in a safe and healthy environment for all children regardless of possible physical, mental, or emotionally disabling conditions.” California Education Code [EC] identifies procedures to follow to ensure this. In addition, specific guidance and procedures on dealing with emergency situations are included. These statutes, regulations, and guidance include the following:

CA Education Code 30 EC 56520—Behavioral Interventions Legislative Findings, Declarations and Intent
CA Education Code 30 EC 56521—Application of Chapter on Behavioral Interventions
CA Education Code 30 EC 56523—Regulations Pertaining to Behavioral Interventions
CA Education Code 30 EC 56524—Teacher Training in Appropriate Behavioral Interventions
CA Education Code 30 EC 56525—Board Certified Behavior Analyst

California law recognizes that “the state has continually sought to provide an appropriate and meaningful educational program in a safe and healthy environment for all children regardless of possible physical, mental, or emotionally disabling conditions” (California Education Code [EC] Section 56520[a][1]). Further, “teachers of children with special needs require training and guidance that provides positive ways for working successfully with children who have difficulties conforming to acceptable behavioral patterns in order to provide an environment in which learning can occur” (EC Section 56520[a][2]).

The law also recognizes that in situations involving “unpredictable, spontaneous behavior which poses a clear and present danger of serious physical harm to the individual or others,” emergency interventions may be necessary (California Code of Regulations, Title 5 [5 CCR], Section 3052[i]). However, emergency interventions are not a substitute for a systematic positive behavioral intervention plan (BIP) that is included in the student’s individualized education program (IEP) (5 CCR Sections 3052[a][1] and[4]). In particular, physical restraint or seclusion of the student may only be used in properly licensed facilities, by staff trained in emergency interventions, and only with such force and duration as reasonable and necessary under the circumstances (5 CCR Section 3052[i][4][A]–[C]).

COLORADO. 26-20-101. Short title. This article shall be known and may be cited as the “Protection of Persons from Restraint Act”. Source: L. 99: Entire article added, p. 377, § 1, effective April 22.

26-20-103. Basis for use of restraint.

(1) Subject to the provisions of this article, an agency may only use restraint:

(a) In cases of emergency; and

(b) (I) After the failure of less restrictive alternatives; or

(II) After a determination that such alternatives would be inappropriate or ineffective under the circumstances.

(2) An agency that uses restraint pursuant to the provisions of subsection (1) of this section shall use such restraint:

(a) For the purpose of preventing the continuation or renewal of an emergency;

(b) For the period of time necessary to accomplish its purpose; and

(c) In the case of physical restraint, using no more force than is necessary to limit the individual's freedom of movement.

CONNECTICUT. Public Act No. 07-147 An Act Concerning Restraints and Seclusion in Public Schools (Effective October 1, 2007) This act is specific to public schools and in accordance with Chapter 814e (see below). An amendment to the regulations was made effective in May 2009 after public hearings were held. A summary of the regulations is described in The Bureau Bulletin: Bureau of Special Education, May–June 2009, Vol.1 (9) as follows: “The regulations require the recording and reporting of instances of the emergency use of physical restraint or

seclusion consistent with the requirements of Section 46a153 of the Connecticut General Statutes, as amended by Section 3 of Public Act 07147. The regulations also require the recording of the emergency use of restraint or seclusion to be done on a standardized incident report developed by the State Department of Education. A draft copy of a standardized incident report has been developed and is included in this bulletin for immediate use in school districts. The report is to be completed no later than the school day following the incident. Each instance of the emergency use of physical restraint or seclusion on a child eligible for special education, or a child being evaluated for eligibility for special education and awaiting a determination of eligibility must be recorded. Where seclusion is utilized as specifically provided for in an individualized education program, recording of each instance of its use is not required. Parents, however, are to receive notification consistent with the requirements of Section 1076b9 of the regulations.”

DELAWARE. 14 DE Code, Chapter 7: Lawful Authority of Teachers over Pupils. Provides for the use of reasonable and necessary force in situations including but not limited to protecting a pupil from inflicting harm on pupil's own self or to protect the safety of others. While “restraint” or “seclusion” are not discussed directly, a school’s “emergency intervention procedures” and “behavior management procedures” for children with autism must be reviewed by the state’s Human Rights Committee and Peer Review Committee.

Emergency Personal Restraint: The emergency use of DDDS approved physical restrain techniques that are designed to restrict an individual’s movement. Personal restraints shall be considered as being extremely intrusive and are only to be used in instances where all other less intrusive interventions have been attempted and it is necessary to keep the individual from harming himself or others.

a. Emergency Personal Restraint may be initiated immediately by any staff trained in the use of DDDS approved techniques in response to an already occurring behavior that has not responded to other less intrusive interventions or as intensity requires to protect the health and safety of self and others.

b. The Designated Professional staff must be notified as soon as possible once the intervention is implemented and must immediately proceed to the area unless contraindicated by the logistics of the situation (e.g. during travel, restraint already discontinued) to assure proper implementation and documentation of the procedure or to authorize its continuation

c. The Designated Professional staff shall be responsible for the oversight of the intervention from the time of their arrival until the intervention is terminated.

d. Initiating staff may use personal restraint up to fifteen (15) minutes in situations where the risk of harm to the person or others continues to exist and there are no other alternatives available to ensure the safety of that individual or others.

e. The personal restraint must be terminated sooner than the 15 minutes if the individual calms (i.e.: no longer a danger to self or others, no longer fighting, struggling, yelling, making threats, etc.) and MUST be immediately terminated if the individual shows signs of distress as noted in Standard CC of this policy.

f. Notification shall be made with the person’s legal representative if indicated.

g. Designated Professional Staff may authorize, in person, the continued use of personal restraint to a maximum of 30 minutes of continuous duration, at which time an alternative intervention must be provided.

h. While personal restraint is being implemented entries must be made on the Emergency Medical/Behavioral Intervention Strategies Record every minute as staffing permits and preferably by an individual who is not directly involved in the implementation of the restraint. The entries will serve to document the individual’s response to the intervention.

3. Mechanical Restraint (including medical/health related restraint): Individuals shall be free of mechanical restraints not required to treat a medical condition, or imposed for the purposes of convenience, behavior control, or discipline. Medical symptoms alone shall not justify or automatically trigger the use of a restraint. The ID Team shall provide the prescribing physician/dentist with updated information about the person’s need for the use of a mechanical restraint based on the outcome of an established on-going assessment process. Communication between the ID Team and prescribing physician shall contribute to the early identification of a lesser restrictive approach to providing supports, as applicable.

DISTRICT OF COLUMBIA. Restrictive Procedures. It is the policy of the Department on Disability Services (DDS) to assure that there are procedures and standards in place that provide staff who support individuals with disabilities with basic knowledge about the principles of positive behavior supports, strategies for the enhancement

of functional skills, prevention of incidents of challenging behavior and safe procedures for restrictive intervention when an individual's behavior presents a danger to self or others. The main focus of this policy is prevention. The use of restrictive intervention is a last resort to terminate behavior that presents a danger to self or others and shall only be used as a behavior change technique if included in a Positive Behavior Support plan. All restrictive physical interventions shall have undergone intense scrutiny to provide an approach that balances the safety and rights of the individual exhibiting the behavior with the safety of others involved in the situation. The emergency use of restrictive controls shall trigger the development or at minimum, the consideration of the need for a behavior support plan focused on decreasing the challenging behavior prompting the restrictive control and increasing the development of self-control.

FLORIDA. Florida has no rule in place governing student restraint and seclusion in the public and private schools. However, Florida currently has several initiatives under way. There is a new State Board of Education rule under development that is tentatively titled "Standards for the Use of Reasonable Force to Maintain a Safe and Orderly Learning Environment." This rule (6A-6.05271, FAC) will address the use of reasonable force, physical restraint, time out and seclusion to maintain a safe and orderly learning environment.

Legislation has been introduced in the Florida's House of Representatives that addresses student restraint and seclusion for students with disabilities (HB 81). The bill, "Use, Prevention, and Reduction of Seclusion and Restraint on Students with Disabilities in Public Schools," provides that manual physical restraint shall be used only in an emergency when there is imminent risk of serious injury or death to student or others; provides restrictions on use of manual physical restraint; prohibits the use of manual physical restraint by school personnel who are not trained and certified to use district-approved methods for applying restraint techniques; prohibits school personnel from placing student in seclusion; provides requirements for use of time-out; requires schools to prepare incident reports after an occasion of student restraint; and requires development and revision of school district policies and procedures.

Current Florida Statutes—1003.32 (1)(j), 1006.09(1), and 1012.75(2)—outline the authority of teachers and principals to maintain an orderly environment, but do not directly refer to the use of student restraint or seclusion.

GEORGIA. Special Education Rules adopted June 14, 2007, do not address restraint and seclusion. Minutes from State Advisory Panel (SAP) for Special Education meeting on November 4–5, 2008, indicate that the GADOE Divisions for Special Education Services and Supports said that restraint and seclusion guidelines were sent to the Georgia Network for Educational and Therapeutic Support (GNETS) and local education agency (LEA) special education directors. The Panel asked DOE staff members about rule making process and timelines. Georgia is developing a State Board of Education rule on restraint and seclusion. We anticipate the State Board of Education to adopt the rule in April 2010.

HAWAII. Hawaii Revised Statute Section 302A-1141. No physical punishment of any kind can be inflicted upon any pupil except reasonable force used to restrain a student from hurting himself/herself or any other person or property.

Student Safety and Welfare Policy. The Department of Education shall provide a caring environment conducive to the physical, mental, social, and emotional well-being of students while they are participating in school activities. Attention shall be given to the personal safety of each student during these activities and such attention shall include instruction in safety practices and attitudes; proper maintenance of buildings, grounds, and equipment; establishment and enforcement of proper rules of conduct at each school including a no use, no possession, and no distribution of tobacco, alcohol and other non-prescription drugs; and provision of services to safeguard students from the deviant behavior of those who fail to conform to standards of conduct compatible with the best interests of all.

IDAHO. Idaho has no state statutes, regulations, policies or guidance on this issue. Superintendent of Public Instruction, Tom Luna, has authorized a task force on seclusion and restraint at the State Department of Education (SDE). The task force is charged with reviewing current state laws, regulations, and policies around seclusion and restraint in Idaho public schools and revising and developing, if necessary, clear and concise policies and procedures for the use of seclusion and restraint across state and local education agencies in Idaho. The task force will begin its work in September 2009 and expects to submit proposed rules to the state board of education in June 2010. The Idaho SDE would welcome technical assistance from the U.S. Department of Education in moving this important issue forward.

While there is no state policy in place, the SDE partners with the Center on Disability and Human Development at the University of Idaho to provide consultant services to districts through a positive behavior project.

ILLINOIS. Section 1.280 Discipline. Section 24-24 of the School Code [105 ILCS 5/24-24] provides for teachers, other certificated educational employees and persons providing a related service for or with respect to a student as determined by the board of education to maintain discipline in the schools. The board of education shall establish and maintain a parent-teacher advisory committee as provided in Section 10-20.14 of the School Code [105 ILCS 5/10-20.14].

The board of education shall establish a policy on the administration of discipline in accordance with the requirements of Sections 10-20.14 and 24-24 of the School Code [105 ILCS 5/10-20.14 and 24-24] and disseminate that policy as provided in Section 10-20.14 of the School Code.

Any use of isolated time out or physical restraint permitted by a board's policy shall conform to the requirements of Section 1.285 of this Part.

INDIANA. State Policies. Prior to December 2009, regulations specifically on the use of seclusion and restraint in Indiana were found in laws and policies related to health and human services. In each example below, seclusion and restraint are allowable under a specific set of guidelines.

- Indiana Code (IC) o Title 12, Human Services
o Title 16, Health

- Indiana Administrative Code (IAC) o Title 405, Psychiatric Residential Treatment Facilities (Article 5-20-3.1(3))
o Title 410, Department of Health (Article 16.2)
o Title 440, Division of Mental Health and Addiction (Article 1.5)
o Title 445, Division of Aging (Article 3)
o Title 465, Department of Child Services (Article 2)

After the July 2009 letter from Secretary Arne Duncan, which urged states to review, revise or develop state policies and guidelines on the use of seclusion and restraint, the Indiana Department of Education (IDOE) began its review process of all state statutes, regulations and policies. The review process determined that there was no statewide policy regarding seclusion and restraint.

IOWA. Iowa Code section 280.21: "Corporal Punishment—Burden of Proof"

Iowa Administrative Code 281, Chapter 103: "Corporal Punishment Ban; Restraint; Physical Confinement and Detention"

Amendments to Chapter 103, effective November 2008. (Thomas Mayes, lawyer with Special Education bureau)

Amended regulations:

- require training on positive behavior interventions and supports, alternatives to seclusion and restraint, and crisis prevention and de-escalation;
- provide that corporal punishment remains banned, and seclusion and restraint is to be used only when reasonable;
- provide standards for determining when use of seclusion and restraint is reasonable;
- require notice to parents about the use of seclusion and restraint;
- require data collection, for use in notifying parents and program evaluation;
- ban certain inherently risky practices (e.g., prone restraint).

KANSAS. Kansas State Department of Education Seclusion and Restraint Guidelines
Legal Governance of Seclusion and Restraint (State/Federal Laws)

Federal law does not restrict the use of restraints and seclusion in public or private schools. With regard to children with disabilities, the Individuals with Disabilities Education Act (IDEA) requires that eligible students be educated in the least restrictive environment. IDEA also mandates that special education students have an Individualized Education Program (IEP), a written document that, in part, explains the educational goals of the student and the types of services to be provided. IEPs are developed by parents and school personnel and may contain instructions

related to the use of strategies to support the student. These strategies could include, for example, instructional approaches and behavioral interventions such as the use of seclusion and restraints. State laws and regulations in this area vary widely. For example, 19 states, including Kansas, do not have laws or regulations related to the use of seclusions or restraints in schools. However, Kansas is one of four states currently collecting and reporting information from school districts on the use of restraints and seclusions. Source the Government Accountability Office document GAO-09-719T

The authority for Seclusion and Restraint in Kansas is located in the published Kansas Seclusion/Restraint Guidelines, which were adopted by the Kansas State Board of Education on March 13, 2007, "... the State Board directed staff members to convert the proposed seclusion and restraint regulations for students with disabilities to guidelines, with provision for the monitoring of these activities and reporting to the State Board."

KENTUCKY. Currently, Kentucky does not have any statutes or regulations on student seclusion and restraint. The state does offer guidance in two areas: (1) for procedures and best practices for time out rooms and (2) a three-tiered behavior intervention plan providing best practice for schools. KDE also has a policy letter on the use of time-out in schools. A copy of it is embedded within the guidelines on effective use of time-out posted on the Behavior Home Page Recommended best practices in policy, regulation or guidance documents.

Kentucky has recommended the following best practices in policy, regulation and guidance documents. (1) If seclusion and restraint techniques are permitted as behavioral interventions, the SEA should address these interventions in the context of behavioral intervention plans and (2) Provide resources for training of appropriate staff people.

LOUISIANA. No policy exists that addresses these issues. There is nothing regarding restraint/seclusion in Bulletin 1530, Louisiana IEP Handbook for Students with Disabilities (last updated Dec. 2008), nor in Bulletin 1706, Subpart A-Regulations for Students with Disabilities (last updated Oct. 2008).

Professional development offering for personnel working with children with disabilities during 2003–2004 school year in Nonviolent Crisis Prevention/Intervention (two-day training, 12 hours total).

DOE Web site shows professional development offering for instructor certification training in Nonviolent Crisis Prevention Intervention from a Crisis Prevention Institute trainer from Brookfield, Wisconsin. This four-day certification course was offered Jan 18–21, 2005, and Feb 1–4, 2005, for up to 30 individuals per session.

MAINE. Maine has had regulations in place for several years
05-071 Chapter 33: Regulations Governing Timeout Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools.

These regulations establish standards for the use of separate, isolated timeout rooms and the use of therapeutic restraint when the behavior of a student presents a risk of injury or harm to the student or others, significant property damage, or seriously disrupts the educational process and other less intrusive interventions have failed. Nothing in these rules would require a school administrative unit (SAU) or approved private school to construct or use a timeout room or implement a program of therapeutic restraint. Schools that are licensed as residential child care facilities or mental health treatment centers and governed by other state standards shall comply with the higher standard. Nothing within these rules limit the protections of individual students under applicable special education standards.

MARYLAND. Title 13A State Board of Education
Subtitle 08 STUDENTS, Chapter 04 Student Behavior Interventions
Authority: Education Article, §§2-205, 7-301, 7-303—7-305, 7-307, 7-308 and 7-1101—7-1104, Annotated Code of Maryland

In 2002, the Maryland General Assembly enacted a law requiring MSDE to convene a taskforce to address exclusion restraint, and seclusion of students in local school systems and nonpublic special education facilities throughout Maryland. Regulations were promulgated and the implementation of these regulations was effective beginning September 2003 [COMAR 13A.08.04]. The State Board of Education approved amendments to these regulations on August 25, 2009.

Positive behavior interventions, strategies, and supports are intended to be used for two reasons: First, to increase the occurrence of behaviors that school personnel want to encourage, and second, to decrease behaviors that school personnel want to lessen or eliminate. It is important to remember that responding in a positive and rewarding way to behavior that school personnel want to see, i.e., 'catching a student being good' is just as, if not more important than developing a behavior plan that focuses on the negative behaviors that school personnel seek to eliminate.

MASSACHUSETTS. Pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G, "The board of education shall promulgate regulations regarding the use of physical restraint for students. Such regulations shall not preclude any teacher or employee or agent of the school from using reasonable force to protect pupils, other persons and themselves from an assault by a pupil as set forth above in section (b). Such regulations shall require training of all personnel authorized to administer any forms of restraint. Such regulations shall provide for procedures for notification to the department and to the parents."

The Massachusetts Department of Elementary and Secondary Education (MA DESE) addresses physical restraint laws and guidelines through 603 CMR 46.00 (in effect April 2, 2001), which relate to students in publicly funded elementary and secondary education programs, including all Massachusetts public school districts, charter schools, collaborative education programs and special education day schools approved under 603 CMR 28.09. 603 CMR 18.00 (amended April 2, 2001), MA DESE's Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs, generally address behavior management at section 18.05(5) and require approved day and residential special education school programs to develop rules, policies and procedures addressing a number of areas, including restraints.

MICHIGAN. "Reasonable physical force" allowable to maintain order and control in providing a safe and conducive learning environment. At least one of a determined set of criteria must apply. (§380.1312)

In addition to the policies and regulations directing the use of seclusion and restraint in education, Michigan also has a policy that each district must implement schoolwide positive behavior support (PBS) strategies. MDE has provided a number of resources to support schoolwide PBS, most recently with an updated 2008 implementation guide

MINNESOTA. Minn. Stat. § 121A.58 and Minn. Stat. § 121A.66

Minnesota does not have immediate plans to modify their current statutes/rules in response to the U.S. Department of Education letter from Arne Duncan addressed to state commissioners. Their Positive Behavioral Interventions and Support (PBIS) scaling-up model, based on the work out of the Institute of Education Sciences, aligns with the suggestions contained in the letter.

Although Minnesota has an internal group following the national trends in this area, they would also like technical assistance from the North Central Regional Comprehensive Center (NCCC) around effective practices currently under way in other states.

MISSISSIPPI. State Policies Regarding Children with Disabilities (Policy 7219, effective July 20, 2009) contain nothing regarding restraint and seclusion.

The Mississippi School Safety Manual (Revised 2005) includes a reference to state code concerning corporal punishment and restraint policy (Appendix VI) in the translation associated with Mississippi Code of 1972, SEC. 37-11-57 regarding immunity of school personnel from liability for carrying out action in enforcing rules. Appendix VI is a sample student restraint policy describing its relation to the code, situations for which a restraint may be appropriate, acceptable techniques, and reporting requirements.

MISSOURI. Missouri has adopted a widely known and well-established philosophy and tradition of local control in education. Schools, districts and communities take pride in their ability to develop and implement local policies that guide and protect interests of their own students and address the unique and distinct educational needs of their individual communities. State policies related to appropriate seclusion and restraint practices have thus far not been viewed differently from other guidelines or policies necessary to ensure safe, quality education for Missouri students. There is no statewide policy at the present time.

Recent legislation (H.C.S. #2, S.S. S.B. 291) approved by the governor of Missouri on July 31, 2009, requires, “By July 1, 2011, the local board of education of each school district shall adopt a written policy that comprehensively addresses the use of restrictive behavioral interventions as a form of discipline or behavior management technique”

Department of Elementary and Secondary Education (DESE) Career Education Assistant Commissioner Tom Quinn and DESE Special Education Legal Counsel Cynthia Quetsch have been named to co-chair a stakeholder committee to begin development of guidance that will assist districts in their development and adoption of suitable restraint and seclusion policies at the local level as required under the new statute.

MONTANA. Montana code has been in place since 1971 and been amended several times. The administrative rule and technical assistance guide on the use of seclusion and restraint with special education students was most recently revised in 2001.

Montana code prohibits corporal punishment, but allows school personnel to use physical restraint that is reasonable and necessary, even if it causes physical pain. The use of restraint or seclusion is not solely restricted to “ensure the immediate physical safety” of the student, but may be used to “quell a disturbance, provide self-protection, protect persons from physical injury, obtain possession of a weapon or dangerous object from the pupil, maintain the orderly conduct of a pupil, or protect property from serious harm.” Other relevant terms defined in the law are as follows: (1) corporal punishment means knowingly and purposely inflicting physical pain on a pupil as a disciplinary measure, and (2) physical restraint is defined as the placing of hands on a pupil in a manner that is reasonable and necessary.

There is no requirement for school staff training or automatic notice after restraint or seclusion, except in the case of special education students who have a functional behavioral disability and have “aversive procedures” included as part of the individual education plan. In such cases, parental notification and staff trained in aversive procedures are also required.

NEBRASKA. Revised Statute 79.295: Corporal Punishment Ban

Policy is developed by local districts. A technical assistance document to provide guidance to districts in developing policy and procedures is in the process of being created through a grant with the University of Nebraska-Lincoln.

Many Educational Service Units, school districts and programs in Nebraska already provide training to members of their staff on conflict de-escalation and restraint and seclusion topics through major vendors for this training, including, Mandt, Crisis Prevention Institute (CPI), Therapeutic Crisis Intervention (TCI) and others.

NEVADA. The State of Nevada has had stringent requirements in place regarding the use of aversive intervention, physical restraint and mechanical restraint (seclusion and restraint) of pupils since 1999. The state statutes governing seclusion and restraint of pupils are comprehensive in nature and apply to both public and private schools operating in Nevada. The statutes governing seclusion and restraint of public school pupils in Nevada (NRS 388.521 through NRS 388.5315) have been provided with this Status Report as Attachment A (private school statutes are identical in wording but not attached). In addition, the public statutes can be viewed electronically at: <http://www.leg.state.nv.us/NRS/NRS-388.html#NRS388Sec521>.

Specifically, Nevada statutes provide for the following:

- Clear and concise definitions of terms and conditions that apply to aversive intervention and restraint of pupils.
- Conditions under which physical and mechanical restraint may be used on a pupil along with required reporting to the local board of trustees or private school administrators. If a physical or mechanical restraint is used, a report of the procedure must be completed and included in the pupils cumulative record along with a copy of the report provided to the board of trustees of the school district, the pupil’s individualized education program team and the parent or guardian of the pupil.
- The development of a model program of education by the Nevada Department of Education for use by school districts and private schools to train staff members who are authorized to carry out and monitor the use of physical or mechanical on pupils. The training is mandatory for these staff members and must include instruction in positive

behavioral interventions and positive behavioral supports.

- Disciplinary action against a person who intentionally violates the specific statutes governing aversive intervention and restraint of pupils.
- If a violation occurs within a school, a report must be filed within 24 hours to the board of trustees of the school district and a corrective action plan must be developed within 30 calendar days with appropriate action taken to prevent future violations. The corrective action plan must be submitted to the Nevada Department of Education to ensure compliance with state and federal law and may be modified by the Department to ensure compliance.

NEW HAMPSHIRE. Part Ed 1100 Requirements for the Development and Operation of Programs for Children with Disabilities Administered by Local Education Agencies. New Hampshire Rules for the Education of Children with Disabilities.

The Department of Education for the State of New Hampshire promotes the practices of positive behavioral interventions and prohibits the use of “aversive” behavioral interventions, which are defined in section Ed 1113.04. The rules defined in these regulations also apply to students placed out of district for services. The Rules were adopted in 2008 by the State Board of Education after two years soliciting input from educators, parents, the public, as well as health, human services and youth development professionals.

1. The Bureau of Special Education of the NH Department of Education has contributed funding for the past six years for the Center for Effective Behavioral Interventions and Strategies. The activities conducted by the Center target teachers of all students, both general education and special education. Over its years of operation, the Center has provided professional development to staff in over 200 schools across New Hampshire from pre-schools through high schools.

2. The Bureau of Special Education was awarded a five-year State Professional Development Grant (SPDG) to pilot the implementation of a three-tier Response to Intervention (RTI) model in literacy and behavior. The pilot is in its second year of operation and data is being collected to determine the effectiveness and impact of the strategy.

NEW JERSEY. There is no existing legislation in New Jersey on restraints and seclusion. NJDOE-Office of Special Education Programs Part B Annual Performance Report #3 April 2009, p. 43.

NEW MEXICO. The use of physical restraint as a behavioral intervention for students with disabilities in public schools may be justified in certain instances, but this type of intervention can pose a serious risk to the student, as well as to the person(s) applying the restraint. Therefore, the New Mexico Public Education Department (NMPED) provides the following detailed guidance for the appropriate use of physical restraint for students with disabilities in districts and charter schools. We note that neither the Individuals with Disabilities Education Act (IDEA) nor Section 504 of the Rehabilitation Act of 1973 provides specific guidance on this issue, so the NMPED bases this guidance on a review of relevant IDEA requirements for addressing student behavior and recommended practices from experts and professional organizations.

Regulatory Requirements

In situations where a student with a disability demonstrates behavior that impedes his or her learning or that of others, the IDEA 2004 at 20 U.S.C. 1414(d)(3)(B)(i) requires the student’s Individualized Education Program (IEP) team to consider positive behavioral interventions, strategies, and supports to address that behavior. In a case where the student’s problematic behavior is severe, persistent, and frequent, the NMPED has consistently interpreted this requirement to mean that the IEP team develops a Behavioral Intervention Plan (BIP) based on a Functional Behavioral Assessment as part of the IEP for that student. The BIP needs to emphasize positive interventions, strategies, and supports that teach appropriate replacement behaviors.¹ However, an effective BIP must also address and specifically provide for emergency situations where a particular student exhibits aggressive, violent, or dangerous behavior that requires an immediate aversive intervention, such as physical restraint. In that case, physical restraint is designed to

- protect the student and others from serious injury; or
- safeguard physical property; and
- should be used only in an emergency.

NEW YORK. Prohibition of Use of Aversive Interventions
8 NYCRR §§19.5(b) and 200.22(e)

State regulations prohibit the use of aversive interventions to reduce or eliminate maladaptive behaviors of a student by a public school, BOCES, charter school, approved preschool program, approved private school, State-operated or State-supported school in this State, approved out-of-State day or residential school, or registered nonpublic nursery, kindergarten, elementary or secondary school in this State, except as provided pursuant to §200.22(e) and (f) of the Regulations of the Commissioner of Education relating to a child-specific exception to use aversive interventions to reduce or modify student behaviors and program standards for the use of aversive interventions. Only those students whose individualized education programs (IEPs) include a recommendation for aversive interventions as of June 30, 2009 may be granted a child-specific exception to the prohibition on the use of aversive interventions in each subsequent school year after June 30, 2009, unless the student's IEP is revised to no longer include such exception.

The Commissioner assigned staff members to immediately review, and if appropriate, revise the state policies and guidelines to ensure that every student in every school is safe and protected from being unnecessarily restrained or secluded. On September 1, 2009, after a comprehensive review, the statewide coordinator for Special Education, Office of Vocational and Educational Services for Individuals with Disabilities, and the associate commissioner, Office of Instructional Support and Development, issued a field memorandum on this issue to publicize the regulations and guidance of the New York State Education Department (NYSED) governing the use of inappropriate interventions. This memorandum was sent prior to the start of the 2009–2010 school year to help ensure that no child is subjected to the abusive or potentially deadly use of seclusion or restraint in a school.

NORTH CAROLINA. The Exceptional Children's Division for years offered guidance only to schools and districts. Following a number of failed attempts by the Governors Advocacy Council for People with Disabilities to get a law passed regarding appropriate actions for discipline of students with disabilities; all stakeholders gathered in 2003–2004 to create the existing law. The law is written to address all students, not just students with disabilities.

North Carolina currently has three statutes that are relevant to seclusion and restraint. Each of those statutes is listed below followed by a description of the statute.

NC Gen. Stat. §115C-391.1

Permissible Use of Seclusion and Restraint

Elementary and Secondary Education Students, Discipline

The statute defines seclusion and restraint and identifies when and how it is to be used. It outlines prohibitions; defines time-out, and distinguishes the difference between physical and mechanical restraint. The law addresses reporting requirements and professional development requirements.

NORTH DAKOTA. Statutes/laws: North Dakota Century Code a. NDCC Chapter 15.1-19 Students and Safety i. Section 15.1-02 Corporal punishment—Prohibition

b. NDCC Chapter 25-01.2 Developmental Disability i. Section 25-01.2-01 Definitions

ii. Section 25-01.2-09 Punishment—Isolation—Physical restraints—Psychosurgery—Sterilization—Shock treatment.

iii. Section 25-01.2-10 Seclusion or physical restraint—Facility administrator to be notified.

c. NDCC Chapter 25-01.3—Committee on Protection and Advocacy i. Section 25-01.3-01

Definitions

Policy is developed by local districts

OHIO. Prior to July 2009, the majority of regulation on the use of seclusion and restraint was found in laws and policies related to health and human services. In each example below, seclusion and restraint are allowable under a specific set of guidelines.

• Ohio Revised Code o Title 51, Public Welfare, Department of Mental Health

- Ohio Administrative Code o Chapter 5112, Department of Mental Health—Administration and Director

However, two recent key developments have moved Ohio steps closer to statewide central policies.

H.B. 1 (enacted July 22, 2009): H.B. 1 included a provision that bans corporal punishment in public and nonpublic schools. Prior to this legislation, corporal punishment prohibited unless a local board policy provided allowances for the use. H.B. 1 removed the local control provision and instituted a statewide ban on corporal punishment.

Executive Order 2009-13S (effective August 3, 2009): Executive Order 2009-13S included provisions that impact restraint policies and procedures for seven Ohio state agencies, including the Ohio Department of Education. Agencies were directed to “immediate adopt” the policy within EO 2009-13S, but had the option to incorporate it into existing policies as long as they did not conflict with the executive order.

OKLAHOMA. Oklahoma has a tradition of local control in education. Schools, districts and communities believe in their ability to develop and implement local policy to guide and protect the interests of their own students and address the unique and distinct educational needs of their individual communities. Currently, no state education policy specifically addresses seclusion and restraint.

One provision in Title 43A of Oklahoma statute sets standards for practices for children with mental illness. The definition of facilities used in that title includes “schools.”

Plans for further development

OSDE has convened a committee to review the current Policies and Procedures for Special Education in Oklahoma, 2007 (approved by the State Board of Education September 27, 2007) and develop draft guidance that will assist districts in their development and adoption of suitable restraint and seclusion policies at the local level. The draft is currently out for public comment.

Positive Behavior Interventions and Supports (PBIS)

An OSDE Special Education Services State Personnel Development Grant (SPDG) has a goal to improve educational results for children with disabilities through the implementation of Positive Behavior Interventions and Supports (PBIS). Through the SPDG, 60 sites across Oklahoma will receive training in PBIS. Training is provided in collaboration with experts from the National PBIS Center.

During the 2008–09 school year, seven schools began implementation of PBIS in their schools. Twenty new sites will begin implementation during the 2009–10 school year. Each year of the grant, districts will be invited to attend an overview, apply for participation, undergo the selection process, and receive training if selected. Each selected site will receive a subgrant to cover the cost of School wide Information Software (SWIS), a stipend for the personnel responsible for data entry, and further implementation of their PBIS plan.

OREGON. Regulations and guidelines for both restraint and seclusion. [OAR 581-021-0062(2)] “As part of a behavior support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious, physical harm to the student or others.” And, “In an emergency ... as necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property...” [OAR 581-015-0062(2)(a)(A&B)]

Oregon has a strong evidenced-based approach to behavioral practices that includes a focus on Positive Behavior Supports (PBS). Many Oregon schools are implementing PBS. The PBS Web site has a Bully Prevention Manual that attends to reducing bullying behavior through blending schoolwide PBS and explicit instruction. These resources are available for elementary and middle schools.

PENNSYLVANIA. 22 Pa. Code § 14.133 (Education; State Board of Education; Miscellaneous Provisions; Special Education Services and Programs; IEP Positive Behavior Support
Title 22, Ch. 711 Charter School and Cyber Charter School Service and Programs for Children with Disabilities.

Chapter 14 and 171 Regulations on Restraint apply to all public schools, including charter schools and cyber charter

schools. Regulations also include some language on use of seclusion.

More comprehensive regulation on seclusion to be developed using Illinois example as model.

RHODE ISLAND. Individuals with Disabilities Education Act (IDEA). Rhode Island regulations including sections on “seclusion and restraint,” sometimes using other wording, can be accessed on the Rhode Island Department of Education Web site, Office for Diverse Learners.

2002 RI Board of Regents Physical Restraint Regulations

The Board of Regents promulgated regulations for elementary education and secondary education.

2.1 Authority. These regulations are promulgated by the Rhode Island Board of Regents for Elementary and Secondary Education pursuant to R.I.G.L. 16-60-4.

2.2 Scope. These regulations govern the use of physical restraint and crisis intervention on all students in publicly funded elementary and secondary education programs, including all Rhode Island public school districts and regional public school districts, all Rhode Island State Operated Schools, all Public Charter Schools, educational programs operated by the Department for Children Youth and Families, Educational Collaborative Programs, and Local Educational Agencies operating a public education program; all of which shall hereafter be referred to as public education programs.

2.3 Purpose. The purpose of these regulations is to ensure that every student participating in a Rhode Island public education program be free from the unreasonable use of physical restraint and crisis intervention. Physical intervention, the use of manual or mechanical restraint or escort involving physical contact should only be used as a crisis intervention for the purpose of preventing harm or injury. The crisis intervention must not include procedures that intentionally cause pain, injury, trauma or humiliation. A physical restraint crisis intervention should not be used for the purpose of changing behavior in situations where no protection from harm or injury is needed. Only the least intrusive physical interaction needed to adequately protect the child or others shall be used and shall be terminated as soon as the need for protection has abated.

SOUTH CAROLINA. SC Code of Regulation contains guidance on restraints for children and adolescents in residential treatment facilities (SC-ADC 61-103). Facilities are required to maintain written policies and procedures regarding restraint and seclusion as well as provide training for staff.

The Office of Exceptional Children (OEC), chaired a workgroup in the South Carolina Department of Education (SCDE) to make specific recommendations regarding seclusion and restraint for the state as a whole to adopt. As of Dec. 4, 2009, a team including general and special education department personnel, protection and advocacy staff, parent center representatives, and higher education staff has completed a draft document.

SOUTH DAKOTA.

13-32-1 Disciplinary authority over students on school premises

13-32-2 Physical force authorized when reasonable and necessary

Statutes, 13-32-1 and 13-32-2 give school personnel disciplinary authority and permits reasonable use of physical force.

These policies are the only ones that apply to this topic. At this time, South Dakota does not plan to make any statutory changes, but is considering possible methods to better educate teachers and administrators. South Dakota would appreciate any information along this line.

TENNESSEE. Tennessee has in place the Special Education Isolation and Restraint Modernization and Positive Behavioral Supports Act. The following paragraphs are an annotation from this Act, Tennessee Code 49-10-1301 to 1306.

The Tennessee Legislature passed the 2008 Public Chapter 1063, the Special Education Isolation and Restraint Modernization and Positive Behavioral Supports Act, to prevent any special education student from any unreasonable, unsafe, and unwarranted use of isolation and restraint practices. The act was to (1) ensure that special education students would be free from the unreasonable, unsafe and unwarranted uses of isolation and restraint, (2) encourage the use of positive behavior interventions and support methods in schools, and (3) ensure the proper training of staff in positive behavioral support as well as strategies to protect the student, teacher, and others from physical harm if isolation or restraint is necessary.

The act defines chemical restraint, isolation or seclusion, mechanical restraint, noxious substance, physical holding restraint, and school personnel. The act contains a section on reports and records, which explains that a special education student may be restrained or isolated only if the IEP includes its use or it is an emergency situation required to assure the safety of the student or others. Procedures are outlined for reporting an incidence of restraint or isolation, for reporting a suspected crime, and for convening an IEP meeting as a result of restraint or isolation. The act requires that school personnel remain with and continuously observe a student who is in isolation or being restrained.

TEXAS. State regulations are intended to ensure that all students are treated with dignity and respect as well as educated in a safe environment. Behavior management techniques and/or discipline management practices must be implemented in such a way as to protect the health and safety of the students and others. When the use of physical restraint or time-out is necessary, the state has outlined specific requirements and procedures (see TEC 37.0021 and TAC 89.1053 for further guidance).

Sec. 37.0021. USE OF CONFINEMENT, RESTRAINT, SECLUSION, AND TIMEOUT.

(a) It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.

State Resources for the Use of Positive Behavioral Supports

Established in 2001 in response to Senate Bill 1196, the Texas Behavior Support Initiative (TBSI) is designed to build capacity in Texas schools for the provision of positive behavioral support (PBS) to all students. Region IV Education Service Center (ESC) leads this technical assistance function for the state. The goal of PBS is to enhance the capacity of schools to educate all students, especially students with challenging behaviors, by adopting a sustained, positive, preventative instructional approach to school wide discipline and behavior management. This approach focuses on teaching and encouraging positive schoolwide behavioral expectations and increasing school capacity to support sustained use of empirically validated practices.

The TBSI training modules are designed to assist campus teams in developing and implementing a wide range of behavior strategies and prevention-based interventions. These skills help educators establish schoolwide, classroom and individual student level systems of support. The TBSI: School wide PBS Project and TBSI Interventions for Statewide with severe behavior were developed based on needs assessment data collected during the 2002–03 school year.)

UTAH. Utah Code § 53A-11-802. Prohibition of corporal punishment—Use of reasonable and necessary physical restraint or force.

(1) A school employee may not inflict or cause the infliction of corporal punishment upon a child who is receiving services from the school, unless written permission has been given by the student's parent or guardian to do so.

(2) This section does not prohibit the use of reasonable and necessary physical restraint or force in self defense or otherwise appropriate to the circumstances to:

- (a) obtain possession of a weapon or other dangerous object in the possession or under the control of a child;
- (b) protect the child or another person from physical injury;
- (c) remove from a situation a child who is violent or disruptive; or
- (d) protect property from being damaged.

School districts, schools and charter schools shall develop, use and monitor a continuum of intervention strategies to assist students whose behavior in school falls repeatedly short of reasonable expectations, including teaching

student behavior expectations, reinforcing student behavior expectations, reteaching behavior expectations, followed by effective, evidence based interventions matched to student needs prior to administrative referral.

VERMONT. There is currently neither legislation nor regulations governing the use of these procedures with students. Both restraint and seclusion are currently being used in Vermont, and the guidelines or directions (if any) for use exist at the local level. There was discussion about initiating rulemaking in spring 2010.

Over 50 Vermont schools are currently engaged in the Vermont DOE's Positive Behavioral Intervention and Support (PBIS) initiative. There are approximately 20 new schools beginning this work during the current school year. Vermont has a group of consultants, the BEST team, who provide extensive training and technical assistance to school personnel and others regarding students with challenging behaviors. In addition to the PBIS initiative, this group trains school personnel in Crisis Prevention and Intervention and Life Space Crisis Prevention. A BEST institute is held every June. Schools send teams to this event and receive training and engage in planning about best practices for working with students with challenging behaviors.

VIRGINIA. 8 Va. Admin. Code § 20-670-130 (Education; State Board of Education; Regulation Governing the Operation of Private Day School for Students with Disabilities; Program Requirements)

Existing Regulations Governing the Operation of Proprietary Schools and Issuing of Agent Permits, 8 VAC 20-13, provides the basis upon which private trade, technical, business, and correspondence schools, and private day schools for children with disabilities can be established and operated within the Commonwealth. Within the statute the term physical restraint is defined. Policies and procedures that are required for behavior management programs are also specified in this statute.

The Virginia Department of Education's Office of Special Education Instructional Services issued guidelines for Virginia Public Schools in November 2005. The document is titled "Guidelines for the Development of Policies and Procedures for Managing Student Behaviors in Emergency Situations in Virginia Public Schools Focusing on Physical Restraint and Seclusion."

WASHINGTON. Washington has statewide regulations addressing both restraint and seclusion. Restraint is restricted to ensuring the immediate physical safety of the student or others. There is comparable language regarding isolation or seclusion. (See WAC 392-172A-03120 through 03135).

The Washington Office of the Superintendent of Public Instruction (OSPI) requires staff training for any person who will be permitted to use aversive interventions. It also requires that the aversive intervention plan specify who is allowed to use the interventions (WAC 392-172A-03135).

Washington also requires that any determination that a student may require the use of an aversive intervention be made by the IEP team, which must include a team member who understands the appropriate use of an aversive intervention. The determination that a student requires an aversive intervention plan can be used only as a last resort. The use of positive behavioral supports must be used prior to determining that a student would require an aversive intervention plan, and those supports must be described in the plan. The Washington regulations also require districts to document each use of an aversive intervention, the circumstances under which it was used and the length of time of use. Finally, districts must establish a means for evaluating the use of aversive interventions.

WEST VIRGINIA. To date, West Virginia has restraint and seclusion policies that relate only to West Virginia Pre-K settings. West Virginia has not developed policies or procedures that limit the use of restraints and seclusion for any other school-aged population served by West Virginia's public schools.

West Virginia State Policy 2525, Universal Access to a Quality Early Education System, addresses restraint and seclusion for West Virginia Pre-K schools.

Specifically this Policy states:

8.14. Handling Behavior Problems. Staff members and other adults in West Virginia Pre-K Classrooms shall not handle behavior problems by:

- 8.14.3. Restraining a child by any means other than a firm grasp around a child's arms or legs and then for only as long as is necessary for the child to regain control;
- 8.14.7. Isolating a child without supervision or placing the child in a dark area

Positive Behavior Intervention and Support (PBIS) training, technical assistance, and evaluation of implementation to all participating districts and schools in the state. West Virginia works to promote PBIS as a framework for behavioral interventions that are part of the response to intervention process used with all students. The Office of Special Programs provides information and training related to these processes for districts and schools. At this time, implementation of PBIS is optional and a local decision. The WVDE Healthy Schools Division promotes "Respect & Protect," another discipline program for documenting and reacting to problem behavior.

WISCONSIN. § 118.31,(3) Wis. Statutes

School district employees may use reasonable and necessary force in certain situations.

The Wisconsin Department of Public Instruction (DPI) has issued a document titled "Directives for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs." Attached in Appendix (No such document exists to provide specific guidance to teachers in regular education classrooms.)

Resources related to this particular topic are housed and accessed through the state's Special Education Web site. A link leads to the portion of the Special ED Web site that provides resources on seclusion and restraint, including a full document and a summary document of the department's "Directives." Also included on the Web site listed below is a PowerPoint titled, "The Appropriate Use of Seclusion and Restraint Practices in Special Education Programs." Working with DPI, the Wisconsin Council of Administrators of Special Services (WCASS) developed the presentation based on the WDPI Directives. Also participating in this cooperative effort were SAA (the School Administrators Alliance), AWSA (the Association of Wisconsin School Administrators), WASDA (the Wisconsin Association of School District Administrators), and WEAC (the Wisconsin Education Association Council). The presentation was developed as a training tool.

WYOMING. At this time, Wyoming has no state statutes, regulations, policies, or guidance on this issue. During the September Superintendent Advisory Council (SAC), Peg Brown-Clark, state special education director, shared Secretary Duncan's recent letter on seclusion and restraint. She proposed an approach for developing state definitions for seclusion and restraints and a proposal for moving forward to develop state guidance on seclusion and restraint. An action plan for this work will be developed including other State Agencies (e.g., Department of Family Services) and local stakeholders.

SUMMARY OF STATUTES AND REGULATIONS

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

STATE	Statutes and Regulations Addressing Seclusion and Restraint	Policies and Guidance Addressing Seclusion and Restraint	Currently Developing or Revising Statutes, Regulations, Policies or Guidance
Alabama	Ala. Code § 16-1-14 (Education; General Provisions)	Alabama Administrative Code (Ch. 290-8-9) "Special Education Services" effective May 19, 2009, contains nothing regarding restraint and seclusion.	State is revising all policies; expects draft of new policy (for all students) to be adopted by end of July 2010.
Alaska	AS 14.33.120. School Disciplinary and Safety Program. AS 11.81.430. Justification: Use of Force, Special Relationships. AS 14.07.020. Duties of the Department. 4 AAC 07.010. Establishment of district guidelines and procedures	No policies or guidance addressing seclusion and restraint.	State intends to provide guidance; currently collected data on training and resources at the local level.
Arizona	No state statute or regulations addressing seclusion and restraint.	Arizona Administrative Code: Title 9, Chapter 20, Article 6 Guidance is also provided through task force recommendations.	Task force developed to make recommendation of best practice for discipline of students with disabilities.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

Arkansas	Developed rules and regulations on seclusion of special education students several years ago. ADE has not adopted a policy on the use of restraint. However, a policy on the use of restraint is available through the Arkansas Juvenile Justice code.	There exist rules and regulations on a "Time-Out Seclusion Room" from ADE Special Education and Related Services policies	Committee convened to review state statute juvenile justice code regarding restraints to consider applicability to education code. Also plan to review, update and expand seclusion regulation to apply to all students.
California	California law recognizes that "the state has continually sought to provide an appropriate and meaningful educational program in a safe and healthy environment for all children regardless of possible physical, mental, or emotionally disabling conditions." California Education Code [EC] identifies procedures to follow to ensure this.	No policies or guidance addressing seclusion and restraint.	Not indicated.
Colorado	26-20-103. Basis for use of restraint. 26-20-104. Duties relating to use of restraint.	Each public education agency shall ensure that a review process is established and conducted for each incident of restraint used.	Amendments to current rules, which apply to all students, were adopted on November 12, 2009.
Connecticut	Public Act No. 07-147 An Act Concerning Restraints and Seclusion in Public Schools (Effective October 1, 2007) http://www.cga.ct.gov/2007/ACT/PA/2007PA-00147-R00SB-00977-PA.htm	Section 10-76b-6. Use of physical restraint and seclusion in public schools.	Preparing state form for districts to submit data on use of seclusion.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

Delaware	14 DE Code, Chapter 7: Lawful Authority of Teachers over Pupils	The Delaware Autism program has guidelines for seclusion and restraint, which are described in its document "Behavior Management" from 2007.	Not indicated.
District of Columbia	D.C. Code §§ 38-2561.01 - .16 (Educational Institutions; Special Education; Nonpublic Schools)	Chapter 28 A2812	Not indicated.
Florida	Florida has no rule in place governing student restraint and seclusion in the public and private schools.	Florida currently has several initiatives under way. There is a new State Board of Education rule in development "Standards for the Use of Reasonable Force to Maintain a Safe and Orderly Learning Environment."	State statute and regulations are in development for students with disabilities.
Georgia	In July 2010, the Georgia State Board of Education enacted a broad policy on seclusion and restraints in the public schools of the state. The new state rules prohibit seclusion; the use of chemical restraints (like prescription psychotic drugs); mechanical restraints (like handcuffs); and prone restraints.	Physical restraint is limited under the new rule, except in situations where students are in imminent danger to themselves or others or are unresponsive to less intensive, calming techniques.	Not indicated

TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS

Hawaii	Hawaii Revised Statute Section 302A-1141 No physical punishment of any kind can be inflicted upon any pupil except reasonable force used to restrain a student from hurting himself/ herself or any other person or property.	The Department of Education shall provide a caring environment conducive to the physical, mental, social, and emotional well-being of students.	Not indicated.
Idaho	No state statute or regulations addressing seclusion and restraint.	No policies or guidance addressing seclusion and restraint.	Task force will begin in September 2009 and submit proposed rule (including all students) to State Board in June 2010.
Illinois	Section 1.285 Requirements for the Use of Isolated Time Out and Physical Restraint Isolated time out and physical restraint as defined in this Section shall be used only as means of maintaining discipline in schools (that is, as means of maintaining a safe and orderly environment for learning) and only to the extent that they are necessary to preserve the safety of students and others.	105 Ill. Comp. Stat. 5/10-20.33 (Schools; Common Schools; School Code; School Boards) The use of physical restraints is prohibited except where the student poses a physical risk to persons, there is no medical contraindication to its use, and the staff applying it have been trained in its safe application.	Not indicated.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

Indiana	Prior to December 2009, regulations specifically on the use of seclusion and restraint in Indiana were found in laws and policies related to health and human services. In each example below, seclusion and restraint are allowable under specific guidelines.	Indiana Code 20-33-8-12(a)(1) requires school corporations to establish written discipline rules, and the IDOE developed recommendations for school corporations	Not indicated.
Iowa	Iowa Code section 280.21: “Corporal Punishment—Burden of Proof” Iowa Administrative Code 281, Chapter 103: “Corporal Punishment Ban; Restraint; Physical Confinement and Detention”	The statute and regulations are the policy of the state of Iowa and are mandatory in all school districts, area education agencies (AEAs) and accredited nonpublic schools.	Not indicated.
Kansas	No state statute or regulations addressing seclusion and restraint.	Kansas is one of four states currently collecting and reporting information from school districts on the use of restraints and seclusions.	Developing a collection tool for schools to report quarterly seclusion data.
Kentucky	No state statute or regulations addressing seclusion and restraint.	Guidance is available in two areas: (1) for procedures and best practices for time out rooms and (2) three-tiered behavior intervention plan providing best practice for schools.	Restraint and Seclusion Advisory Committee met in 2009 to examine current guidance and practice and make recommendations.

TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS

Louisiana	No state statute or regulations addressing seclusion and restraint.	No policies or guidance addressing seclusion and restraint.	Considering developing legislation or policy, or both.
Maine	05-071 Chapter 33: Regulations governing timeout rooms, therapeutic restraints and aversives in public schools and approved private schools	Regulations establish standards for the use of separate, isolated timeout rooms and the use of therapeutic restraint when the behavior of a student presents a risk of injury or harm to the student or others.	State is reviewing current rule on restraint.
Maryland	Title 13A STATE BOARD OF EDUCATION Subtitle 08 STUDENTS Chapter 04 Student Behavior Interventions	School personnel may use exclusion to address a student's behavior if the behavior unreasonably interferes with the student's learning or the learning of others.	Amendments to the September 2003 regulations were approved on August 25, 2009, and became effective October 5, 2009.
Massachusetts	Pursuant to M.G.L. c. 69, § 1B, and c. 71, § 37G , "The board of education shall promulgate regulations regarding the use of physical restraint for students.	The Massachusetts Department of Elementary and Secondary Education (MA DESE) addresses physical restraint laws and guidelines through 603 CMR 46.00 (in effect April 2, 2001).	Not indicated.

TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS

Michigan	None on seclusion. Reasonable physical force” allowable to maintain order and control in providing a safe and conducive learning environment.	Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint	Not indicated.
Minnesota	Minn. Stat. § 121A.58 Minn. Stat. § 121A.66	Minn. R. 3525.0210 subps. 5, 6, 9, 13, 17, 22, 29, 30, 46 and 47	Recently revised statutes will be effective in 2011. Additional legislative revisions are possible.
Mississippi	No state statute or regulations addressing seclusion and restraint.	State Policies Regarding Children with Disabilities (Policy 7219, effective July 20, 2009) contain nothing regarding restraint and seclusion.	Plans to develop, review or revise statute, policies or guidelines.
Missouri	No state statute or regulations addressing seclusion and restraint.	No policies or guidance addressing seclusion and restraint.	School districts are required to have policies on restraints by July 2011.
Montana	Montana code prohibits corporal punishment, but allows school personnel to use physical restraint that is reasonable and necessary, even if it causes physical pain.	Montana also supports a PBIS-based program called the Montana Behavior Initiative (MBI) which began in 1995.	The state is reviewing code and procedures.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

Nebraska	No state statute or regulations addressing seclusion and restraint.	Policy developed by local districts. A document to provide guidance to districts in developing policy and procedures is being created.	The state is reviewing the inclusion of a policy on seclusion and restraint.
Nevada	The State of Nevada has had stringent requirements in place regarding the use of aversive intervention, physical restraint and mechanical restraint (seclusion and restraint) of pupils since 1999.	Nevada statutes provide for clear and concise definitions of terms and conditions that apply to aversive intervention and restraint of pupils.	Revised statute on July 1, 2009 through Assembly Bill 56.
New Hampshire	The Department of Education for the State of New Hampshire promotes the practices of positive behavioral interventions and prohibits the use of “aversive” behavioral interventions, which are defined in section Ed 1113.04.	NH Department of Education has contributed funding for the past six years for the Center for Effective Behavioral Interventions and Strategies.	Not indicated.
New Jersey	No state statute or regulations addressing seclusion and restraint.	No policies or guidance addressing seclusion and restraint.	State is developing policy.
New Mexico	No state statute or regulations addressing seclusion and restraint.	The use of physical restraint as a behavioral intervention for students with disabilities in public schools may be justified in certain instances.	Not indicated.

TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS

New York	All school districts should be taking steps to implement school-wide, classroom, small group and individualized systems of positive development in areas including techniques of group and child management, including crisis intervention and appropriate restraint training [8 NYCRR §200.15(f)(1)].	NYSED has resources available to promote school district implementation of school wide systems of positive behavior support, including a State Positive Behavior Interventions and Supports (PBIS) initiative.	State conducted a comprehensive review of all special education policies in September 2009.
North Carolina	<p>North Carolina currently has three statutes that are relevant to seclusion and restraint: Permissible Use of Seclusion and Restraint, NC Gen. Stat. §115C-391.1</p> <p>Professional Development Requirements are listed in GS 115C-105.47(b)(9)</p> <p>Reasonable Force, NC Gen. Stat. §115C-390</p>	Statute define seclusion and restraint and identifies when and how it is to be used. It outlines prohibitions; defines time-out, and distinguishes the difference between physical and mechanical restraint.	Incident data being collected during 2009 school year.
North Dakota	<p>NDCC Chapter 15.1-19 Students and Safety</p> <p>NDCC Chapter 25-01.2 Developmental Disability</p> <p>NDCC Chapter 25-01.3—Committee on Protection and Advocacy</p>	Policy is developed by local districts.	Not indicated.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

Ohio	No state statute or regulations addressing seclusion and restraint.	Executive Order 2009-13S included provisions that impact restraint policies and procedures for seven Ohio state agencies, including the Ohio Department of Education.	State is forming committee to develop provisions on seclusion and restraints.
Oklahoma	No state statute or regulations addressing seclusion and restraint.	No policies or guidance addressing seclusion and restraint.	Draft guidance for special education students to assist districts to develop restraints and seclusion policies.
Oregon	Regulations and guidelines for both restraint and seclusion. [OAR 581-021-0062(2)]	Districts must select and identify a training program and only staff who are current in the required training will implement physical restraint or seclusion with a student.	Not indicated.
Pennsylvania	2 Pa. Code § 14.133 (Education; State Board of Education; Miscellaneous Provisions; Special Education Services and Programs; IEP Positive Behavior Support	Pennsylvania Training and Technical Assistance Network.	State is planning to develop regulations on the use of seclusion.
Rhode Island	Individuals with Disabilities Education Act (IDEA) Rhode Island regulations including sections on “seclusion and restraint,” can be accessed on the Rhode Island Department of Education Web site.	Rhode Island Board of Regents for Elementary and Secondary Education pursuant to R.I.G.L. 16-60-4.	Not indicated.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

South Carolina	No state statute or regulations addressing seclusion and restraint.	SC Code of Regulation contains guidance on restraints for children and adolescents in residential treatment facilities	Draft guidelines, which apply to all students, have been developed and are in the review process.
South Dakota	No state statute or regulations addressing seclusion and restraint.	Statutes, 13-32-1 and 13-32-2 give school personnel disciplinary authority and permits reasonable use of physical force.	Not indicated.
Tennessee	Tennessee has in place the Special Education Isolation and Restraint Modernization and Positive Behavioral Supports Act. T	“Guidelines for Isolation and Restraint of Children with Disabilities by School Personnel.” These guidelines were in force prior to the amendment 0520-1-9 to the Rule 0520-01-09-.23.	Not indicated.
Texas	When the use of physical restraint or time-out is necessary, the state has outlined specific requirements and procedures (see TEC 37.0021 and TAC 89.1053 for further guidance).	State has developed procedures for students with disabilities.	State is currently collecting data on use of restraints for students with disabilities from all the districts.
Utah	Prohibition of corporal punishment—Use of reasonable and necessary physical restraint or force, Utah Code § 53A-11-802.	No policies or guidance addressing seclusion and restraint.	State Board of Education Rules require the state to develop model policies to address disruptive student behavior.

**TABLE 11: SUMMARY OF STATUTES AND REGULATIONS ADDRESSING
SECLUSION AND RESTRAINTS**

Vermont	No state statute or regulations addressing seclusion and restraint.	Both restraint and seclusion are currently being used in Vermont, and the guidelines or directions (if any) for use exist at the local level.	Meetings and focus groups held to address issue and move in the direction of legislation.
Virginia	8 Va. Admin. Code § 20-670-130 (Education; State Board of Education; Regulation Governing the Operation of Private Day School for Students with Disabilities; Program Requirements)	Guidelines for the Development of Policies and Procedures for Managing Student Behaviors in Emergency Situations	Memo issued in 2009 to all local education agencies (LEA) directing the review of state guidelines.
Washington	Washington has statewide regulations addressing both restraint and seclusion. Restraint is restricted to ensuring the immediate physical safety of the student or others. (See WAC 392-172A-03120 through 03135).	Washington also requires that any determination that a student may require the use of an aversive intervention be made by the IEP team	Not indicated.
West Virginia	No state statute or regulations addressing seclusion and restraint.	West Virginia has restraint and seclusion policies that relate only to West Virginia Pre-K settings.	Not indicated.
Wisconsin	School district employees may use reasonable and necessary force in certain situations, § 118.31,(3) Wis. Statutes	“Directives for the Appropriate Use of Seclusion and Physical Restraint in Special Education Programs.”	Not indicated.
Wyoming	No state statute or regulations addressing seclusion and restraint.	No policies or guidance addressing seclusion and restraint.	Recent proposal to develop state seclusion and restraints and state guidance

PBIS BIBLIOGRAPHY

8 PBIS BIBLIOGRAPHY

- Albin, R. W., Luchyshyn, J. M., Horner, R. H., & Flannery, K. B. (1996). Contextual fit for behavioral support plans: A model for "goodness of fit." In L. Koegel, R. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: including people with difficult behavior in the community* (pp. 81-96). Baltimore, MD: Paul HI Brookes.
- Albin, R.W., Dunlap, G., & Lucyshyn, J.M. (2002). Collaborative research with families on positive behavior support. In J. Lucyshyn, G. Dunlap, & Albin, R.W. (Eds), *Families and positive behavior support: Addressing problem behaviors in family contexts* (pp. 373-389). Baltimore, MD: Paul H. Brookes.
- Algozzine, R., Horner, R., Sugai G., & Irvin, L., (in progress). *Developing a system of effectiveness indicators: Identifying, evaluating, and reporting outcomes of school-wide positive behavior support programs.*
- Anderson, C. M. & Kincaid, D. (2005). Applying Behavior Analysis to School Violence and Discipline Problems: School-Wide Positive Behavior Support. *The Behavior Analyst*, 28, 49-63.
- Anderson, C. M., & Spaulding, S. A. (2007). Using positive behavior support to design effective classrooms, *Beyond Behavior*, 16(2), 27-31.
- Anderson, J.L., Russo, R., Dunlap, G., & Albin, R.W. (1996). A team training model for building the capacity to provide positive behavioral supports in inclusive settings. In L.K. Koegel, R.L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 467-490). Baltimore, MD: Paul H. Brookes Publishers.
- Bambara, L., Dunlap, G., & Schwartz, I. (Eds.) (2004). *Positive behavior support: Critical articles on improving practice for individuals with severe disabilities*. Austin, TX: PRO-ED.
- Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (in press). Maryland state-wide PBIS initiative. *Journal of Positive Behavior Interventions*.
- Beard, K. Y., & Sugai, G. (2004). First Step to Success: An early intervention for elementary children at risk for antisocial behavior. *Behavioral Disorders*, 29, 396-409.
- Benedict, E. A., Horner, R. H., & Squires, J. K. (2007). Assessment and Implementation of Positive Behavior Support in Preschools. *Topics in Early Childhood Special Education*, 27(3), 174-192.
- Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. (2008). Application of economic analysis to school-wide positive behavior support programs. *Journal of Positive Behavior Interventions*. 10(1), 5-19.
- Bohanan-Edmons, H., Flannery, K.B., Eber, L., & Sugai, G. (2005). (Eds.) *Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavior interventions and supports*. <http://www.pbis.org>.
- Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. (2006). School-wide application of positive behavior support in an urban high school: A case study. *Journal of Positive Behavior Interventions*, 8(3), 131-145.
- Borgmeier, C., & Horner, R.H. (2006). An evaluation of the predictive validity of confidence ratings in identifying accurate functional behavioral assessment hypothesis statements. *Journal of Positive Behavior Interventions*, 8(2), 100-105.
- Bradley, M. R. (2001). Special issue - Positive behavior supports: Research to practice. *Beyond Behavior*, 11(1), 3-26.
- Brooks, A., Todd, A. W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Intervention*, 5, 144-152.
- Carr, E., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J.L., Albin, R.W., Koegel, L.K., & Fox, Lise. (2004). Positive behavior support: Evolution of an applied science. In Bambara, L., Dunlap, G. & Schwartz, E. (Eds.). *Positive behavior support: Critical articles on improving practice for individuals with severe disabilities* (pp. 376-387). Pro-Ed and TASH.
- Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J., Albin, R.W., Koegel,

- L.K., & Fox, L. (2002). Positive behavior support. Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16.
- Carter, D. R. & Horner, R. H. (2007). Adding functional behavioral assessment to First Step to Success: A case study. *Journal of Positive Behavior Interventions*, 9(4), 229-238.
- Clarke, S., & Dunlap, G. (2008). A descriptive analysis of intervention research published in the Journal of Positive Behavior Interventions: 1999-2005. *Journal of Positive Behavior Interventions*, 10(1), 67-71.
- Clarke, S., Dunlap, G., & Stichter, J.P. (2002). Twenty years of intervention research in emotional and behavioral disorders: A descriptive analysis and a comparison with research in developmental disabilities. *Behavior Modification*, 26, 659-683.
- Clarke, S., Dunlap, G., Foster-Johnson, L., Childs, K.E., Wilson, D., White, R., & Vera, A. (1995). Improving the conduct of students with behavioral disorders by incorporating student interests into curricular activities. *Behavioral Disorders*, 20, 221-237.
- Clarke, S., Worcester, J., Dunlap, G., Murray, M., & Bradley-Klug, K. (2002). Using multiple measures to evaluate positive behavior support: A case example. *Journal of Positive Behavior Interventions*, 4, 131-145.
- Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring School-Wide Positive Behavior Support Implementation: Development and Validation of the Benchmarks of Quality (BoQ). *Journal of Positive Behavior Interventions*, 9(4), 203-213.
- Colvin, G., Kameenui, E. J., & Sugai, G. (1993). School-wide and classroom management: Reconceptualizing the integration and management of students with behavior problems in general education. *Education and Treatment of Children*, 16, 361-381.
- Colvin, G., Sugai, G., & Kam'eenui, E. (1994). *Curriculum for establishing a proactive school-wide discipline plan: Project PREPARE*. Eugene, OR: Behavioral Research and Teaching, College of Education, University of Oregon.
- Conroy, M.A., Dunlap, G., Clarke, S., & Alter, P.J. (2005). A descriptive analysis of positive behavioral intervention research with young children with challenging behavior. *Topics in Early Childhood Special Education*, 25, 157-166.
- Council for Children with Behavioral Disorders. (May, 2002). *School Discipline Policies for Students with Significantly Disruptive Behavior*. Reston, VA: Author. (Prepared on the behalf of CCBD by T. J. Lewis with assistance from R. Peterson & B. Scheuermann).
- Crone, D. A., & Horner, R. H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*. New York: Guildford Press.
- Crosland, K.A., Cigales, M., Dunlap, G., Neff, B., Clark, H.B., Giddings, T., & Blanco, A. (in press). Using staff training to decrease the use of restrictive procedures at two facilities for foster care children. *Research on Social Work Practice*.
- Darch, C. B., & Kameenui, E. J. (2003). *Instructional classroom management: A proactive approach to behavior management*. (2nd ed.). White Plains, NY: Longman.
- Drasgow, E., & Yell, M. L. (2002). School-wide behavior support: Legal implications and requirements. *Child and Family Behavior Therapy*, 24, 129-145.
- Drasgow, E., Yell, M. L., Bradley, R., & Shriner, J. G. (1999). The IDEA amendments of 1997: A school-wide model for conducting functional behavioral assessments and developing behavior intervention plans. *Education and Treatment of Children*, 22, 244-266.
- Duda, M.A., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. *Topics in Early Childhood Special Education*, 24, 143-155.
- Dunlap, G. (1997). Response to "Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention" by R. H. Horner and E.G. Carr. *Journal of Special Education*, 31, 107.
- Dunlap, G. (1984). The influence of task variation and maintenance tasks on the learning and affect of autistic children. *Journal of Experimental Child Psychology*, 37, 41-64.
- Dunlap, G. (1985). Review of Evans and Meyer's "An Educative Approach to Excess Behavior." *Journal of the Association for Persons with Severe Handicaps*, 10, 237-238.
- Dunlap, G. (1987). Review of LaVigna and Donnellan's "Alternatives to punishment: Solving behavior problems with non-aversive strategies." *Journal of the Association for Persons with Severe Handicaps*, 12, 40-42.

- Dunlap, G. (1996). Social inclusion: A discussion. In L.K. Koegel, R.L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 373-377). Baltimore, MD: Paul H. Brookes Publishers.
- Dunlap, G. (2006). The applied behavior analytic heritage of PBS: A dynamic model of action-oriented research. *Journal of Positive Behavior Interventions*, 8, 58-60.
- Dunlap, G. (2007). Some Thoughts on the Evolving Arena of Autism Services. *Research and Practice for Persons with Severe Disabilities (RPSD)*, 32(2), 161-163.
- Dunlap, G., Hieneman, M., Kincaid, D., & Duchnowski, A. J. (2001). Features of model programs for children and youths with problem behaviors. In L.M. Bullock & R.A. Gable (Eds.), *Addressing the social, academic, and behavioral needs of students with challenging behavior in inclusive and alternative settings* (pp. 43-48). Reston, VA: Council for Children with Behavioral Disorders.
- Dunlap, G., & Carr, E.G. (2007). Positive behavior support and developmental disabilities: A summary and analysis of research. In S.L. Odom, R.H. Horner, M. Snell, & J. Blacher (Eds), *Handbook of developmental disabilities*. New York: Guilford Publications.
- Dunlap, G., & Eno-Hieneman, M. (1995). Review of "Communication-based intervention for problem behavior: A user's guide for producing positive behavior change", by Carr, Levin, McConnachie, Carlson, Kemp, & Smith. *Journal of Autism and Developmental Disorders*, 25, 225-227.
- Dunlap, G., & Eno-Hieneman, M. (1996). Autism. In National Council on Disability (Author), *Improving the implementation of the Individuals with Disabilities Education Act: Making schools work for all of America's children. Supplement* (pp. 133-157). Washington, DC: National Council on Disability.
- Dunlap, G., & Fox, L. (1996). Early intervention and serious problem behaviors: A comprehensive approach. In L.K. Koegel, R.L. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 31-50). Baltimore, MD: Paul H. Brookes Publishers.
- Dunlap, G., & Fox, L. (1999). Supporting families of young children with autism. *Infants and Young Children*, 12, 48-54.
- Dunlap, G., & Hieneman, M. (1999). Issues in conducting functional assessments efficiently and effectively. In G. Sugai and T. J. Lewis (Eds.), *Developing positive behavioral support for students with challenging behaviors*. (pp. 5-13). Third CCBD Mini-Library Series. Reston, VA: Council for Children with Behavior Disorders.
- Dunlap, G., & Johnson, J. (1985). Increasing the independent responding of autistic children with unpredictable supervision. Abstracted in Rimland, B. (Ed.), (1987). *Autism Research Review International*, 1(2), 1987.
- Dunlap, G., & Kern, L. (1993). Assessment and intervention for children within the instructional curriculum. In J. Reichle & D. Wacker (Eds.), *Communicative approaches to the management of challenging behavior* (pp. 177-203). Baltimore: Paul H. Brookes.
- Dunlap, G., & Kern, L. (1996). Modifying instructional activities to promote desirable behavior: A conceptual and practical framework. *School Psychology Quarterly*, 11, 297-312.
- Dunlap, G., & Kern, L. (1997). Behavior analysis and its relevance to special education. In J.L. Paul, M. Churton, H. Roselli-Kostoryz, W. Morse, K. Marfo, C. Lavelly, & D. Thomas (Eds.), *Foundations of special education: Basic knowledge informing research and practice in special education* (pp. 279-290). Pacific Grove, CA: Brooks/Cole.
- Dunlap, G., & Plienis, A. J. (1991). The influence of task size on the unsupervised task performance of students with developmental disabilities. *Education and Treatment of Children*, 14, 85-95.
- Dunlap, G., & Robbins, F. R. (1991). Current perspectives in service delivery for young children with autism. *Comprehensive Mental Health Care*, 1, 177-194.
- Dunlap, G., Clarke, S., Ramos, E., Wright, S., Jackson, M., Brinson, S. (1995). Self-monitoring of classroom behaviors with students exhibiting emotional and behavioral disorders. *School Psychology Quarterly*, 10, 165-177.
- Dunlap, G., Hieneman, M., Kincaid, D., & Duchnowski, A.J. (2001). Features of model programs for children and youths with problem behaviors. In L.M. Bullock & R.A. Gable (Eds.), *Addressing the social, academic, and behavioral needs of students with challenging behavior in inclusive and alternative settings* (pp. 43-48). Reston, VA: Council for Children with Behavioral Disorders.
- Dunlap, G., Hieneman, M., Knoster, T., Fox, L., Anderson, J., & Albin, R. (2000). Essential elements of inservice training in positive behavior support. *Journal of Positive Behavior Interventions*, 2, 22-32.

- Dunlap, G., Johnson, J., Winterling, V., & Morelli, M. A. (1988). The management of disruptive behavior in unsupervised settings: Issues and directions for a behavioral technology. *Education and Treatment of Children, 10*, 367-382.
- Dunlap, G., Koegel, R. L., & Egel, A. L. (1979). Autistic children in school. In Koegel, R. L., & Felsenfeld, S. Sensory Deprivation. In S. Gerber (Ed.) *Audiometry in Infancy*. New York: Grune & Stratton, 1977.
- Dunlap, G., Newton, J.S., Fox, L., Benito, N., & Vaughn, B. (2001). Family involvement in functional assessment and positive behavior support. *Focus on Autism and Other Developmental Disabilities, 16*, 215-221.
- Dunlap, L. K., & Dunlap, G. (1987) Using task variation to motivate handicapped students. Reprinted in Frieberg, K. L. (Ed.) (1988). *Educating Exceptional Children - Annual Editions* (Fourth Edition). Guilford, CT: Dushkin Publishing Group, Inc.
- Dyer, K., Dunlap, G., & Winterling, V. (1990). The effects of choice-making on the serious problem behaviors of students with developmental disabilities. *Journal of Applied Behavior Analysis, 23*, 515-524
- Eber, L. et al. (2005). *Illinois Positive Behavioral Interventions and Supports Evaluation Report*. Unpublished evaluation report.
- Flannery, B., Sugai, G., & Anderson, C. (in press). High school school-wide positive behavior support: Early lessons learned. *Journal of Positive Behavior Interventions*.
- Foster-Johnson, L., & Dunlap, G. (1993). Using functional assessment to develop effective, individualized interventions. *Teaching Exceptional Children, 25*, 44-50.
- Foster-Johnson, L., Ferro, J., & Dunlap, G. (1994). Preferred curricular activities and reduced problem behaviors in students with intellectual disabilities. *Journal of Applied Behavior Analysis, 27*, 493-504.
- Fox, L., Dunlap, G., & Cushing, L. (2002). Early intervention, positive behavior support, and transition to school. *Journal of Emotional and Behavioral Disorders, 10*, 149-157.
- Fox, L., Dunlap, G., & Powell, D. (2002). Young children and challenging behavior: Issues and considerations for behavior support. *Journal of Positive Behavior Interventions, 4*, 208-217.
- Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G. E., & Strain, P. S. (2003). The Teaching Pyramid: A Model for Supporting Social Competence and Preventing Challenging Behavior in Young Children. *Young Children, 58*(4), 48-52.
- Fox, L., Vaughn B.J., Dunlap, G., & Bucy, M. (1997). Parent-professional partnership in behavioral support: A quantitative analysis of one family's experience. *Journal of the Association for Persons with Severe Handicaps, 22*, 198-207.
- Fox, L., Vaughn, B., Wyatte, M. L., & Dunlap, G. (2002). "We can't expect other people to understand": The perspectives of families whose children have problem behavior. *Exceptional Children, 68*, 437-450.
- Fox, L., Vaughn, B.J., & Dunlap, G. (2002). Research partnership: One family's experience with positive behavior support. In J. Lucyshyn, G. Dunlap, & Albin, R.W. (Eds), *Families and positive behavior support: Addressing problem behaviors in family contexts* (pp. 417-437). Baltimore, MD: Paul H. Brookes.
- Frankland, H. C., Edmonson, H., & Turnbull, A. P. (2001). Positive behavioral support: Family, school, and community partnerships. *Beyond Behavior, 11*(1). 7-9.
- Freeman, R. L., Britten, J., McCart, A., Smith, C., & Sailor, W. (2000). *Replacing problem behavior (Module 4, Lesson3) Intervention strategies: Part II* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Britten, J., McCart, A., Smith, C., & Sailor, W. (2000). *School-wide discipline (Module 6, Lesson 1) Redesigning Environments* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Britten, J., McCart, A., Smith, C., & Sailor, W. (2000). *Staff Development (Module 6, Lesson 2) Redesigning Environments* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Britten, J., McCart, A., Smith, C., & Sailor, W. (2000). *Classroom Management (Module 6, Lesson 3) Redesigning Environments* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Britten, J., McCart, A., Smith, C., Heitzman-Powell, L., Baker, D., & Sailor, W. (1999). *(Module 1) Foundations of positive behavioral support* [Online]. Lawrence, KS: University of Kansas UAP, Center for Research on Learning. Available: Onlineacademy.org.

- Freeman, R. L., Britten, J., Smith, C., McCart, A., & Sailor, W. (2000). *Implementing PBS plans (Module 3, Lesson 2). Development and implementation of PBS plans* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Britten, J., McCart, A., Smith, C., Poston, D., Anderson, D., Edmonson, H., Sailor, W., Baker, D., Guess, D., & Reichle, J. (1999). *(Module 2) Functional Assessment* [Online]. Lawrence, KS: University of Kansas UAP, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., McCart, A., Britten, J., Smith, C., & Sailor, W. (1999). *Crisis prevention (Module 5, Lesson 2) Intervention strategies: Part II* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., McCart, A., Britten, J., Smith, C., & Sailor, W. (2000). *Designing PBS plans (Module 3, Lesson 1). Development and implementation of PBS plans* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Smith, C., Britten, J., McCart, A. & Sailor, W. (Eds.)(2000). *Development and implementation of PBS plans* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R. L., Smith, C., Britten, J., McCart, A., & Sailor, W. (2000). *Modifying and assessing PBS plans (Module 3, Lesson 3). Development and implementation of PBS plans* [Online]. Lawrence, KS: Kansas University Affiliated Program, Center for Research on Learning. Available: Onlineacademy.org.
- Freeman, R., Eber, L., Anderson, C., Irvin, L., Horner, R., Bounds, M., et al. (2006). Building Inclusive School Cultures Using School-Wide Positive Behavior Support: Designing Effective Individual Support Systems for Students with Significant Disabilities. *Research and Practice for Persons with Severe Disabilities (RPSD)*, 31(1), 4-17.
- Froyen, S. E., Lewis-Palmer, T., & Sugai, G. (in press). Using functional behavior assessment-based behavior support in the general education classroom. *Journal of Positive Behavioral Interventions*.
- George, H., & Kincaid, D. (2008). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*, 10(1), 20-32.
- Gottfredson, D.C. (1987). An evaluation of an organization development approach to reducing school disorder. *Evaluation Review*, 11, 739-763.
- Gottfredson, D.C., Gottfredson, G.D., & Skroban, S. (1996). A multimodel school based prevention demonstration. *Journal of Adolescent Research*, 11, 97-115.
- Gottfredson, D.C., Karweit, N.L., & Gottfredson, G.D. (1989). *Reducing Disorderly Behavior in Middle Schools. (Report No. 47)*. Baltimore, MD: John Hopkins University, Center of Research on Elementary and Middle Schools.
- Gottfredson, G. D., & Gottfredson, D. C. (1996). *A national study of delinquency prevention in schools: Rationale for a study to describe the extensiveness and implementation of programs to prevent adolescent problem behavior in schools*. Ellicott City, MD: Gottfredson Associates, Inc.
- Handler, M., Rey, J., Connell, J., Their, T., Feinberg, A. & Putnam R. (2006). Practical considerations in creating school-wide positive behavior support in public schools. *Psychology in the Schools*, 44(1), 29-39.
- Harvey, M. T., Lewis-Palmer, T., Horner, R. H., & Sugai, G. (2003). Trans-situational interventions: Generalization of behavior support across school and home environments. *Behavioral Disorders*, 28, 299-213.
- Hieneman, M, Dunlap, G. & Kincaid, D. (2005). Positive support strategies for students with behavioral disorders in general education settings. *Psychology in the Schools*, 42(8), 779-794.
- Hieneman, M., & Dunlap, G. (2001). Factors affecting the outcomes of community-based behavioral support: II. Assessing the relative importance of factor categories. *Journal of Positive Behavior Interventions*, 3, 67-74.
- Horner, R. H., & Sugai, G. (2000). School-wide behavior support: An emerging initiative (special issue). *Journal of Positive Behavioral Interventions*, 2, 231-233.
- Horner, R. H., & Sugai, G. (2001). "Data" need not be a four-letter word: Using data to improve schoolwide discipline. *Beyond Behavior*, 11(1), 20-22.
- Horner, R. H., & Sugai, G., (2005). School-wide positive behavior support: An alternative approach to discipline in schools. (pp. 359-390). In L. Bambara & L. Kern (Eds.) *Positive Behavior Support*. New York: Guilford Press.
- Horner, R. H., Albin, R. W., Newton, J.S., Todd, A.W. & Sprague, J. R. (2005). Positive behavior support for individuals with severe disabilities. In M. E. Snell & F. Brown (Eds.), *Instruction of students with severe disabilities* (6th ed.). (pp. 206-250) Upper Saddle River, NJ: Merrill-Prentice-Hall.

- Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., & O'Neill, R. E. (1990). In support of integration for people with severe problem behaviors: A response to four commentaries. *Journal of the Association for Persons with Severe Handicaps*, *15*, 145-147.
- Horner, R. H., Sugai, G., & Horner, H. F. (2000). A school-wide approach to student discipline. *The School Administrator*, *57*(2), 20-24.
- Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The school-Wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions*, *6*, 3-12.
- Horner, R.H., Sugai, G., & Vincent, C.G. (2005). School-wide positive behavior support: Investing in student success. *Impact*, *18*(2), 4-5.
- Horner, R.H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J. (in press). A randomized controlled trial assessing school-wide positive behavior support in elementary schools.
- Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.) *Individualized supports for students with problem behaviors: Designing positive behavior plans* (pp. 359-390) New York: Guilford Press.
- Hunt, P., Haring, K., Farron Davis, F., Staub, D., Rogers, J., Beckstead, S., Karasoff, P., Goetz, L., & Sailor, W. (1992). Factors associated with the integrated educational placement of students with severe disabilities, *JASH*, *18*(1), 6-15.
- Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, *8*(1), 10-23.
- Irvin, L.K., Tobin, T., Sprague, J., Sugai, G. and Vincent, C. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions. *Journal of Positive Behavioral Interventions*, *6*, 131-147.
- Irwin D., & Algozzine, R., (2005). *North Carolina Positive Behavior Supports Evaluation Report*. Unpublished evaluation report.
- Jones, C., Caravaca, L., Cizek, S., & Horner, R.H. (in press). Implementing school-wide positive behavior support with cultural sensitivity. *Multiple Voices*.
- Jones, C., Caravaca, L., Cizek, S., Horner, R.H., & Vincent, C.G. (2006). Culturally responsive school-wide positive behavior support: A case study in one school with a high proportion of Native American students. *Multiple Voices*, *9*(1), 108-119.
- Jones, V. F. & Jones, L. S. (2001). *Comprehensive classroom management: Creating communities of support and solving problems (6th ed.)*. Boston: Allyn & Bacon.
- Kern, L., & Dunlap, G. (1998). Curricular modifications to promote desirable classroom behavior. In J.K. Luiselli & M.J. Cameron (Eds.), *Antecedent control: Innovative approaches to behavioral support* (289-307). Baltimore, MD: Paul H. Brookes.
- Kern, L., Delaney, B., Clarke, S., Dunlap, G., & Childs, K.E. (2001). Improving the behavior of students with emotional and behavioral disorders using individualized curricular modifications. *Journal of Emotional and Behavioral Disorders*, *9*, 239-247.
- Kern, L., Dunlap, G., Clarke, S., & Childs, K.E. (1994). Student-assisted functional assessment interview. *Diagnostique*, *19*, 29-39.
- Kincaid, D. & Dunlap, G. (2003). Laying the foundation for Positive Behavior Support through person-centered planning. *Positive Behavioral Interventions and Support Newsletter*, *2*(1). Retrieved October 15, 2003, from <http://www.pbis.org/english/default.htm>.
- Kincaid, D. & Fox, L. (2002). Person-centered planning and positive behavior support. In S. Holburn & Vietze, P. (Eds.), *Research and practice in person-centered planning*. Baltimore: Paul H. Brookes, 29-50.
- Kincaid, D., Childs, K, Wallace, F, & Blase, F. (2007). Identifying Barriers and Facilitators in Implementing School-wide Positive Behavior Support. *Journal of Positive Behavior Interventions*, *9*(3), 174-184.
- Kincaid, D., George, H., & Childs, K. (2006). Review of "Positive Behavior Support Training Curriculum: Supervisory and Direct Support Editions, *Journal of Positive Behavior Interventions*, *8*(3), 183-188.
- Kincaid, D., Knoster, T., Harrower, J. Shannon, P., & Bustamante, S. (2002). Measuring the impact of positive behavior support. *Journal of Positive Behavior Interventions*, *4*(2), 109-117.

- Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). *At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems*. New York: Bank Street College of Education.
- Knoster, T., Anderson, J., Carr, E.G., Dunlap, G., & Horner, R.H. (2003). Emerging challenges and opportunities: Introducing the Association for Positive Behavior Support. *Journal of Positive Behavior Interventions*, 5, 183-186.
- Koegel, L. K., Koegel, R. L., & Dunlap, G. (Eds.) (1996). *Positive behavioral support: Including people with difficult behavior in the community*. Baltimore, MD: Paul H. Brookes.
- Koegel, R. L., Egel, A. L., & Dunlap, G. (1980). Learning characteristics of autistic children. In W. S. Sailor, B. Wilcox, & L. J. Brown (Eds.) *Methods of instruction for severely handicapped students*. (pp. 259-301). Baltimore: Paul H. Brookes. Publishers.
- Lassen, S. R., Steele, M. M., & Sailor, W. (2006). The Relationship of School-Wide Positive Behavior Support to Academic Achievement in an Urban Middle School. *Psychology in the Schools*, 43(6), 701-712.
- Lewis-Palmer, T., Bounds, M., & Sugai, G. (2004). District-wide system for providing individual student support (invited special issue). *Assessment for Effective Instruction*, 30, 53-66.
- Lewis, T. (2005). Implementing school-wide positive behavior support. *Impact*, 18(5), 26-27.
- Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a school-side system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27, 446-459.
- Lewis, T. J. (1994). A Comparative Analysis of the Effects of Social Skills Training and Teacher Directed Contingencies on the Generalized Social Behavior of Pre-school Children with Disabilities. *Journal of Behavioral Education*, 4, 267-281.
- Lewis, T. J. (2000). Effective behavioral support: A proactive alternative to school discipline. *The Australasian Journal of Special Education*, 24(2&3), 60-73.
- Lewis, T. J. (2001). Building infra-structure to enhance school systems of positive behavioral support: essential features of technical assistance. *Beyond Behavior*, 11, 10-12.
- Lewis, T. J., Garrison-Harrell, L. (1999). Effective behavior support: Designing setting specific interventions. *Effective School Practices*, 17, 38-46.
- Lewis, T. J., & Daniels, C. (2000). Rethinking school discipline through effective behavioral support. *Reaching Today's Youth*, 5, 43-47.
- Lewis, T. J., & Garrison-Harrell, L. (1999). Designing setting-specific interventions within school systems of effective behavioral support. *Effective School Practices*, 17, 38-46.
- Lewis, T. J., & Newcomer, L., Kelk, M., & Powers, L. (2000). Preventing and addressing aggressive and violent behavior through individual systems of positive behavioral support. *Reaching Today's Youth*, 5, 37-41.
- Lewis, T. J., & Sugai, G. (1993). Teaching communicative alternatives to socially withdrawn behavior: An investigation in maintaining treatment effects. *Journal of Behavioral Education*, 3, 61-75.
- Lewis, T. J., & Sugai, G. (1999). Effective behavior support: A systems approach to proactive school-wide management. *Focus on Exceptional Children*, 31(6), 1-24.
- Lewis, T. J., Newcomer, L., Kelk, M., & Powers, L. (2000). Preventing and addressing aggressive and violent behavior through individual systems of positive behavioral support. *Reaching Today's Youth*, 5(1), 37-41.
- Lewis, T. J., Newcomer, L., Trussell, R., & Richter, M. (2006). School-wide positive behavior support: Building systems to develop and maintain appropriate social behavior. In C. S. Everston & C. M. Weinstein (Eds.) *Handbook of classroom Management: Research, practice and contemporary issues*. New York: Lawrence Earlbaum Associates Publishing.
- Lewis, T. J., Powers, L. J., Kelk, M. J., & Newcomer, L. (2002) Reducing problem behaviors on the playground: An investigation of the application of school-wide positive behavior supports. *Psychology in the Schools*, 39, 181-190.
- Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. *School Psychology Review*, 27, 446-459.
- Lucyshyn, J., Albin, R., Horner, R.H., Mann, J. C., Mann, J. A. & Wadsworth, G. (2007). Family Implementation of Positive Behavior Support with a Child with Autism: A Longitudinal, Single Case Experimental and Descriptive Replication and Extension. *Journal of Positive Behavior Interventions*, 9(3), 131-150.

- Lucyshyn, J., Dunlap, G., & Albin, R.W. (Eds.) (2002). *Families and positive behavior support: Addressing problem behaviors in family contexts*. Baltimore, MD: Paul H. Brookes.
- Lucyshyn, J., Horner, R.H., Dunlap, G., & Albin, R.W., & Ben, K.R. (2002). Positive behavior support with families. In J. Lucyshyn, G. Dunlap, & Albin, R.W. (Eds), *Families and positive behavior support: Addressing problem behaviors in family contexts* (pp. 3-43). Baltimore, MD: Paul H. Brookes.
- Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-School Positive Behaviour Support: Effects on student discipline problems and academic performance. *Educational Psychology*, 25(2-3), 183-198.
- Luiselli, J. K., Putnam, R. F., & Handler, M. W. (2001). Improving discipline practices in public schools: Description of a whole-school and district-wide model of behavior analysis consultation. *The Behavior Analyst Today*, 2(1), 18-26.
- Luiselli, J.K., & Diament, C. (Eds.) (2002). *Behavior Psychology in the Schools: Innovations in Evaluation, Support, and Consultation*. Binghamton, NY: The Haworth Press.
- Marr, M. B., Audette, B., White, R., Ellis, E., & Algozzine, B. (2002). School-wide discipline and classroom ecology. *Special Services in the Schools*, 18, 55-73.
- McCart, A. (2004). *Development of curriculum on PBS for bus drivers entitled The Value of Inclusion - Challenges & Strategies for School Bus Drivers*. Pupil Transportation Safety Institute, Inc.
- McCart, A., & Sailor, W. (2003). Using empowerment evaluation to establish and sustain schoolwide positive behavior support. *TASH Connections*, 29(1/2), 25-27.
- McCurdy, B. L., Mannella, M. C., & Eldridge, N. (2003). Positive behavior support in urban schools: Can we prevent the escalation of antisocial behavior. *Journal of Positive Behavioral Interventions*, 5, 158-170.
- McIntosh, K., Chard, D., Boland, J., & Horner, R.H. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavior Interventions*, 8(3), 146-154.
- McIntosh, K., Horner, R. H., Chard, D. J., Boland, J. B., & Good, R. H., III. (2006). The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior Support: A Longitudinal Analysis. *School Psychology Review*, 35(2), 275-291.
- Metzler, C. W., Biglan, A., Rusby, J. C., & Sprague, J. R. (2001). Evaluation of a comprehensive behavior management program to improve school-wide positive behavior support. *Education and Treatment of Children*, 24, 448-479.
- Moore, M., Freeman, R. Johnston, C. D. (in press). Building a collaborative state-wide planning network in positive behavior support (PBS) for community-based services. *Association for Positive Behavior Support Newsletter*.
- Nakasato, J. (2000). Data-based decision making in Hawaii's behavior support effort. *Journal of Positive Behavior Interventions*, 2, 247-251.
- Nelson, M., Sugai, G., & Smith, C., (2005). Positive behavior support offered in juvenile corrections. *Counterpoint*, 1, 6-7.
- Preciado, J., Horner, R.H., & Baker, S. (in press). Using a function-based approach to decrease problem behavior and increase academic engagement for Latino English Language Learners. *Journal of Special Education*.
- Pruitt, R., Kelsh, B., & Sugai, G. M. (1989). *Pro-tickets: A positive school-wide behavior management program*. In 1989 Oregon Conference Monograph. Eugene, OR: University of Oregon.
- Putnam, R. F., Handler, M. W., Ramirez-Platt, C. M., & Luiselli, J. K. (2003). Improving student bus-riding behavior through a whole-school intervention. *Journal of Applied Behavior Analysis*, 36, 583-589.
- Putnam, R. F., Luiselli, J. K., & Jefferson, G. L. (2002). Expanding technical assistance consultation to public schools: District-wide evaluation of instructional and behavior support practices for students with developmental disabilities. *Child and Family Behavior Therapy*, 24, 113-128.
- Putnam, R.F., & Hehl, D.E. (2005) Team development and enhancement. In Bohanan-Edmons, H., Flannery, K.B., Eber, L., & Sugai, G. (2005). (Eds.) *Positive behavior support in high schools: Monograph from the 2004 Illinois high school forum of positive behavior interventions and supports*. <http://pbis.org>.
- Putnam, R.F., Handler, M.W., Ramirez-Platt, C.M. & Luiselli, J.K. (2003). Improving student bus riding behavior through a whole-school intervention. *Journal of Applied Behavior Analysis*, 36, 583-590.

- Putnam R.F., and Handler, M.H. Classwide behavior support. (in press). in Anderman, Eric (ed.). *Psychology of Classroom Learning: An Encyclopedia*, Detroit: Macmillan Reference USA.
- Putnam, R.F., Luiselli, J.K. & Sunderland, M. (2002). Longitudinal evaluation of behavior support intervention in a public middle school. *Journal of Positive Behavior Interventions*, 4, 182-188.
- Putnam, R.F., Luiselli, J.K., Handler, M.W., & Jefferson G.L. (2003). Evaluating student discipline practices in a public school through behavioral assessment of office referrals. *Behavior Modification*, 27, 505-523.
- Putnam, R.F., Luiselli, J.K., Sennett, K. & Malonson, J. (2002). Cost-efficacy analysis of out-of-district special education placements: An evaluative measure of behavior support intervention in public schools. *Journal of Special Education Leadership*, 15, 17-24.
- Raffaele Mendez, L. M., Knoff, H. M., & Ferron, J. M. (2002). School demographic variables and out-of-school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district. *Psychology in the Schools*, 39, 259-277.
- Safran, S. P. & Oswald, K. (2003). Positive behavior supports: Can schools reshape disciplinary practices. *Exceptional Children*, 69, 361-373.
- Sailor, W. (1996). New structures and systems change for comprehensive positive behavioral support. In L., Koegel, R. Koegel, & G. Dunlap (Eds.), *Positive behavioral support: Including people with difficult behavior in the community* (pp. 163-206). Baltimore: Paul H. Brookes.
- Sailor, W. (2004). Positive behavior supports. In S.W. Lee, & P.A. Lowe (Eds.), *Encyclopedia of school psychology*. Thousand Oaks, CA: Sage.
- Sailor, W. (2005). What is schoolwide PBS and why is it important? *Jayhawk Educator (summer)*: 4-5.
- Sailor, W. (2009). *Making RTI work: How smart schools are reforming education through schoolwide response-to-intervention*. San Francisco, CA: Wiley, John & Sons, Inc.
- Sailor, W., & Eber, L. (2004). School-wide PBS: A systematic approach to student engagement. *REDBY*.
- Sailor, W., & Paul, J.L. (2004). Framing positive behavior support in the ongoing discourse concerning the politics of knowledge. *Journal of Positive Behavior Interventions*, 6(1), 37-49.
- Sailor, W., & Roger, B. (2006). PBS in the urban core. *TASH Connections*, 32(1/2), 23-24.
- Sailor, W., Gee, K., Graham, N., & Goetz, L. (1988). Progress in educating students with the most severe disabilities: Is there any? *The Journal of the Association for Persons with Severe Handicaps*, 13(2), 87-99.
- Sailor, W., Scott, T. M., Nelson, C. M., Freeman, R., Smith, C., Britten, J., and McCart, A. (2000). Using information technology to prepare personnel to implement functional behavioral assessment and positive behavioral support. *Exceptionalities*, 8(3), 217-230.
- Sailor, W., Freeman, R., Britten, J., McCart, A., Smith, C., Scott, T., et al. (2000). Using Information Technology To Prepare Personnel To Implement Functional Behavioral Assessment and Positive Behavioral Support. *Exceptionality*, 8(3), 217-230.
- Scott, T. M. (2003). Making behavior intervention planning decisions in a school-wide system of positive behavior support. *Focus on Exceptional Children*, 36(1), 1-18.
- Scott, T. M., & Barrett, S. B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior Interventions*, 6, 21-28.
- Scott, T. M., & Caron, D. B. (2005). Conceptualizing Functional Behavior Assessment as Prevention Practice within Positive Behavior Support Systems. *Preventing School Failure*, 50(1), 13.
- Scott, T. M., & Hunter, J. (2001). Initiative schoolwide support systems: An administrator's guide to the process. *Beyond Behavior*, 11(1), 13-15.
- Scott, T. M., & Nelson, C. M. (1999). Using functional behavioral assessment to develop effective intervention plans: Practical classroom applications. *Journal of Positive Behavior Interventions*, 1, 242-251.
- Scott, T. M., McIntyre, J., Liaupsin, C., Nelson, C. M., Conroy, M., & Payne, L. (2005). An Examination of the Relation Between Functional Behavior Assessment and Selected Intervention Strategies with School-Based Teams. *Journal of Positive Behavior Interventions*, 7(4), 205-215.
- Scott, T. M., Payne, L., Jolivet, K. (2004). Using Positive Behavior Support at the Classroom Level: Preventing Predictable Problem Behaviors and Increasing Student Success. *Beyond Behavior*.
- Scott, T., & Martinek, G. (2006). Coaching positive behavior support in school settings: Tactics and data-based decision-making. *Journal of Positive Behavior Interventions*, 8(3), 165-173.

- Scott, T.M. (2007). Issues of personal dignity and social validity in school-wide systems of positive behavior support. *Journal of Positive Behavior Interventions*, 9(2), 102-112.
- Seybert, S., Dunlap, G., & Ferro, J. (1996). Effects of choice making on the problem behaviors of high school students with intellectual disabilities. *Journal of Behavioral Education*, 6, 49-65.
- Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspensions: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 20, 295-315.
- Smith, C. (October 2004). What is positive behavioral supports? An interview with George Sugai and Rob Horner. *Attention*, 22(2), 34-27.
- Sprague, J., Sugai, G., & Walker, H. (1999). Antisocial behavior in schools. In S. Watson & F. Gresham (Eds.), *Child behavior therapy: Ecological considerations in assessment, treatment, and evaluation*. New York, NY: Plenum Press.
- Sprague, J.R. & Horner, R.H. (2006). School wide positive behavioral supports. in S.R. Jimerson & M.J. Furlong (Eds). *The handbook of school violence and school safety* (pp. 413-427). Mahwah, NJ: Erlbaum.
- Sprick, R., Sprick, M., & Garrison, M. (1992). *Foundations: Developing positive school-wide discipline policies*. Longmont, CO: Sopris West.
- Stormont, M., Lewis, T. J., & Covington, S. (2005). Behavior support strategies in early childhood settings: Teachers' importance and feasibility ratings. *Journal of Positive Behavior Interventions*, 7, 131-139.
- Sugai, G. (1996). Providing effective behavior support to all students: Procedures and processes. *SAIL*, 11(1), 1-4.
- Sugai, G. (2004) (invited). Commentary: Establishing efficient and durable systems of school-based support. *School Psychology Review*, 32, 530-535.
- Sugai, G. (2007) (invited). Promoting behavioral success in schools: Commentary on exemplary practices. In McDougal, J., & Miller, D. Special Practitioner's Edition: Promoting behavioral success. *Psychology in the Schools*, 44, 113-118.
- Sugai, G. M. (1992). The design of instruction and the proactive management of social behaviors. *Learning Disabilities Forum*, 17(2), 20-23.
- Sugai, G., & Horner, R. (1994). Including students with severe behavior problems in general education settings: Assumptions, challenges, and solutions. In J. Marr, G. Sugai, & G. Tindal (Eds.), *The Oregon conference monograph*, 6, 102-20. Eugene, OR: University of Oregon.
- Sugai, G., & Horner, R. H. (1999). Discipline and behavioral support: Preferred processes and practices. *Effective School Practices*, 17(4), 10-22.
- Sugai, G., & Horner, R. H. (2001). Features of effective behavior support at the district level. *Beyond Behavior*, 11(1), 16-19.
- Sugai, G., & Horner, R. H. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child and Family Behavior Therapy*, 24, 23-50.
- Sugai, G., & Horner, R. H. (2005). School-wide positive behavior supports: Achieving and sustaining effective learning environments for all students. In W. H. Heward (Ed.), *Focus on behavior analysis in education: Achievements, challenges, and opportunities* (pp. 90-102). Upper Saddle River, NJ: Pearson Prentice-Hall.
- Sugai, G., & Horner, R.H. (2006). A promising approach for expanding and sustaining the school-wide positive behavior support. *School Psychology Review*, 35(2), 245-259.
- Sugai, G., & Lewis-Palmer, T. (2004). Overview of function-based approach to behavior support within schools (invited special issue). *Assessment for Effective Instruction*, 30, 1-6.
- Sugai, G., & Pruitt, R. (1993). *Phases, steps, and guidelines for building school-wide behavior management programs: A practitioner's handbook*. *Behavior Disorders Handbook No. 1*. Behavior Disorders Program. University of Oregon. Eugene.
- Sugai, G., Horner, R. H., Dunlap, G. Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., III, Wickham, D. Reuf, M., & Wilcox, B. (2000). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavioral Interventions*, 2, 131-143.
- Sugai, G., Horner, R., & Todd, A. (1996). *Effective behavior support systems survey*. Behavioral Research and Teaching, University of Oregon. Eugene, Oregon.

- Sugai, G., Horner, R.H., & McIntosh, K. (2008). Best practices in developing a broad scale system of school-wide positive behavior support. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology*, V (Vol. 3, pp. 765-780). Bethesda, MD: National Association of School Psychologists.
- Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C., Scott, E., Liaupsin, C., Sailor, W., Turnbull, A.P., Turnbull, H.R., Wickham, D., Ruef, M., & Wilcox, B.L. (1998). Applying positive behavioral support and functional assessment in schools. *Journal of Positive Behavior Interventions*.
- Sugai, G., Horner, R.H., Dunlap, G., Hieneman, M., Lewis, T., Nelson, C., Scott, E., Liaupsin, C., Sailor, W., Turnbull, A.P., Turnbull, H.R., Wickham, D., Ruef, M., & Wilcox, B.L. (2000). Applying positive behavioral support and functional assessment in schools. *Journal of Positive Behavior Interventions*, 2(3), 131-142.
- Sugai, G., Horner, R.H., Sailor, W., Dunlap, G., Eber, L., Lewis, T., Kinciad, D., Scott, T., Barrett, S., Algozzine, R., Putnam, R., Massanari, C., & Nelson, M. (2005). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. Eugene, OR: University of Oregon.
- Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (2004). School-wide discipline and instructional classroom management: A systems approach. In E. J. Kame'enui & C. Darch (Eds.). *Instructional classroom management* (2nd ed.) (pp. 218-248). White Plains, NY: Longman.
- Sugai, G., Tobin, T. J., & Martin, E. (2004). Antisocial behavior. In T. S. Watson, T. S. & C. H. Skinner (Eds), *Encyclopedia of school psychology* (pp. 25-27). New York: Kluwer Academic/Plenum Publishers.
- Sulzer-Azaroff, B., & Mayer, G. R. (1994). *Achieving educational excellence: Behavior analysis for achieving classroom and schoolwide behavior change*. San Marcos, CA: Western Image.
- Taylor-Greene, S. J., & Kartub, D. T. (2000). Durable implementation of school-wide behavior support: The high five program. *Journal of Positive Behavior Interventions*, 2, 233-245.
- Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112.
- Tilly, W.D., Knoster, T.P., Kovaleski, J., Bambara, L., Dunlap, G., & Kincaid, D. (1998). *Functional behavioral assessment: Policy development in light of emerging research and practice*. Alexandria, VA: National Association of State Directors of Special Education (NASDSE).
- Tobin, T. J., & Sugai, G. (2005). Preventing problem behaviors: Primary, secondary, and tertiary level prevention interventions for young children. *Journal of Early Intensive Behavior Intervention*, 2(3), 115-124.
- Tobin, T., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. *Journal of Emotional and Behavioral Disorders*, 4(2), 82-94.
- Todd, A. W., Horner, R. H., Sugai, G., & Sprague, J. R. (1999). Effective behavior support: Strengthening school-wide systems through a team-based approach. *Effective School Practices*, 17(4), 23-27.
- Todd, A., Horner, R., Sugai, G., & Colvin, G. (1999). Individualizing school-wide discipline for students with chronic problem behaviors: A team approach. *Effective School Practices*, 17(4), 72-82.
- Todd, A., Horner, R., Vanater, S., & Schneider, C. (1995). Working together to make change: An example of positive behavior support for a student with traumatic brain injury. *Education and Treatment of Children*, 20, 23-33.
- Todd, A., Kauffman, A., Meyer, G., & Horner, R.H. (in press). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of check-in-check-out. *Journal of Positive Behavior Interventions*.
- Turnbull, A. P., Edmonson, H. M., Griggs, P., Wickham, D., Sailor, W., Beech, S., Freeman, R., Guess, D., Hale, N., Lassen, S., McCart, A., Riffel, L., Schmerchek, D., Turnbull, H. R., Warren, J., & Wilcox, B. (2002). A blueprint for the four components of a positive behavior support school-wide model. *Exceptional Children*, 68, 377-402.
- Turnbull, H.R., Turnbull, A.P., Wilcox, B.L., Sailor, W., & Wickham, D. (1999). *Positive behavioral interventions and supports under the Individuals with Disabilities Education Act*. Lawrence, KS: Beach Center on Families and Disability.
- Turnbull, H.R., Wilcox, B. L., Turnbull, A. P., Sailor, W., and Wickham, D. (2001). IDEA, Positive Behavioral Supports, and School Safety. *Journal of Law and Education*, 30(3), 445-503.
- Utley, C. A., & Sailor, W. (2002). Positive behavior support and urban school improvement: A special section of the Journal of Positive Behavioral Interventions. *Journal of Positive Behavioral Interventions*, 4, 195.

- Utley, C.A., Sailor, W., (2002). Guest editorial: Positive behavior support and urban school improvement: A Special Section of The Journal of Positive Behavior Interventions. *Journal of Positive Behavior Interventions*, 4(4), 195.
- Vaughn B.J., Dunlap, G., Fox, L., Clarke, S., & Bucy, M. (1997). Parent-professional partnership in behavioral support: A case study of community-based intervention. *Journal of the Association for Persons with Severe Handicaps*, 22, 185-197.
- Vaughn, B.J., Clarke, S., & Dunlap, G. (1997). Assessment-based intervention for severe behavior problems in a natural family context. *Journal of Applied Behavior Analysis*, 30, 713-716.
- Vaughn, B.J., White, R., Johnston, S., & Dunlap, G. (2005). Positive behavior support as a family-centered endeavor. *Journal of Positive Behavior Interventions*, 7, 55-58.
- Vaughn, B.J., Wilson, D., & Dunlap, G. (2002). Family-centered intervention to resolve problem behaviors in a fast food restaurant: A case example. *Journal of Positive Behavior Interventions*, 4, 38-45.
- Walker, H. M., Ramsey, E., Gresham, R. M. (2003). *Antisocial behavior in school: Evidence-based practices (2nd Ed.)*. Belmont, CA: Wadsworth/Thomson Learning.
- Walker, H., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in public school: Strategies and best practices*. Pacific Grove, CA: Brookes/Cole.
- Wang, M., McCart, A., & Turnbull, A. (2007). Implementing positive behavior support with Chinese American families: Enhancing cultural competence, *Journal of Positive Behavioral Interventions*, 9(1), 38-51.
- Warren, J. S., Bohanon-Edmonson, H. M., Turnbull, A. P., Sailor, W., Wickham, D., Griggs, P., et al. (2006). School-Wide Positive Behavior Support: Addressing Behavior Problems that Impede Student Learning. *Educational Psychology Review*, 18(2), 187-198.
- Warren, J. S., Edmonson, H.M., Griggs, P., Lassen, S., McCart, A., Turnbull, A., & Sailor, W. (2003). Urban applications of school-wide positive behavior support: Critical issues and lessons learned. *Journal of Positive Behavior Interventions*, 5(2), 80-91.
- Wickham, D., Britten, J., & McCart, A. (2001). *Positive Behavior Support State Resource Manual*. Kansas Department of Education.
- Wilson, W., & Sailor, W. (1992, Spring). Service integration in public schools. *San Francisco School of Education Review*, Spring 1992, 127-130.
- Winterling, V., Dunlap, G., & O'Neill, R. E. (1987). The influence of task variation on the aberrant behavior of autistic students, abstracted in Rimland, B. (Ed.), (1987). *Autism Research Review International*, 1(3), 1987.

STATE-LEVEL PBIS
WEBSITES OR CONTACTS

9 STATE-LEVEL PBIS WEBSITES OR CONTACTS

Alabama	Donna Kirkendoll dkirkendoll@alsde.edu
Alaska	http://www.pbiscenter.org/
Arkansas	Howard Knoff, Ph.D. knoffprojectachieve@earthlink.net
Arizona	http://www.pbisaz.org/
California	Barbara Kelley bkelly@ocde.com
Colorado	Cyndi Boezio boezio_c@cde.state.co.us
Connecticut	http://pbis.ctserc.com/
Delaware	http://delawarepbs.org/
District of Columbia	Angela Brown Angela.Brown@k12.dc.us
Florida	http://flpbs.fmhi.usf.edu/
Georgia	Ginny O'Connell voconnel@doe.k12.ga.us
Hawaii	Jean Nakasato jean_nakasato@notes.k12.hi.us
Idaho	http://www.idahocdhd.org/dnn/
Illinois	http://pbisillinois.org/
Indiana	Sandy Washburn swashbur@indiana.edu
Iowa	http://www.educ.drake.edu/rc/alliance.html
Kansas	Linda Geier Lgeier@ksde.org
Kentucky	http://www.kycid.org/
Louisiana	http://www.lapositionbehavior.com/
Maine	Pat Red pred@usm.maine.edu
Maryland	http://www.pbismaryland.org/
Massachusetts	Martha Wally wallym@worc.k12.ma.us

Michigan	http://miblsi.cenmi.org/Home.aspx
Minnesota	Eric Kloos eric.kloos@state.mn.us http://pbismn.org/
Mississippi	Selina Merrell selina.merrell@usm.edu http://www.usm.edu/reachms/
Missouri	http://pbissmissouri.org/
Montana	Susan Bailey-Anderson sanderson@state.mt.us http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/
Nebraska	Jolene Palmer jolene.palmer@nde.state.ne.us http://npbis.org/
Nevada	http://www.pbsnv.org/
New Hampshire	http://www.nhcebis.seresc.net/
New Jersey	http://www.njpbs.org/
New Mexico	Cathy Jones cathyrecix@yahoo.com
New York	Noel Granger ngranger@mail.nysed.gov
North Carolina	http://www.ncpublicschools.org/positivebehavior/
North Dakota	Brenda Oas boas@nd.gov http://www.dpi.state.nd.us/health/PBS/index.shtm
Ohio	Stephanie Falor Stephanie.Falor@ode.state.oh.us
Oklahoma	Karie Crews-St. Yves karie_crews-st.Yves@sde.state.ok.us http://www.ok.gov/odmhsas/documents/Capps%20&%20Mitchiner%20-%20PBIS%20in%20Oklahoma.pdf
Oregon	http://www.ode.state.or.us/search/page/?id=553
Pennsylvania	http://www.papbs.org/Home.aspx?PageID=68a5038d-36df-414f-8e1f-a78737463ace
Rhode Island	http://www.ric.edu/sherlockcenter/ripbis/index.html
South Carolina	Jane Shuler jcshuler@ed.sc.gov http://sharedwork.org/community/16520
South Dakota	Rebecca Cain rebecca.cain@state.sd.us http://doe.sd.gov/oess/documents/PBIS_annualreport.pdf
Tennessee	Jennifer Butterworth, Ph.D. jenniferrbutterworth@gmail.com http://ceo.utk.edu/SWPBS.html
Texas	Amie Young amyoung@esc4.net http://www.txbehaviorsupport.org/default.aspx?name=homepage

Utah	http://www.updc.org/abc/index.html
Vermont	http://www.pbsvermont.com/
Virginia	http://www.ttac.odu.edu/esd/
Washington	http://www.pbisnetwork.org/
	Frances Clark fclark@access.k12.wv.us
West Virginia	http://www.as.wvu.edu/wvpbs/
Wisconsin	http://www.wisconsinpbisnetwork.org/
	Christine Revere crever@educ.state.wy.us
Wyoming	http://edu.wyoming.gov/Programs/rfi.aspx

BENCHMARKS OF QUALITY

BENCHMARKS OF QUALITY (BOQ)

Step 1:

Coach uses Scoring Guide to complete:

School-Wide Benchmarks of Quality: Scoring Form

Coach gives every PBIS team member:

School-Wide Benchmarks of Quality Team Member Rating Form

No scoring guide for team members

Coach collects forms from team members

Step 2:

Coach tallies responses using:

School-Wide Benchmarks of Quality: Scoring Form

Coach uses most frequent response for scoring

++ for "In Place"

+ for "Needs Improvement"

- for "Not In Place"

Step 3:

Coach completes Team Summary on page 3 of the

School-Wide Benchmarks of Quality: Scoring Form

Place checkmark on items reflecting discrepancies

If upon sharing areas of discrepancy (formally or informally), coach realizes that there is new information that according to the Scoring Guide would result in a different score, the item should be changed on the Scoring Form.

Step 4:

Coach reports to team

Again, adjustments can be made on areas of discrepancy on the Scoring Form

Coach leads team through discussion of identified areas of strengths (high ratings) and weaknesses (low ratings)

Step 5:

Coach turns in Scoring Form and all the Team Member Rating Forms to the PBIS Coordinator/Facilitator

Coach or PBIS Coordinator/Facilitator enters BOQ score into PBIS Surveys

Scoring Guide: Completing the Benchmarks of Quality (Revised) for School-wide Positive Behavior Support (SWPBS)

When & Why

Benchmarks of Quality (Revised) for School-wide Positive Behavior Support should be completed in the spring of each school year (Mar/Apr/May). The Benchmarks are used by teams to identify areas of success, areas for improvement, and by the PBIS Project to identify model PBS schools.

Procedures for Completing

Step 1 - Coaches Scoring

The Coach will use his or her best judgment based on personal experience with the school and the descriptions and exemplars in the *Benchmarks of Quality(Revised) Scoring Guide* to score each of the 53 items on the *Benchmarks of Quality Scoring Form* (p.1 & 2). Do not leave any items blank.

Step 2 - Team Member Rating

The coach will give the *Benchmarks of Quality(Revised) Team Member Rating Form* to each SWPBS Team member to be completed independently and returned to the coach upon completion. Members should be instructed to rate each of the 53 items according to whether the component is “**In Place**”, “**Needs Improvement**”, or “**Not in Place**”. Some of the items relate to product and process development, others to action items; in order to be rated as “In Place,” the item must be developed and implemented (where applicable). Coaches will collect and tally responses and record on the *Benchmarks of Quality(Revised) Scoring Form* the team’s most frequent response using ++ for “In Place,” + for “Needs Improvement,” and – for “Not In Place.”

Step 3 – Team Report

The coach will then complete the *Team Summary* on p. 3 of the *Benchmarks of Quality (Revised) Scoring Form* recording areas of discrepancy, strength and weakness.

Discrepancies - If there were any items for which the team’s most frequent rating varied from the coaches’ rating based upon the Scoring Guide, the descriptions and exemplars from the guide should be shared with the team. This can happen at a team meeting or informally. If upon sharing areas of discrepancy, the coach realizes that there is new information that according to the *Scoring Guide* would result in a different score, the item and the adjusted final score should be recorded on the *Scoring Form*.

Step 4 - Reporting Back to Team

After completing the remainder of the *Benchmarks of Quality(Revised) Scoring Form*, the coach will report back to the team using the *Team Report* page of the *Benchmarks of Quality(Revised) Scoring Form*. If needed, address items of discrepancy and adjust the score. The coach will then lead the team through a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be conveyed as “constructive feedback” to assist with action planning.

Step 5 – Reporting

The coach will enter the final scores from the *Scoring Form* on PBSES, the web-based evaluation reporting system through the PBS Project’s website <http://flpbs.fmhi.usf.edu>. The school log-in and password are included on the direction for completing End-Year Evaluation which is distributed by the district coordinator. This can also be entered on www.pbssurveys.org.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

BENCHMARKS OF QUALITY (Revised) SCORING GUIDE

Benchmark	3 points	2 points	1 point	0 points
1. Team has administrative support	Administrator(s) attended training, play an active role in the PBIS process, actively communicate their commitment, support the decisions of the PBIS Team, and attend all team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings.	Administrator(s) do not actively support the PBIS process.
2. Team has regular meetings (at least monthly)		Team meets monthly (min. of 9 one-hour meetings each school year).	Team meetings are not consistent (5-8) monthly meetings each school year).	Team seldom meets (fewer than five monthly meetings during the school year).
3. Team has established a clear mission/purpose			Team has a written purpose/mission statement for the PBS team (commonly completed on the cover sheet of the action plan).	No mission statement/purpose written for the team.
4. Faculty are aware of behavior problems across campus through regular data sharing		Data regarding school-wide behavior are shared with faculty monthly (min. of 8 times per year).	Data regarding school-wide behavior are occasionally shared with faculty (3-7 times per year).	Data are not regularly shared with faculty. Faculty may be given an update 0-2 times per year
5. Faculty are involved in establishing and reviewing goals		Most faculty participate in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Some of the faculty participates in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Faculty does not participate in establishing PBIS goals.
6. Faculty feedback is obtained throughout year		Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBIS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.	Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBIS process. However, the team also makes decisions without input from staff.	Faculty are rarely given the opportunity to participate in the PBS process (fewer than 2 times per school year).

Benchmark	3 points	2 points	1 point	0 points
7. Discipline process described in narrative format or depicted in graphic format		Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Includes crisis situations)	Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Does not include crisis situations.)	Team has not established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.
8. Discipline process includes documentation procedures			There is a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).	There is not a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).
9. Discipline referral form includes information useful in decision making		Information on the referral form includes ALL of the required fields: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision.	The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion.	The referral form lacks one or more of the required fields or does not exist.
10. Problem behaviors are defined	Written documentation exists that includes clear definitions of all behaviors listed.	All of the behaviors are defined but some of the definitions are unclear.	Not all behaviors are defined or some definitions are unclear.	No written documentation of definitions exists.
11. Major/minor behaviors are clearly differentiated		Most staff are clear about which behaviors are staff managed and which are sent to the office. (i.e. appropriate use of office referrals) Those behaviors are clearly defined, differentiated and documented.	Some staff are unclear about which behaviors are staff managed and which are sent to the office (i.e. appropriate) use of office referrals) or no documentation exists.	Specific major/minor behaviors are not clearly defined, differentiated or documented.
12. Suggested array of appropriate responses to major (office-managed) problem behaviors			There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that some administrative staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behavior problems.

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
13.Data system is used to collect and analyze ODR data	The database can quickly output data in graph format and allows the team access to ALL of the following information: average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years.	ALL of the information can be obtained from the database (average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years), though it may not be in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.	Only partial information can be obtained (lacking either the number of referrals per day per month, location, problem behavior, time of day, student, and compare patterns between years.)	The data system is not able to provide any of the necessary information the team needs to make school-wide decisions.
14.Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.)	The team does not collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
15.Data analyzed by team at least monthly		Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team monthly (minimum)	Data are printed, analyzed, and put into graph format or other easy to understand format by a team member less than once a month .	Data are not analyzed .
16.Data shared with team and faculty monthly (minimum)		Data are shared with the PBS team and faculty at least once a month .	Data are shared with the PBS team and faculty less than one time a month .	Data are not reviewed each month by the PBS team and shared with faculty.
17.3-5 positively stated school-wide expectations are posted around school	3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, front office, etc.	3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed.	3-5 positively stated expectations are not clearly visible in common areas.	Expectations are not posted or team has either too few or too many expectations.

Benchmark	3 points	2 points	1 point	0 points
18.Expectations apply to both students and staff	PBIS team has communicated that expectations apply to all students and all staff.	PBIS team has expectations that apply to all students AND all staff but haven't specifically communicated that they apply to staff as well as students.	Expectations refer only to student behavior.	There are no expectations.
19.Rules are developed and posted for specific settings (settings where data suggested rules are needed)		Rules are posted In all of the most problematic areas in the school.	Rules are posted In some, but not all of the most problematic areas of the school.	Rules are not posted in any of the most problematic areas of the school.
20.Rules are linked to expectations			When taught or enforced, staff consistently link the rules with the school-wide expectations.	When taught or enforced, staff do not consistently link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations.
21.Staff are involved in development of expectations and rules		Most staff were involved in providing feedback/input into the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session, election process, etc.)	Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules.	Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules.
22.A system of rewards has elements that are implemented consistently across campus	The reward system guidelines and procedures are implemented consistently across campus. Almost all members of the school are participating appropriately. at least 90% participation	The reward system guidelines and procedures are implemented consistently across campus. However, some staff choose not to participate or participation does not follow the established criteria. at least 75% participation	The reward system guidelines and procedures are not implemented consistently because several staff choose not to participate or participation does not follow the established criteria. at least 50% participation	There is no identifiable reward system or a large percentage of staff are not participating. less than 50% participation

Benchmark	3 points	2 points	1 point	0 points
23. A variety of methods are used to reward students		The school uses a variety of methods to reward students (e.g. cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with few/many tokens/points have equal opportunities to cash them in for rewards. However, larger rewards are given to those earning more tokens/points.	The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner.	The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer tokens cannot cash in tokens for a smaller reward.
24. Rewards are linked to expectations and rules	Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations but staff rarely verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are not identified in the rules and expectations.
25. Rewards are varied to maintain student interest		The rewards are varied throughout year and reflect students' interests (e.g. consider the student age, culture, gender, and ability level to maintain student interest.)	The rewards are varied throughout the school year, but may not reflect students' interests.	The rewards are not varied throughout the school year and do not reflect student's interests.
26. Ratios of acknowledgement to corrections are high	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are high (e.g., 4:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are moderate (e.g., 2:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are about the same (e.g., 1:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are low (e.g., 1:4)
27. Students are involved in identifying/developing incentives			Students are often involved in identifying/developing incentives.	Students are rarely involved in identifying/developing incentives.

Benchmark	3 points	2 points	1 point	0 points
28. The system includes incentives for staff/faculty		The system includes incentives for staff/faculty and they are delivered consistently.	The system includes incentives for staff/faculty, but they are not delivered consistently.	The system does not include incentives for staff/faculty.
29. A behavioral curriculum includes teaching expectations and rules		Lesson plans are developed and used to teach rules and expectations	Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa.	Lesson plans have not been developed or used to teach rules or expectations
30. Lessons include examples and non-examples			Lesson plans include both examples of appropriate behavior and examples of inappropriate behavior.	Lesson plans give no specific examples or non-examples or there are no lesson plans.
31. Lessons use a variety of teaching strategies		Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping)	Lesson plans have been introduced using fewer than 3 teaching strategies.	Lesson plans have not been taught or do not exist.
32. Lessons are embedded into subject area curriculum		Nearly all teachers embed behavior teaching into subject area curriculum on a daily basis.	About 50% of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week	Less than 50% of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			Faculty, staff, and students are involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	Faculty, staff, and students are not involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.

Benchmark	3 points	2 points	1 point	0 points
34. Strategies to share key features of SW/PBS program with families/ community are developed and implemented			The PBIS Plan includes strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)	The PBIS plan does not include strategies to be used by families and the community.
35. A curriculum to teach components of the discipline system to all staff is developed and used		The team scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information or comprehension. Training included all components: referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.	The team scheduled time to present and train faculty and staff on the discipline procedures and data system, but there were no checks for accuracy of information or comprehension. OR training did not include all components (i.e., referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.)	Staff was either not trained or was given the information without formal introduction and explanation.
36. Plans for training staff to teach students expectations/rules and rewards are developed, scheduled and delivered		The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules including checks for accuracy of information or comprehension. Training included all components: plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules but there were no checks for accuracy of information or comprehension. OR Training didn't include all components: plans to introduce expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	Staff was either not trained or was given the information without formal introduction and explanation.

Benchmark	3 points	2 points	1 point	0 points
37. A plan for teaching students expectations/ rules/rewards is developed scheduled and delivered	Students are introduced/taught all of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught two (2) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught only one (1) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are not introduced/taught any of the following: school expectations, rules for specific setting, and the reward system guidelines.
38. Booster sessions for students and staff are planned, scheduled, and implemented		Booster sessions are planned and delivered to reteach staff/ students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).	Booster sessions are not utilized fully. For example: booster sessions are held for students but not staff; booster sessions are held for staff, but not students; booster sessions are not held, but rules & expectations are reviewed at least weekly with students.	Booster sessions for students and staff are not scheduled/planned. Expectations and rules are reviewed with students once a month or less.
39. Schedule for rewards/incentives for the year is planned		Team has planned for and carries out the introduction of School- wide PBIS and training of new staff and students throughout the school year.	There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.	There is no plan for the type and frequency of rewards/ incentives to be delivered throughout the year.
40. Plans for orienting incoming staff and students are developed and implemented		Team has planned for and carries out the introduction of School- wide PBIS and training of new staff and students throughout the school year.	Team has planned for the introduction of School-wide PBS and training of either new students or new staff, but does not include plans for training both. OR the team has plans but has not implemented them.	Team has not planned for the introduction of School-wide PBIS and training of new staff or students
41. Plans for involving families/community are developed and implemented			Team has planned for the introduction and on-going involvement of school-wide PBIS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)	Team has not introduced school-wide PBIS to families/ community.

Benchmark	3 points	2 points	1 point	0 points
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
44. Expected behavior routines in classroom are taught		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
45. Classroom teachers use immediate and specific praise		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)

Benchmark	3 points	2 points	1 point	0 points
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
47. Procedures exist for tracking classroom behavior problems		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
48. Classrooms have a range of consequences/ interventions for problem behavior that are documented and consistently delivered		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
49. Students and staff are surveyed about PBS		Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBIS plan survey), and information is used to address the PBIS plan.	Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBIS plan survey), but information is not used to address the PBIS plan.	Students and staff are not surveyed.

Benchmark	3 points	2 points	1 point	0 points
50. Students and staff can identify expectations and rules		<p>Almost all students and staff can identify the school-wide expectations and rules for specific settings. (can be identified through surveys, random interviews, etc...) at least 90%</p>	<p>Many students and staff can identify the school-wide expectations and rules for specific settings. at least 50%</p>	<p>Few of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted less than 50%</p>
51. Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms appropriately	<p>Almost all staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. (can be identified by reviewing completed forms, staff surveys, etc...) at least 90% know/use</p>	<p>Many of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly.</p> <p>at least 75% know/use</p>	<p>Some of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly.</p> <p>at least 50% know/use</p>	<p>Few staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly OR Evaluations are not conducted. less than 50% know/use</p>
52. Staff use reward system appropriately	<p>Almost all staff understand identified guidelines for the reward system and are using the reward system appropriately. (can be identified by reviewing reward token distribution, surveys, etc...) at least 90% understand/use</p>	<p>Many of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 75% understand/use</p>	<p>Some of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 50% understand/use</p>	<p>Few staff understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system. less than 50% understand/use</p>
53. Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBIS plan	<p>There is a plan for collecting data to evaluate PBIS outcomes, most data are collected as scheduled, and data are used to evaluate PBIS plan.</p>	<p>There is a plan for collecting data to evaluate PBIS outcomes, some of the scheduled data have been collected, and data are used to evaluate PBIS plan.</p>	<p>There is a plan for collecting data to evaluate PBIS outcomes; however nothing has been collected to date.</p>	<p>There is no plan for collecting data to evaluate PBIS outcomes.</p>

School-wide Benchmarks of Quality (Revised)

TEAM MEMBER RATING FORM

Directions: Place a check in the box that most accurately describes your progress on each benchmark.

Critical Elements	Benchmarks of Quality	Check One		
		In Place (+F)	Needs Improvement (-F)	Not in Place (-)
PBIS Team	1. Team has administrative support			
	1. Team has regular meetings (at least monthly)			
	2. Team has established a clear mission/purpose			
Faculty Commitment	2. Faculty are aware of behavior problems across campus through regular data sharing			
	3. Faculty involved in establishing and reviewing goals			
	3. Faculty feedback is obtained throughout the year			
Effective Procedures for Dealing with Discipline	4. Discipline process described in narrative format or depicted in graphic format			
	4. Discipline process includes documentation procedures			
	5. Discipline referral form includes information useful in decision making			
	1. Problem behaviors are defined			
	1. Major/minor behaviors are clearly differentiated			
	2. Suggested array of appropriate responses to major (office-managed) problem behaviors			
Data Entry & Analysis Plan Established	2. Data system is used to collect and analyze ODR data			
	3. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			
	3. Data analyzed by team at least monthly			
	4. Data shared with team and faculty monthly (minimum)			
Expectations & Rules Developed	4. 3-5 positively stated school-wide expectations are posted around school			
	5. Expectations apply to both students and staff			
	5. Rules are developed and posted for specific settings (settings where data suggest rules are needed)			
	6. Rules are linked to expectations			
	6. Staff are involved in development of expectations and rules			
Reward/Recognition Program Established	7. A system of rewards has elements that are implemented consistently across campus			
	7. A variety of methods are used to reward students			
	8. Rewards are linked to expectations and rules			
	8. Rewards are varied to maintain student interest			
	9. Ratios of acknowledgement to corrections are high			
	9. Students are involved in identifying/developing incentives			
	10. The system includes incentives for staff/faculty			

Critical Elements	Benchmarks of Quality (Revised)	In Place (+F)	Needs Improvement (+)	Not In Place (-)
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules			
	29. Lessons include examples and non-examples			
	30. Lessons use a variety of teaching strategies			
	30. Lessons are embedded into subject area curriculum			
	31. Faculty/staff and students are involved in development & delivery of behavioral curriculum			
	31. Strategies to share key features of SWPBS program with families/ community are developed and implemented			
Implementation Plan	32. A curriculum to teach the components of the discipline system to all staff is developed and used			
	32. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered			
	33. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered			
	33. Booster sessions for students and staff are planned, scheduled, and delivered			
	34. Schedule for rewards/incentives for the year is planned			
	34. Plans for orienting incoming staff and students are developed and implemented			
Classroom Systems	35. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.			
	36. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)			
	36. Expected behavior routines in classroom are taught			
	37. Classroom teachers use immediate and specific praise			
	37. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors			
	38. Procedures exist for tracking classroom behavior problems			
Evaluation	38. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered			
	39. Students and staff are surveyed about PBIS			
	39. Students and staff can identify expectations and rules			
	40. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately			
	40. Staff use reward system appropriately			
	41. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan			

	Critical Elements	Benchmarks of Quality Questions	In Place (++)	Needs Improvement (+)	Not in Place (-)
--	-------------------	---------------------------------	---------------	-----------------------	------------------

PBIS Team				
Faculty Commitment				
Effective Procedures for Dealing with Discipline				
Data Entry & Analysis Plan Established				
Expectations & Rules Developed				
Reward / Recognition Program Established				
Lesson Plans for Teaching Expectations / Rules				
Implementation Plan				
Classroom Systems				
Evaluation				

School-wide Benchmarks of Quality: SCORING FORM (Revised)

School Name _____

DISTRICT: _____

Coach Name _____

DATE: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Select **ONLY ONE** response. Click the ? for item detail.

STEP 2: Indicate your team's most frequent response. Select the response in column 2.(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating. Document the discrepancies on the Team Summary tab.

Critical Elements	STEP 1	STEP 2	STEP 3
PBIS Team	1 Team has administrative support		
	2 Team has regular meetings (at least monthly)		
	3 Team has established a clear mission/purpose		
Faculty Commitment	4 Faculty are aware of behavior problems across campus through regular data sharing		
	5 Faculty involved in establishing and reviewing goals		
	6 Faculty feedback is obtained throughout the year		
Effective Procedures for Dealing with Discipline	7 Discipline process described in narrative format or depicted in graphic format		
	8 Discipline process includes documentation procedures		
	9 Discipline referral form includes information useful in decision making		
	10 Problem behaviors are defined		
	11 Major/minor behaviors are clearly differentiated		
	12 Suggested array of appropriate responses to major (office managed) problem behaviors		
Data Entry & Analysis Plan Established	13 Data system is used to collect and analyze ODR data		
	14 Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBIS team		
	15 Data analyzed by team at least monthly		
	16 Data shared with team and faculty monthly (minimum)		
Expectations & Rules Developed	17 3 -5 positively stated school-wide expectations are posted around school		
	18 Expectations apply to both students and staff		
	19 Rules are developed and posted for specific settings (settings where data suggest rules are needed)		
	20 Rules are linked to expectations		
	21 Staff are involved in development of expectations and rules		

Critical Elements	STEP 1		STEP 2	STEP 3
Reward/ Recognition Program Established	22 A system of rewards has elements that are implemented consistently across campus	?		
	23 A variety of methods are used to reward students	?		
	24 Rewards are linked to expectations and rules	?		
	25 Rewards are varied to maintain student interest	?		
	26 Ratios of acknowledgement to corrections are high	?		
	27 Students are involved in identifying/developing incentives	?		
	28 The system includes incentives for staff/faculty	?		
Lesson Plans for Teaching Expectations/ Rules	29 A behavioral curriculum includes teaching expectations and rules	?		
	30 Lessons include examples and non-examples	?		
	31 Lessons use a variety of teaching strategies	?		
	32 Lessons are embedded into subject area curriculum 2 1 0	?		
	33 Faculty/staff and students are involved in development & delivery of behavioral curriculum	?		
	34 Strategies to share key features of SWPBIS program with families/community are developed and implemented	?		
Implementation Plan	35 A curriculum to teach the components of the discipline system to all staff is developed and used	?		
	36 Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered	?		
	37 A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	?		
	38 Booster sessions for students and staff are planned, scheduled, and delivered	?		
	39 Schedule for rewards/incentives for the year is planned	?		
	40 Plans for orienting incoming staff and students are developed and implemented	?		
	41 Plans for involving families/community are developed & implemented	?		
Classroom Systems	42 Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.	?		
	43 Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)	?		
	44 Expected behavior routines in classroom are taught	?		
	45 Classroom teachers use immediate and specific praise	?		
	46 Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors	?		
	47 Procedures exist for tracking classroom behavior problems	?		
	48 Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered	?		
Evaluation	49 Students and staff are surveyed about PBIS	?		
	50 Students and staff can identify expectations and rules	?		
	51 Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	?		
	52 Staff use reward system appropriately	?		
	53 Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBIS plan	?		
TOTAL FROM ITEMS 1 - 53 POSSIBLE TOTAL			0	107
Benchmark Score			0%	

SCHOOL-WIDE EVALUATION TOOL (SET)

11 SCHOOL-WIDE EVALUATION TOOL (SET)

Overview

Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

PRODUCTS TO COLLECT

1. _____ Discipline handbook
2. _____ School improvement plan goals
3. _____ Annual Action Plan for meeting school-wide behavior support goals
4. _____ Social skills instructional materials/ implementation time line
5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. _____ Office discipline referral form(s)
7. _____ Other related information

Using SET Results

The results of the SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

**School-wide Evaluation Tool
(SET)**

Implementation Guide

School _____
District _____

Date _____
State _____

Step 1: Make Initial Contact

- A. Identify school contact person & give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ Discipline handbook
- 2. _____ School improvement plan goals
- 3. _____ Annual Action Plan for meeting school-wide behavior support goals
- 4. _____ Social skills instructional materials/ implementation time line
- 5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
- 6. _____ Office discipline referral form(s)
- 7. _____ Other related information

Step 2: Confirm the Date to Conduct the SET

- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.

Meeting date & time: _____

Step 3: Conduct the SET

- A. Conduct administrator interview.
- B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products & score SET.

Step 4: Summarize and Report the Results

- A. Summarize surveys & complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.

Meeting date & time: _____

**School-wide Evaluation Tool
(SET)
Scoring Guide**

School _____

Date _____

District _____

State _____

Pre _____ Post _____

SET data collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials P Other _____	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters O Other _____	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials P Other _____	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews I Other _____	
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews I Other _____	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews I Other _____	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews I Other _____	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews P Other _____	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews I Other _____	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials P Other _____	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	
	3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations? (0= 0-3; 1= 4-5; 2= 6-7)	Walls O Other _____	
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items; 1= 4-6 items; 2= 7-9 items)	Referral form P (circle items present on the referral form)	
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no; 1= referrals are collected; 2= yes)	Interview I Other _____	
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)	Interview I Other _____	
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no; 1= 4 th or lower priority; 2 = 1 st - 3 rd priority)	School Improvement Plan, P Interview I Other _____	
	2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	
	3. Does the administrator report that team membership includes representation of all staff? (0= no; 2= yes)	Interview I Other _____	
	4. Can 90% of team members asked identify the team leader? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews I Other _____	
	5. Is the administrator an active member of the school-wide behavior support team? (0= no; 1= yes, but not consistently; 2 = yes)	Interview I Other _____	
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting; 1=less often than monthly; 2= at least monthly)	Interview I Other _____	
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no; 1= less than 4 times per year; 2= yes)	Interview I Other _____	
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no; 2=yes)	Annual Plan, calendar P Other _____	

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation					Score: 0-2			
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no; 2= yes)	Interview I								
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no; 2=yes)	Interview I								
Summary Scores:	A = /4		B = /10		C = /6		D = /8		E = /8	
	F = /16		G = /4		Mean = /7					

Administrator Interview Guide

Let's talk about your discipline system

- 1) Do you collect and summarize office discipline referral information? Yes No If no, skip to #4.
- 2) What system do you use for collecting and summarizing office discipline referrals? (E2)
 - a) What data do you collect? _____
 - b) Who collects and enters the data? _____
- 3) What do you do with the office discipline referral information? (E3)
 - a) Who looks at the data? _____
 - b) How often do you share it with other staff? _____
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

Let's talk about your school rules or motto

- 6) Do you have school rules or a motto? Yes No If no, skip to # 10.
- 7) How many are there? _____
- 8) What are the rules/motto? (B4, B5)

9) What are they called? (B4, B5)
- 10) Do you acknowledge students for doing well socially? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school-wide discipline? If no, skip to # 19

- 12) Has the team taught/reviewed the school-wide program with staff this year? (B3) Yes No
- 13) Is your school-wide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) _____
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team leader/facilitator? (F4) _____
- 18) Does the team provide updates to faculty on activities & data summaries? (E3, F7) Yes No
If yes, how often? _____
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No
If yes, who? _____
- 20) What are your top 3 school improvement goals? (F1)

21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1) Yes No

Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. **Interviews can be completed during the school tour.** Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

Staff Interview Questions

Interview a minimum of 10 staff

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B5)
(Define what the acronym means)
- 2) Have you taught the school rules/behavioral expectations this year? (B2)
- 3) Have you given out any _____ since _____? (C3)
(rewards for appropriate behavior) (2 months ago)
- 4) What types of student problems do you or would you refer to the office? (D2)
- 5) What is the procedure for dealing with a stranger with a gun? (D4)
- 6) Is there a school-wide team that addresses behavioral support in your building?
- 7) Are you on the team?

Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Has your team taught/reviewed the school-wide program with staff this year? (B3)
- 3) Who is the team leader/facilitator? (F4)

Student interview Questions

Interview a minimum of 15 students

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B4)
(Define what the acronym means.)
- 2) Have you received a _____ since _____? (C2)
(reward for appropriate behavior) (2 months ago)

EFFECTIVE BEHAVIOR SUPPORT SURVEY

12 EFFECTIVE BEHAVIOR SUPPORT SURVEY

Purpose of the Survey

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).

Conducting the EBS Survey

Who completes the survey?

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.

How is the survey completed?

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., “√” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”
- b. For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”

Summarizing the Results from the EBS Survey

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√√ √√√√√	√√√√ √√√	√√√√	School-wide is defined as involving all students, all staff, & all settings. 1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√	√√√√	√√√
√√	√√√√√√	√√√√√√ √√√√√√	2. Expected student behaviors are taught directly.	√√√√√ √√√√√	√√√√	√√√√√√

Step 1b. Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.

Example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√√ √√√ 9	√√√ √√ 7	√√√ 4	School-wide is defined as involving all students, all staff, & all settings. 1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√ 4	√√√ 4	√√ 3
√√ 2	√√ √√ 6	√√√√ √√√√√ 12	2. Expected student behaviors are taught directly.	√√√√ √√√√ 10	√√√ 4	√√ √√ 6
√√√ √√ 7	√√√√ √√√ 9	√√ 3	3. Expected student behaviors are rewarded regularly.	√√ √√ 6	√√ √√ 6	
√√√ √√ 7	√√√√ √√√√ 11	√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√ √√ 6	√√√ 4	√√√ 4
	√√√ √√√ 8	√√√√ √√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√ √√√√√ 11	√√ 3	√√ 3

Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 +) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.

Example 1c.

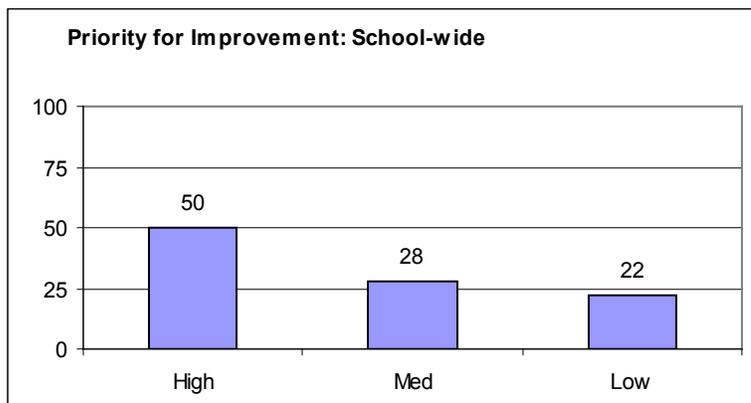
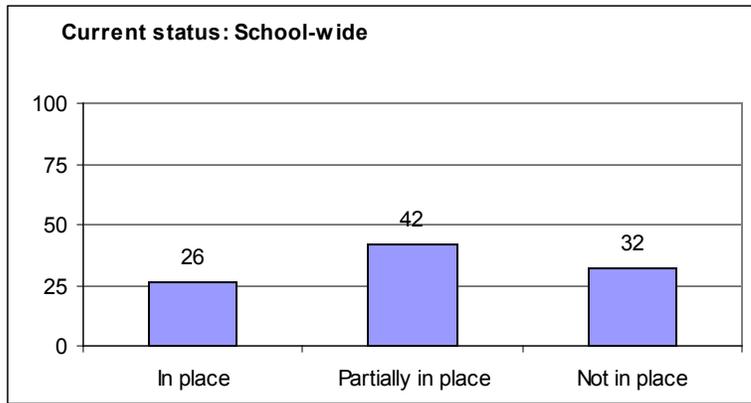
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√ √√√√ 9	√√√ √√ 7	√√√ 4	School-wide is defined as involving all students, all staff, & all settings. 1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√ 4	√√√ 4	√√ 3
√√ 2	√√ √√ 6	√√√√ √√√√ 12	2. Expected student behaviors are taught directly.	√√√√ √√√√ 10	√√√ 4	√√√√ 6
√√√ √√ 7	√√√ √√√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√ √√√ 6	√√√ √√√ 6	
√√ √√√ 7	√√√√ √√√√√ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√ √√√ 6	√√√√ 4	√√√√ 4
	√√√ √√√ 8	√√√ √√√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√ √√√√√ 11	√√√ 3	√√√ 3

Totals
25 + 41 + 31 = 97

37 + 21 + 16 = 74

Step 1d. Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c.. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.

Phase 2: Analyze and Prioritize the Results

The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

- Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.
- Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.
- Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.
- Step 4. For each system, circle one priority area for focusing development activities.
- Step 5. Circle or define the activities for this/next year's focus to support the area selected for development
- Step 6. Specify system(s) to sustain (S) & develop (D).

Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan

The objective of this phase to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.

Effective Behavior Support (EBS) Survey

Assessing and Planning Behavior Support in Schools

Name of school
District

Date
State

Person Completing the Survey:

- Administrator
- General Educator
- Educational/Teacher Assistant
- Special Educator
- Counselor
- Community member
- Parent/Family member
- School Psychologist
- Other

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
- b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

4. Return your completed survey to _____ by _____.

SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/ dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School _____

Date _____

NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____

Date _____

CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School _____ Date _____

INDIVIDUAL STUDENT SYSTEMS

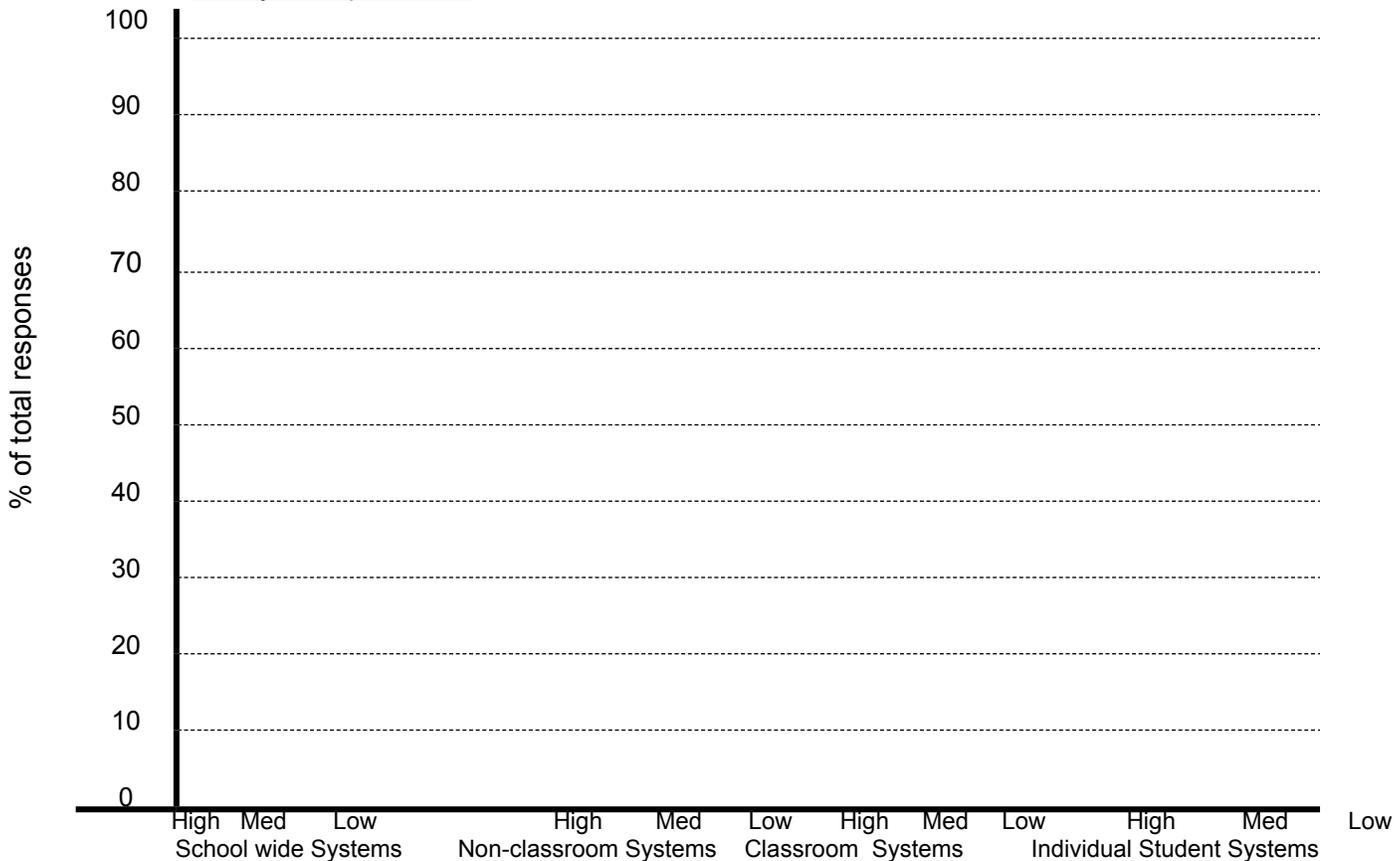
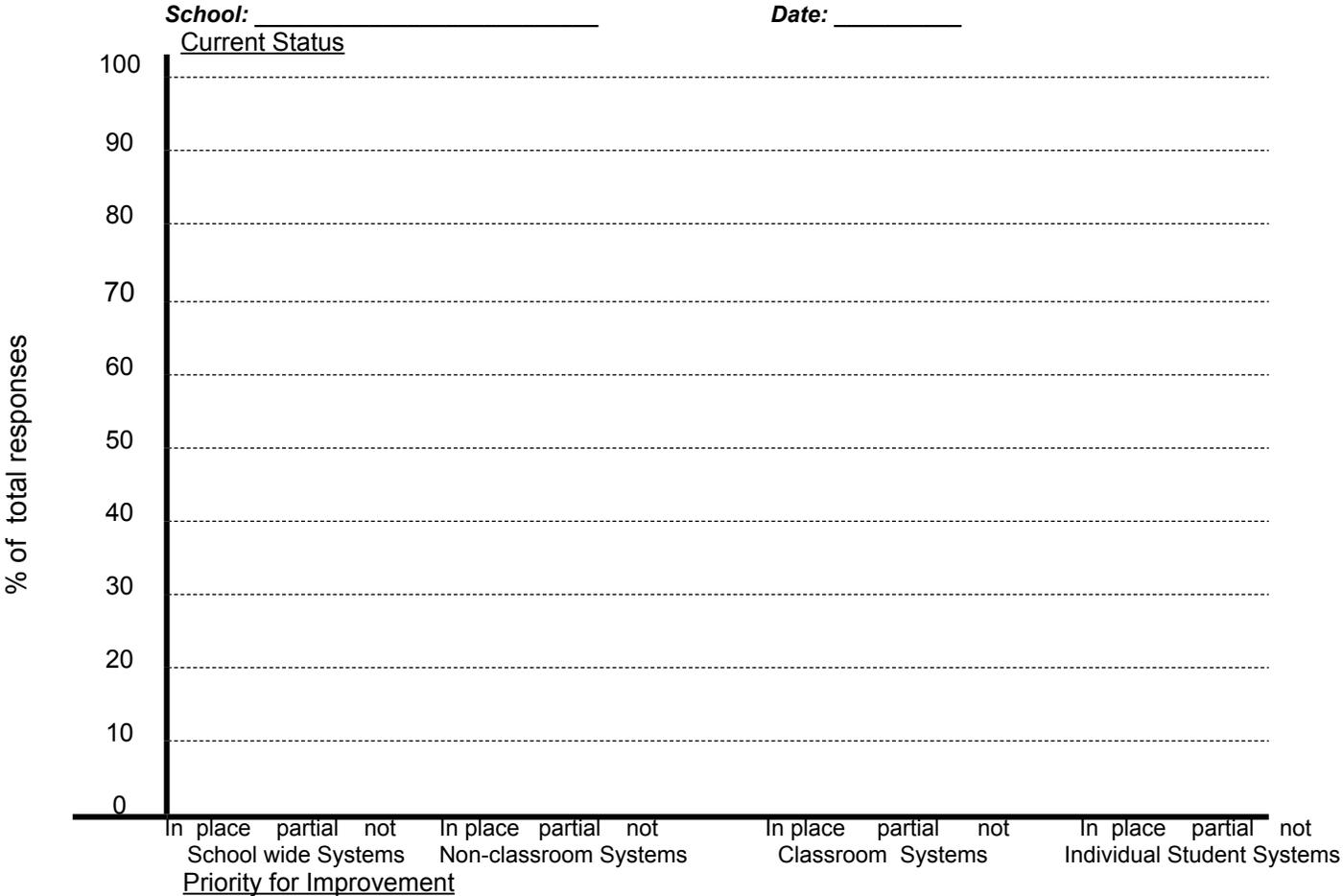
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/ positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School _____ Date _____

EBS Survey Summary Graph

School: _____

Date: _____



BOYS TOWN
EDUCATION/RTI MODEL

13 BOYS TOWN EDUCATION/RTI MODEL

Boys Town Education Model

The Boys Town ModelSM is a school-based intervention strategy that focuses on managing behavior, building relationships and teach social skills. It emphasizes preventive and proactive practices rather than reactive responses to deal with student behavior.

Based on the Boys Town Model,SM the Boys Town Education ModelSM puts Boys Town's research-proven child care methods to work in a variety of educational settings. It gives classroom teachers, administrators and support staff the tools to implement key Model components:

- A curriculum of specific life skills taught as expectations in the classroom
- Teaching methods that support the life skills curriculum specific ways to teach the life skills to students
- Administrative intervention – a method for dealing with students who are referred to the office from the classroom because of disruptive behavior
- Focus on student competencies – creating a positive classroom environment by encouraging teachers to see value of developing a positive relationship with each student and praising students' positive behaviors and successes

These components are part of a complete system-wide approach to creating and encouraging respectful staff-student relationships by changing the way schools address student behavior.

For more information on the Boys Town Education ModelSM :

<http://www.boystown.org/educators/education-model>
800-820-8005

RTI Model

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner.

- *High-quality, scientifically-based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

Each of these essential components is addressed in the “Include Essential Components” section of this website.

Though there is no single, thoroughly-researched and widely-practiced “model” of the RTI process, it is generally defined as a three-tier (or three-step) model of school supports that uses research-based academic and/or behavioral interventions. The Three-Tier Model is described below.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically-based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or district-wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed eight weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Student not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

For more information on the RTI Model:

www.rtinetwork.org
888-575-7373