

Positive Behavior Interventions and Supports of Arizona (PBISAz)

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GAO Report (2009)

<http://www.gao.gov/new.items/d09719t.pdf>

GAO

United States Government Accountability Office

Testimony

**Before the Committee on Education and
Labor, House of Representatives**

For Release on Delivery
Expected at 10:00 a.m. EDT
Tuesday, May 19, 2009

SECLUSIONS AND RESTRAINTS

Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers

Statement of Gregory D. Kutz, Managing Director
Forensic Audits and Special Investigations

Task Force Recommendations (2009)

<http://www.azed.gov/special-education/task-force-best-practices/>



The screenshot shows the Arizona Department of Education website. At the top left is the logo with three stylized figures and a star, followed by the text "Arizona Department of Education". To the right is the "AZ.GOV" logo with the tagline "Arizona's Official Web Site". Below the logo is a search bar with a "SEARCH" button. A navigation menu includes links for HOME, FIND A SCHOOL, ALL PROGRAMS, STAFF DIRECTORY, CONTACT US, FAQ, and COMMON LOGON. A large banner reads "SPECIAL EDUCATION". Below the banner is a secondary navigation menu with links for Home, Resources for Parents, Resources for Schools, What's New, Calendar, Contact Us, and Site Index. The main content area is titled "Task Force on Best Practices in Special Education and Behavior Management" and includes a breadcrumb trail: "You are here: Home / Task Force on Best Practices in Special Education and Behavior Management". A "DEPARTMENT MENU" is on the left, listing various services. A list of documents and meeting minutes is in the center. An "UPCOMING EVENTS" section on the right lists training sessions.

Arizona Department of Education

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SEARCH

HOME | FIND A SCHOOL | ALL PROGRAMS | STAFF DIRECTORY | CONTACT US | FAQ | COMMON LOGON

SPECIAL EDUCATION

Home | Resources for Parents | Resources for Schools | What's New | Calendar | Contact Us | Site Index

DEPARTMENT MENU

- Superintendent
- About Department of Education
- Accountability
- Standards & Assessment
- Educator Certification
- Finance / IT / Business Services
- Special Education
- English Language Learners
- Employment Opportunities
- School Reports / School Results

You are here: [Home](#) / Task Force on Best Practices in Special Education and Behavior Management

Task Force on Best Practices in Special Education and Behavior Management

- Senate Bill 1197
- Report from the Task Force on Best Practices in Special Education and Behavior Management
- Meeting Minutes
 - Minutes of 7/16/09 Meeting
 - Minutes of 7/30/09 Meeting
 - Minutes of 8/14/09 Meeting
 - Minutes of 8/19/09 Meeting
- Pubic Document Request Form

UPCOMING EVENTS

	Basic Course in Assistive Technology: Writing with Scott McRae-Pigg Flagstaff, Arizona	October 2, 2012
	Basic Course in Assistive Technology: Access to the Curriculum for Students With Motor Impairments with Bill New-Pass Tucson, Arizona	December 4, 2012
	Basic Course in Assistive Technology: Reading with Bill New-Pass Phoenix, Arizona	January 8, 2013
	Basic Course in Assistive Technology: Communication with Christine Buschert Phoenix, Arizona	February 12, 2013
	Basic Course in Assistive Technology: Math with Just Swancy Phoenix, Arizona	April 2, 2013
	Basic Course in Assistive Technology: Assessment with Amy Good Phoenix, Arizona	May 1, 2013

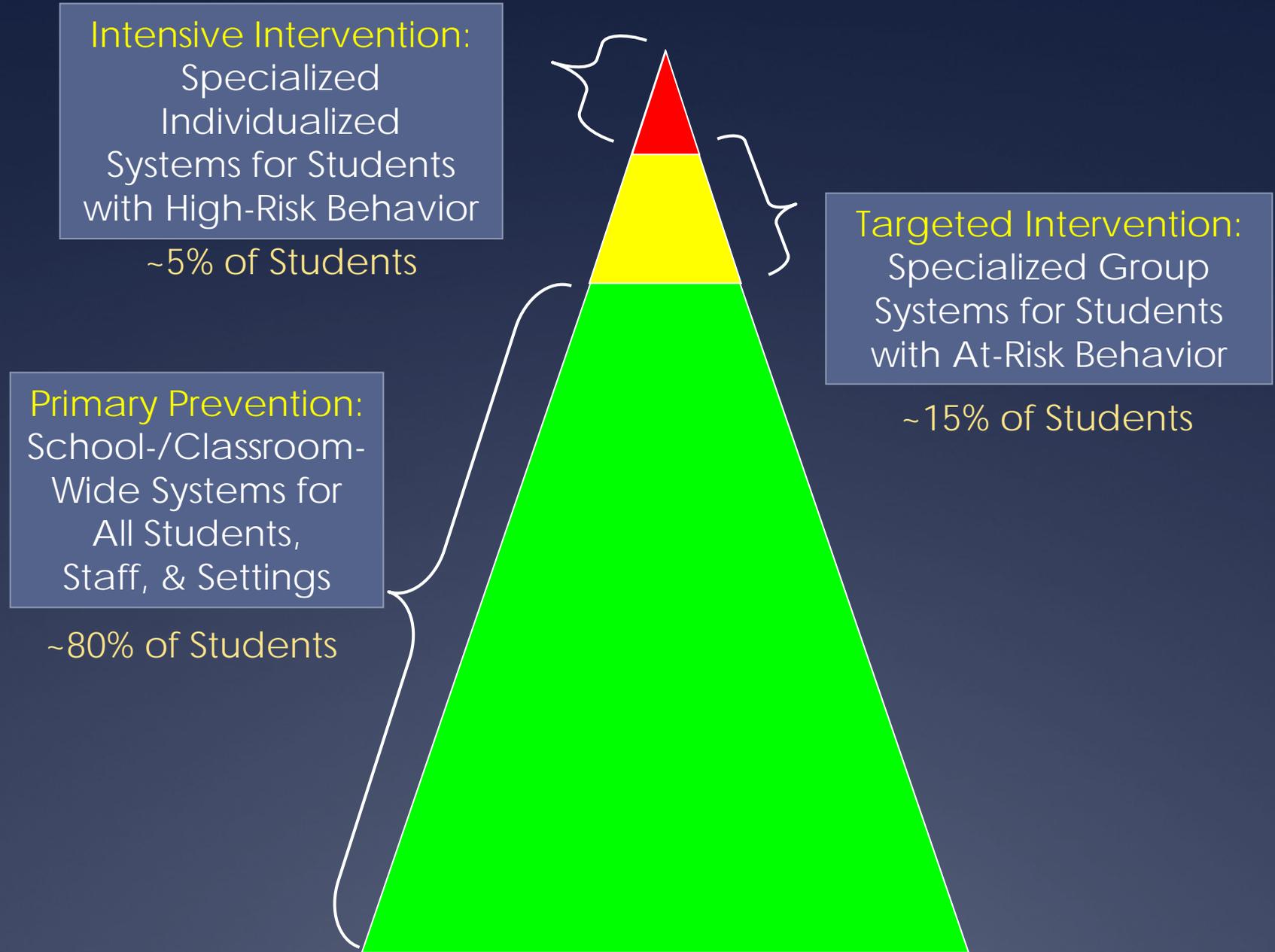
"The ABCs of Assistive Technology" One-Day Training Series 2012-2013

"The ABCs of Assistive Technology" - A

Task Force Recommendations

- Prohibit Some Procedures
 - Prone and Mechanical restraints, Corporal punishment
- Use only if “imminent” danger
- Positive School Climate – PBS for all students
- Tiered System of Interventions
- Train School Staff in PBIS and Crisis intervention
- Report and record Incidents – Administration, Parents
- Data-based Decision Making – to learn from incidents
- Districts and Charters must establish Policies

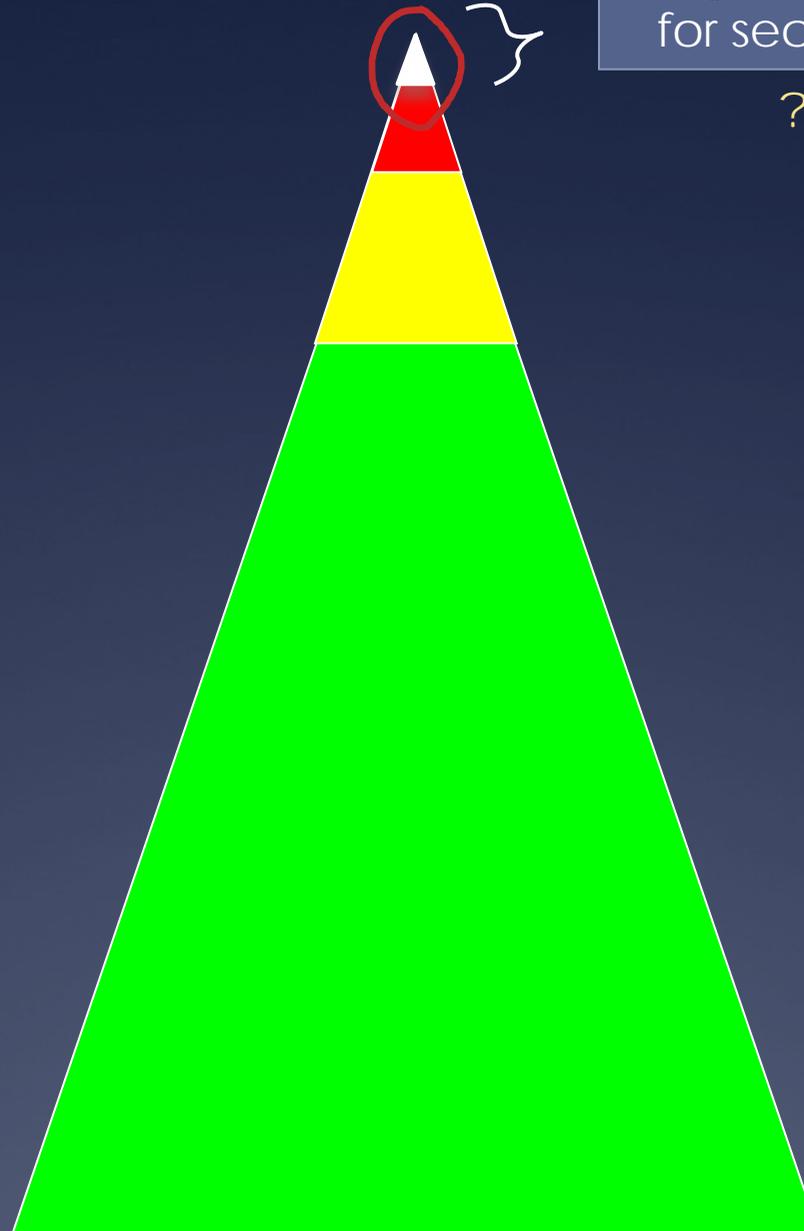
What is PBS for All (Tiered system)?



Positive Behavior Interventions and Supports (PBIS)

Crisis Intervention:
Only those students at risk
for seclusion or restraint

?% of Students

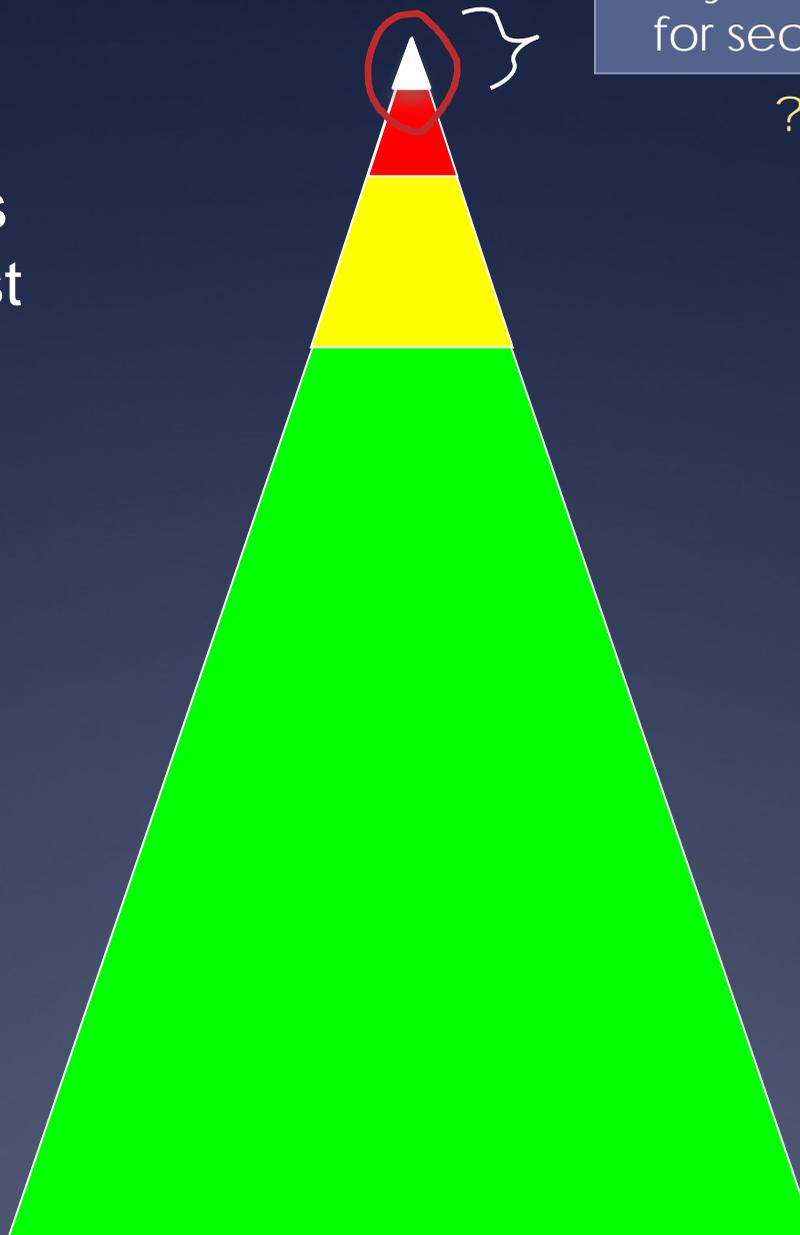


Positive Behavior Interventions and Supports (PBIS)

The best way to help those with the most serious behavior is through interventions that also help the rest of the students

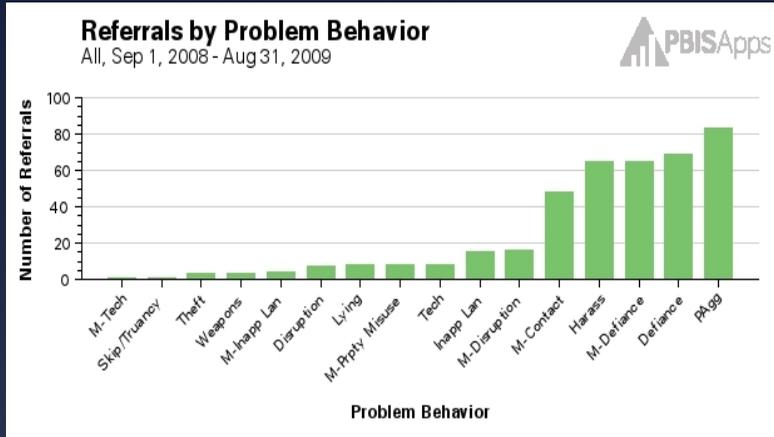
Crisis Intervention:
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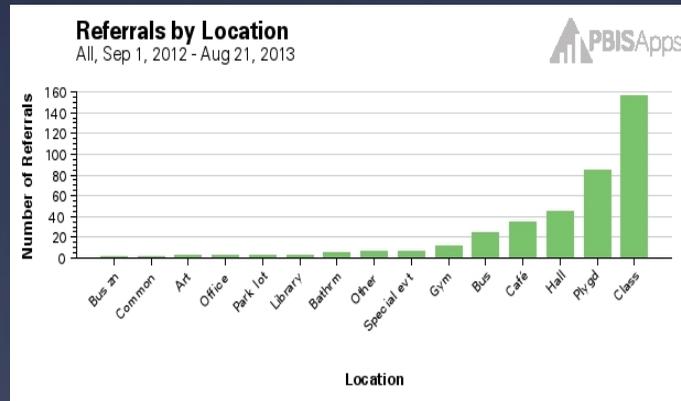
Positive Behavior Interventions and Supports (PBIS)

What is data-based decision making?



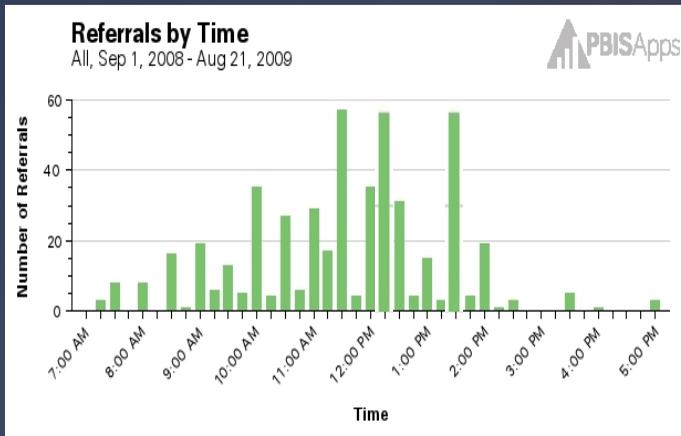
What?

- Physical Aggression
- Defiance
- Defiance (minor)
- Harassment
- Physical Contact (minor)



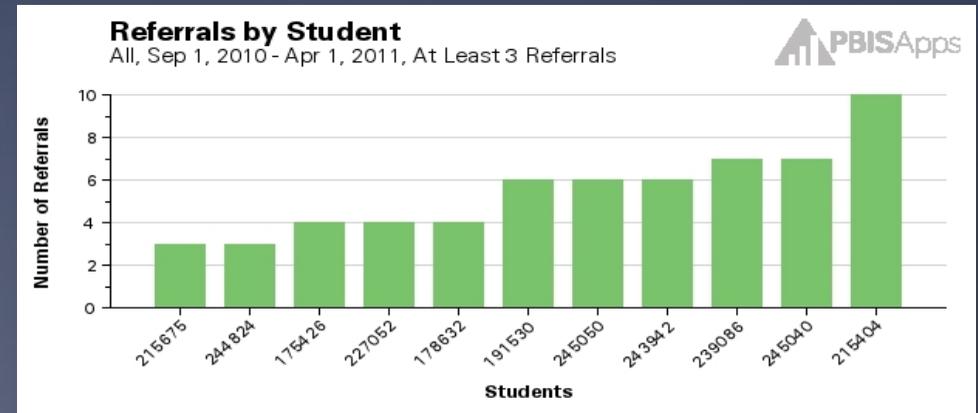
Where?

- Classrooms
- Playground
- Hallways (transitions)
- Cafeteria



When?

- 10:00
- 11:30
- 12:15
- 1:30



Who?

Task Force Follow up (2011)

https://www.azdes.gov/ADDPC/About/Reports_StatePlans/



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



Task Force Follow up

(2011) https://www.azdes.gov/ADDPC/About/Reports_StatePlans/
Recommendations:

- * Resume some of the work of PBISAz
- * Convene an Advisory Board to assess and plan for statewide implementation
- * Develop and maintain state Leadership Team to oversee implementation
- * Seek partnerships within the state
- * Develop a network of PBIS coaches
- * Consider legislation on seclusion & restraint

IHD's Proposal: Positive Behavior Interventions and Supports of Arizona (PBISAz)

PBISAz Purpose

- * To reduce the use of unnecessary and dangerous seclusion and restraint among students with developmental disabilities
- * ... by bringing together and coordinating the existing state resources in PBIS
- * ... and building the capacity in Arizona to support local education agencies (LEAs) in their own efforts to train staff and implement PBIS)

Relevance to ADDPC Goals

- * *Goal #3 "Empower persons with developmental disabilities, their families, and others who support them by linking them to information that promotes informed decision making about their choices and their quality of life"*
- * It is through the linking of people to reliable information about alternatives to seclusion and restraint that family members and persons who support students with developmental disabilities will have a greater ability to advocate

www.pbisaz.org (2012)



Positive Behavior Interventions
and Supports of Arizona

[PBIS OVERVIEW](#)

[GETTING STARTED](#)

[ADVISORY COUNCIL](#)

[CONTACT US](#)



POLICY AND POLITICAL SUPPORT

Welcome to PBISAz.

Ensuring an Effective System of Support requires...

1. Leadership
2. Funding
3. Visibility
4. Political Support
5. Policy
6. Training Capacity
7. Coaching Capacity
8. Evaluation Capacity
9. Behavioral Competence
10. School/District Demonstrations

What we have Accomplished

1. Website for information about PBIS in Arizona
2. Greater awareness of PBIS among schools and parents
3. Achievement awards to encourage PBIS in schools
4. Defined Criteria for Implementing PBIS
5. Defined Criteria for Evaluating PBIS
6. Growing network of those interested in PBIS
7. Four pilot districts (more than 16 schools) implementing PBIS with ADDPC funding using the highest standards
8. Planning with DDD on a pilot project
9. Dialogue with Behavioral Health on possible collaboration

What we have NOT yet Accomplished

1. Meaningful protections against the dangerous and unnecessary use of seclusion and restraint among children in schools
2. A lasting and sustainable system of supporting schools to implement best practices that eliminate the need for seclusion and restraint

National Data

School & District Search

Custom Charts & Detailed Data Tables

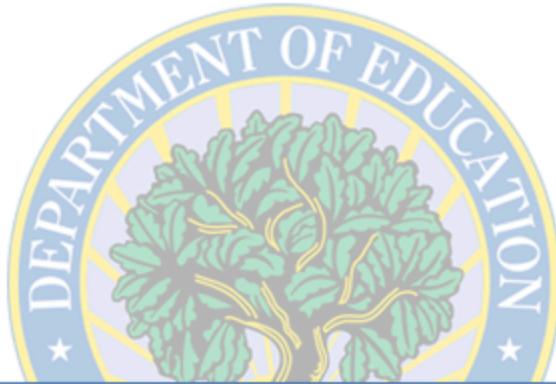
State and National Estimations

Additional Resources

FAQs/User Guide

Office for Civil Rights(OCR)

CIVIL RIGHTS Data Collection



Wide-ranging education access and equity data collected from our nation's public schools.

Quick Access



2009-10 & 2011-12 District or School Reports

- Find school- or district-level summaries
- Access all data for a single school or district



Detailed Data Tables

- View and compare data across multiple schools and districts
- 2000, 2004, 2006, 2009-10 and 2011-12 CRDC data



State and National Estimations

- Download 2000, 2004, 2006, and 2009-10



Do you know the CRDC includes data about...

- Enrollment Demographics
- Prekindergarten
- Math & Science Courses
- Advanced Placement
- SAT/ACT
- Discipline
- School Expenditures
- Teacher Experience

Looking for the 2013-14 CRDC?

National Data



U.S. Department of Education Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION

Data Snapshot: School Discipline

Issue Brief No. 1 (March 2014)

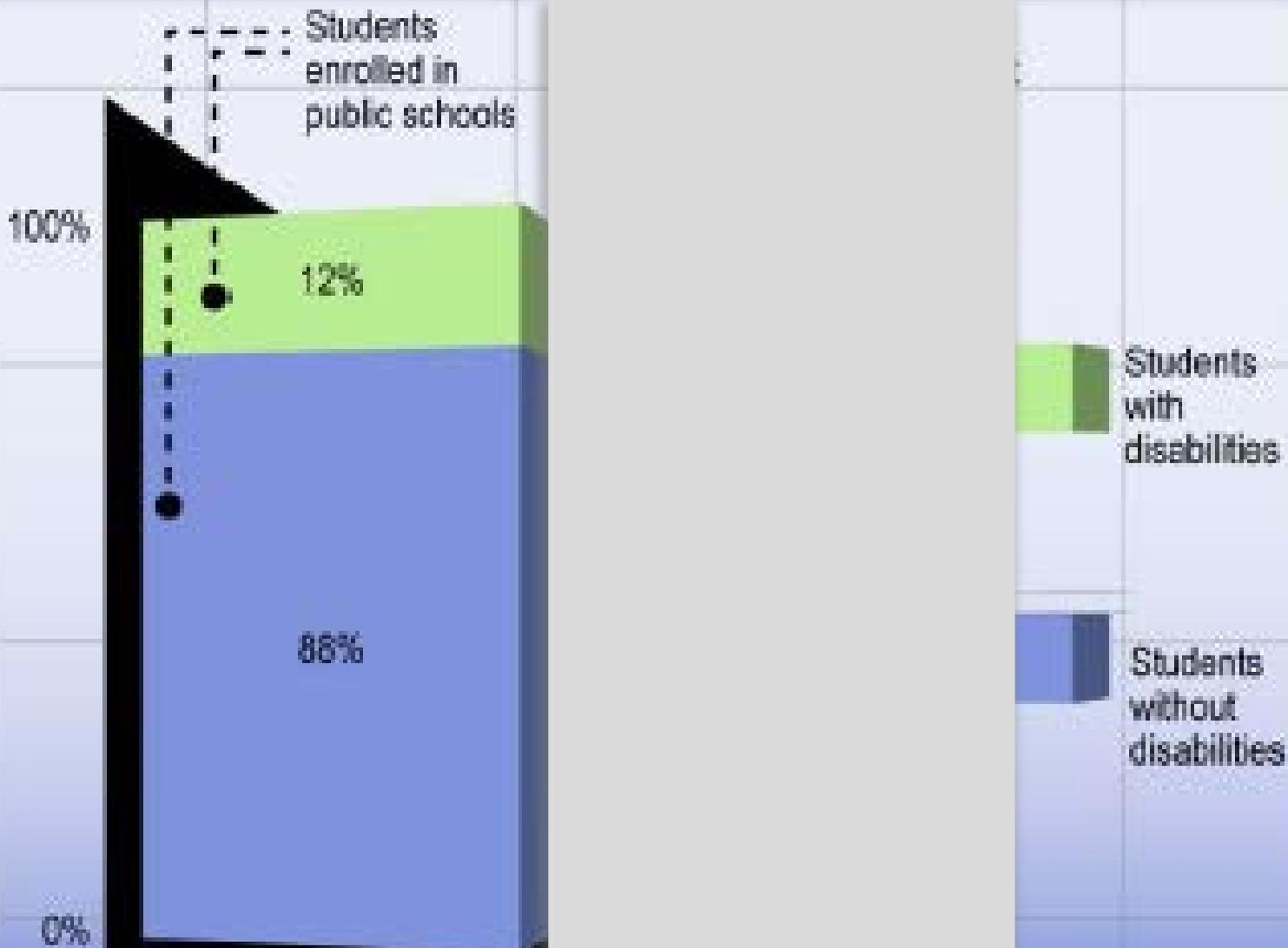
For other data snapshots in the series, visit the CRDC at: www.ocrdata.ed.gov

INSIDE THIS SNAPSHOT: School Discipline, Restraint, & Seclusion Highlights

- **Suspension of preschool children, by race/ethnicity and gender** (*new for 2011-2012 collection*): Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension; in comparison, white students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out of school suspension. Boys represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.
- **Disproportionately high suspension/expulsion rates for students of color:** Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of black students. American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.
- **Disproportionate suspensions of girls of color:** While boys receive more than two out of three suspensions, black girls are suspended at higher rates (12%) than girls of any other race or ethnicity and most boys; American Indian and Native-Alaskan girls (7%) are suspended at higher rates than white boys (6%) or girls (2%).
- **Suspension of students with disabilities and English learners:** Students with disabilities are more than twice as likely to receive an out-of-school suspension (13%) than students without disabilities (6%). In contrast, English learners do not receive out-of-school suspensions at disproportionately high rates (7% suspension rate, compared to 10% of student enrollment).

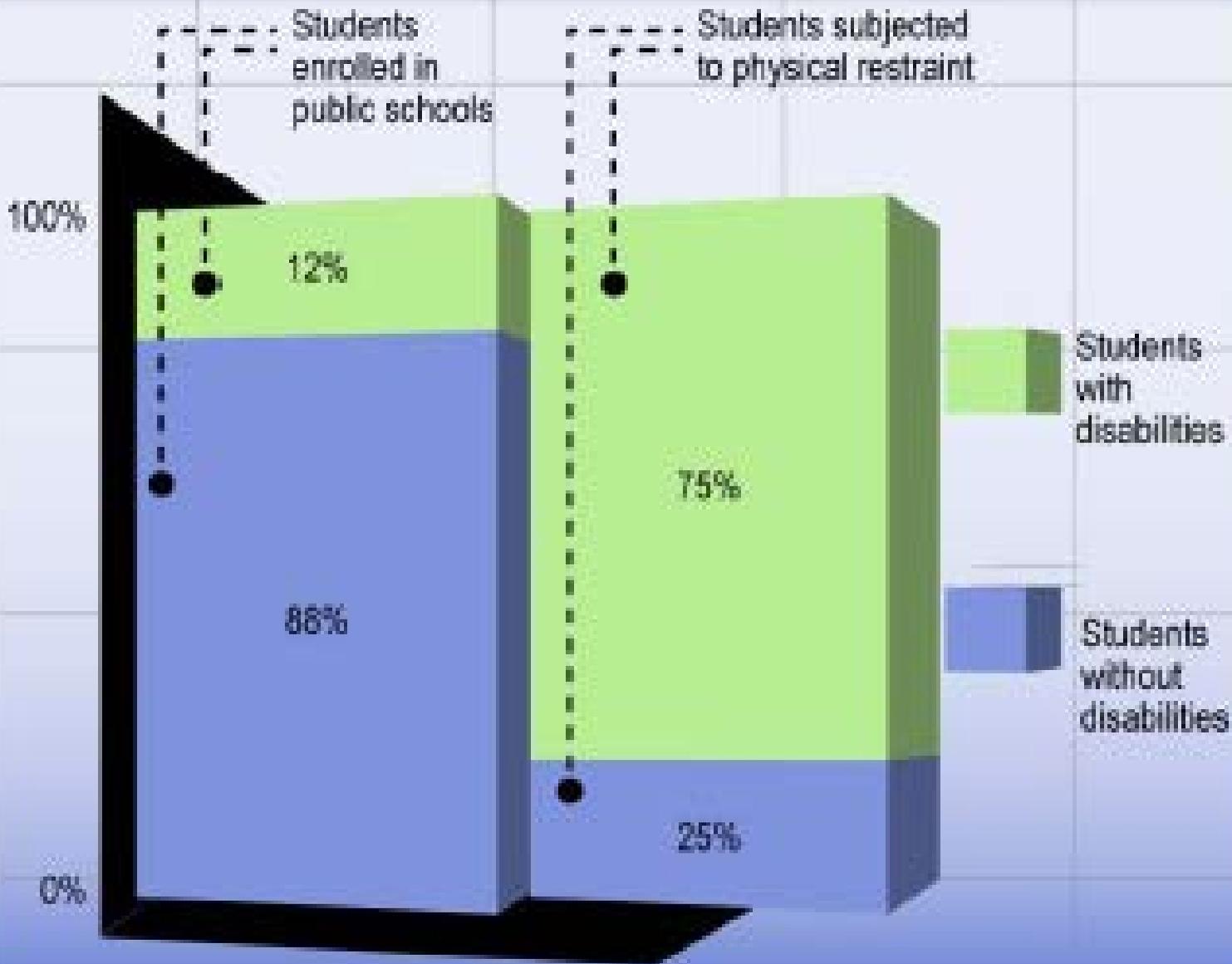
National Data

Students subjected to physical restraint, by disability status (IDEA)

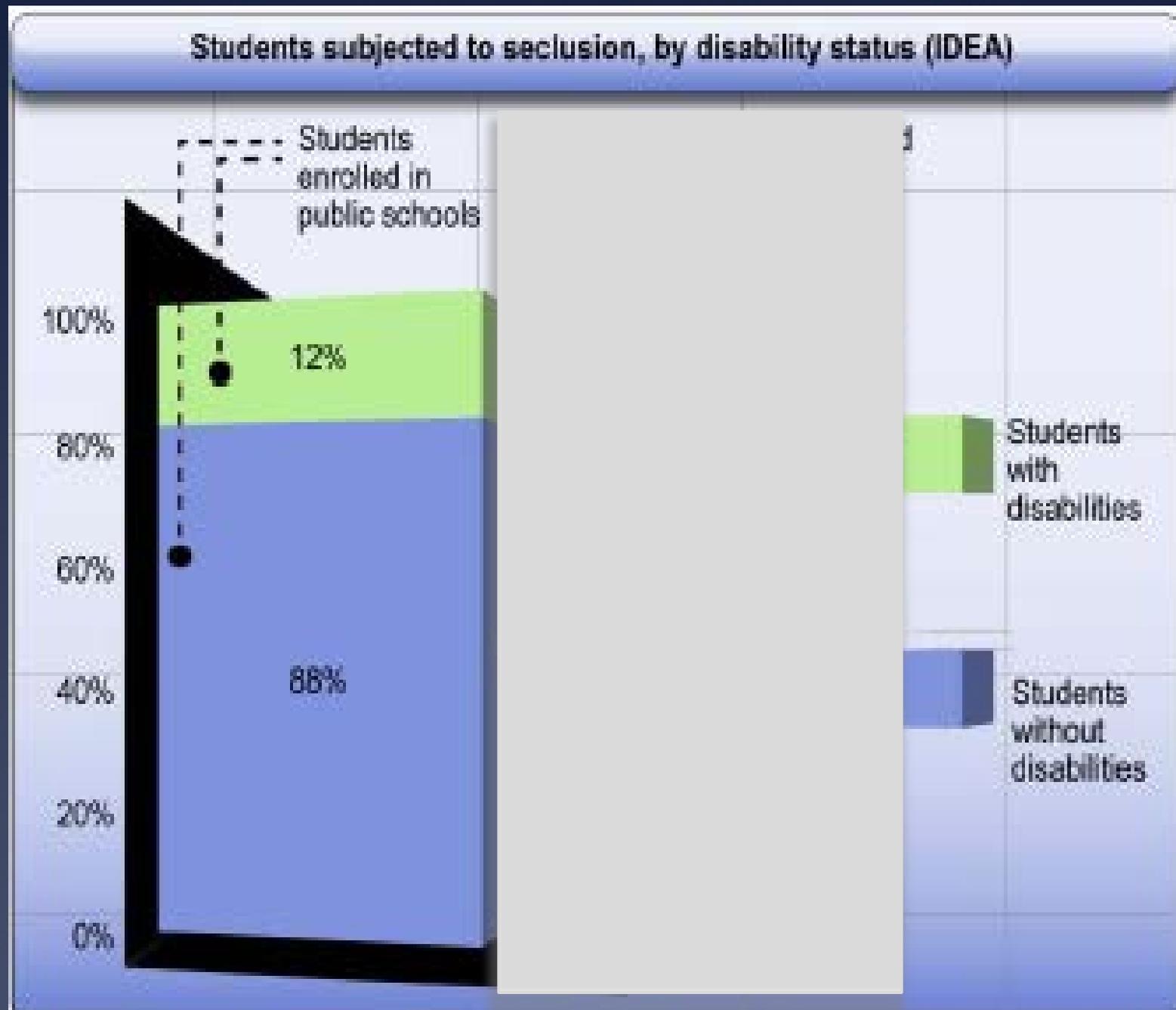


National Data

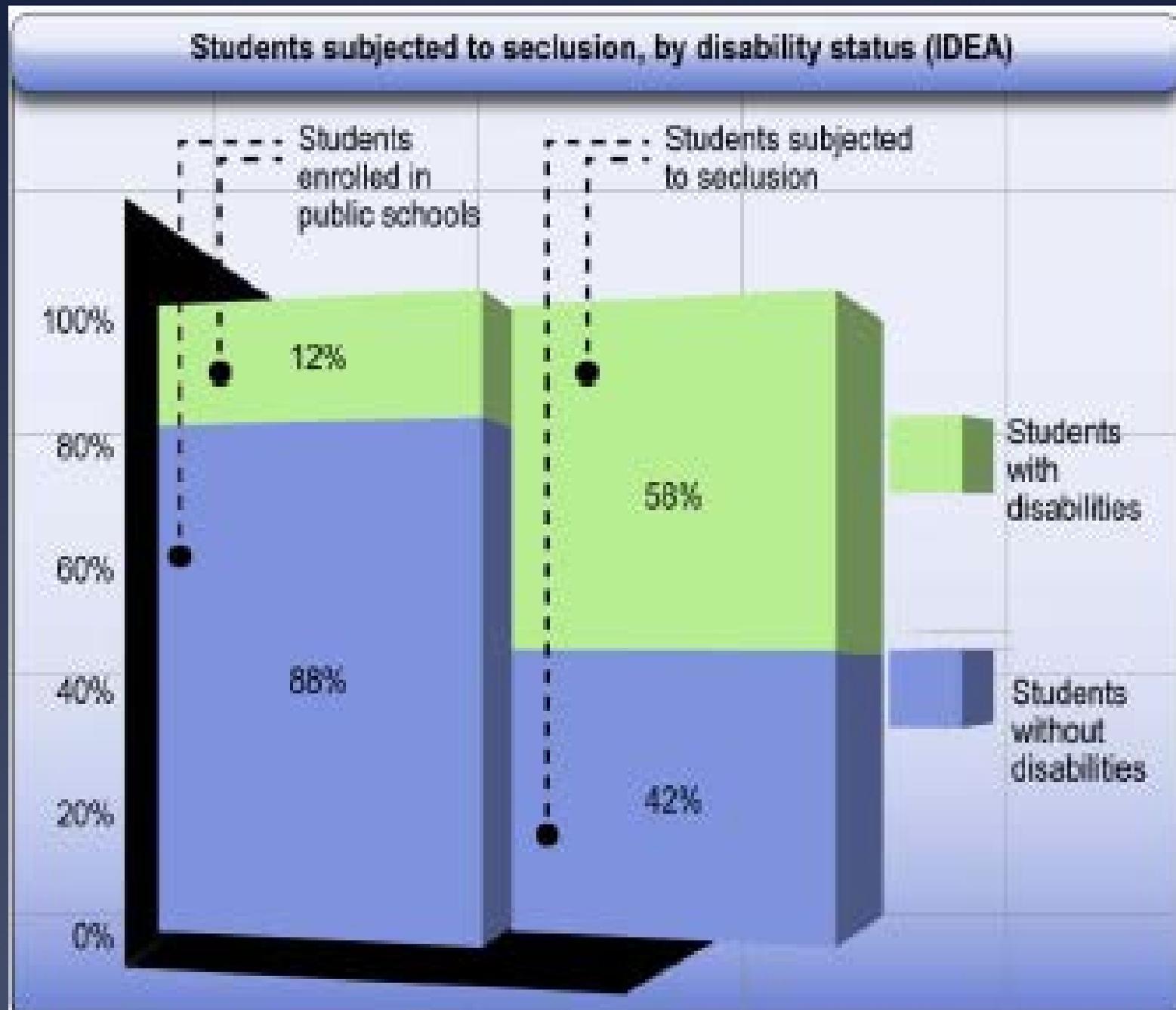
Students subjected to physical restraint, by disability status (IDEA)



National Data



National Data



Starting to get helpful information

...

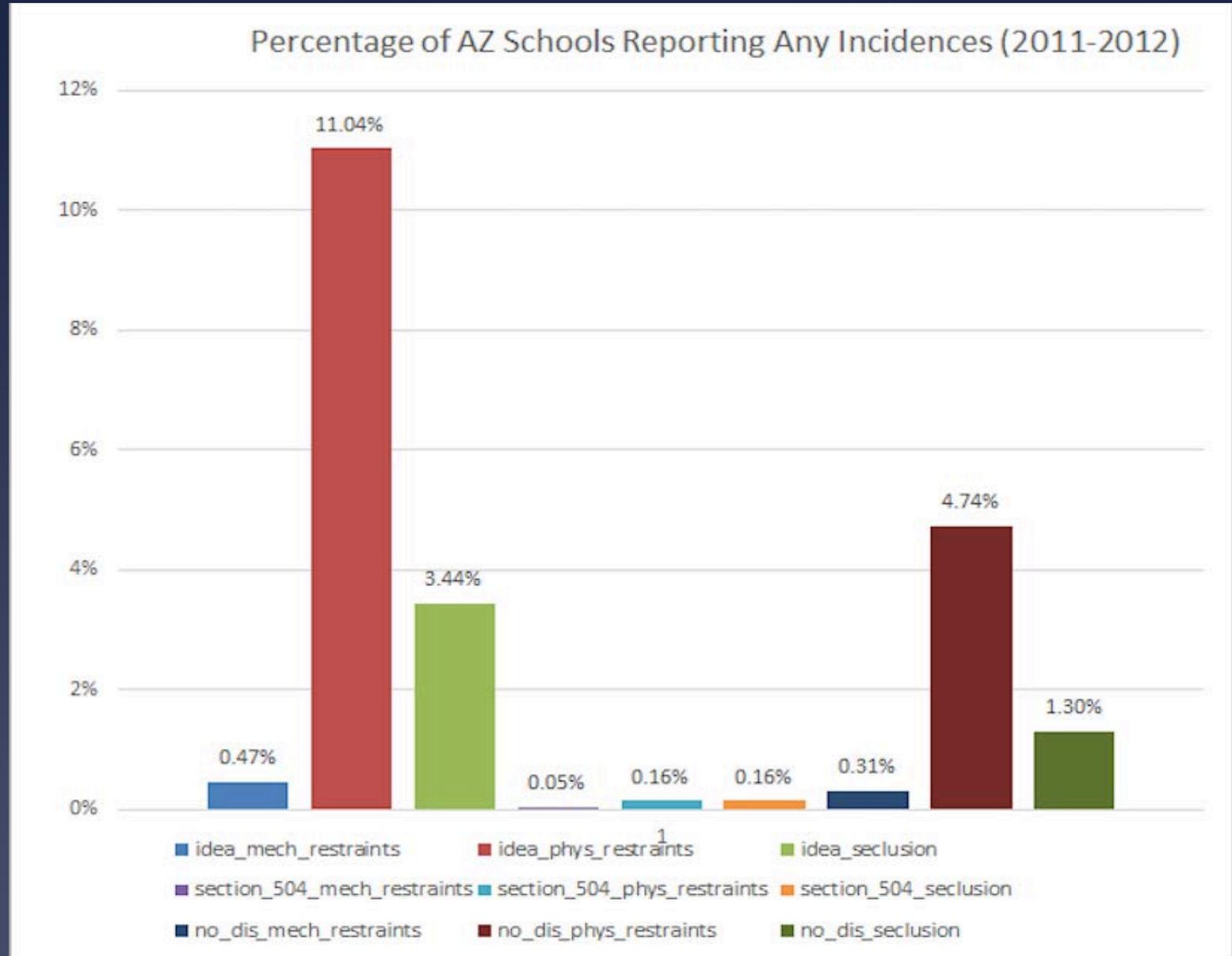
Starting to get helpful information ... but it is sadly under-reported

The three largest school districts in the country -- New York, Chicago, and Los Angeles -- all reported zero instances of restraints and seclusions.

Pro Publica

<http://www.propublica.org/getinvolved/item/reporting-recipe-investigating-restraint-and-seclusion-in-us-schools>

Starting to get helpful information ... but it is sadly under-reported



Restraint/Seclusion Remains Consistent

<http://scholars.unh.edu/cgi/viewcontent.cgi?article=1223&context=carsey>

University of New Hampshire
University of New Hampshire Scholars' Repository

The Carsey School of Public Policy at the Scholars'
Repository

Research Institutes, Centers and Programs

Fall 10-28-2014

Restraint and Seclusion of Students With a Disability Continue to Be Common in Some School Districts Patterns Remain Relatively Consistent Despite Recent Policy Changes

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Marybeth Mattingly

University of New Hampshire - Main Campus

Vincent J. Connelly

University of New Hampshire

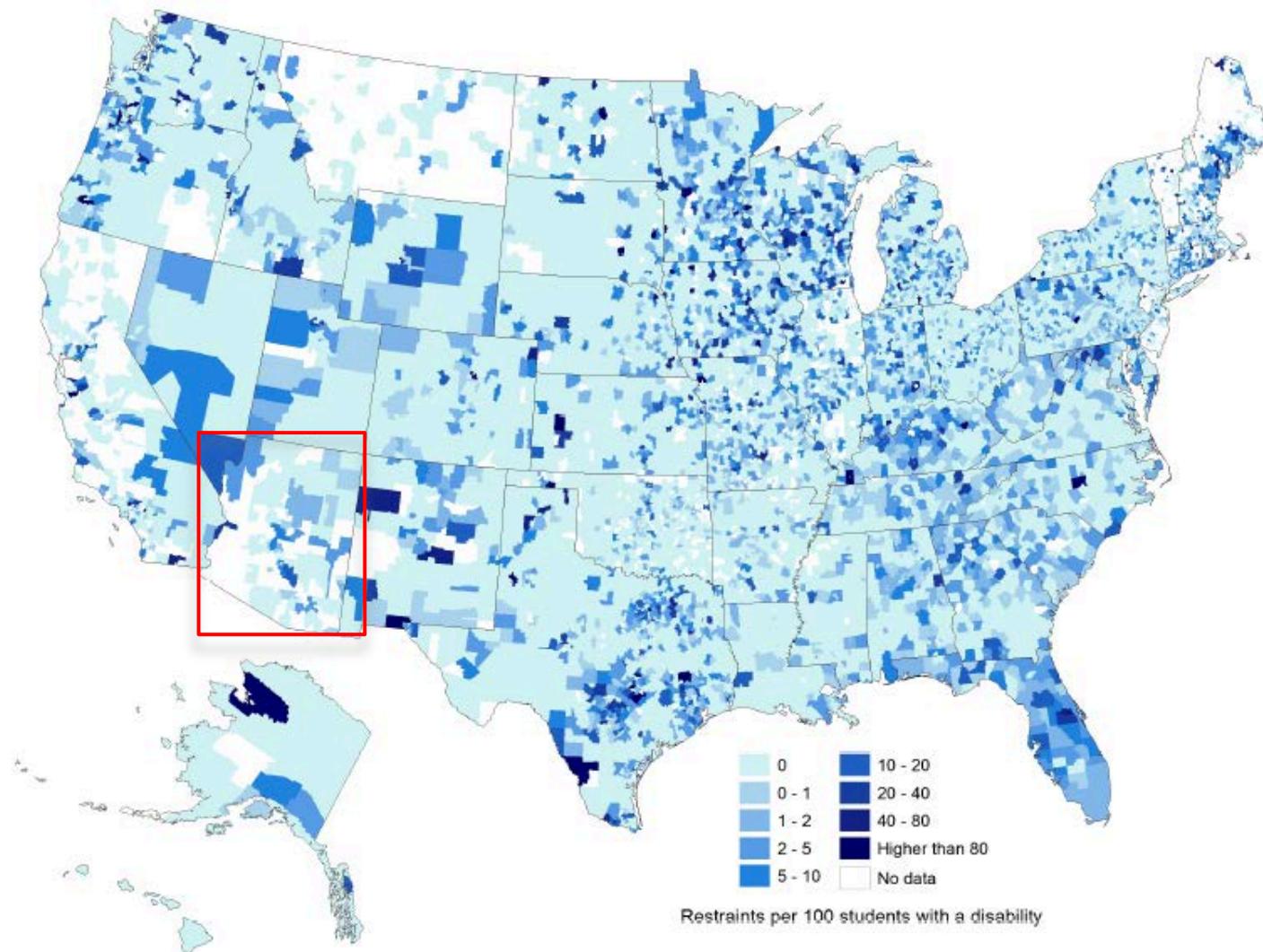
Follow this and additional works at: <http://scholars.unh.edu/carsey>

 Part of the [Public Affairs, Public Policy and Public Administration Commons](#), and the [Sociology Commons](#)

Restraint/Seclusion Remains Consistent

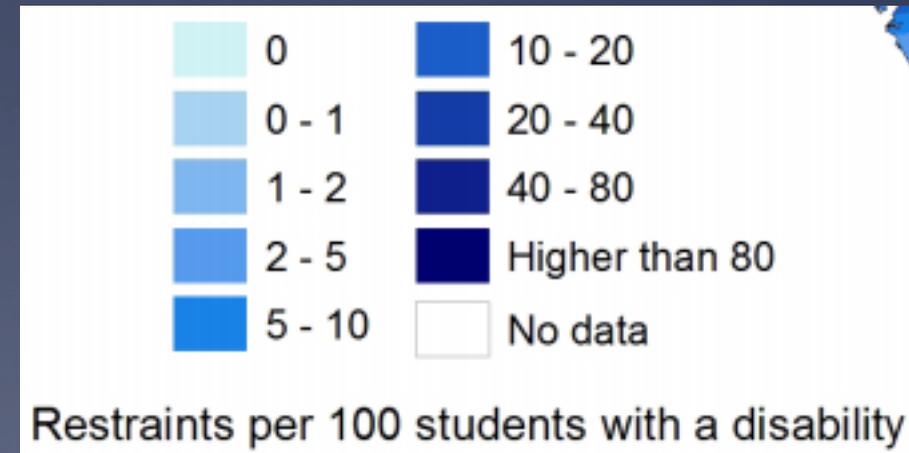
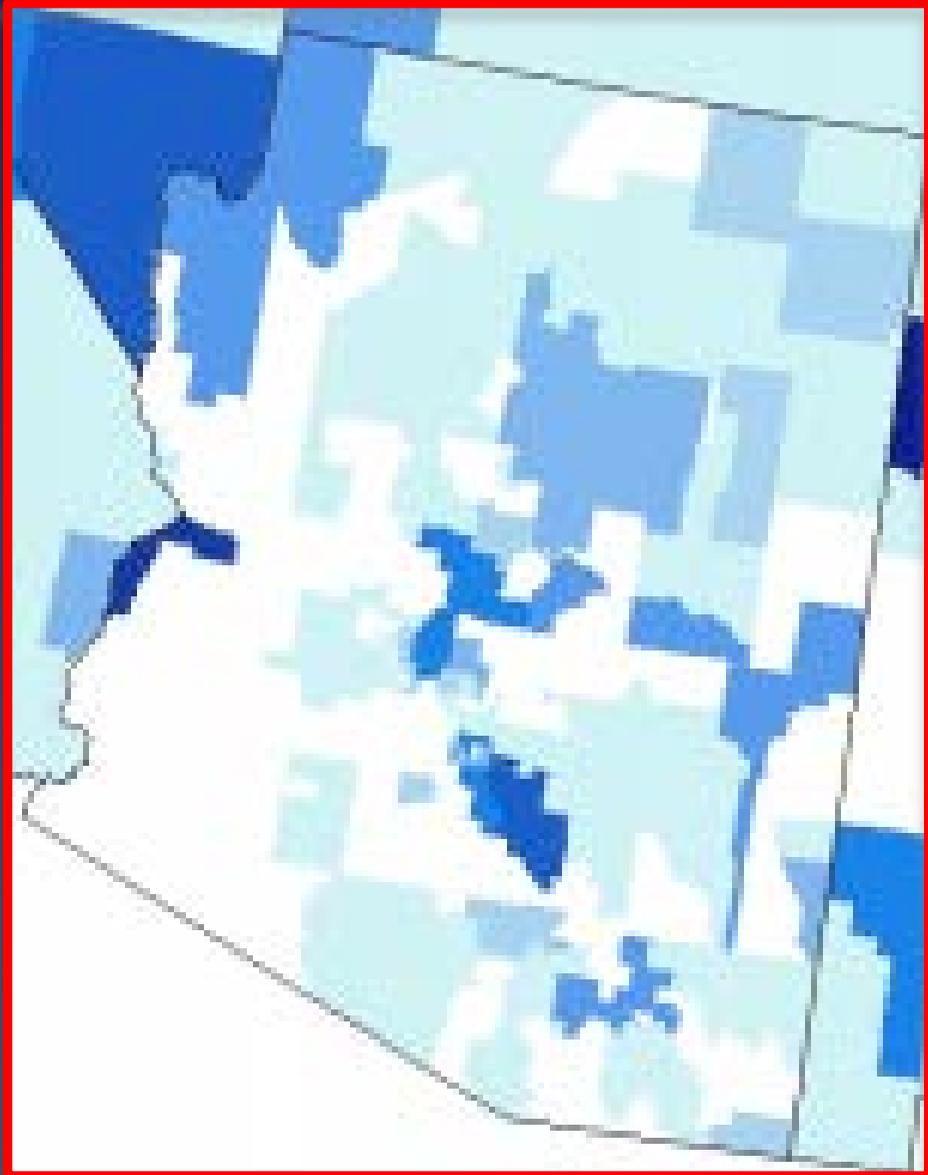
<http://scholars.unh.edu/cgi/viewcontent.cgi?article=1223&context=carsey>

FIGURE 1: RATES OF RESTRAINT FOR STUDENTS WITH A DISABILITY IN U.S. SCHOOL DISTRICTS



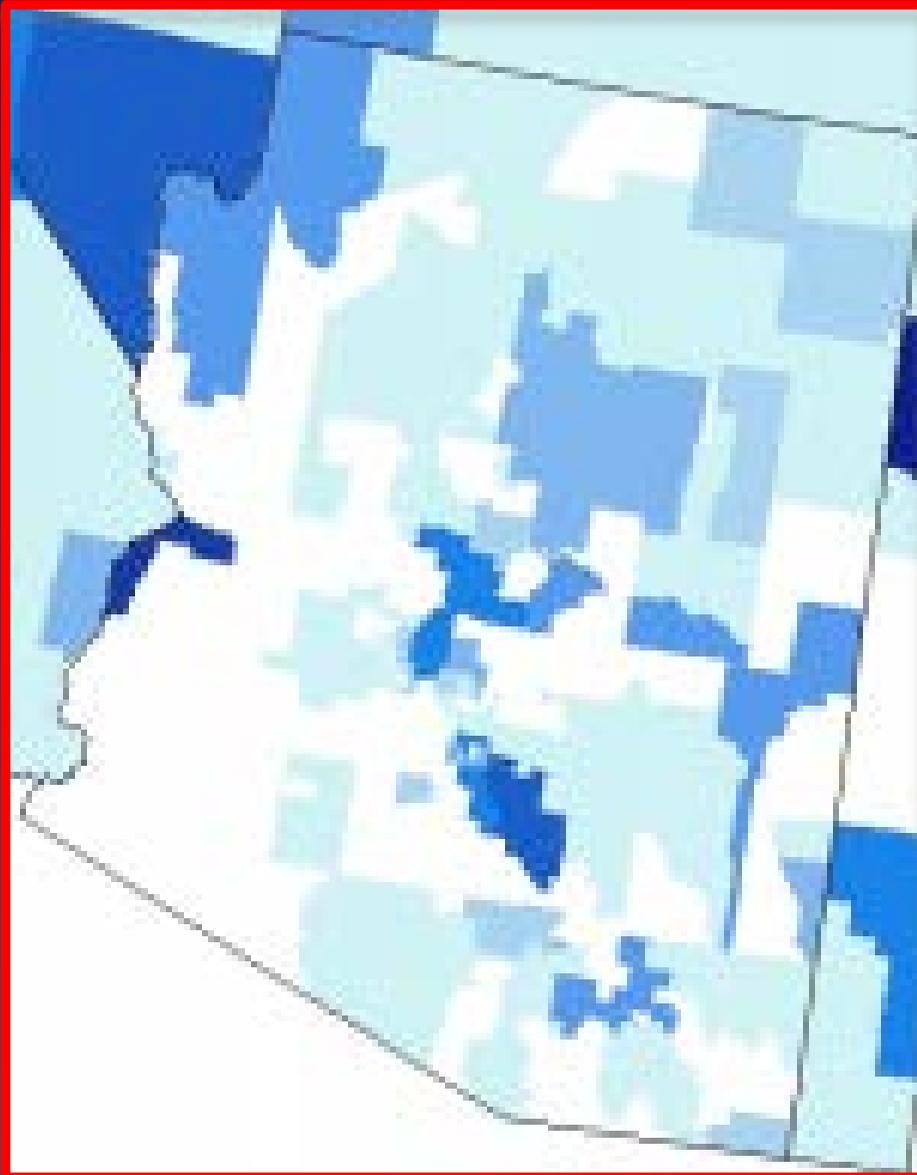
Restraint/Seclusion Remains Consistent

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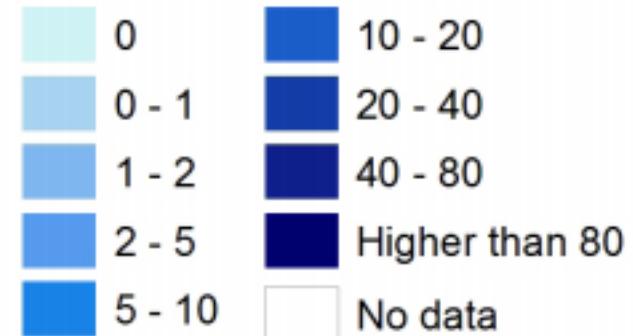


Restraint/Seclusion Remains Consistent

<http://scholars.unh.edu/cgi/viewcontent.cgi?article=1223&context=carsey>



distribution. Although restraint and seclusion rates across states continue to range considerably,¹² between-state variation is overshadowed by the tremendous within-state variation. Taken together, these findings suggest that local policy decisions and other factors related to school culture, rather than state policy, seem to be the greatest determinants of restraint and seclusion rates.



Restraints per 100 students with a disability

Proposed Legislation

- Prohibit restraints that impede breathing or communicating
- Use only if “imminent” danger
- Ensure less restrictive procedures first and release immediately when less restrictive procedures will work
- Ensure direct visual contact at all times
- Train school staff in crisis prevention and intervention
- Report and record Incidents – Administration, Parents
- Data-based Decision Making – to learn from incidents
- Do NOT include in IEP

What we must do next

1. Pass legislation on seclusion and restraint to ensure data-based decision making
2. Work with ADE to ensure schools have easy and affordable options for recording data on student behavior (including incidents of seclusion and restraint)
3. Create training programs to teach data-based decision making (including incidents of seclusion and restraint)
4. Start a pilot program with DDD on PBS in the home
5. Work with DBHS on a school-provider collaboration program
6. Sustain our efforts by creating a state inter-agency team with memorandums of agreement for ongoing collaboration to prevent and intervene effectively with challenging behavior

Thank you for your continued
support

Questions?

Suggestions?