

PBISAz:

Positive Behavior Supports for  
Inclusion of All

Jean Ajamie

Institute for Human Development  
Northern Arizona University

## Prior Work with PBIS and Students with Disabilities

- Ü Supported PBIS in schools through various grants
- Ü Development of statewide disciplinary data system for general and special education that facilitates accurate reporting and use of data by schools to improve campus conditions
- Ü SRO training on students with disabilities
- Ü Included access and functional needs within Minimum Requirements for school emergency response plans

~5% of Students

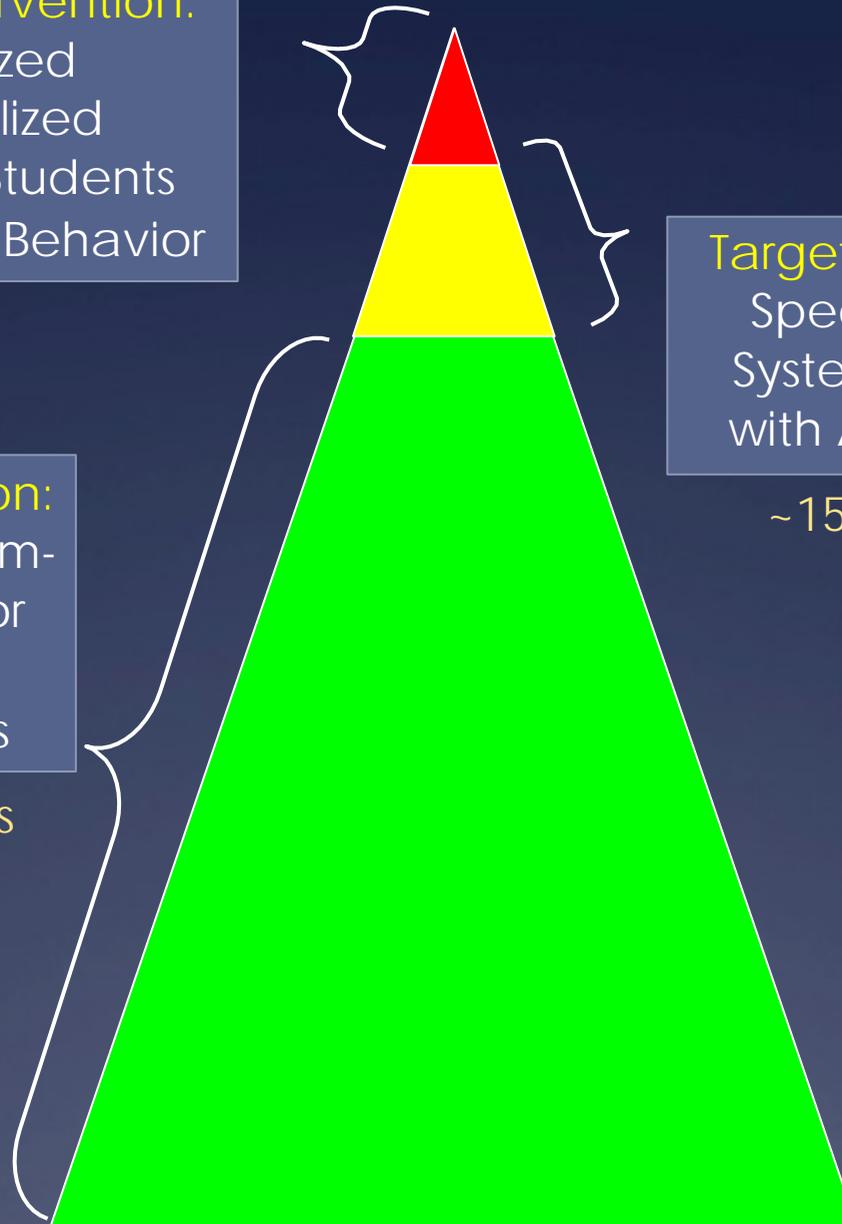
**Intensive Intervention:**  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

**Targeted Intervention:**  
Specialized Group  
Systems for Students  
with At-Risk Behavior

~15% of Students

**Primary Prevention:**  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings

~80% of Students



Positive Behavior Interventions and Supports (PBIS)

# Positive Behavior Interventions & Supports (PBIS) are Less Restrictive Interventions

- Ü Proactive

- Ü Preventive

- Ü Apply to ALL students and staff

- Ü Evidence-Based

- Ü Strongly recommended throughout a wide body of federal and state policy documents and laws



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

August 1, 2016

Dear Colleague:

The U.S. Department of Education (Department) is committed to ensuring that all children with disabilities have meaningful access to a State's challenging academic content standards that prepare them for college and careers. Consistent with these goals, the Individuals with Disabilities Education Act (IDEA) entitles each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs.<sup>1</sup> 20 U.S.C. §§1412(a)(1) and 1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed individualized education program (IEP) that is based on the individual needs of the child. 34 CFR §§300.17 and 300.320-300.324. In the case of a child whose behavior impedes the child's learning or that of others, the IEP Team must consider – and, when necessary to provide FAPE, include in the IEP – the use of positive behavioral interventions and supports, and other strategies, to address that behavior. 34 CFR §§300.324(a)(2)(i) and (b)(2); and 300.320(a)(4).

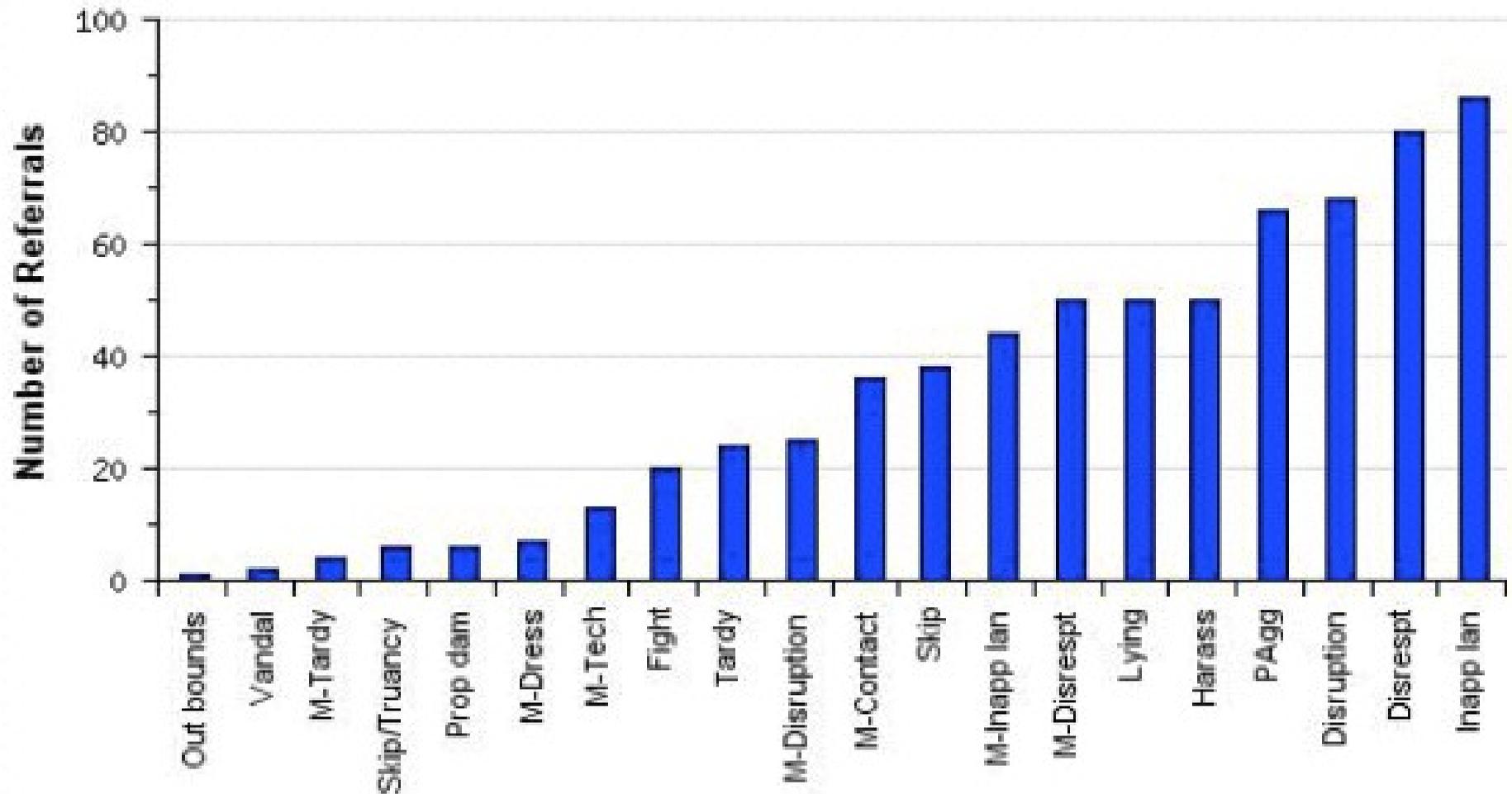
# PBIS Basic Components

1. School problem-solving (Leadership) team
2. Assessment of behavior/discipline challenges
3. Defining of behavior expectations school-wide
4. Teaching of the specific behaviors
5. Reinforcing the behaviors
6. Tier 2 and Tier 3 strategies (targeted and individual intensive interventions)
7. Continual use of data to monitor progress and guide direction

	<b>CLASSROOM</b>	<b>HALLWAY</b>	<b>BUS LOADING</b>	<b>BATHROOMS</b>	<b>PLAYGROUND</b>
<b>BE SAFE</b>	Follow directions.	Walk.  Open doors slowly.	Wait behind the red line.		Go up ladders and down slides.
<b>BE RESPECTFUL</b>	Raise your hand to talk.  Hands and feet to self.	Hands and feet to self	Hand and feet to self.		One minute rule for sharing equipment.  Wait for your turn.
<b>BE RESPONSIBLE</b>	Bring books and pencil to class.	Keep books, belongings and litter off floor.	Keep your books and belongings with you.		Stay within the recess area.

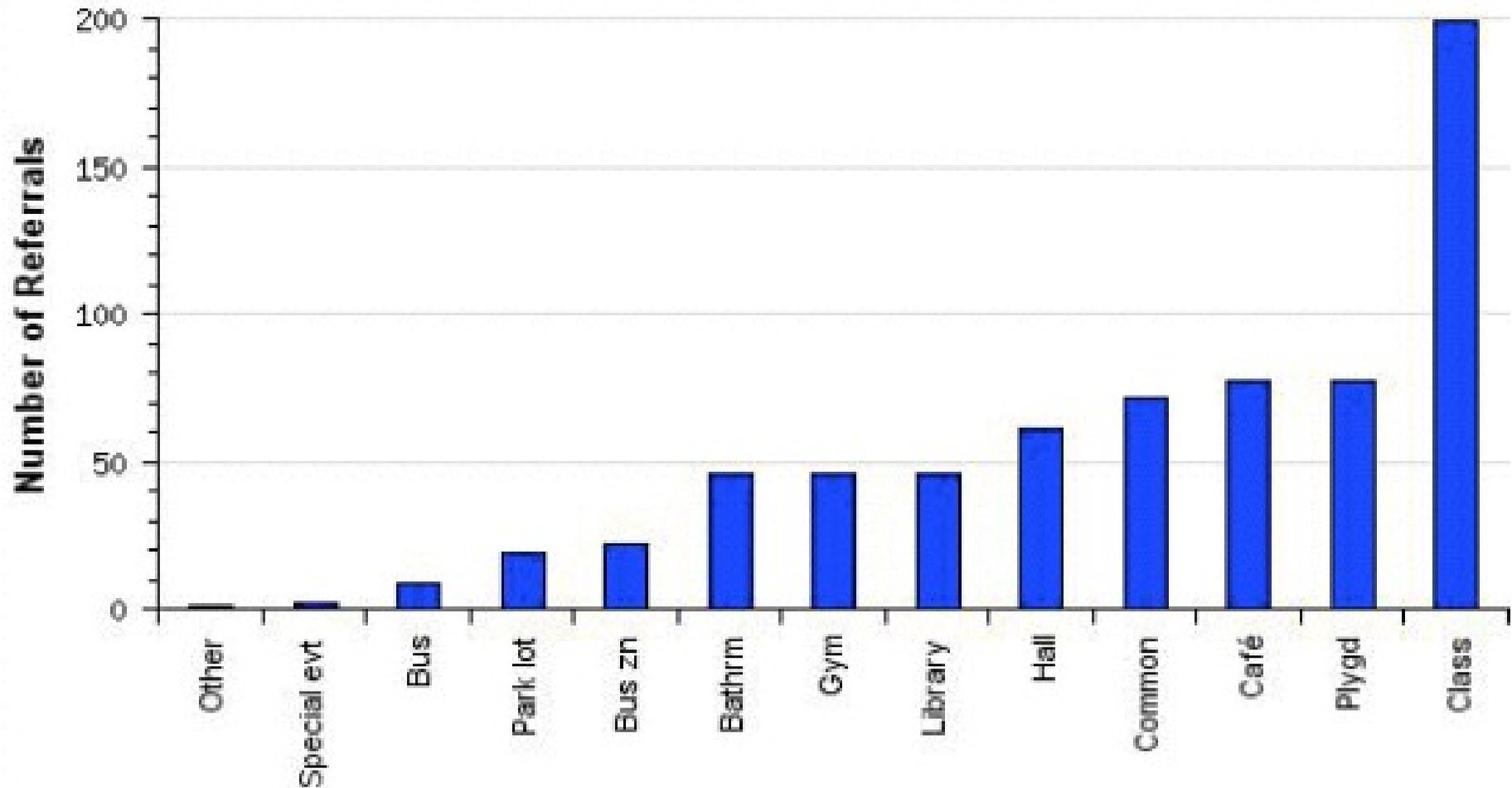
# Data-Based Team Decisions

Referrals By Problem Behavior, 2011-12



# Data-Based Team Decisions

Referrals By Location, 2011-12



# Results of PBIS

## Findings

- Ü Over 20,000 schools across the country implementing PBIS with some fidelity
- Ü Show decreases in suspensions, expulsions, and office disciplinary referrals

## Interpretation

- Ü Fewer students with behavior problems = more time for instruction
- Ü Fewer students with behavior problems = more time for intensive intervention for those students who need it

<http://pbisaz.org/>



*Positive Behavior Interventions  
and Supports of Arizona*

PBIS OVERVIEW

GET STARTED

AWARDS

ADVISORY COUNCIL

CONTACT US



**IMPACT ON STUDENT BEHAVIOR**

PBIS Climate & Safety:

<https://www.dropbox.com/s/p4gr80jrv8t59b6/>

[KOI\\_1215\\_PBISAZ\\_Climate\\_Safety\\_v1.3c.mp4?dl=0](https://www.dropbox.com/s/p4gr80jrv8t59b6/KOI_1215_PBISAZ_Climate_Safety_v1.3c.mp4?dl=0)

# PBISAz Grant Schools

- Ü 4 Districts
- Ü 32 schools
- Ü 20,000 students impacted

*“Our students come to us from many different backgrounds, but they have a clear understanding of what they must do to be successful at Camelview each day.”*

# PBIS Awards





# More interest in PBIS statewide

- Ü 150 on list serve

- Ü 24 organizations/agencies on Advisory Council

- Ü 198 schools using National TA Center tools

# Focus for New Year: Goals

1. Expansion of PBIS into community
2. Focused reduction on restraint and seclusion
3. Expansion with schools

# Focus for New Year: Activities

- Ü Continue working with PBISAz grant schools
  - Ü engagement of parents/families for PBIS at home
  - Ü improve Tier 3 strategies
- Ü Work with Early Childhood statewide planning group
- Ü Training
  - Ü restraint/seclusion state and federal policy
  - Ü PBIS
- Ü Leveraging PBISAz to obtain complementary funding - government and private

Contact:

[Jean.Ajamie@nau.edu](mailto:Jean.Ajamie@nau.edu)

602-692-8683