

## **Positive Behavior Interventions and Supports of Arizona (PBISAz) Project Proposal for October 1, 2016 - September 30, 2017**

### **Purpose and Overview**

The purpose of this project is to improve behavior outcomes and reduce the use of unnecessary and dangerous seclusion and restraint with persons with developmental disabilities (DD) throughout Arizona. Behavior experts and government agencies recognize Positive Behavior Interventions and Supports (PBIS) as the best approach for achieving this purpose. Research shows that school-wide, small group, and individual behavioral supports that use proactive and preventative approaches, address the underlying cause of behavior, and reinforce positive behaviors are associated with increases in academic engagement, academic achievement, and fewer suspensions and dropouts. As such, this project addresses the Arizona Developmental Disabilities Planning Council (ADDPC) goal of inclusion and active participation of persons with DD in all aspects of community life.

In the four years that ADDPC funded PBISAz, there was growth in the number of schools implementing PBIS, an increase in awareness of PBIS among educators, parents, and other stakeholders, and the passage of a state law prohibiting restraint and seclusion in any school except in the case of imminent harm. This proposal reflects the next best steps to sustain the progress made and to leverage this progress to expand PBIS into the community.

The 2016-2017 project goals are:

1. Expand PBIS to home and community by leveraging the resources of PBISAz to build capacity with parents/families and within the Early Childhood system
2. Reduce the use of restraint and seclusion in schools
3. Increase the number of schools implementing PBIS effectively

Under Goal 1, a pilot project is proposed that builds on the progress made by the PBISAz grant schools and other schools that have demonstrated solid school-wide PBIS implementation. These schools will have the opportunity to continue working with PBISAz on a new pilot project focused specifically on strengthening intensive interventions for students with disabilities by engaging parent support for use of PBIS at school and in the home. Further parent engagement will be achieved through collaboration with Raising Special Kids (RSK) on enhancing their parent training on PBIS.

Also in support of Goal 1, the PBISAz Project Director will collaborate with Early Childhood experts and practitioners in order to bring PBIS into the Early Childhood system for staff professional development. This work will be achieved through an existing agreement between NAU/Institute for Human Development and the Arizona Department of Health Services/Office of Children with Special Health Care Needs.

The pilot project described under Goal 1 will also serve as a primary strategy for addressing Goal 2. Participating schools will be provided individualized input and direction on their Tier 3 supports and their policies and practices for the use of restraint and seclusion, including the data systems that inform their decisions. The Arizona Center for Disability Law (ACDL) is a supporting partner under Goal 2 through continued joint delivery of training for school personnel, parents and behavior health agencies on the Arizona statute on restraint and seclusion and PBIS as the recommended strategy for reducing their use.

Goal 3 seeks to further increase the number of PBIS schools within the state by building capacity within districts already implementing PBIS and by developing a cadre of trainers for the state. Two “train-the-trainer” programs will prepare participants to meet the ongoing training needs in their organization and the growing interest in PBIS around the state. Additional strategies proposed under this goal include strategies to increase available funding for PBIS at the state and local levels, continued recognition of high-performing PBIS schools as examples for peers, and continuation of the PBISAz Advisory Council to inform and assist with the activities in this proposal through four in-person meetings.

**Project Goals, Objectives, and Activities**

**Goal 1: Expand PBIS to home and community by leveraging the resources of PBISAz to build capacity with parents/families and within the Early Childhood system of service**

<p><b>Objective 1:</b> Assist schools in partnering with parents of students with DD on implementation of PBIS at home, as measured by:</p> <ul style="list-style-type: none"> <li>• Number of schools participating in the pilot project</li> <li>• Number of parents implementing PBIS strategies at home through the pilot project</li> </ul>	
<b>Activities</b>	<b>Responsible Entity</b>
1.1.1 Develop a pilot project with PBISAz grant schools that supports schools in engaging parents of students with disabilities in PBIS implementation at school and home	Project Director and Intermountain Center for Human Development (ICHHD) as sub-recipient
1.1.2 Partner with Raising Special Kids (RSK) to strengthen their PBIS training for parents	RSK and ICHHD

**Objective 2:** Engage Early Childhood system stakeholders in offering PBIS as a strategy for infant and toddler caretakers and teachers, as measured by:

- Inclusion of PBIS as a recognized and supported strategy on the First Things First Early Childhood Registry for personnel development
- Development of a standardized assessment and data collection process for measurement of behavior

<b>Activities</b>	<b>Responsible Entity</b>
1.2.1 Participate in the Arizona Early Childhood Personnel Collaborative (ECPC) monthly meetings to represent PBIS as a strategy for inclusion of children with special health care needs	Project Director
1.2.2 Contribute to the standardization of behavior and social-emotional assessment and data collection processes in the Early Childhood system	Project Director

## Goal 2: Reduce the use of restraint and seclusion in schools

**Objective 1:** Increase the capacity of schools to provide intensive individual supports (Tier 3), as measured by:

- Number of pilot schools with effective Tier 3 strategies
- Number of pilot schools with policies and practices on restraint and seclusion consistent with state law
- Data on use of restraint and seclusion in pilot schools

Activities	Responsible Entity
2.1.1 Conduct assessment of Tier 3 supports and policies/practices for restraint and seclusion in pilot schools	Project Director and ICHD
2.1.2 Develop process for school consultation as needed based on assessment	Project Director and ADDPC

**Objective 2:** Increase school personnel knowledge of state and federal policy and guidance regarding use of seclusion and restraint, as measured by:

- Number of participants in webinars and conference presentations
- Presentation evaluations measuring knowledge gained
- Outcomes of stakeholder meetings

Activities	Responsible Entity
2.2.1 Develop webinar on seclusion and restraint law and resources/requirements within the Every Student Succeeds Act (ESSA).	Project Director, ACDL, and ADDPC
2.2.2 Present on state and federal policy and guidance at relevant education conferences including ADE Exceptional Student Services (ESS) Directors Institute and Transitions Conference, and Council for Administrators of Special Education Conference	Project Director and Advisory Council members
2.2.3 Meet with key education leadership organizations, including the Arizona School Boards Association, Arizona School Administrators Association, and district self-insurance agencies to discuss improvement in safety and academics, and reduction in risk/liability relative to restraint and seclusion	Project Director and Advisory Council members
2.2.4 Meet with law enforcement representatives to discuss risk/liability reduction through PBIS	Project Director and Advisory Council members

**Objective 3:** Improve the quality of restraint and seclusion data so that the data may inform school practices

- Number of student management system vendors that incorporate the tracking of restraint and seclusion into their product
- Outcomes from analysis of federal data for Arizona schools

Activities	Responsible Entity
2.3.1 Work with student management system vendors and the ADE to include required information and reports to facilitate school use of the data	Data Expert
2.3.2 Conduct analysis of restraint and seclusion data as reported to the U.S. Department of Education, Office of Civil Rights (OCR)	Data Expert

**Goal 3: Increase the number of schools implementing PBIS effectively**

**Objective 1:** Increase opportunities for educators to develop the knowledge and skills necessary for implementation of PBIS with fidelity, as measured by:

- Number of participants and districts/schools represented in the PBIS Training of Trainers program
- Number of PBISAz Trainers actively training and/or coaching others
- Number of participants in PBIS conference
- Number of schools utilizing pbis.org evaluation tools

Activities	Responsible Entity
3.1.1 Provide Training of <i>Trainers</i> (ToT) Program for PBIS implementation and coaching for 30 educators representing diverse populations in order to build capacity within their organizations. Program to be modified Include restraint and seclusion information.	KOI Education
3.1.2 Provide Training of <i>Evaluators</i> program for 25 educators that meet select requirements, allowing more schools access to objective feedback and recognition. Modify program to include analysis of discipline data for disproportionality.	KOI Education
3.1.3 Continue annual PBIS conference, including PBIS film festival	KOI Education
3.1.4 Continue to present on benefits of PBIS at relevant education conferences	Project Director and Advisory Council members

**Objective 2:** Increase the number of schools that are publicly recognized for implementing PBIS with fidelity as measured by:

- Number of schools and LEAs applying for and receiving Achievement Awards

Activities	Responsible Entity
3.2.1 Continue annual PBISAz Achievement Awards process and publicly recognize schools at awards luncheon	KOI Education and Advisory Council members

**Objective 3:** Increase funding in support of PBIS implementation

- Outcomes of meetings with key education organizations
- Outcomes of district and state-level funding proposals written

Activities	Responsible Entity
3.3.1 Provide supports to districts/charters for writing grant applications to utilize ESSA funds for PBIS	Project Director
3.3.2 Provide input to the Arizona Department of Education(ADE) Title I and Title IV program offices on application processes for use of funds for PBIS under these programs	Project Director and Advisory Council
3.3.3 Pursue non-traditional funding sources, including grants and private funding, to help build capacity of PBISAz to support schools with PBIS implementation	Project Director and Stakeholders
3.3.4 Facilitate four in-person meetings of the PBISAz Statewide Advisory Council, and subcommittee meetings as needed, to inform and participate in activities in this proposal	KOI and Project Director

**Subsequent Years**

PBISAz will work to continue partnerships and strategies that contribute to the growth of PBIS within other systems in the state and reduce the use of exclusionary practices, for the ultimate goal of full inclusion of people with DD.

## Project Budget

ADDPC (10/01/2016-09/30/2017)						Cost sharing unit	
	Yearly	FTE	ADDPC	Match	Total		
<b>PBISAz Director/Jean Ajamie</b>							
(\$28.74/hr, 20 hr/week		0.50	30,005		30,005		
Benefits @ 17.67%		17.67%	5,302		5,302		
<b>Evaluator/ Dana Cihelkova</b>							
Salary for .05 FTE	57000	0.05	2,850		2,850		
Benefits @ 20%		20.00%	570		570		
<b>PBIS Data Expert/Nadia Ghani</b>							
(\$28.74/hr, 10hr/week		0.250	15,002		15,002		
Benefits @ 9%		9.00%	1,350		1,350		
<b>Principal Investigator/Tom Uno</b>							
Salary for .12 FTE	82777	0.120		9,933	9,933	3080010F11	
Benefits @31.35%		31.35%		3,114	3,114	3080010F11	
<b>Business Manager/Jie</b>							
Salary for .12FTE	61267	0.120		7,352	7,352	3080080F25	
Benefits @50.21%		50.21%		3,691	3,691	3080080F25	
<b>Travel</b>							
In state			1,000		1,000		
Out of state			2,000		2,000		
<b>Supplies/copying/printing</b>			1,250		1,250		
<b>Subcontract</b>							
*InterMountain Contract			14,153	4,718	18,871		
**KOI Contract			128,000	42,667	170,667		
<b>Subtotal Direct Cost</b>			<b>201,482</b>	<b>71,475</b>	<b>272,957</b>		
<b>Indirect Cost (@ .10 TDC)</b>		10.00%	<b>20,148</b>	<b>2,558</b>	<b>22,706</b>		
<b>Total by Grant</b>			<b>221,630</b>	<b>74,033</b>	<b>295,663</b>		

## **Budget Narrative**

The following description supports the budget request for the one-year period of October 1, 2016 through September 30, 2017:

Project Director: Jean Ajamie (\$30,005) for .50 FTE salary based on 20 hours/week at \$28.74/hour and ERE at 17.67% (\$5,302). Ms. Ajamie will: 1) oversee all project activities 2) conduct project activities as indicated in proposal 3) lead the data collection plan development and supervise the PBIS Data Expert; and 4) submit mid-year and final reports to ADDPC.

Evaluator: Dana Cihelkova (\$2,850) for .05 FTE salary and ERE at 20% (\$570). Dr. Cihelkova will 1) develop PBISAz evaluation plan and report; and 2) contribute to PBISAz expansion/sustainability through contribution to funding proposals for project growth and sustainability.

PBIS Data Expert: Nadia Ghani (\$15,002) for .25 FTE salary based on 10 hours/week at \$28.74/hour and ERE at 9% (\$1,350). Ms. Ghani will 1) develop data collection tools for project; 2) pull existing data from complex databases; 3) format data to facilitate interpretation and analysis; and 4) assist Project Director with literature reviews and other data needs as identified.

Associate Director: Tom Uno (\$9,933) for .12 FTE salary and ERE at 31.35% (\$3,114) will be contributed as NAU in-kind. Mr. Uno will supervise the Project Director and assist in expansion/sustainability of PBISAz.

Business Manager: Jie Kunkel (\$7,352) 0.12 FTE salary and ERE at 50.21% (\$3,691) will be contributed as NAU in-kind. Ms. Kunkel will provide budgetary oversight to the project including subcontracts. Ms. Kunkel will assure all expenditures are in accordance to federal and state university policies.

Travel: (\$1,000) for in-state travel for Project Director, who is stationed in Phoenix, to attend meetings with NAU staff in Flagstaff and other business meetings with organizations as stated in the project activities. Amount includes estimates for mileage, travel-related parking, and per diem rate based on the actual destination per NAU travel policy. (\$2,000) for out-of-state travel to attend Association for Positive Behavior Support annual conference. Amount includes estimates for air fare, registration fee, and per diem/lodging per NAU travel policy.

Supplies, Copying, Printing: (\$1,250) for printing and materials required for project activities, including \$500 for the re-design and printing of the PBISAz brochure.

Subcontract Intermountain Center for Human Development (ICHHD): Dan Davidson (\$18,871) for .10 FTE salary, ERE, and mileage for travel to Phoenix for business meetings, with \$4,718 of this amount contributed as ICHD in-kind. Dr. Davidson will serve as a content expert for 1) assisting Raising Special Kids to update their training

materials; 2) assisting Project Director on the development of the new pilot project under Goal 1 and Goal 2; and 3) participating in the PBISAz Advisory Council.

Subcontract KOI Education: (\$170,667) with (\$42,667) as KOI in-kind. KOI Education staff will 1) revise and deliver the Training of Trainers program, consisting of three workshops (two PBIS implementation and one PBIS evaluation workshops); facilitate PBISAz Advisory Council meetings; and subcommittee work as needed 2) develop and deliver the Annual PBIS Conference; 3) lead and promote the PBIS awards process; 4) hold awardee luncheon; and 5) implement website revisions and enhance social media presence.

Indirect Costs: (\$22,552) at 10% of total direct costs with \$2,453 contributed as in-kind, utilizing approved indirect cost rate by funding agency and NAU.