



# PBISAZ Newsletter

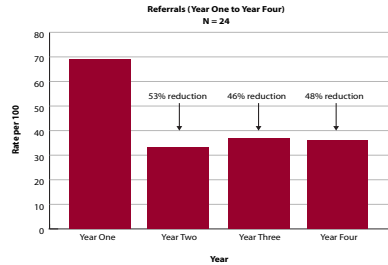
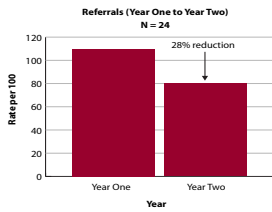
A collaborative effort between the Arizona Department of Education, Universities, Schools, Students and Families.

www.pbisaz.org

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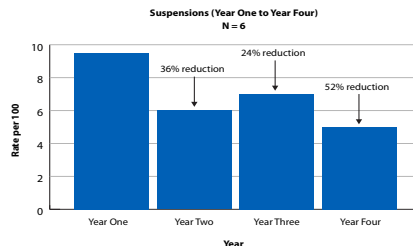
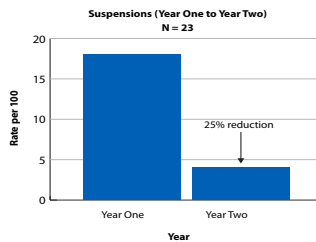
## PBISAZ Data Update

For the last four years, PBISAZ project staff members have been collecting various measures of success from participating schools throughout the state. Recently, a comparison of project data yielded the following promising outcomes.



Project schools that implemented school-wide positive behavior interventions and supports (SWPBIS) showed decreases in their rates of office referrals (number of referrals per 100 students) and suspensions (number of suspensions per 100 students). The data show an average decrease in office referrals of 28% across school participating in PBISAZ for two years. Schools participating for four years showed an average decrease in office referrals of 48%.

Additionally, rates of suspension for the participating schools decreased from year one to year two (average decrease in rates of suspension of 25%) and fell even more sharply after four years of implementation (average decrease in rates of suspension of 52%).



These data suggest that the hard work of implementing school-wide systems of proactive positive behavior support can have positive results in both the short-and long-term for Arizona's schools.

## Spotlight: Payson Unified School District

Payson Unified School District began their involvement with school-wide positive behavior support in January 2000 with the Payson Center for Success, a district-held charter high school for students who had limited success in the district's regular high school classrooms. From those initial efforts, the district increased their involvement in 2005, adding three elementary schools (Payson, Frontier, and Julia Randall Elementary Schools) and a middle school (Rim Country Middle School). A district leadership team was developed in addition to the school site teams, improving communication and support between teams and the district office.

### Current PBISAZ Participants

#### 2005-2007 Cohort

- Juniper Tree Academy
- Carpe Diem Academy
- Desert View Academy

#### Paradise Valley Unified School District

- Liberty Elementary

#### Payson Unified School District

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

#### 2006-2008 Cohort

##### Success School District

- Arizona Charter Academy
- Gilbert Unified District
- Playa del Rey Elementary
- Harris Elementary

##### Scottsdale Unified School District

- Sierra Vista Academy

##### Paradise Valley Unified District

- Hidden Hills Elementary
- North Ranch Elementary

##### Bisbee Unified School District

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

##### Harvest Power Community Development, Inc.

- Harvest Preparatory Academy

##### Marana Unified School District

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

##### Pima Unified District

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

##### Pearce Elementary School District

- Pearce Elementary School

##### Crane School District #13

- Centennial Middle
- Crane Middle
- Pueblo Elementary

##### Gadsden School District #32

- Valley Horizon Elementary
- Desert View Elementary
- Gadsden Elementary

##### Somerton School District

- Somerton Middle
- Tierra del Sol Elementary

##### Yuma School District #1

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

In rural Arizona, it is common to have families move locally, resulting in transferring their children from one school site to another within the same district. Early in the fall of 2005, the elementary schools began working together to improve the consistency and application of behavioral expectations and discipline between the three sites. They developed common behavioral expectations and coordinated efforts to update teacher, parent and student handbooks with common language.

The PBISAz coach, Christy Walton, designated by the district, also functioned as a parent liaison for the elementary schools. Christy was able to initiate SWPBIS training and activities with parents, helping to bring them information and encouraging them to provide feedback to school-site teams. In the spring of 2006, she had an opportunity to bring information on their efforts to the community via an interview on a local radio show. Soon, language reflecting school-wide student behavioral expectations was being used not only in the schools, but at home and in the community as well.

Will Dunman and Monica Nietzsche, principals of Payson Elementary and Rim Country Middle School, respectively, have also been helping share their experiences and successes with schools that joined the PBISAz project this past fall. They presented data from their schools along with discussions on how they used that information, ideas that they implemented to address challenging issues at their sites, how they coordinated efforts between schools, and improvements they are now experiencing related to student behavior. This has given new schools in training the opportunity to hear about actual experiences using the SWPBIS process. Mr. Dunman and Ms. Nietzsche have been instrumental in helping the university PBISAz teams to add strength and perspective to the training provided for these schools.

## Year End Review

Another successful PBIS training year has come to an end. Nine districts, including twenty schools, participated in the first-year training conferences in which principles of PBIS at the universal, targeted and individual levels were presented. School teams learned about school-wide PBIS and its different elements, how to assess their school needs, and how to implement PBIS school-wide. Specifically, schools were presented with methods to develop behavioral expectations and rules, ways to teach the appropriate behaviors, and how to correct and acknowledge appropriate behaviors. Specific targeted and individual interventions were presented and discussed including bullying prevention, social skills training, self-monitoring and response to intervention (RTI).

Additionally, three districts completed their second-year training which focused on district teams. Training topics included issues of sustainability, assessment, and staff turnover. Experts in the PBIS field participated in the trainings and assisted district and school teams in their planning for school-wide implementation. Schools expressed that they found the training to be very helpful and they especially enjoyed hearing from schools on their implementation experiences.

### Save the Date

#### RTI and PBIS: Creating More Effective Schools December 13 and 14, 2007

Wigwam Resort  
300 Wigwam Blvd.  
Litchfield, AZ 85340

#### 2007-2008 Training Dates

##### First-Year

August 24 & 25  
November 8  
April 24

##### Second-Year

September 13 & 14  
February 15 & 16

#### Congratulations and Welcome to the New PBISAz Cohort

**Fort Huachuca  
Accommodation District**  
*Colonial Johnston Elementary  
General Myer Elementary  
Colonial Smith Middle*  
**Saddle Mountain Unified  
School District**  
*Ruth Fisher Elementary  
Tonopah Valley High*  
**Friendly House, Inc.**  
*Academia del Pueblo*  
**Tucson Unified District**  
*Ochoa Elementary*

**Skyline Tech High School, Inc.**  
*Skyline Tech High School*  
**Deer Valley Unified District**  
*Sunrise Elementary*  
**Precision Academy Systems,  
Inc.**  
*Precision Academy*  
**San Carlos Unified District**  
*Rice Primary  
San Carlos Intermediate  
San Carlos Junior High  
San Carlos High School*

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

**Jolene Ferro** - University of Arizona  
Project Coordinator, Southern Arizona Schools  
520.626.2960 | FAX: 520.621.3821  
jbferrero@email.arizona.edu

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

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