



TEXAS COUNCIL *for* DEVELOPMENTAL DISABILITIES

The Texas Council for Developmental Disabilities is a 27-member board dedicated to ensuring that all Texans with developmental disabilities, about 475,265 individuals, have the opportunity to be independent, productive and valued members of their communities. Using a variety of methods, the Council works to:

- Ensure that the service delivery system provides comprehensive services and supports that meet people's needs, are easy to access and are cost effective
- Improve people's understanding of disability issues

TCDD's mission is to create change so that all people with disabilities are fully included in their communities and exercise control over their own lives.

Texas Council for Developmental Disabilities

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We are on Twitter and Facebook!

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Education is a lifelong learning process which is vital to attaining a full and complete life.

Positive Behavior Intervention and Supports is a systematic approach to changing behavior.

The Texas Council for Developmental Disabilities supports the position that people with disabilities in Texas should have the opportunity to achieve their maximum potential for independence, productivity and integration into the community. The postsecondary results of an appropriate public school education for students with disabilities should be evidenced by employment, enrollment in postsecondary education, and/or both within one year of leaving high school.

The Texas Council for Developmental Disabilities affirms that all students with disabilities regardless of individual needs must be provided with research-based positive behavior intervention and supports .

- Positive Behavior Intervention and Supports (PBIS) is a systematic approach to changing behavior. Strategies are developed that manage student behavior in classroom settings.
- PBIS is not a curriculum, intervention, or practice, but is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
- PBIS emphasizes four integrated elements: data for decision making; measurable outcomes supported and evaluated by data; practices with evidence that these outcomes are achievable; and systems that efficiently and effectively support implementation of these practices.





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TCDD Projects and Activities

- **Policy Analysis and Recommendations:** TCDD analyzes state and federal policies; informs policymakers about disability issues and how proposals affect people with disabilities and their families; and makes recommendations regarding policy.
- **Grant Projects:** TCDD supports a variety of projects including supported and self-employment, healthcare, inclusive faith-based communities, microboards, positive behavior interventions and supports, school-to-work transition, and teacher preparation.
- **Training:** Through grants, TCDD provides trainings for individuals with disabilities and families on disability issues, self-advocacy and empowerment.
- **Public Information and Awareness:** A variety of reports, videos, publications and activities promote the inclusion and self-determination of people with developmental disabilities.

For information about other TCDD projects and grants, visit the website at www.tcdd.texas.gov

PBIS: Head Start and Impacting Disproportionality

Since June 2008, TCDD has funded two PBIS projects implemented by Region 17 Education Service Center in the Lubbock area. More information on both projects outlined below is at www.esc17.net/default.aspx?name=pbsp.homepage%20.

PBIS Project Head Start provides PBIS training to staff employed by Head Start programs, early childhood settings, child care settings and pre-school settings. In its fifth year, the project has improved behavior intervention skills and knowledge of staff in child care, public school pre-K, ECI Head Start and other settings that serve children with disabilities ages 2 to 5. The project is expected to reduce the number of students expelled from childhood settings.

Data from the project's three years:

- A 66% reduction in self-control concerns (self-control is the ability to experience feelings and appropriately express them).
- A 100% reduction in initiative concerns (initiative is the ability to use independent thought and action to get needs met).
- A 45% reduction in behavioral concerns.

Three child care centers, two Early Learning Centers and three Head Start sites are currently part of the project in Lubbock County. For more information, contact Anna Phillips at aphillips@esc17.net or (806) 792-4000.

PBIS Project Impacting Disproportionality In its fifth year this ESC 17 project is being implemented in 12 Independent School Districts with 100% district level support. Students from elementary to high school are included across all behavioral tiers: universal, at-risk, and intensive of students with disabilities by race and ethnicity. The project has trains educators, parents, school staff and community members in how to prevent escalating disciplinary action; support their success in school; and increase their skills in the area of cultural competency.

Data from 2011 shows students had:

- A 50% reduction in In School Suspension (ISS).
- A 25% reduction in Out of School Suspension (OSS).
- Fewer referrals, expulsions and suspensions.

For more information, contact Val Meixner, M.A. LSSP, at vmeixner@esc17.net or (806) 792-4000.