

# FY highlights 2003

## of the EBD Component of the ISBE EBD/PBIS Network

The EBD/PBIS Network builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities.

- *Prevention-based* school wide-systems of positive behavior support
- *Data-based decision-making* for instruction of behavior and academics
- *Wraparound planning* for students with EBD and their families
- *Community-based* supports for families, youth and schools

The EBD component of the ISBE EBD/PBIS Network continues to provide technical assistance and evaluation supports for schools, communities, and families in support of youth at-risk of or with severe emotional or behavioral disabilities (EBD) and their families. This report summarizes highlights of these activities for FY03. The information demonstrates how EBD Network resources are improving the continuum of home, school and community-based supports for these students. Specific focus is on evaluation structures and data that support the goals of the Illinois Continuous Improvement Plan (ICIP) to improve outcomes of students with disabilities in school, home, and community settings. Targets for FY04 are also included.

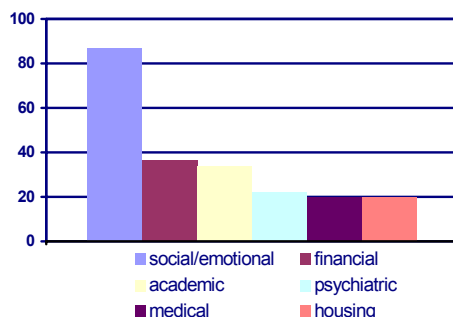
### Building Schools' Capacity to Support Students with EBD

#### *School-initiated wraparound plans to prevent restrictive placements*

Member schools of the **Special Education District of McHenry County (SEDOM)** initiated wraparound plans for 44 students at-risk of more restrictive placements. Over 90% of these students were successfully maintained in their current placements. All wraparound plans included community supports and services. Capacity of schools is being increased by training, technical assistance, consultation for social workers, and other specialized personnel. Discretionary special education funds were used to support wraparound plans.

**Chicago Public Schools (CPS)** received referrals from over 240 schools of students/families in need of wrap support. The CPS team partnered with schools to facilitate wraparound plans for these students. Approximately 35% of these students were connected to the 13 community-based interagency LANs in Chicago. During FY04, CPS is developing a process to track effectiveness of wraparound-based interventions over time.

**CPS School-based Wraparound Reasons for Referral (n=241)**



# improving

## Improving Outcomes of Students

### Improving Graduation Rates of Minority Students

The Central Region EBD team partnered with the Urban League of Champaign to address school drop-out, alternative placement and graduation rates of minority youth. Community-based academic support networks, in-school check-and-connect program, community-based counseling, mentoring, and tutoring were provided. Twenty-two of 26 youths targeted for interventions graduated. This included five of seven targeted students with identified special education needs.

### Improved Functioning of Students with Special Needs

South Region LANs provide community family supports for students with special needs. Approximately 70% of these students were identified and receiving special education services. Outcome trends observed include:

- improved mental health
- reduction of abuse and neglect
- improved behavior in school
- improved school performance

### Preventing Suspensions of Students with Disabilities

The Central Region EBD team provided training and technical assistance to Teen Reach sites in Champaign. Teen Reach was concerned about risk factors and behavior needs of their 80 K-8 youth who included:

- 36 Latino youth (6 with IEP's) and 48 African American Youth (21 with IEP's)
- 17 youth resided in foster care and 57 did not live with either biological parent



Training addressed developing effective family/school partnerships and proactive behavior supports at school. Outcomes included:

- 87% of students remained in current school placements
- 80% of youth in special education had no suspensions

EBD Network team members will continue to support Teen Reach staff and students and monitor progress during FY04.

# outcomes

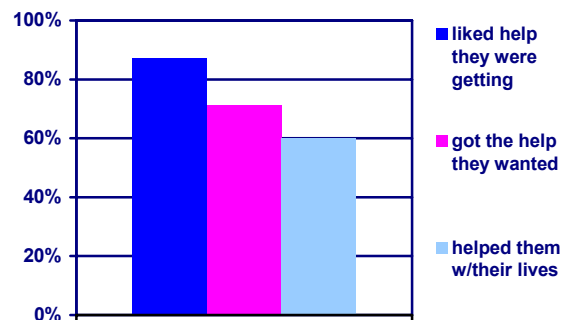
## With or At-Risk of EBD

### Increased Family and Youth Satisfaction

Evaluations of various EBD Network activities continue to indicate that family and youth satisfaction improves through a strength-based family-centered approach. Examples include:

- The majority of the over 200 at-risk youth receiving counseling or wraparound-based planning support through an after-school support program at 16 Chicago Schools reported liking the help they were getting (87%) and that they got the help they wanted (71%). Over 60% indicated the services “helped them with their lives”.
- The majority of a sample of 25 families who received consultation or wraparound support through the North Region EBD Team indicated that services addressed their child’s needs (88%).

CPS Student Satisfaction with Supports and Services (n=205)



### Improved Functioning of Students With or At-Risk of EBD.

The North Region EBD Team assisted PBIS Coordinators to support schools in developing wrap plans for students who are at risk for more restrictive placements. A sample of 11 students who received wraparound planning support in 10 North Region PBIS schools was analyzed during a pilot evaluation process during FY03. Outcomes included:

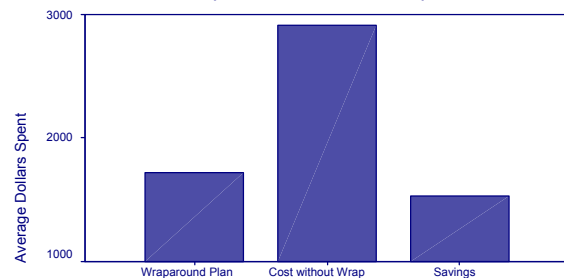
- Significant increases in behavior functioning at school and emotional functioning at home
- Significant decreases in high intensity behavior, including danger to self and others, verbal aggression, and mood swings.

### Deflection of More Restrictive Placements

Information collected on over 200 South Region students referred to LANs indicated significantly decreased costs for students deflected from more restrictive living and school placements through use of wraparound planning supported by community based Local Area Networks (LANs).

Southern Region Wrap 3rd Quarter FY 03

Cost of Wrap Plan versus No Wrap Plan



Wrap Cost Verses Not Using Wrap

# accountability

## Building Evaluation Structures to Ensure Data-Based Decision-Making

We have learned that sustainable improvement in outcomes for students with or at-risk of EBD is best provided through school-wide systemic approaches that change systems and practices at prevention and early intervention levels. The need for school-wide systemic approaches are suggested by:

- A survey completed for a sample of 39 North Region students receiving wraparound-based supports through the North Region suggested that better student outcomes can be achieved in schools where a) wraparound planning is integrated into school programs b) parent coordinators are available, and c) community resources are accessed to support child/family teams.
- Across the state, schools with full implementation of school-wide systems of PBIS show greater capacity for developing effective interventions for students with intensive emotional/behavioral challenges. (See FY03 PBIS Progress Report.)

Data-based decision-making is a critical component of system change approaches in schools and communities. Therefore, FY04 targets for the EBD Network include developing and enhancing evaluation structures around proactive approaches integrated system-wide in schools and communities. For example:

- A web-based system for school personnel to use with individual wrap teams is being used to promote data-based decision-making at the child/family team level. School-based wrap team facilitators across the state will have access to the web-based design during FY04.
- Development of tracking systems to capture data related to ICIP goals (i.e. graduation rates, restrictiveness of placements, student outcomes, family involvement) statewide.
- Development of a tracking system for districts, special education cooperatives, and regional teams to track outcomes for students and systems involved with school initiated wrap plans.

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## ebd goals

- ◆ increase effective use of less restrictive settings
- ◆ increase family participation
- ◆ coordinate services across agencies
- ◆ improve academic, social, and emotional functioning of youth

Visit our web site at

***www.ebdnetwork-il.org***

for more detailed information on ebd activities.