

PBIS

Positive Behavioral Interventions & Supports

FY04

The ISBE 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 & schools

What's Inside

- ◆ Does Training and Technical Assistance Result in Implementation and Sustainability?
- ◆ How is Illinois Building Capacity to Take PBIS to Scale?
- ◆ Does PBIS Implementation Result in Reduction of Behavior Problems, Improved School Climate/Safety, and Increases in Instructional Time?
- ◆ Does PBIS Implementation Improve the Ability of Schools to Build Academic Competence?
- ◆ Does PBIS Improve the Ability of Schools to Address the Needs of Students with Chronic and Intensive Behavior?
- ◆ What are the FY05 Targets?

Visit our web site at

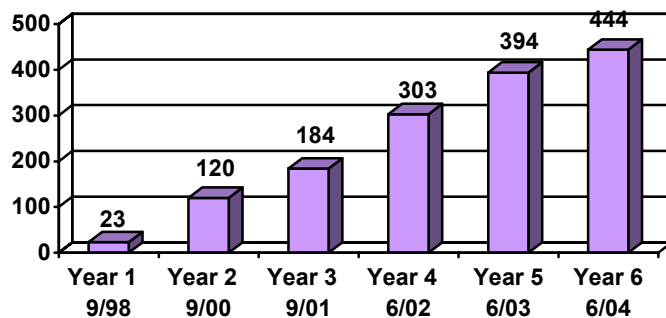
www.ebdnetwork-il.org

for the detailed FY04 Evaluation Report

ISBE EBD/PBIS Network PBIS Component End of Year Report

The FY04 Focus: Building Capacity in Existing PBIS Schools

Illinois Schools Trained & Implementing PBIS



Six Years of Implementation Brings

- ◆ 444 Schools Implementing School-wide PBIS
- ◆ 125 School Districts Represented

Over the past two years, the focus was on:

- a) sustainability,
- b) increasing the number of trained coaches in the network, and
- c) building skills and capacity for implementing effective interventions for small groups and individual students with greater behavioral needs

Training and technical assistance for targeted interventions was provided at district and regional levels. This focus on building skills and capacity will ensure fidelity of implementation as new schools are trained to begin PBIS.

Implementation

to sustainability

Training & Technical Assistance Result in Implementation & Sustainability

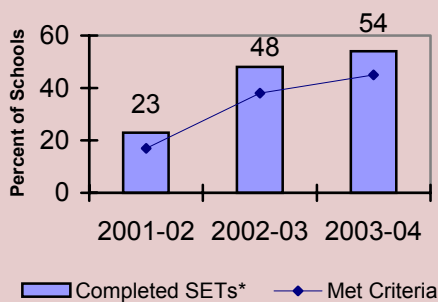
How Do We Measure Fidelity of Implementation?

The School-wide Evaluation Tool (SET) is a research tool for assessing the integrity of Universal PBIS. SET scores which reach criterion (80% total and 80% on teaching subscale) are indicative of sustainability and correlate with greater decreases in discipline problems.

More Illinois Schools Reach Full Criterion on the SET

Each year, a greater number and a greater percent of Illinois PBIS schools reach full criteria (a score of 80-80) on the SET.

Schools with SET Data that Reach Criteria

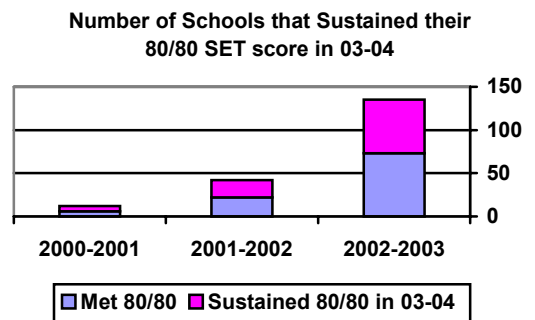


In 2004, 54% (240 out of 444) of Illinois PBIS schools completed the SET and 45% (109 out of 240) were meeting full criterion. These numbers indicate sustainability of Universal PBIS in Illinois schools over time.

Schools Show Sustainability Over 2-4 Years of Implementation

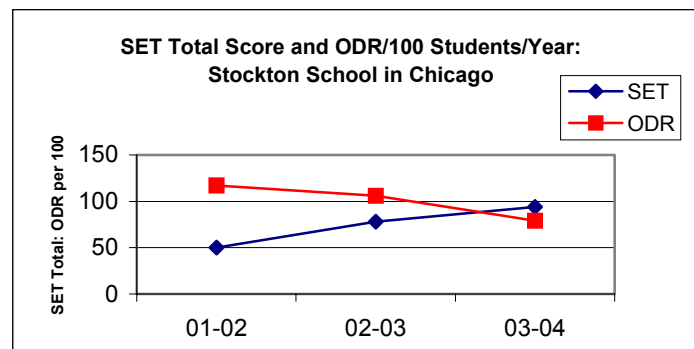
Schools who meet Universal PBIS SET* scores criterion (80-80) are sustaining over time. The number of schools that sustained their 80-80 SET scores in 2003-04 include:

- ◆ 85% (62) of 73 schools in 2002-03
- ◆ 91% (20) of 22 schools in 2001-02
- ◆ 100% (6) of 6 schools in 2000-01



SET Scores Correlate with Reduction in Office Discipline Referrals (ODRs)

As **Stockton School in Chicago** moves toward full Universal PBIS implementation (e.g. increasing SET scores), it has experienced a steady decrease in ODRs over the past three years.



* For more information on the SET, see the detailed FY04 End of Year Report at www.ebdnetwork-il.org

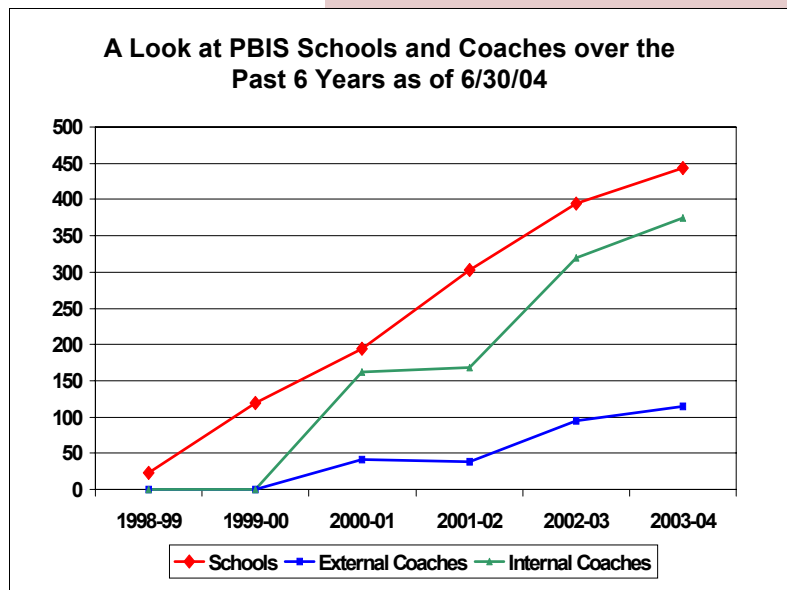
Building Capacity

for going to scale

A Continued Focus on Developing Regional and Local Coaches

In FY04, seventy-five (75) new coaches (19 external and 56 internal) were identified and trained to support PBIS at the building and district level. Local, regional, and state level trainings provide coaches with the skills to sustain PBIS. Examples include:

- ◆ The July 2004 Summer Leadership Conference included 304 participants.
- ◆ Sixty-eight (68) external coaches attended the Advanced Coaches training in June 2004.
- ◆ Forty-one (41) external coaches participated in two District Planning Summits in FY04.

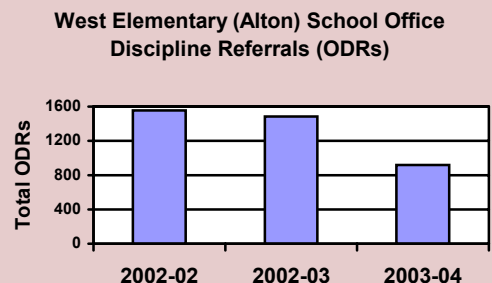


Visit our website at www.ebdnetwork-il.org for the FY04 long report and more information on Illinois PBIS coaches and District Planning Summits.

An Example of Capacity Building & Sustainability

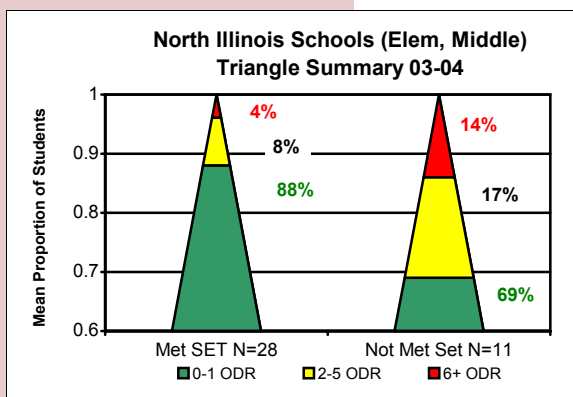
Discipline Problems Continue to Decrease

West Elementary School in Alton had a 38% reduction in Office Discipline Referrals (ODRs) during 2003-04. Their total number of ODRs dropped from 1,485 in 2002-03 to 918 in 2003-04. They had 79 fewer ODRs, 12 fewer In School Suspensions (ISSs), and 46 fewer Out of School Suspensions (OSSs). Their SET scores have been at criteria (over 80-80) for three consecutive years.



Outcomes

Do Students and Schools Benefit from PBIS Implementation?

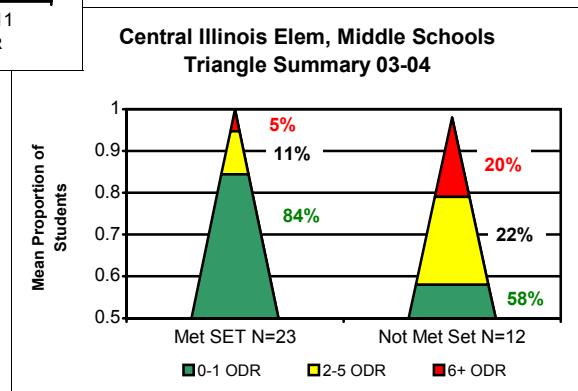


Schools implementing PBIS are experiencing decreases in discipline problems. Office Discipline Referrals (ODRs) decrease at a significantly greater rate in schools that reach full implementation of the Universal level (per SET scores). The difference is a significant amount of additional instructional time gained in the schools that reach full implementation. See the charts at the left and below for regional examples.

Benefit Increases with Fidelity Implementation



Eighty-four percent (84%) to 89% of students in schools who did meet SET criteria had either zero (0) or one (1) office discipline referral. In schools that did not meet SET criteria, only 58-69% of students had only zero (0) or one (1) office discipline referral.



Discipline Referrals Down, Academic Performance Up

Orland Center ended the 2003-04 school year with 156 referrals, an average of 0.90 referrals per day. This is down from 213 referrals during the 2002-03 school year, an average of 1.22 referrals per day. They are the only Title 1 primary building in their district. Second graders scored the highest in the district on the Measures of Academic Progress (MAP) test.

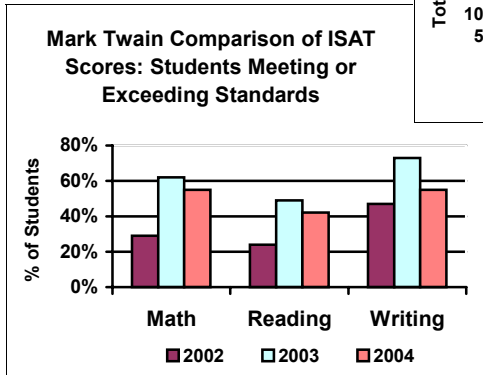
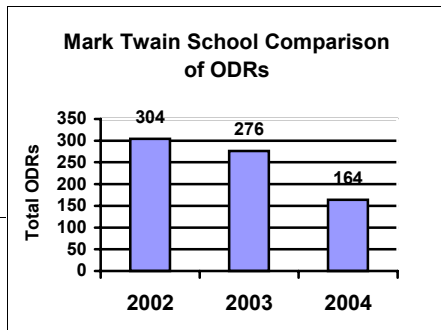
Lovejoy School in Alton CUSD #11, saw a dramatic decrease in behavioral problems of their students with the most intensive needs. Students who had previously had six or more discipline incidents per month decreased their discipline incidents by 71%.

Outcomes

Do Students and Schools Benefit from PBIS Implementation?

Discipline Referrals Down, Academic Performance Up

Mark Twain School's yearly comparisons of Office Discipline Referrals (ODRs) show a consistent decline over the last three years.



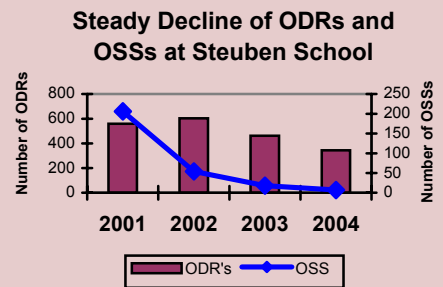
ISAT scores for students meeting or exceeding standards have improved in math, reading, and writing since 2002.

Chicago Schools Report Decreases in Discipline Problems

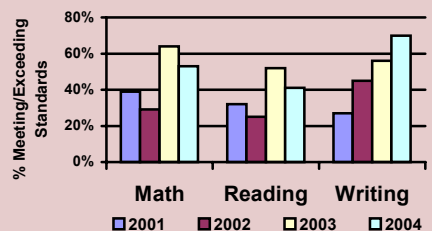
At **Canty School in Chicago** the referral rate for the 2002-03 school year was 2.70 and the rate for the 2003-04 school year was 1.91, a 29% decrease. Canty's Iowa Test of Basic Skills (ITBS) scores increased during the 2003-04 school year.

In April and May 2003 the total referral rate at **Pirie in Chicago** was 158, consisting of 8.99 referrals per day. In April and May of this year (2004), the referral rate dropped to 59, a total of 3.37 referrals per day for an overall difference of 5.62. April-May 2004 referral rates are down nearly 63% from the same period last year.

Steuben School in Kankakee had a steady decline in total Office Discipline Referrals (ODRs) and Out of School Suspensions (OSS) over the last three years. Also at Steuben, the percentage of students meeting or exceeding standards on the ISAT have increased in math, reading, and writing over the last two years.



Steuben School ISAT Scores

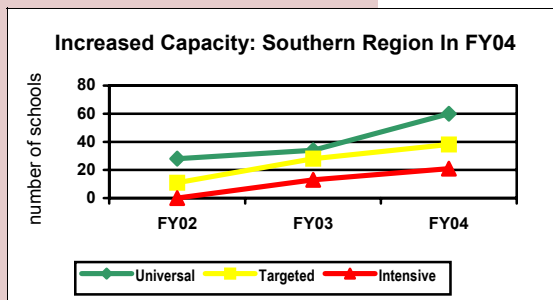


Building Capacity

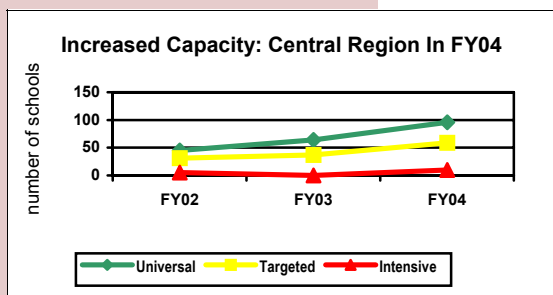
for targeted interventions

Schools Show Increased Use of Small Group & Individual Student Interventions

Coordinators rated levels of implementation* for each PBIS school quarterly. Over the past 3 years, Illinois has experienced an increase in the number of schools successfully implementing targeted and intensive level interventions for small groups or individual students with higher levels of need. The graphs on the left indicate the number of schools at either Phase I or Phase II at Universal, Targeted, and Intensive.



In FY04, the Southern Region made significant gains on the intensive level due to a blending of their EBD and PBIS teams.

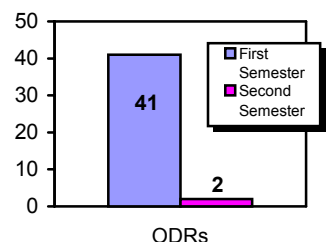


Central Region technical assistance focused on building capacity with targeted interventions, resulting in a significant increase in the number of schools implementing these interventions.



See PBIS Tools & Reports on www.ebdnetwork-il.org for a description of Illinois PBIS Levels of Implementation

At **Harding Primary in Monmouth** an individual intervention plan has been initiated with a student who received 41 referrals through November. Every morning the student receives a daily monitoring sheet that tracks the behaviors of appropriately responding to staff directions and positively interacting with peers. During recess, the student has individualized social skills training. The student had only two referrals for the remainder of the school year.



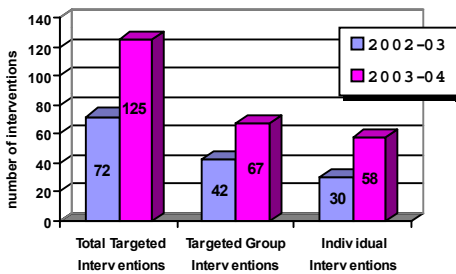
More Outcomes

for targeted students

PBIS Schools increase Use of Targeted Interventions

The number of Illinois PBIS schools who implement targeted interventions for small groups or individual students continues to increase. When targeted interventions are implemented at first sign of academic and/or behavior problems, schools can decrease behavior problems that can increase students' academic success.

A Two-Year Comparison of Effective Implementation of Interventions for Small Groups and Individual Students*

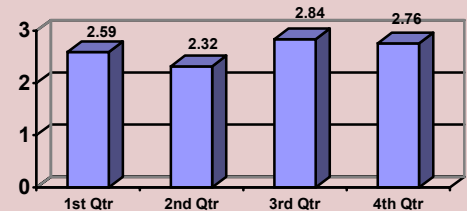


*data obtained from School Profile Forms submitted by 149 schools in FY03 and 170 schools in FY04.

GPA and Conduct Grades Improve

Jamie McGee in Valley View developed a pilot check-in/check-out program for six students during the first semester of school. The team looked at the GPA and number of report card check marks for the participating students. By the fourth quarter, five out of six students had raised their GPA bringing the overall average from 2.59 to 2.76.

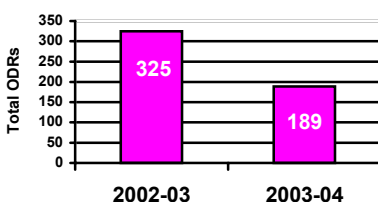
Jamie McGee School Average GPA's By Quarter for Check in/Check out Students



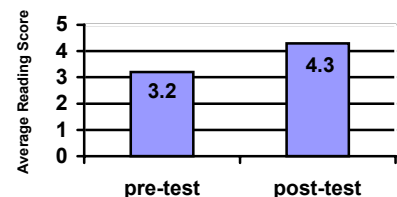
Behavior Problems Down, Reading Scores Up in Targeted Group of Fourth Graders

Horace Mann Elementary School in Alton reduced office discipline referrals (ODRs) and increased reading achievement scores for fourth grade students participating in a targeted group intervention. The students received ongoing social skills instruction and were connected with a mentor two to three times a week. Total ODRs for the 25 students decreased by 37% (from 325 to 189). Gates reading scores (available for 17 of these students) indicated improvement for all but one student with the average reading level of these 17 students increasing one year and three months.

Horace Mann Elementary School Reduction In ODRs for Targeted Students (n=25)



Horace Mann Pre-Post Reading Achievement Scores Amongst 4th Graders (n=16)



Students With

significant challenges

Full Evaluation of Wraparound (FEW) FY04 Pilot

School-based Wraparound Plan Leads to Less Restrictive School Placement



A seventh grader in a special education class in a PBIS school and his family were engaged in a strength-based wraparound planning process due to behavior difficulties and academic failure in school. The plan focused on what the parent and student identified as priorities and included curriculum modifications and a mentor. By the end of the school year the student was successfully returned to general education 100% of the day and is achieving an average GPA.

The ISBE EBD/PBIS Network continued development of a Full Evaluation of Wraparound (FEW) process to allow:

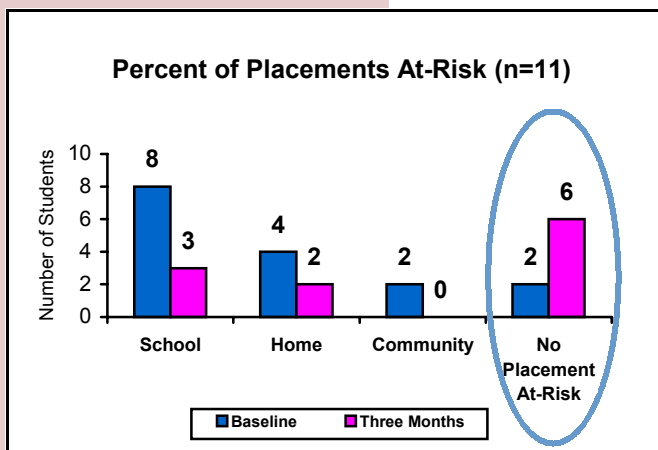
- a) team facilitators to integrate data-based decision-making into the wraparound process, and
- b) consistent measurement of common benchmarks of progress for students needing individualized and intensive level support.

Referral data for 28 students entered into the FEW system during FY04 indicated 64% (18) of these students were receiving special education services, and 50% (9) of these students had a primary diagnosis of Emotional Disturbance. Sixty-eight percent (19) were in PBIS schools. All 28 students were referred for wraparound because their behavior was placing them at-risk of restrictive placement at school (18), home (9), or community (9).

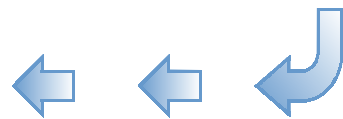
What are the Results?

Follow up data was available for 11 of the 28 students. Similar to the FY03 study, changes in behavior at school, emotional functioning at home, and reduction in placement risk were reported within three months.

Students Reduce Risk of Removal From Home, School, Community



Risk of removal from one of the three environments was reduced significantly ($p < .001$) in three months. Students not at-risk in any setting increased from two (2) students at baseline to six (6) students at three months.

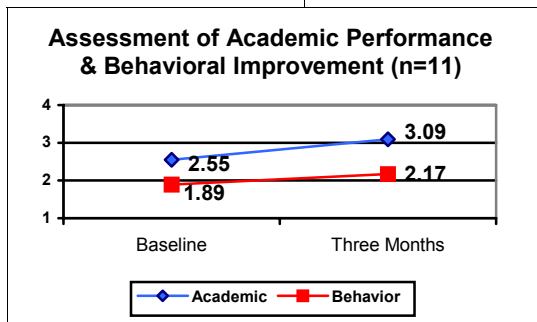
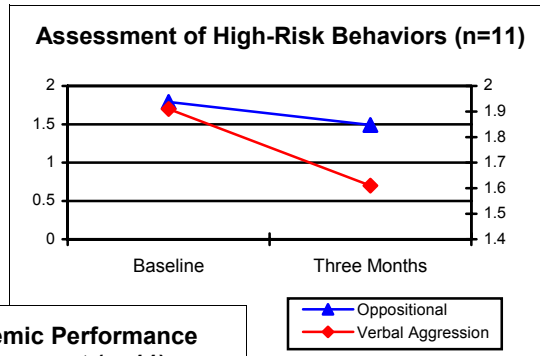


Students With

significant challenges

Behavior/Academic Outcomes Show Promise for Wraparound Process

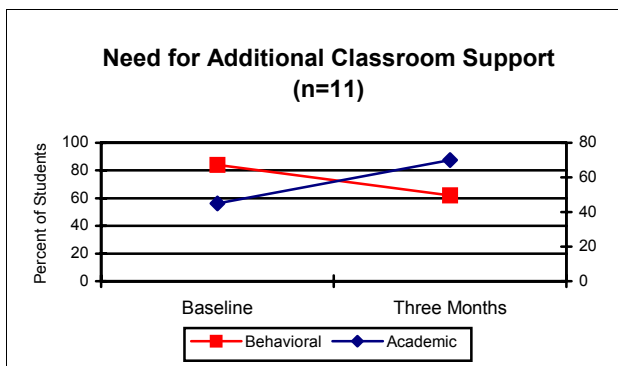
There was a statistically significant decrease ($p < .01$) in the occurrence of verbal aggression and oppositional behavior from baseline to three months.



Trends of improved behavioral and academic performance were reported at three months.

As Behavior Problems are Reduced, Academic Needs are Recognized by Teachers

Similar to FY03, as a student's need for behavioral intervention in the classroom decreases, the need for additional academic support becomes more visible. This suggests that as behavior problems decrease, academic needs become more visible.



Strength-based Process Leads to Improved Performance



A wrap plan was developed for a student experiencing problems both at home and school. The student was repeating the seventh grade and had multiple detentions and suspensions. By engaging the student, the team learned the student performs better in school with fewer teachers and was moved to a classroom that offered one teacher for all subjects.

The wrap team also connected the student with a community agency that was able to provide supports for the youth throughout the summer. This student has shown improved attendance, better interactions with his teacher, and his grades have improved.



Outcomes

for intensive individualized plans

What We've Learned from the 2-Year FEW Study



What Does It Take to Get Positive Outcomes?

Students experiencing significant improvements had an **individualized student/family team** that met regularly over the school year to prioritize needs and develop interventions. Teams included:

- a wraparound **team facilitator** who can skillfully engage the student, family, and those who know him/her best in the team process;
- a team facilitator (or another team member) **with behavioral knowledge and skills** to assist the team in designing proactive behavior supports and interventions.

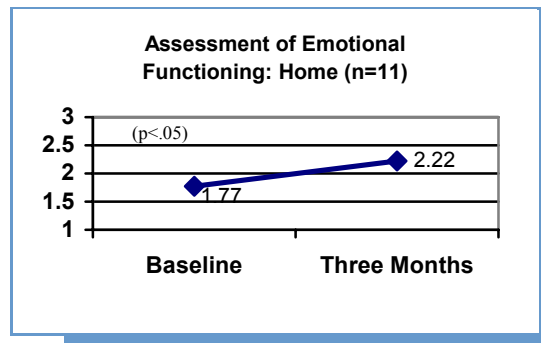
Wraparound Produces Results in PBIS Schools

- PBIS schools were more likely to have **teams that meet for a longer length of time** (i.e. multiple meetings throughout a whole school year) which is correlated with positive behavioral changes at school and home and a decrease in high-risk behaviors.

Outcomes for Students in the FY04 Full Evaluation of Wraparound (FEW)

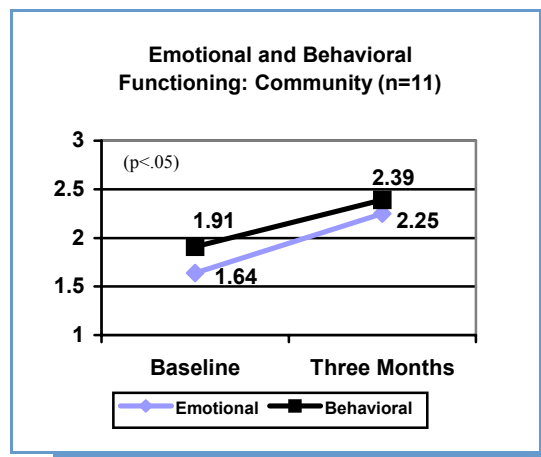
Families Report Improved Emotional Functioning of Students at Home

A significant change noted was a positive increase in the home environment in the area of emotional functioning.



Improved Functioning in Community Settings

In addition to the improvements noted at home and school, significant improvement in emotional and behavioral functioning was reported for students in the community setting.



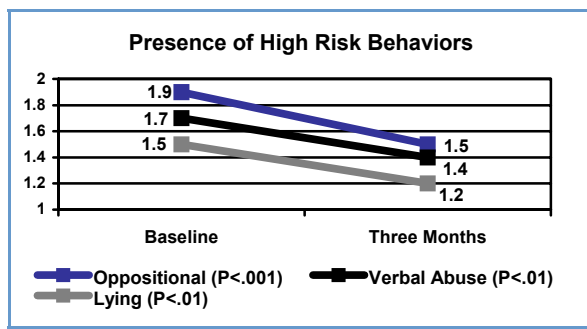
Outcomes

for intensive individualized plans

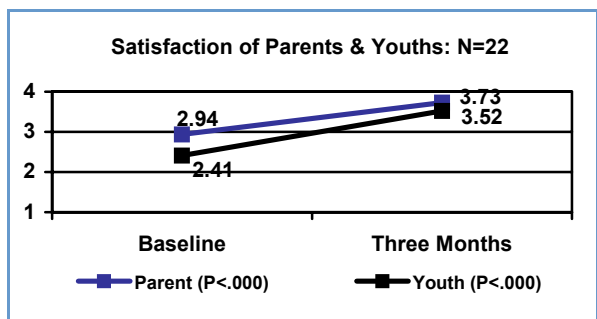
Positive Results for Students with Complex Behavioral Needs: Findings from a Two-Year Wraparound Study

The combined FY03 and FY04 Full Evaluation of Wraparound (FEW Study) suggests that students with the highest level of emotional/behavioral needs can demonstrate improvement at school, home, and in the community within a three month time period (n=22 students). Significant improvements in student outcomes include:

- ➔ Emotional functioning at home improved ($p < .001$)
- ➔ Behavioral functioning at home improved ($p < .04$)
- ➔ Classroom behavior improved ($p < .05$)
- ➔ Academic achievement improved ($p < .02$)
- ➔ Decrease in oppositional defiance ($p < .001$), verbal abuse ($p < .01$), and lying ($p < .01$) behaviors



- ➔ Increase in parent satisfaction ($p < .000$) and student satisfaction ($p < .000$)



Students Succeed in Less Restrictive Settings with Wraparound Plans



A seventh grader who spent many years in special education experienced an escalation of behavior problems that put his school placement at-risk. His wraparound plan included short-term incentives, such as books and fishing equipment, and a long-term incentive included a family pass to the Science Center. His behavior improved and he is now attending many regular education classes and earning A's and B's.



As a result of a two-year wraparound process, a 14-year-old student with Asperger's Syndrome who attended an alternative school has successfully returned to his home school and continues to function well in his regular education placement. He has friends and a peer support network. He learned needed social skills in natural social situations with the support of mentors. The mentors also meet the family's need for respite. One of his mentors is physically disabled, and the student helps his mentor in and out of his wheelchair when they spend time together.

Next Steps

Expanding Capacity & Sustainability

for PBIS in IL: FY05 Targets

1. **Develop Five-Year Strategic Plan** with capacity for comprehensive evaluation and research in partnership with national, state, and local stakeholders.
2. **Expand coordinator and coaching network statewide** through partnerships with ROEs, ISCs, Special Education Cooperatives, and local school districts.
3. **Expand partnership with System of Support Initiatives** to ensure skilled coaches and coordinator positions are established for implementation of a five-year implementation with documented sustainability.
4. **Develop capacity for targeted and intensive interventions** for volume of new schools added in the North Region during FY03 and FY04.
5. **Establish web-based statewide evaluation system for students with the most significant needs** to ensure data-based decision-making is used with individualized student/family teams and to allow for aggregating outcome data for students with EBD by building, district, region, and statewide.

Visit our website at www.ebdnetwork-il.org for more information on the following:



Southern Region PBIS Winter Leadership Conference
January 19-20, 2005 • Fairview Heights

Statewide PBIS Summer Leadership Conference
August 2-4, 2005 • Naperville, IL

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