

SIMEO 2005 Cohort -Executive Summary

Benchmarking of progress of students receiving supports and or services from the EBD component of the ISBE EBD/PBIS Network began in FY 2005 with a quarterly assessment of referral and disposition data. A total of 343 students in the Central, Chicago, Northern and Southern EBD networks were assessed at baseline, while 150 of these same students were assessed again three months later. The students were enrolled in 165 schools throughout the state, and represented 35 Local Area Networks.

Thirty-eight percent of the students (131) were by their school social worker or case manager and another 38% (132) were referred by teachers or school administrators. The majority of students were attending a non- PBIS school (88%-301) and were enrolled in a general education classroom 100% of the day (38%-132). Behavioral factors placing the student at-risk included poor peer relations, student behavioral difficulties, academic needs, emotional needs and parent/child conflict.

Chicago SIMEO Cohort Analysis

Forty-four percent (153) of the students in the larger SIMEO Cohort with initial referral information were from the Chicago EBD Network. Students in the Chicago cohort were the **least likely** of any cohort (FEW and other SIMEO Cohorts) to be enrolled in a PBIS school, with only 8% enrolled in PBIS schools. PBIS data findings within the state of Illinois suggest that the development of individual systems of care for students with high risk behaviors is most successful when attempted within a PBIS school. With only 8% (12 students) of the cohort enrolled in PBIS schools, efforts on behalf of individual students are challenging at best.

Data reveal that while benchmarking of progress in the school environment included an assessment of general home, school and community risk, office disciplinary data (ODR), in-school suspension (ISS) and out of school suspension data (ISS), very little significant difference was found between referral and three months later. Positive but insignificant decreases were noted in the areas of general community-risk, in-school suspension risk and out of school suspension risk. Mention changes in ODR data?

The findings gleaned from the Chicago-SIMEO data are at best a valiant effort to track demographic and outcome data on a group of students at risk of more restrictive home, school and or community placement. Some of the more telling findings may be actually come from the demographic information presented. Individual student level planning and intervention is always a challenge for students at risk of placement.

Southern SIMEO Cohort

Forty-one percent (139) of the students in the larger SIMEO Cohort with initial referral information were from the Southern EBD Network. Students in the Southern Chicago cohort were the **most likely** of any cohort to be enrolled in a PBIS school, with 33% (46) enrolled in PBIS schools. Students in the Southern SIMEO cohort were also the most likely study group (with the exception of Autism Cohort) to be special education identified, with 58% (80) of all students carrying a special education diagnosis.

Data reveal that all areas of risk assess (general home, school and community risk, office disciplinary data (ODR), in-school suspension (ISS) and out of school suspension data (ISS)) demonstrated positive decreases, although not all changes were significant. The most significant finding ($p < .000$) was relative to ODR risk. At the time of referral, 49% (22) of the cohort had experienced at least one ODR, with a mean ODR rate of 3.74 per student. Three months later however, 78% of these students (15) decrease their ODR risk to a mean ODR of 1.0 per student at-risk. In-school suspension risk also significantly decreased from 10 students expiring an in-school suspension to three students ($p < .01$).

Autism SIMEO Cohort

From July 1, 2004 through May 15, 2005, a total of 11 students received intensive supports and services from the ISBE Autism Project. Seven of the eleven Autism students had baseline and time 2 data and included in the Change Analysis study. The data findings within this analysis, while inconclusive due to the small sample size, suggests that the ISBE Autism project is contributing to the positive academic, behavioral and life-skill gains of the students enrolled.

A 15-25% improvement was noted between baseline and discharge in the general risk factor areas of academic difficulty, social skills/peer relations and medical needs. Significant gains of 25-35% were also noted in the autism specific risk factors of aggression towards others, anxiety, high agitation and self-injurious behavior.

Modest gains were also noted in academic/behavioral goal attainment, with a 3% increase in goal attainment noted between baseline and discharge. School attendance remained relatively good through out the program with a 7% increase in attendance noted between baseline and discharge.

These data suggest that further evaluation of this project is warranted to continue to discern the actual impact of the Autism project on student progress.