

# Illinois P·B·I·S Network End of Year Report



**FY06**

The Illinois PBIS Network is the Positive Behavior Interventions and Supports component of the Illinois Statewide Technical Assistance Center (IS-TAC) - an Illinois State Board of Education funded initiative promoting effective practices for the good of all children. Our mission is to build 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

## Illinois PBIS Looks Ahead...

In FY06, the Illinois PBIS Network enrolled 67 new schools, a 12.8% increase in enrollment since FY05. As of June 30, 2006, the total number of PBIS implementing schools stood at 587, which represents about 14% of all public schools in the State of Illinois.

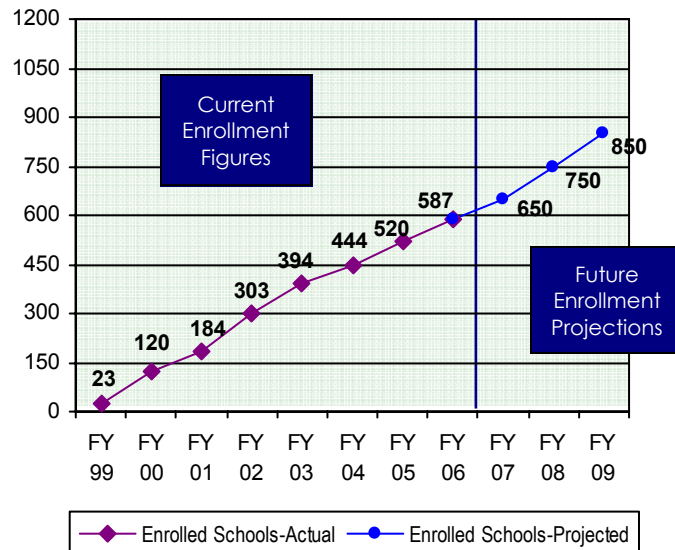
Over the next three years, enrollment of schools in school-wide PBIS implementation and training is projected to increase about 45%, to 850 schools by June 2009. The Illinois PBIS Network will continue efforts to increase district/regional coaching and training capacity to ensure fidelity and sustainability at all three tiers of PBIS while expanding to new schools.

## what's inside

- National PBIS Study Results
- ISAT Linkage to PBIS
- School Safety Impacts
- Results of Full Implementation
- Tertiary Level Outcomes
- PBIS Five-Year Plan Overview



**PBIS School Enrollment: FY 1999-FY 2009  
Actual & Projected**



## National Study Reveals Successful Outcomes for Illinois PBIS Schools

### Study Links Academic Gains to PBIS Implementation

From FY02 to FY06, the Illinois PBIS Network participated in a multi-state, national PBIS study aimed at assessing the impact of PBIS training on (a) fidelity of implementation, (b) safety risk, and (c) percentage of student grade level performance on standardized assessments at the third grade level. The study was conducted in school sites in the states of Hawaii and Illinois; 52% of the total study cohort (47 schools) were Illinois schools. Study findings revealed that schools receiving school-wide PBIS training demonstrated:

- Increased levels of implementation
- Initial decreases in risk factors
- Increased grade level performance on standardized assessments

In particular, *grade level performance on standardized assessments was 12% higher than the control group at Time 2, and 10% higher at Time 3.* As stated by the study authors, "The results provide [a] preliminary and tantalizing indication that schools implementing PBIS were associated with increased third grade reading performance, however, this finding needs elaboration and replication" (Horner, R. et. al. "A Randomized Control Trial Assessing School-wide Positive Behavior Support" a presentation at the July 2006 OSEP Project Director's meeting, Washington DC). For further information on this study please contact Dr. Rob Horner at [www.pbis.org](http://www.pbis.org).

### Measuring PBIS Fidelity: The Beauty of the SET

What is a SET? The SET (School-wide Evaluation Tool) is designed to assess and evaluate the Universal features of school-wide effective behavior supports in schools across each academic school year (Horner, R. et. al. (2004)\*). SET results are used to:

- Assess features that are in place
- Determine annual goals for PBIS
- Evaluate on-going PBIS efforts
- Design and revise procedures, as needed
- Compare PBIS efforts from year-to-year

Approximately 350 SETs are administered annually in Illinois PBIS. As of June 30, 2006, 174 Illinois PBIS schools had an annual SET score of 80/80, indicating full implementation at the Universal level.

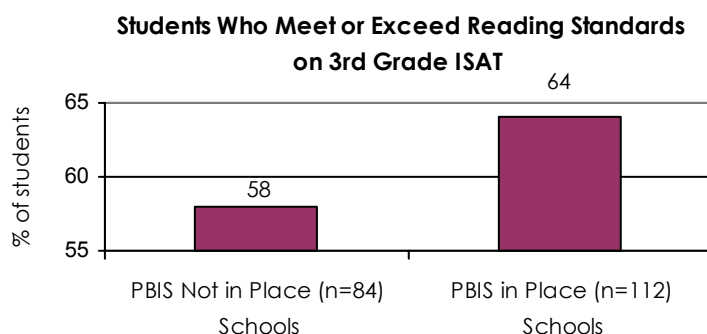
\* "The School-Wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior support." *Journal of Positive Behavioral Interventions*, 6, 3-12.



## Full Implementation of PBIS Linked to Higher ISAT Scores

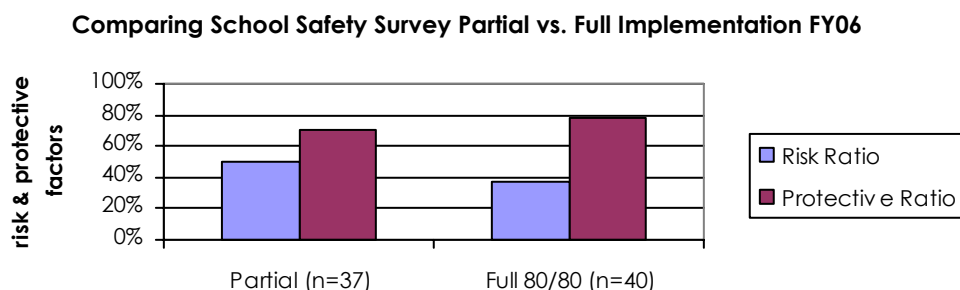
### Schools Fully Implementing PBIS Demonstrate Higher Third Grade ISAT Scores

The relationship between full implementation of school-wide PBIS and improved academic outcomes was again noted in FY06. A comparison was made of third grade ISAT reading scores between partially and fully implementing schools. Fully implementing schools had higher mean scores on reading (mean=64) than partially implementing schools (mean=58) ( $t = -2.476$ ,  $df = 194$ ,  $p < .014$ ). These data findings suggest that Illinois schools fully implementing PBIS were more likely to note a higher percentage of third grade students meeting or exceeding reading standards.



### Higher Measures of School Safety in Fully Implementing PBIS Schools

As in previous years, the FY06 evaluation results indicate a relationship between PBIS implementation and measures of school safety. The Oregon Safety Survey is an instrument completed by five members of the school community annually. The school representative responds to a series of questions regarding their perceptions of risk and protective factors around school safety. Schools that had reached full implementation (n=40) reported a higher level of protective factors and a lower level of risk factors than schools who were only partially implementing school-wide supports (n= 37). These differences were statistically significant for both risk ( $p < .000$ ) and protective ( $p < .007$ ) factors.

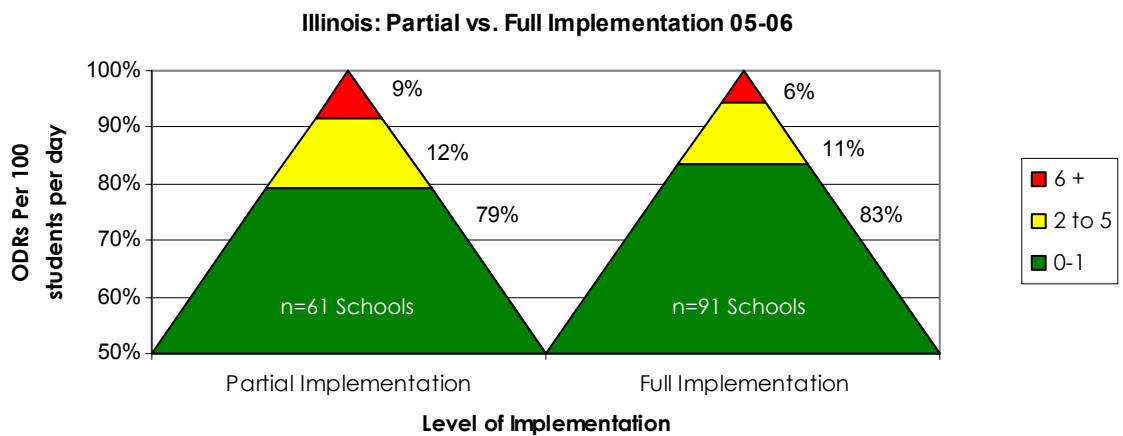


# fidelity

## Full Implementation Makes a Difference

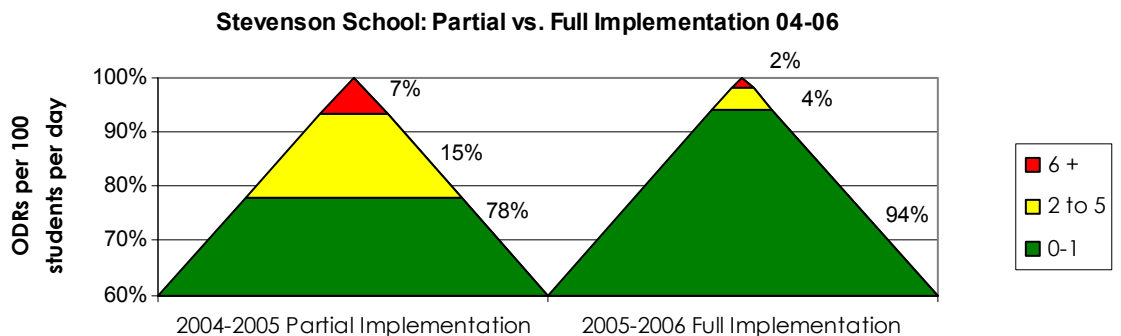
### More Instructional Time Available for Students in PBIS Schools

When comparing office discipline referral (ODR) rates of schools with SET scores indicating partial versus full implementation of PBIS, schools that fully implement come out ahead. The differences between fully and partially implementing schools were statistically significant ( $X^2 = 972.3303749$ ,  $df = 2$ ,  $p < .000$ ) in both the two to five ODR and six or more ODR categories. Less time in the office for students in fully implementing PBIS schools means more time in the classroom.



## Impact of Fidelity Implementation: Stevenson School Experiences Big Reduction in ODRs

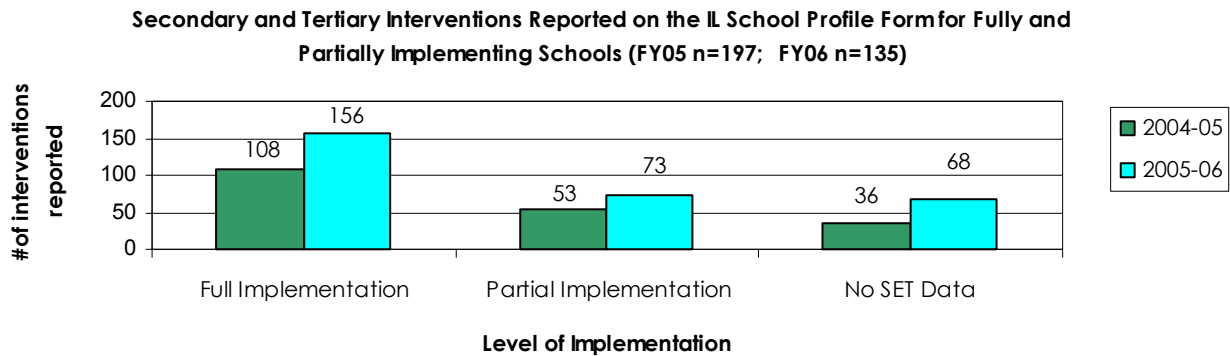
When Stevenson School in Des Plaines, Illinois moved from partial (FY04) to full implementation according to the SET (FY05) they noticed a significant change in the amount of time students were spending in the office. Even though they had an increase in enrollment during FY05, the school documented a decrease in total ODRs, going from 131 ODRs per 100 students per day in FY04 to 39 ODRs per 100 students per day in FY05. The change in proportion of students with ODRs also was statistically significant ( $X^2 = 5.831443572$ ,  $df = 1$ ,  $p = 0.015742201$ ).



## Fidelity Impacts Secondary/Tertiary Levels

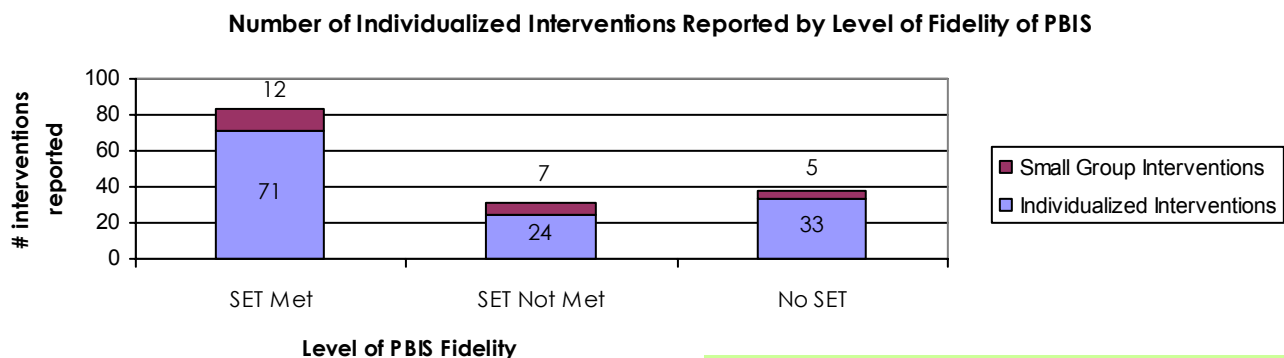
### Students Needing More Specialized Behavior Support Benefit

Schools that are fully implementing PBIS at the Universal level reported more Secondary and Tertiary interventions on the FY06 Illinois School Profile. This trend has held constant for the past two school years. In 2004-05, 108 Secondary/Tertiary interventions were reported in fully implementing schools, while in 2005-06, 156 of these interventions were reported. The increase in the number of interventions reported in 2005-06 is noteworthy because there were fewer Illinois School Profiles included in the analysis (n=197 in 2004-05 versus n=135 in 2005-06).



## More Individualized & Small Group Interventions

As noted in previous years, the level of fidelity of school-wide PBIS appears to be related to the number of interventions schools report implementing for students who need higher levels of behavioral support. Schools that met the criterion for full implementation on the SET reported more Secondary and Tertiary interventions than schools that did not meet criterion, and those with no scores, even when combined. The graph below demonstrates this trend by intervention type. An average of 38-46 more small group interventions were reported by fully implementing schools and five to seven more individualized interventions were reported by the same group.



interventions

# outcomes

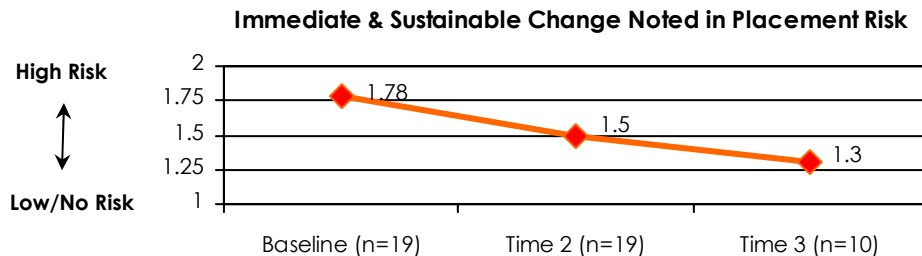
## Tertiary Interventions...

### Wrapping One Student at a Time

The Illinois PBIS Network significantly increased capacity for data-based decision-making and progress monitoring for students receiving individual supports through the wraparound process in FY06. A total of 49 students were enrolled in the SIMEO (Systematic Information Management of Educational Outcomes) system, an increase of 190% over the number of students tracked in FY05. Twenty-four (49%) of the 49 students had sufficient data to be included in an analysis of change over time. Examples of the positive and significant outcomes demonstrated by these 24 students are provided below. See [www.pbisillinois.org](http://www.pbisillinois.org) for the full FY06 SIMEO Report.

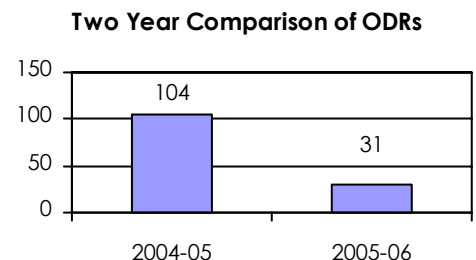
### Immediate & Sustained Decrease in Placement Risk Noted

Three out of every four students (74%) supported by the SIMEO system in FY06 were at risk of failing one or more placements (home, school and/or community). As suggested by the graph, an initial decrease in placement risk of 26% was demonstrated after three months (n=19, t=1.84, df=18, P<.008). Six months later, an additional 14% decrease in risk was noted for ten of the students with Time 3 data (n=10, t=1.40, df=9, p<.193). Although this decrease was statistically significant, it should be interpreted with caution due to small sample size.



### One Example: Family Support Results in Improved Behavior

A wraparound plan was initiated for a student at a Special Education cooperative in October 2005. Safety on the bus was an urgent initial concern, in addition to ongoing behavior problems at school. During the strengths/needs conversation with the family (Phase I of wraparound), the school learned of needs outside of school which extended into the home and community. Through effective planning with the family, the bus routine was changed and the safety issue was quickly remedied. The wrap team celebrated their success and proceeded to address further challenges including medical care for the student, respite for the family and a summer school/recreation program. In 2004-05 this student had 104 ODRs. In dramatic contrast, this student had only 31 ODRs in 2005-06, and was awarded the school trophy for most improved student in June 2006.

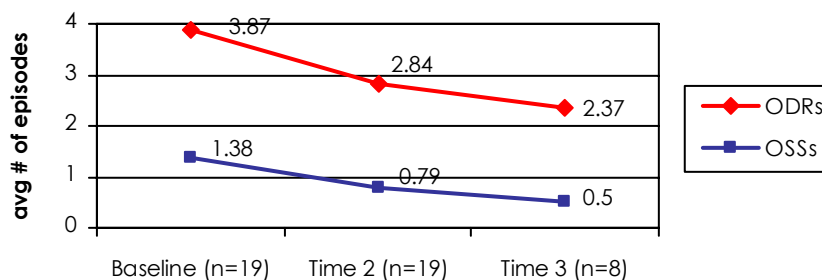


## Students Benefit from Tertiary Level Support

### Substantial Decline in Behavioral Incidents for Students Engaged in Wraparound

Behaviors most likely to place a student at risk of school failure (office disciplinary referrals [ODRs] and out-of-school suspensions [OSSs]) were analyzed for 19 of the 24 students in the SIMEO sample during FY06. At Baseline, students averaged four ODRs and slightly more than one OSS. Three months later, positive and statistically significant decreases were noted in the frequency of both ODRs and OSSs ( $n=19$ ,  $t=-2.041$ ,  $p<.05$ ). Six month results continued to show declines and were statistically significant ( $n=10$ ,  $t=2.19$ ,  $p<.05$ ).

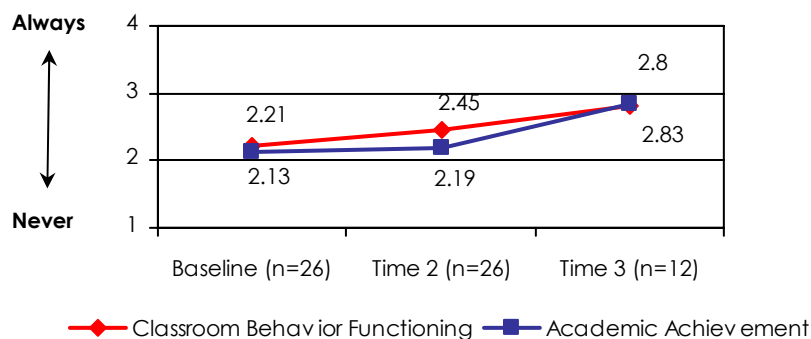
School Risk Behaviors Substantially Decline for Student Engaged in Wrap



## Positive Classroom Behavior & Academic Achievement Linked

Teacher ratings of classroom behavior and academic functioning continued to demonstrate significant positive change in FY06. Over a six month tracking period, classroom behavior for wraparound students increased from a Baseline rating of "sometimes" demonstrates appropriate behavior to a rating approximating "frequently" demonstrates appropriate behavior in the classroom. Academic achievement paralleled this positive gain with a 24% increase for the same time period.

Positive Classroom Behavior & Academic Achievement Linked



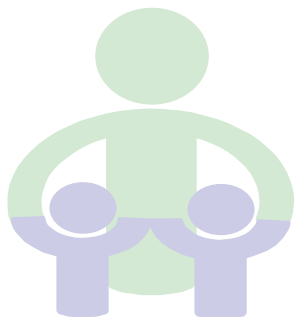
# Five Years to 1,200 Schools:

## State Leadership Team Embarks on Five-Year Plan

The Illinois PBIS Network State Leadership Team continues to develop a five-year strategic plan for increasing PBIS capacity, implementation, integrity and visibility. The plan calls for an expansion of the PBIS Network into 1,200 schools by June 2011. In accordance with this expansion, work groups have been formed to more specifically address five-year strategies across areas of Visibility, Political Support, Fiscal Models, Demonstrations and Leadership Team Development. Some of the proposed strategies for expansion are listed below:

## Strategies for Expansion

- Develop plan to communicate with state and federal legislators on an on-going basis
- Develop plan to include PBIS in ISBE strategic plan
- Participate in major stakeholder conferences to generate support for PBIS
- Develop and implement PBIS marketing and advertising plan
- Develop a prototype of "approximate" model of PBIS implementation costs
- Conduct prospective cost analysis study with Tertiary demonstration sites
- Develop/pilot PBIS School Recognition Process for Exemplar Schools
- Demonstrate cost/benefit analysis showing ISAT improvement, behavior data improvement, placements deferred



Visit our website at [www.pbisillinois.org](http://www.pbisillinois.org) for a complete list of the Illinois PBIS Network's FY07 goals and objectives, as well as goals and objectives of the Illinois Statewide Technical Assistance Center (IS-TAC).

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