



Illinois P·B·I·S Network

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.



October 2006

Tertiary Level Status Report

Inside...

- Tertiary training and implementation strategies
- Measurement of wraparound fidelity
- The Tertiary evaluation "Tool Box"
- Measuring sustainability and impact through a strength-based lens

About Us

The Illinois 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

Building Capacity at the Tertiary Level of PBIS:

Current Progress, Future Direction

Building the capacity for Tertiary supports within schools requires a strong foundation at the Universal and Secondary levels of PBIS. The Illinois PBIS Network has made great strides in building this capacity over the past eight years. Beginning in FY07, there will be an elevated statewide focus on higher rates of Tertiary implementation supported by expanded training, technical assistance, data-based decision-making and community partnerships. Key components to support this effort include:

- An increase in Tertiary-level training capacity from 10 trainers (FY06) to 20 trainers (FY09).
- An expanded Secondary-Tertiary level training series with additional opportunities for skill development and guided practice for designated school/community personnel.
- Focused implementation support in approximately ten districts identified as Tertiary demonstration sites during FY07-FY09.
- Consistent use of data-based decision-making with individualized wraparound teams and aggregate reporting of outcomes.
- An enhanced on-line data system that ensures on-going use of data as part of wraparound implementation.
- The development of a measure of wraparound integrity for teams to self-assess and refine practice.

A Framework for Development

The pathway to substantive outcomes begins with asking the right questions:

1. If we train, do people implement?
2. If they implement, do they do so with fidelity?
3. If they implement with fidelity, do the interventions sustain?
4. If the interventions sustain, what is the benefit to students/families?

1. If we train, do people implement?

ADVANCED SKILL DEVELOPMENT:

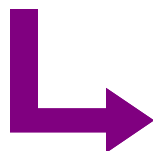
Effective support for students with complex needs requires a focused investment in highly developed training and technical assistance. The newly developed Illinois PBIS “University” curriculum includes a series of courses designed to build the advanced skill sets needed for effective Tertiary level implementation. These courses include: building competency with skill sets such as complex FBA/BIP across multiple settings; engaging families and community partners in intervention design; building effective wraparound teams; data-based decision-making across multiple life domains; and anticipating/overcoming roadblocks and challenges.

- Approximately 150 schools will participate in the enhanced Tertiary level training series during FY07-FY09 including approximately 60-75 demonstration schools.
- Approximately 250 students/families involved in individualized wraparound planning will be enrolled in the on-line data-based decision-making system during FY07-FY09.
- The recently revised Illinois Phases of Implementation Tool will be used to assess implementation progress in all schools, including Tertiary demonstration sites.

2. If they implement, do they do so with fidelity?

MEASURING WRAPAROUND INTEGRITY:

The fidelity of the wraparound process will be measured with an instrument known as the “Wraparound Integrity Tool (WI-T)”. Key components such as team development, family/student voice, data-based decision-making, and strength/needs-based interventions will be assessed by wraparound team members over time. The WI-T will be piloted with Tertiary demonstration site school districts in FY07 and then phased into utilization with all schools engaged in Tertiary efforts with students during FY08. The tool will be used to drive strength-based decision-making during the actual team meeting, in turn assuring integrity of the wraparound process. The 41 items on the WI-T are organized by the four phases of the wraparound process. Each item is rated based on “current status and priority for improvement.”



MEASURING FIDELITY AT ALL PHASES OF WRAPAROUND

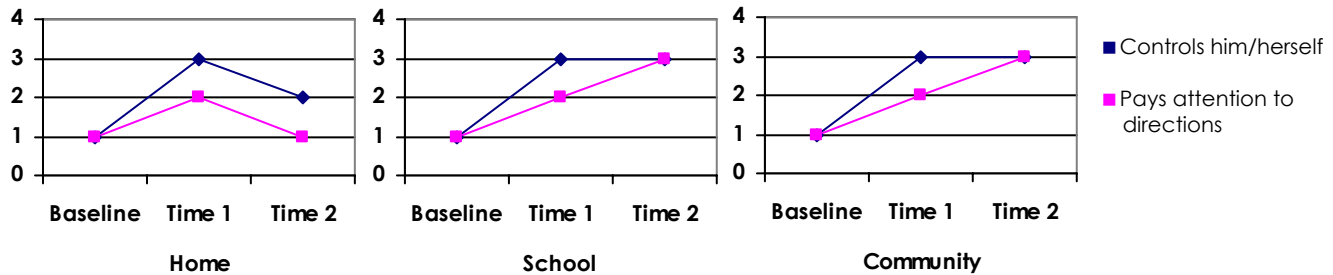
- | | |
|------------|------------------------------------|
| PHASE I: | Engagement and Team Preparation |
| PHASE II: | Initial Plan Development |
| PHASE III: | Plan Implementation and Refinement |
| PHASE IV: | Transition |

3. If they implement with fidelity, do the interventions sustain?

DEVELOPING TOOLS FOR SUSTAINABILITY AND IMPACT:

The Illinois PBIS Network has developed a comprehensive “Tool Box” to assist teams with monitoring progress and the effectiveness of intervention. The Tool Box includes measures of student strengths, school behaviors, classroom functioning, other life domain functions (health/safety, cultural/spiritual) and youth and family satisfaction. Two of the tools, the Educational Information Tool (EI-T) and the Home, School, Community Tool (HSC-T), have undergone initial validity and reliability coefficient tests. Preliminary validation studies reveal promising results. Reliability coefficients, which provide an index for how consistently individuals respond to items within a scale, have been generated for the EI-T (.87) and the HSC-T (.93). Further validity and reliability studies are planned for the Spring of 2007.

Tertiary team members are trained on a.) *collecting the necessary data and information;* b.) *entering the data into an on-line database;* and c.) *generating outcome graphs used to drive team decision-making.* An example of a graph derived from the HSC-T is presented below.



4=High Strength, 3=Somewhat Strength, 2=Somewhat Need, 1=High Need

4. If the interventions sustain, what is the benefit to students/families?

DATA-BASED DECISION-MAKING PRODUCES RESULTS:

In FY06, a total of 49 students statewide participated in the Tertiary evaluation. Of those 49 students, 24 (49%) had sufficient data to participate in an analysis of change study. These 24 students demonstrated statistically significant and positive outcomes as noted below:

- **Decrease in home, school and community placement risk**
- **Decrease in office discipline referrals (ODRs) and out-of-school suspensions (OSSs)**
- **Increase in classroom behavior functioning and academic achievement**
- **Increase in social, emotional and behavioral functioning in home, school and community**

For further information on FY06 Tertiary outcomes please see the FY06 End of Year Report, or contact Dr. Kelly Hyde, ISTAC Research Consultant, at klhyde@earthlink.net.

See Wrap Story on Page 4

Demonstrating Wrap Impact



Statewide Contacts

Lucille Eber
 Illinois PBIS Network
 Statewide Director
 (708) 482-4860
 lewrapil@aol.com

Marla Dewhirst
 Illinois PBIS Network
 Technical Assistance Director
 (708) 482-4860
 mdwrapil@aol.com

Kimberli Breen
 Illinois PBIS Network
 Technical Assistance Director
 (708) 482-4860
 kimbreen@rcn.com

Sheri Luecking
 Illinois PBIS Network
 Technical Assistance Director
 (618) 282-6251
 slueckingperandoe@yahoo.com

Steve Romano
 Illinois PBIS Network
 Technical Assistance Director
 (708) 212-1426
 sromano11@comcast.net

Barbara Sims
 ISBE
 Educational Consultant
 (217) 782-5589
 bsims@isbe.net

ISTAC Evaluation Team

Hank Bohanon
 Loyola University
 Research Consultant
 hbohano@wpo.il.luc.edu

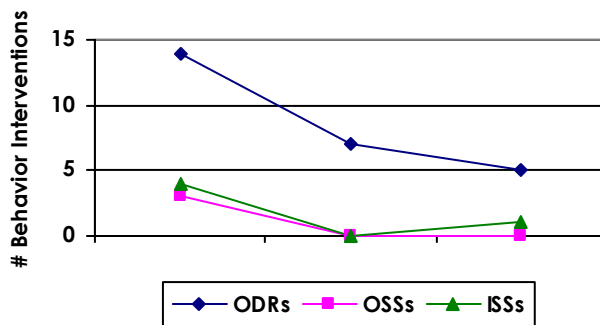
Agnes Kielian
 Loyola University
 Project Coordinator
 akielia@luc.edu

Kelly Hyde
 Accountability Solutions
 Research Consultant
 (505) 247-1672
 klhyde@earthlink.net

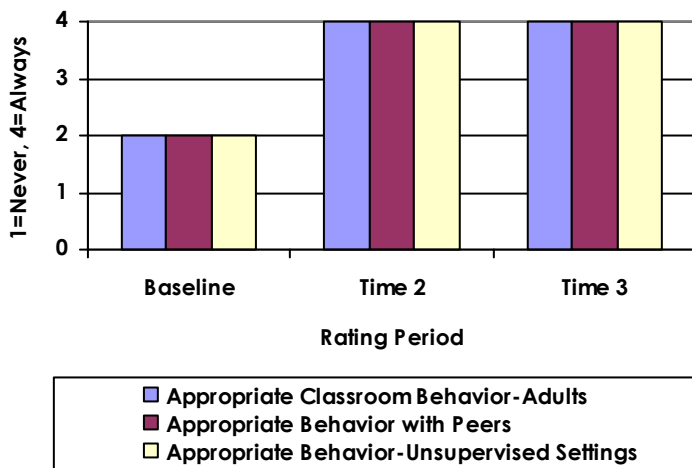
Holly Lewandowski
 Evaluation Coordinator
 (708) 482-4860
 hlwrapil@aol.com

One Student's Story...

"Tommy", a 13-year-old male referred for wraparound planning, had 14 office discipline referrals (ODRs), four in-school suspensions (ISSs), and three out-of-school suspensions (OSSs) in a three month period. Data were used at the team meetings to engage team members, celebrate successes and revise actions of the team. Over time, school behavior improved, with a reduction in ODRs, in-school and out-of-school suspensions.



The graph below depicts some of the positive impact noted. Family members were very pleased with the graphs that allowed Tommy's behavior improvements to be clearly illustrated at team meetings.



Data sets the stage for more objective discussions, allowing team meetings to remain focused on the desired end result: Better outcomes for students and families!

