



# Illinois Positive Behavior Interventions & Supports Network

## 2006-07 Progress Report



### **Illinois Positive Behavior Interventions & Supports Network**

A component of the Illinois Statewide Technical Assistance Center (IS-TAC)

funded by the Illinois State Board of Education

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Most importantly, we acknowledge the students, families, educators and community members who have been involved in the implementation of PBIS in Illinois schools. Without their participation, the enhancement and achievement of positive learning and teaching environments for all students in Illinois schools would not be possible.

## Preface

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The purpose of this report is to provide a progress summary of Positive Behavior and Supports in Illinois (PBIS) for FY07, the ninth year of implementation, and to summarize proposed next steps for statewide implementation of school-wide systems of PBIS, integrated with related efforts including *No Child Left Behind* and the *Illinois State Performance Plan for Students with Disabilities*.

### Methodology

Given resource and time constraints, a descriptive evaluation approach was applied. A multiple measure, pre-/post-assessment analysis was conducted where complete data sets were available. Primary measures consisted of self-assessment surveys and checklists, second party direct observations and interviews, and review of archival records.

### Caveats

When reviewing the data and findings from this evaluation, attention must be given to the following considerations:

First, results are biased toward those schools that turned in their data. Schools that did not respond to requests for information may have done so because they were unsuccessful in their implementation. Likewise, schools that were experiencing success may have been more likely to submit their data because of possible recognition for their efforts. This bias may result in findings that are not representative of all participating schools.

Second, self-assessment results may not reflect the actual situation or status of a school. Individual assessment scores may reflect the biases and perceptions of the respondent. However, grouped data and support from other forms of information (e.g., direct observation, archival) can offset the potential for bias and/or support findings based on individual data sources.

Third, direct and systematic assessment of the fidelity of implementation of effective behavior support procedures and processes was not conducted. Multiple measures (e.g., interview, archival review, self-assessment checklist) were used to improve the measurement of implementation fidelity. The application of the School-wide Evaluation Tool (SET) gives an indication of the level of implementation fidelity.

Finally, this report includes information with identifiers for individual schools. Thus, dissemination of this report should be respectful of the schools and individuals who have dedicated themselves to improving the social, behavioral and educational experiences of Illinois students. The protection of individuals' privacy and confidentiality must be respected. The Illinois PBIS Network is responsible for any misrepresentations or errors associated with the information included within this report.

## **Advance Organizer**

Following this **Overview of Positive Behavioral Interventions and Supports (Section 1)**, the remaining sections of this report are organized as follows:

**Section 2: PBIS Implementation in Illinois** provides information regarding (a) the structures developed to facilitate implementation, (b) the training and technical assistance provided, and (c) a summary of these activities to date.

**Section 3: Process of PBIS Implementation** provides (a) demographic information and (b) current level of implementation for current project schools.

**Section 4: PBIS Impact and Outcomes** provides (a) outcome data from the ninth implementation year including (b) a summary of measures used as process and impact indicators, (c) key outcome highlights across schools and measures, and (d) school successes with examples like individual school team achievements.

**Section 5: Does PBIS Result in a Benefit for Students with Complex Needs?** provides a summary of the process, tools and outcomes for wraparound implementation as a tertiary level of intervention for six districts selected as tertiary demonstration sites.

**Section 6: How is Illinois Building Capacity to Take PBIS to Scale?** provides a summary of the five-year strategic plan goals and key FY08 targets.

**Appendices** include actual tools and more detailed summaries of specific measures, such as the Illinois Phases of Implementation Tool (Appendix C) and the Illinois School Profile Tool (Appendix G).



# Table of Contents

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<b>1. Overview of Positive Behavioral Interventions and Supports.....</b>	<b>1</b>
<b>2. PBIS Implementation in Illinois.....</b>	<b>3</b>
Overview of PBIS in Illinois .....	3
Purpose of the Illinois PBIS Network.....	3
Illinois PBIS Network Goals.....	4
Critical Elements to Achieving PBIS Goals .....	4
Illinois PBIS Implementation Structure .....	5
FY07 Implementation Summary.....	5
The Statewide Implementation Team.....	7
PBIS Coaches .....	8
Expanding Coaching Capacity .....	8
Development of School-based PBIS Teams.....	12
<b>3. Process of PBIS Implementation.....</b>	<b>15</b>
Overview of Participating Schools.....	15
Attrition .....	19
Phases (Levels) of Implementation .....	21
<b>4. PBIS Impact and Outcomes .....</b>	<b>25</b>
Question #1: Do training and technical assistance provided by the statewide network result in implementation of school-wide PBIS?.....	25
Question #2: If schools implement PBIS, do they implement with fidelity?.....	34
Question #3: If schools implement PBIS, are they able to sustain implementation? .....	37
Question #4: Does PBIS implementation result in a benefit to students?.....	39
<b>5. Does PBIS Result in a Benefit for Students with Complex Needs?.....</b>	<b>51</b>
Developing Capacity at the Tertiary Tier.....	51
Caveats and Limitations.....	51
Systematic Information Management of Educational Outcomes (SIMEO) .....	52
FY07 SIMEO Study Cohort .....	52
FY07 SIMEO Methodology.....	53
FY07 SIMEO Assessment Tools.....	54
Data Analysis Methods.....	55
Demographic Analysis.....	56
Shift in “Ownership” of Individual Student Data .....	58
Use of Data at Wraparound Team Meetings.....	58
Educational Assessment .....	60

Need for Additional Behavioral and Academic Assistance in the Classroom .....	62
Placement Risk.....	63
High Risk School Behaviors .....	64
Summary .....	65
<b>6. How is Illinois Building Capacity to Take PBIS to Scale?.....</b>	<b>67</b>
References .....	70
<b>Appendix A: FY07 – Specific Goals and Activities of the Illinois PBIS Network.....</b>	<b>71</b>
<b>Appendix B: FY07 Illinois PBIS Network Training Report.....</b>	<b>73</b>
<b>Appendix C: Illinois PBIS Phases of Implementation for 2006-2007 .....</b>	<b>79</b>
<b>Appendix D: Team Implementation Checklist .....</b>	<b>83</b>
<b>Appendix E: Effective Behavior Support (EBS) Self-Assessment Survey .....</b>	<b>91</b>
<b>Appendix F: School-wide Evaluation Tool (SET).....</b>	<b>109</b>
<b>Appendix G: School Profile Report .....</b>	<b>117</b>
<b>Appendix H.....</b>	<b>131</b>
Referral Disposition Tool (RD–T) .....	132
Education Information Tool (EI–T) .....	137
Home, School, Community Tools (HSC–T) .....	139

## Table of Figures

---

Figure 1: Schools and Coaches by Region as of June 2007 .....	8
Figure 2: Number of Illinois Schools Adopting PBIS and Number of External & Internal Coaches .....	9
Figure 3: Number of Illinois Districts Adopting PBIS and Number of External Coaches.....	9
Figure 4: Number of Illinois Districts in the North Region Adopting PBIS and Number of External Coaches.....	10
Figure 5: Number of Illinois Schools in the Chicago Public School District Adopting PBIS and Number of External Coaches.....	10
Figure 6: Number of Illinois Districts in the Central Region Adopting PBIS and Number of External Coaches.....	10
Figure 7: Number of Illinois Districts in the South Region Adopting PBIS and Number of External Coaches.....	11
Figure 8: Trained and Implementing PBIS Schools Over Nine Years .....	15
Figure 9: Trained and Implementing PBIS Schools Over Nine Years by Region .....	15
Figure 10: Number of New PBIS Schools Trained Over Nine Years .....	16
Figure 11: Number of New PBIS Schools Trained Over Nine Years .....	17
Figure 12: Percent of Total Illinois Schools Actively Implementing PBIS Regionally from 1999 to 2007 .....	17
Figure 13: Percentage of Total Schools Actively Implementing PBIS in the North Region from 1999 to 2007 .....	18
Figure 14: Illinois PBIS Schools by Type and Region as of June 2007 .....	19
Figure 15: Grade Level of Illinois PBIS Schools by Region as of June 2007 .....	19
Figure 16: FY06 and FY07 Attrition Data for PBIS Schools.....	20
Figure 17: PBIS Phases of Implementation Statewide as of June 30, 2007 (n=554).....	21
Figure 18: North Region PBIS Phases of Implementation as of June 30, 2007 (n=301).....	22
Figure 19: Central Region PBIS Phases of Implementation as of June 30, 2007 (n=156).....	22
Figure 20: Southern Region PBIS Phases of Implementation as of June 30, 2007 (n=74).....	23
Figure 21: Chicago Region PBIS Phases of Implementation as of June 30, 2007 (n=23).....	23
Figure 22: Pre-Kindergarten School TIC Full Implementation Score 2007 (n=8) .....	26
Figure 23: Elementary Schools TIC Full Implementation Mean Scores 2007 (n=174).....	27
Figure 24: Middle School TIC Full Implementation Mean Scores 2007 (n=51) .....	27
Figure 25: High School TIC Full Implementation Mean Scores 2007 (n=12).....	27
Figure 26: K-8 and K-12 Schools TIC Full Implementation Mean Scores 2007 (n=48).....	28
Figure 27: Alt/JJ Schools TIC Full Implementation Mean Scores 2007 (n=5) .....	28
Figure 28: TIC Full Implementation Mean Scores and Percent of Schools Reporting for 2003-2007 .....	28
Figure 29: PBIS School by Grade Type: TIC Full Implementation Mean Scores 2007 .....	29

Figure 30: Alton School District #11 TIC Full Implementation Mean Scores for Subscale Categories 2006-07 .....	29
Figure 31: Pre-Kindergarten School SAS School-wide “In Place” Score 2007 (n=1) .....	30
Figure 32: Elementary Schools SAS School-wide “In Place” Scores 2007 (n=201) .....	31
Figure 33: Middle School SAS School-wide “In Place” Scores 2007 (n=71) .....	31
Figure 34: High School SAS School-wide “In Place” Scores 2007 (n=16).....	31
Figure 35: K-8 and K-12 Schools SAS School-wide “In Place” Scores 2007 (n=43) .....	32
Figure 36: Alt/JJ Schools SAS School-wide “In Place” Scores 2007 (n=10) .....	32
Figure 37: Average School-Wide Ranking “In Place” and Percent of Schools Reporting from 2003 to 2007 for SAS.....	32
Figure 38: School-wide “In Place” Rankings by Grade Type 2006-2007 .....	33
Figure 39: Average School-wide Ranking “In Place” and Percent of Elementary Schools Reporting from 2003-2007 .....	33
Figure 40: Rock Island District SAS School-wide “In Place” Scores 2003-04 to 2006-07 .....	34
Figure 41: Illinois PBIS Schools Completing SETs and Meeting 80/80 Criterion .....	35
Figure 42: Schools Completing SETs and Schools at 80/80 Criterion by Grade Level 2006-07 .....	35
Figure 43: Middle Schools Completing SETs and at 80/80 Criterion 2003-2007.....	36
Figure 44: Percentage of Illinois Schools at Implementation Criterion by Grade Level.....	36
Figure 45: Percentage of Middle Schools at Implementation Criterion for the TIC and SET 2003-2007 .....	36
Figure 46: PBIS Schools Implementing to 80/80 or In Progress.....	37
Figure 47: Illinois Schools that Maintained and Did Not Maintain Criterion on the SET .....	37
Figure 48: Percent of Illinois Schools that Maintained Criterion on the SET .....	38
Figure 49: Aurora East School District #131 Elementary Schools SET Implementation Averages 2003 to 2007 .....	38
Figure 50: Aurora East School District #131 Middle Schools SET Implementation Averages 2003 to 2007 .....	39
Figure 51: Mean Percentage of Students by Major ODRs, Elementary Schools (K-6) 2006-07 .....	40
Figure 52: Mean Percentage of Students by Major ODRs, Middle Schools (6-9) 2006-07 .....	40
Figure 53: ODR (Major Only) Means per 100 Students per Day for Illinois .....	40
Figure 54: Mean ODR per 100 Students per School Day: Illinois 2006-07.....	41
Figure 55: Suspensions and Expulsions per 100 Students per School Day: Illinois 2006-07 .....	41
Figure 56: Mean Percentage of Students with Major ODRs 2006-07 Statewide .....	42
Figure 57: Cuba Elementary Mean Percentage of Students with Major ODRs 2005-2007 .....	42
Figure 58: Lozano Bilingual and International Center Mean Percentage of Students with Major ODRs 2005-2007 .....	43
Figure 59: Comparing School Safety Survey between Partial and Full 80/80 on SET FY07 .....	43

Figure 60: Illinois 2005-06 Proportion of Students who Meet or Exceed Third Grade ISAT Reading Standard .....	44
Figure 61: Illinois 2005-06 Proportion of Schools that Met AYP .....	45
Figure 62: Illinois PBIS Schools Completing School Profile Tool and Implementing Secondary/Tertiary Interventions across Five Years .....	46
Figure 63: Five Year Comparison of Secondary/Tertiary Interventions Rated "Medium", "High", or "Very High" for Small Groups and Individual Students .....	47
Figure 64: Secondary and Tertiary Interventions Rated "High" or "Very High" in Fully and Partially Implementing Illinois PBIS Schools.....	47
Figure 65: Secondary Group Interventions Rated as "Very High" and "High" in Fully and Partially Implementing Illinois PBIS Schools.....	48
Figure 66: Secondary Individual and Tertiary Interventions Rated "Very High" and "High" in Fully and Partially Implementing Illinois PBIS Schools .....	48
Figure 67: Illinois School Profile Tool Summary of Interventions for Rock Island School District .....	48
Figure 68: Illinois School Profile Tool Summary of Interventions for Elgin School District .....	49
Figure 69: SIMEO Cohorts from FY03-FY07 .....	53
Figure 70: FY07 Differentiation of Assessments for Students Tracked in SIMEO .....	53
Figure 71: FY07 SIMEO Evaluation Study Cohort Demographics.....	57
Figure 72: Shift in Responsibility for Individual Student Data Management .....	58
Figure 73: Number of Wraparound Meetings Held Increase over Time .....	59
Figure 74: Use of Data at Wraparound Team Meetings .....	60
Figure 75: Classroom Functioning and Academic Performance.....	61
Figure 76: Behavioral Needs Again Demonstrate Masking of Need for Academic Assistance .....	62
Figure 77: Change in Placement Risk over Time with Wraparound .....	63
Figure 78: School Risk Behaviors Substantially Decline for Students Engaged in Wraparound.....	64
Figure 79: Tertiary Interventions Linked to Immediate and Sustainable ODR Decreases .....	65



# 1. Overview of Positive Behavioral Interventions and Supports

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Positive Behavioral Interventions and Supports (PBIS) is a systems approach to proactive school-wide discipline that is designed to increase the capacity of schools to adopt and sustain research-validated practices for all students. PBIS in Illinois is an on-going initiative funded by ISBE and supported in part by the U.S. Department of Education's Office of Special Education Programs (OSEP) Center for Positive Behavioral Interventions and Supports at the University of Oregon. The Center on PBIS is a collaborative effort, involving faculty from the University of Kentucky, University of Missouri, University of South Florida, and University of Kansas.

PBIS applies a team-based problem-solving process that considers (a) systems, (b) data, and (c) practices.

- Systems include the policies, procedures, and decision-making processes that consider school-wide, non-classroom, classroom, and individual student systems. Systems support staff implementation of practices and use of data-based decision-making.
- Data are used to guide decision-making processes and outcomes. Data support the selection and evaluation of practices and systems.
- Practices include the strategies that are used directly to enhance student learning outcomes and teacher instructional activities.

PBIS is designed to serve as a structure and process that receives, organizes, implements, and evaluates multiple initiatives that are related to social behavior improvement (e.g., character education, attendance enhancement, literacy improvement, social skills instruction, safe/drug-free schools). Schools must look for "sameness" or overlapping targets and practices so resources (e.g., materials, personnel, time) are used effectively and efficiently. The ultimate goal of PBIS is to establish systems that enable educators to "work smarter".

Although many elements are involved with the successful implementation of PBIS, the more important features include the following:

- High status leadership team
- Active administrator participation
- High priority in school improvement planning
- Proactive (positive and preventive) systems approach
- Data-based decision-making
- Long-term commitment
- Research validated practices

Technical support for the development and enhancement of the PBIS approach has been provided in part by the OSEP Center for Positive Behavioral Interventions and Supports at the University of Oregon. Information about the Center is available at <http://pbis.org>. The Center is supported by a grant (H326S980003) from the U. S. Department of Education's Office of Special Education Programs and Safe and Drug Free Schools Program, U.S. Department of Education.



## 2. PBIS Implementation in Illinois

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### Overview of PBIS in Illinois

PBIS in Illinois was initially implemented as an expansion of the wraparound-based Emotional and Behavioral Disabilities (EBD) Network, which began in Illinois in 1990. PBIS provides a model and structure for school-wide supports including prevention and early intervention, as well as comprehensive interventions for those with EBD. PBIS recognizes that the improvement of outcomes for students with special needs requires integrating effective support structures into general education settings to enhance successful learning for all students.

In April 1998, the statewide Network began PBIS training in 23 Illinois schools with the goal of developing a technical assistance infrastructure to support the application of PBIS statewide. With the EBD component incorporated into the implementation of PBIS, the network is now known as the Illinois PBIS Network and is a component of the Illinois Statewide Technical Assistance Center (IS-TAC) which also includes the Autism Training and Technical Assistance Project and Project CHOICES.

The current status of Illinois PBIS implementation includes the following:

- In June 2007, the PBIS project (including 654 schools) completed its ninth year of support and expansion through training, technical assistance, and evaluation procedures at building, district, regional, and state levels.
- Evaluation continues to be integrated into training and implementation as data-based decision-making is a cornerstone of PBIS.
- The Network continues its efforts to integrate PBIS technical assistance (TA) structures into related initiatives and structures across Illinois (e.g., Regional Offices of Education, Safe Schools, Special Education Cooperatives, etc.), facilitated by Technical Assistance Directors and Coordinators, implementation coaches, and districts, as well as building-based leadership teams.
- PBIS assists schools to connect with community and family supports and services through Local Area Networks (LAN) and other community structures. The PBIS Network provides technical assistance for developing youth/family wraparound teams and comprehensive plans for individual students with complex needs, their families and teachers.

### Purpose of the Illinois PBIS Network

The purpose of the Illinois PBIS Network is twofold:

1. Enhance the capacity of schools to safely and effectively educate all students by applying research-based behavior support systems that maximize pro-social behavior and academic achievement of student and teacher outcomes.

2. Guide, support, and evaluate implementation of PBIS in Illinois schools through regional and local infrastructures that develop exemplar sites, networks of skilled coaches, and sustainable use of best instructional practices.

### **Illinois PBIS Network Goals**

1. Increase data-based decision-making about behavior and academic instruction and reinforcement across all school settings.
2. Increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school-wide, classroom and individual student levels.
3. Reduce use of reactive discipline measures in schools (i.e., office discipline referrals, detentions, suspensions, expulsions) for all students.
4. Increase academic achievement levels of students.
5. Implement effective intervention plans for students with the most comprehensive behavioral/emotional needs that support and evaluate their success across home, school, and community.
6. Increase capacity of general education settings to successfully educate students with disabilities and prevent academic/social failures of all students.

### **Critical Elements to Achieving PBIS Goals**

To achieve the above goals, the Illinois PBIS Network engages in the following activities:

- Careful acknowledgement, consideration, and achievement of outcomes (e.g., academic achievement, social competence, career/work opportunities) that are valued by significant stakeholders (e.g., students, family members, teachers, employers).
- Adoption and sustained use of research-validated practices and curricula that maximize achievement of student and teacher outcomes.
- Application of data-based decision-making at many levels (i.e., individual, classroom, school), with multiple individuals (i.e., student, teacher, administrator, support staff), across contexts (e.g., general vs. special education, school vs. home), and with multiple outcomes (e.g., reading, grades, attendance, discipline referrals).
- Development of systems (e.g., processes, routines, working structures, administrative supports) that are needed to ensure consideration of valued outcomes, research validated practices, and data-based decision-making.

## Illinois PBIS Implementation Structure

A multi-level infrastructure is present within the Illinois PBIS Network.

- **PBIS school-based teams** have been established and trained in approximately 654 schools across the state (as of June 30, 2007).
- **External coaches** have the capacity to provide support to selected school-based personnel who provide internal leadership within their building. Ongoing skill development among coaches is a sustainability strategy and therefore a major focus of the statewide network.
- **District-level planning** of PBIS has continued to expand during FY07 with PBIS Directors and Coordinators providing direct support to more district leadership teams
- **PBIS Technical Assistance Directors (TADs)** manage and oversee all Network activities (training, TA and evaluation) and oversee the **PBIS Technical Assistant Coordinators (TACs)** who facilitate technical assistance and training to district and building teams and coaches.
- **An Administrative Team (La Grange Park)** provides support to the statewide PBIS Director, TADs and TACs in all aspects of implementing PBIS across the state including training, communication and evaluation.
- **A Statewide PBIS Director** facilitates statewide planning and coordinates technical assistance and evaluation of PBIS statewide.
- The **National PBIS Center** at the University of Oregon provides support with training, planning, and evaluation as Illinois serves as a demonstration state for the National Center funded by the U.S. Department of Education.

## FY07 Implementation Summary

The statewide PBIS Network continues providing overall coordination of PBIS implementation through facilitation of training, technical assistance, and evaluation structures and processes. During FY07, the Statewide Director and Technical Assistance Directors continued to facilitate planning among the regional Technical Assistant Coordinators and the coordination of evaluation with the National PBIS Center.

### The FY07 Goals of the Illinois PBIS Network:

1. Ensure high fidelity and sustainable implementation of all three tiers of the school-wide PBIS model (Universal, Secondary, and Tertiary) in the current 630 schools as of 3/31/07.
2. Increase schools' capacity to implement effective early intervention strategies for students at-risk, as well as those with emotional/behavioral disabilities (EBD), Autism Spectrum Disorder (ASD) and other severe disabilities.

3. Establish national, state, regional and local infrastructures and partnerships to meet the demand and need for expansion of PBIS implementation in additional Illinois schools with a target of 40% of Illinois schools (approximately 1,200 schools) by 2011.
4. Ensure statewide research, evaluation, and dissemination capacity to support quality application of school-wide PBIS, including effective practices to support students with EBD, ASD, and other severe disabilities and their families.

#### The FY07 Objectives of the Illinois PBIS Statewide Network:

1. Ensure the availability of consistent training and technical assistance for PBIS school teams, coaches and other key district/regional PBIS leaders.
2. Ensure availability of knowledgeable and skilled PBIS trainers and coordinators within districts, Special Education Cooperatives and ROEs.
3. Ensure the availability of knowledgeable and skilled coaches within districts to support the implementation of data-based decision-making structures and tools that support effective programming for students with EBD.
4. Ensure the availability of an efficient evaluation system and access to data-based decision-making tools for use at both the school-wide and individual student levels.
5. Expand partnerships with related initiatives (Systems of Support, Safe Schools Projects, System of Care Projects, etc) to ensure consistent use of tools and processes that have proven effective with PBIS implementation in Illinois and nationally.
6. Continue to facilitate the PBIS State Leadership Team to support the Network.

Appendix A includes the specific activities of the FY07 statewide project.

#### Management Information Systems

The PBIS database began with 194 schools in 2001. The purpose of the database was to have school data easily accessible for quarterly reports, yearly reports, trainings, etc. Accessibility and simplicity of design were two important factors when developing the database. As of June 30, 2007, 654 actively implementing schools were in the database. Beginning in FY05, a five-year re-design and expansion of this database into an on-line database system was launched in order to accommodate the needs and growth of the PBIS network. A partnership with the School of Education at Loyola University Chicago (LUC) was created in FY06 in order to provide research analysis and computer programming support through a research center funded by IS-TAC. After assessing the proposals of several database development companies, Social Solutions was chosen to build the new system.

The redesign of the database includes the integration of PBIS national evaluation data (e.g., SWIS, SET, EBS Survey, Safety Survey and the Team Checklist) with IL PBIS data (e.g., Phases of Implementation (formerly the Levels of Implementation), ISAT scores, Educational Environment data and IL PBIS School Profile data) in order to answer core PBIS evaluation questions. Work on the design of the PBIS database began in September 2005. On June 30, 2006, the first beta testing of the new system, known as Virtual Information Management of Educational Outcomes (VIMEO) was presented to the Statewide Director, Technical Assistance Directors, Technical Assistance Coordinators and the ISBE grant liaison. Due to feedback from the Technical Assistance Coordinators, a redesign of VIMEO was started in January of 2007. Roll out and training of the redesigned VIMEO system will begin in early FY08.

## **The Statewide Implementation Team**

During FY07, a group of 25 (16.68 FTE) team members planned, implemented and monitored PBIS implementation statewide. This included one Statewide Director, four Technical Assistance Directors, and 20 Technical Assistant Coordinators (TACs) funded through ISBE to support capacity building and sustainability of PBIS across the state. The TACs worked under the guidance of the TADs to provide team training, technical assistance, and data collection and support to district and building-based coaches within their regions. Several of the PBIS TACs were co-located with related initiatives in ROEs and ISCs across the state.

A summary of FY07 capacity-building outcomes includes the following:

- Twenty-two Universal, 17 Secondary and 7 Tertiary qualified trainers increased the capacity of PBIS implementation at all three tiers within schools and districts.
- Fifty-seven School-wide Information System (SWIS) facilitators trained and assisted PBIS schools with using this data-based decision-making system.
- Thirty-nine School-wide Evaluation Tool (SET) administrators were positioned across the state to conduct SETs in PBIS schools.
- Four hundred eleven schools were using SWIS or a SWIS-like discipline data management system.
- Seventeen Coaches Trainings occurred in FY07 with 537 participants.
- Eighty Coaches Network Meetings occurred in FY07 with 979 participants.
- Initiation of a federal Tertiary demo grant and a high school grant to USDOE, both of which were awarded to IL PBIS Network in FY07.
- Twenty-six wraparound facilitators used the School Information Management for Educational Outcomes (SIMEO) system to enter in youth data.
- Twenty-two students had baseline wraparound data completed and 26 students had 2 full data points completed in SIMEO.

## PBIS Coaches

As of June 2007, 714 PBIS Coaches were positioned throughout the state. This included 76 external coaches and 638 internal coaches. Individuals who assume coaching responsibilities must (a) be a member of an active PBIS team, (b) make a three-year commitment to participate in coaching activities, and (c) have supervisor support and endorsement. The responsibilities of individuals in existing positions (e.g., school psychologist, counselor, special education consultant) have been identified and/or modified to include PBIS coaching functions.

**External coaches** support PBIS schools through their existing roles in Districts, Special Education Cooperatives, and Regional Offices of Education. These include staff such as behavior specialists, special education personnel, counselors, social workers, school psychologists, lead teachers, staff development specialists and administrators.

**Internal coaches** are building-based personnel who have been identified to provide PBIS leadership within their building. This role emerged during Year Two of PBIS implementation (1999-2000) as building-based leaders assumed more leadership in their buildings and therefore requested training as coaches.

Figure 1 provides a summary of the number of school teams, external coaches (does not include coordinators) and internal coaches by region as of June 30, 2007.

**Figure 1: Schools and Coaches by Region as of June 2007**

	North	Central	South	Chicago	Total
<b>Schools</b>	372	171	80	31	654
<b>Internal Coaches</b>	353	170	85	30	638
<b>External Coaches</b>	54	12	3	7	76

## Expanding Coaching Capacity

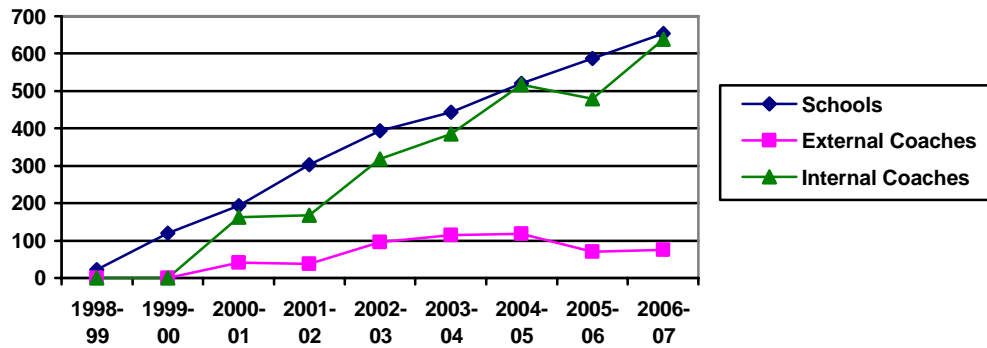
Strengthening the coaching network continues to be a focus in the Illinois PBIS Network. Identification and training of internal coaches was prioritized during the 2000-2001 school year; subsequently, an increase in the number of internal coaches trained was experienced during FY01 and FY02. This trend continued into FY03 and FY04. In FY05, an internal coach was identified in almost all PBIS schools. The number of internal coaches decreased by over 100 in FY06 for several reasons: (a) adjustments and corrections were made to the data system, (b) internal coaching positions remained unfilled in some buildings, and (c) schools trained in May and June 2007 did not designate an internal coach by the end of the fiscal year. In FY07, only 16 schools (mostly schools trained in June 2007) did not have an internal coach designated.

The continued challenge to ensure PBIS school districts allocate FTE for district-level (external) coaching is reflected in the number of external coaches data over the past nine years. District level coaching capacity was prioritized in 1999-2000 and 41 external coaches were established in FY01. The trend to increase district level PBIS capacity continued from FY03 to FY05. However, in FY06, the number of external coaches

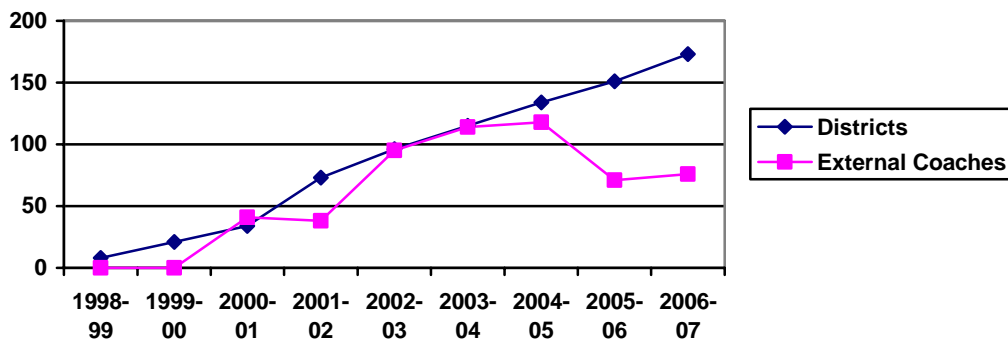
decreased from 118 to 71. This was partially due to adjustments/corrections in the data system (e.g., *not* including Network Coordinators in the count) and partially due to coach positions not continued in some districts. Even with a decrease in the number of external coaches, almost half (45%) of PBIS districts (170 total) have allocated FTE in FY07. During FY07, building the external coaching network continued to be a priority and a challenge. As of June 30, 2007 there were 76 district personnel identified as external coaches with varying FTE allocations (ranging from .10 to 1.0).

Figure 2 presents the number of trained internal and external coaches and the development of new PBIS schools statewide over the past nine years. Figures 3-7 illustrate the results of statewide and regional efforts to expand external coaching capacity for school districts over the past nine years.

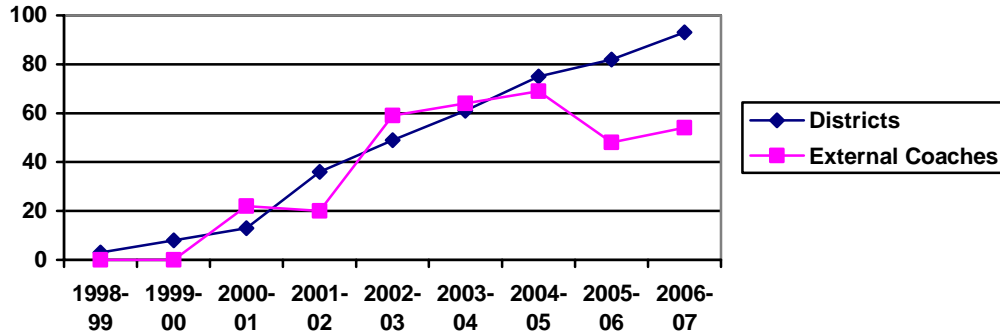
**Figure 2: Number of Illinois Schools Adopting PBIS and Number of External & Internal Coaches**



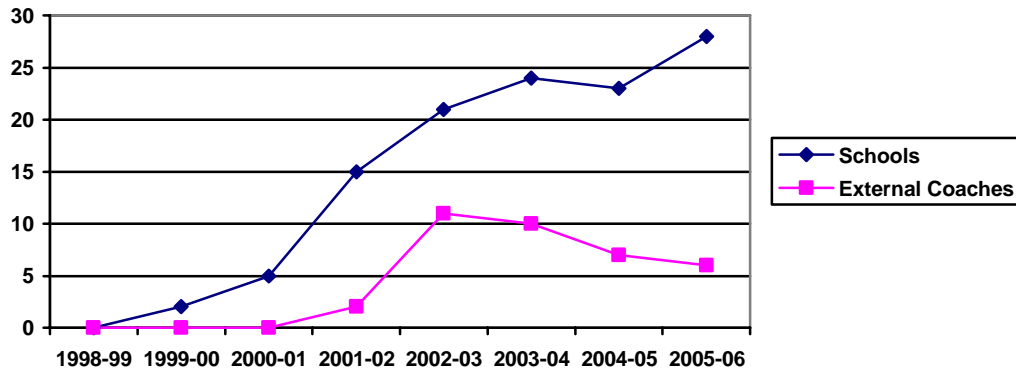
**Figure 3: Number of Illinois Districts Adopting PBIS and Number of External Coaches**



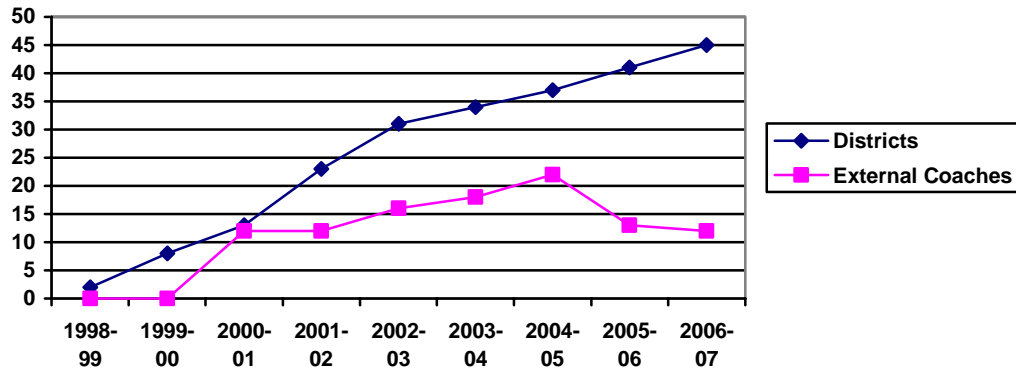
**Figure 4: Number of Illinois Districts in the North Region Adopting PBIS and Number of External Coaches**



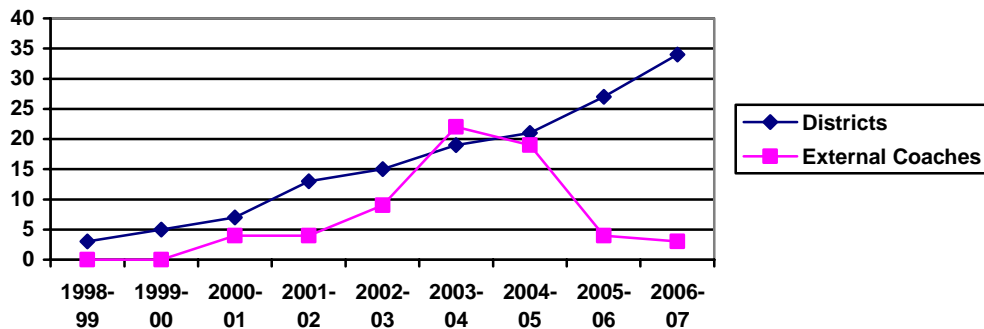
**Figure 5: Number of Illinois Schools in the Chicago Public School District Adopting PBIS and Number of External Coaches**



**Figure 6: Number of Illinois Districts in the Central Region Adopting PBIS and Number of External Coaches**



**Figure 7: Number of Illinois Districts in the South Region Adopting PBIS and Number of External Coaches**



A summary of statewide training and technical assistance outcomes and activities for coaches during FY07 includes the following:

- During FY07, TADs and TACs provided local and regional coaches training and technical assistance meetings (network meetings) to offer opportunities to refine and practice skill development initiated in statewide trainings.
- Regional coaches meetings and trainings provided additional skill building opportunities. Coaching skill areas emphasized in FY07 included basic PBIS coaching skills, developing secondary/tertiary plans, classroom-based application of PBIS, and use of data for decision-making at the school-wide as well as secondary/tertiary levels.
- On August 2 and 3, 2007, PBIS held its annual leadership conference. Approximately 439 people including coaches, teachers, building administrators, special education teachers and administrators participated in a two-day training forum with sessions provided by the National PBIS Center and Illinois PBIS leaders. There were also an increased number of presentations by school teams across Illinois.
- Seven forums were held in FY07 for 184 participants. The forums included four middle school forums, two alternative school forums, and one high school forum. Their purpose was to provide an opportunity for PBIS teams to meet and network with other alternative school, middle school and high school PBIS teams to share best practices and strategies for PBIS implementation.
- Five district summits were held across the state for 197 participants. The district summits brought district leadership team members together to give participants ideas on how to sustain and expand PBIS efforts district-wide in connection with related initiatives.

- The Illinois PBIS Network began implementing enhanced secondary and tertiary training series in all PBIS districts during FY07. From FY06 to FY07, secondary trainings increased by 77% (from 10 to 43) and tertiary trainings increased by 85% (from 4 to 27). Six school districts selected as tertiary demo sites, participated in this training at an accelerated rate. They were also supported with extensive technical assistance (TA) throughout the school year in tertiary planning meetings, staff meetings, district leadership team meetings, community-based events and board meetings.

## **Development of School-based PBIS Teams**

Each PBIS school must have an established **school team** to participate in training and technical assistance. Each school team must be composed minimally of (a) grade or department representatives, (b) administrator, and (c) special educator. In addition, teams have representation from (a) specialized staff, (b) classified staff, and (c) parents.

Teams must be willing to (a) make a three-year commitment to participate, (b) indicate principal endorsement and participation, (c) collect and use data to guide decision-making, and (d) establish district endorsement. All of these commitments are on the Commitment for Success Agreement Form which is available on the Illinois PBIS website ([www.pbisillinois.org](http://www.pbisillinois.org)). Revised in FY08, the form has additional language clarifying the schools' and districts' commitment to ensure success for students with secondary and tertiary level needs.

The **training objectives** for teams emphasize activities and outcomes:

- Designation of PBIS practices, systems, and data.
- Establishment of sustainable support systems (e.g., team, administrator support and participation, endorsement by at least 80% of school staff).
- Development of procedures for school-wide discipline that include all students, staff, and settings.
- Integration of all behavioral/academic related initiatives.
- Establishment of systems and practices of specialized behavior support.
- Development of procedures for monitoring and evaluation.

The initial training provided to PBIS school teams in Illinois is organized around the three levels of implementation of PBIS (Universal, Secondary, and Tertiary).

- All school teams initially participate in an overview of the PBIS process:
  - U050: PBIS Overview to Entire Staff (1 to 2 hours)
  - A school team could be defined as the Entire Staff (full staff including teachers) or Administration (central office staff and principals).
- Designated members of the school teams then participate in three days of Universal Level Training:
  - U100 Developing Your Universal System, Part 1 (one day)
  - U200 Developing Your Universal System, Part 2 (one day)
  - U300 Implementing PBIS in Your School, Universal System, Part 3 (one day)
- Designated members of the school team then participate in three days of Secondary Level Training:
  - S100 Moving from Universal to Secondary Interventions – A Seamless System of Support (one day)
  - S200 Formalizing the Secondary System: Intervening Early Through the Behavior Education Plan, A Research-Based Example (one day)
  - S300 Secondary Levels of Support Through Function-Based Behavior Intervention Planning (one day)
- Designated members of the school team then participate in four days of Tertiary Level Training:
  - T100 Moving from Secondary to Tertiary Levels of Intervention — A Seamless System of Support (one day)
  - T200 Cross-Setting, Multiple Domain Assessment and Planning for Students with Tertiary Level Needs (one day)
  - T300/301 Tertiary Level Support and Data-Based Decision-Making Through Wraparound Part 1 and 2 (two consecutive days)
- Typically, school personnel complete this initial cycle of training across the PBIS continuum in a 12- to 18-month period.
- In addition, the Illinois PBIS Network provides other course offerings at the Universal, Secondary and Tertiary levels of implementation and specially targeted trainings such as: Administrators' Academy, Coaches, Specialized Trainings for LAN Providers, Audience Specific Trainings (i.e., Early Childhood, Middle School, High School, Alternative School and District Summit), and Leadership Series/Trainer of Trainers. See [www.pbisillinois.org](http://www.pbisillinois.org), "Training", for a complete list of course descriptions.

During FY07, training evaluations were collected and aggregated for 411 PBIS training events across the state, which included approximately 10,466 participants. A summary of the 2006-2007 PBIS training activities is included in Appendix B.

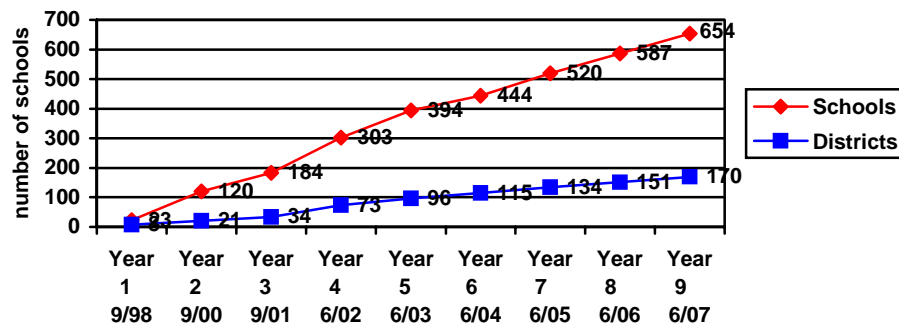


### 3. Process of PBIS Implementation

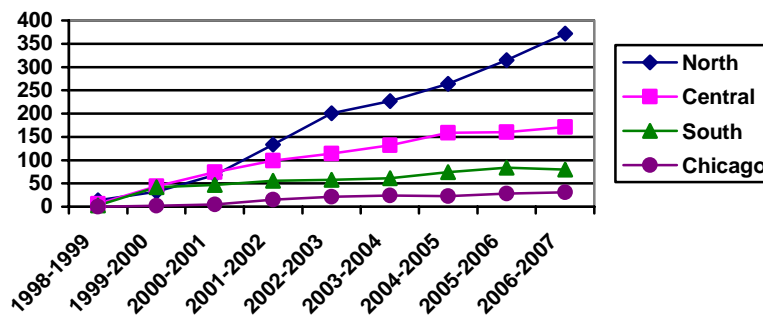
#### Overview of Participating Schools

Since the spring of 1998, 654 Illinois schools within 170 districts (a) have completed Universal (school-wide) team training in PBIS and (b) are at some phase of implementation. Figure 8 summarizes these data across the nine years. Figure 9 shows these nine-year data by region. Figures 10 and 11 show the number of new schools trained per year per region.

**Figure 8: Trained and Implementing PBIS Schools Over Nine Years**



**Figure 9: Trained and Implementing PBIS Schools Over Nine Years by Region**



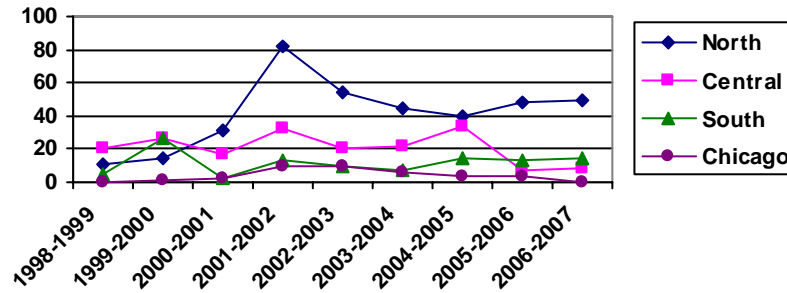
Figures 10 and 11 show the increasing numbers of new schools trained for each of the past nine years by region. These data illustrate different trends in geographic regions across the state that seem to be related to (a) when coordinator FTEs were established in the regions, (b) the ratio of coordinator FTE to number of schools per region, and (c) timelines for establishing buy-in and commitment of regional and district leaders. For example, the majority (57%) of schools trained in the North region occurred within the past four years. During that time, the number of coordinators doubled. An additional factor is the size (total number of schools) of the regions. For example, the North region includes 45% of the total schools in Illinois. Other trends indicated in the nine-year implementation summary include the following:

- Of the currently implementing schools (654), 339 of them (51%) were trained between fiscal years 2004 and 2007.
- More than half (53%) of schools trained in the South region were trained between 2004 and 2007.
- When considering the number of schools trained since 1999, Central region trained the most schools (40) in 2005. Since then, the Central region has trained a small number of schools (10 and 9 respectively) and has focused on building capacity with the schools already trained.
- North region continues to address the demand of schools requesting training and the challenge of maintaining sustainability in already trained schools. While the year the most schools trained in the North was 2002 (78), the number of schools trained has averaged at 49.2 schools per year for the past five years.
- Over half (53%) of the 31 Chicago PBIS schools were trained in fiscal years 2002 and 2003. Chicago Public School District has added very few schools over the past four years.
- When comparing the past two years, all regions trained fewer schools in FY07 than in FY06. Across the state, there is a continued focus on capacity building and sustainability in schools and districts already trained and implementing.

**Figure 10: Number of New PBIS Schools Trained Over Nine Years**

<b>Fiscal Year</b>	<b>Chicago</b>	<b>North</b>	<b>Central</b>	<b>South</b>	<b>Total</b>
1999	0	10	16	3	29
2000	0	15	22	16	53
2001	3	21	14	3	41
2002	7	78	21	9	115
2003	8	45	17	7	77
2004	3	47	22	4	76
2005	3	42	40	7	92
2006	7	64	10	16	97
2007	0	50	9	15	74
<b>Total</b>	31	372	171	80	654

**Figure 11: Number of New PBIS Schools Trained Over Nine Years**



About 16% of all Illinois schools are participating in PBIS (when the percent of total schools is calculated without Chicago (which is only at 5.1%), the percent of schools participating is 18%). Figure 12 provides the percent (%) of total schools actively implementing PBIS by region. Due to population density in the North region, PBIS training and technical assistance have been a major focus in this area. As a result of these efforts, over half (57%) of PBIS schools trained are located in the North region.

**Figure 12: Percent of Total Illinois Schools Actively Implementing PBIS Regionally from 1999 to 2007**

Region	Chicago	North	Central	South	Total
<b>Total # of Schools</b>	602	1874	1049	666	4149
<b>% of total in PBIS 1999</b>	0% (0)	.06% (11)	1.5% (16)	0.5% (3)	0.7% (30)
<b>% of total in PBIS 2000</b>	0% (0)	1.4% (26)	3.6% (38)	4.1% (27)	2.2% (91)
<b>% of total in PBIS 2001</b>	0.3% (2)	2.7% (51)	5.1% (53)	4.5% (30)	3.3% (135)
<b>% of total in PBIS 2002</b>	1.3% (8)	6.8% (128)	7.7% (81)	6.3% (42)	6.2% (258)
<b>% of total in PBIS 2003</b>	3.0% (18)	9.5% (178)	9.4% (99)	7.7% (51)	8.3% (346)
<b>% of total in PBIS 2004</b>	3.5% (21)	11.8% (222)	11.5% (121)	8.9% (59)	10.2% (423)
<b>% of total in PBIS 2005</b>	4.0% (24)	14.2% (267)	14.6% (153)	10.7% (71)	12.4% (515)
<b>% of total in PBIS 2006</b>	4.7% (28)	16.8% (315)	15.3% (160)	12.6% (84)	14.1% (587)
<b>% of total in PBIS 2007</b>	5.1% (31)	19.9% (372)	16.3% (171)	12.0% (80)	15.8% (654)

As previously stated, the North region has the largest number of schools in Illinois (1,874) and therefore the most PBIS schools (372), 56% of the total PBIS schools in Illinois. Figure 13 provides a breakdown of total Illinois schools actively implementing PBIS in the North region over nine years. This table of North region PBIS schools does not include Chicago Public Schools. Cook County had the most schools trained in FY07 (36%) in comparison to other North region areas. DuPage County had the highest percentage of PBIS schools (22.9%) within an area for FY07. Other trends that have occurred over the past nine years in North region include:

- Focus on district-wide PBIS implementation over the past two years. Examples that illustrate working towards that goal are:
  - Over a quarter (26%) of Kankakee/Will area schools were trained in FY06. During that time, two large school districts (Valley View School District 365U and Kankakee School District 111) went district-wide with PBIS implementation. Therefore, Kankakee/Will area has trained fewer schools in FY07 as focus has been on district sustainability.
  - In 2007, the Kane/Lake area trained more schools (25) than any other year due to three districts (Waukegan District 60, Elgin School District U46 and Carpentersville Community Unit School District 300) committed to district-wide implementation of PBIS.
  - In Cook County, for the last two years the emphasis has been to add more new districts rather than single buildings within districts. Therefore, six districts in Cook County have been trained within the past two years.
- Due to lack of consistent technical assistance coordinator coverage in the Rockford area in 2004 and 2005, the strategy in the Rockford area for the past two years has been reestablishing relationships with already existing PBIS schools and districts and retraining school staff on aspects of PBIS implementation.

**Figure 13: Percentage of Total Schools Actively Implementing PBIS in the North Region from 1999 to 2007**

Region	Cook	DuPage	Kankakee/Will	Rockford Area	Kane/Lake	Total
<b>Total # of Schools</b>	660	240	323	298	353	1874
<b>% of total in PBIS 1999</b>	0.2% (1)	3.3% (8)	0.6% (2)	0% (0)	0% (0)	0.6% (11)
<b>% of total in PBIS 2000</b>	0.2% (1)	7.5% (18)	0.9% (3)	1.0% (3)	0.3% (1)	1.4% (26)
<b>% of total in PBIS 2001</b>	0.8% (5)	7.9% (19)	5.0% (16)	2.0% (6)	1.4% (5)	2.7% (51)
<b>% of total in PBIS 2002</b>	5.0% (30)	10.0% (24)	10.2% (33)	6.0% (18)	6.5% (23)	6.8% (128)
<b>% of total in PBIS 2003</b>	6.5% (43)	12.9% (31)	11.5% (37)	10.4% (31)	10.2% (36)	9.5% (178)
<b>% of total in PBIS 2004</b>	10.8% (71)	16.3% (39)	12.4% (40)	11.1% (33)	11.0% (39)	11.8% (222)
<b>% of total in PBIS 2005</b>	15.0% (99)	18.6% (45)	12.4% (40)	12.4% (37)	13.0% (46)	14.2% (267)
<b>% of total in PBIS 2006</b>	18.6% (123)	18.6% (45)	16.7% (54)	13.1% (39)	15.3% (54)	16.8% (315)
<b>% of total in PBIS 2007</b>	20.5% (135)	22.9% (55)	17.3% (56)	13.1% (39)	22.3% (79)	20.0% (372)

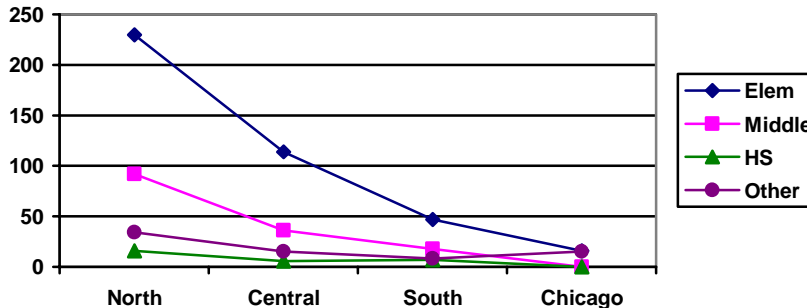
Elementary schools (394) are trained at a higher frequency – a trend that has lasted throughout the past nine years of implementing PBIS (Figure 14).

**Figure 14: Illinois PBIS Schools by Type and Region as of June 2007**

N=654	Chicago	North	Central	South	Total
Pre-K/K	0	5	0	8	13
Elementary	16	225	114	39	394
K-8	12	15	7	4	38
K-12	0	0	0	0	0
Middle	0	91	34	16	141
Middle/High	0	1	2	2	5
High	0	16	6	7	29
Alternative	3	19	8	4	34
<b>Total</b>	31	372	171	80	654

Figure 15 displays a summary of the above data by grade level, region, and number of schools.

**Figure 15: Grade Level of Illinois PBIS Schools by Region as of June 2007**



## Attrition

Figure 16 shows FY06 and FY07 attrition data for PBIS schools from 1999 to 2007. Attrition is defined as schools that participated in training and are either not currently implementing or are no longer active in the statewide training and evaluation process. The Network developed a process to track the date of inactive status and reason for inactivity in FY03. Since complete data on inactive status is not available for fiscal years 1999-2002, attrition rate is measured by date trained and the school's PBIS implementation status (e.g., active or inactive) as of the end of the fiscal year.

**Figure 16: FY06 and FY07 Attrition Data for PBIS Schools**

Fiscal Year	# of Schools Trained in PBIS	# of Schools Active in FY06	FY06 Attrition Rate	# of Schools Active in FY07	FY07 Attrition Rate
1999	37	30	19%	29	22%
2000	<b>63*</b>	61	12%	53	16%
2001	54	47	13%	41	24%
2002	139	123	10%	115	17%
2003	<b>90*</b>	90	4%	77	14%
2004	81	76	5%	76	6%
2005	105	88	4%	92	12%
2006	100	72	1%	97	3%
2007	74			74	0%
<b>Total</b>	<b>745</b>	<b>587</b>	<b>8%</b>	<b>654</b>	<b>12%</b>

\*Due to updates and changes in the database, the number of schools trained in PBIS is different than what was reported in previous years.

Although the data in Figure 16 suggest the attrition rate increases from 8% to 12% between FY06 and FY07, we are not confident that this is a definitive trend for the following reasons: 1) information on schools trained and/or schools that become inactive during the fiscal year is received after the data are published, 2) school districts consolidate and/or close schools, 3) and schools previously considered inactive become active again through re-training. Due to these factors, reporting on attrition rate alone (as shown in Figure 16) only tells part of the story.

In order to get a full picture of attrition in PBIS schools, other trends need to be examined. PBIS schools move along a continuum of implementation that is impacted by a variety of factors. As mentioned above, the Network began the process toward tracking the reason for inactive status through the School Information on Inactive Status form filled out by a TAC in conversation with a building administrator. The three reasons schools gave most often for no longer implementing PBIS are: lack of administrator support, no staff buy-in, and the implementation process was never started in the building. Since the reasons given for inactive status describe a lack of commitment to implement the PBIS model, rather than problems or deficiencies in the model itself, it is not surprising to see a trend in schools being retrained in PBIS. Over the past three years, almost fifteen schools have initiated the retraining process.

The Network is improving on the ways to determine a school's PBIS implementation status and the process to track school status. In addition, the Network will be piloting an attrition survey in FY08 to examine the process schools go through to no longer implement PBIS.

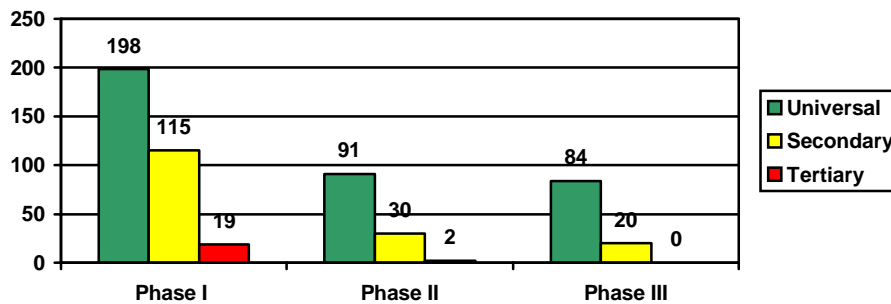
## Phases (Levels) of Implementation

While training new coordinators on the use of the levels of implementation, Technical Assistance Directors (TADs) realized that there was too much variability allowed by the tool so ratings could be inconsistent. As a result, the levels of implementation tool underwent revisions to reduce variability and a pilot test of the revised tool was conducted at the end of the 2005-2006 school year on selected schools. A revision to the name of the tool accompanied revisions to the items within the tool. The Levels of Implementation are now called the Phases of Implementation (PoI). Since some of the items on the PoI have changed, FY07 data are considered a baseline data set and no comparisons to previous years' data will be made (See Appendix C for a description of Illinois PBIS Phases of Implementation Tool).

Technical Assistance Coordinators (TACs) were asked to monitor and guide schools through the process of completing the PoI. Initially, the goal was quarterly completion of the PoI for each school. Due to the volume of schools, the schedule was revised to twice per year. Even with revising the data collection schedule for the PoI, the goal to complete a PoI on every school at least once was not met. Eighty-five percent of schools (554 out of 654) completed at least one PoI in FY07. Out of 554 schools with PoI completed, 373 schools (67%) were rated at universal level implementation, 165 schools (30%) were rated at secondary level implementation, and 21 schools (4%) were rated at tertiary level implementation as of June 30, 2007.

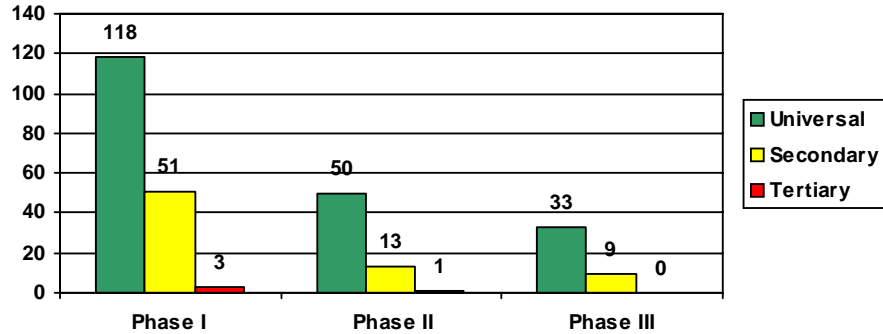
Figure 17 indicates the statewide aggregate of Phases of Implementation for the 554 schools rated at universal, secondary and tertiary levels as of June 30, 2007.

**Figure 17: PBIS Phases of Implementation Statewide as of June 30, 2007 (n=554)**



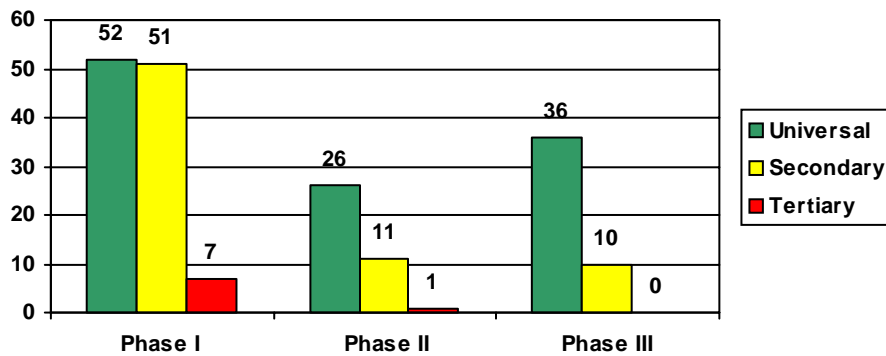
Figures 18 through 21 illustrate Phases of Implementation for PBIS schools aggregated by region. Each of these figures indicated the number of PBIS schools who were rated during FY07 and the percent of total PBIS schools this represents for the region.

**Figure 18: North Region PBIS Phases of Implementation as of June 30, 2007 (n=301)**



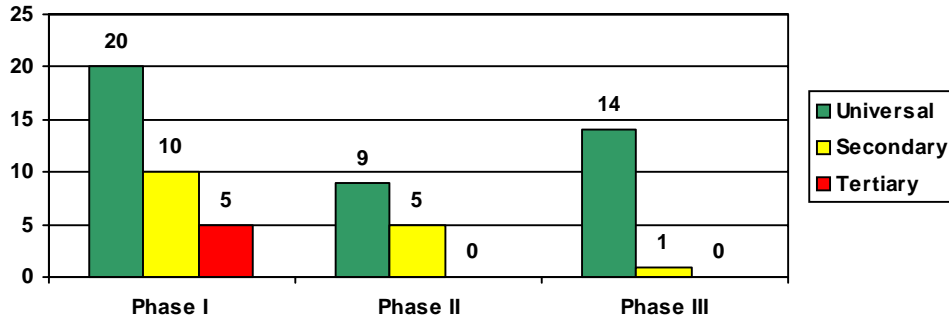
Eighty-one percent (81%) of North Region PBIS schools (301 out of 372) were rated during FY07.

**Figure 19: Central Region PBIS Phases of Implementation as of June 30, 2007 (n=156)**



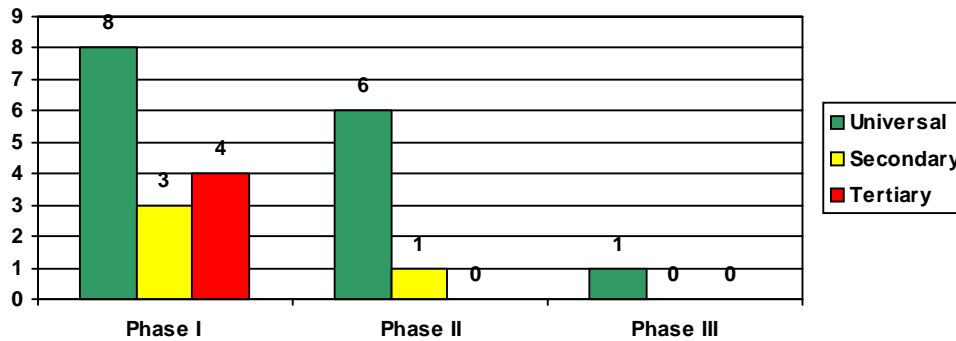
Ninety-one percent (91%) of Central Region schools (156 out of 171) were rated in FY07.

**Figure 20: Southern Region PBIS Phases of Implementation as of June 30, 2007 (n=74)**



Out of the eighty Southern Region schools, seventy-four (93%) were rated in FY07.

**Figure 21: Chicago Region PBIS Phases of Implementation as of June 30, 2007 (n=23)**



Of the thirty-one Chicago Region schools, twenty-three (74%) were rated in FY07.



## 4. PBIS Impact and Outcomes

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The investment in PBIS training and technical assistance (TA) is justified only if there is (a) substantive change in the way schools organize and deliver behavior support, and (b) improvement in the social and academic performance of the students when faculty and staff implement PBIS. The previous chapters document that PBIS training and technical assistance was delivered and that over 654 schools in Illinois now are involved in adopting PBIS. This section of the report addresses the extent to which the PBIS training and technical assistance is making a substantive difference in the behavior support available to students in Illinois, and the impact/benefit to students and schools. The specific **FY07 Illinois PBIS evaluation questions** are: (1) Do training and technical assistance provided by the statewide network result in implementation of school-wide PBIS? (2) If schools implement PBIS, do they implement with fidelity? (3) If schools implement PBIS, are they able to sustain implementation? (4) Does PBIS result in a benefit to students? (5) Does PBIS result in a benefit to students with the most complex emotional/behavioral needs? Questions 1-4 are addressed in Section 4. Question 5 is addressed in Section 5.

### **Question #1: Do training and technical assistance provided by the statewide network result in implementation of school-wide PBIS?**

The basic PBIS approach is to help schools develop a social culture that is predictable, positive, supportive, and consistent. PBIS, however, is more than a conceptual approach; it includes observable practices and systems that can be assessed. The following three approaches were used to determine if schools receiving PBIS training and TA were successful at adopting PBIS practices and systems.

1. School-teams did self-assessments to determine if they were implementing PBIS. This was done with a Team Implementation Checklist (included as Appendix D) that school-teams complete quarterly, and report to their coach.
2. Self-assessment information was obtained from the entire school faculty/staff on the extent to which PBIS practices and systems were being used. This was done by having the entire faculty/staff complete the Self-Assessment Survey (included as Appendix E).
3. Trained observers completed rigorous assessments in schools using the School-wide Evaluation Tool (SET, included as Appendix F) while on-site at schools.

The **team implementation checklist** (TIC) is a 17-item instrument used quarterly by a school-team to assess both progress toward implementing PBIS, and implementation activities for the next quarter. The instrument produces a score indicating the percentage of items perceived by the team as being “implemented”. When a school-team reaches an 80% level of implementation on the TIC they are considered to be implementing PBIS.

The results indicate:

**Pre-Kindergarten Schools:** Of the 14 pre-kindergarten schools implementing PBIS in FY07, 8 schools (57%) submitted at least one team checklist. Their average TIC score was 52%.

**Elementary Schools:** Of the 376 elementary schools implementing PBIS in FY07, 174 schools (46%) submitted at least one team checklist. Their average TIC score was 68%.

**Middle Schools:** Of the 138 middle schools implementing PBIS in FY07, 51 schools (37%) submitted at least one team checklist. The average TIC score was 65%.

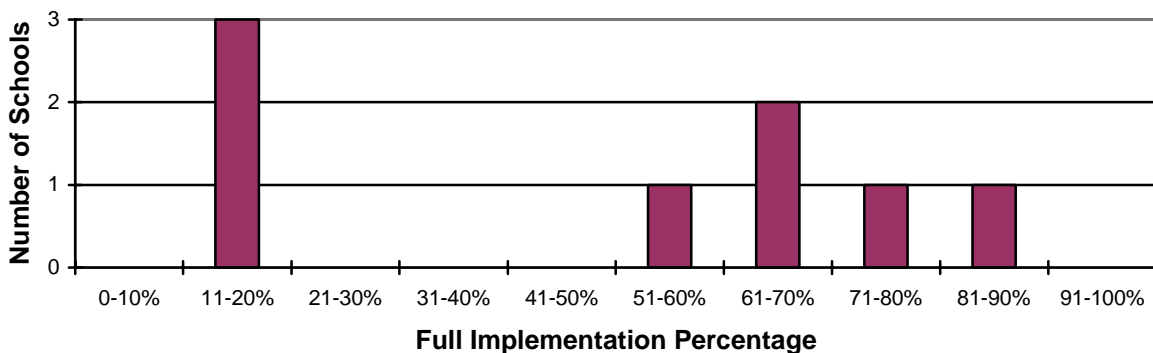
**High Schools:** Of the 34 PBIS high schools, 12 schools (35%) submitted at least one team checklist. Their average TIC score was 53%.

**K-8 and K-12 Schools:** Of the 58 K-8 or K-12 schools implementing PBIS in FY07, 48 schools (83%) filled out at least one team checklist. The average TIC score for K-8 or K-12 was 65%.

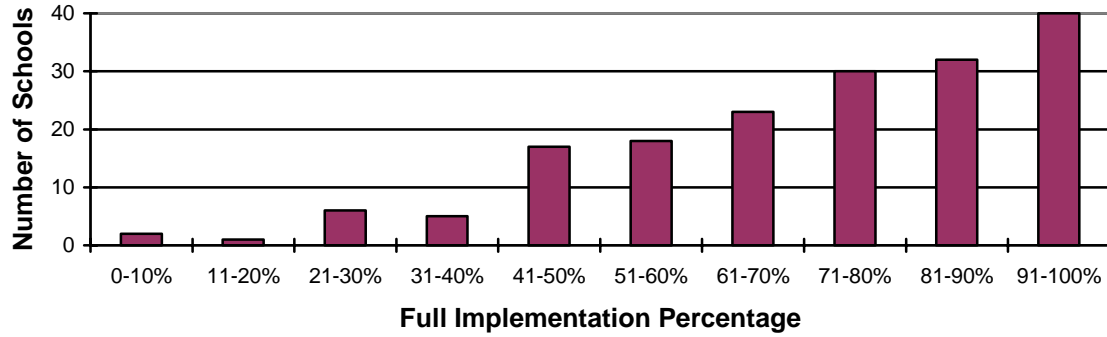
**Alternative, Special Education and Juvenile Justice Schools:** Of the 34 alternative/special education or juvenile justice schools implementing PBIS in FY07, 5 schools (15%) submitted at least one team checklist. Their average TIC score was 56%.

The 2006-07 data in the Figures 22 through 27 below indicate that school teams use the TIC to document PBIS implementation progress. Schools across grade type groupings implement PBIS to varying degrees. Training and technical assistance provided by Illinois is perceived by school teams as effective at moving schools to the 80% implementation criterion.

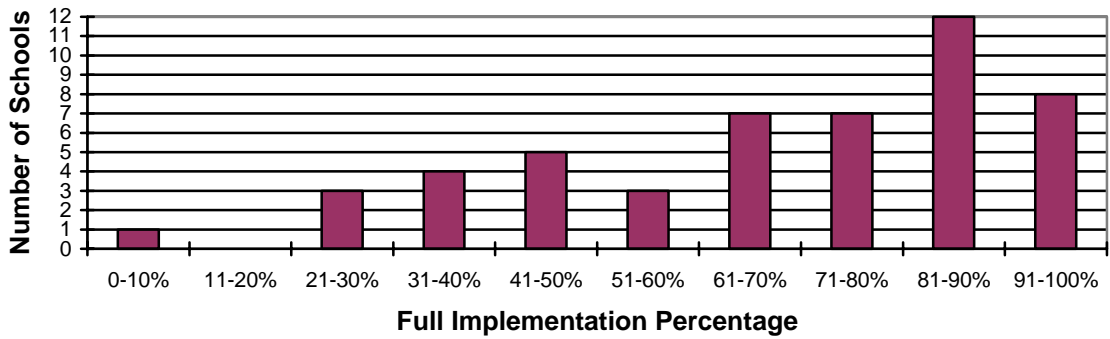
**Figure 22: Pre-Kindergarten School TIC Full Implementation Score 2007 (n=8)**



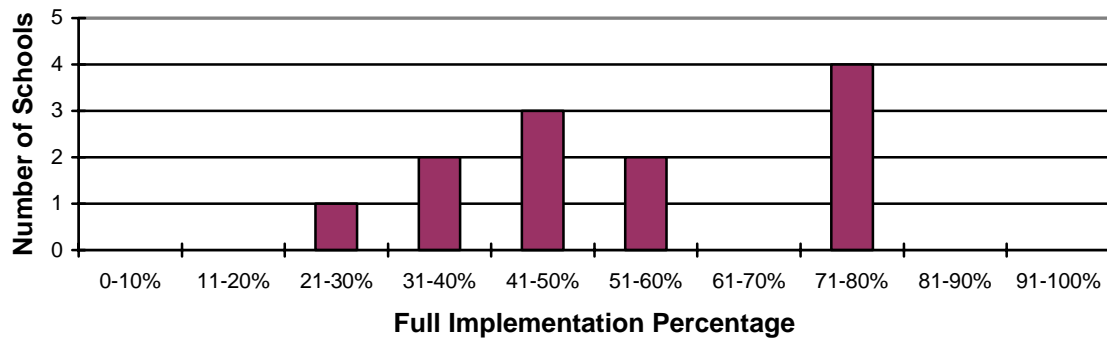
**Figure 23: Elementary Schools TIC Full Implementation Mean Scores 2007 (n=174)**



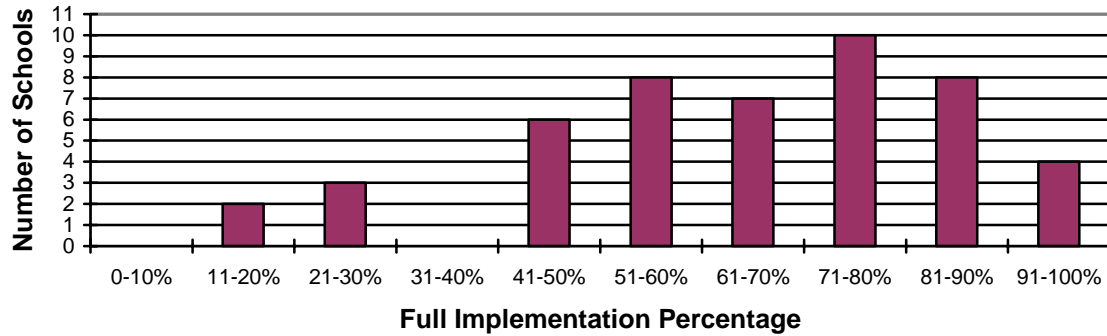
**Figure 24: Middle School TIC Full Implementation Mean Scores 2007 (n=51)**



**Figure 25: High School TIC Full Implementation Mean Scores 2007 (n=12)**



**Figure 26: K-8 and K-12 Schools TIC Full Implementation Mean Scores 2007 (n=48)**



**Figure 27: Alt/JJ Schools TIC Full Implementation Mean Scores 2007 (n=5)**

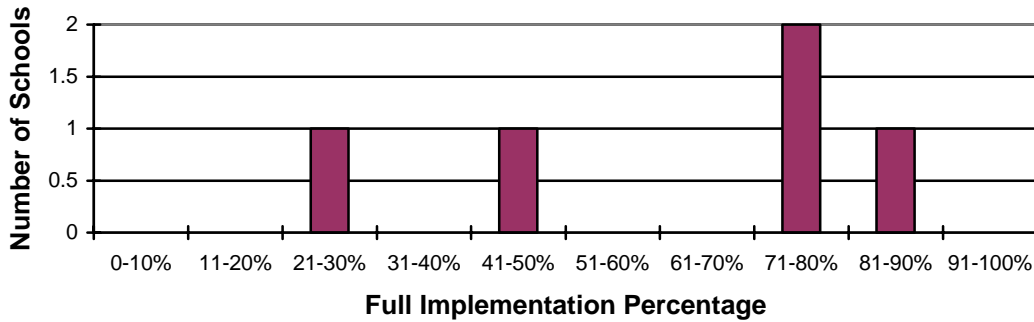
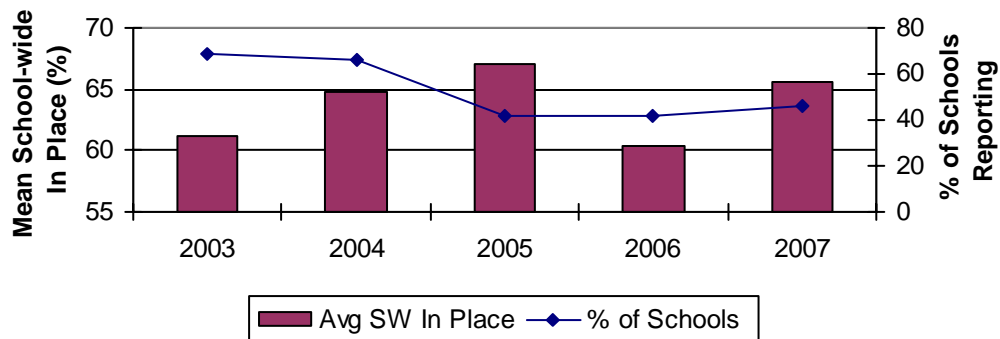


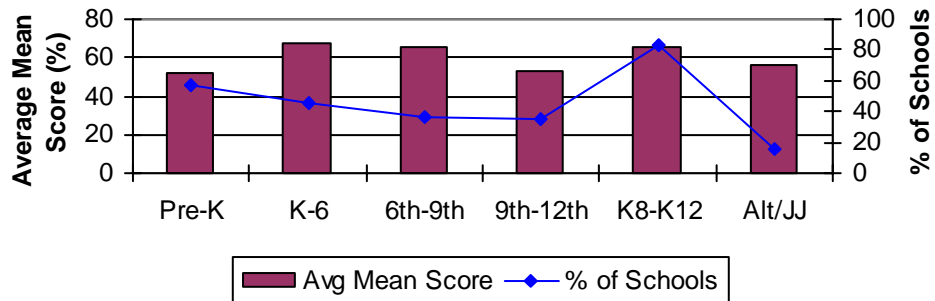
Figure 28 below shows aggregated TIC full implementation mean scores and the percent of schools reporting for the last five (5) years (FY03 to FY07).

**Figure 28: TIC Full Implementation Mean Scores and Percent of Schools Reporting for 2003-2007**



TIC data are organized below by grade level. Figure 29 shows average mean implementation score (bar) and percent of PBIS schools reporting at least one (1) TIC (diamond) organized by grade type.

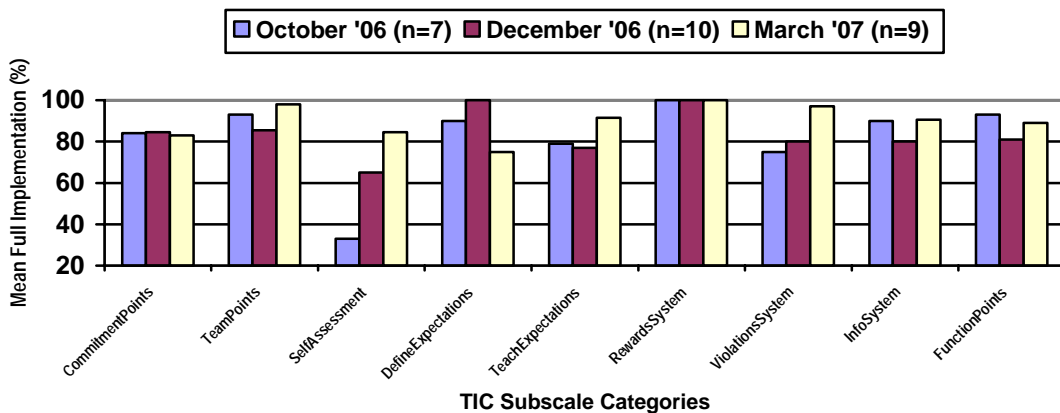
**Figure 29: PBIS School by Grade Type: TIC Full Implementation Mean Scores 2007**



As part of the ongoing effort within the PBIS Network to provide schools and districts with information that is useful for decision-making, each school and each district receive summary information about their TIC scores. An example of the district-level report for Alton School District in Alton, IL is provided below. The data displayed are an average of TIC scores for each of the subscale categories completed by Alton schools during the 2006-07 school year. Each bar indicates the percentage of TIC items implemented within each subscale category. A team, coach, or district coordinator can easily identify where the teams perceive themselves as improving implementation, sustaining implementation, or diminishing implementation in each of the subscale categories.

Figure 30 below illustrates that over the course of the school year, schools completing the TIC in Alton School District perceived their schools' implementation of school-wide PBIS as either sustaining or meeting criterion in all subscale categories, with the exception of the Define Expectations category.

**Figure 30: Alton School District #11 TIC Full Implementation Mean Scores for Subscale Categories 2006-07**



A second way to determine if PBIS training and technical assistance is effective is to ask the whole faculty of a school if they perceive themselves as implementing PBIS practices and systems. The **Self-Assessment Survey (SAS)**, formerly known as the EBS Survey, is an evaluation instrument completed annually by faculty in a school; it assesses its perceived level of PBIS implementation (rated as “In Place”, “Partially In Place” and “Not In Place”) in four content areas:

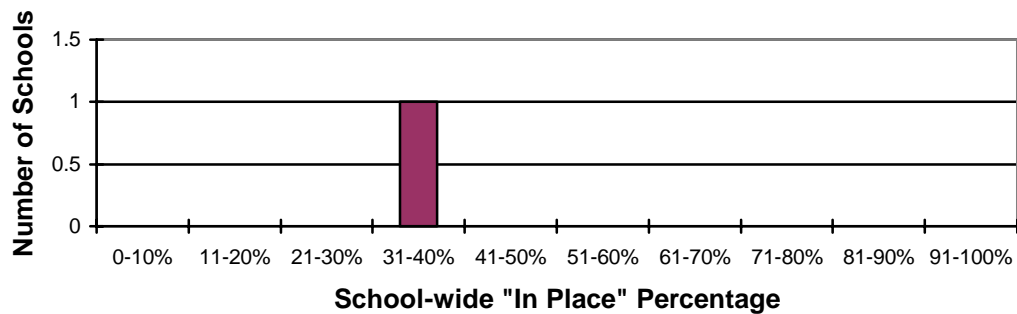
- Universal School-wide PBIS
- Classroom
- Non-classroom
- Intensive Individual

The number and percentage of schools submitting SAS varied across grade type and ranged between 7% and 72% (see summary below). Caution should be taken in regards to making statements about school-wide PBIS fidelity with grade types that had a small percent or number of SAS submitted. Since the data are limited for these groups (particularly Pre-kindergarten and Alternative/Juvenile Justice schools) analysis should focus on the school and/or district level.

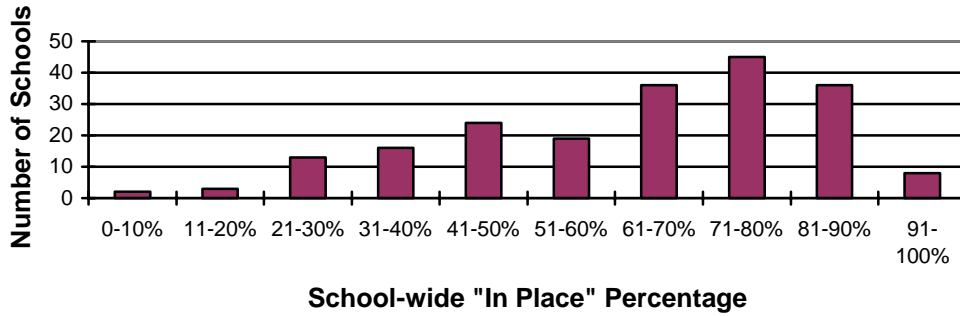
- Pre-Kindergarten: 7% (1 out of 7)
- Elementary: 53% (201 out of 376)
- Middle School: 51% (71 out of 138)
- High School: 47% (16 out of 34)
- K-8 and K-12: 74% (43 out of 58)
- Alt, Sp Ed and Juvenile Justice: 29% (10 out of 34)

Figures 31 to 36 show a detailed breakdown of the distribution of School-wide “In Place” rankings by grade type.

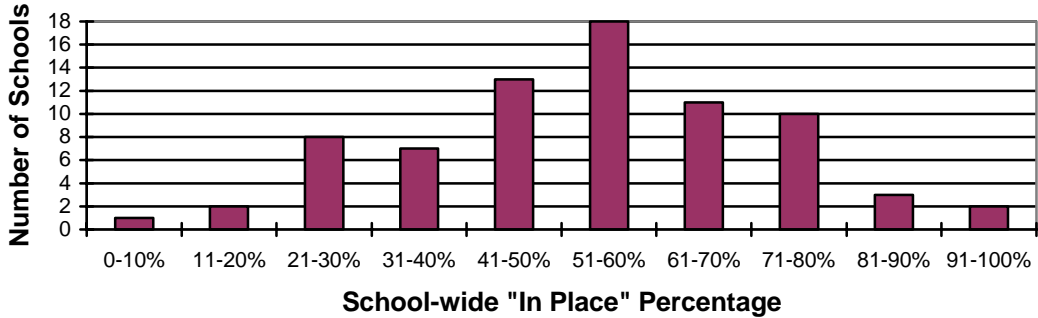
**Figure 31: Pre-Kindergarten School SAS School-wide “In Place” Score 2007 (n=1)**



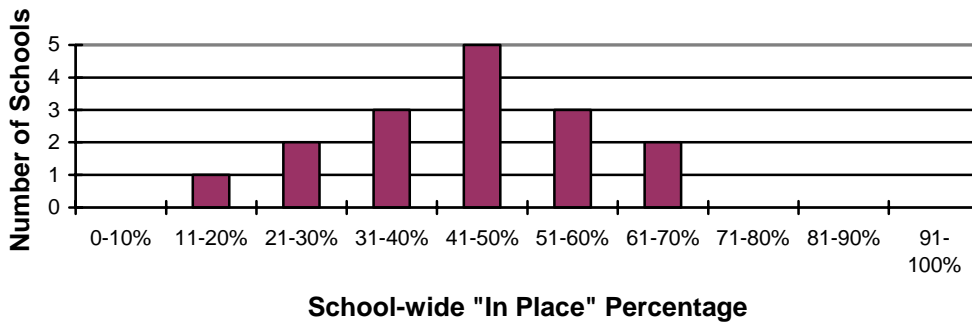
**Figure 32: Elementary Schools SAS School-wide “In Place” Scores 2007 (n=201)**



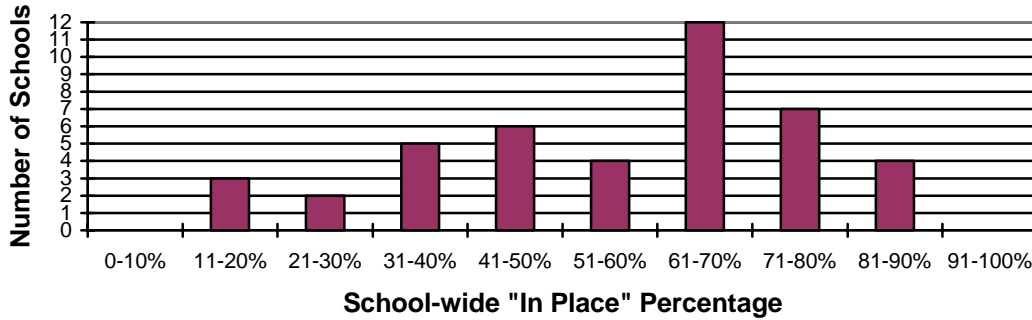
**Figure 33: Middle School SAS School-wide “In Place” Scores 2007 (n=71)**



**Figure 34: High School SAS School-wide “In Place” Scores 2007 (n=16)**



**Figure 35: K-8 and K-12 Schools SAS School-wide “In Place” Scores 2007 (n=43)**



**Figure 36: Alt/JJ Schools SAS School-wide “In Place” Scores 2007 (n=10)**

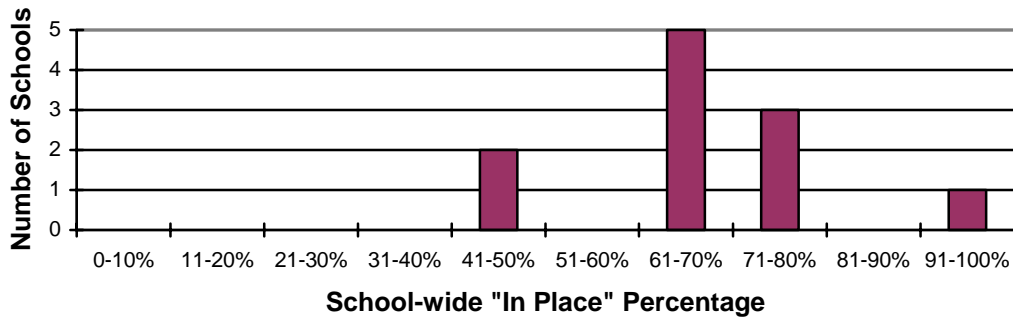


Figure 37 demonstrates schools in Illinois are ranking school-wide PBIS components “In Place” more each year. In FY07, an increase in the number of schools completing the SAS was a result of TACs and TADs encouraging schools to complete the SAS on-line through PBSsurveys.org.

**Figure 37: Average School-Wide Ranking “In Place” and Percent of Schools Reporting from 2003 to 2007 for SAS**

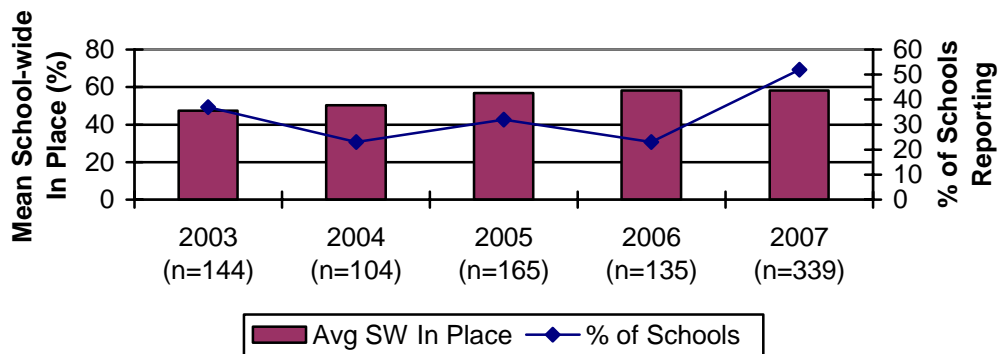


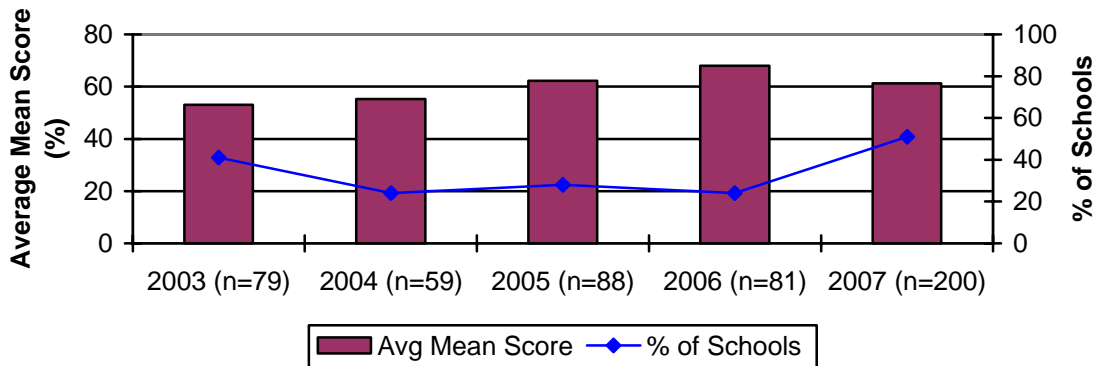
Figure 38 shows the distribution of School-wide “In Place” rankings by grade type for the 2006-07 school year. Although schools that fell into the Alternative/Juvenile Justice category had the highest average school-wide ranking, it should be noted that only 10 of the 34 schools in this category (29%) are represented in this data.

**Figure 38: School-wide “In Place” Rankings by Grade Type 2006-2007**

	Total # of schools	# of Schools with SAS	% of Schools	Average Mean Score of School-wide “In Place”
Pre-K	13	1	7%	32%
K-6	374	201	54%	61%
6th-9th	146	71	51%	53%
9th-12th	29	16	47%	43%
K8-K12	58	43	73%	56%
Alt/JJ	34	10	29%	70%

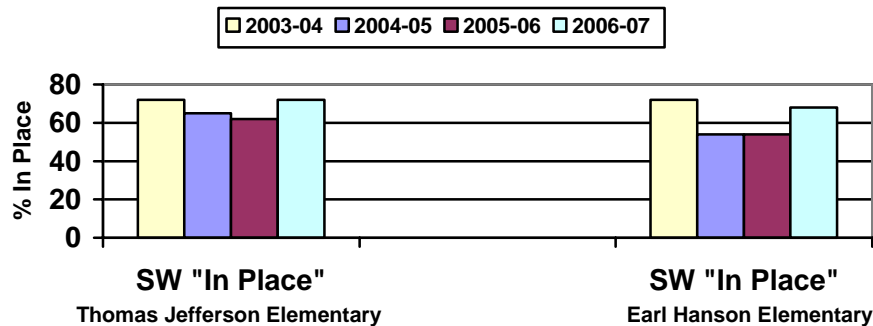
Figure 39 shows the average school-wide ranking “In Place” and the percent of elementary schools for the past five years.

**Figure 39: Average School-wide Ranking “In Place” and Percent of Elementary Schools Reporting from 2003-2007**



The SAS also can be used from one year to the next to assess progress with respect to PBIS implementation. Results in Figure 40 indicate changes in faculty perception from FY04 to FY07 for two schools in Rock Island School District for the School-wide (SW) subcategory.

**Figure 40: Rock Island District SAS School-wide “In Place” Scores 2003-04 to 2006-07**



**Question #2: If schools implement PBIS, do they implement with fidelity?**

The third data source used to assess if schools are successfully adopting PBIS practices and systems is the SET. This is the most rigorous measure of implementation because it is not based on perceptions from teams or faculty, but on the direct observations from an outside professional. The **School-wide Evaluation Tool (SET)** (Sugai, Lewis-Palmer, Todd & Horner, 2001) was developed to measure if school personnel are implementing the practices and systems associated with PBIS. Data to complete the 28 items of the SET are collected by an on-site observer who reviews school documents, examines physical spaces, interviews staff, and interviews students over a 90 to 120 minute period. Each SET item is scored as “in place,” “partially in place,” or “not in place.” The SET produces a summary score (0 to 100%) and seven subscale scores: (a) school-wide behavioral expectations are defined; (b) expectations are taught; (c) rewards are provided for following the behavioral expectations; (d) a continuum of consequences for problem behavior is in place; (e) data on problem behavior are collected and used for decision-making; (f) an administrator actively supports school-wide PBS; and (g) the school district supports school-wide PBS. A school meets criterion as “implementing school-wide PBS” when the SET results indicate a summary score > 80% and an “expectations taught” subscale score > 80%.

Horner, Todd, Lewis-Palmer, Irvin & Sugai (2004) report internal consistency reliability of the SET at an overall alpha level of .96, with a test-retest level of 97.3%. The validity of the SET was evaluated within Messick’s (1988) unified construct validity framework. Summary SET scores from 31 schools were compared with scores from the School-wide section of the Effective Behavior Support Self-Assessment Survey (Sugai, Horner, & Todd, 2000) and produced a Pearson  $r = .75$  ( $p < .01$ ). Subscale scores of the SET also were demonstrated to correlate acceptably with the SET Summary score (median  $r = .65$ ; range .44 to .81).

Each year, a greater number and a greater percent of Illinois PBIS schools reach full criteria (a score of 80-80) on the SET. In 2007, 76% (494 out of 654) of Illinois PBIS schools completed the SET, and 62% (308 out of 494) were meeting full criterion.

Figure 41 below indicates SETs conducted in more schools and more of these schools meeting full criterion over the past seven years. These numbers indicate sustainability of Universal PBIS in Illinois schools over time.

**Figure 41: Illinois PBIS Schools Completing SETs and Meeting 80/80 Criterion**

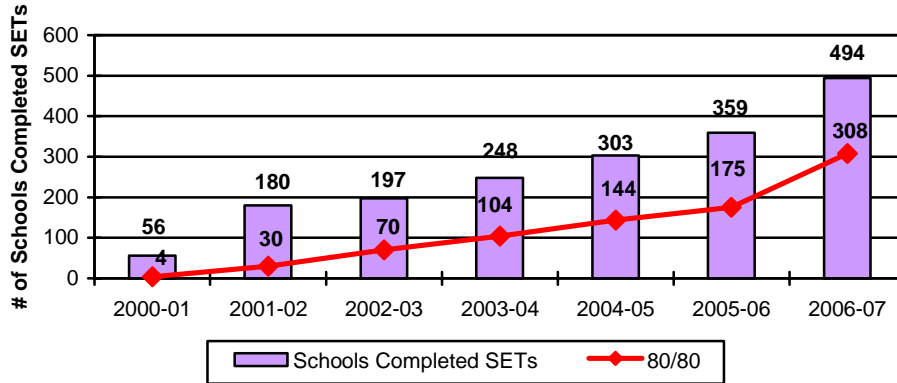


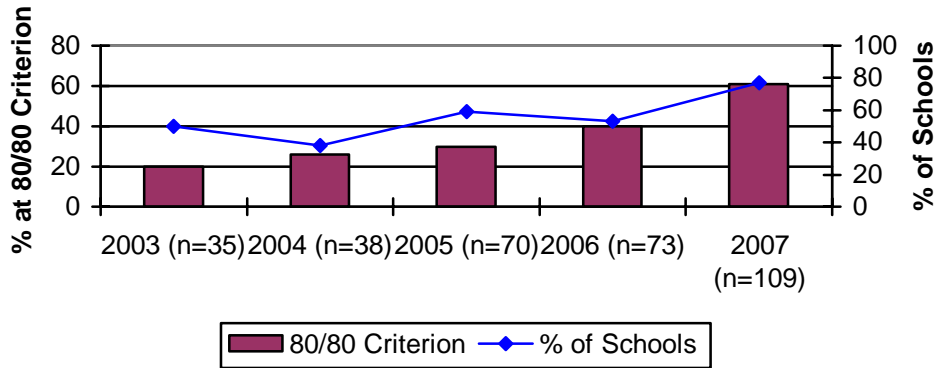
Figure 42 represents the percentage of schools by grade level that have had a SET completed and those that have reached full criterion on the SET. Elementary schools represent the majority of PBIS schools and the majority of schools that have reached full criterion. Although high schools continue to have more challenges reaching fidelity on the SET, it should be noted that (a) more high schools received the SET this year (an increase from 15 to 20); and (b) more high schools are implementing to criterion (an increase from 2 to 4) when comparing FY06 to FY07.

**Figure 42: Schools Completing SETs and Schools at 80/80 Criterion by Grade Level 2006-07**

	Total # of Schools	Schools with SETs	% of Schools with SET	Schools At 80/80	% of Schools at 80/80
Pre-K	13	8	61.5%	4	50.0%
K-6	394	305	77.4%	208	68.2%
6-9	146	114	78.1%	67	58.8%
9-12	29	20	70.0%	4	20.0%
K8-K12	38	25	65.8%	10	40.0%
Alt/JJ	34	22	64.7%	15	68.2%

Figure 43 shows middle schools completing the SET and at 80/80 criterion for the past 5 years.

**Figure 43: Middle Schools Completing SETs and at 80/80 Criterion 2003-2007**



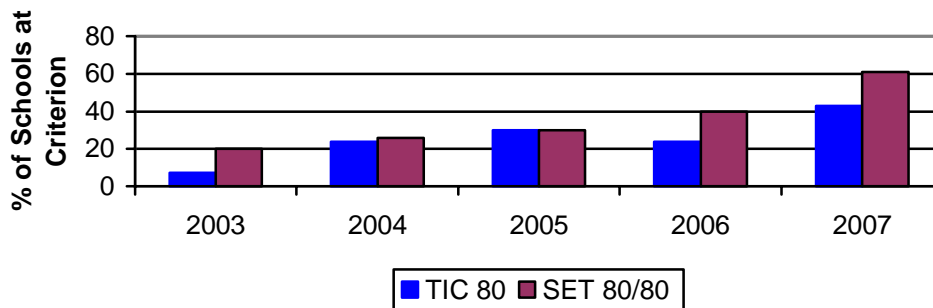
To further illustrate the percentage of Illinois PBIS schools that are implementing school-wide PBIS to criterion, Figure 44 shows schools by grade level that have reached criterion on the SET and on the TIC.

**Figure 44: Percentage of Illinois Schools at Implementation Criterion by Grade Level**

	Total # of Schools	Schools with SETs	% with SET	Schools At 80/80	% at 80/80	Schools with TIC	% with TIC	Schools at 80%	% at 80%
Pre-K	13	8	61.5%	4	50.0%	8	61.5%	1	12.5%
K-6	394	305	77.4%	208	68.2%	194	49.2%	68	35.1%
6-9	146	114	78.1%	67	58.8%	59	40.4%	22	37.3%
9-12	29	20	70.0%	4	20.0%	12	41.4%	0	0%
K8-K12	38	25	65.8%	10	40.0%	16	42.1%	4	25%
Alt/JJ	34	22	64.7%	15	68.2%	9	26.5%	2	22.2%

Figure 45 shows a comparison of middle schools implementing to criterion according to the SET and the TIC over the past five years.

**Figure 45: Percentage of Middle Schools at Implementation Criterion for the TIC and SET 2003-2007**



Taken together, the Team Implementation Checklist, Self-Assessment Survey and SET results paint a common picture. Schools that receive PBIS training and technical assistance in Illinois are reporting change in the way they deliver behavior support, and are being assessed by external reviewers as changing the way they deliver behavior support. The schools are being successful at implementing the practices and systems that are consistent with professional best practices, and associated with the PBIS approach.

**Question #3: If schools implement PBIS, are they able to sustain implementation?**

A question of special concern for the evaluation stakeholders is whether schools that once achieve criterion level implementation of PBIS can sustain use of the practices and systems. This question can be addressed by looking at the proportion of schools that meet the SET criterion one year and are then able to sustain implementation in future years. Figures 46 through 48 below illustrate SET sustainability across years.

Figure 46 provides a summary of SET results across seven years. The graph indicates the number of schools that received a SET, and the number of schools that met the 80/80 criterion (lower portion of each bar). The results show a growing number of Illinois schools are meeting criterion.

**Figure 46: PBIS Schools Implementing to 80/80 or In Progress**

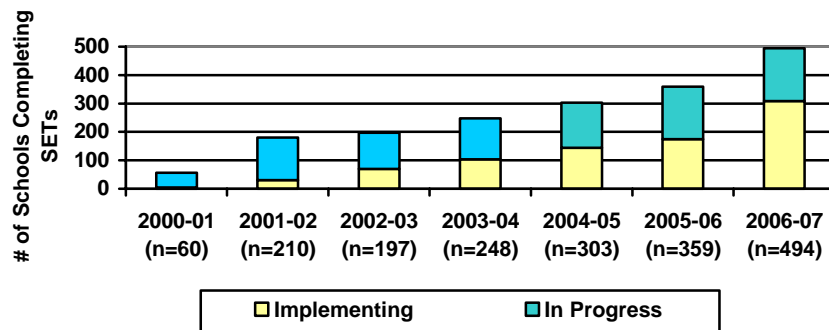


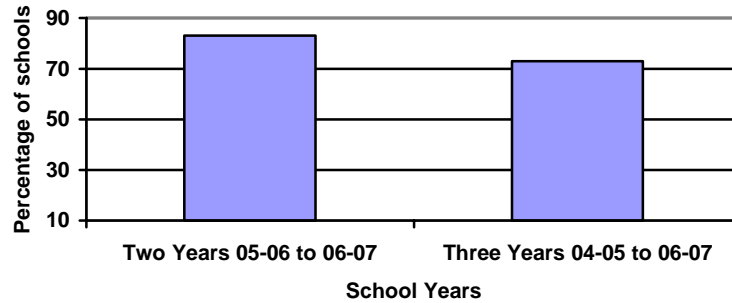
Figure 47 provides a breakdown of the sample of schools that sustained PBIS implementation for two and three years.

**Figure 47: Illinois Schools that Maintained and Did Not Maintain Criterion on the SET**

	# of schools with SETs	# of schools that sustained	% of schools that sustained	# of schools that did not sustain	% of schools that did not sustain
Across 2 Years	160	132	82.5%	28	17.5%
Across 3 Years	93	68	73.0%	25	27.0%

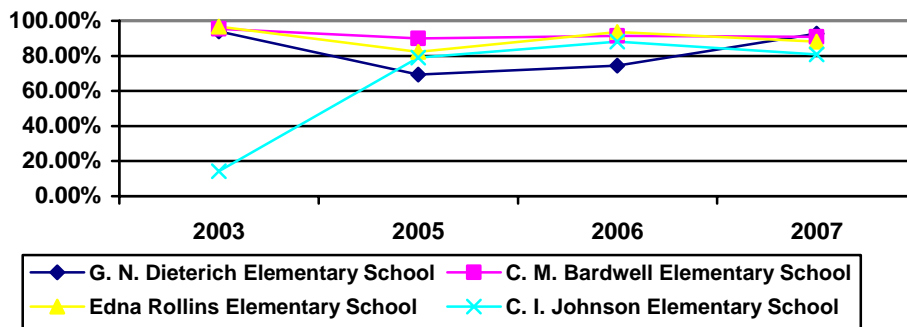
Figure 48 shows the percent of Illinois schools that maintained criterion on the SET across two years and across 3 years. The percentage of schools that maintained criterion for three years increased from 47% in FY06 to 73% in FY07 (a 36% increase).

**Figure 48: Percent of Illinois Schools that Maintained Criterion on the SET**

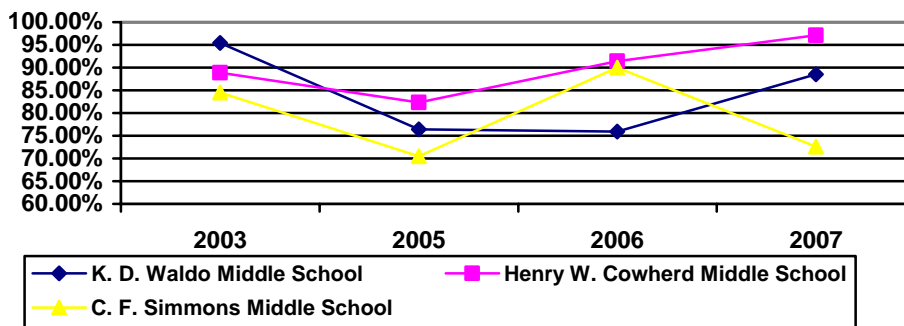


Data from Aurora East School District #131 provide an example of how one district is taking PBIS implementation district-wide. Aurora East School District began PBIS implementation in the 2001-02 school year with seven schools (4 elementary and 3 middle). Over the course of five years, six more schools began PBIS implementation (2 in 2002-03, 2 in 2003-04 and 2 in 2005-06) for a total of 13 schools. Even though the number of PBIS schools has increased in East Aurora over the past 5 years, the original 7 schools sustain school-wide PBIS implementation, and in some cases, maintain fidelity. Figures 49 and 50 illustrate Aurora East School District's implementation and sustainability of PBIS over time.

**Figure 49: Aurora East School District #131 Elementary Schools SET Implementation Averages 2003 to 2007**



**Figure 50: Aurora East School District #131 Middle Schools SET Implementation Averages 2003 to 2007**



**Question #4: Does PBIS implementation result in a benefit to students?**

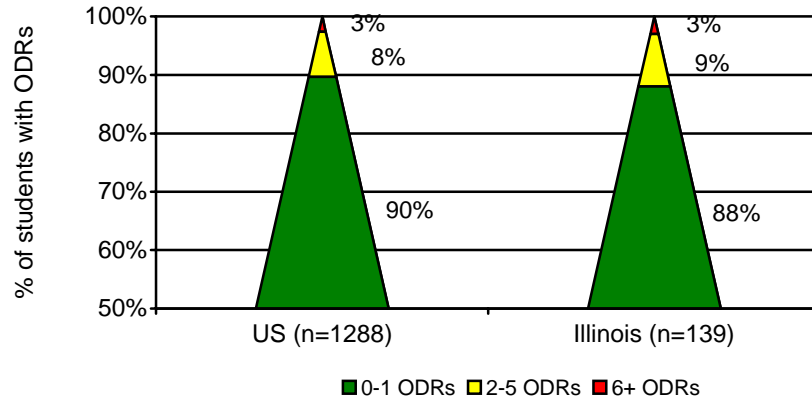
Four areas of student benefit addressed in the FY07 Evaluation are: (a) improvement in student behavior; (b) improved perception of school safety; (c) improved academic performance; (d) the school’s ability to support students with a higher level of need.

(A) **Improvement in Student Behavior** – A major accomplishment related to PBIS training and technical assistance during FY07 has been an increase in the number of schools that collect and use Office Discipline Referral (ODR) data for on-going decision-making. Out of the 654 schools actively implementing PBIS in FY07, interpretable information about the rate and pattern of ODRs was available from 277 schools (42%) in FY07.

Caution is required when interpreting ODR patterns. Office discipline referrals represent possible changes in student behavior and/or teacher behavior and/or the organizational policies of the school. Changes from year to year may be due to change in student behavior or they may be due to change in faculty behavior (e.g., more consistency with reporting incidents of problem behavior).

The initial evaluation questions based on ODRs focus on (a) the extent to which a school adopting PBIS demonstrates reduction in ODR levels, and (b) if schools in the state that meet the PBIS criterion for implementation have lower ODR levels than schools that are not yet using the PBIS practices. Schools adopting PBIS in Illinois and nationally are experiencing a reduction in ODR levels. Figures 51 and 52 compare elementary and middle PBIS schools in Illinois to PBIS schools nationally.

**Figure 51: Mean Percentage of Students by Major ODRs, Elementary Schools (K-6) 2006-07**



**Figure 52: Mean Percentage of Students by Major ODRs, Middle Schools (6-9) 2006-07**

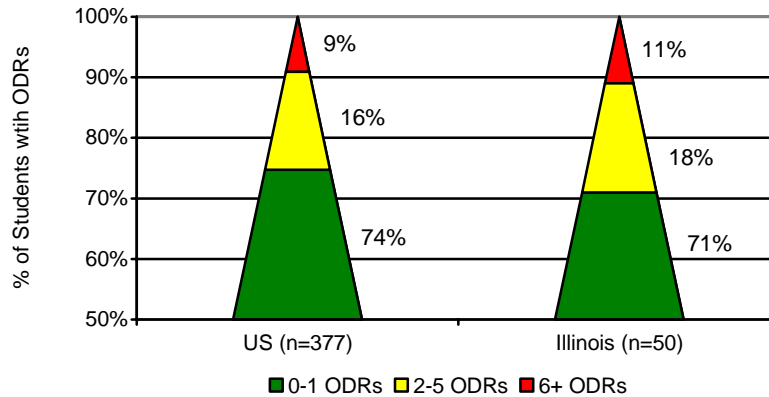


Figure 53 compares national and Illinois ODR rates (Majors only) and breaks down ODRs by grade level.

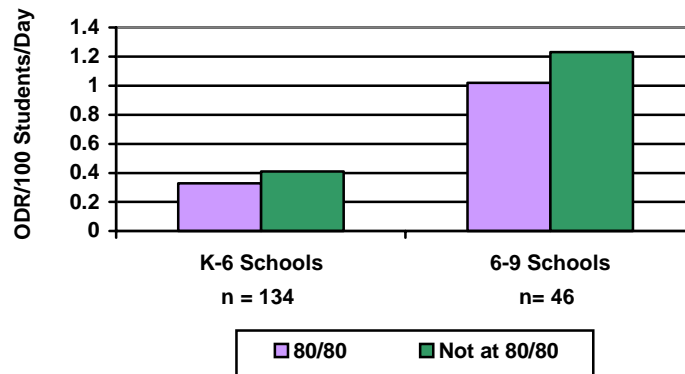
**Figure 53: ODR (Major Only) Means per 100 Students per Day for Illinois**

Grade Level	National	Illinois 06-07	Number of Illinois schools
K-6	.34	.34	156
6-9	.98	1.07	53
9-12	.93	.88	12
K-12	.86	.81	42

Schools implementing PBIS are experiencing decreases in discipline problems as measured by students being sent to the office and suspended or expelled for behavior problems. Office Discipline Referrals (ODRs) decrease at a significantly greater rate in schools that reach full implementation of the universal level (per SET scores). This results in a significant gain in instructional time in the schools that reached full implementation. Approximately 180 schools had SET and ODR scores that allowed rigorous assessment of how PBIS practices were in place. Figures 54 through 56 show that when schools reach full implementation they experience decreases in the rate of ODRs, the percent of students with ODRs and the rate of suspensions and expulsions.

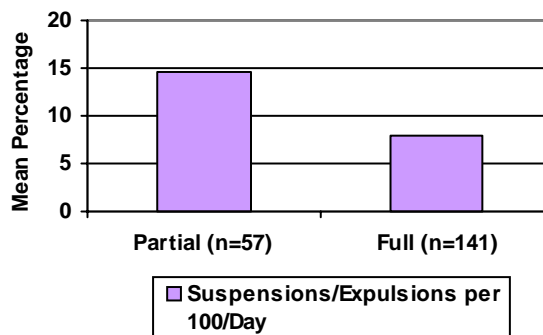
Figure 54 shows a comparison of the mean ODR per 100 students per school day data for partially and fully implementing schools. Both elementary and middle schools experience a drop in the rate of ODRs per 100 students per day as they move from partial to full implementation on the SET.

**Figure 54: Mean ODR per 100 Students per School Day: Illinois 2006-07**



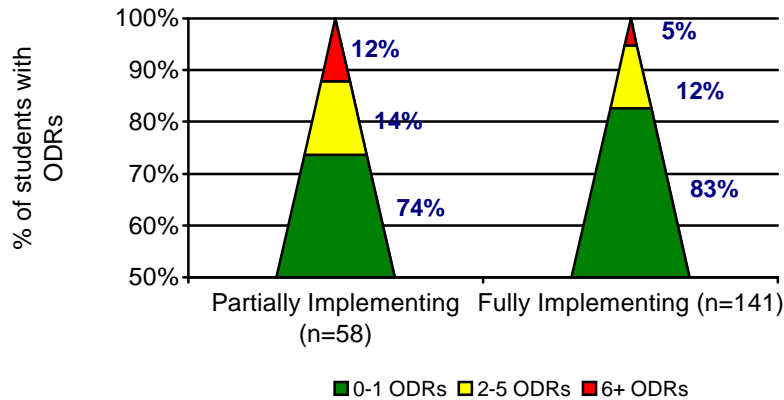
When comparing the number of suspensions/expulsions per 100 students with SET scores, schools with full implementation demonstrated fewer suspensions (7.9%) than schools with partial implementation (14.6%) (Figure 55). The differences between fully and partially implementing schools were statistically significant (Mann-Whitney  $U=2726.0$ ,  $p<0.001$ ).

**Figure 55: Suspensions and Expulsions per 100 Students per School Day: Illinois 2006-07**



When comparing office discipline referral (ODR) rates of schools with SET scores indicating partial versus full implementation of PBIS, schools that fully implemented come out ahead (Figure 56). The differences between fully and partially implementing schools were statistically significant in all three levels of ODRs by using three Mann-Whitney U tests, one for each level (0-1 ODR, Mann-Whitney U=3035.0, p=0.004; 2-5 ODR, Mann-Whitney U=3050.0, p=0.005; 6+ODR, Mann-Whitney U=3062.0, p=0.005). Less time in the office for students in fully implementing PBIS schools means more time in the classroom.

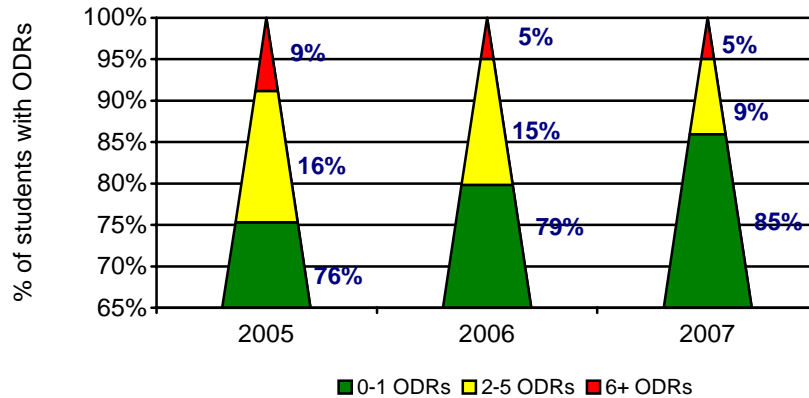
**Figure 56: Mean Percentage of Students with Major ODRs 2006-07 Statewide**



Below are examples of Illinois PBIS schools demonstrating reduction in ODR levels and school-wide fidelity.

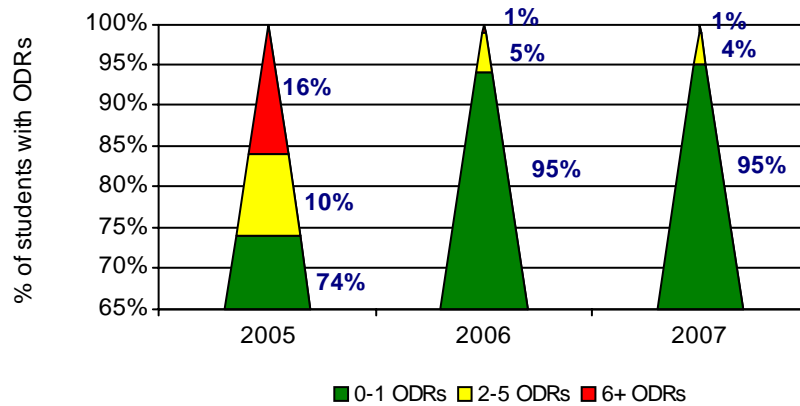
**Cuba Elementary School, Fulton City CUSD #3** began fully implementing PBIS in 2005-06 and has sustained full implementation in 2006-07 according to the SET. Since 2004-05, they have reduced the number of ODRs per 100 students per day by 41% (from 0.835 to 0.495). Figure 57 below shows Cuba Elementary's triangle data over the past three years.

**Figure 57: Cuba Elementary Mean Percentage of Students with Major ODRs 2005-2007**



**Lozano Bilingual and International Center, Chicago Public School District #299,** began fully implementing PBIS in 2005-06 according to the SET. Since 2004-05, they have reduced the number of ODRs per 100 students per day by 94% (from 1.940 to 0.114). Figure 58 below shows Lozano’s triangle data over the past three years.

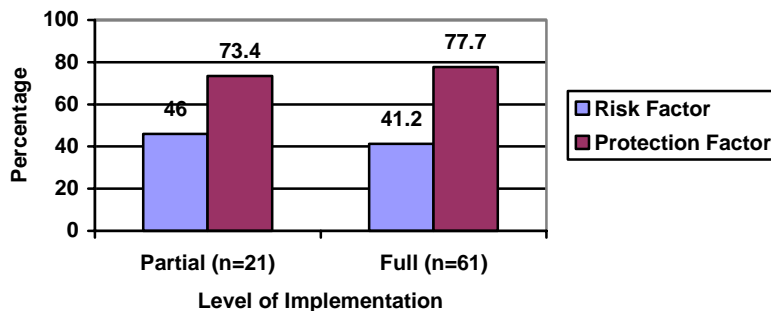
**Figure 58: Lozano Bilingual and International Center Mean Percentage of Students with Major ODRs 2005-2007**



**(B) Improvement in School Safety** – The data, however, show that increased SET scores correlate with a drop in behavioral incidences. But does implementing PBIS school-wide improve staff’s perceptions of safety in schools? The School Safety Survey is administered to five staff members of a PBIS school. This survey asks school staff to assess risk factors and protective factors of their school and the surrounding community. The data in Figure 59 below compares the risk and protective ratios of schools that are fully implementing school-wide PBIS according to the SET with those schools that are partially implementing PBIS.

Schools that had reached full implementation (n=61) reported a higher level of protective factors and a lower level of risk factors than schools that were only partially implementing school-wide supports (n=21). These differences, however, were not statistically significant.

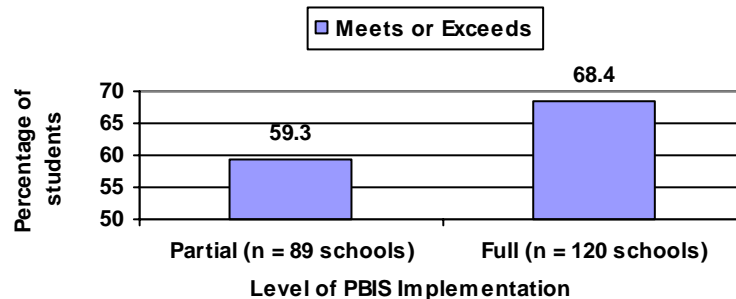
**Figure 59: Comparing School Safety Survey between Partial and Full 80/80 on SET FY07**



**(C) Improved Academic Performance** – School-wide systems of positive behavior support combined with effective literacy approaches can lead to academic achievement. As the discipline data above illustrate, positive behavior support can increase the time available for academic instruction. In Illinois, findings show marked improvement in academics as schools reach full implementation of PBIS according to the SET.

As Figure 60 suggests, the relationship between full implementation of school-wide PBIS and improved academic outcomes was again noted for 2005-06 ISAT scores. A comparison was made of third grade ISAT reading scores between partially and fully implementing schools. The difference was significant between the two types of schools ( $t=3.72$ ,  $df=159$ ,  $p<0.001$ ). Specifically, fully implementing schools had significantly higher percentage of students who met or exceeded the third grade reading standard (mean=68.4) than partially implementing schools (mean=59.3). While the sample of schools with ISAT gains is not the same across years, the trend suggesting higher rates of reading achievement in fully implementing PBIS schools have been noted for three consecutive years.

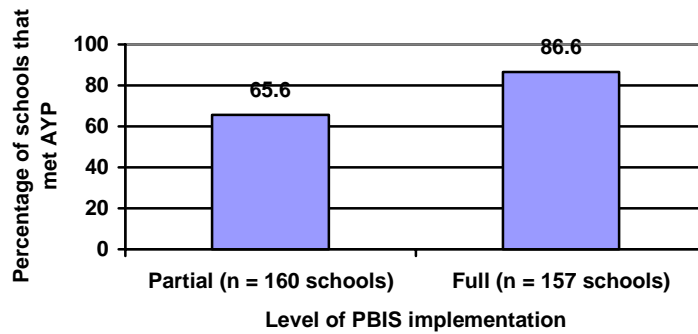
**Figure 60: Illinois 2005-06 Proportion of Students who Meet or Exceed Third Grade ISAT Reading Standard**



A comparison was made of schools that met adequate yearly progress (AYP) between partially and fully implementing schools. These data findings suggest that fully implementing PBIS schools met AYP at a significantly higher percentage than partially implementing schools ( $\chi^2=19.17$ ,  $df=1$ ,  $p<.001$ ). When applying an odds ratio, the findings suggest that the chance for fully implementing schools meeting AYP is 3.39 times greater than the chance for partially implementing schools meeting AYP.

As shown in Figure 61 below, there appeared to be a difference in the percentage of schools that met AYP during FY05 based on level of implementation of PBIS.

**Figure 61: Illinois 2005-06 Proportion of Schools that Met AYP**



Below are examples of Illinois PBIS schools demonstrating increases in Illinois Standardized Achievement Test (ISAT) scores, reduction in office discipline referrals (ODR) levels and school-wide fidelity.

**Fox Creek Elementary School, McLean County Unit 5**, was recently named a Blue Ribbon School. Since 2004, Fox Creek has reached and maintained full implementation according to the SET, reduced their ODRs by 75% (from 580 to 148), and improved their ISAT scores. In reviewing ISAT scores over past three years 3<sup>rd</sup> grade students meeting standards increased 14% in reading and 16% in math, while 5<sup>th</sup> grade students have increased 25% in reading and 18% in math. More significantly, 3<sup>rd</sup> grade African American students increased 42% in reading and 24% in math, 3<sup>rd</sup> grade economically disadvantaged students increased 23% in reading and 30% in math, 5<sup>th</sup> grade African American students increased 19% in reading and just over 1% in math, and 5<sup>th</sup> grade economically disadvantaged increased 33% in reading and 24% in math.

**Carpentersville Middle School, Carpentersville/Dundee School District 300**, had a 64% reduction in ODRs from 2004-05 to 2006-07 (from 318.52 to 115.83 per 100 students). In 2005-06, they achieved full implementation of PBIS on the SET after four years. During the same period, 8<sup>th</sup> grade ISAT Meets or Exceeds (M+E) scores increased in Reading by 12.3%, a gain of 20%; and in Math by 44%, a gain of 59%. Based on their gains on the 2007 ISAT Reading and Math scores, Carpentersville made Adequate Yearly Progress (AYP) for the first time since the 2002-03 school year.

**Casey Middle School, Mt. Vernon District 80**, a fully implementing PBIS school, has experienced a 29% reduction in ODRs from 2004-05 to 2006-07 (from 293.26 to 207.94 per 100 students). During the same period, total 8<sup>th</sup> grade ISAT test scores increased 12%, a gain of 21%, from 56% in 2004-05 to 68% in 2006-07.

In 2004-05, **Still Middle School, Indian Prairie School District 204**, implemented a combined Response to Intervention (Rtl) approach for supporting behavior (PBIS) and academics of their students. They reached full fidelity of school-wide PBIS during 2006-07 with a SET score of 90/91, up from their 30/50 SET score in 2004-05. Over the three years, they experienced a decrease in ODRs per 100 students of 11.4% and a decrease in out-of-school suspensions (OSSs) in the last two years of 25.6% (from 250 to 186), representing an increase of 402.5 student instructional days. During the same three-year period, the number of 8<sup>th</sup> grade students in the M+E on the ISAT Reading Assessment increased by 5.5%, a gain of 6.9%. The number of M+E on the ISAT Math Assessment increased by 26.4%, a gain of 43.6%.

**(D) Schools Ability to Support Students with a Higher Level of Need** - The School Profile Report (Appendix G) data was used to examine the impact of school-wide PBIS on the rate and effectiveness of individual and group interventions for students with more comprehensive needs. The School Profile Tool is completed by school-based PBIS teams at the end of the school year and includes information regarding the teams' activities (e.g., number, level, and start date for interventions) and the perceived impact of the intervention. A total of 195 schools submitted the School Profile in 2006-07, 151 schools in 2005-06, 187 schools in 2004-05, 170 schools in 2003-04, and 149 schools in 2002-03. Across the 195 schools with 2006-07 profiles, 1,172 interventions were reported. Consistent with the PBIS model, the majority (806) of the interventions focused on universal strategies intended to support 80% to 90% of the students within a school.

Once these data were reported on the FY07 School Profile, a lead evaluation coordinator reviewed them and re-coded any data that were misrepresented in a particular category (e.g., class level interventions that are school-wide). The reviewer determined a secondary level intervention as an intervention that addressed less than 80% of the school population

The distribution of level of interventions is included below.

	Number	Percentage
• Universal	806	69%
• Small group secondary	184	16%
• Individual secondary	153	13%
• Wraparound/tertiary	28	2%

A goal for the past three years has been to increase capacity to provide secondary interventions for small groups and individual students. As a result, the number of Illinois PBIS schools who report implementation of secondary interventions continues to increase. Three hundred sixty-five schools reported interventions beyond the school-wide level in FY07.

Figure 62 represents the number of School Profile tools received and the number of schools reporting secondary and tertiary interventions.

**Figure 62: Illinois PBIS Schools Completing School Profile Tool and Implementing Secondary/Tertiary Interventions across Five Years**

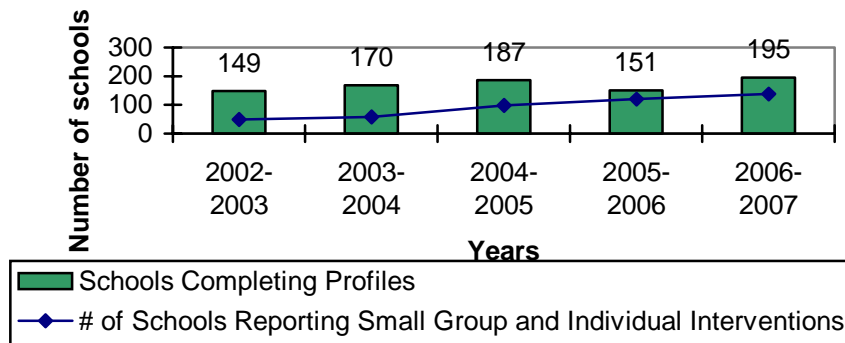
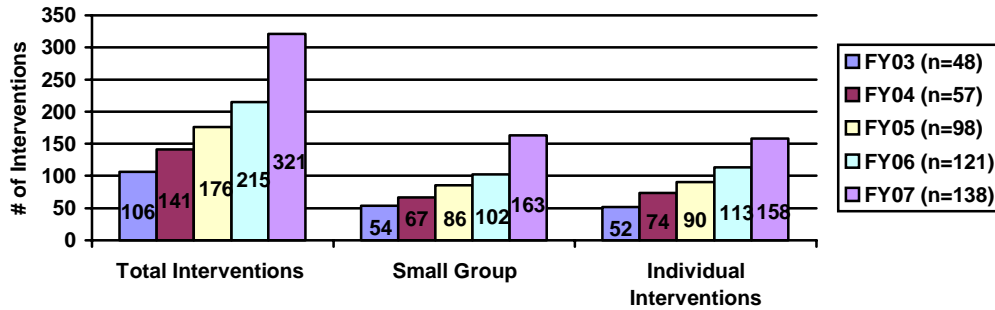


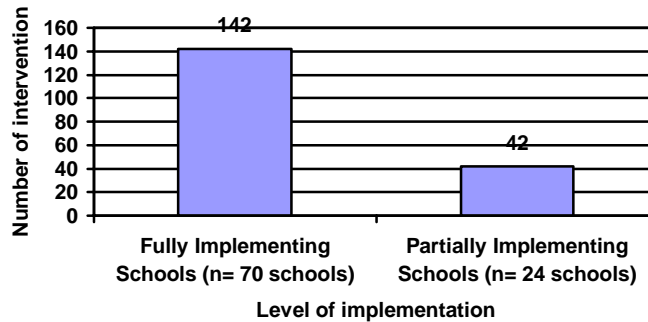
Figure 63 shows the number of Very High, High and Medium effectiveness ratings for interventions from School Profiles submitted by schools from FY03 to FY07.

**Figure 63: Five Year Comparison of Secondary/Tertiary Interventions Rated “Medium”, “High”, or “Very High” for Small Groups and Individual Students**



Due to the self-reported nature of the Profile data, caution should be taken when drawing conclusions from analyses shown in Figures 64 through 66. Figure 64 shows that schools fully implementing school-wide PBIS, according to the SET, reported more interventions, and had a higher average of interventions per school on the School Profile tool.

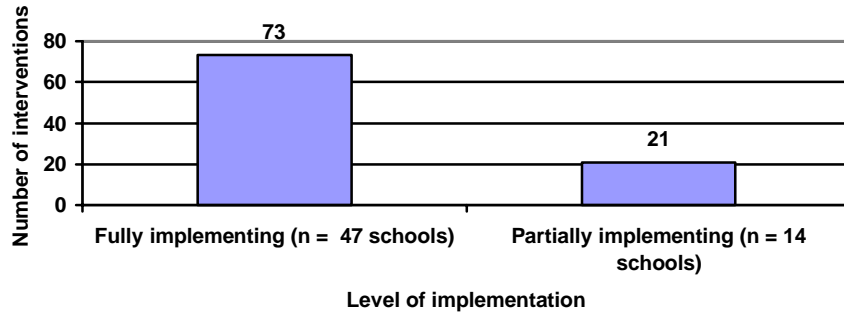
**Figure 64: Secondary and Tertiary Interventions Rated "High" or "Very High" in Fully and Partially Implementing Illinois PBIS Schools**



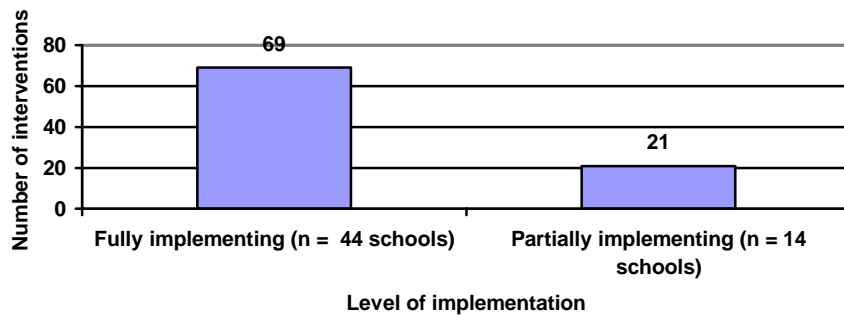
As stated above, in FY07, 138 schools reported secondary or tertiary interventions on the School Profile tool. This is a 14% increase from FY06 (from 121 to 138). Further, 365 interventions were reported beyond school-wide in FY07, this was up from 291 reported in FY06. This change represents a 25% increase in the number of interventions reported beyond school-wide.

Figures 65 and 66 below show that more than three times as many fully implementing schools reported very high or high interventions when compared to partially implementing schools in both secondary group and secondary individual/tertiary intervention categories.

**Figure 65: Secondary Group Interventions Rated as "Very High" and "High" in Fully and Partially Implementing Illinois PBIS Schools**



**Figure 66: Secondary Individual and Tertiary Interventions Rated "Very High" and "High" in Fully and Partially Implementing Illinois PBIS Schools**



Profile tool data summaries from Rock Island School District and Elgin School District show to what degree two districts implement and rate the success of universal, secondary and tertiary interventions.

**Figure 67: Illinois School Profile Tool Summary of Interventions for Rock Island School District**

N=12	Total number of schools with interventions	# of schools with interventions rated "High" or "Very High"	schools with 0-1 interventions	2-5 interventions	6 or more interventions
Universal	12	11	4	6	2
Secondary Group	8	5	6	2	0
Secondary Individual	7	6	4	3	0
Wraparound/Tertiary	4	2	4	0	0

**Figure 68: Illinois School Profile Tool Summary of Interventions for Elgin School District**

<b>N=10</b>	<b>Total number of schools with interventions</b>	<b># of schools with interventions rated "High" or "Very High"</b>	<b>schools with 0-1 interventions</b>	<b>2-5 interventions</b>	<b>6 or more interventions</b>
Universal	10	8	0	5	5
Secondary Group	6	4	2	4	0
Secondary Individual	2	1	1	2	0
Wraparound/Tertiary	0	0	0	0	0

Below are school-specific success stories rated on the Profile tool that illustrate how schools develop and implement interventions on the secondary and tertiary levels.

A 6<sup>th</sup> grade student, who was a new student in a North Region school, had a GPA of only 1.25, had been given 6 ODRs, and had 15 days of suspension at the end of the second quarter of the school year. At the end of the school year, after being referred to wraparound and participating in a check in-check out intervention, he experienced no ODRs and his GPA was 2.3. The student’s family reported that the student was walking with his head up and that this was the first time he experienced success in school. Staff at the school reported that the student was coming in at lunch to get extra help from his teachers and that he was trying hard to do well.

A Central Region school implemented a check and connect that showed a 61% reduction in ODRs for 5 students during the 06-07 school year. In addition, through check and connect and after school study hall, three of the five students who were targeted for academic needs showed an increase in academic improvements. Student A increased their GPA from 1.75 to 3.9. Student B increased their GPA from .8 to 3.65. Student C increased their GPA from 2.4 to 4.3

A 4<sup>th</sup> grader, in a Central Region school, was constantly interrupting class to get attention. A contract was made with him to have 10 or fewer interruptions of class per day in order to “earn his day” for incentives. He made such progress that he now can only have 3 or fewer interruptions to earn his day, and has been able to go three days in a row with no interruptions. He has met his daily goal 85% of the time. A 2<sup>nd</sup> grader was putting little effort into his work and his contract stated that he would put forth effort 100% of the time every day. According to his teachers, he has made his goal 92% of the time. On the days that he meets his goal, that is a 75% increase in effort. The following section (Section 5) addresses the fifth evaluation question: Does PBIS result in a benefit for students with complex emotional/behavioral needs?



## **5. Does PBIS Result in a Benefit for Students with Complex Needs?**

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### **Developing Capacity at the Tertiary Tier**

To ensure Illinois schools build capacity for success for students with complex emotional/behavioral needs, the Illinois PBIS Network increased its focus on systems change at the tertiary tier of school-wide PBIS in FY07. This section describes the tertiary demonstration process initiated during FY07, including examples of process and outcome indicators that will continue to be evaluated in FY08 and beyond.

In FY07, the Illinois PBIS Network initiated tertiary demonstration sites in six PBIS districts. Supported by a federal grant award, the Network focused additional state and federal resources to support the six Tertiary Demonstration (Demo) Districts which include Alton, East Aurora, Rock Island, Springfield, Valley View and Waukegan School Districts. Three of these Districts (East Aurora, Valley View and Waukegan) also participate in the U.S. Department of Education Office of Special Education Programs (OSEP) Tertiary Demonstration grant, a partnership between University of Kansas and Illinois PBIS Network.

In FY07, the six Illinois Tertiary Demo Districts were infused with training related to systems of student identification, practice related to individual intervention, and use of data to improve outcomes for students and their families. These districts focused efforts on fully implementing the tertiary tier by first strengthening their systems, data and practices at the universal and secondary levels of PBIS, allowing for more accurate identification and support for students in need of tertiary level interventions.

### **Caveats and Limitations**

Given that FY07 was the initial year of the Tertiary Demo project, a major portion of FY07 was dedicated to assisting these schools and districts in making the systems level changes necessary to develop and implement effective tertiary interventions. Tracking of student outcomes at the tertiary tier started at the beginning of the school year in previous year pilots. In addition, previous tracking was not district-based and did not require repositioning of district staff. During FY07, student tracking of progress did not begin until later in the school year. As a result, a smaller number of students were available for tracking than anticipated and of those students available, the length of time between the first and second assessment period decreased. Therefore, less analysis of items on the SIMEO tools are reported than in past IL PBIS Network reports. The FY08 data analysis and report will include the FY07 and FY08 study cohorts.

FY07 data tracking efforts focused primarily on students receiving the wraparound process, the most complex intervention at the tertiary tier. Future tertiary level data reports will also include students receiving complex FBA/BIPs.

## **Systematic Information Management of Educational Outcomes (SIMEO)**

Since FY03, a sample of students receiving wraparound support has been tracked using SIMEO (Systematic Information Management of Educational Outcomes), the online data system developed to support implementation of wraparound as a tertiary tier intervention in school-wide PBIS. The SIMEO system is a user friendly, accessible, online data system that provides immediate opportunity for single student graphs to be developed and used by the team to guide decision-making at student/family wraparound team meetings. SIMEO data can also be combined for evaluation of aggregate student outcomes. The concurrent goals for use of the SIMEO system during FY07 were:

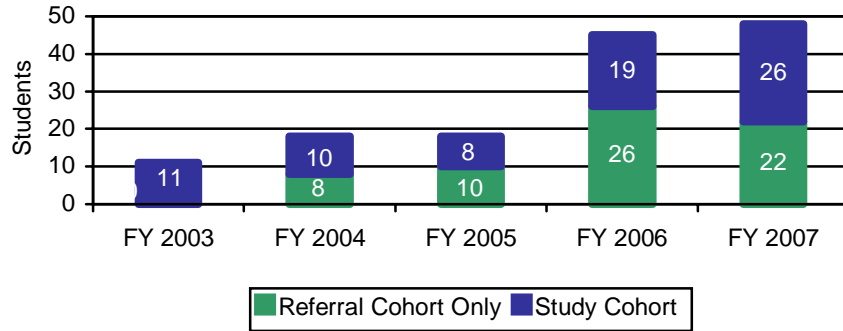
1. Promote use of data-based decision-making by student/family wraparound teams to achieve better student outcomes more efficiently.
2. Build competency of district personnel serving as wraparound team facilitators to consistently integrate data-based decision-making into the student/family wraparound team process.
3. Provide consistent measurement of common benchmarks of progress for students provided the most individualized and intensive level of support within the three-tiered school-wide PBIS approach.

### **FY07 SIMEO Study Cohort**

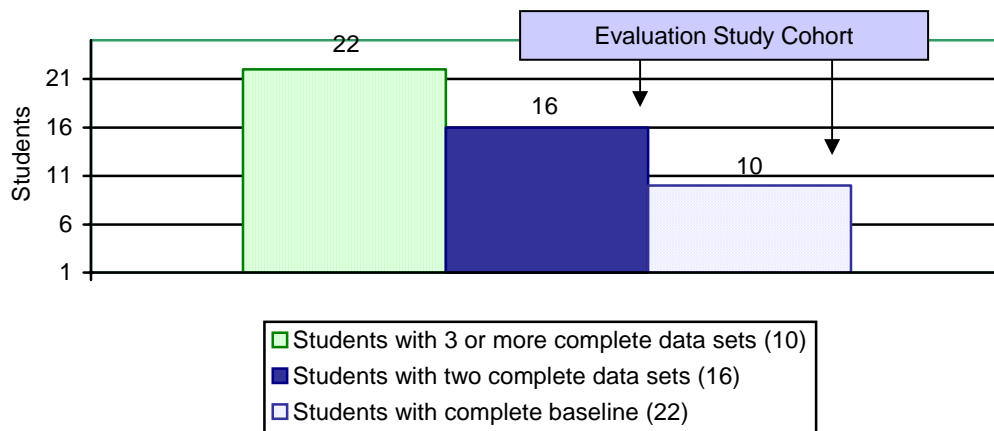
Between FY03 and FY07, a total of 144 students receiving wraparound support have been tracked using SIMEO. Forty-eight (48) of these 144 students were enrolled in SIMEO during FY07; 83% (40) of these students were enrolled by Tertiary Demo Districts.

Of the students enrolled in SIMEO during FY07, 22 students had a complete assessment at baseline but no additional data entered, 16 had two complete assessments and 10 students had three or more complete assessments. See Figures 69 and 70. A complete assessment in FY07 was defined as data from the Referral Disposition Tool (RD-T), the Education Information Tool (EI-T), and the Home School Community Tool (HSC-T). Twenty-six (26) of the 48 students (54%) entered into SIMEO during FY07 had two or more complete assessments and sufficient data to be included in the FY07 "SIMEO Evaluation Study Cohort." The FY07 SIMEO tools are included in Appendix H.

**Figure 69: SIMEO Cohorts from FY03-FY07**



**Figure 70: FY07 Differentiation of Assessments for Students Tracked in SIMEO**



### **FY07 SIMEO Methodology**

The goals of the FY07 SIMEO Evaluation Study Cohort were: (a) evaluate the impact of students receiving wraparound as a tertiary tier intervention within a system of school-wide PBIS, and (b) evaluate the use of data-based decision making as a strategy to improve outcomes for students at the tertiary tier. Participants in this study were students in Illinois PBIS schools receiving wraparound support during FY07, including students who may have been enrolled in a previous school year. Three of the 26 students in the FY07 study cohort were initially enrolled in the fourth quarter of FY06.

Data were collected on students at baseline and one-to three-month intervals during FY07. The flexible assessment frame of one to three months was recommended to allow for more frequent use of data since more frequent intervals are often needed for the purpose of intervention planning.

This preliminary study of implementation of a tertiary demo project includes 26 students with data at both baseline and three-month. A sub-cohort of 10 of the 26 students (38%) also had additional data at the six-month assessment interval.

The average length of enrollment in the wraparound individualized process with SIMEO tracking during FY07 was 5.0 months, with length of time in wraparound ranging from 2.0 to 13.0 months. The mean time between baseline and the second period of measure was 2.0 months, and between the second and third period of measure was 2.91 months.

### **FY07 SIMEO Assessment Tools**

A total of three individual student assessment instruments were used in this study. The SIMEO tools were adapted from tools used during a statewide evaluation of wraparound through interagency community-based Local Area Networks (LANs) in Illinois from 2000-2002 with over 1,500 students receiving wraparound statewide. These tools were developed to support the features of wraparound including strength-based, needs-driven intervention planning among a team representing the strengths/needs of the student and their family. An ongoing work group of interagency wraparound facilitators and program supervisors provided input on the development of the content and administration parameters of the tools (FY98-FY00), which were then adapted for school-initiated wraparound teams for the evaluation of students receiving PBIS tertiary supports and services from FY02 to FY07.

The data collected on the tools reflect the perception of the team that includes school and community personnel, family and student. They also reflect the perception of team members relative to strengths and needs in the areas of academic, emotional, behavioral and social functioning of the student.

Data on the tools were collected by a designated member of each student's individualized wraparound team, typically the person designated as the team facilitator. The designated data collector was also responsible for entering the data into the SIMEO Automated Student Tracking System. The system stores the assessment data and also allows for instant graphing of select variables across the six instruments. Ongoing training and technical assistance is focused on teaching the designated wraparound facilitators (typically school social workers) to bring data generated in graph form into wraparound team meetings to assist the team in making informed decisions relative to the best interest of the child and family.

The assessment tools included the following:

**Referral Disposition Tool** – The referral/disposition tool is an 81-item tool designed to collect demographic data, ISBE educational indicators and specific school behavior indicators. The tool is completed by the team facilitator in conjunction with appropriate team members including the family. The tool is designed to be completed within one month of the initial team meeting and every 30-90 days thereafter, depending upon the needs of the student and family as determined by the team.

Data generated from this tool are used to develop the framework of the student/family file. ISBE outcome indicators will be used to track change in a required set of ISBE related outcomes/goals such as graduation rates, standardized testing completion, etc. School behavior data are tracked and benchmarked over time to assess change in behaviors known to place students at risk of placement failure (office disciplinary rates, school suspension rates).

**Educational Information Tool** – The educational information tool has 43 items measuring various student academic achievement and classroom functioning as rated by the primary or lead teacher(s) of the student. Twenty-nine of the 43 questions measure these constructs using a four-point Likert scale. The two constructs hypothesized to be measured by this tool are classroom functioning and adequacy of educational environment.

The tool is completed by the lead teacher or team of teachers most familiar with the student. The tool is designed to be collected within one month of the initial team meeting and every 30-90 days thereafter, depending upon the intensity of need of the student and family.

Data generated from this tool are used to assess change in the areas of academic achievement, classroom behavior and adequacy of educational environment. The subscale is reported as a two composite scores for the two sections.

A reliability coefficient study was conducted on this tool in the Spring of FY06. Reliability coefficients are designed to measure and provide an index of the consistency of the measurement based on the correlation of its individual items. The study revealed a Cronbach's alpha for the Education Information tool (based on standardized items) of .88.

**Home School Community Tool** – The home school community tool is a 40-item tool designed to assess student strengths/needs in the areas of health and safety, social, emotional, behavior and spiritual/cultural functioning in the home, school and community environments. Each domain is comprised of at least five questions or items. Individual questions across domains are rated on a scale with one equaling “a high area of need” and four equaling “a high area of strength”. These questions are also rated for functioning in the home, school and community environments. The ratings derived for the domain questions are then aggregated and reported as an individual composite domain score across the three environments.

The tool is completed by the wraparound team facilitator and team members to include student and family. The tool reflects the collective perception of team members relative to the strengths and needs of the student. Perceptual assessment of strengths and needs by caring team members drives actions and effects the likelihood of greater integrity of interventions and better contextual fit.

The tool is designed to be collected within one month of the initial team meeting and every 30-90 days thereafter depending upon the intensity of needs of the student and family. Data generated from this tool are used to assess student functioning and change in the areas of health/safety, social, emotional, behavior, cultural/spiritual functioning in the home school and community environments. A reliability coefficient study conducted in FY06 revealed a Cronbach's alpha (based on standardized items) for the Home School Community tool of .97

## **Data Analysis Methods**

Data in this study were analyzed using SPSS Statistical software. Frequency distributions and descriptive statistics were conducted with all study data. Due to the limited sample size of the study cohort, means testing was conducted using dependent *t*

tests, a preferred analytical technique used to determine the probability of mean differences on multiple measures within a group with no comparison group, when the group sample size is smaller than 50.

Twenty-six (54%) of the 48 students enrolled in SIMEO in FY07 met the criteria for inclusion in the full evaluation analysis. These criteria included students who had full data sets at both baseline and three months following baseline. Ten (38%) of the 26 students also had a third full assessment of data at the six-to-seven-month assessment period.

### **Demographic Analysis**

The study cohort was comprised of students referred from 18 schools and six districts throughout Illinois. Fourteen (54%) of the students enrolled were from schools in the Central region of Illinois, while 6 (23%) were from the Northern region of the state and 6 (23%) were from the South region of the state. Twenty (77%) of 26 students were enrolled in PBIS Tertiary Demo Districts.

Students included in the SIMEO Study Cohort were selected based on having a full data profile available for more than one assessment period. A demographic summary of all FY07 SIMEO tracking participants was conducted to determine if any differences existed between those included in the study sample and those not included. The demographic findings are presented in Figure 71.

**Figure 71: FY07 SIMEO Evaluation Study Cohort Demographics**

Demographic Variables	FY07 Non-Study Cohort N=22			FY07 Study Cohort N=26	
	Categories	#	Percent	#	Percent
Gender	Male	17	77%	18	69%
	Female	5	33%	8	31%
Race	African- American	4	18%	8	31%
	Bi-Racial	3	14%	2	8%
	Caucasian	14	64%	16	61%
	Hispanic/Latino	1	4%	-	-
Grade	Elementary*	9	42%	16	62%
	Middle*	13	58%	9	34%
	High School	-	-	1	4%
Primary Caretaker	Mother	15	68%*	17	65%
	Father	1	5%	3	12%
	Two parent	2	9%	1	4%
	Other Relative	4	18%	5	19%
Source of Referral	Teacher	1	5%	3	12%
	Principal	3	13%	6	23%
	Social Worker*	17	77%	12	49%
	PBIS Coach	1	5%	4	16%
DCFS Legal Involvement	Yes	3	14%	6	23%
	No	19	86%	20	77%
Time Enrolled in Wrap (by Months)	Average*	2.7		5	
	Median*	2.5		3.75	
	.5-			2.0-	
	Range*	8.0		13.0	
PBIS School	Yes	20	91%	24	92%
	No	2	9%	2	8%
Special Ed Identified	Yes	8	36%	9	35%
	No	14	64%	17	65%
Primary Disability	None	14	62%	17	65%
	Emotional	2	10%	2	8%
	Learning	4	18%	6	23%
	Autism	1	5%	0	0%
	Other Health	1	5%	1	4%
Education Placement	General Ed*	8	36%	15	58%
	GenEd//Support	2	9%	-	-
	GenEd/Inclusion	1	5%	2	8%
	SPED 0-20%	3	14%	2	8%
	SPED 21-60%	2	9%	3	10%
	SPED 61+*	6	27%	2	8%
	Alt Ed	-	-	1	4%
	Homebound	-	-	1	4%
Placements at Risk** (as noted at baseline)	Home*	8	36%	18	56%
	School*	21	95%	22	85%
	Community*	11	50%	12	46%

\*Bold variables indicate those demographic variables with a 15% or greater difference between the two cohorts.

\*\*Count not mutually exclusive

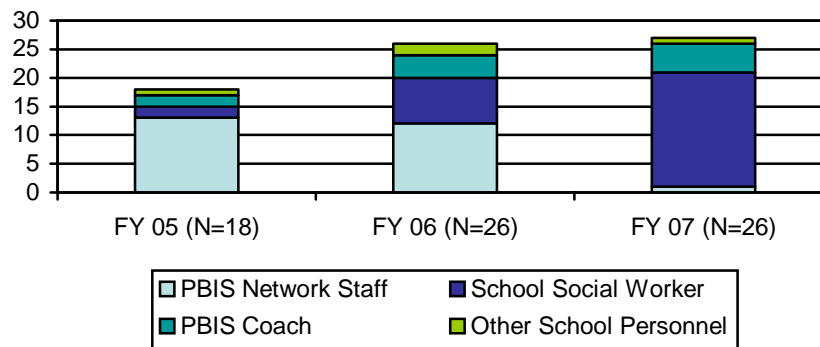
Per Figure 71, students included in the study cohort are demographically very similar to those not enrolled in the evaluation cohort study. There were a few noted areas of demographic differences between the two groups. Study cohort students were more likely to be:

- Attending elementary school
- Referred by a wider array of school personnel
- Attending a general education placement verses a more restrictive educational placement
- At higher risk of home placement failure (in addition to school and community placement failure)
- Enrolled on average 2.3 months longer in wraparound than those in the non-study cohort.

### Shift in “Ownership” of Individual Student Data

School personnel more closely aligned to the day-to-day operations of the school played a more significant role in the collection and utilization of tertiary wraparound data in FY07. During FY05, Illinois PBIS Network personnel (e.g., TACs) were responsible for 72% of all SIMEO wraparound data collected, entered and utilized. In FY07, a significant shift in data responsibility was noted with 81% of all SIMEO data collected, entered and utilized by School Social Workers and other relevant school-based personnel. This shift in data collection responsibility, illustrated in Figure 72, suggests that school-based personnel increased their “ownership” of monitoring of student progress through data during FY07.

**Figure 72: Shift in Responsibility for Individual Student Data Management**



### Use of Data at Wraparound Team Meetings

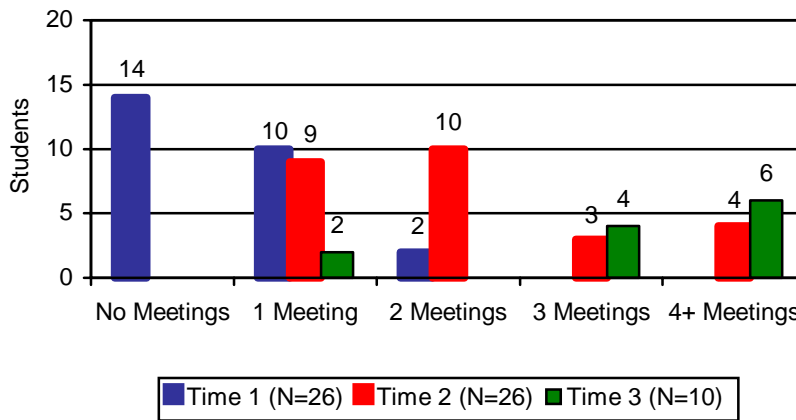
The use of data to guide interventions is a critical component of PBIS at all tiers, including the wraparound planning process at the tertiary tier. Data sets the stage for more objective discussions, allowing team meetings to remain focused on the desired end result, with the hypothesis that better outcomes for students and families will be achieved. Wraparound team facilitators are trained in how to use data to facilitate the

team process and to design interventions since the family and student perspective and voice is captured within the data and they become familiar with the use and utility of data at the team meeting.

In FY07, data were collected on the number of team meetings held per student, and if data were used at the team meetings. In addition, data were collected on the different ways in which data were used during the team process.

Figure 73 indicates that the longer a wraparound team continues to meet, the more often they continue to meet. At baseline, the average numbers of meetings held were minimal (.54). Three months later the average number of wraparound team meetings held increased by 74% to an average of 2.07 meetings. Students followed for an additional three months (six months collectively) met 61% more for an average of 3.37 meetings. Similar to findings from FY05 and FY06, frequency and regularity of team meetings were found to be correlated with better student outcomes.

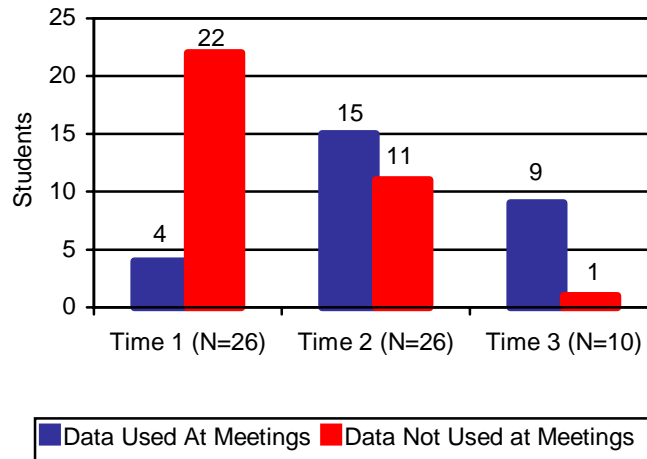
**Figure 73: Number of Wraparound Meetings Held Increase over Time**



Not only do the number of wraparound meetings increase as the length of time the team remains in place increases, but the use of data at the team meetings also increases (Figure 74). At baseline, data were used to facilitate the team and drive decision-making with only four (15%) of the students. The primary purpose for using data at baseline was to engage the team.

Three months later, the use of data at student wraparound team meetings increased 43%, with data being used at meetings for 15 (58%) of the 26 students tracked. The primary purpose for using data at the team meetings was to continue to engage teams and to additionally revise student plans. Six months later 90% (9) of all students tracked had data used at their team meetings, with data used more related to plan revision and celebration of team’s successes.

**Figure 74: Use of Data at Wraparound Team Meetings**



## **Educational Assessment**

The FY07 SIMEO Evaluation Study Cohort (N=26) was evaluated for change on a core set of educational indicators of success. Educational assessment included areas such as classroom behavior, academic success, need for additional academic and behavioral supports and services, and educational placement risk.

### **Classroom Behavior and Academic Performance**

Classroom behavior of the SIMEO Study cohort was assessed using a 13-item classroom functioning scale. The four-point scale required that the teacher or teachers associated with the student provide a rating using one of the four rating points: never (1), sometimes (2), often (3) and always (4). The rating “never” was equated with a negative outcome and the rating “always” was associated with a positive outcome.

As demonstrated by the data, the average Baseline rating obtained for classroom functioning for the 26 students with data available was a rating of 2.34, or a rating most closely approximating that the student “sometimes” demonstrates age appropriate classroom functioning.

At Time 2, the same teachers were asked to again rate the 13 classroom functioning behaviors for the same group of students and the average rating increased only slightly and non-significantly to a rating of 2.4. This rating still suggested that the students were “sometimes” demonstrating appropriate classroom functioning.

For an additional cohort of 10 students with Time 3 data, the increase towards positive classroom behavior continued, with a Time 3 aggregate rating of 2.51. While encouraging that the trend in Time 3 continued in a positive direction, no significant difference was noted between Time 1, 2 or 3 suggesting that students classroom functioning was “somewhat appropriate” during the six months of tracking.

Simultaneous to tracking changes in classroom behavior function, a crude measure of academic performance was also tracked. Student's academic performance was rated by teachers based on the following categorical scale:

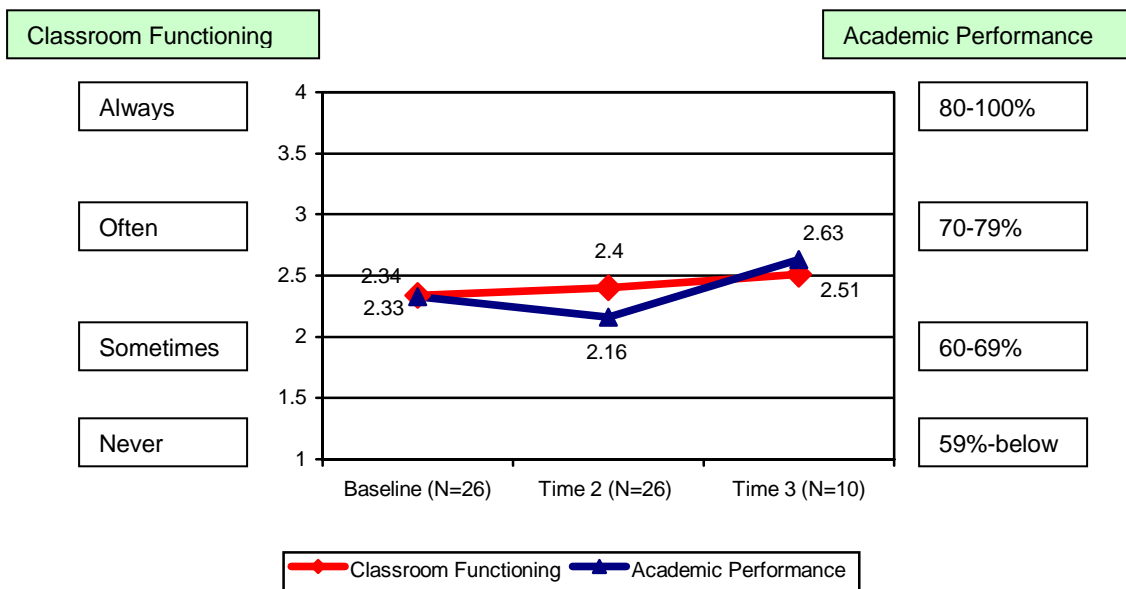
- 4=80-100%
- 3=70-79%
- 2=60-69%
- 1=0-59%

The simultaneous tracking of academic performance with classroom functioning suggests that behavior improves first, followed by gains in academic achievement. Figure 75 shows that as classroom functioning slowly improves, academic performance first decreases slightly (from 2.33 to 2.16,  $p < .802$ ) and then increases. The ratings suggest that the aggregate academic performance for the group of 26 students starts at a rating equivalent to 63%, decreases to a rating closer to 62% at three months and then increases to a rating of 67% at the six month assessment mark.

However, the improvement between three and seven months was positive (+5%) yet non-significant ( $p < .815$ ) with a .13 aggregate increase in academic performance noted for the same 10 students between Time 2 (2.50) and Time 3 (2.63). Students in the Time 3 cohort were now more closely approximating an academic performance rating of 70-79%.

The data generated on academic performance in FY07 supports this notion and when students are continued in a teaming process and tracked for six to seven months, academic improvements are noted.

**Figure 75: Classroom Functioning and Academic Performance**



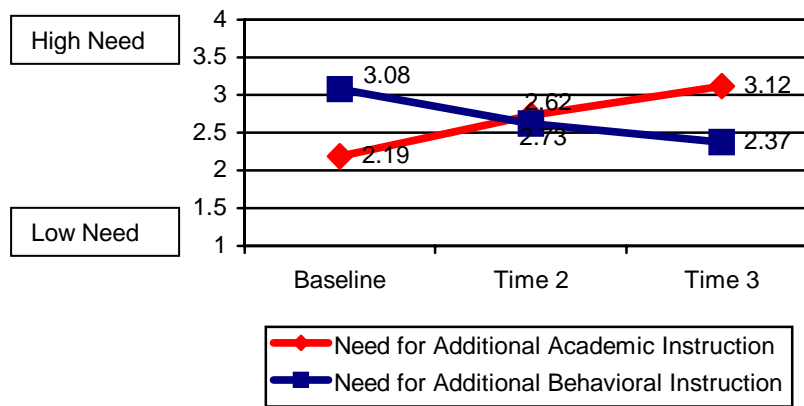
## Need for Additional Behavioral and Academic Assistance in the Classroom

Students receiving individual supports and services often have additional needs within the classroom. Within the Study Cohort 85% (22) students were rated at baseline as “needing additional behavioral supports in the classroom”. Thirty-eight percent (10) were also rated as needing additional academic assistance in the classroom.

Figure 76 illustrates changes over time in ratings for students needing additional behavioral supports. When rated again at Time 2, the level of need relative to behavioral supports in the classroom significantly decreased by 15% to only 18 of the original 22 students being in need of additional behavioral assistance in the classroom. However, the need for additional academic assistance in the classroom increased significantly ( $p < .004$ ) from 38% (10) at baseline to 77% (20) three months later ( $p < .028$ ).

These findings, similar to the FY03 – FY06 analyses, continue to suggest that when behavioral needs in the classroom are immediately and adequately addressed with appropriate supports and services, academic needs may become more evident to the school personnel interfacing with the student. The limited gains in academic performance noted between Baseline and Time 2 also suggest that the immediate behavioral needs at Baseline may supersede the ability of school personnel to recognize true academic needs until behavioral concerns have been addressed. Time 3 data suggest that when behavioral needs are immediately addressed, and academic needs are able to be more clearly recognized, student classroom needs begin to stabilize.

**Figure 76: Behavioral Needs Again Demonstrate Masking of Need for Academic Assistance**



Academic Time 1 to Time 2:  $t = -4.719$ ,  $p < .004$

Academic Time 2 to Time 3:  $t = -2.7587$ ,  $p < .028$

## Placement Risk

Risk of removal from home, school and or community placements is often a reason for referral for tertiary level supports, and is therefore an important variable to track. The risk of the home, school and community placement was assessed for the SIMEO Study Cohort at Baseline, three (Time 2) and six (Time 3) months. Risk was defined as the student being at-risk of being placed out of their current home, school or community environments as determined by their core team members (e.g., family, school personnel).

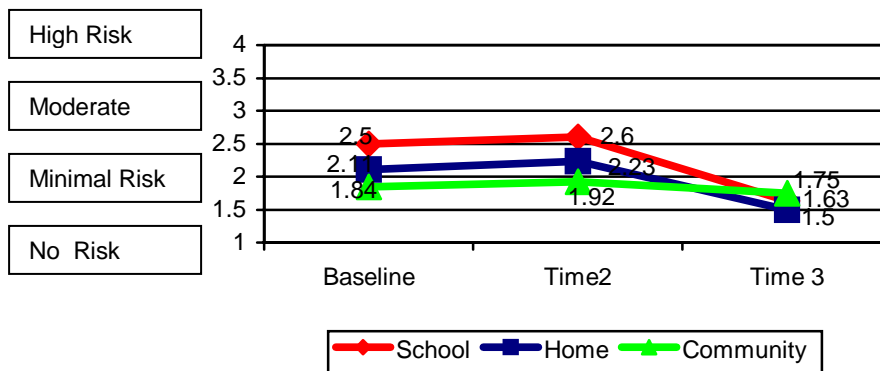
At Baseline, 22 of all 26 students (85%) were identified at risk in one or more environments. All 22 (85%) students were at risk of placement out of their current school; 18 (56%) were at risk of placement out of their home; and 12 (46%) were at risk of placement out of the community.

As noted in Figure 77, risk of removal from school placement was the most significant with a baseline risk rating of 2.6 reflecting moderate risk of placement. Home risk was also elevated with baseline risk equivalent to 2.11 indicating minimal risk of placement. Community placement was least likely at baseline with a risk rating falling between no risk and minimal risk (1.84).

While data at Time 2 suggest that risk of placement in all three environments increased slightly, the increases were non-significant. Students who remained in wraparound for longer than three months (N=10) noted a positive decrease in risk in all three environments and a statistically significant decrease in risk in the home and school environments.

These findings suggest that risk of placement is a serious issue for students receiving tertiary level supports. The FY07 data suggest, however, that when teams continue to meet for more than three months, risk of home, school and community placements decrease, and significantly decrease in the home and school environments. Staying at the table and continuing to provide wraparound supports and services to high risk youths allows for stabilization of the student without fear that a student will need to be removed from their environment before an appropriate array of supports and services can be mobilized.

**Figure 77: Change in Placement Risk over Time with Wraparound**



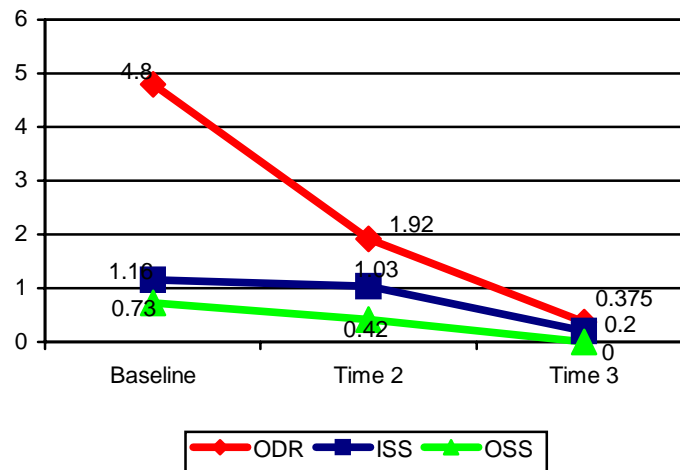
School Time 2 to Time 3:  $t=3.211$ ,  $p<.015$

Home Time 2 to Time 3:  $t=3.055$ ,  $p<.018$

## High Risk School Behaviors

Multiple office discipline referrals (ODRs) and suspensions are hallmark behaviors that traditionally place a student at risk of removal from their school placement. The students involved with tertiary intervention are often those students within a school who have the majority of referrals to the office, which in turn often result in out of school suspensions (OSSs). ODRs, in-school suspensions (ISS) and OSSs were tracked and analyzed for the 26 students tracked in FY07 as illustrated in Figure 78. At baseline, tertiary wraparound students averaged 4.8 ODRs, slightly more than one ISS (1.16) and .75 OSS. Three months (N=26,  $t=-3.205$ ,  $p<.004$ ) and six months later (N=10,  $t=3.325$ ,  $p<.013$ ) positive and statistically significant decreases were noted in the frequency of ODRs. Positive decreases were also noted in OSS, with a reduction from an average of .75 episodes per student at Baseline to 0 episodes for the 10 students tracked at Time 3.

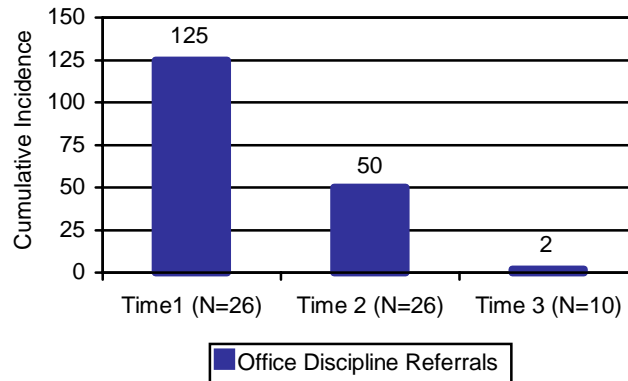
**Figure 78: School Risk Behaviors Substantially Decline for Students Engaged in Wraparound**



ODR Time 1 to Time 2:  $t= -3.205$ ,  $p<.004$   
ODR Time 2 to Time 3:  $t= 3.325$ ,  $p<.013$   
OSS Time 1 to Time 2:  $t= -2.132$ ,  $p<.043$

Figure 79 shows that as tertiary interventions are implemented ODRs decrease.

**Figure 79: Tertiary Interventions Linked to Immediate and Sustainable ODR Decreases**



In FY07, probably the most significant finding was related to the reduction of ODRs by students engaged in tertiary level supports and services (Figure 79). While the cumulative total ODRs by the Evaluation Cohort Study Group was 150, the average number of ODRs per student was 4.8. However, six of the students had six or more ODRs in the three months preceding referral for tertiary supports and services. An additional 10 students had between 2 and 5 ODRs and the remaining ten students had between 0-1 ODRs.

After three months, sixteen students had 0-1 ODRs, seven had 2-5, and three received 6 or more. Ten students tracked for six months experienced greater ODR reduction with eight students receiving no ODRs and two receiving 1 ODR.

## Summary

Most notably in FY07 were the immediate and significant decreases in office disciplinary referrals (ODRs), in-school suspensions (ISSs) and out of school suspensions (OSSs). In addition, placement risk, often a common reason for referral for tertiary intervention services also demonstrated significant and positive decreases in the home, school and community environments. Students once at risk of placement from home, school and or community significantly decreased this risk and were able to be more successful in all environments of living.

Additional research is needed to continue to replicate earlier findings noted in FY05 and FY06. In addition, as stated before, studies are needed to determine what variables are most predictive of differing outcomes in students receiving comprehensive supports and services using a wraparound team approach. Additional research is also needed to determine how data used in the team planning process leads to improved outcomes for children and families. Research also needs to uncover factors that contribute to the use of data during the teaming process, as well as factors that contribute to students being referred to wraparound, but not receiving interventions.



## 6. How is Illinois Building Capacity to Take PBIS to Scale?

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The Illinois PBIS Network has developed a five-year strategic plan with the following goals:

1. To ensure fidelity and sustainable implementation of all three tiers of the school-wide PBIS model in over 1,200 Illinois schools by June 2011.
2. Ensure schools' capacity to implement effective early intervention strategies for students at-risk, as well as those with Emotional Behavioral Disorder (EBD), Autism Spectrum Disorder (ASD) and other severe disabilities.
3. Ensure national, state, and regional infrastructures and partnerships needed to meet the demand/need for expansion of PBIS to 1,200 (30%) schools by 2011 and 1660 (40%) of Illinois schools by 2016.
4. Ensure research, evaluation and dissemination capacity to support quality application of PBIS including effective practices to support students with EBD, ASD and other severe disabilities.

Key FY08 targets for the Illinois PBIS Network to ensure progress on the five-year plan:

1. To ensure integration with IS-TAC projects and other ISBE discretionary projects, the Illinois PBIS Network will revise start-up procedures for schools and districts, (see "Getting Started" section of the website [www.pbisillinois.org](http://www.pbisillinois.org)) including commitment requirements, to ensure PBIS districts and schools have the capacity for students with complex behavioral needs to succeed.
2. Expand capacity at secondary and tertiary levels in existing districts through implementation of demonstration sites, which will include the following:
  - (a) Continue to implement expanded secondary/tertiary training curriculum for PBIS school/districts to ensure adequate skill-building.
  - (b) Establish and pilot tools/processes for self-assessment and monitoring of implementation at secondary/tertiary levels.
  - (c) Develop capacity to monitor Educational Environment (EE) rates in Tertiary Demo sites and develop district-specific strategies to impact the EE rates.
  - (d) Increase use of data-based decision-making as a component of secondary/tertiary systems and practices.
  - (e) Initiate self-assessment of wraparound integrity, using the Wraparound Integrity Tool (WI-T).

- (f) Introduce the University of Oregon's Individual Student Systems Evaluation Tool (IS-SET) in schools to assess fidelity of secondary and tertiary level systems.
  - (g) Administer the Systematic Screening for Behavior Disorders (SSBD) in schools to allow for quick identification of students in need of support, including those with more internalizing problems who may not be identified by discipline referrals.
3. Expand the External Coaching Network statewide through collaboration and partnerships with local districts, Special Education cooperatives, Regional Offices of Education and Intermediate Service Centers, including identification of tertiary-focused coaches.
  4. Revise evaluation plan for FY09 and beyond that takes into account rapid growth in the number of schools/districts. Key items to be implementing in FY08 are:
    - (a) Emphasize that all schools using SWIS or a similar system track ethnicity and Individual Education Plan data on all students.
    - (b) Develop an integrated and collaborative evaluation plan for schools that are participating in PBIS and one or more of the discretionary grants (e.g., CHOICES, Autism or I-ASPIRE).
  5. Continue to integrate Social Emotional Learning (SEL) Standards within PBIS implementation through collaboration with Illinois Children's Mental Health Partnership (ICMHP) projects and local sites invested in integration of SEL and school-based mental health.
  6. Continue to integrate the Response to Intervention (RtI) approach within PBIS implementation through collaboration with Illinois Alliance for School-based Problem-solving and Intervention Resources in Education (I-ASPIRE).
  7. Continue the Statewide Leadership Team focus on increasing PBIS capacity, implementation, visibility and fidelity. Action-planning work groups will continue to address strategies in areas of political support, fiscal model development, and visibility. Specific goals for FY08 include:
    - (a) Develop a document that assists a new district in understanding the "costs" to implement and sustain PBIS on the district level.
    - (b) Create plans for media coverage around major PBIS meetings/events to expand awareness.
  8. Launch newly developed web-based Virtual Information Management of Educational Outcomes (VIMEO) system.
    - (a) Ensure complete access and regular use of VIMEO by statewide PBIS team including all Technical Assistance Coordinators and Directors.
    - (b) Develop easily accessible reports that track project objectives for quarterly reports and the five-year plan.

9. Develop a consistent tracking system for schools that no longer implement PBIS and/or schools that want to re-initiate PBIS implementation.
  - (a) Initiate an attrition study in which staff survey previously active PBIS schools in order to gain insight into the process a school goes through to no longer implement PBIS.
  - (b) Finalize the PBIS Schools Information for Inactive Status form and develop a system for tracking re-initiated PBIS schools.

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- Freeman, R., Eber, L., Anderson, C., Irvin, L., Bounds, M., Dunlap, G., & Horner, R. (2006) Building inclusive school cultures using school-wide PBS: designing effective individual support systems for students with significant disabilities. *The Association for Severe Handicaps (TASH) Journal, 3*(10), 4-17.
- Sugai, G., Lewis-Palmer, T., Todd, A., & Horner, R.H. (2001) *School-wide evaluation tool*. Eugene: University of Oregon.

## **Appendix A:**

### **FY07 – Specific Goals and Activities of the Illinois PBIS Network**

## **Specific Goals of the FY07 Illinois PBIS Network:**

1. Ensure high fidelity and sustainable implementation of all three tiers of the school-wide PBIS model (universal, targeted, and intensive) in the current 654 PBIS schools.
2. Increase schools' capacity to implement effective early intervention strategies for students at-risk, as well as those with emotional/behavioral disabilities (EBD), Autism Spectrum Disorder (ADS) and other severe disabilities.
3. Establish national, state, regional and local infrastructures and partnerships needed to meet the demand and need for expansion of PBIS implementation in additional Illinois schools with target of 40% of Illinois schools (approximately 1600 schools) by 2011.
4. Ensure statewide research, evaluation, and dissemination capacity to support quality application of school-wide PBIS, including effective practices to support students with EBD, ASD, and other severe disabilities and their families.

## **Specific Activities to Implement Goals:**

1. Implement a comprehensive statewide training and technical assistance plan for PBIS school teams, districts, coaches and other key district/regional PBIS leaders.
2. Provide active leadership and support to local coaches and school leaders to build skill capacity of school personnel needed to ensure effective implementation of PBIS and exemplar sites.
3. Expand regional and district-based coaching networks to support the implementation of data-based decision-making structures and tools that support effective programming for students with EBD.
4. Implement data-based decision-making structures and tools that support effective programming for students with EBD in tertiary level of PBIS and through LANs.
5. Expand the availability of knowledgeable and skilled PBIS coordinators, trainers, coaches within districts, special education cooperatives and ROEs.
6. Expand partnerships with related initiatives (Systems of Support, Safe Schools Projects, System of Care Projects, etc) to ensure consistent use of tools and processes that have proven effective with PBIS implementation in Illinois and nationally.
7. Continue to guide the development of a statewide PBIS leadership team to support the Network
8. Serve as liaison with National PBIS Center and participate in appropriate regional, state and national level meetings, which promote the PBIS goals
9. Develop regional and district-level PBIS implementation plans (that include training, coaching, coordination, evaluation) with local/regional leaders and resources
10. Implement a web-based evaluation system statewide that streamlines the use of existing school-based tools, as well as structures and tools for use at all three tiers of PBIS.
11. Continue developing the infrastructures to support an integral statewide team through centralized coordination of training/TA and support to Coordinators.

**Appendix B:**  
**FY07 Illinois PBIS Network Training Report**

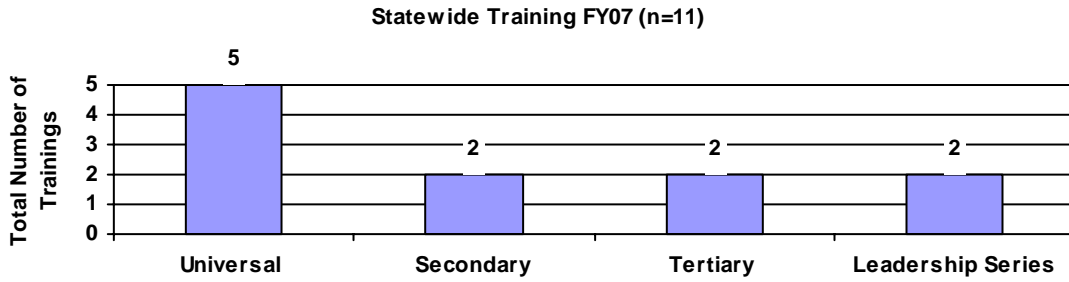
## FY07 Illinois PBIS Network Training Report

This report provides a summary of FY07 PBIS trainings provided to Illinois schools and communities from July 1, 2006 – June 30, 2007 through the Illinois PBIS Network. Overall, PBIS trainings are designed to develop proactive school-wide systems that support staff to teach and promote positive social behavior and therefore ensure optimal academic learning for all students, including those with emotional/behavioral and other disabilities. Integration of academic and social instruction through data-based decision-making, evidence-based practices, and system change processes are included. PBIS trainings are supported by ongoing technical assistance and evaluation. In addition, PBIS trainings focus on wraparound and a range of topics including development of parent/professional partnerships, Local Area Networks (LANs), family role in schools, youth advocacy, and other related topics.

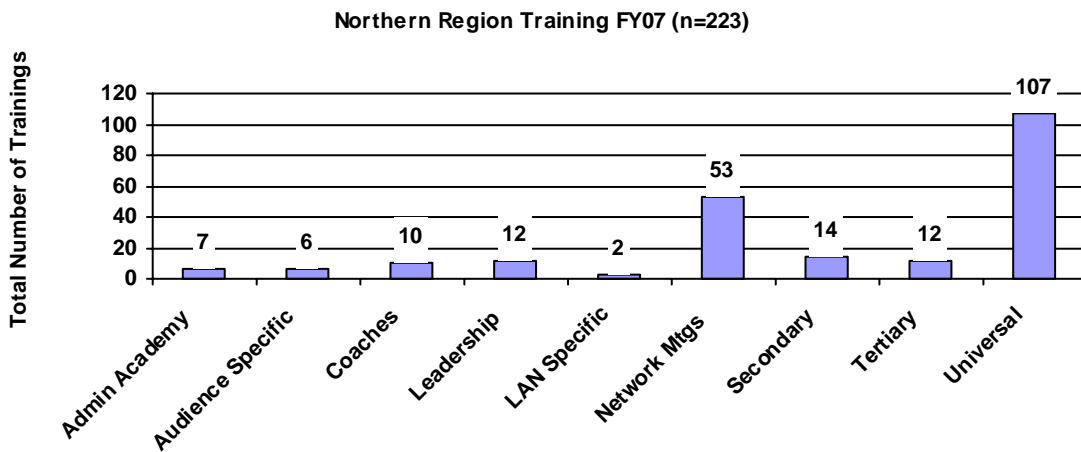
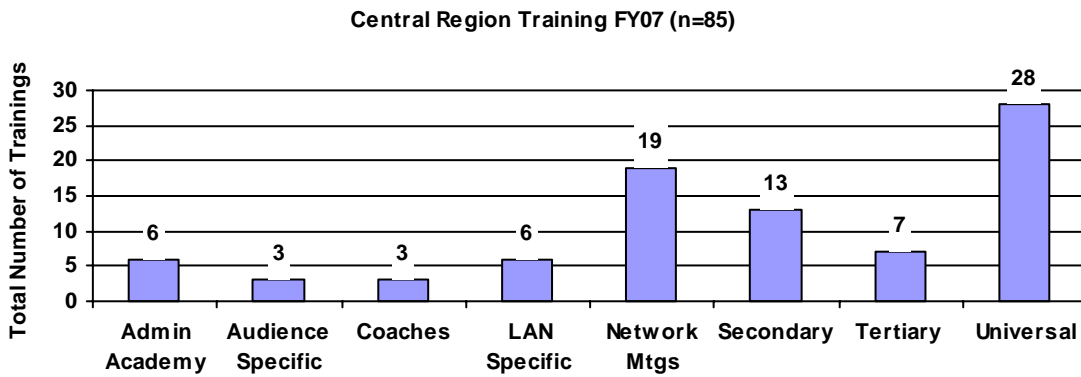
From July 2006 through June 2007, an estimated 10,466 individuals participated in 411 training events across the state. A summary of FY07 training events is included in the table below.

<b>FY07 Training Summary: YTD    Total Trainings: 411    Total Participants: 10,466    Total Hours: 1,646</b>							
<b>Regional Breakdown:</b>		<b>Training Breakdown:</b>		<b>Secondary</b>		<b>Tertiary</b>	
Central	85	<b>Universal</b>		<b>Secondary</b>		<b>Tertiary</b>	
Chicago	4	U050 PBIS Overview	77	S050-Secondary Overview	1	T050-Tertiary Overview	2
Northern	223	U100 Developing Universal System	46	S100-Moving From Universal to Secondary	17	T100-Moving From Secondary to Tertiary	6
Southern	88	U200 Developing-Part 2	28	S200-Formalizing Secondary System	12	T200-Cross-Setting, Multiple-Domain	3
Statewide	11	U300 Developing-Part 3	13	S300-Secondary Levels of Support	9	T300-Tertiary Level Support, Part 1	1
		U400 Classrm Mgt.	11	S400-Secondary Levels-Followup	4	T301-Tertiary Level Support, Part 2	4
<b>Total</b>	<b>411</b>	U401 Classrm Mgt.-Followup	1	<b>Total Secondary</b>	<b>43</b>	T400-Continuing Wraparound Process	6
		U500 De-Escalation	0	<b>LAN</b>		TTA302-Data-Based Decision Making	0
		U501 De-Escalation-Followup	0	L100-Overview of Wraparound	10	TTA303-Fluency Data-Based Decision Making	0
<b>Participant Breakdown:</b>		U600 Universal New Team Member	7	L200-LANs and Wraparound	10	TTA500-Fluency Wraparound	3
Bldg Administrators	338	<b>Total Universal</b>	<b>183</b>	<b>Total LAN</b>	<b>20</b>	TTA600-District-Wide Outcomes	2
GenEd Teachers	284	<b>Coaches</b>		<b>Administrator Academy</b>		<b>Total Tertiary</b>	<b>27</b>
Social Workers	268	C050 New Coaches Overview	0	AA195 PBIS Overview	7	<b>Audience Specific</b>	
Dist. Central Office/ROE	160	C100 New Coaches Orientation	7	AA6 School-Wide (U100&U200)	0	AS100-Middle School Forum	4
School Psychologists	140	C200 Evaluation tools, On-line, etc.	2	AA540-School Renewal	8	AS200-High School Forum	1
Sped Teachers	265	C300 Stakeholder Support	2	<b>Total AA</b>	<b>15</b>	AS300-Alternative School Forum	2
Counselors	144	C400- Strategic Planning	6	<b>Leadership Series</b>		AS400-District Summit	5
Sped Admin/Consultants	135	<b>Total Coaches</b>	<b>17</b>	LS400-SWIS Facilitator	12	<b>Total AS</b>	<b>12</b>
Parents	20			LS500-Set Integrity Training	2	<b>Other</b>	
Other	67			<b>Total Leadership</b>	<b>14</b>	N100-Network Meetings	80

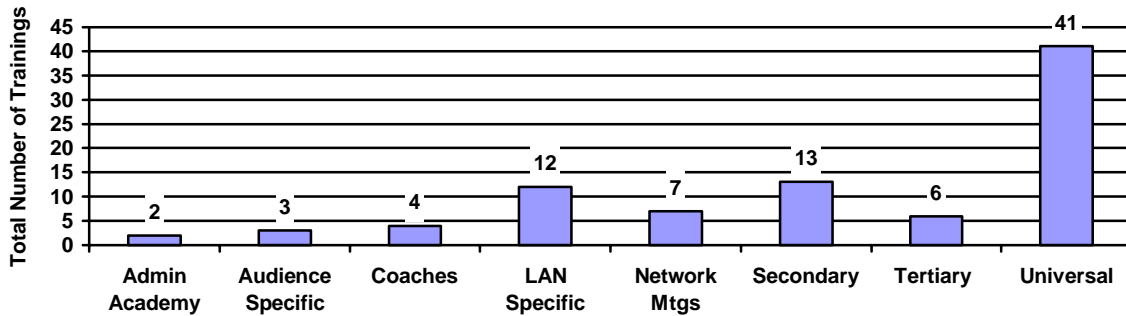
## Summary of Statewide Training Events



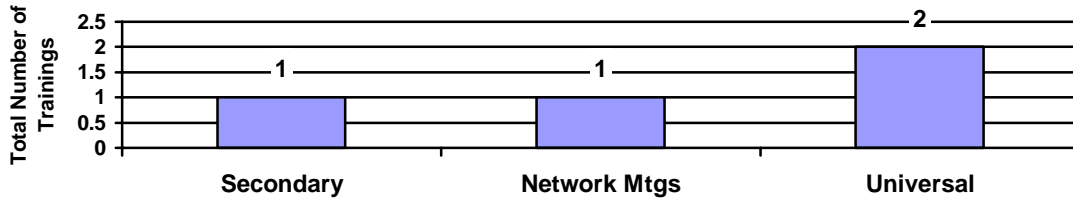
## Summary of Training Events by Region



Southern Region Training FY07 (n=88)



Chicago Region Training FY07 (n=4)



### Description of Participants

The table below provides categories of participants involved in various levels of trainings. As PBIS training moves up to secondary and tertiary levels, higher numbers of specialized personnel participate, although general education teachers and administrators participate across all three levels and in coaches' trainings.

Type of Training	Description of Participants
Universal New Team	School personnel representative of school staff include building administrators, general education classroom teachers, special education classroom teachers, social workers, school psychologists, counselors, special education administrators, and family representatives.
Secondary	School problem-solving team members including school-based psychologist, school social workers, counselors, general education teachers, special education personnel and mental health partners from local agencies.
Tertiary (Wraparound)	School- and community-based team members who are actively involved in developing comprehensive plans for students with severe behavioral problems including school-based psychologist, social worker, case manager, teachers, special education personnel and mental health partners from local agencies, and other community representatives including family members.
Coaches	Regional, district, and building level coaches and coordinators who provide leadership to school teams including behavior specialists, school psychologists, social workers and other special education personnel, counselors, administrators, lead teachers, and staff development specialists.
Administrator Academy	Building and district administrators in general and special education at local and regional levels including ROEs, ISCs and special education cooperatives.

In FY07, training data show general education classroom teachers (64.0%), building administrators (70.0%), special education classroom teachers (64.0%), and social workers (66.0%) were more often in attendance at PBIS trainings than any other professional role.

<b>Participant Breakdown</b>	<b>FY07</b>	<b>%</b>
General Education Classroom Teachers	280	64.0
Special Education Classroom Teachers	260	64.0
Building Administrators	333	70.0
Social Workers	268	66.0
Counselors	143	35.2
Other	67	16.5
School Psychologists	138	40.0
Special Education Administration or Consultants	134	33.0
District Central Office or ROE Staff	157	38.7
Parents	19	4.7

Included in the role listed as “other” were:

- assistant principals
- autism consultants
- behavior improvement center staff
- behavior interventionists
- behavior specialists
- board members
- case managers
- coaches
- community mental health members
- consultants
- coordinators
- data assistants
- deans
- education consultants
- education managers
- external coaches
- family resource developers
- family resource developers
- Head Start staff
- home/school liaisons
- ISBE State Coordinators
- LAN members
- librarians
- library aides
- literacy specialists
- lunch staff
- mentors
- parent advocates
- PBIS coordinators
- playground staff
- prevention resource developers
- probation officers
- professional development coordinators
- program aides
- reading teachers
- safety facilitators
- school nurses
- secretaries
- security staff members
- social work interns
- SSL staff
- student service coordinators
- students
- System of Support staff members
- teaching assistants
- trainers
- transportation directors
- wraparound coordinators
- youth service provider



## **Appendix C:**

### **Illinois PBIS Phases of Implementation for 2006-2007**

## Illinois PBIS Network – FY07 Phases of Implementation

**School Name:**

**Coordinator Name:**

**District:**

**Date:**

**Status (circle one):**    **Baseline**        **Updated**

Start-Up    Emerging    Implementing    Fully Implementing    Exemplar    Self-Sustaining

Below Phase I	Universal Phase I		Universal Phase II		Universal Phase III	
Does not meet ALL criteria for <b>Universal Phase I</b> <input type="checkbox"/>	System	<input type="checkbox"/> School-wide team meets on a regular schedule at least monthly	<input type="checkbox"/> Team decisions based on data <input type="checkbox"/> Team shares data with whole staff <input type="checkbox"/> Review/revise data system as needed	<input type="checkbox"/> Multiple data sources used to make decisions <input type="checkbox"/> Booster needs identified for differentiation of teaching and acknowledgement strategies		
	Data	<input type="checkbox"/> Data collection system and timeframes for collection/review of "big 5 data" in place <input type="checkbox"/> Existing baseline data collected and reviewed	<input type="checkbox"/> Trends from existing data identified <input type="checkbox"/> Completed Team Checklist	<input type="checkbox"/> Year 1 and Year 2 comparison data aggregated, used and reported <input type="checkbox"/> Scores 80/80 on SET		
	Practices	<input type="checkbox"/> School-wide expectations in-place <input type="checkbox"/> School-wide teaching and acknowledgement strategies developed and initiated	<input type="checkbox"/> 60% or > on teaching, acknowledgment, violations systems categories on SET	<input type="checkbox"/> At least 80% on teaching, acknowledgement and violations systems subcategories on SET		
Below Phase I	Secondary Phase I		Secondary Phase II		Secondary Phase III	
Does not meet ALL criteria for <b>Secondary Phase I</b> <input type="checkbox"/>	System	<input type="checkbox"/> Problem-solving team meets regularly (on average twice per month) <input type="checkbox"/> Behavior skills/capacity on team <input type="checkbox"/> Identification/referral process in-place	<input type="checkbox"/> Data system in-place for monitoring secondary interventions <input type="checkbox"/> Process for identifying possible need for wraparound process is in-place	<input type="checkbox"/> Plans are reviewed to ensure successful transition for student supports between teachers, grades, and school		
	Data	<input type="checkbox"/> Universal data used to identify/refer students in need of secondary level of support <input type="checkbox"/> Evaluate/monitor/revise the referral and problem-solving process as needed (Secondary Self-Assessment Checklist)	<input type="checkbox"/> Two data points for existing secondary-level plans (small group or simple individual)	<input type="checkbox"/> Multiple data sources (LRE, Special Education deflections, grades, ODR's, etc.) demonstrates that 80% of goals are met for 80% of students involved in secondary intervention process		
	Practices	<input type="checkbox"/> One (1) data/function-based secondary intervention (group or individual) in-place	<input type="checkbox"/> Two (2) function-based plans (small group or simple individual) in-place <input type="checkbox"/> Outcomes for plans identified	<input type="checkbox"/> Evaluate/monitor/revise groups of 5 or more plans (small group or simple individual)		
Below Phase I	Tertiary Phase I		Tertiary Phase II		Tertiary Phase III	
Does not meet ALL criteria for <b>Tertiary Phase I</b> <input type="checkbox"/>	System	<input type="checkbox"/> School-based wraparound facilitator(s) identified and trained <input type="checkbox"/> Referral and identification process in-place in building <input type="checkbox"/> LAN contact (district/building or Sp. Ed. Cooperative) is identified	<input type="checkbox"/> School staff informed/updated of tertiary process/activities <input type="checkbox"/> Community resources for collaboration being identified	<input type="checkbox"/> School staff receives updates of tertiary activities/progress <input type="checkbox"/> Collaborative relationships with community resources (i.e., to serve on teams, as referral source for accessing services, etc.) developed		
	Data	<input type="checkbox"/> Data used to identify and refer students in need of tertiary level intervention <input type="checkbox"/> Available SIMEO trained facilitators are identified to assist in start-up	<input type="checkbox"/> SIMEO tools used with 2 wraparound teams/plans (2 data points within 6 months) <input type="checkbox"/> Progress monitoring initiated for at least (2) individual wraparound teams/plans	<input type="checkbox"/> SIMEO data used with at least 3 teams/plans <input type="checkbox"/> Data used to revise wrap plans as needed		
	Practices	<input type="checkbox"/> Two (2) student/families in need of wraparound identified <input type="checkbox"/> Team development initiated through initial conversations with families of 2 students	<input type="checkbox"/> Strategies on wraparound plans (2 students) being implemented and monitored	<input type="checkbox"/> Fidelity being assessed through review of plans and surveys with 3 teams (use of WIT) <input type="checkbox"/> Access LANs as needed		

# Illinois PBIS Network – FY07 Phases of Implementation

## Glossary of Terms

**“Big 5 Data”** – Data graphs which are aggregated by:

1. Average Referrals Per Day Per Month
2. Referrals by Problem Behavior
3. Referrals by Location
4. Referrals by Student
5. Referrals by Time

**SET** – School-wide Evaluation Tool

**80/80** – SET scoring measurement of Overall school-wide implementation/ School-wide teaching

**ODR’s** – Office Discipline Referrals

**LRE** – Least Restrictive Environment

**LAN** – Local Area Network

**SIMEO** – Systematic Information Management for Educational Outcomes

**WIT** – Wraparound Integrity Tool



**Appendix D:**  
**Team Implementation Checklist**

**Effective Behavior Support (EBS)  
Team Implementation Checklists  
Version 2.2 (Quarterly)**

**Data Collection Protocol**

- ✓ Used by teams to guide activities.
- ✓ Updated quarterly during initial implementation process.

## Effective Behavior Support Team Implementation Checklists (Quarterly)

School \_\_\_\_\_ Date of Report \_\_\_\_\_

District \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

**INSTRUCTIONS:** The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

**EBS Team Members** \_\_\_\_\_

\_\_\_\_\_

**Person(s) Completing Report** \_\_\_\_\_

Checklist #1: Start-Up Activity						
Complete & Submit Quarterly.		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started				
		Date:	Oct.	Dec.	Mar.	May
		(MM/DD/YY)				
<b>Establish Commitment</b>						
1. Administrator's support & active involvement.	Status:					
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:					
<b>Establish &amp; Maintain Team</b>						
3. Team established (representative).	Status:					
4. Team has regular meeting schedule, effective operating procedures.	Status:					
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:					
<b>Self-Assessment</b>						
6. Team/faculty completes EBS self-assessment survey.	Status:					
7. Team summarizes existing school discipline data.	Status:					
8. Strengths, areas of immediate focus & action plan are identified.	Status:					

<b>Establish School-wide Expectations</b>					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
<b>Establish Information System</b>					
15. Discipline data are gathered, summarized, & reported.	Status:				
<b>Build Capacity for Function-based Support</b>					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				

<b>Checklist #2: On-going Activity Monitoring</b>					
<b>Complete &amp; Submit Quarterly.</b>		<b>Status: <u>A</u>chieved, <u>I</u>n Progress, <u>N</u>ot Started</b>			
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

**Additional Observations/Comments/Questions:**

### Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
<b>1. Establish Commitment</b> <ul style="list-style-type: none"> <li>• Administrator</li> <li>• Top 3 goal</li> <li>• 80% of faculty</li> <li>• Three year timeline</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<b>2. Establish Team</b> <ul style="list-style-type: none"> <li>• Representative</li> <li>• Administrator</li> <li>• Effective team operating procedures</li> <li>• Audit of teams/initiatives</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<b>3. Self-Assessment</b> <ul style="list-style-type: none"> <li>• EBS survey</li> <li>• Discipline data</li> <li>• Identification of strengths, focus</li> <li>• Action Plan developed</li> <li>• Action Plan presented to faculty</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		

<p>4. <b>School-wide Expectations</b></p> <ul style="list-style-type: none"> <li>• Define 3-5 school-wide behavioral expectations</li> <li>• Curriculum matrix</li> <li>• Teaching plans</li> <li>• Teach expectations</li> <li>• Define consequences for problem behavior</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<p>5. <b>Establish Information System</b></p> <ul style="list-style-type: none"> <li>• System for gathering useful information</li> <li>• Process for summarizing information</li> <li>• Process for using information for decision-making</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. <b>Build Capacity for Function-based Support</b></p> <ul style="list-style-type: none"> <li>• Personnel with behavioral expertise</li> <li>• Time and procedures for identification, assessment, &amp; support implementation</li> </ul>	a.		
	b.		
	c.		
	d.		
	e.		



**Appendix E:**  
**Effective Behavior Support (EBS) Self-Assessment Survey**

# Effective Behavior Support (EBS) Self-Assessment Survey Version 2.0

## Data Collection Protocol

- ✓ Conducted annually, preferably in spring.
  
- ✓ Completed by all staff.
  
- ✓ Use results to design annual action plan.



# **Effective Behavior Support (EBS) Survey**

## **Assessing and Planning Behavior Support in Schools**

### **Purpose of the Survey**

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).

### **Conducting the EBS Survey**

#### **Who completes the survey?**

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

#### **When and how often should the survey be completed?**

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.



## How is the survey completed?

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., “√” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”
- b. For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”



## Summarizing the Results from the EBS Survey

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

### Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
✓✓✓✓ ✓✓✓✓ ✓	✓✓✓✓ ✓✓✓	✓✓✓✓	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓	✓✓✓✓	✓✓✓
✓✓	✓✓✓✓ ✓✓	✓✓✓✓ ✓✓✓✓ ✓✓✓✓	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓	✓✓✓✓	✓✓✓✓ ✓✓



**Step 1b.** Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.

Example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
✓✓✓✓ ✓✓✓✓ ✓ 9	✓✓✓✓ ✓✓✓ 7	✓✓✓✓ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	✓✓✓✓ 4	✓✓✓✓ 4	✓✓✓ 3
✓✓ 2	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ 12	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓ 10	✓✓✓✓ 4	✓✓✓✓ ✓✓ 6
✓✓✓✓ ✓✓✓ 7	✓✓✓✓ ✓✓✓✓ ✓ 9	✓✓✓ 3	3. Expected student behaviors are rewarded regularly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓ 6	
✓✓✓✓ ✓✓✓ 7	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ 4	✓✓✓✓ 4
	✓✓✓✓ ✓✓✓✓ 8	✓✓✓✓ ✓✓✓✓ ✓ 9	5. Consequences for problem behaviors are defined clearly.	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	✓✓✓ 3



**Step 1c.** For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + ..... ) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.

Example 1c.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
✓✓✓✓ ✓✓✓✓ ✓ 9	✓✓✓✓ ✓✓✓ 7	✓✓✓✓ 4	<b>School-wide</b> is defined as involving all students, all staff, & all settings.	✓✓✓✓ 4	✓✓✓✓ 4	✓✓✓ 3
✓✓ 2	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓✓✓ ✓✓✓✓ 12	2. Expected student behaviors are taught directly.	✓✓✓✓ ✓✓✓✓ ✓✓ 10	✓✓✓✓ 4	✓✓✓✓ ✓✓ 6
✓✓✓✓ ✓✓✓ 7	✓✓✓✓ ✓✓✓✓ ✓ 9	✓✓✓ 3	3. Expected student behaviors are rewarded regularly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ ✓✓ 6	
✓✓✓✓ ✓✓✓ 7	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	✓✓✓✓ ✓✓ 6	✓✓✓✓ 4	✓✓✓✓ 4
	✓✓✓✓ ✓✓✓✓ 8	✓✓✓✓ ✓✓✓✓ ✓ 9	5. Consequences for problem behaviors are defined clearly.	✓✓✓✓ ✓✓✓✓ ✓✓✓ 11	✓✓✓ 3	✓✓✓ 3

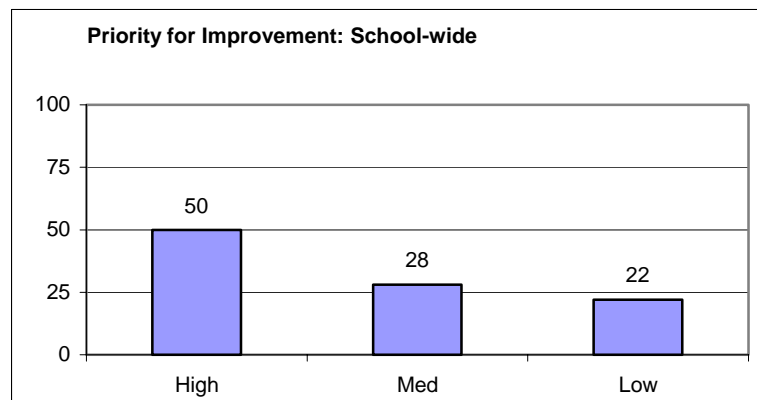
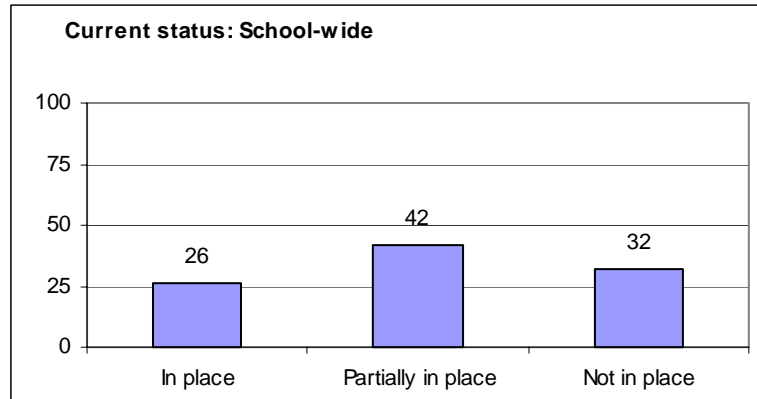
Totals  
 25 + 41 + 31 = 97

37 + 21 + 16 = 74



**Step 1d.** Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.



## **Phase 2: Analyze and Prioritize the Results**

The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

- Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.
- Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.
- Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.
- Step 4. For each system, circle one priority area for focusing development activities.
- Step 5. Circle or define the activities for this/next year's focus to support the area selected for development
- Step 6. Specify system(s) to sustain (S) & develop (D).

## **Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan**

The objective of this phase to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.



**Effective Behavior Support (EBS) Survey**  
**Assessing and Planning Behavior Support in Schools**

Name of school \_\_\_\_\_

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

Person Completing the Survey:

Administrator

Special Educator

Parent/Family member

General Educator

Counselor

School Psychologist

Educational/Teacher Assistant

Community member

Other \_\_\_\_\_

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
  - b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"
4. Return your completed survey to \_\_\_\_\_ by \_\_\_\_\_.



## SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			



Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>School-wide</b> is defined as involving all students, all staff, & all settings.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## NON-CLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>Non-classroom settings</b> are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>Classroom settings</b> are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ( $\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			<b>Individual student systems</b> are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School \_\_\_\_\_

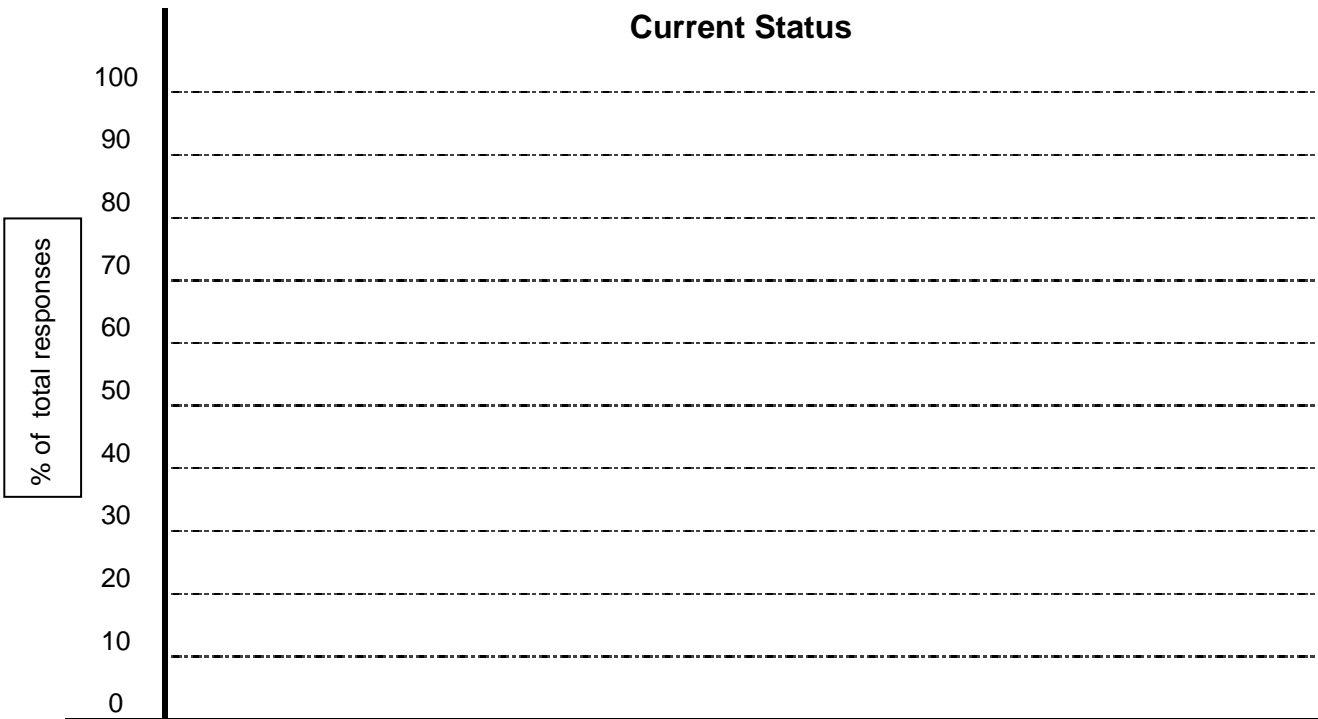
Date \_\_\_\_\_



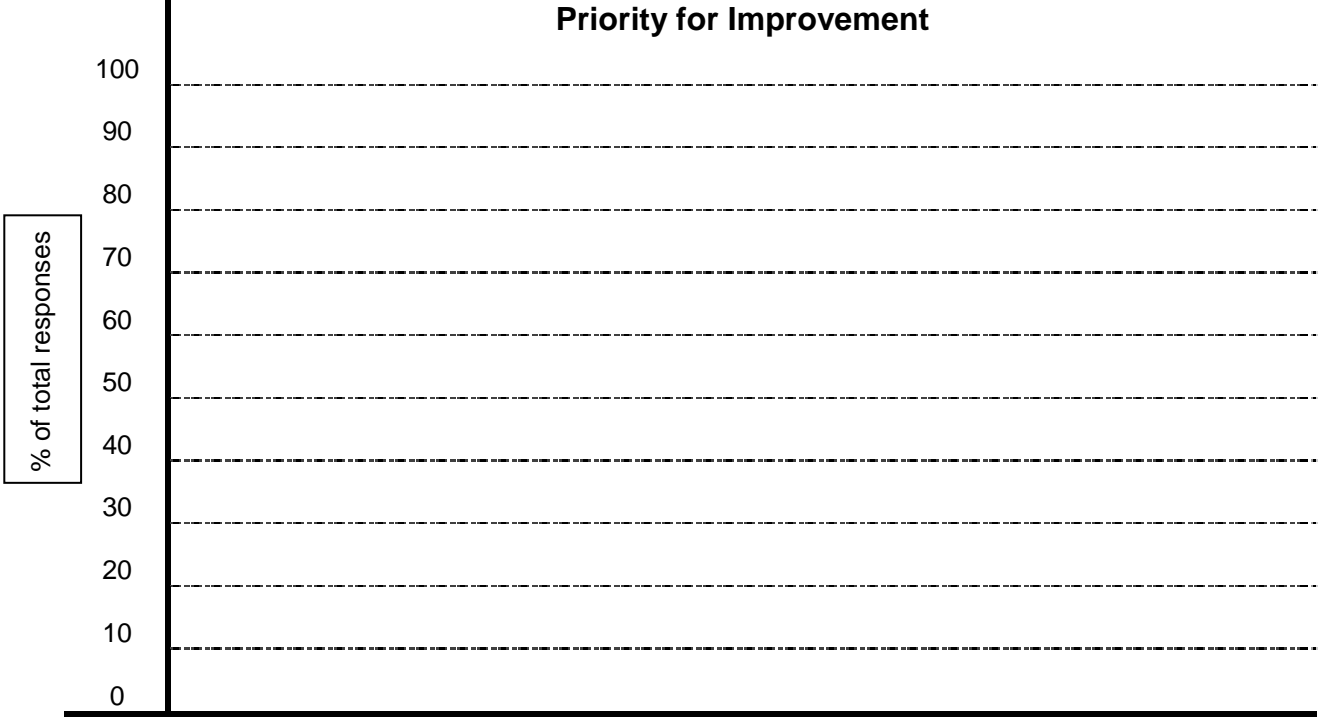
# EBS Survey Summary Graph

School: \_\_\_\_\_

Date: \_\_\_\_\_



In place partial not	In place partial not	In place partial not	In place
School wide Systems	Non-classroom Systems	Classroom Systems	Individual Student Systems



High Med Low	High Med Low	High Med Low	High Med
School wide Systems	Non-classroom Systems	Classroom Systems	Individual Student Systems

## EBS Survey Summary

School: \_\_\_\_\_

Date: \_\_\_\_\_

Use the EBS Survey Tally page and the EBS Survey Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>EBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>EBS Survey Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the EBS Survey Tally pages, list three major areas in need of development.  4. For each system, circle one priority area for focusing development activities	a. b. c.	a. b. c.	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the EBS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				



**Appendix F:**  
**School-wide Evaluation Tool (SET)**

# School-wide Evaluation Tool (SET)

## Overview

### Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

#### Products to Collect

- |          |  |
|----------|--|
| 1. _____ | Discipline handbook  |
| 2. _____ | School improvement plan goals  |
| 3. _____ | Annual Action Plan for meeting school wide behavior support goals                          |
| 4. _____ | Social skills instructional materials/ implementation time line                            |
| 5. _____ | Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions) |
| 6. _____ | Office discipline referral form(s)   |
| 7. _____ | Other related information  |

### Using SET Results

The results of SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school wide effective behavior support. The SET is designed provide trend lines of improvement and sustainability over time.



## School-wide Evaluation Tool (SET) Implementation Guide

School \_\_\_\_\_

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

### Step 1: Make Initial Contact

- A. Identify school contact person & give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: \_\_\_\_\_
- C. Get names, phone #'s, email address & record below.

Name \_\_\_\_\_ Phone \_\_\_\_\_

Email \_\_\_\_\_

#### Products to Collect

- 1. \_\_\_\_\_ Discipline handbook
- 2. \_\_\_\_\_ School improvement plan goals
- 3. \_\_\_\_\_ Annual Action Plan for meeting school wide behavior support goals
- 4. \_\_\_\_\_ Social skills instructional materials/ implementation time line
- 5. \_\_\_\_\_ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
- 6. \_\_\_\_\_ Office discipline referral form(s)
- 7. \_\_\_\_\_ Other related information

### Step 2: Confirm the Date to Conduct the SET

- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.  
Meeting date & time: \_\_\_\_\_

### Step 3: Conduct the SET

- A. Conduct administrator interview.
- B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products & score SET.

### Step 4: Summarize and Report the Results

- A. Summarize surveys & complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.  
Meeting date & time: \_\_\_\_\_



## School-wide Evaluation Tool (SET) Scoring Guide

School \_\_\_\_\_

Date \_\_\_\_\_

District \_\_\_\_\_

State \_\_\_\_\_

Pre \_\_\_\_\_

Post \_\_\_\_\_

SET data collector \_\_\_\_\_

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
<b>A. Expectations Defined</b>	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no, 1= too many/negatively focused, 2= yes) <u>Rules:</u>	Discipline handbook _____ <b>P</b> Instructional materials Other _____	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). ( 0= 0-4, 1= 5-7, 2= 8-10)	Wall posters _____ <b>O</b> Other _____	
<b>B. Behavioral Expectations Taught</b>	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no, 1 = states that teaching will occur, 2= yes)	Lesson plan books _____ <b>P</b> Instructional materials _____ Other _____	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews _____ <b>I</b> Other _____	
	3. Do 90% of team members asked state that the school wide program has been taught reviewed with staff on an annual basis? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews _____ <b>I</b> Other _____	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%, 1= 51-69%, 2= 70-100%)	Interviews _____ <b>I</b> Other _____	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews _____ <b>I</b> Other _____	
<b>C. On-going System for Rewarding Behavioral Expectations</b>	1. Is there a documented system for rewarding student behavior? (0= no, 1= states to acknowledge, but not how, 2= yes)	Instructional materials _____ <b>P</b> Lesson Plans; Interviews _____ Other _____	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%, 1= 26-49%, 2= 50-100%)	Interviews _____ <b>I</b> Other _____	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ <b>I</b> Other _____	
<b>D. System for Responding to Behavioral Violations</b>	1. Is there a documented system for dealing with and reporting specific behavioral violations? ( 0= no, 1= states to document, but not how, and 2 = yes)	Discipline handbook _____ <b>P</b> Instructional materials _____ Other _____	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ <b>I</b> Other _____	



Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score : 0-2		
	3. Is the documented crisis plan for responding to extreme dangerous situations posted in 6 of 7 locations? (0= 0-3, 1= 4-5, 2= 6-7)	Walls Other _____	O		
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews Other _____	I		
<b>E. Monitoring &amp; Decision-Making</b>	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items, 1= 4-6 items, 2= 7-9 items)	Referral form (circle items present on the referral form)	P		
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no, 1= referrals are collected, 2= yes)	Interview Other _____	I		
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no, 1= 1-2 times/yr., 2= 3 or more times/yr)	Interview Other _____	I		
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school wide effective behavior support efforts? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews Other _____	I		
<b>F. Management</b>	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no, 1= 4 <sup>th</sup> or higher, 2 = yes)	School Improvement Plan, Interview Other _____	P I		
	2. Can 90% of staff asked report that there is a school wide team established to address behavior support systems in the school? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews Other _____	I		
	3. Does the administrator report that team membership includes representation of all staff? (0= no, 2= yes)	Interview Other _____	I		
	4. Can 90% of team members asked identify the team leader? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interview Other _____	I		
	5. Is the administrator an active member of the school-wide behavior support team? (0= no, 1= yes, but not consistently, 2 = yes)	Interview Other _____	I		
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting, 1=less often than monthly, 2= at least monthly)	Interview Other _____	I		
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no, 1= less than 4 times per year, 2= yes)	Interview Other _____	I		
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no, 2=yes)	Annual Plan, calendar Other _____	P		
<b>G. District-Level Support</b>	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no, 2= yes)	Interview Other _____	I		
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no, 2=yes)	Interviews Other _____	I		
<b>Summary Scores:</b>	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		



## SET Administrator Interview Questions

### **Let's talk about your discipline system**

- 1) Do you collect and summarize office discipline referral information? Yes No If no, skip to #5.
- 2) What information do you use for collecting office disciplines referrals? (E 2)
  - a) What data are collected? \_\_\_\_\_
  - b) Who collects the data? \_\_\_\_\_
- 3) What do you do with the office discipline referral information? (E2)
  - a) Who looks at the data? \_\_\_\_\_
  - b) How often do you share it with other staff and whom do you share it with?  
\_\_\_\_\_
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger in building with a gun/ serious fight)? (D4)

### **Let's talk about your school rules or motto**

- 6) Do you have school rules or motto? Yes No If no, skip to # 10.
- 7) How many are there? \_\_\_\_\_
- 8) What are the rules/motto? (B5)
- 9) What are they called? (B2, B4)
- 10) Do you acknowledge students for doing well socially in ways that you do academically? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

### **Do you have a team that addresses school wide discipline? If no, skip to # 19**

- 12) Has the team taught/reviewed the school wide program to staff this year? (B3) Yes No
- 13) Is your school wide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) \_\_\_\_\_
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team/leader? (F4) \_\_\_\_\_
- 18) Does the team provide faculty updates on activities & data summaries? (E3) Yes No If yes, how often \_\_\_\_\_
- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No If yes, who? \_\_\_\_\_
- 20) What are your school improvement goals? (F1)
- 21) Does the school budget contain an allocated amount of money for building and maintaining school wide behavioral support? (G1) Yes No If yes, where does the money come from? \_\_\_\_\_



## Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. *Interviews can be completed during the school tour.* Randomly select students and staff as you walk through the school. Use the interview scoring page to record student, staff, and team member responses.

### Staff Interview Questions

*Interview a minimum of 10 staff*

- 1) Is there a school wide team that addresses behavioral support in your building? (F2)
- 2) Are you on the team?
- 3) What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (B5) (define what the acronym means)
- 4) Have you taught the school rules/behavioral expectations this year? (B2)
- 5) Have you given out any \_\_\_\_\_ since \_\_\_\_\_? (C3)  
(rewards for appropriate behavior) (2 months ago)
- 6) What type of student problems do/would you refer to the office? (D2)
- 7) What is the procedure for dealing with a stranger/ serious fight in the building? (D4)

### Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Who is the team leader/facilitator? (F4)
- 3) Has your team taught/reviewed the school wide program with staff this year? (B3)

### Student interview Questions

*Interview a minimum of 15 students*

- 1) What are the \_\_\_\_\_ (school rules, high 5's, 3 bee's)? (B4) (define what the acronym means)
- 2) Have you received a reward for doing the right things since \_\_\_\_\_? (C2)  
(2 months ago)



### Interview and Observation Form

Staff questions --- Interview a minimum of 10 staff								Team member questions			Student questions	
	<i>What are the school rules? Record the # of rules known.</i>	<i>Have you taught the school rules/behav exp. to students this year?</i>	<i>Have you given out any _____ since _____? (2 mos.)</i>	<i>What type of student problems do/would you refer to the office?</i>	<i>What is the procedure for dealing with a stranger/ serious fight?</i>	<i>Is there a team in your school to address school wide behavior support systems?</i>	<i>Are you on the team? If yes, ask team questions</i>	<i>Does your team use discipline data to make decisions?</i>	<i>Has your team taught/reviewed SW program w/staff this year?</i>	<i>Who is the team leader/facilitator?</i>	<i>What are the (school rules)? Record the # of rules known</i>	<i>Have you received a _____ since _____?</i>
1		Y N	Y N			Y N	Y N	Y N	Y N		1	Y N
2		Y N	Y N			Y N	Y N	Y N	Y N		2	Y N
3		Y N	Y N			Y N	Y N	Y N	Y N		3	Y N
4		Y N	Y N			Y N	Y N	Y N	Y N		4	Y N
5		Y N	Y N			Y N	Y N	Y N	Y N		5	Y N
6		Y N	Y N			Y N	Y N	Y N	Y N		6	Y N
7		Y N	Y N			Y N	Y N	Y N	Y N		7	Y N
8		Y N	Y N			Y N	Y N	Y N	Y N		8	Y N
9		Y N	Y N			Y N	Y N	Y N	Y N		9	Y N
10		Y N	Y N			Y N	Y N	Y N	Y N		10	Y N
11		Y N	Y N			Y N	Y N	Y N	Y N		11	Y N
12		Y N	Y N			Y N	Y N	Y N	Y N		12	Y N
13		Y N	Y N			Y N	Y N	Y N	Y N		13	Y N
14		Y N	Y N			Y N	Y N	Y N	Y N		14	Y N
15		Y N	Y N			Y N	Y N	Y N	Y N		15	Y N
<b>Total</b>											<b>Total</b>	
<b>Location</b>	Front hall	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3		
<b>Are rules &amp; expectations posted?</b>												
<b>Is the documented crisis plan posted?</b>								X	X	X		

**Appendix G:**  
**School Profile Report**

# ILLINOIS PBIS IMPLEMENTATION

## PBIS School Profile, 2006-2007

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone: (\_\_\_\_\_) \_\_\_\_\_ School Fax: (\_\_\_\_\_) \_\_\_\_\_

School District Name: \_\_\_\_\_ School District #: \_\_\_\_\_

Region: North \_\_\_\_\_ Central \_\_\_\_\_ South \_\_\_\_\_ Chicago \_\_\_\_\_

Name of Person Completing Form: \_\_\_\_\_

Contact Number: (\_\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

Date Completed: \_\_\_\_\_ Name of PBIS Coach: \_\_\_\_\_

1. Is your school using SWIS (Yes/No)

If not, is your school currently using a data management system (Yes/No)

### **SECTION I: School Demographics** (2006-2007 school year unless specified)

See Fall 2006 School Housing Report for the following:

1. School Enrollment (Number of Current Students as of Sept. 30, 2006): \_\_\_\_\_

Number of student days: \_\_\_\_\_ Beginning date of school: \_\_\_\_\_ Ending date of school: \_\_\_\_\_

See FACTS Report for the following:

2. As of Dec. 1, 2006, % of students receiving Special Education Services & Supports: \_\_\_\_\_ (Excluding students receiving Speech and Language services only)

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### **SECTION II: School Training**

1. How many times has your PBIS Universal team met this school year? \_\_\_\_\_

2. Has staff from your school participated in Secondary intervention (5-15%) training this year? (Yes / No)

If so, have they participated in previous years (Yes / No)

3. Does your school have a Secondary intervention team that meets regularly to develop behavior and academic support plans? (Yes / No)

If so, how often has this team met this year? (Circle one): Weekly Twice a month Other

4. Has staff from your school participated in training on the Tertiary process this year? (Yes / No)

If so, have they participated in previous years (Yes / No)

5. Have wrap plans been initiated by school staff for any students/families this year? (Yes / No)

If so, how many? \_\_\_\_\_

**PLEASE NOTE: The word "Secondary" has replaced "Targeted"; "Tertiary" has replaced "Intensive/Wraparound".**

## PBIS ACADEMIC AND BEHAVIORAL INTERVENTIONS

In this section, we are interested in the School-wide/Universal, Secondary, and Tertiary interventions implemented in your building, for school-year 2006-07, as a result of PBIS training and implementation. If you have experienced a roadblock, we'd like to hear about it.

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPLEMENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (ATTACH SUPPORTING DATA)
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPL- MENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (ATTACH SUPPORTING DATA)
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPL- MENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (ATTACH SUPPORTING DATA)
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPL- MENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (ATTACH SUPPORTING DATA)
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	
	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)			<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	

DUPLICATE PAGES AS NEEDED

## Parent and Community Involvement

In this section, we are interested in how parents and community members are involved in implementing PBI S at your school.

<b>Role of parents or community members on Universal/Green team</b>	<b>Description of Involvement</b>
<b>Role of parents or community members on Secondary/Yellow team or Tertiary/Red team</b>	<b>Description of Involvement</b>

## “SPEAK OUT!! WE’RE LISTENING.”

In this last section, we are interested in the perceptions people have about PBI S implementation and impact in your school. Please share with us the quotes/statements people are making in your building.

<b>Role of the Person Making the Statement</b> (i.e., Principal, Assistant Principal, General Education Teacher, Special Education Teacher, Student/grade, Parent, Psychologist, Social Worker, Counselor, District Personnel)	<b>Quote/Statement</b>

## Definitions of Interventions

Please use these definitions and the example pages that follow to guide you when writing interventions conducted in your school this year.

**Universal (Green) Interventions** consist of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behavior for all students. A Universal Intervention addresses persistent behavior that is shown by data or witnessed school-wide such as running in hallways. Schools may develop Universal Interventions by 1) establishing and teaching the rule, “walk in the hallways;” 2) creating a routine in which staff station themselves in the hallways during transition times to supervise the movement of students; or 3) altering the physical arrangement, such as making sure that an adult is with any group of students when they are in the hallways; 4) recognizing the appropriate behavior when it is demonstrated by the students; and 5) evaluating the results of the Universal Intervention. Classroom-based applications of the school-wide system are included under Universal Interventions as well.

**Secondary Interventions** are designed to support students who are not responding to Universal Intervention efforts. Secondary Interventions are more intensive since a smaller number of students are at risk for engaging in more serious problem behavior and need more support. Secondary Interventions can be for a group of students or for an individual student:

- **Secondary (Yellow Group) Interventions** involve group interventions with multiple students participating. Specific Group Secondary interventions include practices such as “social skills club,” “check in/check out,” “homework helpers” and such.
- **Secondary (Yellow Individual) Interventions** involve a closer look at one student’s antecedent, behavior, and consequence sequence. The teacher or adult in charge can manage the behavior by manipulating the antecedent, and/or the maintaining consequence. Without the trigger or the maintaining consequence the student behavior becomes unnecessary. Replacement behaviors are often taught to the student as well.

**Tertiary (Red) Interventions** focus on the needs of students with a wide range of characteristics, with or without diagnostic labels that exhibit persistent patterns of problem behavior that have not been affected by Universal or Secondary Group/Individual Interventions. Tertiary Interventions are most effective when there are Universal and Secondary systems in place. Tertiary Interventions include the individual with behavioral challenges and people who know him/her best working together as a Tertiary team. Members of the team may include several of the student’s life domains: school, family, community, and agency representation. Tertiary Interventions involve a process called Tertiary, which includes a Tertiary plan that addresses supports and services for the student and his/her family that can be across home, school and community. The Tertiary plan also includes function-based behavior interventions and academic interventions.

**EXAMPLE PAGE**  
**PBIS INTERVENTIONS**

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPLIMENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (✓)
Homework completion	<input type="checkbox"/> School-wide (Green) <input checked="" type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)	October- March	Students who were considered at-risk (missed 6-10 assignments per week) were brought together for 25 minutes per week and 5 minutes of individual time. The group focused on direct teaching of organizational and planning skills and establishing a routine at home. Students who complete their homework assignments for the week get to use their 5 minutes as free time.	<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input checked="" type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
<b>Brief Description of Roadblock/Challenge</b> Parents were uncertain how to provide homework instruction for their child after school		<b>Type of Roadblock/Challenge (✓)</b> <input type="checkbox"/> System <input checked="" type="checkbox"/> Practices <input type="checkbox"/> Data		<b>Suggestions for Improvement</b> Parents of children with homework ODR's were invited for a special session offered during parent conferences.	
B.O.O.S.T. Program	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input checked="" type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)	November - May	12 students with one or more discipline referral were paired up with a staff member. A mentor-like relationship between staff members and the 12 at-risk students was formed. Students who complete their behavioral goals get to have lunch with their mentor.	<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input checked="" type="checkbox"/> < 50%	<input checked="" type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
<b>Brief Description of Roadblock/Challenge</b> Teachers asked the team to further delineate what tasks their role, as a mentor should include.		<b>Type of Roadblock/Challenge (✓)</b> <input checked="" type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		<b>Suggestions for Improvement</b> The team provided teacher/mentors with ongoing coaching support.	

**EXAMPLE PAGE**  
**PBIS INTERVENTIONS**

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPL- MENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (✓)
Fantastic Student Program	<input checked="" type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)	Entire School Year	Positive behavior tickets were given by all staff and faculty who observed the expected behaviors that had been taught. Monthly drawings were held in individual classrooms.	<input checked="" type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> <50%	<input type="checkbox"/> Very High <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
<b>Brief Description of Roadblock/Challenge</b>		<b>Type of Roadblock/Challenge (✓)</b> <input type="checkbox"/> System <input checked="" type="checkbox"/> Practices <input type="checkbox"/> Data		<b>Suggestions for Improvement</b> .	
7 wraps	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input checked="" type="checkbox"/> Tertiary (Red)	Initiated in Oct. - ongoing	Interventions have varied with the needs and strengths of the families. These have included obtaining glasses, clothing, psychological services, facilitating the application process for public aid, academic and behavioral interventions for the students etc.	<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input checked="" type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
<b>Brief Description of Roadblock/Challenge</b> Impact has varied because of the roadblocks one would expect when working with at-risk families of children with SEDs. Teachers perceptions of the role of the wrap facilitator was an initial roadblock.		<b>Type of Roadblock/Challenge (✓)</b> <input checked="" type="checkbox"/> System <input checked="" type="checkbox"/> Practices <input type="checkbox"/> Data		<b>Suggestions for Improvement</b>	

**NON-EXAMPLE PAGE  
PBIS INTERVENTIONS**

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPL- MENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (✓)
Yellow Team	<input type="checkbox"/> School-wide (Green) <input checked="" type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)	October- March	Yellow (Secondary) Team meets to discuss student behavior.	<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input checked="" type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input checked="" type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	
Morning check-in	<input checked="" type="checkbox"/> School-wide (Green) <input checked="" type="checkbox"/> Secondary (Yellow-Group) <input checked="" type="checkbox"/> Secondary (Yellow-Individual) <input checked="" type="checkbox"/> Tertiary (Red)	November - May	Students who were consistently disruptive were assigned a 'neutral' staff member to check in with daily.	<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input checked="" type="checkbox"/> < 50%	<input checked="" type="checkbox"/> Very High <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input checked="" type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	

**NON-EXAMPLE PAGE  
PBIS INTERVENTIONS**

NAME OF INTERVENTION	LEVEL OF PBIS (✓) CHECK ONE	Dates of IMPL- MENTATION	BRIEF DESCRIPTION OF INTERVENTION (ATTACH SAMPLES w/ DATA)	% OF STAFF INVOLVED WITH IMPLEMENTATION	IMPACT OF INTERVENTION (✓)
ACE Awards for K-6	<input checked="" type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input type="checkbox"/> Tertiary (Red)	Entire School Year		<input checked="" type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input type="checkbox"/> <50%	<input type="checkbox"/> Very High <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input type="checkbox"/> System <input type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement .	
D.A.R.E. Program	<input type="checkbox"/> School-wide (Green) <input type="checkbox"/> Secondary (Yellow-Group) <input type="checkbox"/> Secondary (Yellow-Individual) <input checked="" type="checkbox"/> Tertiary (Red)	Initiated in Oct. - ongoing	Police officer speaks to 6th graders about the dangers of using drugs.	<input type="checkbox"/> 90 - 100 % <input type="checkbox"/> 80 - 90% <input type="checkbox"/> 70 - 80% <input type="checkbox"/> 60 - 70% <input checked="" type="checkbox"/> < 50%	<input type="checkbox"/> Very High <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very Low <input type="checkbox"/> None
Brief Description of Roadblock/Challenge		Type of Roadblock/Challenge (✓) <input checked="" type="checkbox"/> System <input checked="" type="checkbox"/> Practices <input type="checkbox"/> Data		Suggestions for Improvement	



## **Appendix H**

**Referral Disposition Tool (RD-T)**

**Educational Information Tool (EI-T)**

**Home, School, Community Tool (HSC-T)**

**Illinois Statewide Technical Assistance Center (ISTAC)  
Systematic Information Management for Educational Outcomes (SIMEO)  
Referral/Disposition Tool (RD-T): FY07**

**Facilitator is REQUIRED to complete the following tracking information every time data are collected:**

<b>Time 1/Baseline</b>	<b>Time 2</b>	<b>Time 3</b>	<b>Time 4</b>
<b>Collected no later than 30 days from referral and before first meeting</b>	<b>Collected anywhere from a maximum of monthly from the point of initial assessment to a minimum of once at three months following initial assessment, or before the school year ends</b>	<b>Collected anywhere from a maximum of monthly from the point of Time 2 assessment to a minimum of once at six months following initial assessment, or before the school year ends</b>	<b>Collected anywhere from a maximum of monthly from the point of Time 3 assessment to a minimum of once at 9 months after initial meeting, or before the school year ends</b>

**Please note: Section II and Section III have been shaded in gray to indicate that these sections contain variables that need to be asked every time data are collected.**

- 1) Date tool was completed: \_\_\_\_\_
- 2) Student Name: \_\_\_\_\_ 3) Student ID: \_\_\_\_\_
- 4) Please identify the period of assessment:
- Time 1/Baseline     Time 2     Time 3     Time 4     Time 5     Time 6  
 Time 7     Time 8     Time 9     Time 10     Discharge
- 5) This tool was filled out by:     An individual     A team
- 6) If an individual, indicate role:     Parent/Caregiver     Teacher     Wrap Facilitator     Family Focus Facilitator-Autism  
 Social Worker     Guidance Counselor     Other \_\_\_\_\_
- 7) Please identify all ISTAC Initiatives involved with this student and family:     CHOICES     IATTP     ISRC     PBIS

**SECTION 1: Fill out at time of referral**

- 8) Date of referral: \_\_\_\_\_ 9) Name of person making referral: \_\_\_\_\_
- 10) Phone: \_\_\_\_\_ 11) Email: \_\_\_\_\_
- 12) Job Title:
- Parent     Special Ed Director     TA Specialist     Agency Social Worker  
 Teacher     Case Manager     PBIS Coach     Behavior Consultant  
 Principal     Resource Teacher     School Social Worker     Therapist  
 ISTAC Coordinator/Team Member     School Psychologist  
 Other: \_\_\_\_\_
- 13) Name of individual entering SIMEO data into database: \_\_\_\_\_
- 14) Quarter:     One (July1-Sept.30)     Two (Oct 1-December 31)     Three (January 1- March 31)     Four (April 1-June 30)
- 15) State Fiscal Year: \_\_\_\_\_
- 16) Date of Initial Conversation with Parent/Guardian: \_\_\_\_\_ 17) Anticipated Date of First Team Mtg : \_\_\_\_\_
- 18) Name of Person Facilitating Team and Individualized Plan: \_\_\_\_\_
- 19) Phone: \_\_\_\_\_ 20) Email: \_\_\_\_\_
- 21) Job Title:
- Parent     Special Ed Director     TA Specialist     Agency Social Worker  
 Teacher     Case Manager     ISTAC Coordinator/Tm Member     Behavior Consultant  
 Principal     Resource Teacher     School Social Worker     Therapist  
 Family Focus Facilitator-Autism     School Psychologist     PBIS Coach  
 Other: \_\_\_\_\_

**External Coach to School (PBIS ONLY)**

- 22) Is there an identified external coach for this school?     Yes     No
- 23) Name: \_\_\_\_\_
- 24) Phone: \_\_\_\_\_ 25) Email: \_\_\_\_\_

**Demographics of School Student Attends**

- 26) School Name: \_\_\_\_\_ 27) District Number: \_\_\_\_\_
- 28) Special Education Coop (If applicable): \_\_\_\_\_ 29) County: \_\_\_\_\_
- 30) School Address: \_\_\_\_\_ City/State: \_\_\_\_\_ Zip: \_\_\_\_\_
- 31) Contact: \_\_\_\_\_ 32) Phone: \_\_\_\_\_
- 33) Is this student in a PBIS school?  Yes  No
- 34) Grade:  0-3 Services  K  2  4  6  8  10  12  Drop-Out  Post 12 Transition  
 Pre-K  1  3  5  7  9  11  Not Enrolled  Home Schooling

**SECTION 2: Fill out during all rating periods (baseline, quarterly, and discharge) unless otherwise indicated.**

- 35) Is this student currently identified as a special education student with an IEP?  Yes  No
- 36 and 37) Please select disabilities as Identified on IEP: (Please indicate primary disability with 1 and secondary disability with 2)
- |                               |   |                             |
|-------------------------------|---|-----------------------------|
| _____ Mental Retardation      | _____ Hearing Impairment                | _____ Emotional Disturbance |
| _____ Visual Impairment       | _____ Speech and/or Language Impairment | _____ Developmental Delay   |
| _____ Deafness                | _____ Multiple Disabilities             | _____ No Disability         |
| _____ Other Health Impairment | _____ Traumatic Brain Injury            | _____ 504 Plan              |
| _____ Autism                  | _____ Specific Learning Disability      |                             |
| _____ Orthopedic Impairment   | _____ Deaf-Blind                        |                             |

- 38) The current educational placement is:
- General ed classroom 100% of the day-FACTS Code 01
  - General ed classroom with special ed consultation-FACTS Code 01
  - General ed classroom with inclusion support-FACTS Code 01
  - Special ed instruction and/or related services 1-20% of the day OUTSIDE the general ed classroom-FACTS Code 01
  - Special ed instruction and/or related services 21-60% of the day OUTSIDE the general ed classroom-FACTS Code 02
  - Special ed instruction and/or related services more than 60% of the day OUTSIDE general ed-FACTS Code 03
  - Special ed 100% in a separate public day school-FACTS Code 04
  - Special ed 100% in a separate public day school in conjunction with a separate residential component-FACTS Code 05
  - County or municipal detention center or jail-FACTS Code 07
  - IYC – Jail-FACTS Code 07
  - Private day school-FACTS Code 08
  - Private residential-FACTS Code 09
  - Alternative education setting
  - Homebound-FACTS Code 11
  - Hospital-FACTS Code 12
  - Regular education Pre-school
  - Special education Pre-school/Early Childhood
  - Community Child Care
  - Partial Day School
  - Other: \_\_\_\_\_

- 39) Has educational placement changed in the past three months?  Yes  No
- 40) Has a Home School Team been established? (ISRC only)  Yes  No  Not applicable

**Student Demographics**

- 41) Caregiver primary language:  English  Spanish  Chinese  French  German  Other: \_\_\_\_\_
- 42) Caregiver relationship to student:  Mother  Father  Grandparent  Step-parent  Foster Parent  Two Parents  
 Other Relative  Other: \_\_\_\_\_
- 43) Student race:  Asian  African-American  Biracial  Caucasian  Hispanic/Latino  Other: \_\_\_\_\_
- 44) Student Gender:  Male  Female
- 45) Student DOB: \_\_\_\_\_
- 46) Student Age: \_\_\_\_\_
- 47) LAN # of LAN where student resides: \_\_\_\_\_
- 48) Has this student been referred for support through their LAN?  Yes  No
- 49) If yes, have flexible funds been requested?  Yes  No

**SECTION 2 (cont): Review Assessment - Fill out during all rating periods following time of referral (quarterly and discharge)**

- 50) Student primary language:  English  Spanish  Chinese  French  German  Other: \_\_\_\_\_
- 51) Are there other agencies currently involved with the student and/or family?  Yes  No
- 52) If yes, indicate agencies currently involved:  DCFS  Probation  CMHC  Public Aid  Other: \_\_\_\_\_
- 53) Does this student have DCFS legal involvement?  Yes  No
- 54) Does student have cochlear implant? (ISRC only)  Yes  No  Not applicable
- 55) How many team meetings were held since last SIMEO review or assessment, to include baseline? \_\_\_\_\_
- 56) Was data used in any meetings during the reporting period?  Yes  No
- 57) If yes, please indicate how data were used (check as many as apply):
- to engage team members  to ensure voice of family  to design interventions
- to revise actions of team  to celebrate success  data not used
- 58) Does student have a BIP? (ISRC Only)  Yes  No  Not applicable

**School Related Risk Factors: Fill out during all rating periods (baseline, quarterly, and discharge).**

Please rate student's placement risk:

- 59) Risk of failure in home placement  no risk  minimal risk  moderate risk  high risk
- 60) Risk of failure in school placement  no risk  minimal risk  moderate risk  high risk
- 61) Risk of failure in community placement  no risk  minimal risk  moderate risk  high risk
- 62) Has the student had any disciplinary referrals in the past three months?  Yes  No 63) If so, how many? \_\_\_\_\_
- 64) Has the student received any in-school suspensions in the past three months?  Yes  No 65) If so, how many? \_\_\_\_\_
- 66) Has the student received any out-of-school suspensions in the past three months?  Yes  No 67) If so, how many? \_\_\_\_\_
- 68) Has the student received any expulsions in the past three months?  Yes  No 69) If so, how many? \_\_\_\_\_

**Other School Related Risk Factors: Fill out during all rating periods following time of referral (quarterly and discharge).**

- 70) School attendance:  59% or below  60-69%  70-79%  80-89%  90-100%
- 71) Has student dropped out of school?  Yes  No
- 72) Has student graduated from High School?  Yes  No 73) Date student graduated: \_\_\_\_\_
- 74) If graduated, with what?  High School Diploma  Certificate  GED
- 75) Have the individualized supports and services through the ISTAC Initiative diverted the student from a more restrictive placement?  
 Yes  No  Not applicable-Baseline
- 76) Has the student been discharged from the ISTAC Initiative this semester?  Yes  No
- 77) If yes, please identify reason for discharge:
- success completion of Initiative  student transition (moved, changed schools or district)  student graduated
- team dissolved  student/parent opted out
- other: \_\_\_\_\_
- 78) If yes, please rate the overall success of the ISTAC Initiative (Discharge only):
- Poor  Unsatisfactory  Satisfactory  Above Average  Excellent

**SECTION 3: Services Provided through Individualized Plan**

**(79-81) Services Utilized: Fill out during all rating periods following time of referral.**

Please check if services are currently being utilized and in the spaces provided please use the following codes to rate frequency and duration of services.

Frequency Scale: 1 = 1 time in the last 3 months 2 = 1 time per month 3 = 1 time per week  
4 = More than 1 time per week 5 = 1 time per day 6 = More than 1 time per day

Duration Scale: Please use a numeric value (number) to reflect the number of units (hours) of service the student received during the identified frequency period. For example, if the student received 6 hours of discrete trial format- applied behavioral analysis teaching, two times per week the numeric rating for frequency would be 4 and the numeric rating for duration would be 6.



**Community**

Fam Chld

Frequency

Duration

<input type="checkbox"/>	<input type="checkbox"/>	After School Programming	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Peer Mentor	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Child Care	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Recreation Services	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Community Mentoring	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Respite	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Cultural/Spiritual Supports	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Youth Support Groups	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Employment Assistance	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	Other:	_____	_____
<input type="checkbox"/>	<input type="checkbox"/>	Outward Bound Experience	_____	_____			_____	_____	_____

**Illinois Statewide Technical Assistance Center (ISTAC)  
Systematic Information Management for Educational Outcomes (SIMEO)  
Educational Information Tool (EI-T): FY07**

<b>Time 1/Baseline</b> Collected no later than 30 days from referral and before first meeting	<b>Time 2</b> Collected anywhere from a maximum of monthly from the point of initial assessment to a minimum of once at three months following initial assessment, or before the school year ends	<b>Time 3</b> Collected anywhere from a maximum of monthly from the point of Time 2 assessment to a minimum of once at six months following initial assessment, or before the school year ends	<b>Time 4</b> Collected anywhere from a maximum of monthly from the point of Time 3 assessment to a minimum of once at 9 months after initial meeting, or before the school year ends
--	--	---	--

**How to complete this form:**

- Classroom teacher or lead teacher for student completes the form
- If more than one teacher is involved in the classroom functioning evaluation, see group scoring options
- Answers to the survey should reflect the teacher(s) experience with youth over the last three months

1) Date tool was completed: \_\_\_\_\_

2) Student Name: \_\_\_\_\_ 3) Student ID: \_\_\_\_\_

4) Please identify the period of assessment:

- Time 1/Baseline     Time 2     Time 3     Time 4     Time 5     Time 6  
 Time 7     Time 8     Time 9     Time 10     Discharge

5) This tool was filled out by:  an individual teacher     a team of teachers

6) Please check if you are a:  general education teacher     special education teacher     family focus facilitator-Autism  
 ISTAC Coordinator     PBIS Coach     other (please specify): \_\_\_\_\_

7) How well do you know this child?     Not Well     Moderately Well     Very Well

8) Has this student transferred during the past year (circle all that apply)?    School    District    N/A

9) Is this student attending the school they would attend if they did not have a disability (please circle)?    YES    NO    N/A

**CLASSROOM FUNCTIONING**

**Never= Display of this functional behavior never occurs**

**Sometimes= Display of this functional behavior occurs less than one time per week**

**Frequently= Display of this functional behavior occurs between one to four times a**

**Always= Display of this functional behavior occurs daily or more than one time per day**

<b>SECTION I: (ALL ISTAC PROGRAMS)</b> Based on your expectations of children in your classroom, please indicate the extent to which the above student...	<b>Never</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Not Applicable</b>
10) Attends school	1	2	3	4	N/A
11) Completes class assignments on time	1	2	3	4	N/A
12) Works independently	1	2	3	4	N/A
13) Completes homework on time	1	2	3	4	N/A
14) Passes quizzes and tests	1	2	3	4	N/A
15) Completes subjects with a passing grade	1	2	3	4	N/A
16) Participates in classroom discussions and activities	1	2	3	4	N/A
17) Pays attention in class	1	2	3	4	N/A
18) Participates in extracurricular activities	1	2	3	4	N/A
19) Has friends	1	2	3	4	N/A
20) Engages in socially appropriate behavior with peers	1	2	3	4	N/A
21) Engages in socially appropriate behavior in unsupervised settings	1	2	3	4	N/A
22) Engages in appropriate classroom behavior with adults	1	2	3	4	N/A

<b>SECTION II: CHOICES PROGRAM ONLY</b>	<b>Never</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Not Applicable</b>
23) Student follows same routine as other students	1	2	3	4	N/A
24) Student participates in lessons that are differentiated for all students through out the day.	1	2	3	4	N/A
25) Student participates with same age peers without disabilities in non-academic classes throughout the school day.	1	2	3	4	N/A
26) The student is given individual accommodations to meet his/her learning needs.	1	2	3	4	N/A
27) Interactions between student and regular education teacher occur at frequencies similar to other students in the classroom.	1	2	3	4	N/A
28) Student has individual daily schedule visible (if needed).	1	2	3	4	NA
29) Student has a system for communicating with peers and adults, across settings, throughout the school day.	1	2	3	4	NA
30) Student's work is monitored for progress and understanding during activities.	1	2	3	4	NA
31) Student follows directions independently.	1	2	3	4	NA
32) Student follows directions with supports.	1	2	3	4	NA
33) Student completes work independently.	1	2	3	4	NA
34) Student completes work with supports.	1	2	3	4	NA
35) Student transitions between activities and environments independently.	1	2	3	4	NA
36) Student transitions between activities and environments with supports.	1	2	3	4	NA
<b>SECTION III</b>	<b>Never</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Not Applicable</b>
37) Youth needs academic assistance in excess of the assistance expected with classroom instruction	1	2	3	4	NA
38) This youth needs behavioral interventions beyond the classroom routine	1	2	3	4	NA

### ACADEMIC PERFORMANCE

39) Has student repeated a grade (*please circle*)?      **YES**      **NO**

40) Is child's overall performance commensurate with his/her ability (*please circle*)?      **YES**      **NO**

41) Please rate the student's academic performance (*circle one*):

**Failing**  
(GPA 0-59%)

**Below Average**  
(GPA 60-69%)

**Average**  
(GPA 70-79%)

**Above Average**  
(GPA 80-89%)

**Superior**  
(GPA 90-100%)

42) Number of students in your class: \_\_\_\_\_

43) How often is this student in your classroom (*please circle*)?

50% of less of day

51-100% of day

2-3 times per week

Once a week

Less than once a week





