



# Illinois P.B.I.S Network

## End of Year Report

# FY07

### About Us

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

The Illinois PBIS Network builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities.

Key focus areas of the Illinois PBIS Network include:

- Prevention-based school-wide systems of positive behavior support
- Data-based decision-making for instruction of behavior and academics
- Wraparound planning for students with complex emotional and behavioral needs and their families
- Community-based supports for families, youth and schools

### what's inside

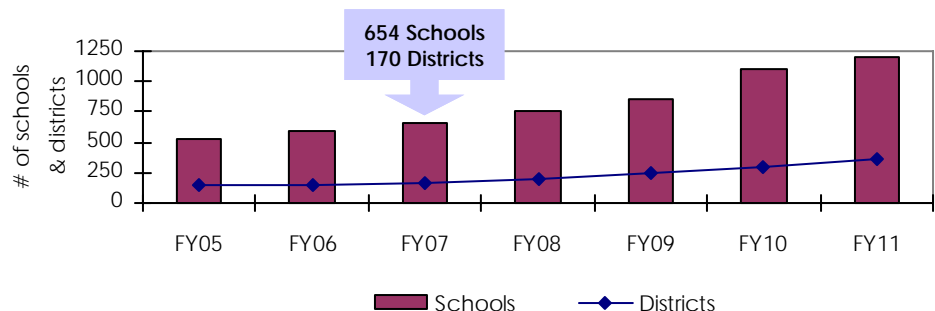
- ISAT Linkage to PBIS
- School Safety Impacts
- Results of Full Implementation
- Tertiary Level Outcomes

## Supporting PBIS Expansion

### Sustainability through District Focus

At the close of FY07, 654 schools in 170 Illinois districts were implementing Positive Behavior Interventions and Supports (PBIS), representing 16% of schools and approximately 20% of districts statewide. By FY11, Illinois PBIS Network will increase the number of implementing schools to 1,200 or 30% of Illinois schools. Building district-level capacity for sustainability is a key strategy for expansion.

Number of Illinois Schools & Districts Adopting PBIS FY05 - FY11



### Building District Capacity by Supporting Coaches

Forty-five percent (45%) of currently implementing districts are supported by a district staff person, knowledgeable in PBIS implementation, who is positioned to coach their schools. Over the next four years, the Illinois PBIS Network will increase efforts to build district structures, including external coaching, to ensure full implementation that can sustain over time. Regional Offices of Education, Intermediate Service Centers and Special Education Cooperatives have been working with districts to provide experienced PBIS coaches who can support schools' implementation. During FY07, the Illinois PBIS Network offered over 80 coaches' network meetings and 17 coaches' trainings, which focused on skill-building for the PBIS coach role.

See page 8 for additional strategies to support PBIS expansion.



# Office Discipline Referrals Decline with Full Implementation

## What is a SET?

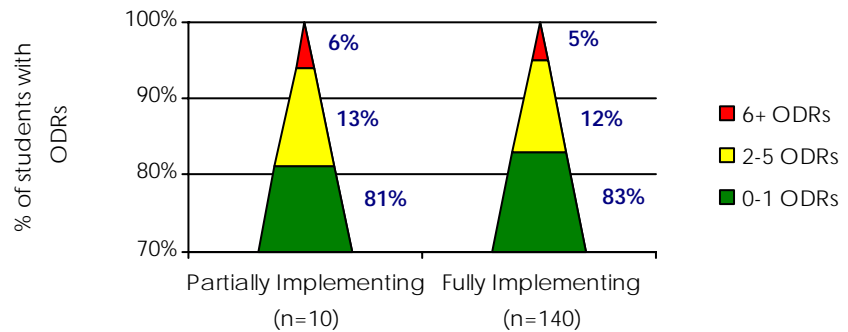
The SET (School-wide Evaluation Tool) is designed to assess and evaluate the universal features of school-wide effective behavior supports in schools across each academic school year (Horner, R. et. al. 2004).\* SET results are used to:

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

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

When comparing office discipline referral (ODR) rates for schools with SET scores indicating partial versus full implementation of school-wide PBIS, schools that fully implemented come out ahead. Less time in the office for students in fully implementing PBIS schools means more time in the classroom.

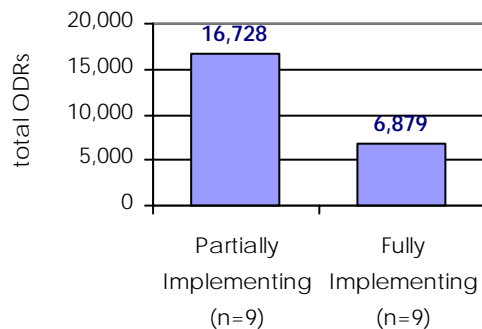
Mean Percentage of Students by Major ODRs 06-07  
Statewide Comparison



## More Instructional Time Gained in Fully Implementing Middle Schools

Less office discipline referrals result in increased time for academic instruction. To illustrate the instructional time gained when a school moves from partial to full implementation of school-wide PBIS, nine fully implementing and nine partially implementing middle schools' total ODRs were compared. Based on the lesser numbers of ODRs, schools that are fully implementing PBIS have 821 more instructional days than partially implementing schools.

Total ODRs for Partially & Fully Implementing Middle Schools



$$\begin{aligned}
 & 9,849 \text{ less ODRs} \\
 & \times 30 \text{ minutes per ODR} \\
 & \hline
 & = 295,470 \text{ minutes} \\
 & \text{or} \\
 & \mathbf{821 \text{ days Gained}}
 \end{aligned}$$



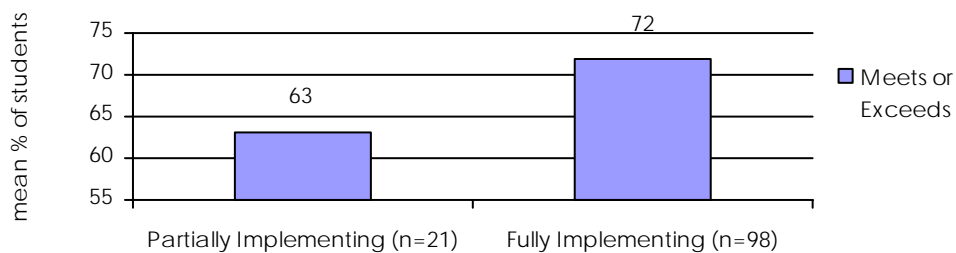
# Sustainability



## Results on Standardized Achievement Tests for Fully Implementing Schools

A comparison of 2005-06 third grade Illinois Standards Achievement Test (ISAT) reading scores was made between partially and fully implementing PBIS schools. Fully implementing schools had a higher percentage of students who met or exceeded the third grade reading standard than partially implementing schools. Higher rates of reading achievement have been noted in fully implementing PBIS schools for three consecutive years.

Comparison of Partially & Fully Implementing Schools on Third Grade ISAT Reading Scores 05-06



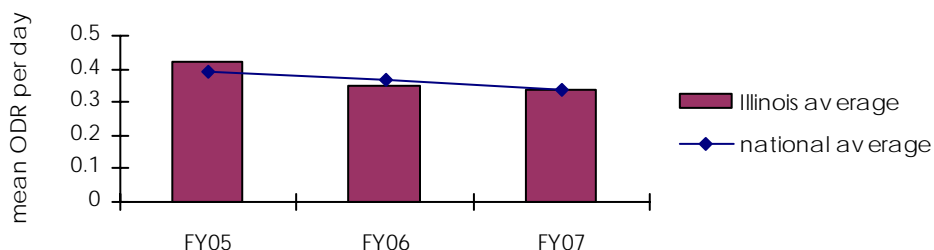
## Schools are Sustaining School-Wide PBIS

Schools that had two years of SETs and reached full implementation in FY06 were examined for sustainability over time. Eighty-four percent (84%) of fully implementing schools in FY06 sustained full implementation in FY07. The largest group in the sample, elementary schools, had 82% sustain full implementation over two years.

### Schools Maintain Reductions in ODRs

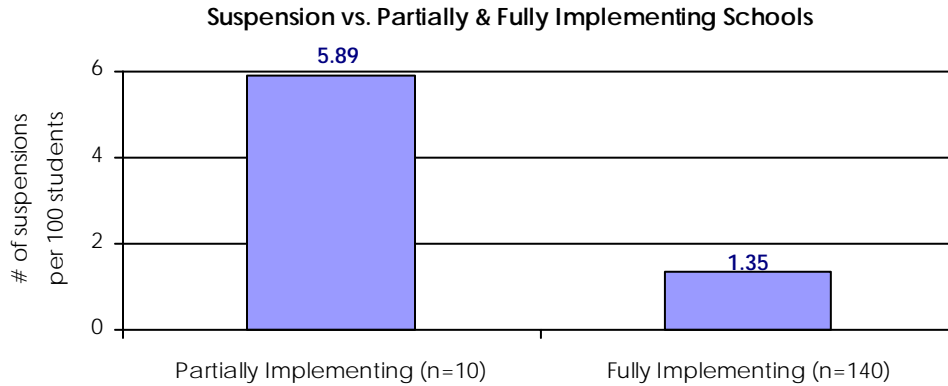
Illinois PBIS elementary schools have reduced and maintained the average number of office discipline referrals (ODRs) per 100 students per day. Over the past two years, the ODR average in Illinois elementary schools was lower or the same as the national PBIS average. During that same time period, more Illinois elementary schools achieved full implementation on their SET scores with a 38% increase from the previous year.

Mean ODR per day for Elementary Schools Using SW PBS in Illinois



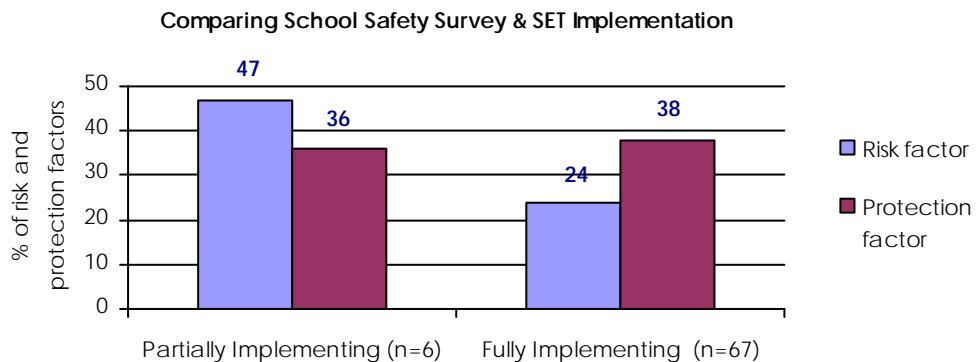
## Full Implementation Linked to Fewer Suspensions

A comparison of suspension rates per 100 students was made in partially and fully implementing schools. Schools that fully implemented PBIS demonstrated fewer suspensions. The differences between fully and partially implementing schools were statistically significant ( $p < 0.037$ ).



## Fully Implementing Schools Enhance School Safety

As in previous years, the FY07 evaluation results indicate a relationship between PBIS implementation and measures of school safety. The Oregon Safety Survey is an instrument completed by five members of a school community annually. The school representatives respond to a series of questions regarding their perceptions of risk and protective factors around school safety. Schools that had reached full implementation reported a higher level of protective factors and a lower level of risk factors than schools that were only partially implementing school-wide positive behavior supports.



See [www.pbisillinois.org](http://www.pbisillinois.org)

for the detailed FY07 Illinois PBIS Network End of Year report.

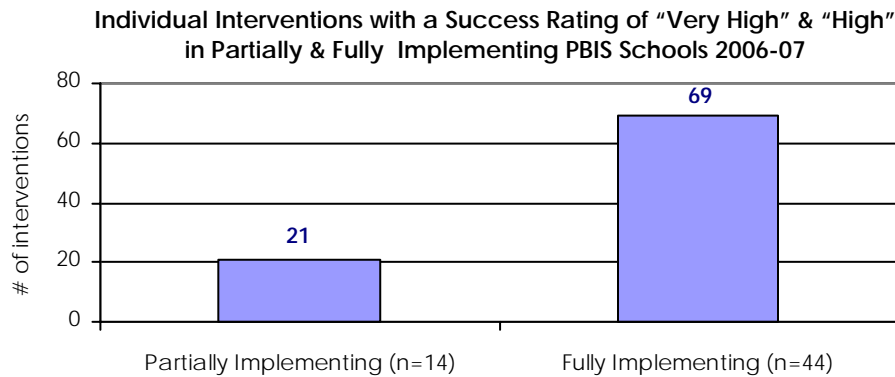
# Outcomes

# Outcomes



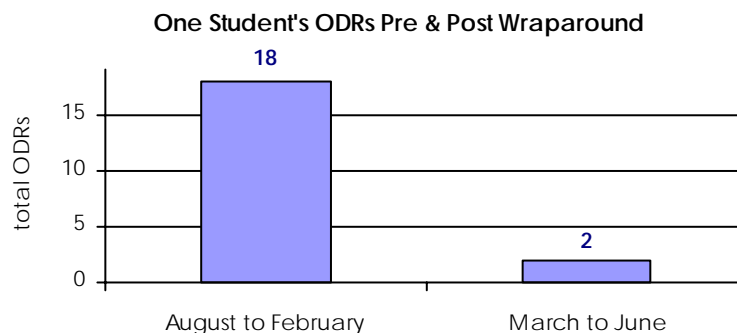
## Fully Implementing Schools Focus on More Students with Higher Needs

School-wide PBIS fidelity appears to be related to the number of interventions reported by schools for students needing higher levels of behavioral support. The trend has been noted for several years and continues in FY07. Data from the Illinois PBIS School Profile tool shows that fully implementing schools reported more individualized student interventions than partially implementing schools.



## Wraparound Intervention Increases Academic & Behavioral Success

A sixth grade student was referred for tertiary level support in March 2007. The student had poor grades, behavioral problems throughout the year and was in danger of failing. Initial conversations between a school social worker trained as a wrap facilitator and the student's mother identified his biggest needs as a feeling of acceptance and belonging at both home and school. A wraparound team was developed, and the team implemented a range of interventions including a Check and Connect system, after-school tutoring, "advocates" at school, and community mental health supports. The student passed sixth grade and experienced a considerable reduction in behavioral incidences.



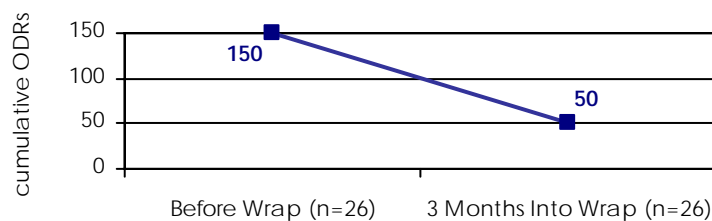
## Developing Tertiary Systems

During FY07, a Tertiary Demo Project was initiated with six PBIS districts. The Illinois PBIS Network continued the use of the Systematic Information Management of Educational Outcomes (SIMEO) data system to guide wraparound planning and to assess student outcomes over time. In FY07, 48 students were enrolled in SIMEO. Twenty-six (54%) of the students had sufficient data to be included in an analysis of change over time. Go to [www.pbisillinois.org](http://www.pbisillinois.org) for more information and data summaries on tertiary demos.

### Behavior Incidents Decrease for Students with Wraparound Plans

While the immediate focus at the tertiary level in FY07 focused on strengthening systems and practices related to individual intervention, aggregate individual student data findings continued to demonstrate positive and significant outcomes. One outcome demonstrating significant and positive change was the change in rate of office disciplinary referrals (ODRs) for students receiving tertiary level supports. At baseline, the 26 students in the SIMEO study cohort collectively incurred 150 ODRs (mean=4.8 per student). Just three months after wraparound planning was initiated, the same students ODRs decreased significantly by 60% (50 ODRs) to a mean ODR incidence of 1.9 per student ( $p < .004$ ). Suspensions also decreased from 19 to 11 for these same students.

**Reduction in ODRs for Individual Students Receiving Wraparound**

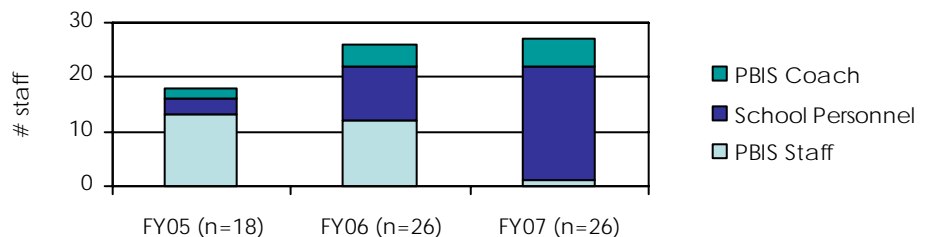


## Systemic Change in Data Management & Use

### School Personnel Take Ownership of Student Data

School personnel working with individual students at the tertiary level played a more significant role in the collection and utilization of data in FY07. In FY05, PBIS Network staff were responsible for 72% of all SIMEO data entered and used for wraparound planning. In FY07, a significant shift in data responsibility was noted with 81% of all SIMEO data managed by school social workers and other school personnel. This shift demonstrates that schools are “owning” individual student data resulting in a great likelihood that data will be used at the team meeting to drive positive and lasting change.

**Staff Responsible for SIMEO Data Entry Across Three Years**



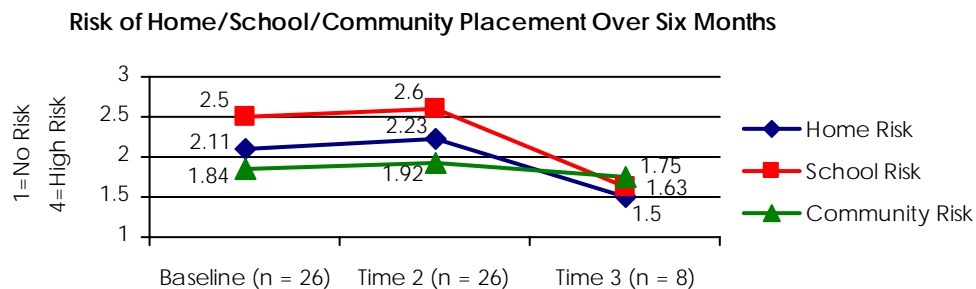
SIMEO

# Wraparound



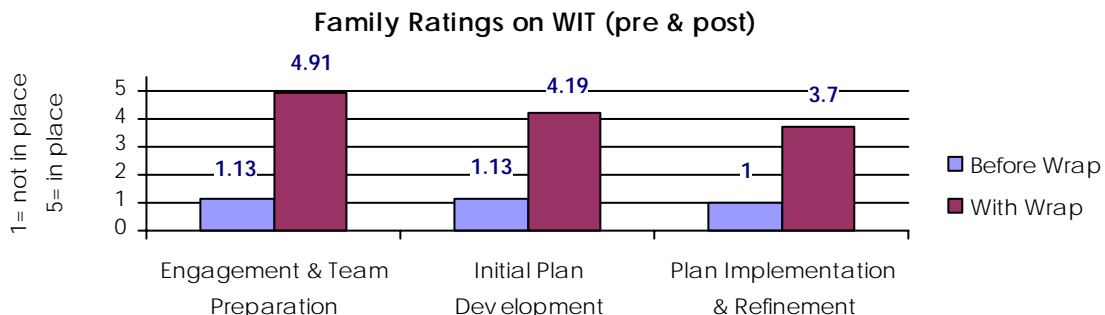
## Reduction in Placement Risk Noted for Students Receiving Tertiary Supports

Risk of removal from home, school and/or community placement is often a reason for referral for tertiary level supports. Eighty-five percent of the 26 students in the tertiary study cohort were rated at risk of removal from one or more placements at baseline. As noted by the graph below, risk of removal from school placement was most likely with a moderate risk rating of 2.6. Home risk was also elevated with a baseline risk rating of 2.11 or minimal risk. While risk ratings at Time 2 increased slightly for the study cohort, the eight students tracked for six months demonstrated positive and statistically significant decreases in risk, with all three areas of risk rated as having no risk to minimal risk of placement failure. (Time 3: School Risk:  $p < .018$ , Home Risk:  $p < .015$ )



## Wraparound Integrity: Pilot Study Demonstrates Positive Results

The Illinois PBIS Network took steps to establish on-going assessment of the integrity of team practices using the Wraparound Integrity tool (WIT). The WIT is designed to measure the integrity of the four phases of wraparound at the team meeting, through the perceptions of family and other team members. A small cohort of six SIMEO families voluntarily participated in a pilot of the WIT in FY07. Families involved in the pilot were asked to assess if these components were more “in place” since engaging in wraparound than in previous team experiences. Preliminary pilot data revealed below suggest that far more of the actions and or strategies that define the integrity of the wraparound process are currently in place across the board than in previous team experiences.



# Statewide Leadership Team Role in PBIS Expansion

## Highlights of FY07 & Strategies for FY08

The Statewide Leadership Team continues to refine a five-year strategic plan to increase PBIS capacity, implementation, visibility and fidelity. Action-planning work groups formed in FY06 continue to address strategies in areas of political support, fiscal model development, visibility and tertiary demo sites.

### Highlights of FY07:

- A PBIS school recognition process was launched and 111 schools were recognized,
- Personal letters were sent to all Illinois legislators thanking them for their support, highlighting successful PBIS schools in their districts, and encouraging them to visit PBIS schools in their areas,
- Nine Illinois State Senators and Representatives have visited ten local PBIS schools in their districts,
- Legislation to include PBIS in No Child Left Behind and Title 1 was introduced by US Representative Phil Hare (D-IL),
- PBIS was mentioned in at least 16 newspaper articles from around Illinois.

### Strategies for FY08:

- 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.
- Expand capacity at secondary and tertiary levels in existing districts through implementation of demonstration sites.
- Develop a document that assists a new district in understanding the "costs" to implement and sustain PBIS on the district level.
- Create plans for media coverage around major PBIS meetings/ events to expand awareness.



visit us on the web at:

[www.pbisillinois.org](http://www.pbisillinois.org)

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