

## Tertiary Model Development:

### Two Years of Learning and Achievement

The Kansas-Illinois National Tertiary Demonstration (Demo) Project\* continues to guide the refinement of a tier 3/tertiary model in six Illinois districts. A major focus of the tertiary demo process is assisting schools in identifying and supporting all students in need of tier 2 and tier 3 supports. Tools to systematically identify and track progress of students in need of tier 2/3 interventions have been developed and used. This report provides examples of how schools are becoming more proficient at supporting individual students with the appropriate level of intervention in a timely manner.

#### Key Features of the Tertiary Model:

- Universal systems implemented to fidelity in each school
- Tier 2 supports accessed by 7-10% of students
- Tier 3 interventions provided for 3-5% of students
- Tertiary system planning teams at each school and district
- Universal screening beyond the use of discipline data
- Coaching specifically directed to tier 2 and tier 3
- Systematic progress monitoring of tier 2/3 interventions
- Data used as part of all individual student interventions

### About the Network

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (ISTAC) - an Illinois State Board of Education funded initiative promoting effective practices to benefit 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/behavioral needs & their families
- **Community-based** supports for families, youth & schools

### Tertiary Demo School Districts

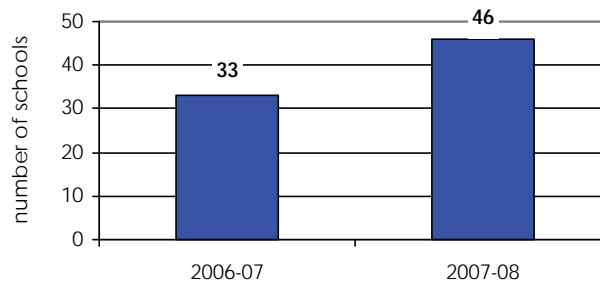
- Aurora East Community Unit District 131
- Valley View Community Unit District 365U
- Waukegan Community Unit District 60
- Alton Community Unit District 11
- Rock Island/Milan District 41
- Springfield District 186

\* Support for the Tertiary Demo Project is provided through award number H326M060010 from the United States Department of Education Office of Special Education Programs.

#### Evidence of Progress

One indicator of progress building tertiary systems is the increase in the number of schools implementing individual student plans using data from the on-line Systematic Information Management of Educational Outcomes (SIMEO) system. Per the graph below, 33 schools in tertiary demo districts were implementing tertiary interventions using data during year one, and this increased to 46 schools during year 2. During FY09, 54 schools will be implementing tertiary systems, data and practices in the six districts.

Schools Reporting Tertiary Level Interventions



The remainder of this report provides examples from the field that illustrate improved capacity at the tertiary tier.

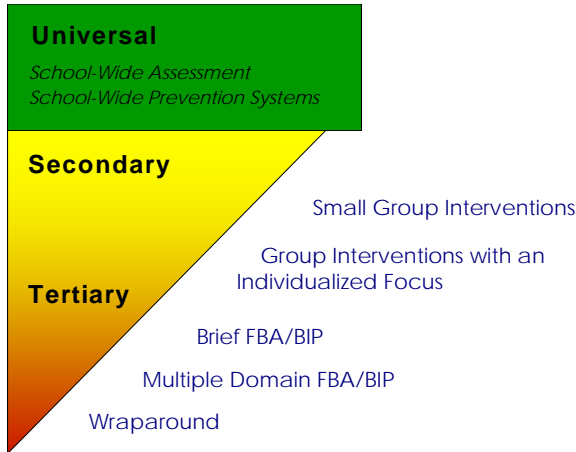




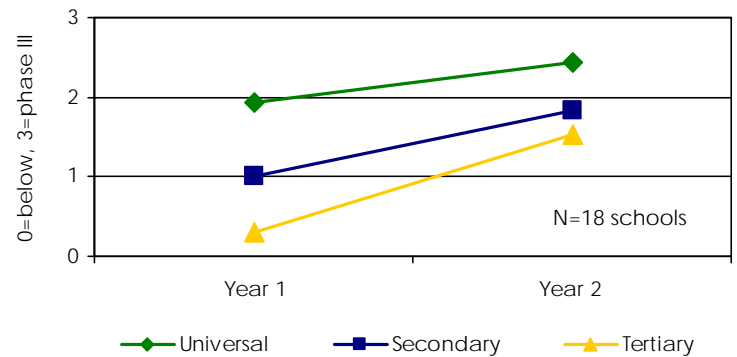
# THE SECONDARY/TER

## The Path to Tertiary Success...

Positive Behavior Interventions & Supports:  
A Response to Intervention (RtI) Model



Tertiary Demonstration Implementation Improves at All Levels of PBIS

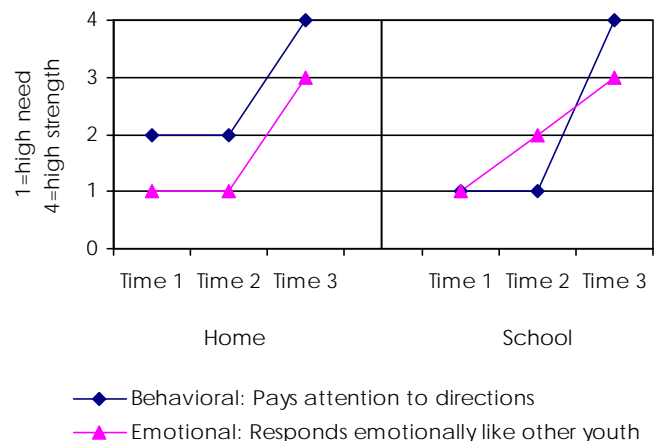


We continue to see evidence that strong universal and secondary PBIS systems are important to success at the tertiary level. The tertiary demonstration schools noted positive implementation gains in their universal (.50) and secondary (.83) systems from year 1 to year 2. The most notable gain was at the tertiary level. An aggregate tertiary rating of .294 placed the schools at “below phase” in year 1. Twelve months later, the rating increased by 1.24 to more closely approximate a tertiary implementation rating between phase I and phase II. These findings suggest that as schools strengthen universal and secondary levels of PBIS by building a full continuum of interventions, they are more able to effectively implement PBIS at the tertiary level.

## Wraparound Plan Results in Success for Student

A wraparound plan was initiated for “Eric”, a 1st grader who was not participating in classroom activities and refusing to work with a buddy. Interventions in his wrap plan included a daily visual schedule, a Check-and-Connect (CnC), and opportunities to practice social skills with peers. Eric met his CnC goal (to follow directions) the first week at 100%, week 2 at 60%, and the following three weeks at or above 80%. His teacher reported that he had “completely turned around and appeared to have self-confidence.” He was participating in class, working with a buddy, and his reading skills were beginning to develop. The graph to the right provides an example of Eric’s success at home, and in school.

Student Data for Home/School/Community Tool



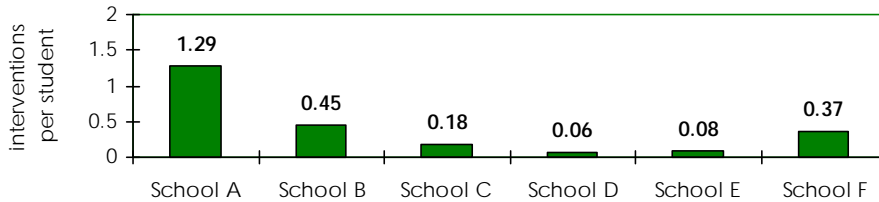
# TIARY CONTINUUM

## ...is Built Upon Strong Secondary Systems

### Tracking Interventions Accessed per Student

A key factor to success at the tertiary level of PBIS is ensuring higher rates of interventions per student across all three tiers of PBIS. For example, six tertiary demo schools in one district monitored a total of 20 small group interventions, and 8 individual interventions, affecting a total of 876 students during 2007-08. This is an average of 0.44 small group and individual interventions per student across the six schools (total population of 2,005 students). The graph below reflects the small group and individual intervention rates across the six schools.

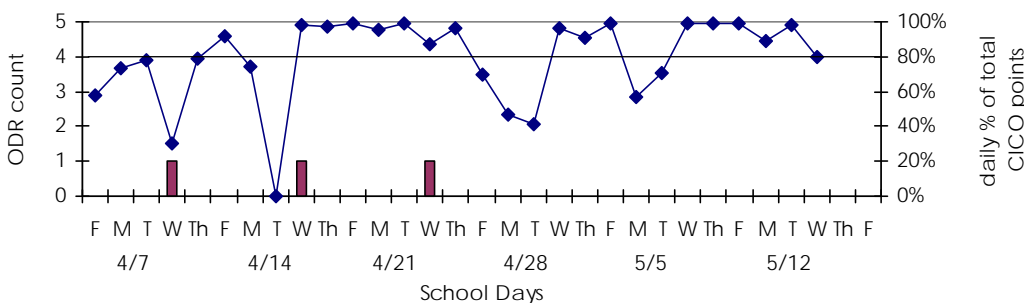
Interventions Accessed per Student in Six Schools in One District



## Secondary System Benefits Student

“Thomas” is a 3rd grader who was selected for tier 2 support due to acting out behavior, poor peer relationships, and poor hygiene. Thomas began a Check-in-Check-out (CICO) intervention, as well as a social skills instructional group with the school social worker. Progress monitoring indicated a need to tailor the interventions more for Thomas. In mid-April, the CICO was changed to a more individualized Check-and-Connect (CnC) with the school speech and language therapist with whom Thomas had a good relationship. Per the graph below, Thomas then began to consistently earn 80% or more of his points and discipline referrals stopped. Additionally, the school and family partnered to address hygiene and subsequently peer relationships improved.

CICO Individual Student Progress Report



*As with the wraparound pilots implemented in FY02-06, aggregate individual student data findings continued to demonstrate positive outcomes. See the FY08 Illinois PBIS Network End of Year Report for data that illustrates reductions in behavior problems and placement risks for students receiving wraparound-based tertiary supports.*



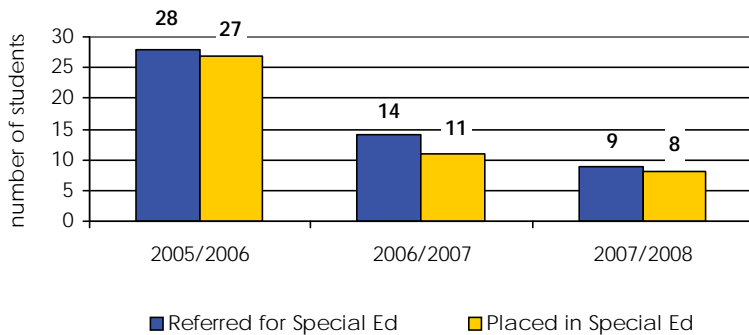
# Systems Change

## Less Students Referred & Placed in Special Education

Tertiary demo districts have begun examining their special education data and developing strategies to improve students' access to less restrictive learning environments. Schools are becoming more proficient at identifying students at earlier points in the intervention continuum, which can reduce the need for testing and placement of students in special education and/or more restrictive placements.

The table below depicts the efforts of one tertiary demo school to respond with appropriate interventions at earlier points across the universal, secondary, and tertiary continuum. This school has decreased students referred to special education by 68% over three years.

**Changes in Students Placed in Special Education -  
Hermansen Elementary School  
Valley View School District 365U**



## District-Level Changes

District-level planning teams meet regularly in the six tertiary demo districts to look at structures that need to be changed or improved to ensure success for students with complex needs. Examples of the systems change underway include:

- Repositioning specialized personnel to facilitate intervention teams and progress monitoring for individual students with tertiary-level needs.
- Revised job descriptions for school social workers, school psychologists and other specialized personnel to reflect their roles with data-based decision-making and evidence-based practices at universal, secondary, and tertiary tiers.
- Revised procedures for functional behavioral assessment and behavioral intervention planning to reflect best practices.
- Revised district policy regarding transitions and retention of students with tertiary-level needs.
- Action plans to address disproportionality and restrictive placements.

## Statewide Contacts

**Lucille Eber**  
Statewide Director  
lewrapil@aol.com

**Brian Meyer**  
Assistant Director of Operations  
bmwrapil@aol.com

**Kimberli Breen**  
Technical Assistance Director  
kimbreen@rcn.com

**Marla Dewhirst**  
Technical Assistance Director  
mdwrapil@aol.com

**Sheri Luecking**  
Technical Assistance Director  
slueckingperandoe@yahoo.com

**Steve Romano**  
Technical Assistance Director  
sromano11@comcast.net

**Holly Lewandowski**  
Evaluation Coordinator  
hlwrapil@aol.com

**Kelly Hyde**  
Research Consultant  
klhyde@earthlink.net

**Barbara Sims**  
Educational Consultant  
Illinois State Board of Education  
bsims@isbe.net

Visit us on the web at:

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

