

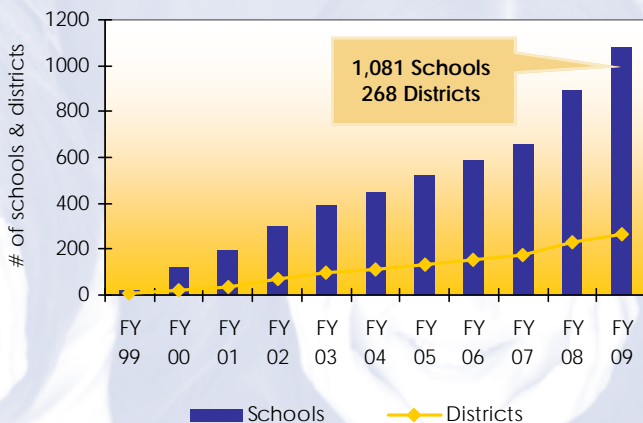


Over 1,000 Schools and 11 Years Later...

Managing Growth AND Sustainability

In FY09, 234 new schools were trained in Positive Behavioral Interventions and Supports (PBIS), an 11% increase from FY08, and the most new schools ever trained in one year during the eleven years of Illinois' PBIS implementation. As of June 30, 2009, 1,081 schools in 268 districts were implementing PBIS. We anticipate this growth curve, of over 200 new schools per year, will continue for the next three to five years. Ensuring fidelity and sustainability at all three tiers continues to drive Illinois PBIS Network planning and resource allocation. Strategies include continuing to expand coaching capacity in local and regional educational agencies, while also building knowledge and skills for effective Tier 2 and Tier 3 systems. This will ensure that ALL students, including those with unique learning and behavioral needs, experience success every day at school.

Number of Illinois PBIS Schools & Districts

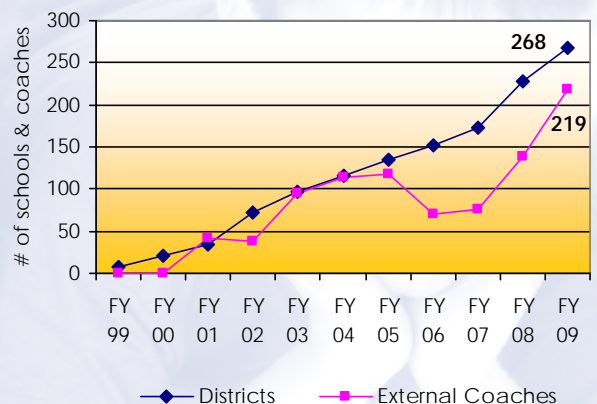


Nearly 200% Coaching Increase in Two Years!

Special Education Cooperatives Expand PBIS Support to Districts

As of June 30, 2009, 219 persons were identified as providers of PBIS external coaching for the 1,081 schools implementing PBIS across the state. This is a significant increase in external coaching capacity over the past two years. In June of 2007, there were only 76 PBIS external coaches identified statewide. Part of this dramatic growth is due to Special Education Cooperatives that have increased their efforts to provide PBIS coaching to their member districts, many that are unable to support PBIS coaching functions on their own. Thirty-six school districts are now supported by 24 SpEd Coops with external coaches trained and supported by the Illinois PBIS Network. The addition of external coaches specific to Tier 2/ Tier 3 in Tertiary Demonstration and Replication sites has also contributed to the coaching expansion.

Number of Illinois Districts Adopting PBIS & Number of External Coaches



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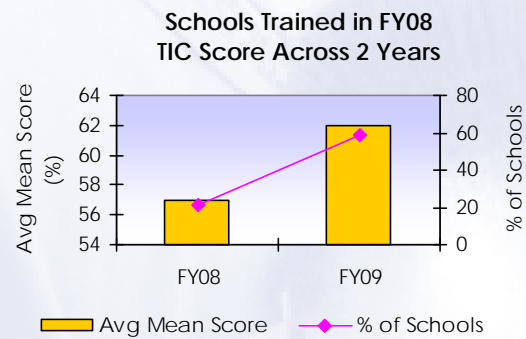
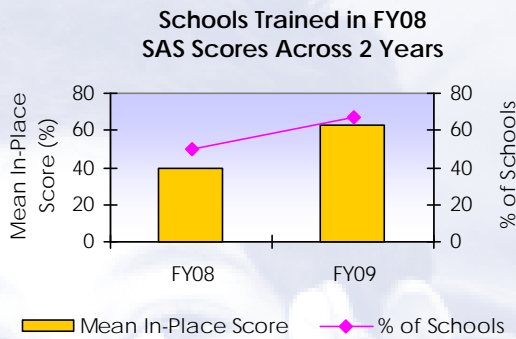


FIDELITY

If We Train, Do They Implement?

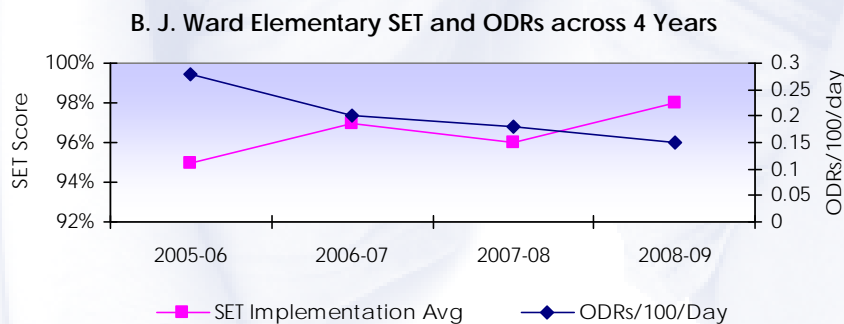
Solid Implementation Evident in Largest Group of Schools Trained in PBIS

As the Illinois PBIS Network continues to scale up by training larger numbers of schools each year, it is important to ensure that the training leads to measurable implementation. In FY08, the Network trained 239 schools to initiate PBIS. These schools are changing the way they deliver behavior support per data reported on self-assessment tools such as the Team Implementation Checklist (TIC) and the Self-Assessment Survey (SAS). School teams believe the training and technical assistance they receive through the Illinois PBIS Network has been effective in helping their schools move towards full implementation as measured by the TIC and SAS. Please refer to the *FY09 Illinois PBIS Network End of Year Report* at www.pbisillinois.org for more information on the SAS, TIC and other evaluation tools.



B. J. Ward Elementary School Sustains Implementation and Maintains Low Rate of Problem Behaviors

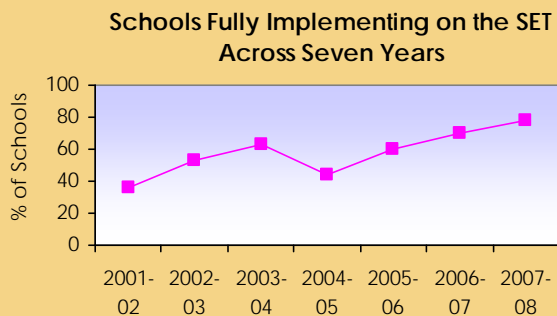
B. J. Ward Elementary School in Valley View School District 365U has been implementing PBIS since the 2004-05 school year. Over the past four years, the school has maintained full implementation of PBIS and has consistently scored 100% on the SET Teaching Expectations sub-score. Additionally, B. J. Ward has reduced their suspensions by 71% (from 34 to 10) and their office discipline referrals (ODRs) per 100 students per day by 46% (from 0.28 to 0.15). Consistently lower rates of problem behavior results in more time in the classroom for all students.



Schools Sustain Fidelity Over 7 Years

Longitudinal Study Shows Durability and Results

In FY09, a longitudinal study* was conducted on 428 Illinois schools within 125 districts that both implemented school-wide PBIS and reported their data across seven years (from the 2001-02 school year through the 2007-08 school year). Multiple years of School-wide Evaluation Tool (SET) data, which are used to show the percent of schools implementing PBIS with fidelity (80% on the Teaching Expectations subscale and 80% for the Implementation Average), increased by 116% (from 36% to 78%). High fidelity of PBIS implementation has been linked to improvements in student behavior and better school climate.



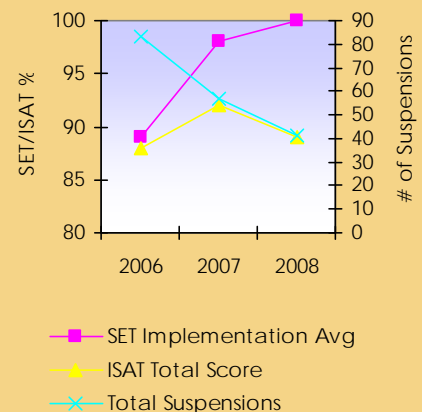
Academic Gains Linked to Fidelity of Implementation

Schools with both ISAT and SET data were examined over eight years (2000-01 to 2007-08) in a longitudinal study of 324 schools within 102 districts (Simonsen et al, in review*). ISAT scores were compared in fully implementing and partially implementing schools that completed the School-wide Evaluation Tool (SET) to further illustrate the link between PBIS implementation fidelity and student improvements. The percentage of students in grades 3, 5 and 8 who met or exceeded criteria for grade-level mastery on ISAT math increased significantly over time for all schools implementing PBIS ($p < .001$). Schools that implemented PBIS with fidelity had significantly better scores in math than schools that were partially implementing PBIS ($p = .009$).

Problem Behaviors Decrease with Full Implementation

Carl Sandburg Junior High in Palatine School District 15 has been implementing PBIS for four years. From 2006 to 2008, the school moved from partial to full implementation based on their School-wide Evaluation Tool (SET) scores. During this same time period, out of school suspensions were reduced by 51% (from 83 to 41) and the school maintained a high total ISAT score.

Carl Sandburg Junior High SET, Suspensions and Total ISAT Scores



visit

www.pbisillinois.org

for the detailed *FY09 Illinois PBIS Network End of Year Report*

*Simonsen, B., Eber, L., Sugai, G., Black, A., Lewandowski, H., Sims, B., Myers, D. (in review). Illinois state-wide Positive Behavioral Interventions and Supports: Evolution and impact on student outcomes across years.

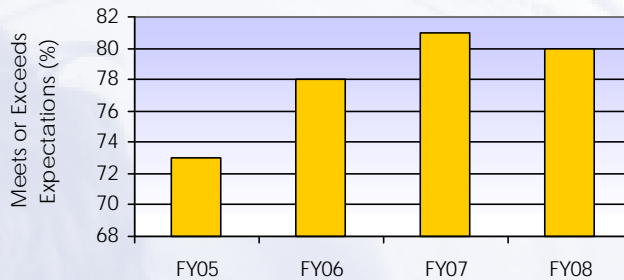


OUTCOMES

Spotlight Schools Maintain Academic Gains

Four PBIS schools in Berwyn South School District 100, have been implementing PBIS for four years, and have observed aggregate Illinois Standards Achievement Test (ISAT) score gains. The ISAT measures individual student achievement relative to the Illinois Learning Standards. Each of these schools received the 2008 Spotlight School Award from the Illinois State Board of Education. The Spotlight School Award recognizes high poverty schools in which high academic performance is closing the achievement gap. The district has focused on targeted professional development for teachers and staff, with grade level teams receiving training in instructional strategies and problem-solving. Each of these four schools has also identified tiered instructional strategies for reading in their buildings.

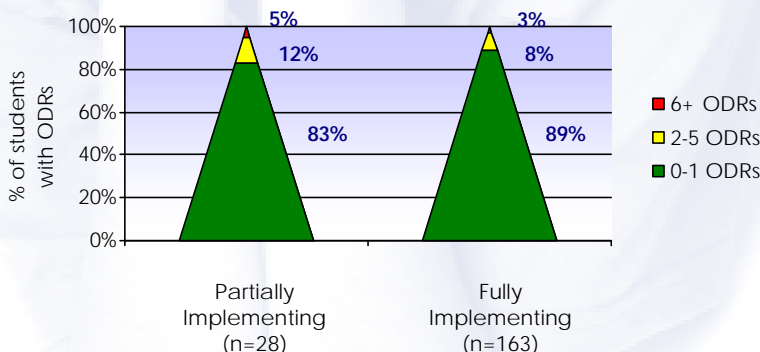
**Berwyn South School District 100
Total ISAT Scores 2005-2008**



Instructional Time Gained for Fully Implementing Schools

Office discipline referral (ODR) rates were examined for elementary schools that completed the Benchmarks of Quality (BoQ). This self-assessment tool measures the degree to which a school is implementing the Tier 1/ universal level of school-wide PBIS and is completed by school teams annually. Per the graph below, the schools at full implementation (total BoQ score of 70 or above) had considerably more students with only zero or one ODRs all year, which translates to more instructional time. To further illustrate the effect that full implementation has on instructional time, the difference between the average total ODRs for both groups of schools was used to conduct an instructional time gained analysis. The data show that the partially implementing schools could potentially gain five full days of instructional time by moving to full implementation.

**Mean Percentage of Students by Major ODRs
08-09 Elementary School Comparison**



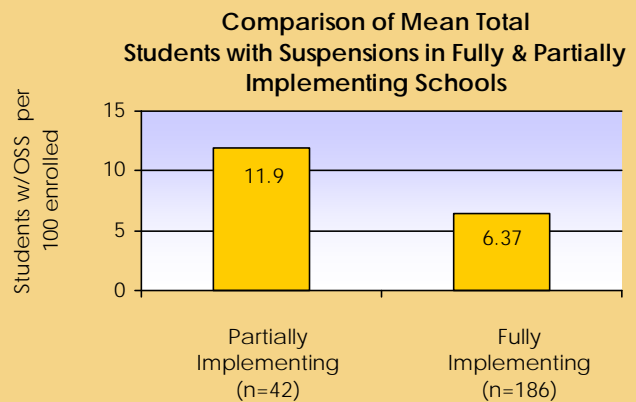
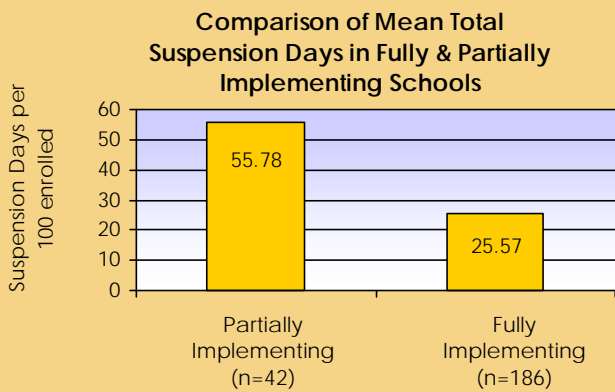
Instructional Time Gained When Moving from Partial to Full Implementation

$$\begin{aligned}
 &109 \text{ total ODRs}^* \\
 &\times 20 \text{ minutes per ODR} \\
 \hline
 &= 2,180 \text{ minutes} \\
 &\quad \text{or} \\
 &= 5 \text{ days gained}
 \end{aligned}$$

*The difference between partial and full groups' average total ODRs.

Suspensions Decrease with Full Implementation

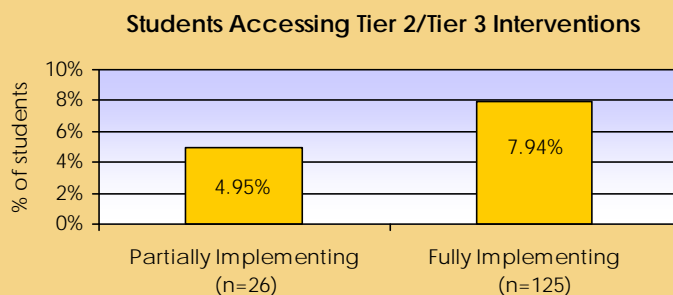
Illinois schools began using the Benchmarks of Quality* (BoQ) self-assessment tool during the 2008-09 school year. When comparing the mean total of students with suspensions per 100 students and mean total of suspension days per 100 students with BoQ scores, schools fully implementing PBIS demonstrated fewer students with suspensions, as well as fewer suspension days, than schools that were partially implementing.



*Cohen, R., Kincaid, D., & Childs, K.E. (2007). Measuring school-wide positive behavior support implementation: Development and validation of the Benchmarks of Quality. *Journal of Positive Behavior Interventions*, 9, 203—213.

More Students Access Tier 2/3 Interventions when Tier 1/Universal is in Place

School Profile Reports submitted at the end of the 2008-2009 school year indicate that more students are accessing Tier 2/Tier 3 interventions through PBIS implementation. Based on total enrollment (120,456) for the 183 schools that reported numbers of students participating in each intervention, 8% (9,415) of students were accessing higher level interventions. Further analysis reveals that schools fully implementing PBIS (based on a BoQ score of 70 or higher) have a higher percentage of students in Tier 2/Tier 3 interventions, when compared to schools which are only partially implementing the school-wide model. Lessons learned from the Tertiary Demo project continue to emerge. Additionally, new knowledge about the most effective ways to match student needs with Tier 2/Tier 3 interventions continues to be applied through Illinois PBIS Network training and technical assistance. See the *FY09 Tertiary Tier Status Report* and www.pbisillinois.org for more information.





TIER 3 PROGRESS

Students Access Tier 3 Supports Sooner

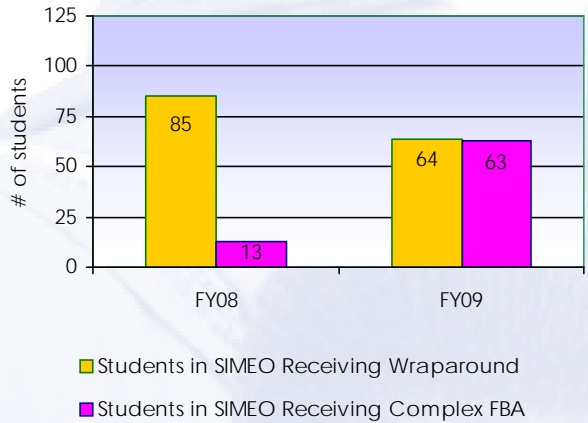
Use of Data Improves Accuracy of Intervention

Tertiary Demo schools have received focused training in delivering Tier 2/secondary and Tier 3/tertiary interventions to match observed student needs. Using online systems such as SIMEO (a program which aggregates individual student outcomes across settings), school teams are better equipped to track student progress using graphs generated by data tools, which help translate student outcomes visually to aid in decision-making.

In FY09, increased numbers of students newly enrolled in SIMEO were receiving function-based behavior intervention plans (Complex FBA/BIP), a lower level Tier 3 intervention than wraparound. Applying this response to intervention logic allowed students to access interventions sooner at their current level of need. Teams could then scale up supports if needed.

Students tracked in Tertiary Demo schools receiving higher level wrap interventions decreased proportionally in FY09, while the number of students served by Complex Functional Behavior Analysis (FBA) interventions rose. Although both a wrap plan and a Complex FBA/BIP involve a team that convenes around a single student, a function-based behavior intervention plan is a lower level intervention that focuses on remediating a specific set of behaviors. Wraparound is an intervention that addresses challenges across multiple life domains and settings and includes specific strategies for engagement.

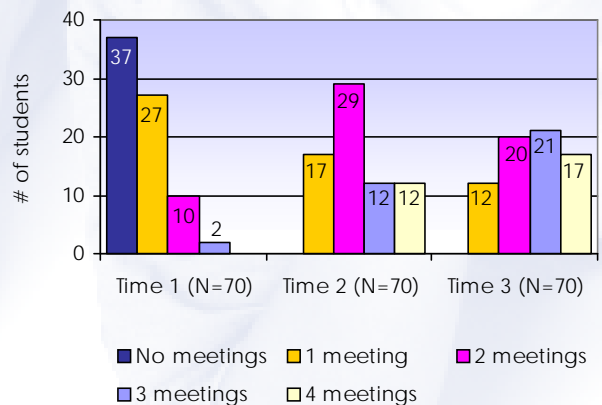
Students Receiving Wrap vs. Complex FBA FY08-09



On-going Wraparound Meetings Critical to Student Success

Teaming is a critical component of the Tier 3 wraparound process. Wrap teams, which include family members and school staff, as well as the student, are driven by family voice and choice, rather than by an "expert model". Team meetings are, therefore, a key factor in the success of wraparound interventions. The graph indicates that the longer a team is together, the greater the sense of buy-in and common purpose, evidenced by the increase in meetings over time. The length of time a team has been in place and the frequency of meetings are additional factors that are also linked to better outcomes for students. For more extensive examples demonstrating the significance of team meetings relative to student outcomes, please refer to the *FY09 Illinois PBIS Network End of Year Report* at www.pbisillinois.org.

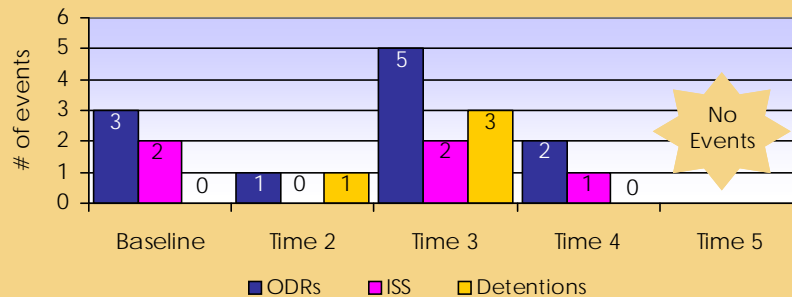
Wrap Team Meetings Over Time



Tier 3/ Wraparound Plan Leads to Student Re-Integration in Extra Curricular Activities

During his first semester, “Angelo”, a fifth grader, received three office discipline referrals (ODRs) resulting in two in-school suspensions (ISSs) in a 35 day period. In addition, his privilege of participating on the soccer team was removed due to aggressive behavior toward peers. Angelo was referred for a wraparound plan and began participating in a Social/Academic Instructional Group (SAIG) with a social worker. Through the group, Angelo learned strategies to manage his anger, how to be respectful and get along with peers. He began participating in after school activities again in March and started a Check and Connect with his physical education teacher. Angelo received no ODRs, ISSs or detentions for the last two months of the school year, and developed meaningful relationships with his peers and teachers through athletic events in the community.

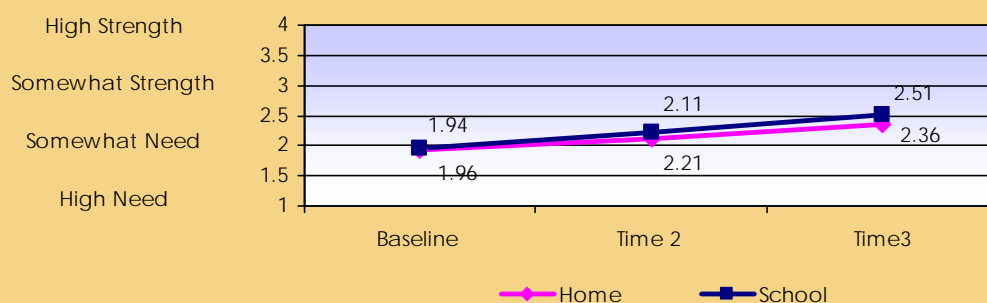
Angelo’s Discipline Data



Student Emotional Functioning Increases with Wraparound

Students with complex behavioral and academic difficulties often experience setbacks in multiple domains of social and emotional growth. A group of students engaged in wraparound interventions (and tracked through the SIMEO system) experienced increases in emotional functioning in both home and school environments. Ratings were conducted at three separate time points over a six-month period on the Home School Community Tool (HSC-T), a tool used by wraparound facilitators to engage families and students. Statistically significant increases in emotional functioning were noted in both environments after six months as reported levels of need changed from “somewhat need” to “somewhat strength” for this group of students (see graph below). Improvements such as these further promote strength-based discussions at team meetings to subsidize success in identified areas of need.

Increases in Emotional Functioning for Cohort II Students (N=70)



PBIS Expansion Supported by Statewide Leadership Team

The Illinois PBIS Network Statewide Leadership Team continued to make progress action-planning in major focus area work groups to support quality expansion and sustainability of PBIS in Illinois schools and districts.

FY09 Accomplishments:

- Nearly 200 Illinois schools were recognized for implementation of PBIS: 46 schools were recognized as Start-Up, 71 as Emerging, 64 as Implementing, and 18 as Fully Implementing.
- For the third consecutive year, Illinois legislators received personal letters thanking them for their support, highlighting successful PBIS schools in their districts, and encouraging visits.
- U.S. Representative Phil Hare (IL-17) reintroduced HR 2597 - Positive Behavior for Safe and Effective Schools Act on May 22, 2009.
- Illinois PBIS schools were highlighted in at least 16 different newspapers, educational publications, or websites.
- A Cost Analyzer Tool for district fiscal planning was piloted with select districts and a roll-out training plan was established.
- A plan was identified to embed core components of related initiatives in Illinois PBIS Network training and technical assistance.
- A plan was established to infuse the school/family/community partnership message into all Illinois PBIS Network curriculum and tools.
- Development of a model for integrating school-based mental health and school-wide positive behavior supports, along with a community leadership team was initiated.

Key Focus Areas for FY10-FY14:

- Continue refinement of tertiary implementation process and structures through Tertiary Demo project and continue expansion of replication sites.
- Partnerships within IS-TAC and related initiatives through participation in SISEP* will be expanded, to ensure consistent use of tools and processes proven effective with PBIS implementation in Illinois and nationally.
- An increased focus on PBIS implementation in high schools through a specific work group plan.

*Statewide Implementation for Scaling up of Evidence Based Practices

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

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