

ILLINOIS PBIS NETWORK

TERTIARY TIER STATUS REPORT



FY09

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

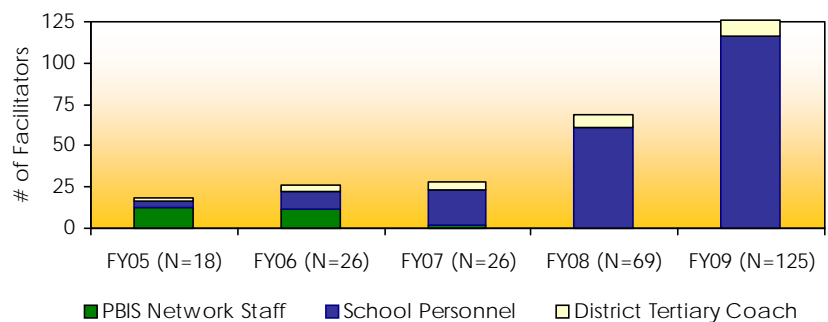
- Alton Community Unit District 11
- East Aurora Community Unit District 131
- Rock Island/Milan District 41
- Springfield District 186
- Valley View Community Unit District 365U
- Waukegan Community Unit District 60

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

Developing Tier 3: Demo Districts Build Capacity

In Year Three of the Tertiary Demonstration Project, the six districts continued strengthening Tier 2 and Tier 3 systems, data, and practices in schools. District personnel provided more of the technical assistance and training to schools as well. The graph below provides one example of this increase in district capacity, which is critical to fidelity and sustainability of Tier 2/3 over time. In FY05, only 28% of the data support for Tier 3 was led by district staff. In FY09, 100% of the Tier 3 plans supported by the online Tier 3 data system were provided by district social workers and other district personnel. This shift in ownership regarding use of data reflects increased local capability, as well as recognition of the importance of using data in implementing Tier 3 interventions.

Data Facilitation by Professional Role



Student & System Outcomes in Tertiary Demo Sites

Evidence of Success with Three-tiered Systems of Support

This report includes examples of outcomes that have been achieved by districts and schools developing a comprehensive three-tiered system of support including:

- Increased school success for students with complex needs.
- More timely interventions for greater numbers of students.
- Less testing and placement of students in restrictive settings.
- Increased access to general education environments for students with IEPs.

INCLUSIVE ENVIRONMENTS



Calculating Indicators of Educational Environment

The Illinois State Board of Education uses numeric State Performance Plan (SPP) indicators to provide benchmarks (state targets) on outcomes related to students with Individualized Education Programs (IEPs). These state targets are calculated as a percent or ratio. Districts and schools can calculate their ratios on SPP indicators and compare them to the state targets. In this report, we present indicators regarding access to general education using these ratios. An example is provided below:

$$\left(\frac{41 \text{ students with IEPs who spend 80\% or more of the day in a general education setting}}{69 \text{ total students with IEPs in the school}} \right)$$

$$\times 100 = 59.42$$

The state target on this indicator is 49.3. The school in this example, with a ratio of 59.42, exceeded the benchmark on this SPP indicator.

Improving Access to General Education: Systems, Data and Practice Features Needed

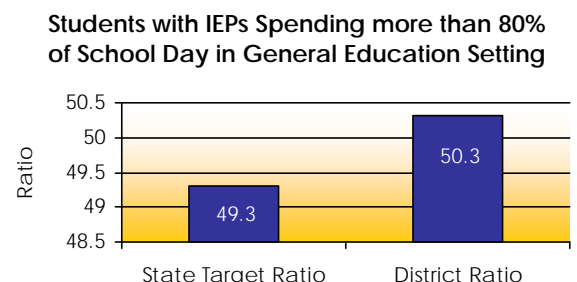
An important indicator of success for students with Special Education needs is the amount of time spent learning inside the richness of the general education classroom. Schools employing a full continuum of behavioral and academic interventions have added leverage to improve the effectiveness of general education instruction for students with unique needs, including students with Individualized Education Programs (IEPs).

Tertiary Demo schools receive on-going training and technical assistance from the Illinois PBIS Network to develop structures for effective Tier 3 supports. District-level Tier 3 Coaches, trained and supported by the Network, provide additional guidance to these schools. Key components evident in schools which are successfully supporting students with more complex needs in general education include:

- **Purposeful teaming and problem-solving** guided by district-led initiatives and specific needs of the school;
- **Data-based decision-making** including the regular use and dissemination of behavioral and academic data for students accessing Tier 2 and Tier 3 interventions, and
- **Systematic use of evidence-based practices** shown to promote changes in school and student-level outcomes.

Demo District Meets State Target for Inclusion

East Aurora School District 131 has exceeded the FY08 State Performance Plan (SPP) target for the percentage of students with IEPs who spend more than 80% of their day in a general education setting. This is evidence of the district's commitment to effective instruction for all students via a Response to Intervention (RtI) approach for both behavior and academics. System-wide data tools are being used at the building level to identify students in need of interventions sooner and to progress monitor the interventions.



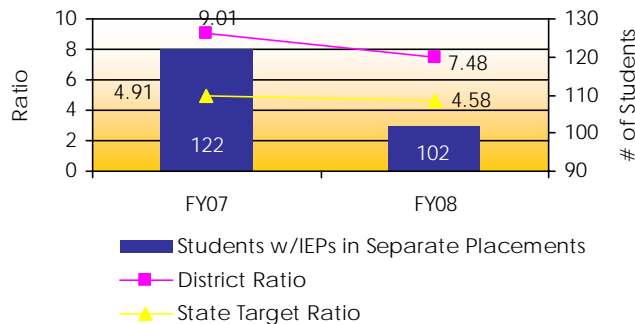


Alton District Integrates Students Back into General Education

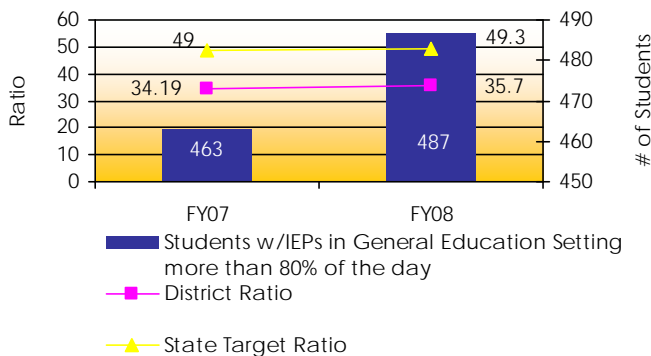
In FY07, Alton School District 11 took steps to address Illinois State Performance Plan (SPP) indicators by beginning to re-integrate students with IEPs from separate placements back into their “home schools”. Their efforts continued during FY08 as they employed system-wide strategies, including strengthening all three tiers of PBIS, to improve student access to instruction in general education settings.

The trends in the district ratios depicted in the graphs below suggest that, while not yet achieving the state target, district-wide efforts to scale up behavioral and academic interventions for all students resulted in fewer students placed in separate settings. At the same time, there has been an increase in the numbers of students with IEPs participating in the general education environment for 80% or more of the day.

Students with IEPs Served in Separate Placements



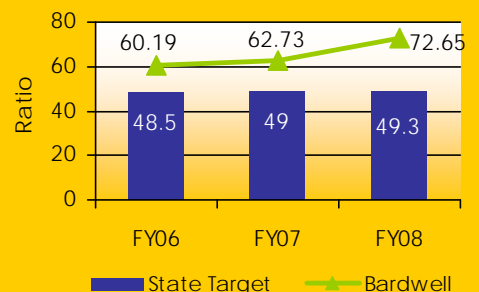
Students with IEPs Accessing the General Education Curriculum



Improved Access to General Education for Students with IEPs

C. M. Bardwell Elementary, in East Aurora School District 131, has been exceeding the state target ratio for the proportion of students with IEPs spending 80% or more of their day in a general education setting (see graph below). Bardwell’s use of the *Systems Response Tool*, and *Tier 2/Tier 3 Interventions Tracking Tool*, encourages team members to monitor student outcomes and discuss access to interventions in a timely manner. The use of these system tools will continue to help meet student needs in the least restrictive environment. Team members using system data can thus work to prevent restrictive placements for students and to ensure maximum student outcomes.

Students with IEPs Spending more than 80% of Day in General Education Setting



visit www.pbisillinois.org

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

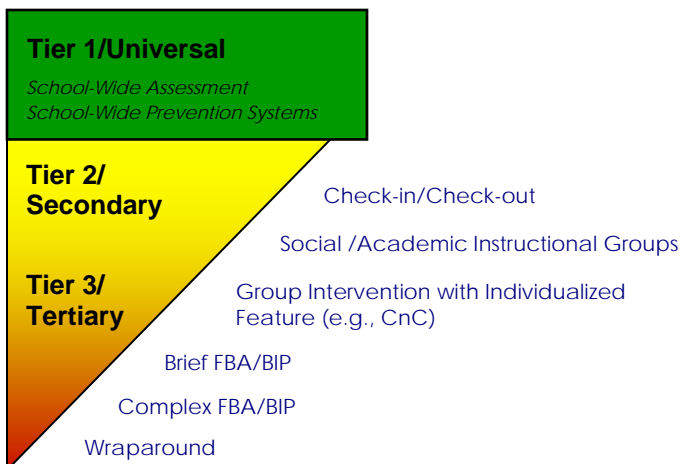


Tier 2/3 Systems Tools Developed to Guide Team Decisions

The Tertiary Demo project developed tools to guide efficient Tier 2/3 system progress in schools. These tools are used to more quickly identify students who need interventions and to monitor the proportion of students responding to Tier 2/3 interventions. Thus, interventions can be effectively scaled up as needed. This prevents the use of punitive responses to problem behavior (which are not typically effective for students with chronic problems) and increases the use of more effective interventions.

- The *Systems Response Tool* guides building-based teams to identify and quickly address the needs of students most at risk for exclusion (i.e., students with multiple suspensions, being considered for placement outside of general education, etc.) with higher level interventions.
- The *Tier 2/Tier 3 Interventions Tracking Tool* is used monthly to check the proportion of students in each Tier 2 and Tier 3 intervention who are responding or not responding to their current level of support.

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



RtI Fosters Academic Progress and Positive Behavior

"RtI essentially layers instruction over time, in response to on-going assessments using scientifically reliable and valid measures . . . directly proportional to each student's identified need in order to make demonstrable progress in the curriculum."

-- Wayne Sailor, University of Kansas

A Comprehensive Continuum of Supports

Check-in/Check-out (CICO): A Tier 2 intervention that reinforces universal school-wide expectations by providing daily prompts, pre-correction and acknowledgement for participating students.

Social/Academic Instructional Groups (SAIG): Tier 2 interventions designed to address specific social or academic behaviors (e.g., study skills or making friends).

Group Intervention with Individualized Feature: Individualizing a CICO or SAIG with a unique feature for a student (e.g., Check and Connect - CnC and Mentoring).

Brief Functional Behavior Assessment/Behavior Intervention Planning (FBA/BIP): An individualized Tier 2 support addressing the function, or cause, of a specific problem behavior by meeting the same function through a more appropriate behavior.

Complex or Multiple-domain FBA/BIP: A more individualized Tier 3 practice, extending principles of the Brief FBA/BIP process. Each student has their own child/family team; supports are developed assisting students across multiple settings.

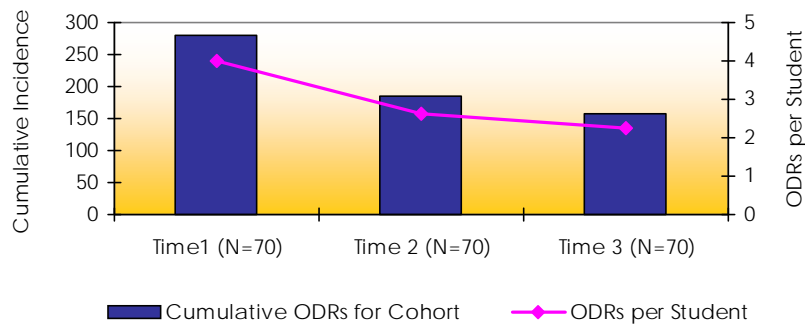
Wraparound: A Tier 3, family-driven, team-based approach, grounded in the principle of family voice and choice, and addressing multiple life domain needs across settings.



Tier 3 Interventions Impact High Risk School Behaviors

Students receiving Tier 3 supports are often those who have had the majority of office discipline referrals (ODRs), which in turn can result in increasingly punitive consequences and lost instructional time. ODRs were tracked and analyzed for a group of 70 students as part of the SIMEO (Systematic Information Management of Educational Outcomes) Evaluation Cohort Study Group. Students receiving Tier 3 interventions were enrolled and tracked in SIMEO for FY08 and FY09. Consistent with findings from previous study years, the number of cumulative and individual ODRs for this group of students declined significantly over a six-month period, per the graph below.

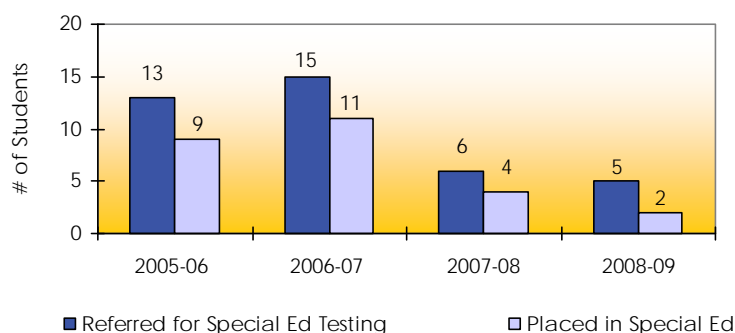
Decreases in Disciplinary Referrals by Cohort and by Student



Tier 2 Interventions Lead to Decreases in Special Education Placements

Lovejoy Elementary School, Alton School District 11, has reduced the number of students referred to and placed in Special Education since the 2005-06 school year. Their school teams used both the *Systems Response Tool* and *Tier 2/Tier 3 Interventions Tracking Tool* to address system-wide variables that could lead to over referral of students. By consulting these tools, team members were able to track progress of students participating in secondary interventions, such as Check-in/Check-out and Social/Academic Instructional Groups, before risk of school failure led to a Special Education referral.

Lovejoy Elementary School Special Ed Referral/Placement by School Year

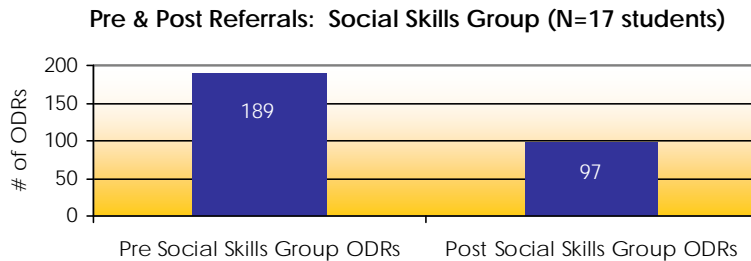


TIER 2/3 INTERVENTIONS



Social Skills Group Reduces Problem Behavior

In an example of a school/community agency partnership, one of the Tertiary Demo schools in East Aurora School District 131, Waldo Middle School, and Communities in Schools, a community agency, collaborated to help students at risk be more successful in school. Seventeen middle school students received additional support via a Social/Academic Instructional Group (a Tier 2/secondary intervention). Student need for assistance was determined based on data showing five or more office discipline referrals (ODRs) for disrespect, disruption, or non-compliance. The students met during lunch with a group leader to learn effective skills in communication, problem-solving, how to work cooperatively, and set goals. A comparison of ODRs before and after the intervention showed, overall, the students experienced a 48% decline in referrals. Furthermore, a post-test measure indicating the influence of the intervention on the students' attitudes revealed that 60% of the participants changed their belief that fighting was an effective way to handle their anger.

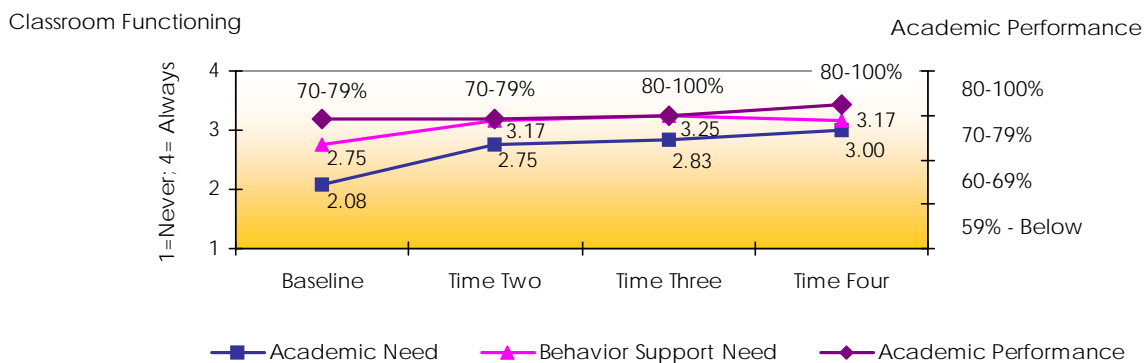


Behavioral Interventions Reveal Academic Needs

Student Achievement Results

Students receiving individualized behavioral supports and services often have academic needs which are not recognized. During the 2008-09 school year, Behavior Intervention Plans (BIPs) were designed for 12 students at J.J. Lukancic Middle School, Valley View School District 365U, based upon analyses of problem behavior. During the course of the interventions, as challenging behaviors became more manageable, students' needs for specific academic support in the classroom became more apparent. As students received more assistance with their schoolwork, there was a corresponding increase in their academic achievement as evidenced by their grades.

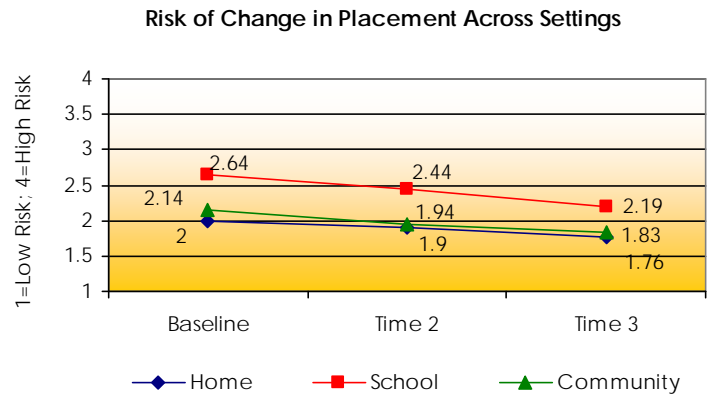
Academic Needs Emerge as Behavioral Needs Decrease for Study Cohort (n=12 Students)





Tier 3/Wraparound Reduces Risk of More Restrictive Placement

Risk of movement to more restrictive placements is common among students with complex needs. However, as wraparound teams continue meeting they begin building partnerships and develop the confidence to pursue proactive solutions. Seventy students from six Tertiary Demo districts were enrolled in wraparound interventions and tracked over a six month period. The effect of wraparound was then measured by the risk in change of placement. As the graph illustrates, students with wraparound teams that are able to remain at the table experience a reduction in risk of change in placement over time.

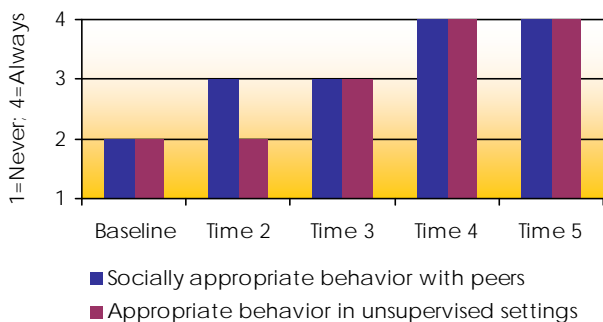


Successful Return to General Education with Tier 3/Wraparound Plan

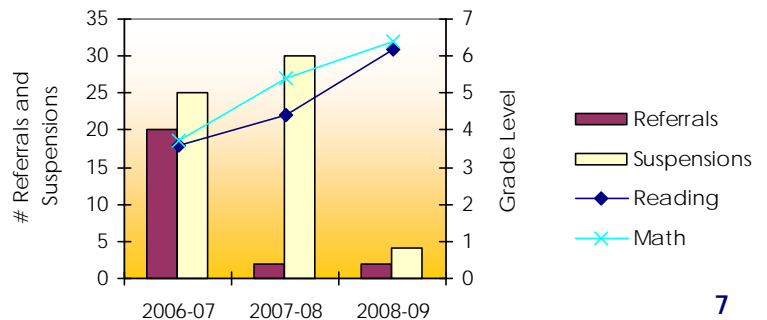
“Latrice” received Special Education in self-contained Emotional/Behavioral Disability (EBD) classrooms for three years. A history of suspensions and expulsions put Latrice at risk of change in placement to a more restrictive school setting. During the 2008-09 school year, she received Tier 3/wraparound support, building on strengths while addressing needs at school, as well as within her family and community. In addition to function-based behavior interventions and academic supports, Latrice accessed a Tier 2 Check-in/Check-Out intervention. Other interventions helped re-establish relationships with estranged family members. Through mentoring, Latrice experienced positive connections with and recognition by African American community leaders.

Over time, Latrice gained the skills to interact appropriately with her peers with and without adult supervision (see chart below). Once behavioral supports were in place, she received fewer disciplinary referrals and Latrice was able to access the curriculum regularly. As a result, Latrice’s reading and math grades also improved as evident in the chart below. Due to her academic and behavioral progress, Latrice was moved from a self-contained EBD classroom and was mainstreamed into all regular education classes with behavioral supports.

Effective Wrap Plan Leads to Improved Social Skills



Referrals and Suspensions Show Decline as Academics Improve



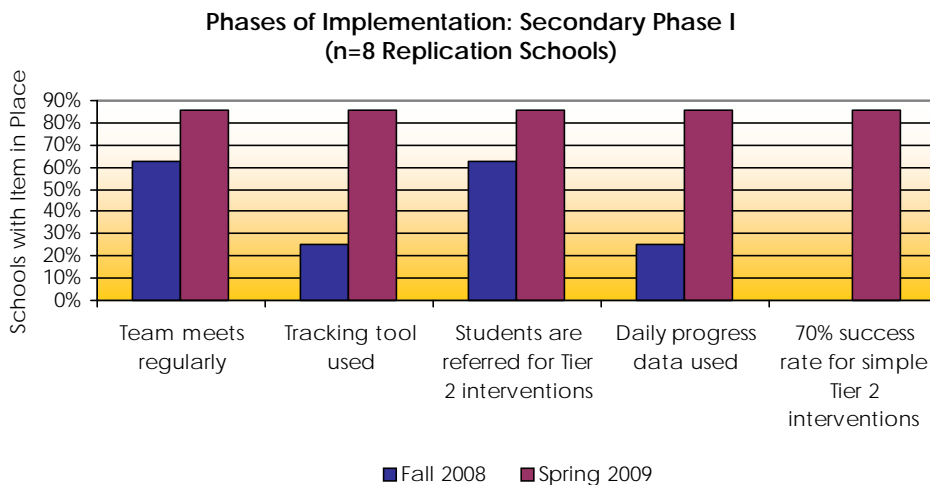
Replication of Tertiary Demos Moving Rapidly

During the 2008-09 school year, two Kane county school districts, Community Unit School District 300 (CUSD-300) and Elgin U-46, began partnering with the Illinois PBIS Network to replicate the development of Tier 2 and Tier 3 systems, beginning with strengthening the Tier 2 interventions at designated schools.

The replication sites are quickly gaining expertise at Tier 2 as they build the systems foundations for Tier 3. For example, a CUSD-300 school developed a Check-in/Check-out (CICO) program for 76 at risk students and experienced a 70% success rate during the first year of implementation.

Overall, between the beginning of the project in fall 2008 and spring 2009, the replication sites experienced significant improvement in the ability to implement Tier 2 systems and interventions. Based on self-assessment data displayed below (i.e., Phases of Implementation) the majority of the replication sites have "installed" the basic Tier 2 structures and interventions. The rapid build-up at Tier 2 in the replication sites reflects the combination of district and building-level commitment to improving outcomes for students.

This fall, Cohort I schools will systematically implement evidence-based Tier 3 practices (e.g., complex FBA/BIP and wraparound) to support students with multiple needs. Both districts will add on a new cohort of schools focused on the improvement of secondary-level teams and systems.



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