

ILLINOIS PBIS NETWORK

FY10 TIER 2/TIER 3 SUMMARY REPORT



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, and 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

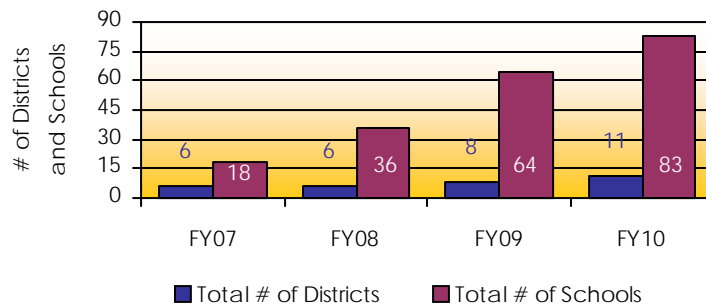
Support for the Tertiary Demonstration Project is provided through award number H326M060010 from the United States Department of Education Office of Special Education Programs.

From Demonstration to Replication

More Districts Take on Tier 2/3 Development

In FY07, the Illinois PBIS Network, with support from the U.S. Department of Education's Office of Special Education Programs, initiated the Tertiary Demonstration Project. The goal was to improve the timeliness and effectiveness of Tier 3 interventions in Demo districts by designing, installing, and implementing a comprehensive Tier 2/3 Model of Support. Initially focusing on six districts and 18 schools, 56 schools were participating at the end of four years. Scaling-up began in FY09 with additional districts eager to improve Tier 2/3 systems. As the Demo project ends this year, the comprehensive Tier 2/3 model is being implemented in 11 districts and 83 schools with further replication efforts underway in high schools, as well as additional districts.

Districts and Schools Implementing Tier 2/3 Demo Model



Tier 2/3 Implementation

Core Features Needed for Success

The crux of the Tier 2/3 Demo Project is to ensure that effective Tier 2/3 interventions are delivered in a timely manner to all students in need. This requires strong district level support to make certain the following critical features needed for Tier 2/3 development are in place:

- Systems-focused planning
- Continuum of Tier 2/3 evidence-based practices
- Universal Behavioral Screening
- Tier 2/3 Coaching
- Progress-monitoring for fidelity and student outcomes

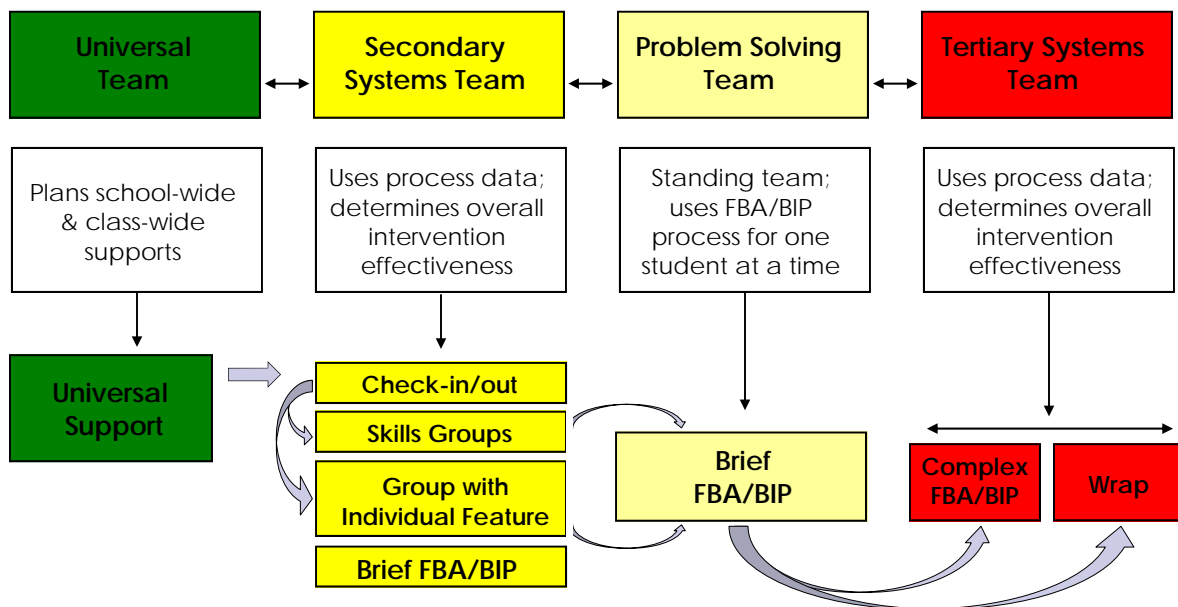
This report summarizes these important features, findings from the four-year project, and presents a roadmap for future application of the Tier 2/3 model.

MODEL DEVELOPMENT

Defining Team Functions at Tier 2/3

Efficient delivery of Tier 2/3 interventions requires the implementation and separation of two valuable teaming functions: 1) systems-planning, and 2) student-planning. These two functions work in collaboration to ensure that every student in need receives a timely and effective intervention. The flow chart below illustrates how Tier 2/3 teams systematically monitor progress of the fidelity and effectiveness of the Tier 2/3 interventions. For example, the Secondary Systems Team looks at outcome data in aggregate to determine the percentage of students being successfully supported by Check-in/Check-out. If less than 70% of students are responding to any given intervention, the designated Systems Team action plans around adjustments needed to the intervention, which could include how adults are trained, how students are oriented, timing, etc. The goal of ongoing systems-planning is to ensure overall effectiveness of each intervention.

Necessary Teaming Functions in a 3-Tiered System of Support



Separating Tasks Expedites Interventions

Although the individuals who participate in these multiple tasks may be the same people, it's important that each team meeting begins with a clarification of which meeting is being held, and then uses an agenda to help guide the conversations with efficiency. Separating the functions of systems-planning from individual student-planning and ensuring that each school clearly designates specific meetings to progress-monitor Tier 2/3 can strengthen those systems, thus leading to more effective outcomes.

See the FY10 Illinois PBIS Network Annual Progress Report for sample agendas and detailed description of progress-monitoring strategies connected to a multi-function teaming system.

UNIVERSAL SCREENING

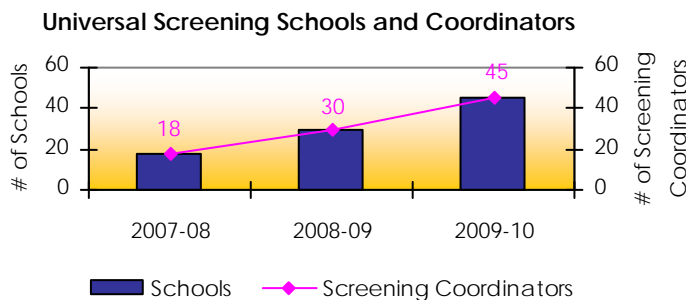


Universal Screening Model Accelerates Student Support

Early identification is the primary goal of the Illinois PBIS Network's Universal Screening model, which is comprised of two key features: 1) A teacher nomination process, and 2) tools for identifying students with either acting out or withdrawn behaviors. Identified students are supported with Check-in/Check-out (CICO) as a simple secondary intervention. This is a proactive and expedient alternative to office discipline referrals (ODRs) for identifying students needing more support. Based on the Universal Screening experience in the Demo sites, the PBIS Network is working to define an efficient and cost-effective screening process for application in non-demo districts during the 2011-12 school year.

More Schools Gain Expertise in Universal Screening

The number of Demo schools implementing Universal Screening has grown from 18 to 45, a 150% increase over three years. Universal Screening is coordinated by a building level staff member trained and supported by the District Tier 2/3 Coach and PBIS Network staff. Clearly defining this coordination role has assisted in standardizing the Universal Screening process.



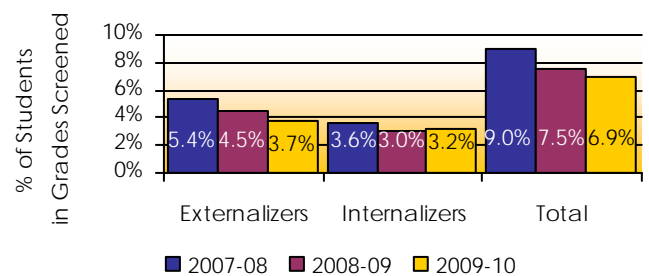
“By Halloween, all students in need of Tier 2/3 support should be receiving an intervention.”

– Rob Horner, Ph.D., University of Oregon

Fewer Students At Risk Due to Early Intervention

As Demo schools gain expertise with implementing Universal Screening, the process of reaching students who are at risk is expedited. The percentage of students identified as at-risk consistently fell each year in schools with three years of continuous screening (n=13). Schools using this proactive framework are no longer waiting for students to fail, and are increasing opportunities for student success.

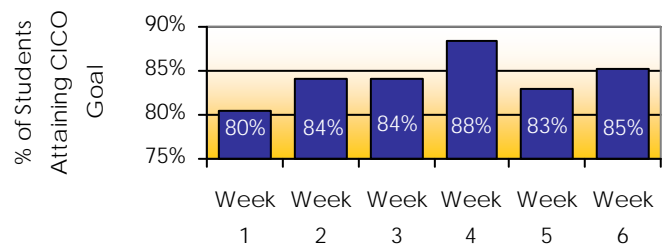
Students Identified through Universal Screening (n=13)



Universal Screening Results in Successful Outcomes

Graham Elementary, Springfield School District 186, conducted Universal Screening in November 2010, identifying 24 students in need of additional supports. These students were quickly placed into CICO after receiving parental consent. The intervention was successful with the majority of students meeting at least 80% of the behavioral expectations.

CICO Data at Graham Elementary (N=24)



FIDELITY

Tools for Assessing Tier 2/3 Fidelity

The Individual Student Systems Evaluation Tool (ISSET) and the Checklist for Individual Student Systems (CISS) are two research-based tools for PBIS teams to assess Tier 2 and Tier 3 implementation fidelity.

The ISSET is an evaluation of Tier 2/3 systems conducted by an external evaluator, similar to the School-wide Evaluation Tool (SET). The CISS, based on the ISSET, is a self-assessment tool for secondary and tertiary teams.

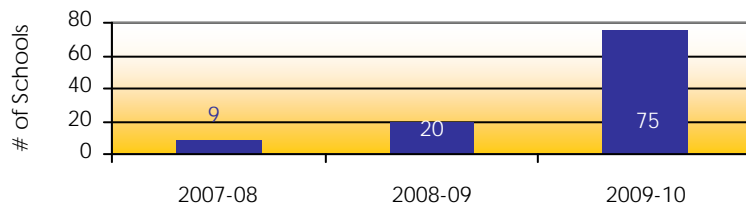
These tools have three sections: 1) **Foundations** measures organizational elements necessary for implementation; 2) **Targeted Interventions** assesses systems supporting Tier 2 interventions and 3) **Intensive Individualized Interventions** evaluates Tier 3 processes and practices including Functional Behavior Assessment and Behavior Intervention Plans.

Data obtained from the ISSET and CISS are used to create action plans leading toward fidelity implementation.

Increased Focus on Tier 2/3 Fidelity

The number of schools with measured fidelity at Tier 2/3 has increased exponentially from nine schools in FY07 to 75 in FY10. Schools use their fidelity data to identify strengths and areas for growth at Tier 2 and Tier 3. The nine schools participating in three consecutive years of ISSET evaluations showed greater implementation fidelity during each external assessment. Fidelity was particularly evident at Tier 2. ISSET data reveals that the percent of Tier 2 features fully in place has tripled since baseline. These sites effectively used the results from prior ISSET evaluations to substantially improve their Tier 2 practice and continue to use results to strengthen Tier 3 as well. Schools with fidelity measures on the ISSET frequently demonstrate stronger execution of interventions and improved student outcomes.

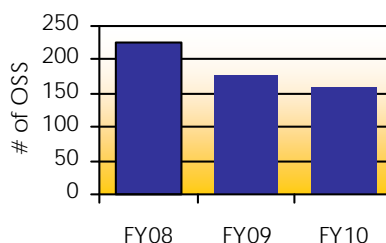
Increase in Annual ISSET Evaluation



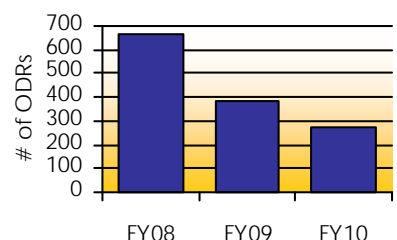
Tier 2 Fidelity Improves Student Outcomes

Carpentersville Middle School, CUSD 300, a PBIS school since 2002, just finished their second year as a tertiary replication site. Data from their ISSET, as well as their reductions in behavior problems indicates that fidelity impacts student outcomes. An FY10 ISSET Tier 2 score of 88% demonstrates that they have reached fidelity of Tier 2 implementation. The school's out-of-school suspensions (OSS) have decreased by 29%, from 225 in FY08 to 159 in FY10. Office discipline referrals (ODRs) dropped, from 669 in FY08 to 270 in FY10, a 60% decrease overall.

Carpentersville Middle OSS Over 3 Years



Carpentersville Middle ODRs Over 3 Years

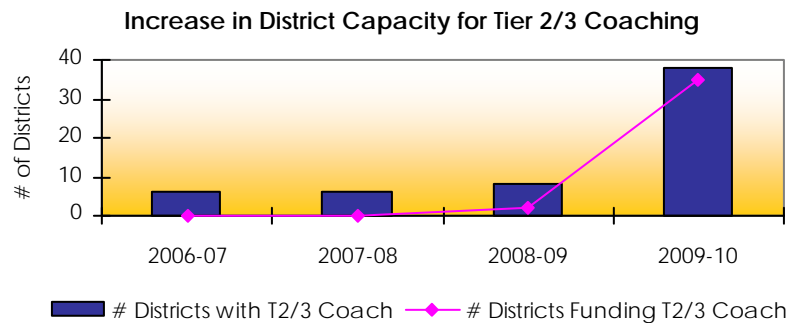




Sustainability of the Tier 2/3 Model of Support

Districts Invest in Coaching

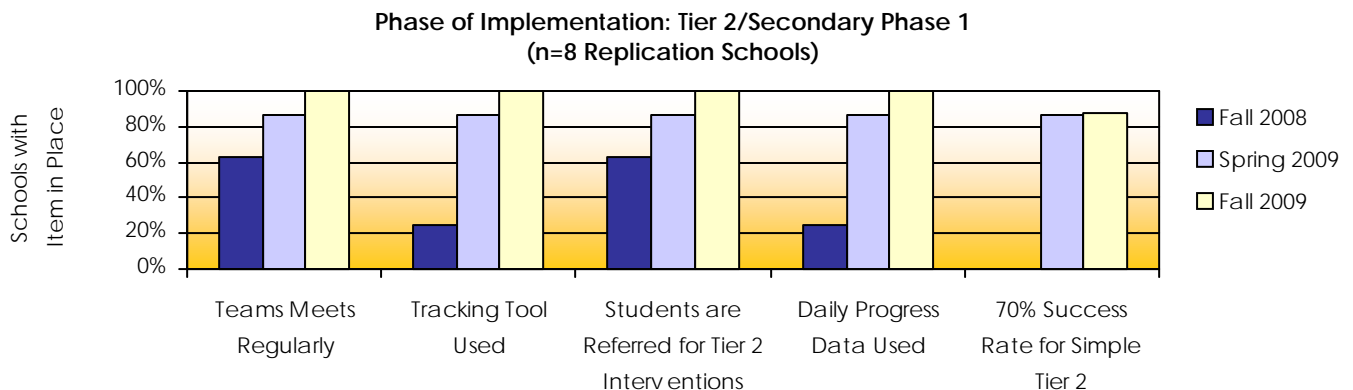
District level External Coaching plays a pivotal role in the implementation of PBIS at all tiers. As part of the Tertiary Demo Project, the Illinois PBIS Network provided financial and technical assistance to support the installation of focused Tier 2/3 District External Coaching in the Demo districts during the last four years. As the project moved towards sustainability of these roles, this financial support was only provided to three districts in 2010. During that same time frame, however, the number of districts with Tier 2/3 coaching capacity increased from 6 to 38 districts statewide. Of the 38 districts that now report having a Tier 2/3 External Coach, 92% were fully funded by the districts.



Replication Sites Continue to Demonstrate Progress

Tier 2 Features are In Place

One goal of the Demo Project is building capacity to replicate, thus scaling-up the Tier 2/3 systems development over time. The eight replication sites located in **Community Unit District 300 (CUSD 300)** and **Elgin U-46** have moved quickly to establish Tier 2 behavior support systems and interventions. The self-assessment data provided below documents rapid progress installing critical Tier 2 structures in these districts. A recent external review using the ISSET indicates that these schools are implementing Tier 2 with fidelity. The average ISSET score for the eight schools shows that 81% of Tier 2 features are in place.

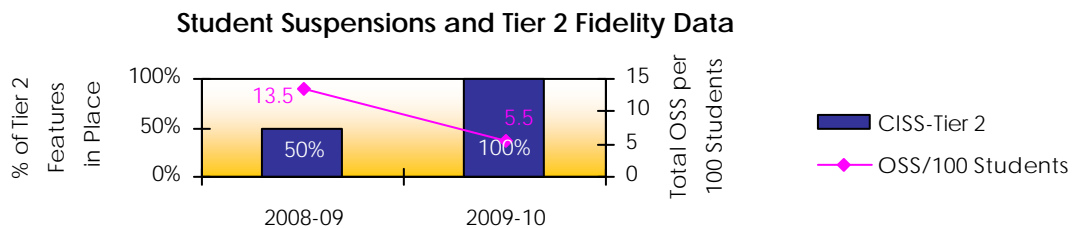


TIER 2/3 OUTCOMES

Full Implementation Yields Results

Student Suspensions Cut in Half

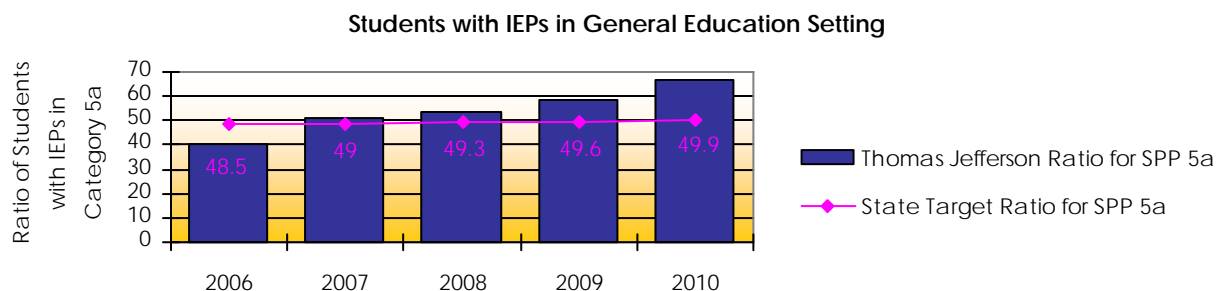
Tier 2/3 development includes a focus on helping districts and schools effectively self-assess fidelity of implementation. **Glenwood Elementary, Waukegan School District 60**, first used the Checklist for Individual Student Systems (CISS) in the 2008-09 school year. Initial CISS scores indicated that Tier 2 systems were approximately 50% in place. This data was used by Tier 2 teams as they developed action plans. By the following year, the team's self-assessment scores showed that their Tier 2 systems were fully in place. As fidelity of implementation increased, the number of out-of-school suspensions (OSS) per 100 students decreased dramatically as illustrated in the graph below. An external evaluation completed with the ISSET in the spring of 2010 indicates Glenwood's ability to accurately self-assess their fidelity. An Individual Student Systems Evaluation Tool (ISSET) score of 94% confirmed that the majority of Tier 2 features were being implemented with fidelity.



Student Outcomes Improve with Fidelity at Tier 2/3

Students with Disabilities Experience Success

Indicator 5a of the Illinois State Board of Education (ISBE) State Performance Plan (SPP) measures the percentage of students with Individualized Educational Plans (IEPs) who participate in general education settings more than 80% of each day. **Thomas Jefferson Elementary, Rock Island School District 41**, a Tertiary Demo site and a recognized "Exemplar" PBIS school, has surpassed the state target for this SPP indicator since 2007 with more significant gains since reaching fidelity with Tier 2/3 PBIS implementation. Jefferson's Tier 2/3 teams began using the Checklist for Individual Student Systems (CISS) in 2009 to self-assess their Tier 2/3 progress and generate action plans. Recent CISS data shows that 100% of these components were in place at Tiers 2/3. Subsequently, two-thirds of their students with IEPs are participating in general education settings.



STUDENT OUTCOMES

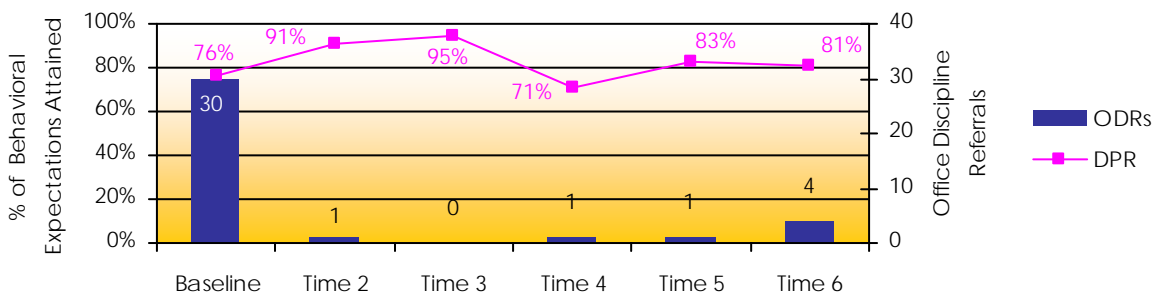


Proactive Parent Engagement Leads to Student Success

Ben, a student with a history of psychiatric hospitalizations, had a challenging start to fourth grade. A Check-in/Check-out (CICO) intervention was initiated after Ben displayed a pattern of disruptive and aggressive behaviors. A mentor was assigned when CICO data showed he wasn't experiencing success. Ben responded well to his mentor and began meeting his behavioral goals. By December, however, Ben was asking his mother if he could be hospitalized so he could "get better."

Building upon the relationship established during CICO, the social worker and Ben's mother quickly formed a Wraparound team. The resulting wrap plan increased collaboration with his mental health provider and incorporated function-based behavior interventions with Ben's existing supports. Ben's behavior improved significantly. His Daily Progress Report (DPR) indicates that Ben met classroom behavioral expectations. His office discipline referrals (ODRs) rate dropped from 30 ODRs, prior to the Wraparound plan, to four during the second semester.

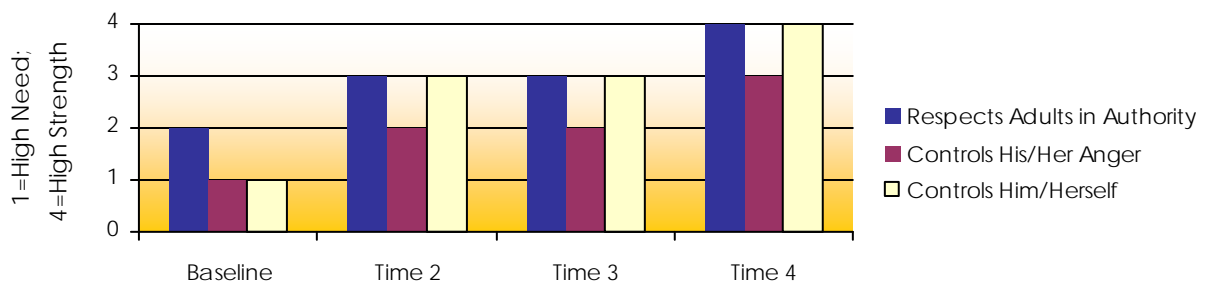
Ben's Daily Progress Report and Office Discipline Referral Data



Academic and Behavior Outcomes Improve

Prior to the Wraparound intervention, Ben experienced three out-of-school suspensions (OSS) in three months. This dropped to two OSS within the next five months. During this time period, Ben's grades improved from an average of 75% to 83%. Over time, school staff's ratings of Ben's behavior improved significantly as he became viewed as a student who respected adults and demonstrated self-control at school.

Ratings of Ben's Social/Emotional Functioning at School



Tier 2/3 Model Development: Discovery, Development, and Next Steps

Over the course of the four-year Tier 2/3 Demo Project, exciting discoveries have led to improvements in how the Illinois PBIS Network facilitates Tier 2/3 development at the school and district levels. This includes the development and use of building-based systems-planning tools and processes, as well as district-based focused support for Tier 2/3 implementation in schools.

Systems-planning tools developed during the Demo Project include:

- *Tier 2/3 Guiding Questions*: Guides teams through Tier 2/3 systems-development
- *Tier 2/3 Tracking Tool*: Monitors progress and effectiveness of interventions
- *Systems-Response Tool*: Guides identification of students in need of support

Tier 2/3 *district level functions* that have emerged during this process:

- District Leadership Team focus on Tier 2/3 planning and support
- District level Tier 2/3 External Coaching
- Repositioning staff as Tier 2/3 coaches and facilitators of interventions
- Active partnerships with families and community partners

Tier 2/3 *building-based functions* have been identified:

- Facilitation of a full continuum of Tier 2/3 interventions
- Systematized evaluation of Tier 2/3 effectiveness
- Universal Screening beyond office discipline referrals

Next Steps to Further the Application and Refinement of the Tier 2/3 Model:

1. Further analysis of fidelity, process, and outcome data
2. Continued development and testing of tools and processes
3. Replicating in more schools and more districts with sustainability
4. On-going focus on partnerships with families and community partners
5. Implementing Tier 2/3 in high schools

Tier 2/3 Development in High Schools

Federal award H326M060010 has supported the Illinois PBIS Network with high school implementation in six high school grant sites. Since 2006-07, these schools, joined by eight additional high schools, are participating in a comprehensive training and support process to install a Tier 2/3 model of support. This includes the implementation of evidence-based practices such as Wraparound, Check-in/Check-out (CICO), and a system of support that includes progress-monitoring of intervention effectiveness. These high schools will conduct Universal Screening, install CICO, and begin a systems-focused teaming process to ensure the effectiveness of Tier 2/3 interventions.

For more detailed information on the Tier 2/3 Model Development, please visit our website, www.pbisillinois.org, and click on the "Reports" link for the FY10 Illinois PBIS Network Annual Progress Report.



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