
Illinois Positive Behavioral Interventions and Support Network

2004-05 Progress Report

A Collaborative Effort Between

Center on Positive Behavioral Interventions and Supports

University of Oregon

and Illinois PBIS Network funded by the Illinois State Board of Education

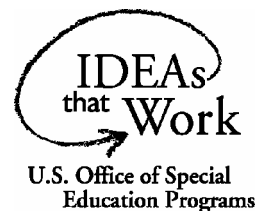
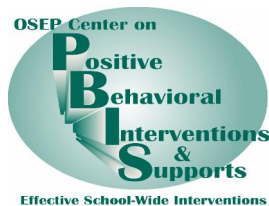
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Preface

This report is a collaborative effort of the Statewide Illinois PBIS Network funded by ISBE and the National PBIS Center at the University of Oregon. The purpose of this report is to provide a progress summary of PBIS in Illinois for FY05, the seventh year of implementation of PBIS in Illinois and to provide recommendations for statewide implementation of school-wide systems of PBIS, integrated with related initiatives including No Child Left Behind and the Illinois Continuous Improvement Plan for Students with Disabilities.

Methodology

Given resource and time constraints, a descriptive evaluation approach was applied. A multiple measure, pre-/post-assessment analysis was conducted where complete data sets were available. Primary measures consisted of self-assessment surveys and checklists, second party direct observations and interviews, and review of archival records.

Caveats

When reviewing the data and findings from this evaluation, attention must be given to the following considerations. First, results are biased toward those schools that turned in their data. Schools that did not respond to requests for information may have done so because they were unsuccessful in their implementation. Likewise, schools that were experiencing success may have been more likely to submit their data because of possible recognition for their efforts. This bias may result in findings that are not representative of all participating schools.

Second, self-assessment results may not reflect the actual situation or status of a school. Individual assessment scores may reflect the biases and perceptions of the respondent. However, grouped data and support from other forms of information (e.g., direct observation, archival) can offset the potential for bias and/or support findings based on individual data sources.

Third, direct and systematic assessment of the fidelity of implementation of effective behavior support procedures and processes was not conducted. Multiple measures (i.e., interview, archival review, self-assessment checklist) were used to improve the measurement of implementation fidelity. The application of the School-wide Evaluation Tool (SET) gives an indication of the level of implementation fidelity.

Finally, this report includes information with identifiers for individual schools. Thus, dissemination of this report should be respectful of the schools and individuals who have dedicated themselves toward improving the social/behavioral and educational experiences of Illinois students. The protection of individuals' privacy and confidentiality must be respected. The Illinois PBIS Network is responsible for any misrepresentations or errors associated with the information included within this report.

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1. Overview of Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to proactive school-wide discipline that is designed to increase the capacity of schools to adopt and sustain research-validated practices for all students. PBIS in Illinois is an on-going project supported in part by the OSEP Center for Positive Behavioral Interventions and Supports at the University of Oregon. The Center on PBIS is a collaborative effort, involving faculty from the University of Kentucky, University of Missouri, University of South Florida, and University of Kansas.

PBIS applies a team-based problem-solving process that considers (a) systems, (b) data, and (c) practices.

- ✓ Systems include the policies, procedures, and decision-making processes that consider school-wide, non-classroom, classroom, and individual student systems. Systems support staff implementation of practices and use of data-based decision-making.
- ✓ Data are used to guide decision-making processes and outcomes. Data support the selection and evaluation of practices and systems.
- ✓ Practices include the strategies that are used directly to enhance student learning outcomes and teacher instructional activities.

PBIS is designed to serve as a structure and process that receives, organizes, implements, and evaluates multiple initiatives that are related to social behavior improvement (e.g., character education, attendance enhancement, literacy improvement, social skills instruction, safe/drug free schools). Schools must look for “sameness” or overlapping targets and practices so resources (e.g., materials, personnel, time) are used effectively and efficiently. The ultimate goal of PBIS is to establish systems that enable educators to “work smarter.”

Although many elements are involved with the successful implementation of PBIS, the more important features include the following:

- ✓ High status leadership team
- ✓ Active administrator participation
- ✓ High priority in school improvement planning
- ✓ Proactive (positive and preventive) systems approach
- ✓ Data-based decision-making
- ✓ Continuum of behavior supports
- ✓ Long term commitment
- ✓ Research validated practices

Technical support for the development and enhancement of the PBIS approach has been provided in part by the OSEP Center for Positive Behavioral Interventions and Supports at the University of Oregon. Information about the Center is available at <http://pbis.org>. The Center is supported by a grant (H326S980003) from the Office of Special Education Programs and Safe and Drug Free Schools Program, US Department of Education.

Advance Organizer

The remainder of this report is divided into five main sections:

First, an overview of the Illinois PBIS project provides information regarding (a) the structures developed to facilitate implementation, (b) the training and technical assistance provided, and (c) a summary of these activities to date.

Second, an overview of the participating schools provides (a) demographic information and (b) current level of implementation for current project schools.

Third, outcome data from the fourth implementation year are provided. Several measures are summarized and categorized as process and impact indicators.

Fourth, a summary of the project (a) highlights key outcomes from across schools and measures, (b) presents successes obtained by school teams, and (c) presents challenges experienced by school teams.

Finally, appendices provide (a) sample measures used to evaluate the PBIS project, (b) additional data from evaluation measures, (c) more detailed information about PBIS, and (d) exemplars from school teams across the state.

2. Overview of the Illinois PBIS Project

Overview of Illinois PBIS Model

PBIS in Illinois began as an expansion of the wraparound-based Emotional and Behavioral Disabilities (EBD) Network, which began in Illinois in 1990. PBIS provides a model and structure for school-wide supports including prevention and early intervention, as well as intensive interventions for those with EBD. PBIS recognizes that the improvement of outcomes for students with special needs requires effective support structures be integrated into general education settings to enhance successful learning for all students.

In April 1998, the statewide Network began training in PBIS to 23 Illinois schools with the goal of developing a technical assistance infrastructure to support application of PBIS statewide. The EBD component is now integrated into the implementation of PBIS and the network is not known as the Illinois PBIS Network. The current status of Illinois PBIS implementation includes the following:

- ✓ In June 2005, the PBIS project (including 520 schools) completed its seventh year of expanding and supporting PBIS through training, technical assistance, and evaluation procedures at building, district, regional, and state levels.
- ✓ Evaluation continues to be integrated into training and implementation as data-based decision-making is a cornerstone of PBIS.
- ✓ The PBIS technical assistance structures have been integrated into related initiatives and structures across Illinois (e.g., Regional Offices of Education, Safe Schools, Special Education Co-operatives, etc.), and are facilitated by state and regional coordinators, implementation coaches, and districts as well as building-based leadership teams.
- ✓ PBIS assists schools to connect with community and family supports and services through the EBD component of the statewide Network. School personnel can also access coaching and TA for developing youth/family wraparound teams and comprehensive plans for individual students, their families and teachers.

Purpose of PBIS Component of Illinois PBIS Network

The purpose of the PBIS component of the state network is twofold:

1. Enhance the capacity of schools to safely and effectively educate all students by applying research-based behavior support systems that maximize academic achievement of student and teacher outcomes.
2. Guide, support, and evaluate implementation of PBIS in Illinois schools through regional and local infrastructures that develop exemplar sites, networks of skilled coaches, and sustainable use of best instructional practices.

Goals of the Illinois PBIS Network funded by ISBE

The Illinois PBIS Network has six main goals:

1. Increase data-based decision-making about behavior and academic instruction and reinforcement across all school settings.
2. Increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school-wide, classroom and individual student levels.
3. Reduce use of reactive discipline measures in schools (i.e., office discipline referrals, detentions, suspensions, expulsions) for all students.
4. Increase academic achievement levels of students.
5. Implement effective intervention plans for students with the most intensive behavioral/emotional needs that support and evaluate student(s) success across home, school, and community.
6. Increase capacity of general education settings to successfully educate students with disabilities and prevent academic/social failures of all students.

Critical Elements to Achieving PBIS Goals

To achieve the above goals, the Illinois PBIS Network engages in the following activities:

- ✓ Careful acknowledgement, consideration, and achievement of outcomes (e.g., academic achievement, social competence, career/work opportunities) that are valued by significant stakeholders (e.g., students, family members, teachers, employers).
- ✓ Adoption and sustained use of research-validated practices and curricula that maximize achievement of student and teacher outcomes.
- ✓ Application of data-based decision making at many levels (i.e., individual, classroom, school), with multiple individuals (i.e., student, teacher, administrator, support staff), across contexts (e.g., general vs. special education, school vs. home), and with multiple outcomes (e.g., reading, grades, attendance, discipline referrals).
- ✓ Development of systems (e.g., processes, routines, working structures, administrative supports) that are needed to ensure consideration of valued outcomes, research validated practices, and data-based decision-making.

Implementation Model

A multi-level infrastructure is present within the Illinois PBIS model.

- ✓ PBIS **school-based teams** have been established and trained in approximately 520 schools across the state (as of June 30, 2005).
- ✓ Individuals who have experience with PBIS at the district, regional, and school level continue to receive additional training to provide coaching support to schools. **External coaches** have the capacity to provide support to more than one school in a district or region and **internal coaches** are selected school-based personnel who provide internal leadership within their building. Ongoing skill development among coaches is a sustainability strategy and therefore is a major focus of the statewide network.
- ✓ **PBIS Coordinators** (regional and sub-regional) manage and facilitate support and training for school teams and coaches within their regions.
- ✓ A **Statewide PBIS Coordinator** facilitates statewide and regional planning, and coordinates technical assistance and evaluation of PBIS statewide.
- ✓ The **National PBIS Center at the University of Oregon** provides support with training, planning, and evaluation as Illinois serves as a demonstration state for the National Center funded by the U.S. Department of Education.
- ✓ **District-level planning of PBIS** has continued to expand during FY05 with PBIS Coordinators providing direct support to district leadership teams.

Statewide Support System

The statewide PBIS Network provides overall coordination of PBIS implementation through facilitation of training, technical assistance, and evaluation structures and processes. During FY05, the statewide coordinator continued to facilitate planning among the regional coordinators including coordination of evaluation with the National PBIS Center. The FY05 Objectives of the Illinois PBIS Statewide Project were to:

- ✓ Assist regional and sub-regional coordinators through coordination of planning and implementation structures that support training, technical assistance, evaluation, and dissemination of PBIS.
- ✓ Leadership and coordination of skill development of coordinators and local coaches through statewide, regional, sub-regional, or district level training activities.
- ✓ Facilitate support from OSEP's National PBIS Center for training, technical assistance, evaluation, and dissemination of PBIS.
- ✓ Leadership and coordination of evaluation structures and processes that support implementation and provide accountability measures for state, regional, and local implementation efforts.
- ✓ Support North Region Implementation of PBIS
- ✓ Support Chicago Implementation of PBIS

FY05 activities of the Illinois PBIS Network included the following:

- ✓ Overall coordination of training, technical assistance, evaluation, and dissemination of PBIS statewide.
- ✓ Coordination of skill development of coordinators and coaches.
- ✓ Facilitate support from OSEP's National PBIS Center for training, technical assistance, evaluation, and dissemination of PBIS.
- ✓ Coordination of evaluation structures and processes.
- ✓ Support North Region Implementation of PBIS (largest region in the state).
- ✓ Support Chicago Implementation of PBIS

Appendix A includes descriptions of each of these activities of the statewide project for FY05.

In the summer of 2001, a **statewide PBIS database** was developed through the statewide project. The purpose of the database was to have school data easily accessible for quarterly reports, yearly reports, trainings, etc. Accessibility and simplicity of design were two important factors when developing the database. The database was made available on the project website (www.pbisillinois.org) in a downloadable format for PBIS coordinators to access.

The PBIS database began with one hundred ninety-four (194) schools in 2001. As of June 30, 2005, 520 actively implementing schools are in the database. During FY04 a five-year plan to re-design and expand this database was begun. This includes the integration of PBIS data (i.e., SWIS, SET, ISAT scores, LRE data, and levels of implementation). In FY05, the database plan was further developed by initiating a partnership with Loyola University. Dr. Hank Bohanon of Loyola University and Holly Lewandowski, PBIS Evaluation Manager, collaborated with PBIS National Center Directors and staff to assess database specifications and technology needs to ensure compatibility with the National Center databases. After assessing the proposals of several database development companies, the PBIS evaluation team chose a company called Social Solutions to build the expanded PBIS database that will include PBIS data, ISBE data, and the ability to produce graphs and reports on these data at the building, district, regional and state levels.

Regional Support System

During FY05, a team of 13 (12.5 FTE) PBIS Coordinators planned/implemented and monitored PBIS statewide. This included one Statewide Coordinator, three Regional Coordinators, and nine Sub-region Coordinator positions funded through ISBE to support capacity building and sustainability of PBIS across the state. The Sub-regional Coordinators assisted the Regional Coordinators in team training, technical assistance, and data collection. Coordinators started as coaches for schools within their regions and then began providing support to other coaches within their regions. PBIS Coordinators were co-located with related initiatives in ROEs and ISCs across the state. Revisions of job descriptions to guide regional and district expansion were completed in FY05.

Appendix A includes FY05 Objectives and Outcomes for regional PBIS sites.

A summary of FY05 capacity-building accomplishments at the regional level includes the following outcomes:

- ✓ During FY05, Intermediate Service Centers (ISCs) #2 and #4, in collaboration with the Statewide Network, dedicated resources for the development of PBIS training and coaching for the South and West Cook System of Support (SOS) initiatives.
- ✓ All coordinators provided administrative overviews and Universal training. A majority of coordinators were also able to provide targeted training and several were able to co-train at the intensive level.
- ✓ Coordinators and sub-regional coordinators co-trained with designated external coaches, thus gradually increasing the number of qualified trainers available statewide.
- ✓ Targeted intervention follow-up sessions with coaches and teams were provided in regions to continue skill building and increase implementation with targeted group and individual behavior support plans.
- ✓ A trainer-of-trainers for functional behavior assessment (FBA) and behavioral intervention plans (BIPs) was initiated during winter-spring 2005 to be completed in FY06.
- ✓ Training on use of data-based decision-making through wraparound teams for individual students/families was continued as a pilot in North and Central regions. An additional 18 students were entered into the web-based system for a total of 47 students from FY03 to FY05. Twenty-nine (29) of these students had at least two data points available for use with the youth/family wraparound team. Fifteen (15) students had three data points available. A summary of this aggregate data is provided in Chapter 4 (Outcomes).
- ✓ Additional SET training for sub-regional coordinators and designated external coaches continued in FY05. Two regional coordinators co-trained on SET with the National Center faculty and have trained other coordinators to provide SET training in Illinois.¹
- ✓ Using data-based decision-making to guide technical assistance at the district and building level was a focus with coordinators during FY05. District and regional data structures are being developed in several sites.
- ✓ Illinois has increased SWIS facilitators by ten in FY05 to have 40 facilitators available to schools. Two Coordinators continue to be trainers of SWIS facilitators through the National Center, thus allowing on-going SWIS facilitation training in Illinois.

¹ The SET is an evaluation tool designed to measure the implementation and impact of PBIS school-wide systems activities. See Chapter 4 for a detailed description of this tool.

PBIS Coaches

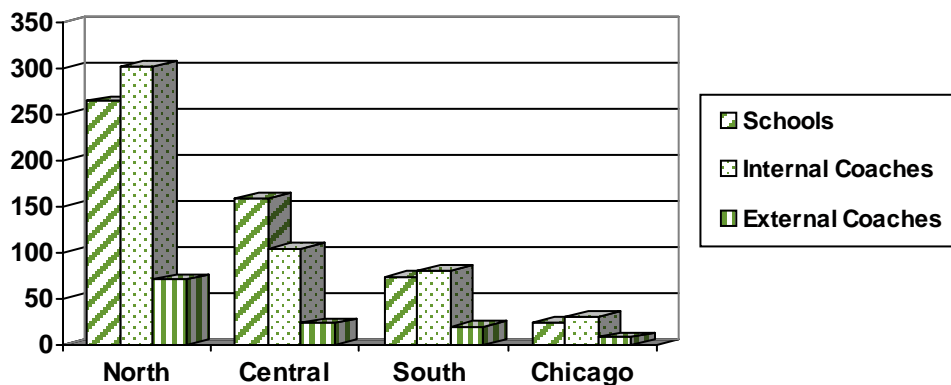
As of June 2005, approximately 635 PBIS Coaches were positioned throughout the state. This includes 118 external coaches (including coordinators) and 517 internal coaches. Individuals who assume coaching responsibilities must (a) be a member of an active PBIS team, (b) make a three year commitment to participate in coaching activities, and (c) have supervisor support and endorsement. The responsibilities of individuals in existing positions (e.g., school psychologist, counselor, special education consultant) have been identified and/or modified to include PBIS coaching functions.

External coaches support PBIS schools through their existing roles in Districts, Special Education Cooperatives, and Regional Offices of Education. These include staff such as behavior specialists, special education personnel, counselors, social workers, school psychologists, lead teachers, staff development specialists, and administrators. Sixty-eight (68) external coaches (including coordinators) participated in Advanced Coaches training in June 2005.

Internal coaches are building-based personnel who have been identified to provide PBIS leadership within their building. This role emerged during Year Two of PBIS implementation (1999-2000) as building-based leaders assumed more leadership in their buildings and therefore requested training as coaches. Coordinators prioritized identification and training of internal coaches during the 2000-2001 school year; subsequently, a drastic increase in number of internal coaches trained was experienced during FY01 and FY02. This trend continued into FY03 and FY04. In FY05, an internal coach was identified in almost all PBIS schools.

Figure A provides a summary of the number of school teams, external coaches (includes coordinators) and internal coaches as of June 30, 2005.

Figure A: Schools and Coaches by Region as of June 2005

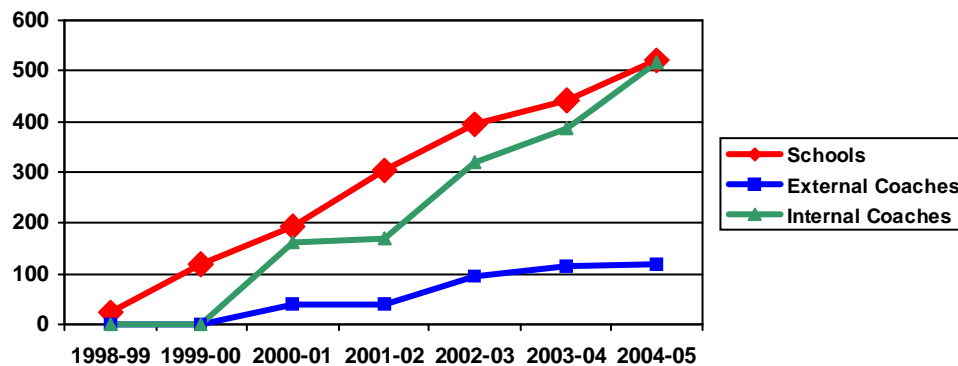


Establishing Capacity by Expanding Coaching Capacity

Strengthening the coaching network continued as a central focus of the Illinois PBIS effort during FY05. While Central, Chicago and Southern regions maintained their ratio of schools to internal coaches, North region increased the number of internal coaches trained, while training fewer schools. Therefore, there are 82 new internal coaches for the North region this year.

Figure B-1 presents a comparison over the past seven years of the training of coaches and development of new schools statewide. In June 2002, a significant gap emerged between the number of schools and number of coaches. To support expansion and sustainability of PBIS, a concerted effort was made to develop new PBIS coaches during FY03. While new schools increased 30%, coaching capacity was doubled, resulting in a 100% increase in total coaches during FY03. The effort to strengthen the coaching network continued in FY05 as the coaches were increased by 21%, while the number of new schools adopting PBIS only increased by 15%.

Figure B-1: Number of Illinois Schools Adopting PBIS and Number of External & Internal Coaches



One hundred thirty-six (136) new coaches were added in FY05, the majority being internal coaches. Only four external coaches were added statewide in FY05 bringing the total number of external coaches to 118. As stated above, the North Region greatly increased the number of internal coaches this year, while maintaining the number of external coaches. Figures B-2, B-3, B-4 and B-5 illustrate the results of regional efforts to expand coaching capacity over the past seven years in the different regions.

Figure B-2: Number of Illinois Schools in the North Region Adopting PBIS and Number of External and Internal Coaches

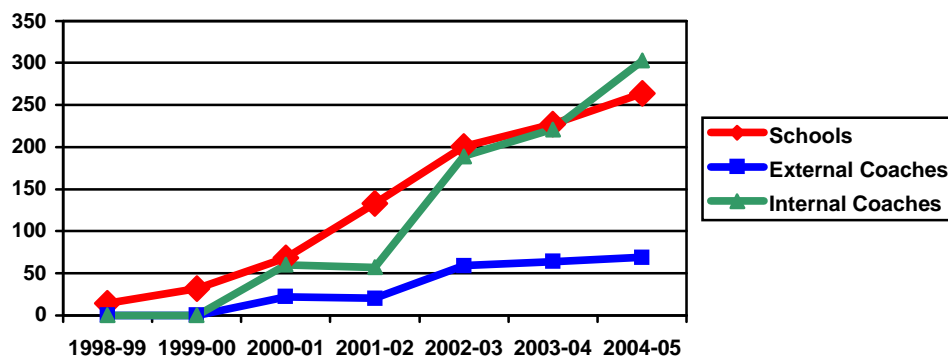


Figure B-3: Number of Illinois Schools in the Chicago Region Adopting PBIS and Number of External and Internal Coaches

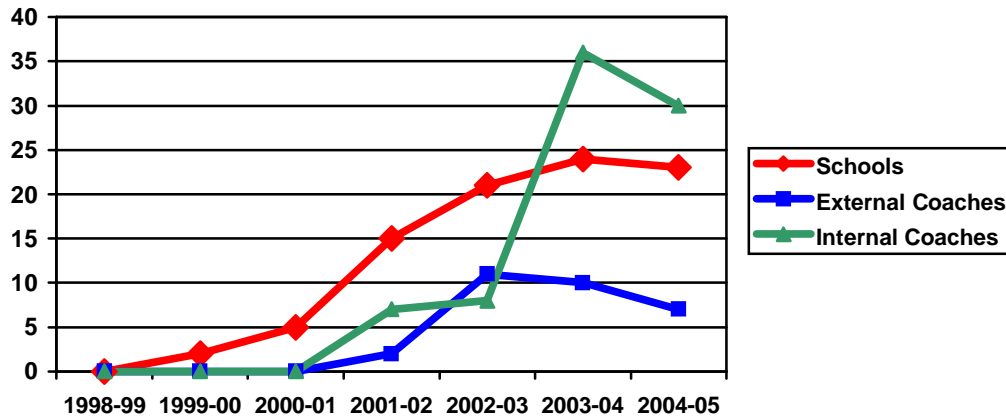


Figure B-4: Number of Illinois Schools in the Central Region Adopting PBIS and Number of External and Internal Coaches

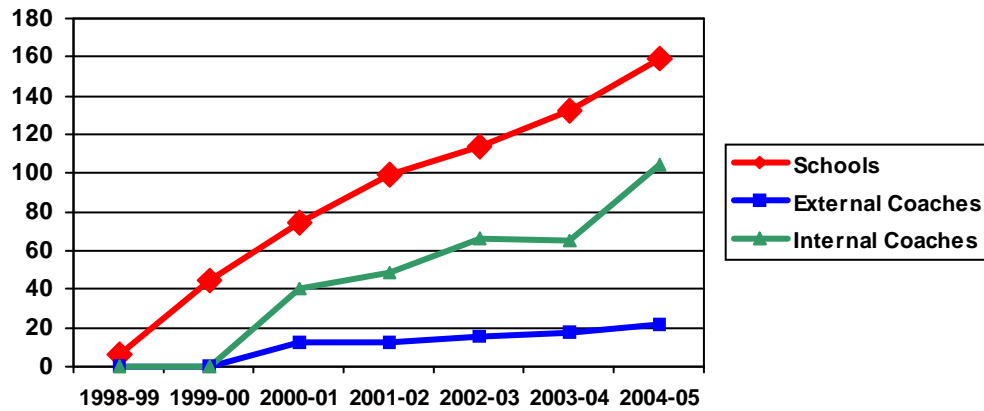
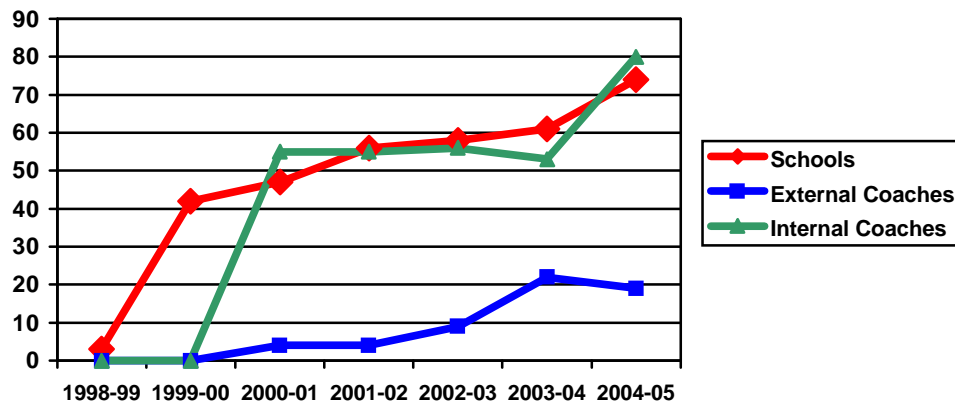


Figure B-5: Number of Illinois Schools in the South Region Adopting PBIS and Number of External and Internal Coaches Trained in Illinois



A summary of statewide training and technical assistance outcomes and activities for coaches during FY05 includes the following:

- ✓ During FY05, coordinators provided local and regional coaches training and technical assistance meetings to offer opportunities to refine and practice skill development initiated in statewide trainings.
- ✓ Regional coaches meetings and trainings provide additional skill building opportunities. Coaching skill areas emphasized in FY05 included developing individual and/or targeted group behavior support plans, classroom-based application of PBIS, and use of data for decision-making at the school wide as well as the individual student level.
- ✓ Approximately one hundred twelve (112) participants representing approximately 25 school districts were involved in three District Planning Summits that took place around the state during FY05.
- ✓ On August 3-4, 2005, PBIS held its annual leadership conference. Approximately three hundred people (the majority of whom function as coaches) including teachers, building administrators, and Special Education teachers and administrators participated in a two-day training forum with sessions provided by the National PBIS Center and Illinois PBIS leaders. Presentations by school teams across Illinois were included.
- ✓ On June 1-2, 2005, a trainer-of trainers Targeted training was conducted by Terry Scott of the University of Florida for 42 participants. The focus of the training was effective functional behavioral assessments (FBA) and development of behavior intervention plans (BIPs).
- ✓ In June 2005, 55 external coaches (including the 11 coordinators) participated in a two-day advanced coaches training provided by Lori Newcomer of the University of Missouri on using data to guide technical assistance around targeted group and individual interventions.
- ✓ Hank Bohanon of Loyola University conducted two High School Forums in March and May 2005. These forums focused on strategies and discussions around implementing PBIS at the high school level. Seventy-seven participants attended.

PBIS School-based Teams

Each PBIS school must have an established **school team** to participate in training and technical assistance. Each school team must be composed minimally of (a) grade or department representatives, (b) administrator, and (c) special educator. In addition, teams have representation from (a) specialized staff, (b) classified staff, and (c) parents.

Teams must be willing to (a) make a three-year commitment to participate, (b) indicate principal endorsement and participation, (c) collect and use data to guide decision-making, and (d) establish district endorsement.

The training objectives for teams emphasize activities and outcomes:

- ✓ Designation of PBIS practices, systems, and data.
- ✓ Establishment of sustainable support systems (e.g., team, administrator support and participation, endorsement by at least 80% of school staff).
- ✓ Development of procedures for school-wide discipline that include all students, staff, and settings.
- ✓ Integration of all behavioral/academic related initiatives.
- ✓ Establishment of systems and practices of specialized behavior support.
- ✓ Development of procedures for monitoring and evaluation.

The initial training provided to PBIS school teams in Illinois is organized around the three levels of implementation of PBIS (Universal, Targeted, and Intensive).

- ✓ All school teams initially participate in two days of Universal team training.
- ✓ Designated personnel also participate in two days of Targeted training and two days of Intensive training, which includes skills in development of FBA/BIPs and family-centered interagency wraparound teams.
- ✓ Typically, school personnel complete this initial cycle of training across the PBIS continuum in a 12 to 18 month period.
- ✓ Follow-up training and school specific technical assistance is provided in a variety of site specific formats (i.e., workshops, meetings, practice refinement sessions, etc.) as determined by coaches, coordinators and district leadership teams.

During FY05, training evaluations were collected and aggregated for 141 PBIS training events across the state, which included approximately 4,000 participants. A summary of the 2004-2005 PBIS training activities is included in Appendix B.

3. Overview of Participating Schools

Since the spring of 1998, 520 Illinois schools (a) have completed universal (school-wide) team training in PBIS and (b) are at some phase of implementation. Figure C-1 summarizes these data across the seven years. Figure C-2 shows this seven-year data by region and Figure C-3 shows number of new schools trained per year per region. Approximately 55 schools who participated in training are either not currently implementing or are no longer active in the statewide training and evaluation process.

Figure C-1: Trained and Implementing PBIS Schools Over Seven Years

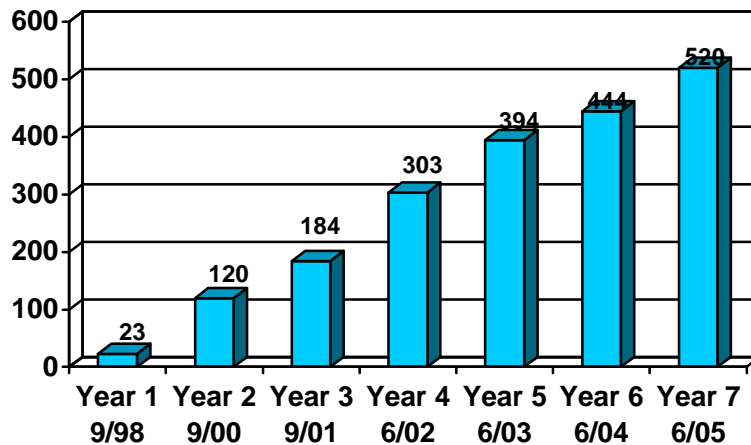


Figure C-2: Trained and Implementing PBIS Schools Over Seven Years by Region

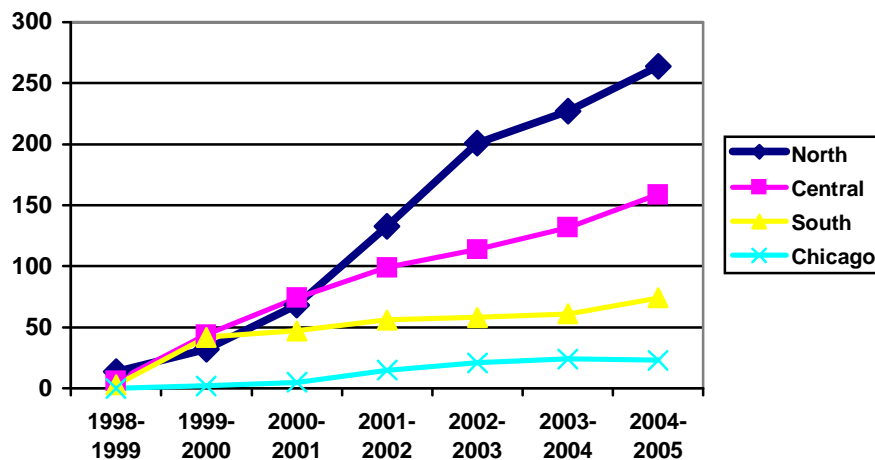
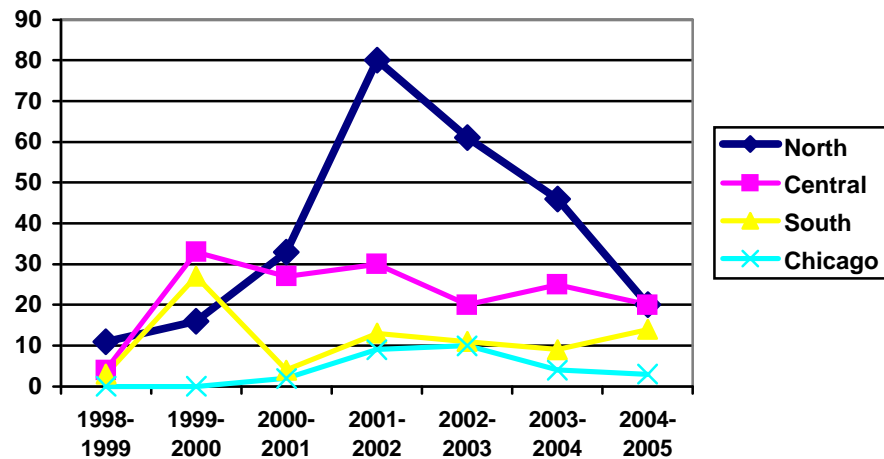


Figure C-3: Number of New PBIS Schools Trained Over Seven Years



About 12% of all Illinois schools are participating in PBIS. Figure D provides the percent (%) of total schools currently implementing by region, and Figure E provides this same information for each sub-region of the North. The percent of total schools increased from 10.7% in June 2004 to 12.4% in June 2005. Central region continues to have the highest percentage of schools implementing PBIS (15.2%).

Figure D: Percent of Total Illinois Schools Implementing PBIS Regionally as of June 2005

Region	Chicago	North	Central	South	Total
Total # of Schools	602	1874	1049	666	4149
% of total in PBIS 9/99	0% (0)	0.7% (14)	0.6% (6)	0.5% (3)	0.6% (23)
% of total in PBIS 9/00	0.4% (2)	1.7% (32)	4.2% (44)	6.3% (42)	3.0% (120)
% of schools in PBIS 9/01	1.0% (5)	3.6% (68)	7.1% (74)	7.1% (47)	4.7% (194)
% of schools in PBIS 9/02	2.7% (15)	7.1% (133)	9.4% (99)	8.4% (56)	7.3% (303)
% of schools in PBIS 6/03	3.8% (21)	10.7% (201)	10.9% (114)	8.7% (58)	9.5% (394)
% of schools in PBIS 6/04	4.3% (24)	12.1% (227)	12.6% (132)	9.2% (61)	10.7% (444)
% of schools in PBIS 6/05	3.8% (23)	14.1% (264)	15.2% (159)	11.1% (74)	12.4% (520)

Figure E: Percentage of Total Schools Implementing PBIS in North Sub-Regions as of June 2005

The Percentage of Total Schools Implementing PBIS in North Sub-Regions as of June 2005					
Region	Cook/ DuPage	Kankakee Area	Rockford Area	Kane/ Lake	Total
Total # of Schools	900	323	298	353	1874
% of total in PBIS 9/99	1.4% (13)	0.3% (1)	0.0% (0)	0.0% (0)	0.7% (14)
% of total in PBIS 9/00	2.8% (26)	0.6% (2)	1.0%(3)	0.3% (1)	1.7% (32)
% of schools in PBIS 9/01	3.8% (34)	6.8% (22)	2.0% (6)	1.7% (6)	3.6% (68)
% of schools in PBIS 9/02	6.1% (55)	13.0% (42)	5.4% (16)	5.7% (20)	7.1% (133)
% of schools in PBIS 6/03	10.0% (90)	13.3% (43)	10.0% (30)	10.8% (38)	10.7% (201)
% of schools in PBIS 6/04	13.2% (119)	12.4% (40)	11.1% (33)	10% (35)	12.1% (227)
% of schools in PBIS 6/05	15.8% (143)	12.4% (40)	12.4% (37)	12.5% (44)	14.1% (264)

Percentage of Total Schools Implementing PBIS in N1A and N1B		
Region	Total # of Schools	% of total in PBIS
N1A West Cook and South Cook	410	17.0% (70)
N1B North Cook and DuPage	480	15.2% (73)

Figure F provides a summary of newly implementing schools for each of the past seven years by region. These data illustrate different trends in geographic regions across the state that seem to be related to (a) when coordinator FTEs were established in the regions, (b) the ratio of coordinator FTE to number of schools in the region, and (c) timelines for establishing buy-in and commitment of regional leaders. For example, more PBIS schools were trained in the North in FY05 than FY04; five sub-region coordinators were fully functioning through ROEs and ISCs in the North during FY05. Other trends indicated in the seven-year implementation summary include the following:

- Of the currently implementing schools (520), 126 of them were initially trained during Year 6 and 7 (FY04 and FY05), and the majority (50%) of these new schools were in the North region of the state.
- South trained the majority of their current schools (64%) by June 2001 (Year 3), and Central trained the majority of their current schools (58%) by June 2002,
- Eighty-nine percent of current schools in the North Region have been trained between July 2001 and June 2005.
- Each of the PBIS regions, with the exception of Central and Southern Regions, trained fewer new schools in FY05 than in the previous five years due to a

continued focus on capacity building and sustainability in schools and districts already trained and implementing.

- For the past three years, Chicago has added very few schools per year.

Figure F: Number of New Illinois Schools Trained per Year as of June 2005

	Chicago	North	Central	South	Total
April 1998-April 1999	0	11	4	3	18
May 1999-May 2000	0	16	33	27	76
June 2000-June 2001	2	33	27	4	66
July 2001-June 2002	9	80	30	13	132
July 2002-June 2003	10	61	20	11	102
July 2003-June 2004	4	46	25	9	84
July 2004-June 2005	3	20	20	14	57
Total	28	267	159	81	535*

*15 Schools became inactive during FY05. The most common reasons for PBIS inactivity are a) lack of administrator support and b) school closed.

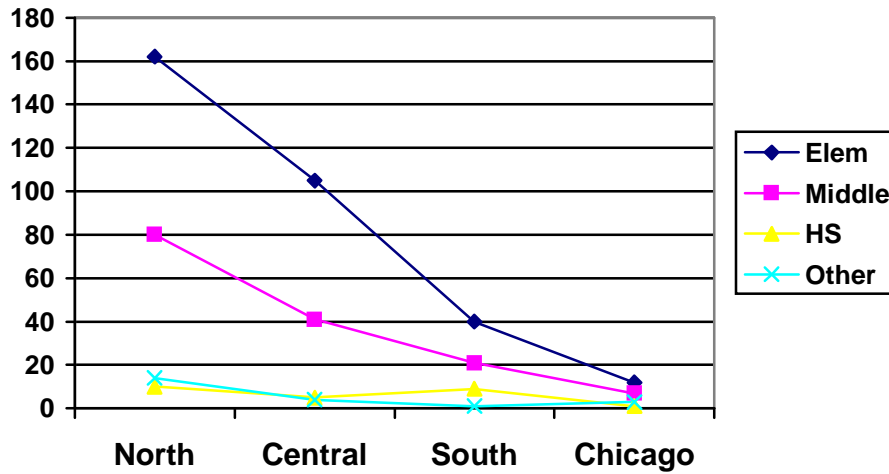
Elementary schools (320) are trained at a higher frequency - a trend that has lasted throughout the past seven years of implementing PBIS (Figure G).

Figure G: Illinois PBIS Schools by Type and Region as of June 2005

N=520	Chicago	North	Central	South	Total
Pre-K/K	0	3	0	1	4
Elementary	12	157	108	43	320
K-8	7	11	6	4	28
K-12	1	0	1	0	2
Middle	0	68	34	16	118
Middle/High	0	1	1	0	2
High	0	10	4	9	23
Alternative	3	14	5	1	23
Total	23	264	159	74	520

Figure H displays a summary of the above data by grade level, region, and number of schools:

Figure H: Grade Level of Illinois PBIS Schools by Region as of June 2005



Levels of Implementation

Coordinators rated each school's level of implementation quarterly throughout FY05 in an effort to monitor and guide their training and technical assistance efforts. (See Appendix C for a description of Illinois PBIS implementation levels.) Because some newly trained PBIS schools were not yet implementing in June 2005, not all schools were rated for each level of implementation. Out of five hundred twenty (520) schools, 449 schools (86%) were rated as implementing for Universal, 291 schools (56%) were rated for implementation at Targeted levels and 186 schools (36%) were rated for Intensive level implementation.

Figure I –1 indicates statewide levels of implementation at Universal, Targeted and Intensive levels as of June 30, 2005.

Figure I-1: PBIS Levels of Implementation Statewide as of June 30, 2005

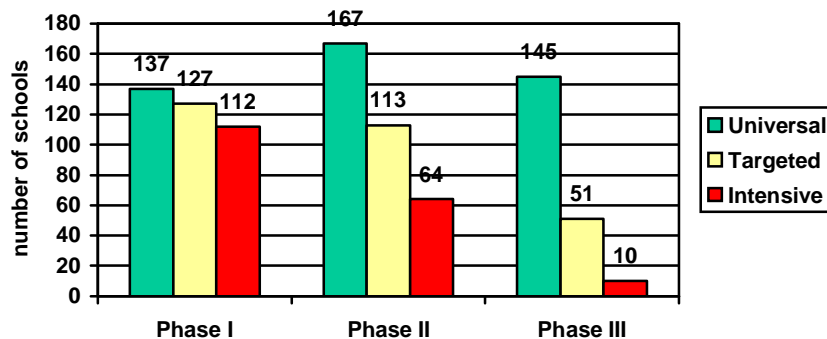
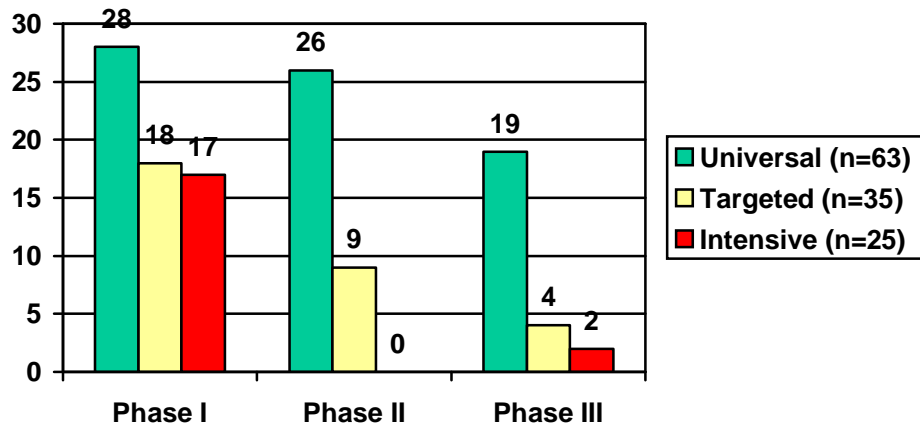


Figure I-2: Levels of Implementation for Watch/Warning Schools in FY05



Out of the 72 PBIS schools on the watch/warning list for FY05, 88% (63) reported levels of implementation at the universal level, 49% (35) reported targeted implementation, and 35% (25) reported intensive implementation. In following with the ISBE Systems of Support (SOS) model for schools on the watch/warning list, 63% (45) of this subgroup are consistently using data-based decision-making to implement universal interventions.

4. PBIS Impact and Outcomes

The investment in PBIS training and technical assistance is justified only if (a) there is substantive change in the way schools organize and deliver behavior support, and (b) there is improvement in the social and academic performance of the students when faculty and staff implement PBIS. The previous chapters document that PBIS training and technical assistance was delivered, that over 520 schools in Illinois now are involved in adopting PBIS, and that faculty, staff and coaches identify the training as extremely helpful. This chapter of the report addresses the extent to which the PBIS training and technical assistance is making a substantive difference in the behavior support available to children in Illinois. Are schools changing how they implement discipline systems, and are these changes affecting children?

The following FY05 PBIS evaluation questions were addressed:

- 4.1 Does training and technical assistance provided by the statewide network result in implementation of school-wide PBIS?
- 4.2 If schools implement PBIS, are they able to sustain implementation?
- 4.3 If schools implement PBIS, do students benefit?
 - 4.3.1 Change in problem behavior patterns (social culture)?
 - 4.3.2 Change in perceived safety of schools?
 - 4.3.3 Change in academic performance of students?
 - 4.3.4 Change in capacity of schools to support those students with comprehensive and intensive behavioral needs?

4.1 Does training and technical assistance provided by the statewide network result in implementation of school-wide PBIS?

The basic PBIS approach is to help schools develop a social culture that is predictable, positive, supportive, and consistent. PBIS, however, is more than a conceptual approach, it includes observable practices and systems that can be assessed. During FY05, three approaches were used to determine if schools receiving PBIS training and technical assistance were successful at adopting PBIS practices and systems.

1. The first approach was to have school-teams self-assess if they were implementing PBIS practices. This was done with a Team Checklist (included as Appendix D) that school-teams complete quarterly, and reports to their coach.
2. The second approach was to obtain self-assessment information from the entire school faculty/staff on the extent to which PBIS practices and systems were being used. This was done by having the entire faculty/staff complete the EBS Self-assessment Survey (included as Appendix E).

- The third assessment approach was the most rigorous and involved trained observers going to schools using the School-wide Evaluation Tool (SET, included as Appendix F).

A summary of the results from each assessment approach is provided below.

Team Checklists

The team checklist is a 17-item instrument used quarterly by a school-team to assess both progress toward implementing PBIS, and implementation activities for the next quarter. The instrument produces a score indicating the percentage of items perceived by the team as being “implemented.” When a school-team reaches an 80% level of implementation on the Team Checklist they are considered to be implementing PBIS.

Team Checklist data are organized below by the four PBIS implementation regions (Central, Chicago, North and South). Each graph indicates the number of schools using the Team Checklist (diamond), and the average Team Checklist (TC) score (bar). Data from FY05 are added to results from prior years. The results indicate:

Central Region: Of the 159 schools in Central region using PBIS in FY05, 64 (40%) schools submitted at least one team checklist and their average TC score was 76%.

Chicago Region: Twenty-four schools (100%) using PBIS in the Chicago region in FY05 submitted team checklists. Their average TC score was 73%.

North Region: Of the 264 PBIS schools in the North region, 95 schools (36%) filled out at least one team checklist. The average TC score for North region was 74%.

South Region: Of the 74 PBIS schools in the South region, 22 schools (30%) filled out at least one team checklist and their average TC score was 75%.

The data in the figures J1 through J4 below indicate that new schools continue to join the PBIS initiative, they continue to use the Team Checklist, and that the training and technical assistance provided by Illinois is perceived as effective at moving schools to the 80% implementation criterion.

Figure J-1: Central Region Start-Up Activity Team Checklist 2002-05

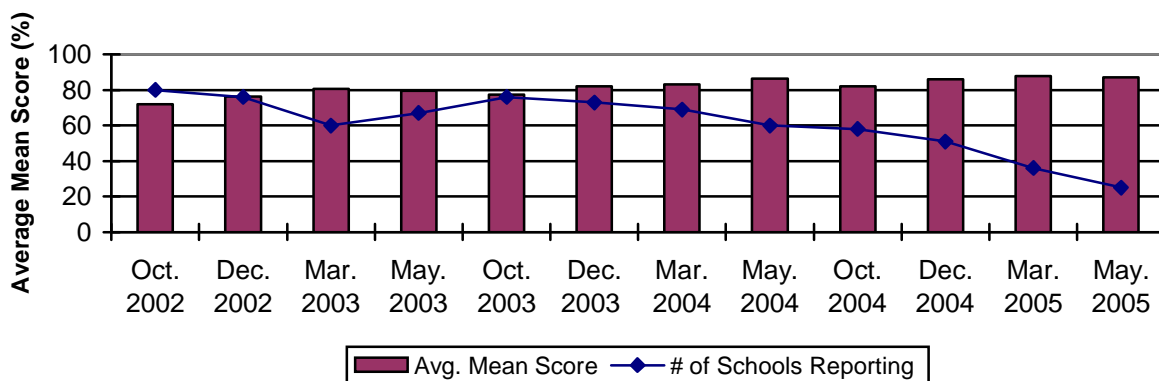


Figure J-2: Chicago Region Start-Up Activity Team Checklist 2002-05

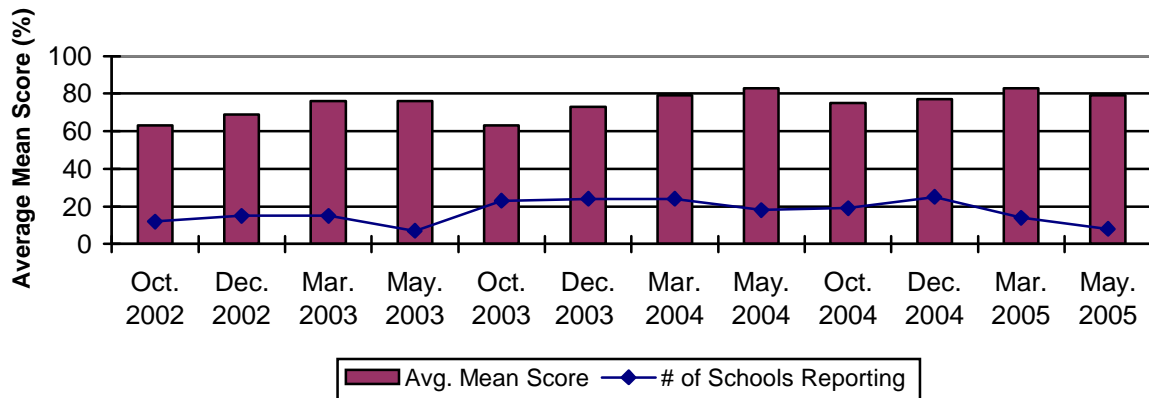


Figure J-3: North Region Start-Up Activity Team Checklist 2002-05

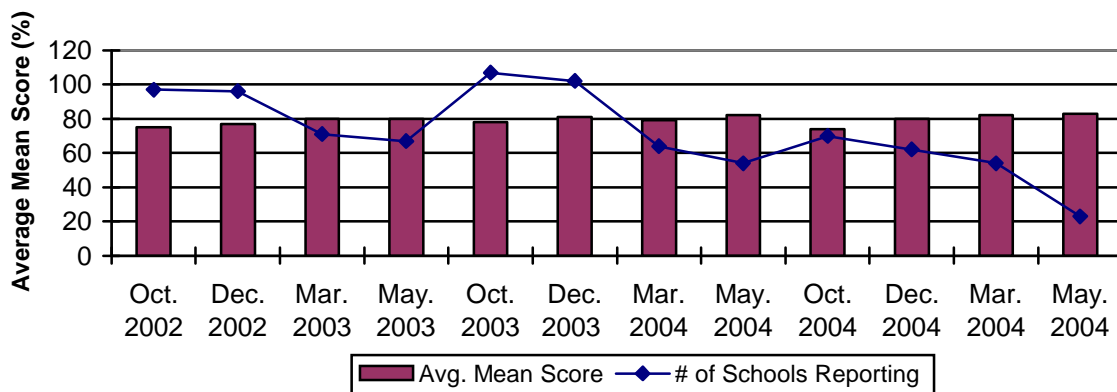
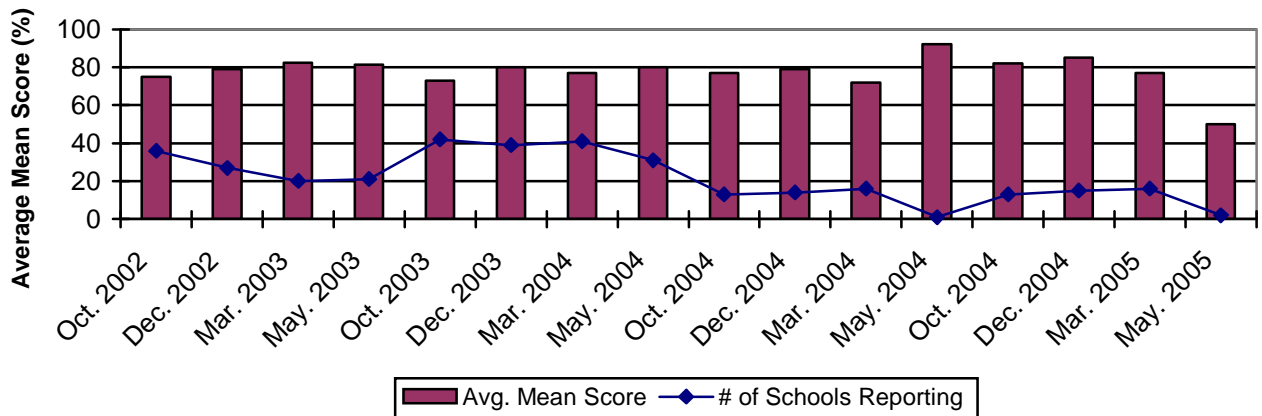


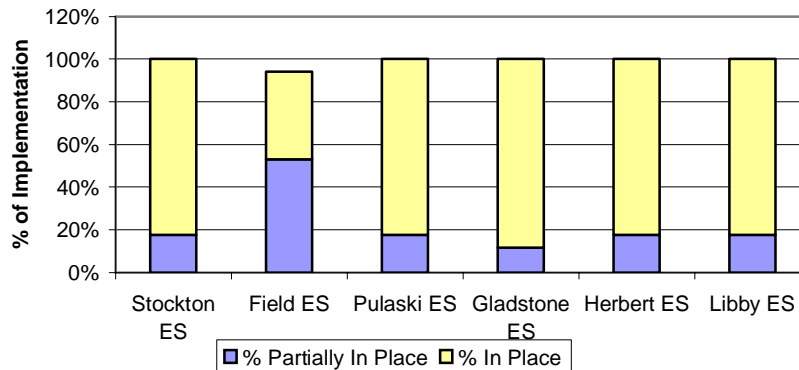
Figure J-4: Southern Region Start-Up Activity Team Checklist 2002-05



As part of the on-going effort within the PBIS network to provide schools and districts with information that is useful for decision-making, each school and each district receive summary information about their TC scores. An example of the district-level report for Chicago Public School District is provided below. The data display results from six schools. Each bar indicates the percentage of TC item “implemented” (solid part of bar), and the percentage of items listed “in progress” (slashed part of each bar). Taken

together a team, coach, or district coordinator can easily identify schools where the team perceives themselves as improving implementation, sustaining implementation, or diminishing implementation. As figure K below shows, each of the schools had different perceptions about how they are implementing PBIS.

Figure K: Chicago Public Schools District #299 2004-05 Team Checklist - Percent of Items Partially and Fully Implemented



EBS Self-Assessment Survey

A second way to determine if PBIS training and technical assistance is being effective is to ask the whole faculty of a school if they perceive themselves as implementing PBIS practices and systems. The EBS Self-Assessment Survey is an evaluation instrument completed annually by all faculty in a school, and assesses perceived level of PBIS implementation in four content areas:

- Universal School-wide PBIS
- Classroom
- Non-classroom
- Intensive Individual

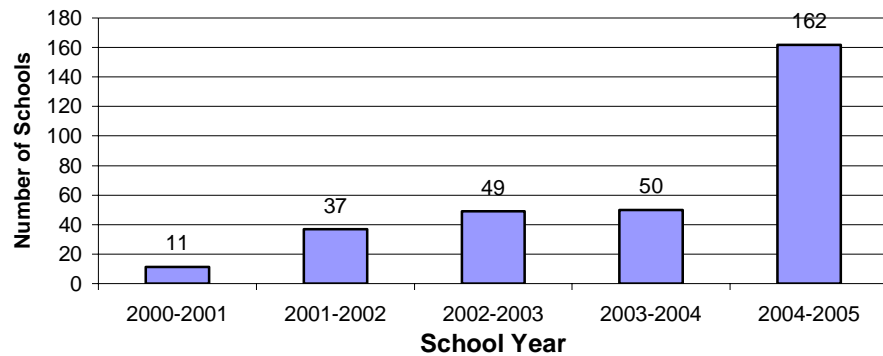
The number and percentage of schools submitting surveys varied across regions and ranged between 20 and 96% (see summary below). In regions with a small percent or number of surveys submitted statements regarding regional status are limited and analysis should focus on the school and/or district level.

North	25%	(n=65 of 264)
Chicago	96%	(n=23 of 24)
Central	37%	(n=59 of 159)
South	20%	(n=15 of 74)

Results from the EBS Survey allow a district to assess if the faculty in a school perceive their schools as implementing each of the four major components of the PBIS approach which include: (a) School-wide SW, (b) Non-classroom NC, (c) Classroom CR, and (d) Individual Student, IS. A score of 50% or higher rates as “in place” on the EBS Survey indicates a criterion level of implementation. The results can be used within a district to assess individual schools.

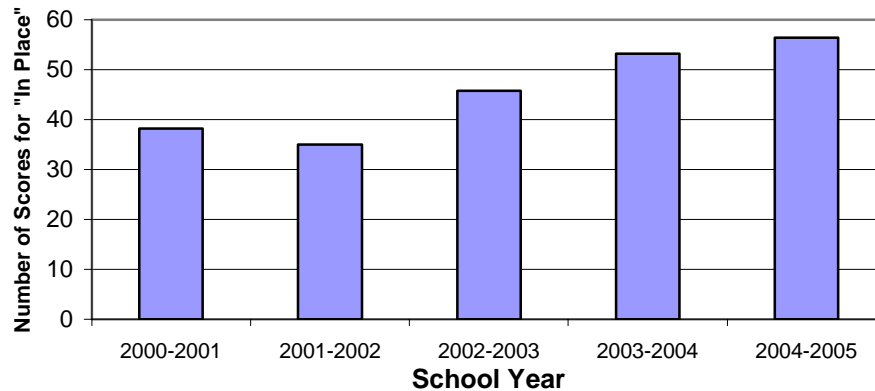
As Figure L demonstrates, schools in Illinois are beginning to use this tool at a much higher level than during previous years within the state.

Figure L: Number of Schools Completing the EBS Survey



As Figure M shows, since FY01, schools have ranked school-wide components as “in place” to a higher degree each year.

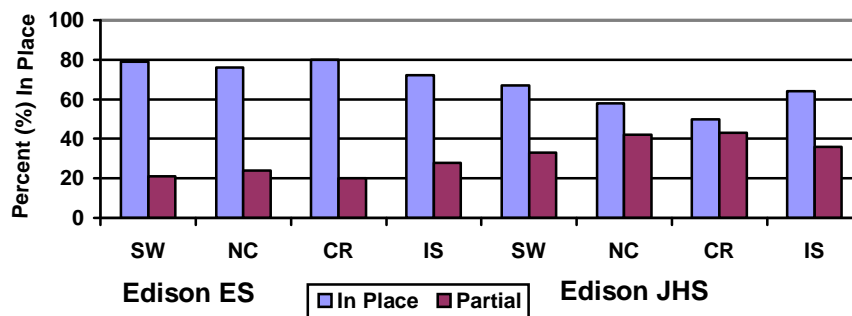
Figure M: Average School-Wide Ranking “In Place” per School for EBS



The difference between FY02 and FY04 scores was significant (U = 491, two tailed p. = .000)

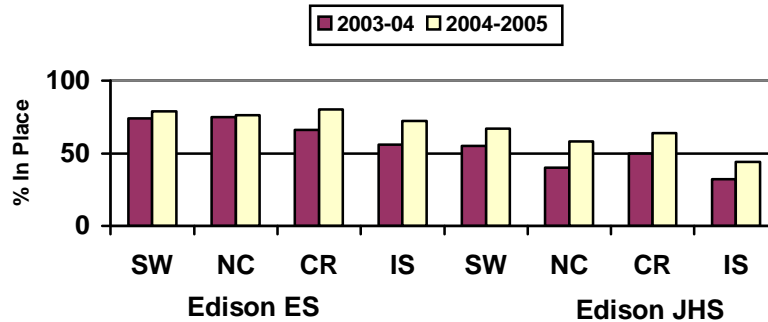
Results from Rock Island School District in Central region for two schools are provided below in Figure N, and indicate that both school faculties perceived they had implemented school-wide and non-classroom practices to criterion.

Figure N: Rock Island District 2004-05 EBS Survey, System Status Scores



The EBS Survey also can be used from one year to the next to assess progress with respect to PBIS implementation. Results in Figure O indicate changes in faculty perception from FY04 to FY05 for two schools.

Figure O: Rock Island District EBS Survey Status Scores 2003-04 vs. 2004-05



School-wide Evaluation Tool (SET)

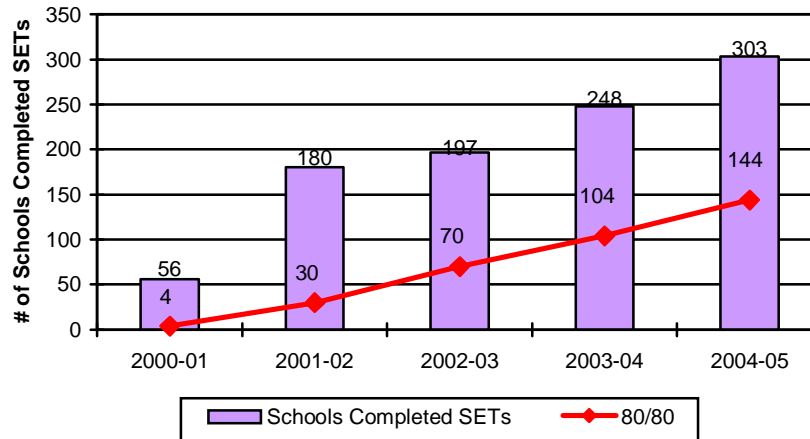
The third data source used to assess if schools are successfully adopting PBIS practices and systems is the SET. This is the most rigorous measure of implementation because it is based not on perceptions from teams or faculty, but from the direct observation from an outside professional. The School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd & Horner, 2001) was developed to measure if school personnel are implementing the practices and systems associated with PBIS. Data to complete the 28 items of the SET are collected by an on-site observer who reviews school documents, examines physical spaces, interviews staff, and interviews students over a 90 to 120 minute period. Each SET item is scored as “in place,” “partially in place,” or “not in place.” The SET produces a summary score (0 to 100%) and seven subscale scores (a) school-wide behavioral expectations are defined; (b) expectations are taught; (c) rewards are provided for following the behavioral expectations; (d) a continuum of consequences for problem behavior is in place; (e) data on problem behavior are collected and used for decision-making, (f) an administrator actively supports school-wide PBS, and (g) the school district supports school-wide PBS. A school meets criterion as “implementing school-wide PBS” when the SET results indicate a summary score $\geq 80\%$ and an “expectations taught” subscale score $\geq 80\%$.

Horner, Todd, Lewis-Palmer, Irvin & Sugai (2004) report internal consistency reliability of the SET at an overall alpha level of .96, with a test-retest level of 97.3%. The validity of the SET was evaluated within Messick’s (1988) unified construct validity framework. Summary SET scores from 31 schools were compared with scores from the School-wide section of the Effective Behavior Support Self-assessment Survey (Sugai, Horner, & Todd, 2000) and produced a Pearson $r = .75$ ($p \leq .01$). Subscale scores of the SET also were demonstrated to correlate acceptably with the SET Summary score (median $r = .65$; range .44 to .81).

Each year, a greater number and a greater percent of Illinois PBIS schools reach full criteria (a score of 80-80) on the SET. In 2005, 58% (303 out of 520) of Illinois PBIS schools completed the SET and 48% (144 out of 303) were meeting full criterion.

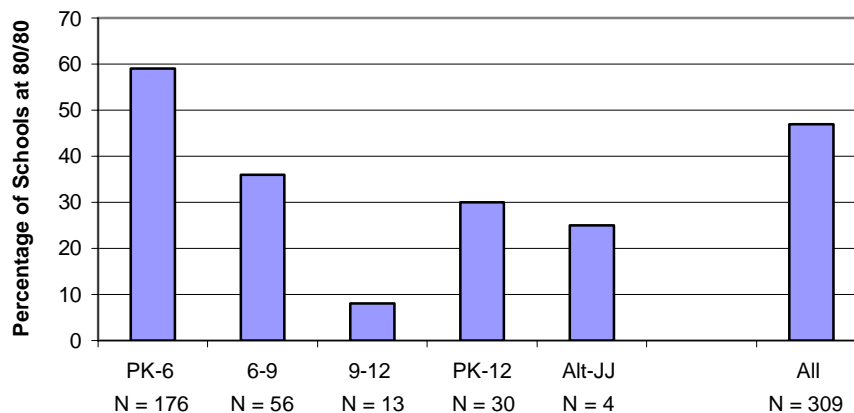
Figure P below indicates more schools receiving the SET and more schools meeting full criterion over the past four years. These numbers indicate sustainability of Universal PBIS in Illinois schools over time.

Figure P: PBIS Schools Completing SETs and Meeting 80/80 Criterion



Another way of looking at Universal PBIS sustainability in Illinois schools is by grade level. Figure Q represents the percentage of schools by grade level that have reached full criteria. While elementary schools represent the majority of PBIS schools and the majority of schools that have reached full criteria, the SET data on PBIS high schools demonstrates that implementing school-wide PBIS to criteria continues to be a challenge for Illinois high schools.

Figure Q: Percentage of Illinois Schools at 80/80 SET Criterion by Grade Level, 2004-05



To further illustrate the percentage of Illinois PBIS schools that are implementing school-wide PBIS to criteria, Figure R-1 and R-2 show schools by grade level that have reached criteria on the SET and on the Team Checklist (TC).

Figure R-1: Percentage of Illinois Schools at Implementation Criterion by Grade Level, 2004-05

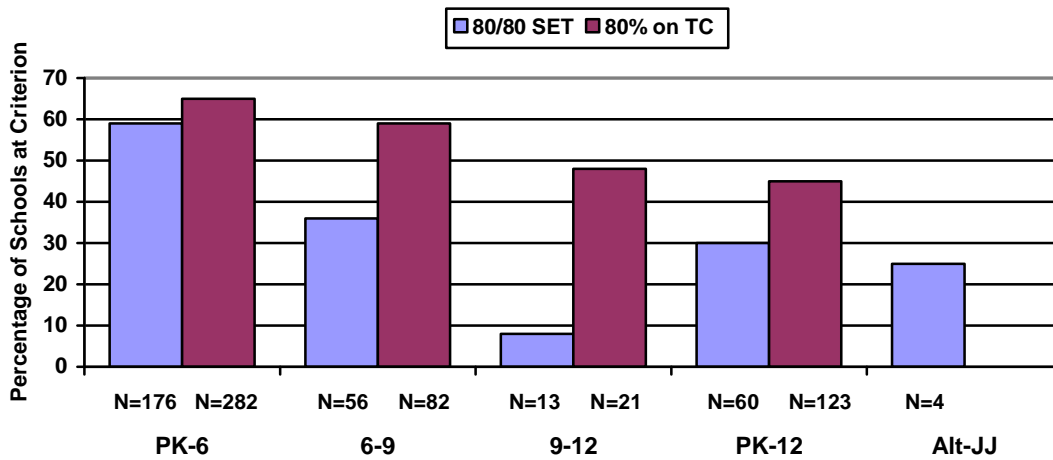


Figure R-2: Percentage of All PBIS Illinois Schools at Implementation, 2004-05

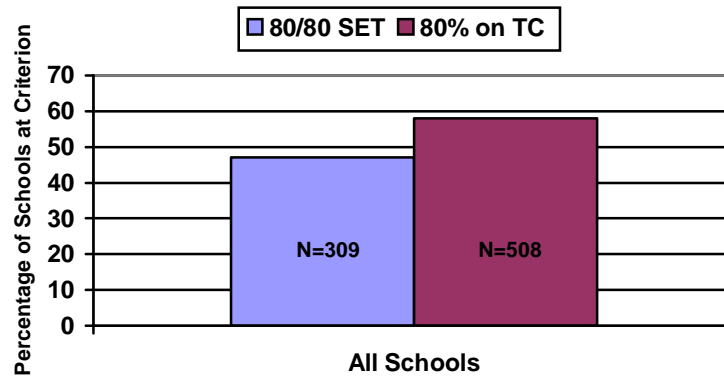
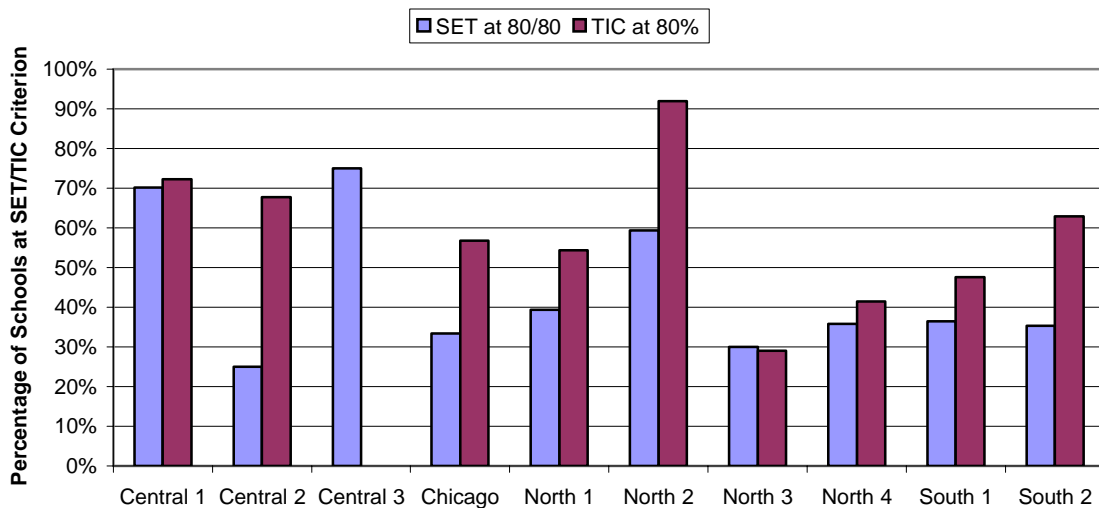


Figure S shows PBIS schools that have reached criteria on the SET and TC by subregion.

Figure S: Percentage of Illinois Schools at SET and TIC Criterion by Region, 2004-05



Summary

Taken together, the Team Checklist, EBS Survey and SET results paint a common picture. Schools that receive PBIS training and technical assistance in Illinois are reporting change in the way they deliver behavior support, and are being assessed by external reviewers as changing the way they deliver behavior support. The schools are being successful at implementing the practices and systems that are consistent with professional best practice, and associated with the PBIS discipline approach.

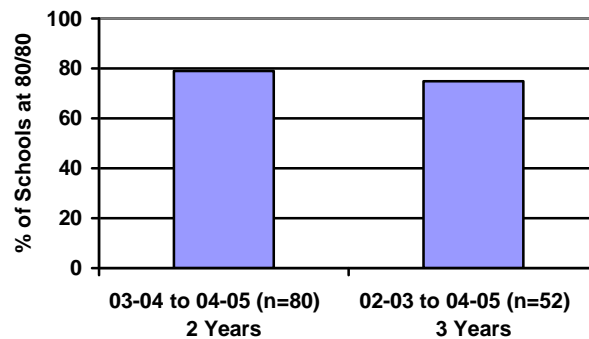
4.2 If schools implement PBIS, are they able to sustain implementation?

A question of special concern for the evaluation stakeholders is whether schools that once achieve criterion level implementation of PBIS can sustain use of the practices and systems. This question can be addressed by looking at the proportion of schools that meet the SET criterion one year and are then able to sustain implementation in future years.

Seventy-five percent (75%) of schools that meet Universal PBIS SET scores criterion (80-80) in 2002-03 are sustaining universal implementation over the past three school years. Figure T illustrates the number of schools that sustained their 80-80 SET scores in 2004-05 which includes:

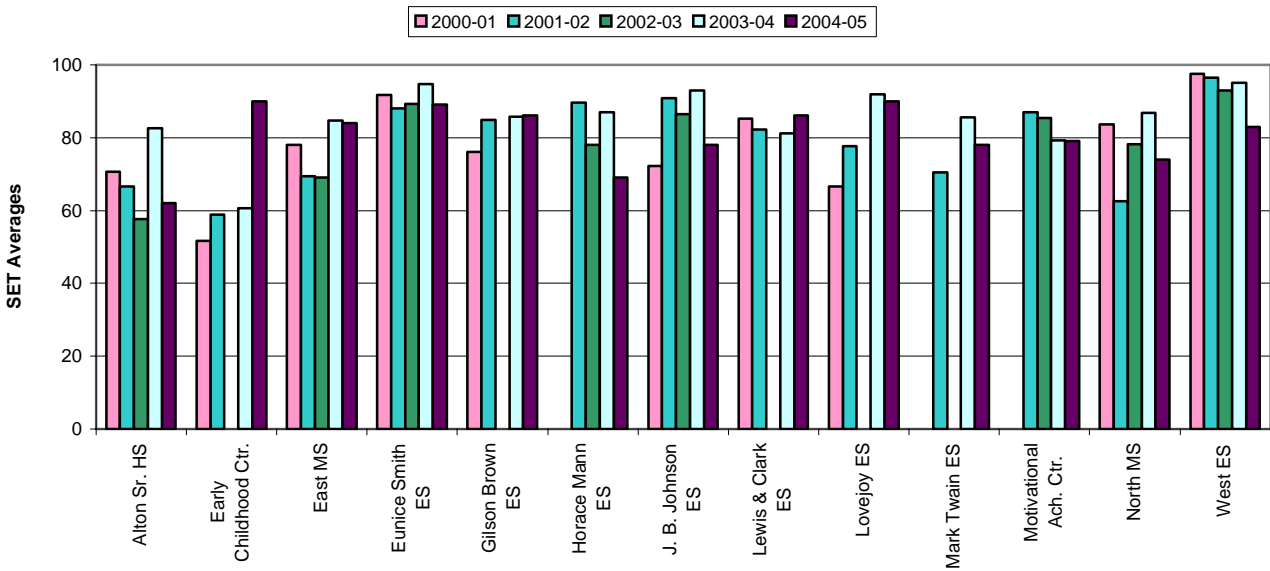
- 79% (63) of 80 schools met SET criterion in 2003-04 and maintained it in 2004-05
- 75% (39) of 52 schools met SET criterion in 2002-03 and maintained it in 2004-05

Figure T: Percentage of Schools at Criterion 80/80 Across Two and Three Years



Data from Alton School District provides an example of how district-wide implementation has been sustained over five years. Figure U illustrates how one school district in Illinois implements and achieves sustainability over time.

Figure U: Alton School District SET Implementation Averages



Figures V-1 and V-2 provide a summary of regional SET results from FY04 and FY05. The graph indicates the number of schools per region that received a SET review, and the number of schools that met the 80-80 criterion (lower portion of each bar). The results show a growing number of Illinois schools are meeting criterion.

Figure V-1: PBIS Schools Implementing to 80/80 or In Progress During 2003-04 (N=240)

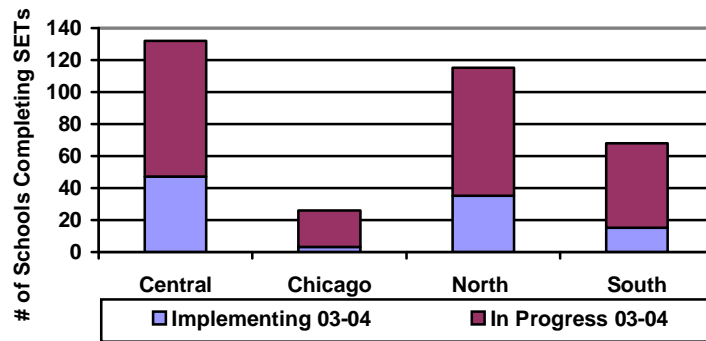
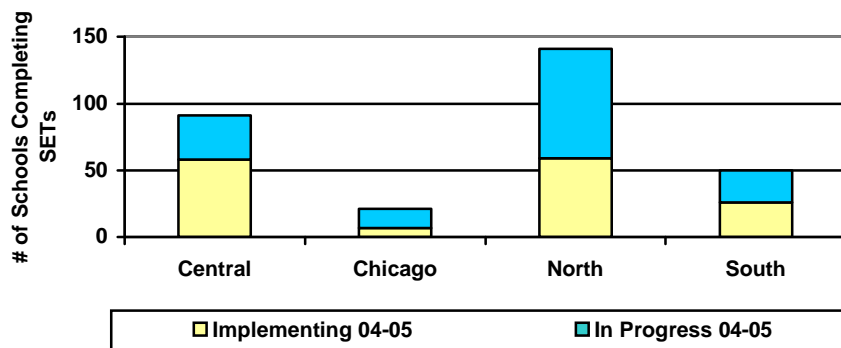


Figure V-2: PBIS Schools Implementing to 80/80 or In Progress During 2004-05 (N=303)



4.3 If schools implement PBIS, do students benefit?

4.3.1 Does PBIS implementation result in changes in student behavior?

A major accomplishment related to PBIS training and technical assistance during FY05 has been an increase in the number of schools that collect and use Office Discipline Referral (ODR) data for on-going decision-making. Out of the 520 schools actively implementing PBIS in FY05, almost 300 schools are using School-wide Information System (SWIS) to track discipline data at the building level. Interpretable information about the rate and pattern of ODRs was available from 205 schools in FY05.

Caution is required when interpreting ODR patterns. Office discipline referrals represent possible changes in student behavior and/or teacher behavior and/or the organizational policies of the school. Changes from year to year may be due to change in student behavior or they may be due to change in faculty behavior (e.g., more consistency with reporting incidents of problem behavior).

The initial evaluation questions based on ODRs focus on (a) the extent to which a school adopting PBIS demonstrates reduction in ODR levels, and (b) if schools in the state that meet the PBIS criterion for implementation have lower ODR levels than schools that are not yet using the PBIS practices.

Schools adopting PBIS in Illinois and nationally are experiencing a reduction in ODR levels. Figures W-1 and W-2 compare elementary and middle PBIS schools in Illinois to PBIS schools nationally.

Figure W-1: Mean Percentage of Students by Major ODRs, Elementary Schools (K-6) 2004-05

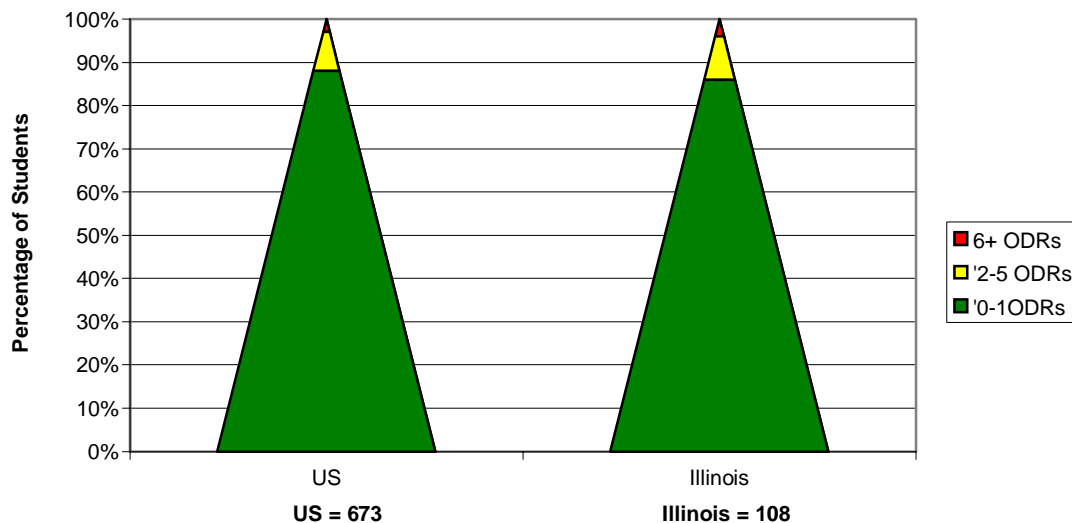


Figure W-2: Mean Percentage of Students by Major ODRs, Middle Schools (6-9) 2004-05

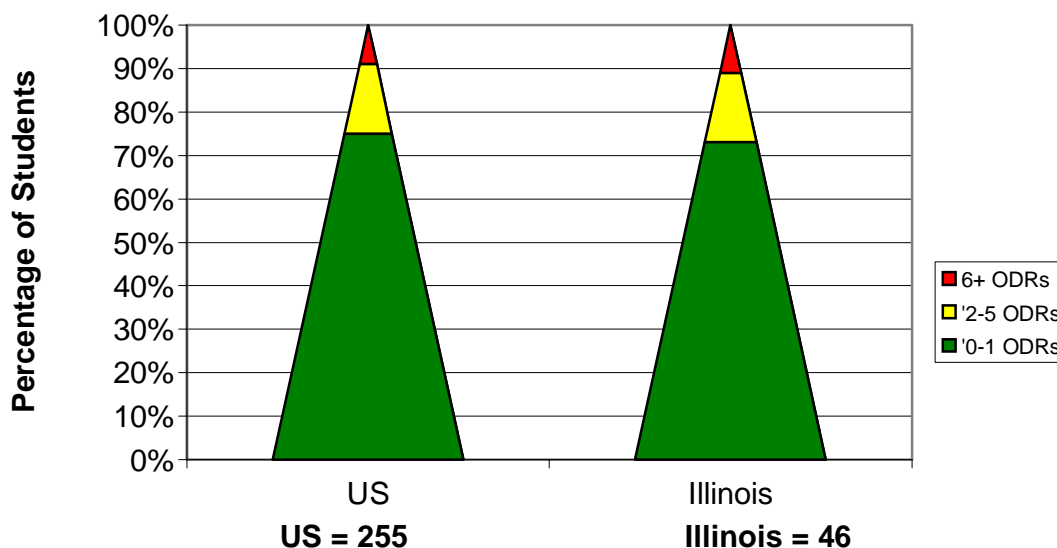


Figure X compares national and Illinois ODR rates and breaks down ODRs by grade level with major ODRs in parentheses.

Figure X: ODR (Major Only) Rates for Illinois

Grade Level	National	Illinois 04-05	Number of Illinois schools
PK-6	.39 (.43)	.46 (.46)	113
6-9	.96 (.72)	1.17 (.94)	46
9-12	1.28 (1.32)	1.49 (1.16)	4
PK-12	.88 (.96)	.69 (.59)	26
Alt- JJ	11.89 (9.03)	6.5 (6.1)	15

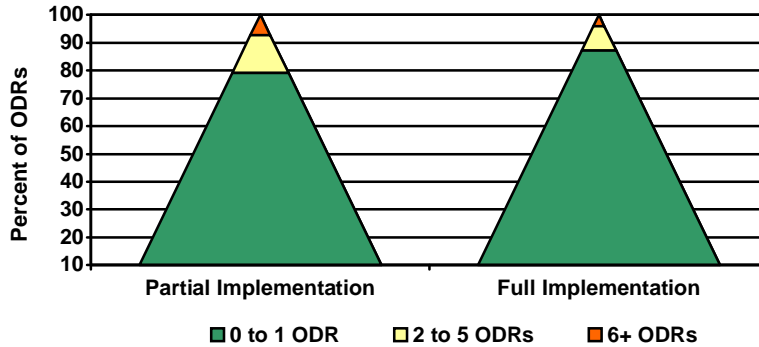
Schools implementing PBIS are experiencing decreases in discipline problems. Office Discipline Referrals (ODRs) decrease at a significantly greater rate in schools that reach full implementation of the Universal level (per SET scores). This results in a significant gain in instructional time in the schools that reached full implementation.

Of the 205 schools in Illinois with interpretable ODR information, 154 also had SET scores that allowed rigorous assessment of how PBIS practices were in place.

Figure Y indicates the Illinois schools that met PBIS criterion and those that are partially implementing school-wide PBIS. It demonstrates that schools that met criterion had more students with fewer ODRs. This difference is greater than what would be expected by chance alone ($X^2 = 918.712, df = 2, p < .000$). The 72 schools that reached criterion produced as many ODRs ($n = 390$ per 100 students) as the 82 schools that did not reach criterion ($n = 387$ per 100 students).

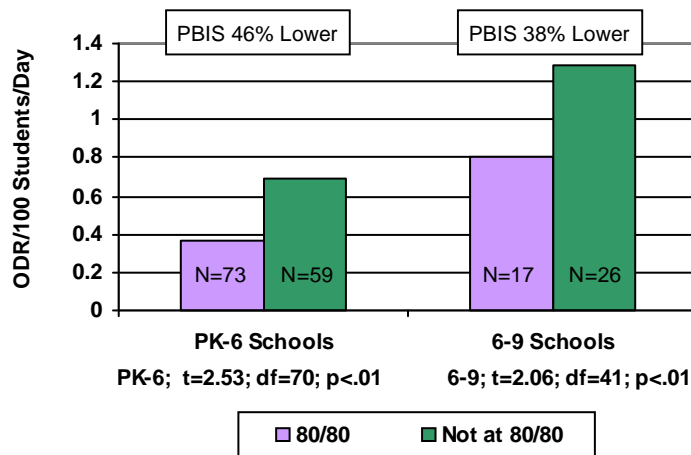
Eighty-Seven percent (87%) of the ODRs for FY05 were for students with zero to one referrals to the office, compared to 82% in FY04. More students demonstrated fewer problem behaviors as documented in the change in proportions for FY05.

Figure Y: 2004-05 Illinois Office Discipline Referral Data Partial vs. Full Implementation



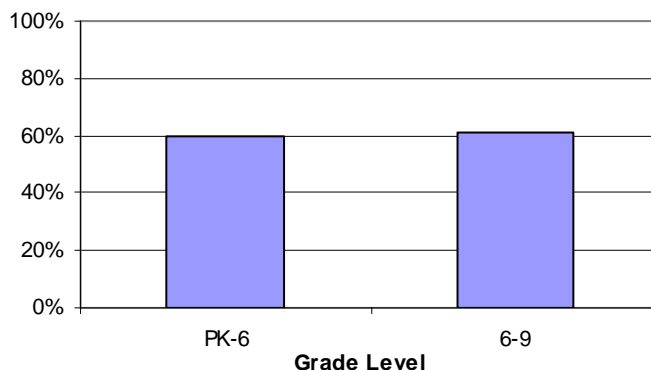
Schools fully implementing PBIS experience a significant reduction in the rate of Office Discipline Referrals (ODRs.) Fully implementing PK-6 schools experience a 46% lower rate of ODRs ($t = 2.53$; $df = 70$; $p < .01$) than those schools who are partially implementing. Fully implementing 6-9 schools experience a 38% lower rate of ODRs ($t = 2.06$; $df = 41$; $p < .04$) in comparison to partially implementing 6-9 schools. Figure Z represents these data.

Figure Z: Mean ODR/100 Students/School Day: Illinois 2004-05



To illustrate ODR reduction rates further, Figure AA represents the proportion of elementary and middle schools that documented ODR declines.

Figure AA: Proportion of Illinois Schools Documenting ODR Decline in 2004-05



Below are examples of Illinois PBIS schools demonstrating reduction in ODR levels.

- Ideal Elementary School, SD #105** – Ideal had a dramatic decrease in Office Discipline Referrals during FY05. When comparing data from August to December 2003 and August to December 2004 they have seen a 70% decrease in total ODRs. This is a reduction of 2,426 referrals, which represents 75.8 eight-hour administrator days and 303.25 six-hour student days.
- Algonquin Middle School in Algonquin, District #300** – Algonquin Middle School experienced a drop in referrals per day for major and minor referrals from 13.73 in December 2003 to 7 in December 2004 (a 49% reduction). As a universal strategy AMS planned a student-faculty basketball game for the last hour of the day before the holiday break. Students who did not have any office referrals for the month of December were invited to attend the game. The incentive was so successful that 90% of the student body earned the right to attend the game because they did not have an office referral for the entire month of December 2004.
- Schneider Elementary in Blue Ridge District** – Schneider Elementary reported significant decrease in referrals in FY05. An August through December comparison of 2003 with 437 referrals and 2004 with 294 referrals indicates an average reduction of 1.72 referrals per day.
- Illinois Youth Center-Harrisburg, District #428** – In the first six months of the PBIS program at the IYC (December to June 2001), major disciplinary referrals decreased by 17% and minor referrals by 25%. Three years after implementation in 2004, the school climate has changed completely. The following table compares reported disruptions for November 2001 (the month before implementation) with disruptions in November 2004:

Type of Disruption	# in Nov 2001	# in Nov 2004	Percent Decrease
Major	74	8	approx 89%
Minor	288	14	approx 95%

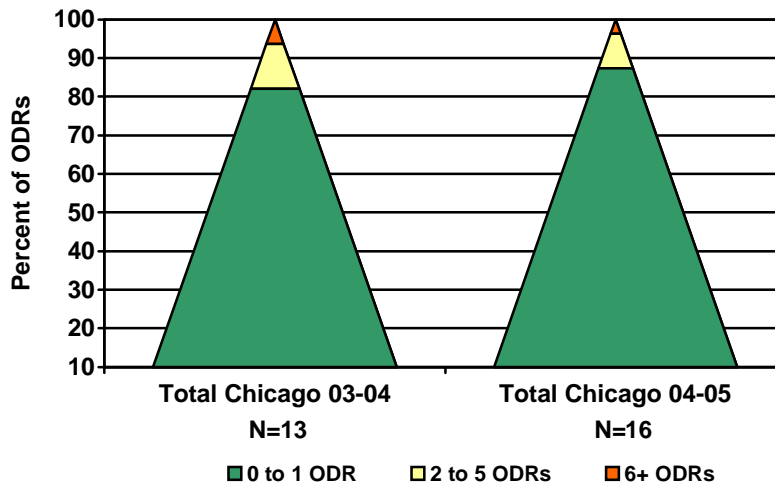
- Dundee Middle School** in the North Region moved from partial implementation to full implementation between FY04 and FY05. Subsequently, more of the students who were referred for ODRs had fewer referrals during FY05 (81 per every 100 students had zero to one referrals during FY05 compared to 61 per

every 100 students in FY04.) Further, fewer students engaged in more at-risk behavior as would be identified by two to five ODRs (FY04 = ten per every 100 students, FY05 = nine per every 100 students), or six or more for FY05 (FY04 = six per 100 students, FY05 = three per 100 students)

- **Faraday Elementary School** in Chicago demonstrated a 71% reduction in the students with the most intense behavior (ten per 100 students for FY04 and two per every 100 students in FY05) when they moved from partial to full implementation during the FY05 school year.

Figure BB shows that Chicago Public PBIS schools that reported ODR data increased the number of students with zero to one ODRs from FY04 (n = 13, 61 per 100 students) to FY05 (n = 16, 68 per every 100 students). This level of change across all levels was beyond what would be expected by chance alone ($\chi^2 = 92.757, df = 2, p = .000$).

Figure BB: Chicago Public School District Office Discipline Referral Data

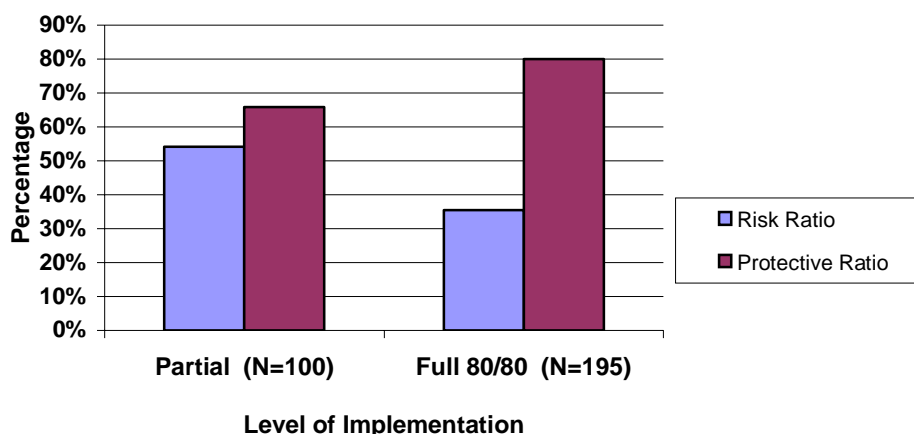


4.3.2 Does PBIS implementation improve perceived safety in schools?

The data above show that increased SET scores correlate with a drop in behavioral incidences. But does implementing PBIS school-wide improve staff's perception of safety in schools? The School Safety Survey is administered to five staff members of a PBIS school. This survey asks school staff to assess risk factors and protective factors of their school and the surrounding community. The data in the two figures below compare schools that met SET criterion with those schools that did not meet criterion.

Figure CC compares both protective and risk factors of PBIS schools that met SET criterion with those that did not meet criterion. Findings show a significant difference indicating schools that are implementing PBIS school-wide perceive their school to have more protective and risk factors in place than schools partially implementing PBIS.

Figure CC: Comparing SS Between Partial and Full 80/80 on SET FY05



Risk Factors (U = 6463.5, p = .027); Protective Factors (U = 3779.5, p = .000)

4.3.3 Does PBIS implementation result in changes in academic performance of students?

Data from Maryland and Oregon suggest that school-wide systems of positive behavior support, combined with effective literacy approaches, can lead to academic achievement. Positive behavior support helps to improve minutes in instruction, which in turn, makes the minutes of instruction more effective. In Illinois, findings show marked improvement in academics as schools reach full implementation of PBIS.

In FY04, Dr. Rob Horner obtained the 2002-03 Illinois Standardized Achievement Tests (ISAT) scores for 3rd graders in PBIS schools. He compared the Reading scores from 3rd graders who met or exceeded the ISAT standards in PBIS schools that met criterion on the SET with PBIS schools that did not meet criterion on the SET. The findings suggested that schools that met criterion on the SET experienced greater academic success (as signified by standardized test scores) when compared to schools that did not meet criterion on the SET.

Accessing ISAT scores from the Illinois State Board of Education (ISBE) on a regular basis has proved to be challenging due to compatibility of ISBE and PBIS data systems. The Illinois PBIS Network is working with ISBE technology staff to obtain ISAT scores on an annual basis as an automatic data transfer to the new PBIS data system.

The following are examples of academic achievement and discipline data in PBIS schools during FY05.

Lovejoy Elementary in Alton made both academic and behavioral gains. Lovejoy reduced out-of-school suspensions (OSS) by 55% (71 to 32) and in-school suspensions (ISS) by 80% (25 to five) from FY04 to FY05. The increase in students succeeding on the Illinois State Achievement Test (ISAT) qualified them as making adequately yearly progress (AYP). Lovejoy has sustained full implementation of school-wide PBIS for the past two years. Figure DD illustrates Lovejoy's academic and behavioral success.

Figure DD-1: Out-of-School & In-School Suspensions, Lovejoy Elementary, Alton

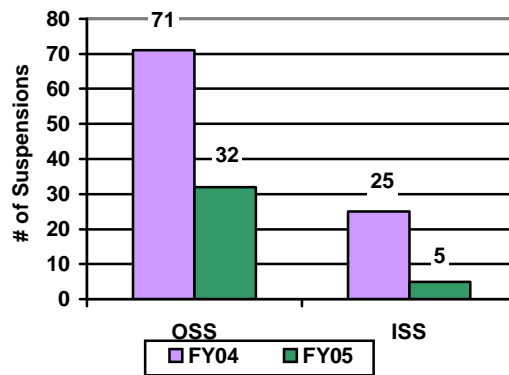
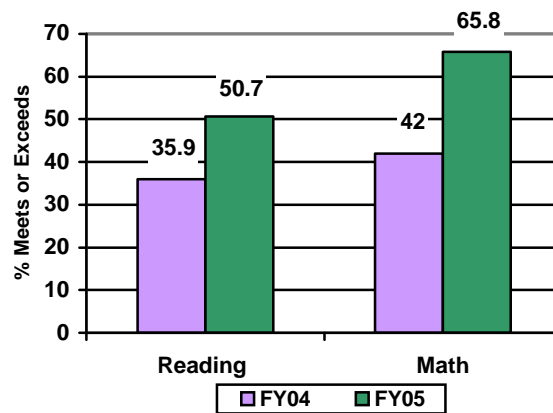


Figure DD-2: ISAT Scores Percent Meets/Exceeds 3rd & 5th Grade, Lovejoy Elementary, Alton



Central Junior High in Kewanee CUSD 229 received the 2005 Academic Improvement Award from the Illinois State Board of Education. From the 2003-04 to 2004-05, Central Junior High experienced a 33 percent decrease (from 2.67 to 1.78) in total Office Discipline Referrals per 100 students per day. During that same time, the percentage of 8th grade students meeting or exceeding standards on the Reading and Math sections of the ISAT test increased by 35 percent and 37 percent respectively.

Figure EE-1: Central JHS 8th Grade ISAT Scores

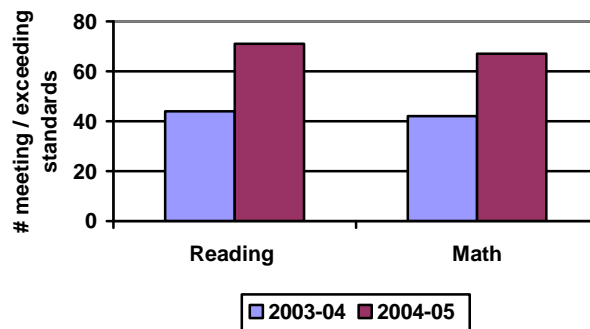
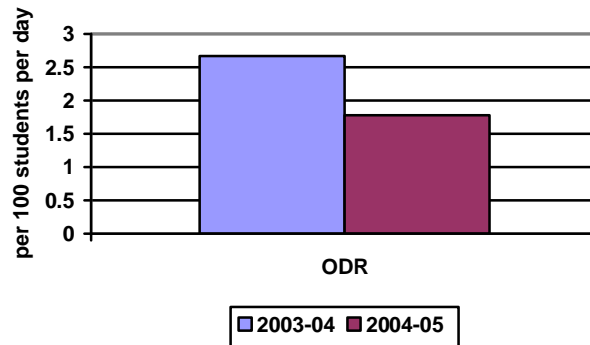


Figure EE-2: Central JHS 8th Grade Office Discipline Referrals



Carman-Buckner Elementary School in Waukegan School District 60 had 243 out-of-school suspensions (OSSs) during the 2001-02 school year. PBIS training began during the 2001-02 school year and was fully implemented during the 2002-03 school year. OSSs dropped 85% to 37 in 2002-03 and 33 in 2003-04, gaining approximately 386 days of instructional time. Solid increases in the number of Carmen-Buckner third and fifth graders meeting/exceeding state standards are indicated below.

Figure FF-1: Two Year Comparison of ISAT Reading & Math Scores, Carmen-Buckner Elementary

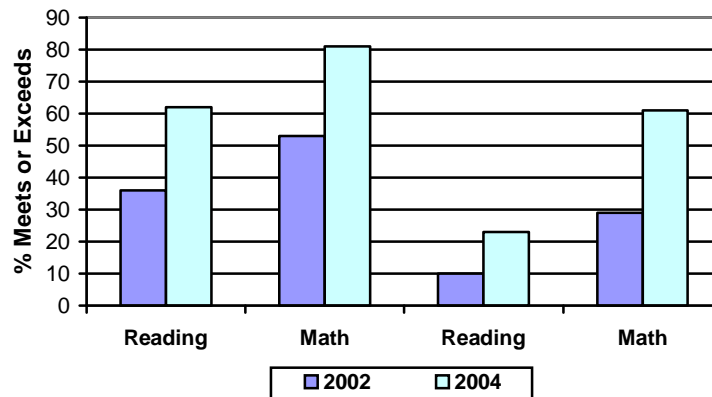
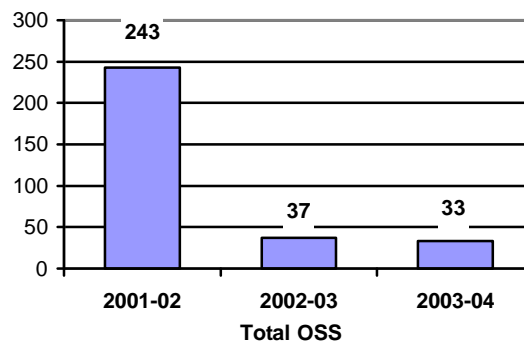


Figure FF-2: Three Year Comparison of Out-of-School Suspensions, Carmen-Buckner Elementary



4.3.4 Does PBIS improve the ability of schools to address the needs of students with chronic and intensive behavior?

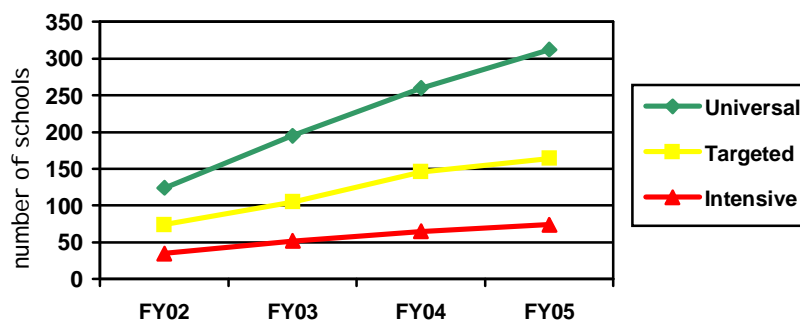
As explained in the previous chapter, PBIS schools in Illinois are rated at all three tiers of PBIS quarterly. The Illinois Network uses a three level rating system for each tier (i.e., Universal, Targeted, and Intensive) with specific criteria to be met at each level (see Levels of Implementation in Appendix C).

On the statewide level, PBIS schools have made substantial gains in capacity building at universal and targeted, and moderate gains at the intensive tier.

- In FY05, 79% (312 of 395) of PBIS schools that reported universal implementation are reporting use of data to make decisions regarding universal interventions.
- Fifty-six percent (56%) of PBIS schools (164 of 292) that reported targeted implementation are collecting more specific data to inform targeted interventions on the individual and group levels (levels II and III).
- In FY05, 37% (74 of 201) of PBIS schools reporting intensive implementation have identified more than one child in need of wraparound, established wraparound teams for these children, and created and monitored wraparound plans for each identified child.

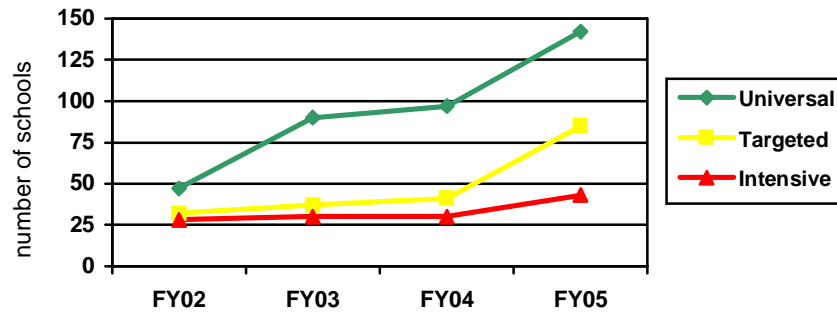
Capacity building as reported in the levels of implementation statewide is provided in figure GG-1. Figures GG-1 through GG-5 provide graphs that indicate capacity building (schools that achieve Levels 2 and 3) by region.

Figure GG-1: Increased Capacity Statewide in FY05



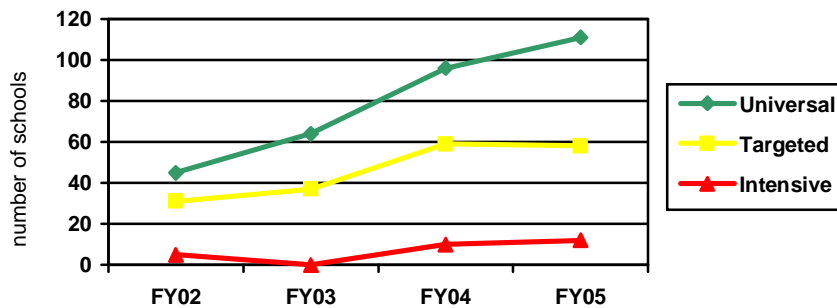
While substantial gains were made in FY02 and FY03 in all three levels of implementation, a more concerted focus was needed to increase capacity building at the targeted and intensive levels during FY05, especially in the North Region. A strong focus on targeted and intensive implementation occurred during FY05. Coordinators began developing the capacity during FY04 by training and supporting new coaches able to take the lead with these students who require more specialized interventions.

Figure GG-2: Increased Capacity of North Region in FY05



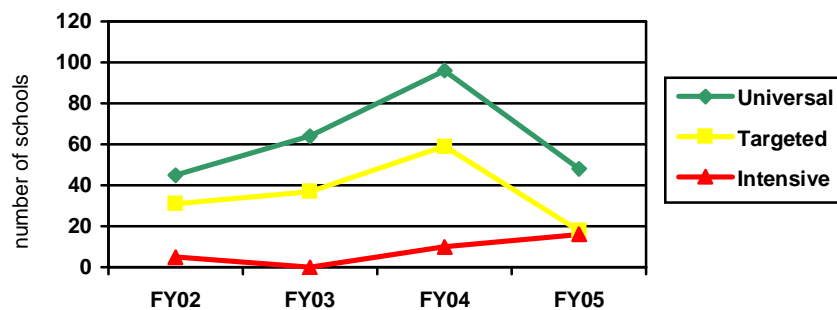
Central region experienced a steady increase in capacity building on the universal and targeted levels from FY02 through FY04. While gains were made in universal implementation, a leveling off occurred in targeted and intensive implementation during FY05.

Figure GG-3: Increased Capacity of Central Region in FY05



On all three levels of implementation, Southern region made substantial gains in capacity building from FY02 through FY04. Toward the end of FY05, changes were made to the training and technical assistance structure in Southern region. As a result, fewer schools were rated at all three tiers of the levels of implementation.

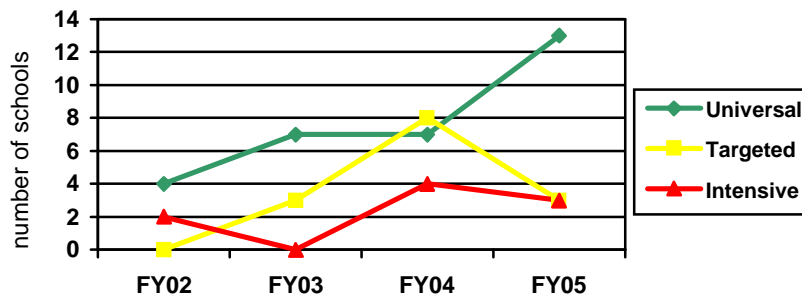
Figure GG-4: Increased Capacity of Southern Region in FY05



Chicago's data is affected by the implementation of System of Care-Chicago Project which placed two FTE of staff in each of seven PBIS schools specifically to facilitate teams and create support structures across home, school and community for students with emotional/behavioral needs at the targeted and intensive levels. While much training and technical assistance occurred within these schools from FY02 through

FY04, fewer schools were rated as using advanced targeted and intensive interventions in FY05.

Figure GG-5: Increased Capacity of Chicago Region in FY05



The **School Profile** (Appendix G) data was used to examine the impact of school-wide PBIS on the rate and effectiveness of individual and group interventions for students with comprehensive and intensive needs. The School Profile form is completed by school-based PBIS teams at the end of the school year and includes information regarding the teams' activities (i.e., number, level, and start date for interventions) and the perceived impact of the intervention. A total of 187 schools submitted School Profile forms in FY05 as compared to 170 schools in 2003-04, 149 schools in 2002-03, 114 in 2001-02, and 36 in 2000-2001. Across the 187 schools, 849 interventions were implemented. This represents an average of 4.5 interventions per school.

Consistent with the PBIS model, the majority (652) of the interventions focused on Universal strategies intended to support 80 to 90% of the students within a school. The distribution of level of interventions is included below. Thirteen interventions (1%) were at the Wraparound/Tertiary level.

	<i>Number</i>	<i>Percentage</i>
✓ Universal	652	77%
✓ Small Group Secondary	96	11%
✓ Individual Secondary	88	10%
✓ Wraparound/Tertiary	13	1%

A goal for FY04 and FY05 was to increase secondary interventions for small groups and individual students. As a result of this goal, the number of Illinois PBIS schools who implement secondary interventions continues to increase. Ninety-eight (98) schools reported interventions beyond the school-wide level. Once these data were reported on the FY05 Profile, a lead evaluation coordinator reviewed them and re-coded any data that were misrepresented in a particular category (e.g., class level interventions that are school-wide). The reviewer determined a secondary level intervention as anything that addressed less than 80% of the school population. The lead reviewer and a co-reviewer checked every 20th referral to determine reliability of coding. Inter-observer agreement was 97%.

In FY03, 149 schools filled out a profile form and 48 reported at least one small group secondary or individual secondary/tertiary intervention. In FY04, 170 schools filled out a

profile form and 57 schools reported at least one small group secondary or individual secondary/tertiary intervention. In FY05, 187 schools filled out a profile form and 98 reported at least one small group secondary or individual secondary/tertiary intervention. Figure HH-1 represents the number of School Profile Forms received and the number of schools reporting secondary and tertiary interventions. Figure HH-2 shows the number of Very High, High and Medium effectiveness ratings for interventions from School Profile Forms submitted by schools from FY03 to FY05.

Figure HH-1: PBIS Schools Completing School Profile Forms and Implementing Secondary/Tertiary Interventions Across Three Years

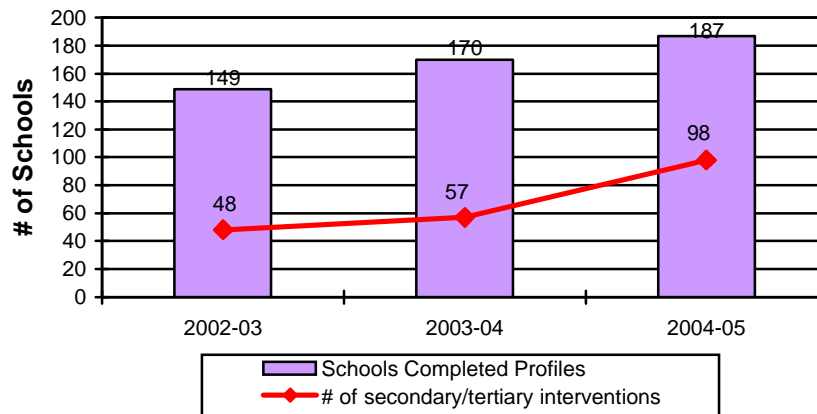


Figure HH-2: Three Year Comparison of Secondary/Tertiary Interventions Rated “Medium”, “High”, or “Very High” for Small Groups and Individual Students

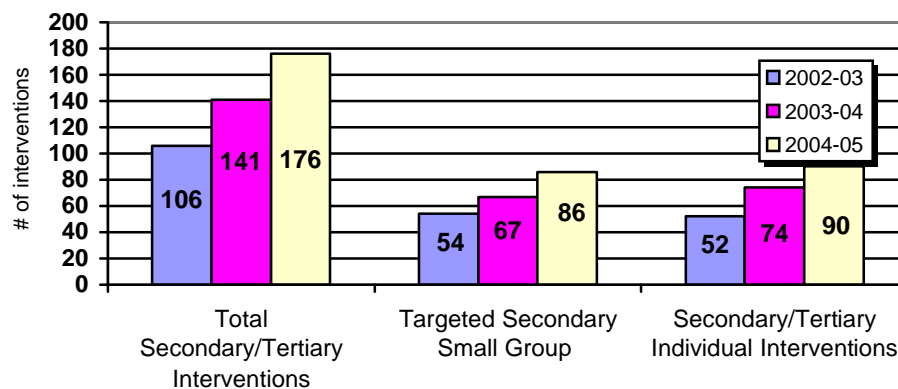
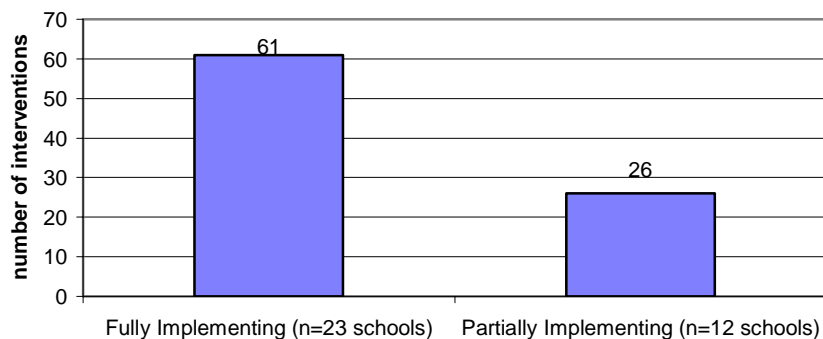


Figure II demonstrates that schools fully implementing school-wide PBIS, according to the SET, reported more interventions, and had a higher average of interventions per school.

Figure II: Secondary and Tertiary Interventions Rated "High" or "Very High" in Fully and Partially Implementing PBIS Schools



As stated above, in FY05, 98 schools reported secondary or tertiary interventions on their School Profile forms. This is a 40% increase from FY04 (from 57 to 98). Also of note this year is the boost in number of schools rating secondary and tertiary interventions as Medium effectiveness – an increase of 61% from FY04 (from 27 to 70). Figures II-1 and II-2 below illustrate the impact of the increase in Medium effectiveness to the number of small group secondary and individual secondary/tertiary interventions. Twice as many fully implementing schools reported very high, high or medium interventions compared to partially implementing schools for both secondary group and secondary individual/tertiary interventions.

Figure JJ-1: Secondary Group Interventions Rated as "Very High", "High", and "Medium" in Fully and Partially Implementing PBIS Schools

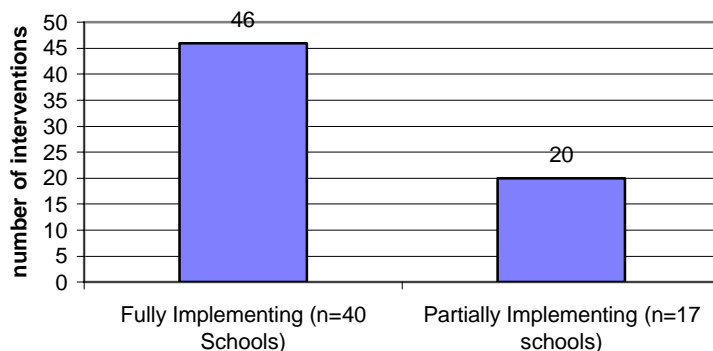
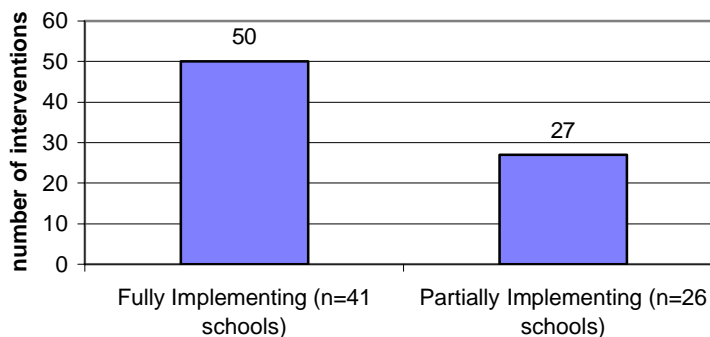


Figure JJ-2: Secondary Individual and Tertiary Interventions Rated "Very High", "High", and "Medium" in Fully and Partially Implementing PBIS Schools



Examples of Secondary Interventions reflected in the above data include the following:

- **Roosevelt Middle School, Chicago Heights #170** implemented a group intervention program. Students with five or more discipline referrals were paired with a staff member in a mentoring relationship. As needs were determined by the targeted team, students were also placed in before and after-school groups of tutoring, homework club, counseling, etc. By December 2004, eight out of 28 students had been noted as possible Special Education referrals. Only two students were referred; six were deflected, preventing the special education process.
- **Mark Twain, Kankakee School District #111** sent a team to targeted intervention training in February. They initiated check-in/check-out with six students. During the first 64 days of school and before check-in/check-out, this group of students earned 20 office referrals or .31 per day. During the next 78 days, with check-in/check-out, this group earned only four referrals or .05 per day.

Full Evaluation of Wraparound (FEW) for Individual Students with Emotional/Behavioral Challenges

The development of an evaluation process to guide individualized wraparound planning for students with emotional and behavioral challenges and their families was initiated in FY02. Between FY03 and FY05, the Full Evaluation of Wraparound (FEW) system was developed to support evaluation priorities of the Illinois PBIS Network. The web-based FEW system was developed to concurrently allow for:

- a) Wraparound team facilitators to easily integrate data-based decision-making into the student/family wraparound team process; and
- b) Consistent measurement of common benchmarks of progress for students provided the most individualized and intensive level of service within the three-tiered school-wide PBIS approach.

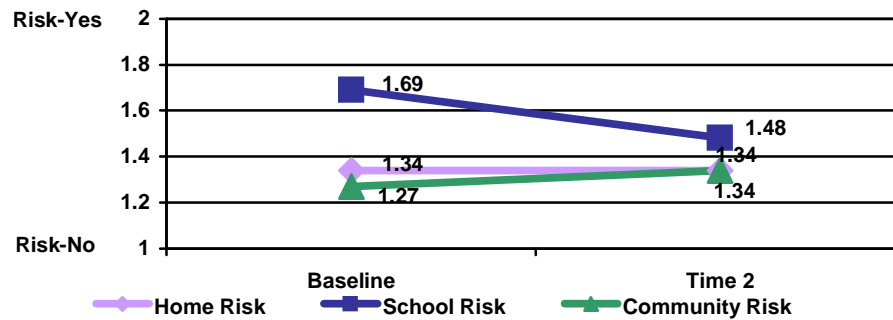
Since 2003, FEW has demonstrated a slow but steady enrollment of students with individual needs. Between FY03 and FY05, 47 students receiving the wraparound process were tracked through FEW. Eleven (11) students entered FEW in FY03, 18 students enrolled in FY04 and the remaining 18 students enrolled in FY05.

These 47 students had demographic and/or referral information entered into the FEW system. Of these 47 students, 29 students received consistent benchmarking of progress using education, youth and family checklist, and satisfaction and disposition questionnaires. (See Appendix H for FY05 FEW Tools). Seventy-seven percent (n=36) of the students attended PBIS schools. Twenty-nine (29) of the FEW students had full data at both the baseline assessment and Time 2 analysis, and 60% of the 29 students (15) had additional Time 3 data.

At baseline, 19 (66%) students were at-risk of placement out of their school, ten (34%) were at-risk of placement out of their home and eight (28%) were at-risk of placement

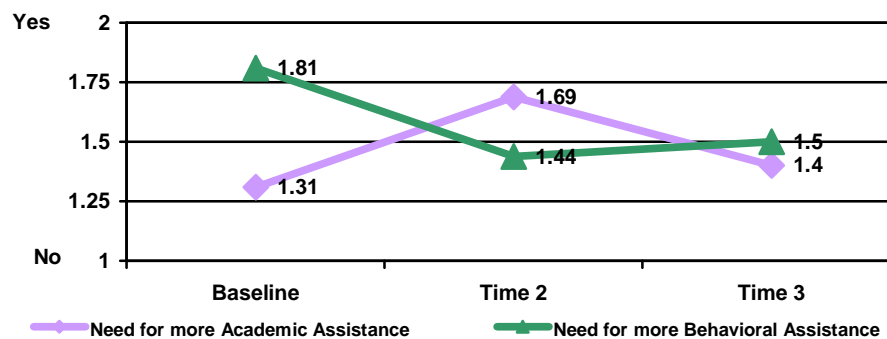
out of their community. Data analyses revealed that school placement risk significantly ($P<.000$) decreased from baseline to the point of the second assessment approximately three months later. Twelve of the original 19 students identified at-risk of failing their school placement were no longer at-risk. Home placement risk, which was relatively low at baseline, remained constant. Community placement risk, which was also low at baseline, increased for two students between baseline and Time 2.

Figure KK: FEW: Changes in Placement Risk



Analysis of classroom behavior and academic needs revealed that at Time 1, 82% (26) of the students in FEW were rated as “needing additional behavioral supports in the classroom”. Thirty-five percent (10) were also rated as needing additional academic assistance in the classroom. When rated again at Time 2, the level of need relative to behavioral supports in the classroom significantly decreased ($p<.001$) while the need for academic assistance in the classroom significantly increased ($p<.005$).

Figure LL: FEW: As Behavior Improves, Academic Needs Become More Apparent



During the third assessment period, the need for academic assistance in the classroom decreased, while the need for additional behavioral support in the classroom remained consistent. These findings, similar to the FY03 and FY04 analyses, continue to suggest that when behavioral needs in the classroom are adequately addressed with intensive supports and services, academic needs may become more evident to the school personnel interfacing with the student.

Comparable findings were noted in the school in areas of emotional and behavioral functioning. FEW students demonstrated moderately significant school based change in their emotional ($p<.03$) and behavioral functioning ($p<.00$) within the first three months, with a positive and more dramatic change in this area of functioning between four months and seven months ($p<.00$, respectively). In addition, the presence of “big

behaviors” such as lying, verbal abuse, aggression, anxiety, etc., also significantly decrease ($p>.00$) after seven months of wraparound.

Social skills in the school were less likely to demonstrate significant change after three months but approximately seven months after enrollment, social skills in the school also significantly improved ($P<.000$). These findings suggest that as FEW students become more emotionally and behaviorally mature, they are more likely to form more appropriate relationships with peers and school faculty.

In the home environment, similar findings were noted. The students demonstrated continually positive and significant change in the home in the areas of the emotional and behavioral functioning at four ($p<.00$) and seven months after enrollment ($p<.000$). Social skills and safety risk in the home environment were less likely to demonstrate an immediate positive change and were more likely to demonstrate change after approximately seven months ($p<.000$). The decrease in big behaviors however was more likely to demonstrate immediate significant change ($p<.00$).

Figure MM: FEW: Emotional Functioning Demonstrates Significant Improvement

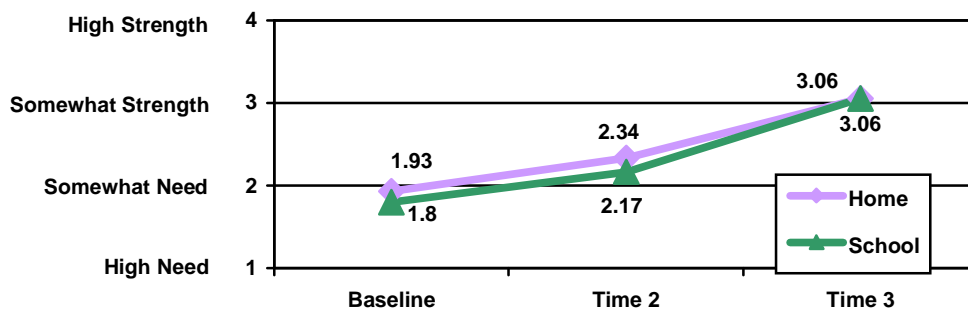
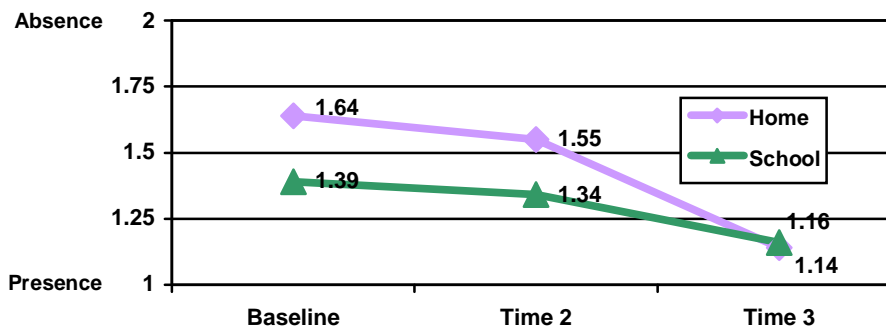


Figure NN: FEW: Changes in High Risk Behaviors



Comparisons of FEW Students in PBIS and Non-PBIS Schools

Although the number of students in non-PBIS schools is small ($n=6$), some differences between the FEW students in PIBS schools and non-PBIS schools are noted. It appears that PBIS schools implement comprehensive wraparound plans with students sooner, perhaps before home/community issues escalate. Although the FEW students in PBIS schools are less likely to be in Special Education and less likely to have family/community placement at-risk, they were more likely to have school placement at-

risk and more likely to have “inclusion” supports in place inside regular education. The wraparound teams in place for students in PBIS schools were more likely to stay “at the table” in a problem-solving/wrap process for longer periods of time as a team, possibly due to their school-wide PBIS experience/structures. Additionally, the students in PBIS schools were more likely to reduce their education placement risk than those in non-PBIS schools.

See Appendix I for complete FY05 FEW Report.

5. How is Illinois Building Capacity to Take PBIS to Scale?

Below are ways in which PBIS in Illinois is expanding capacity and sustainability for FY06.

1. **Refine and implement a five-year strategic plan** with capacity for comprehensive evaluation and research in partnership with national, state, and local stakeholders.
 - ✓ Foster a partnership with Loyola University in developing an evaluation and research center for PBIS.
 - ✓ Build an online database system that would house PBIS demographic, process and evaluation data and individual student interventions data from wraparound.
 - ✓ Develop training and technical assistance with the online database system and PBIS evaluation components for PBIS coordinators, district and school personnel, and network staff.
2. **Expand coordinator and coaching network statewide** through partnerships with ROEs, ISCs, Special Education Cooperatives, and local school districts.
3. **Expand partnership with System of Support Initiatives** to ensure skilled coaches and coordinator positions are established for implementation of a five-year implementation with documented sustainability.
4. **Develop capacity for targeted and intensive interventions** for volume of new schools added in FY05.
5. **Establish web-based statewide evaluation system for students with the most significant needs** to ensure data-based decision-making is used with individualized student/family teams and to allow for aggregating outcome data for students with EBD by building, district, region and statewide.
6. **Provide training and technical assistance to school and district based wraparound facilitators** to encourage the development of individual intensive interventions that support students with the most significant needs.

Appendix A

- Specific Activities of Statewide PBIS Project
- Objectives and Outcomes for Regional PBIS Sites

FY05 SPECIFIC ACTIVITIES OF THE PBIS COMPONENT OF THE STATEWIDE PROJECT TO ACCOMPLISH GOALS/OBJECTIVES

1. Assist regional and sub-regional coordinators through coordination of planning and implementation structures that support training, technical assistance, evaluation, and dissemination of PBIS.
 - Facilitate ongoing planning meetings with PBIS coordinators
 - Facilitate ongoing EBD/PBIS planning meetings
 - Facilitate development of planning materials/structures to guide systematic and consistent implementation statewide.
 - Provide evaluation reports of all training activities to regional leaders.
 - Coordinate development and refinement of training curricula across the full continuum of PBIS.
 - Coordinate development and use of evaluation tools regionally and locally to ensure a consistent and useful statewide evaluation process.

2. Leadership and coordination of skill development of coordinators and local coaches through statewide, regional, sub-regional, or district level training activities.
 - Coordinate statewide plans/structures to ensure skill development in local coaches through local, regional, and statewide training and TA opportunities that address specific skill areas such as: a) school-wide team leadership, b) data-based decision-making, c) functional behavior assessment, d) behavior support plans, school-based wraparound, and e) building family/community supports.

3. Facilitate support from OSEP's National PBIS Center for training, technical assistance, evaluation, and dissemination of PBIS.
 - Facilitate state/regional/local coordinators/coaches training events from national trainers in specific skill areas that enhance implementation through the full continuum of PBIS.
 - Facilitate ongoing regional/local evaluation support from national center in using evaluation tools, sharing evaluation efforts, and refining evaluation strategies over time.
 - Facilitate participation of coordinators & coaches in local, state, and national dissemination activities through meetings, conferences, and publications.

4. Leadership and coordination of evaluation structures and processes that support implementation and provide accountability measures for state, regional, and local implementation efforts.

- Develop process and structures to assist regions in supporting exemplar school sites that represent full implementation and data collection.
- Facilitate ongoing training and technical assistance of coordinators and coaches in implementation of data collection tools and strategies.
- Facilitate dissemination of evaluation results through newsletters, website, meetings, presentations, brochures, etc.
- Facilitate a statewide data-base of PBIS schools which includes data points useful for district, regional, and statewide analysis and decision-making.
- Facilitate access of evaluation tools, processes and statewide database through the website.

5. Support North Region Implementation of PBIS.

- Facilitate grant administration of the 4 North sub-regions (West 40, Kane ROE, Rockford ROE, Kankakee ROE).
- Establish a knowledge base of PBIS for stakeholder groups across North Region by assisting sub-region coordinators with presentations/trainings, meetings, Administrator Academy courses, etc.
- Coordinating projections and monitoring of implementation of North region for sharing through quarterly and annual reports.
- Provide ongoing technical assistance and support to North sub-regional coordinators
- Facilitate implementation of the full continuum of PBIS in North PBIS exemplar sites and expansion (see evaluation plan).

6. Support Chicago Implementation of PBIS through their 23 existing sites and 6 additional sites.

- Participate in interagency planning with CPS, OMH, UIC, and local agencies around expansion and sustainability of PBIS and connection with mental health system and system of care Chicago project (SOC-Chicago).
- Assist CPS administration in linking their PBIS schools with their existing Flex Service (problem-solving teams) Initiative, their existing EBD Network (LAN and school-based) initiatives and SOC-Chicago.
- Coordinate/provide training and TA for CPS PBIS Building-based Facilitators and CPS PBIS Supervisor as they implement PBIS in designated sites.
- Facilitate evaluation of three-tiered PBIS model in CPS schools with National PBIS Center, UIC, OMH and SOC-Chicago.
- Assist CPS administration in planning expansion and sustainability of PBIS across the district.
- Facilitate support from National PBIS Center to implementation and evaluation of the CPS PBIS schools.

- Facilitate CPS participation with statewide PBIS activities and interaction with statewide PBIS leaders.

FY05 Expectations for the Cook/DuPage PBIS Sub-regions

1. Provide active leadership and support (e.g., training, technical assistance) to local schools, districts, Special education cooperatives and Regional Offices of Education to achieve the PBIS goals.
2. Provide active leadership and support to local coaches and school leaders to build skill capacity of school personnel needed to ensure effective implementation of PBIS and exemplar sites.
3. Guide evaluation in schools and/or districts by assisting schools with data collection, analysis, and use in decision-making at all three levels of PBIS; coordinate sub-region data for regional and statewide analysis.
4. Actively participate in the completion of regional planning and evaluation efforts and outcome reports, providing local school implementation data as needed.
5. Participate in Statewide PBIS Coordinators and coaches meetings, EBD/PBIS Network Meetings, and meetings with other related initiatives that promote PBIS and EBD goals.
6. Actively participate in regional planning and problem solving meetings with key leaders in PBIS and EBD to ensure sustained use of best practices in schools.
7. When appropriate, participate in regional, state and national level meetings that promote the PBIS goals.
8. Provide active leadership and support (e.g., training, technical assistance) to local schools and districts with data collection and reporting to document behavioral, social-emotional, and academic outcomes at the school-wide, targeted, and intensive tiers of PBIS.
9. Provide active leadership and support to district level leadership teams 15 districts.
10. Provide an advanced level of leadership and support (e.g., training, technical assistance) to local PBIS coaches through sub-regional meetings throughout Cook/DuPage (i.e., specifically, South, Southwest, Southeast, Airport, Evanston, DuPage West, DuPage Near, alternative schools).
11. Maintain and develop partnerships with ISCs (Cook County) and ROEs (DuPage County) to provide integrated support to local schools and districts with schools on the academic early watch and/or warning list for whole school and sub-populations.
12. Assist district and Special Education Cooperative leaders and coaches in monitoring LRE rates and outcomes of students with EBD in PBIS schools.

Outcomes for South/West Cook PBIS Sub-region for FY05

1. Support the 40 current PBIS schools to ensure full implementation at all three levels.
2. Support 18 district leadership teams in developing a plan for integrating PBIS features through district structures including staff development, information management, instruction, etc
3. Prepare an additional 25 schools for PBIS training and implementation through overviews, informational meetings and presentations.
4. Facilitate initial training and implementation of PBIS in 25 new schools.
5. Identify 25 new PBIS coaches in this sub-region.
6. Facilitate participation of 10 new schools in training for targeted and intensive levels of PBIS.
7. Facilitate the development of targeted intervention structures in 10 new schools in the sub-region.
8. Facilitate the support for the initiation of 5 new intensive wraparound plans with evaluation of student outcomes using statewide evaluation tools.
9. Establish 15 new exemplar sites (see statewide evaluation plan for description of exemplar sites) including 5 schools on the watch/warning lists.

Outcomes for North Cook/DuPage PBIS Sub-region for FY05

1. Support the 60 current PBIS schools to ensure full implementation at all three levels.
2. Support 15 district leadership teams in developing a plan for integrating PBIS features through district structures including staff development, information management, instruction, etc
3. Prepare an additional 10 schools for PBIS training and implementation through overviews, informational meetings and presentations.
4. Facilitate initial training and implementation of PBIS in 30 new schools.
5. Identify 20 new PBIS coaches in this sub-region.
6. Facilitate participation of 18 new schools in training for targeted and intensive levels of PBIS.
7. Facilitate the development of targeted intervention structures in 18 new schools in the sub-region.
8. Facilitate the support for the initiation of 3 new intensive wraparound plans with evaluation of student outcomes using statewide evaluation tools.
9. Establish 15 new exemplar sites (see statewide evaluation plan for description of exemplar sites) including 0 schools on the watch/warning lists.

Table 1

FY05 PBIS Implementation Statewide Projected vs. Actual

	PBIS schools trained & implementing by 6/30/05	Active external PBIS Coaches by 6/30/05	Active internal PBIS coaches by 6/30/05	New schools trained in PBIS in FY05	Schools with Targeted Teams in place as of 6/30/05	Wrap cases in progress by PBIS schools by 6/30/05	Exemplar evaluation sites for FY05
Region	Projected	Projected	Projected	Projected	Projected	Projected	Projected
Chicago	23	2	6	3	15	20	5
North	321	49	253	20	190	63	70
Central	150	25	100	20	115	30	25
South	100	30	110	14	85	60	40
Totals	594	106	469	57	405	173	140

Table 2

FY05 PBIS Implementation North Region Projected vs. Actual

	PBIS schools trained & implementing by 6/30/05	Active external PBIS Coaches by 6/30/05	Active internal PBIS coaches by 6/30/05	New schools trained in PBIS in FY05	Schools with Targeted Teams in place as of 6/30/05	Wrap cases in progress by PBIS schools by 6/30/05	Exemplar evaluation sites for FY05
Subregion	Projected	Projected	Projected	Projected	Projected	Projected	Projected
Cook/ DuPage	145	20	145	35	90	13	30
Kankakee	54	8	11	11	30	5	15
Boone/ Winnebago	49	12	41	15	10	10	10
Kane/Lake	50	7	50	10	45	15	10
Chicago	23	2	6	6	15	20	5
Totals	321	49	253	77	190	63	70

Appendix B

FY05 Illinois PBIS Training Report and Summary of 2004-2005 Training Efforts

FY05 Illinois PBIS Training Report

December 13, 2005

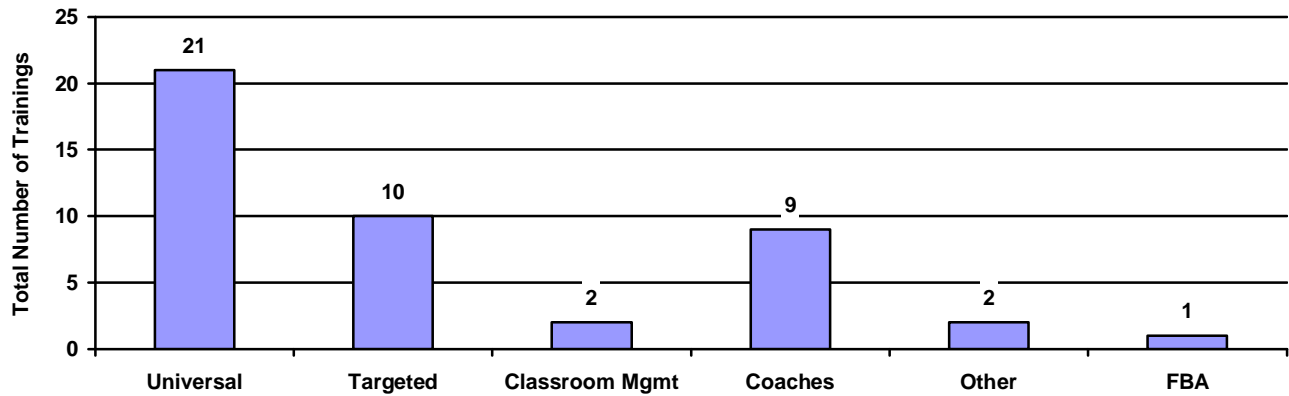
This report provides a summary of FY05 EBD and PBIS trainings provided to Illinois communities and schools from July 1, 2004 – June 30, 2005 through the ISBE EBD/PBIS Network. Overall, PBIS trainings are designed to develop proactive school-wide systems that support staff to teach and promote positive social behavior and therefore ensure optimal academic learning for all students, including those with emotional/behavioral and other disabilities. Integration of academic and social instruction through data-based decision-making, evidence-based practices, and system change processes are included. EBD and PBIS trainings are supported by ongoing technical assistance and evaluation. EBD trainings principally focus on in wraparound and a range of topics including development of parent/professional partnerships, Local Area Networks (LANs), family role in schools, youth advocacy, and other related topics.

From July 2004 through June 2005, an estimated 3,955 individuals participated in 141 training events across the state. Trainings occur as one or two-day events and evaluation data is available on 70% of all PBIS trainings. Evaluation data is aggregated and reported to trainers and regional coordinators to examine trends in participant feedback. A summary of FY05 training events is included in the table below.

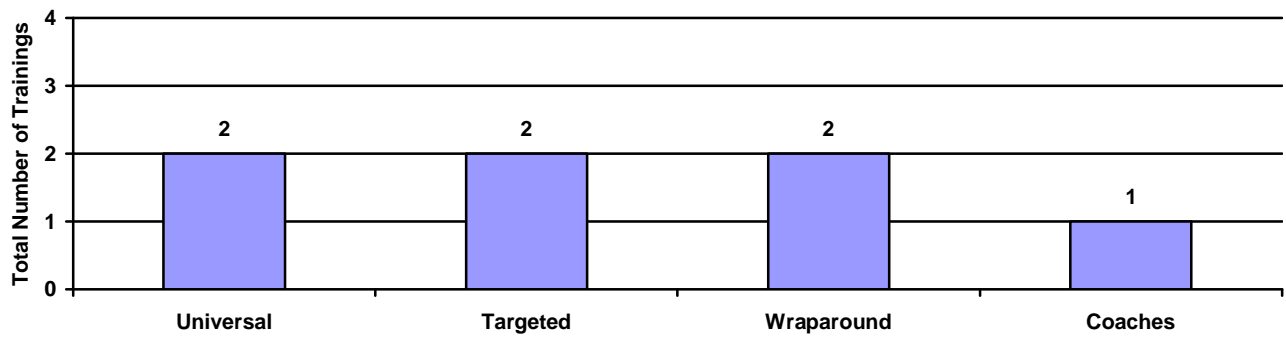
FY05 Summary of Training Events								
Total Trainings: 141			Total Training Hours: 903.75					
Total Participants: 3,955			Total Training Days: 37.0					
Number of Training Events			Training Type Breakdown			Training Level Breakdown		
Central	45	31.9%	PBIS Universal New Team	41	29.1%	Initial	92	65%
Chicago	7	5%	PBIS Targeted interventions	20	14.2%	Advanced	47	33.3%
Northern	49	34.7%	PBIS Intensive Wraparound	11	7.8%	Follow-Up	2	1.4%
Southern	33	23.4%	PBIS Coaches	20	14.2%			
Statewide	7	5%	PBIS Administrator Academy	7	5%			
			PBIS Overview	15	10.6%			
			Classroom Management for PBIS Teams	7	5%			
			Functional Assessment of Behavior	4	2.8%			
			EBD Trainings	14	9.9%			
			Other	2	1.4%			

Trainings by Region

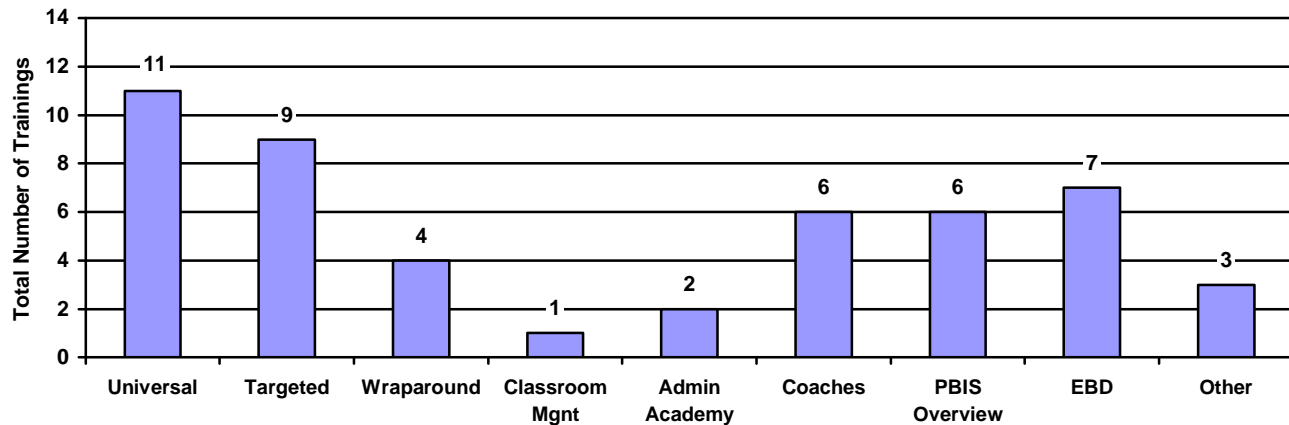
Central Region Training FY05 (n=45)



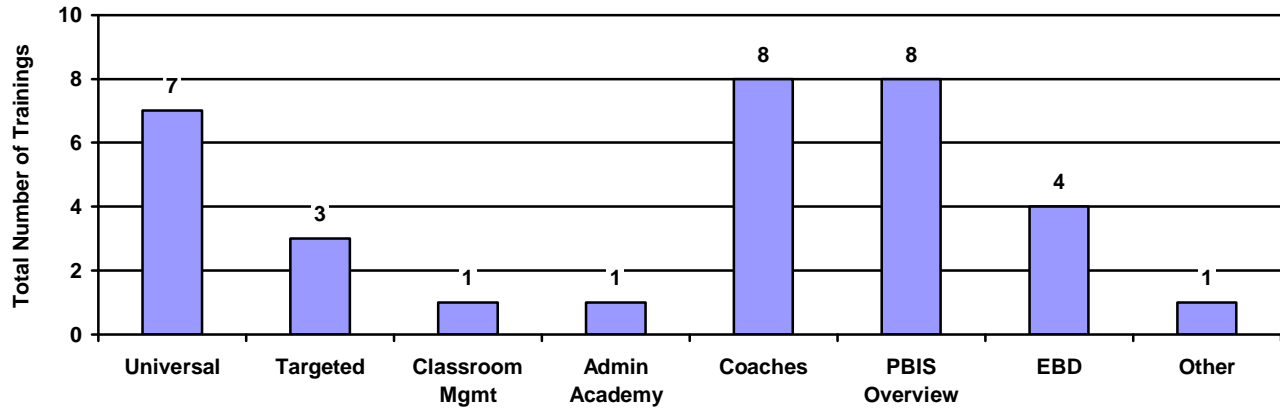
Chicago Region Trainings FY05 (n=7)



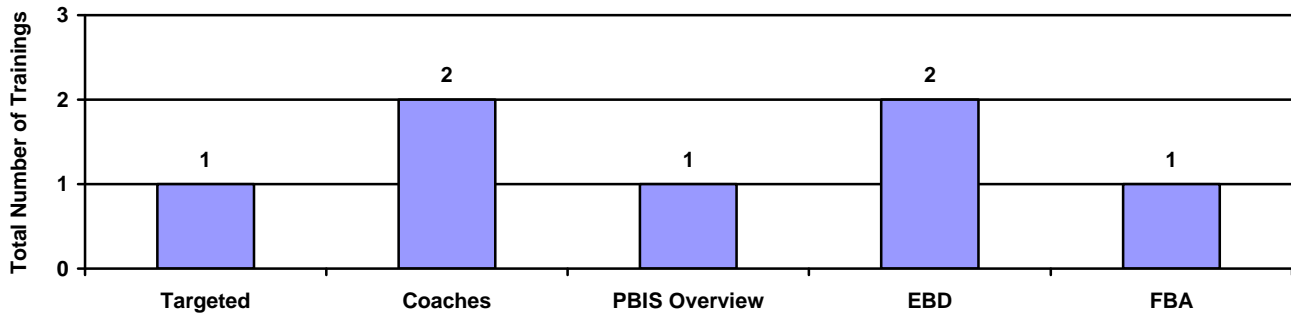
Northern Region Trainings FY05 (n=49)



Southern Region Training FY05 (n=33)



Statewide Training FY05 (n=7)



Description of Participants

The table below provides categories of participants involved in various levels of trainings. As PBIS training moves up to targeted and intensive levels, higher numbers of specialized personnel participate although general education teachers and administrators participate across all three levels and in coaches trainings. EBD trainings commonly target community members and wraparound stakeholder groups including community agencies and mental health.

Type of Training	Description of Participants
Universal New Team	School personnel representative of school staff include building administrators, general education classroom teachers, special education classroom teachers, social workers, school psychologists, counselors, special education administrators, and family representatives.
Targeted	School problem-solving team members including school-based psychologist, school social workers, counselors, general education teachers, special education personnel and mental health partners from local agencies.
Intensive Wraparound	School- and community-based team members who are actively involved in developing comprehensive plans for students with severe behavioral problems including school-based psychologist, social worker, case manager, teachers, special education personnel and mental health partners from local agencies, and other community representatives including family members.

Type of Training	Description of Participants
Coaches	Regional, district, and building level coaches and coordinators who provide leadership to school teams including behavior specialists, school psychologists, social workers and other special education personnel; counselors, administrators, lead teachers, and staff development specialists.
Administrator Academy	Building and district administrators in general and special education at local and regional levels including ROEs, ISCs and special education cooperatives.
EBD	Mental health and community agency personnel, parents and family members, social workers, counselors, and special education personnel.

In FY05, training data show general education classroom teachers (66.67%), special education classroom teachers (64.54%), and building administrators (61.7%) were more often in attendance at PBIS trainings than any other professional role.

Participant Breakdown	FY05	%
General Education Classroom Teachers	94	66.67%
Special Education Classroom Teachers	91	64.54%
Building Administrators	87	61.70%
Social Workers	66	46.81%
Counselors	47	33.33%
Other	46	32.62%
School Psychologists	44	31.21%
Special Education Administration or Consultants	40	28.37%
District Central Office or ROE Staff	39	27.66%
Parents	5	3.55%

Included in the role listed as “other” were:

- alternative education teachers
- art specialists
- art teachers
- behavior intervention specialists
- behavior specialists
- bi-lingual teachers
- board members
- certified school nurses
- child behavior consultants
- community reps
- computer lab teachers
- consultants
- crisis intervention teachers
- director of quality assurances
- district specialists
- extended resources
- graduate students
- GRP home science instructors
- language arts instructors
- learning resource aides
- lunchroom supervisors
- media specialists
- music teachers
- parents
- PBIS coordinators
- PBIS external coaches
- physical education teachers
- Pre-K At-Risk Director
- professional development coaches
- reading teachers
- special ed consultants
- special education resource teachers
- speech & language instructors
- speech pathologists
- staff development directors
- student services coordinators
- teacher's aides
- teaching assistants

Appendix C

Illinois PBIS Implementation Levels

Illinois PBIS Implementation Levels for 2004-2005

To assure appropriate levels of technical assistance and training, each Coordinator will monitor the levels of implementation of their schools through consultation with coaches and teams. The following criteria will be used to guide assessment of implementation in schools. Coordinators are asked to indicate status of implementation quarterly by placing dates each phase is achieved on the tracking sheet provided and include this data in quarterly reports. The statewide support project will aggregate this information quarterly.

	Phase I	Phase II	Phase III
Universal	School-wide team meets School-wide expectations agreed upon School-wide strategies developed/initiated Existing baseline data reviewed Determine data collection timeframes	Identify trends from existing data Refine data collection strategies Revision of existing data collection Team decisions based on data 50-60% use of practices in classrooms and common areas Team shares data with whole staff	Time 1-and time 2 data available Ongoing use of data to make decisions 80-90% participation of staff Booster needs identified Reinforcement and teaching strategies varied Data strategies varied Data used by stakeholders
Targeted	Problem Solving Team meets Behavior skills/capacity on team Identification/referral process in place Function-based support plans developed (2)	Identify outcomes and replacement behaviors for existing plans Collect data on targeted interventions (outcomes) for existing plans Identify when wraparound strategies need to be integrated into process (i.e. strengths, natural supports, etc)	Evaluate/monitor/revise groups of 5 or more plans Evaluate/monitor/revise the referral and problem-solving process and capacity Universal team makes referrals from their review of universal data
Wraparound	<ul style="list-style-type: none"> • Identify and train school-based facilitator(s) • Other school staff trained • School-based referral and identification process in place • Identify community resources for future collaboration 	<ul style="list-style-type: none"> • Initiate team development through initial conversations (2 students) • Develop 2 wraparound plans (CTPF-home/school/community) • Implement strategies on wraparound plans (2 students) • Monitor wraparound teams/plans progress (2 students) 	<ul style="list-style-type: none"> • Monitor/document student/team outcomes over time via CTPF • Revise wrap plans on ongoing basis • Monitor system outcomes through review of groups of plans and surveys with families and teachers • Access LANs as needed

Appendix D

Team Checklist

**2004-2005 Illinois PBIS Implementation
Positive Behavioral Interventions & Supports
Team Implementation Checklist**

School _____

Date of Report _____

District _____ County _____

State _____

INSTRUCTIONS: The PBIS team should complete the checklist and action plan quarterly to monitor activities for implementation of PBIS in the school. Completed forms can be faxed (_____) or emailed (_____) by the first of each month to _____

PBIS Team Members _____

Start-Up Activity					
Complete & submit Quarterly .		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
		Oct.	Dec.	Mar.	May
Date: (MM/DD/YY)					Complete School Profile
Establish Commitment					X
1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				X
Establish & Maintain Team					X
3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				X
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				X
Self-Assessment					X
6. Team/faculty completes EBS self-assessment survey.	Status:				
7. Team/faculty reviews procedures for school-wide crisis plan.	Status:				X
8. Team summarizes existing school discipline data.	Status:				X
9. Strengths, areas of immediate focus & action plan are identified.	Status:				X
Establish School-wide Expectations					X
9. 3-5 school-wide behavior expectations are defined.	Status:				

10. School-wide teaching matrix developed.	Status:				X
11. Teaching plans for school-wide expectations are developed.	Status:				X
12. School-wide behavioral expectations taught directly & formally.	Status:				X
13. System in place to acknowledge/reward school-wide expectations.	Status:				X
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				X
Establish Information System					X
15. Discipline data are gathered, summarized, & reported.	Status:				X
Build Capacity for Function-based Support					X
16. Personnel with behavioral expertise are identified & involved.	Status:				X
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				X
Checklist #2: On-going Activity Monitoring					
Complete & submit Quarterly.		Status: <u>A</u>chieved, <u>I</u>n Progress, <u>N</u>ot Started			
1. PBIS team has met at least monthly.	Status:				X
2. PBIS team has given status report to faculty at least monthly.	Status:				X
3. Activities for PBIS action plan implemented.	Status:				X
4. Accuracy of implementation of PBIS action plan assessed.	Status:				X
5. Effectiveness of PBIS action plan implementation assessed.	Status:				X
6. PBIS data analyzed.	Status:				X

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Establish Commitment <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	a.		
	b.		
	c.		
	d.		
	e.		
2. Establish Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
3. Self-Assessment <ul style="list-style-type: none"> • PBIS/EBS survey • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty 	a.		
	b.		
	c.		
	d.		
	e.		

4. School-wide Expectations <ul style="list-style-type: none"> Define 3-5 school-wide behavioral expectations Curriculum matrix Teaching plans Teach expectations Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
5. Establish Information System <ul style="list-style-type: none"> System for gathering useful information Process for summarizing info Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
6. Build Capacity for Function-based Support <ul style="list-style-type: none"> Personnel with behavioral expertise Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		
	e.		

Appendix E

EBS Self-Assessment Survey

Effective Behavior Support (EBS) Self-Assessment Survey Version 2.0

Data Collection Protocol

- ü Conducted annually, preferably in spring.
- ü Completed by all staff.
- ü Use results to design annual action plan.



Effective Behavior Support (EBS) Survey **Assessing and Planning Behavior Support in Schools**

Purpose of the Survey

The EBS Survey is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including:

1. annual action planning,
2. internal decision making,
3. assessment of change over time,
4. awareness building of staff, and
5. team validation.

The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing an EBS Annual Action Plan”).

Conducting the EBS Survey

Who completes the survey?

Initially, the entire staff in a school completes the EBS Survey. In subsequent years and as an on-going assessment and planning tool, the EBS Survey can be completed in several ways:

- All staff at a staff meeting.
- Individuals from a representative group.
- Team member-led focus group.

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.



How is the survey completed?

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (i.e., “√” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey).

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?”
- b. For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”



Summarizing the Results from the EBS Survey

The results from the EBS Survey are used to (a) determine the status of EBS in a school and (b) guide the development of an action plan for improving EBS. The resulting action plan can be developed to focus on any one or combination of the four EBS system areas.

Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.

Phase 1: Summarize the results

The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of EBS features and (b) improvement priorities.

Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.

Example 1a.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√√√ √√√√	√√√√√ √	√√√√	School-wide is defined as involving all students, all staff, & all settings.			
√√√√√ √√√√	√√√√√ √	√√√√	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√	√√√√	√√√
√√	√√√√√	√√√√√ √√√√√	2. Expected student behaviors are taught directly.	√√√√√ √√√√	√√√√	√√√√√



Step 1b. Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.

Example 1b.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
√√√√√ √√√ 9	√√√√√ √ 7	√√√ 4	School-wide is defined as involving all students, all staff, & all settings.	√√√ 4	√√√ 4	√√ 3
√√ 2	√√√√√ 6	√√√√√ √√√√√ 12	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√√ √√√ 10	√√√ 4	√√√√√ 6
√√√√√ √ 7	√√√√√ √√√ 9	√√√ 3	2. Expected student behaviors are taught directly.	√√√√√ 6	√√√√√ 6	
√√√√√ √ 7	√√√√√ √√√√√ 11	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√√ 6	√√√ 4	√√√ 4
	√√√√√ √√ 8	√√√√√ √√√ 9	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√√ √√√√√ 11	√√√ 3	√√√ 3
			5. Consequences for problem behaviors are defined clearly.			



Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 +) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.

Example 1c.

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
School-wide is defined as involving all students, all staff, & all settings.						
√√√√√√ √√√ 9	√√√√√√ √ 7	√√√√ 4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	√√√√ 4	√√√√ 4	√√√ 3
√√ 2	√√√√√√ 6	√√√√√√ √√√√√√ 12	2. Expected student behaviors are taught directly.	√√√√√√ √√√√ 10	√√√√ 4	√√√√√√ 6
√√√√√√ √ 7	√√√√√√ √√√ 9	√√√ 3	3. Expected student behaviors are rewarded regularly.	√√√√√√ 6	√√√√√√ 6	
√√√√√√ √ 7	√√√√√√ √√√√√√ 11	√√√ 3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	√√√√√√ 6	√√√√ 4	√√√√ 4
	√√√√√√ √√ 8	√√√√√√ √√√ 9	5. Consequences for problem behaviors are defined clearly.	√√√√√√ √√√√√√ 11	√√√ 3	√√√ 3

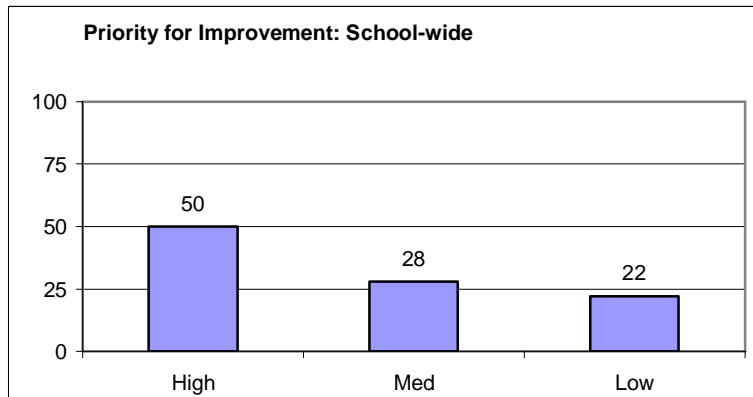
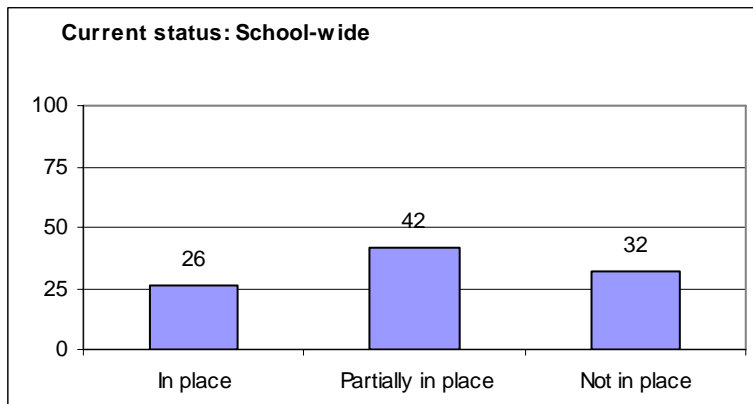
Totals
 25 + 41 + 31 = 97
 = 74

37 + 21 + 16



Step 1d. Create a bar graph showing total item summary percentages for each of the six choices (take total responses for each of six choices and divide by the total number of responses) as illustrated in example 1d. using results from example 1c.. Complete the EBS Survey Summary by graphing the current status and priority for improvement for each of the four system areas. Example 1d. has created the graph for the example data presented and summarized in example 1c.

Example 1d.



Completing Phase 1 provides a general summary for the current status and priority for improvement ratings for each of the four system areas. For further summary and analysis, follow Phase 2 and Phase 3 activities.



Phase 2: Analyze and Prioritize the Results

The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the EBS Survey Summary to guide and document your analysis. In general, the following guidelines should be considered:

- Step 1. Using the EBS Survey Summary Graph results, rate the overall perspective of EBS implementation by circling High, Med., or Low for each of the four system areas.
- Step 2. Using the EBS Survey Tally pages, list the three major strengths in each of the four system areas.
- Step 3. Using the EBS Survey Tally pages, list the three major areas in need of development.
- Step 4. For each system, circle one priority area for focusing development activities.
- Step 5. Circle or define the activities for this/next year's focus to support the area selected for development
- Step 6. Specify system(s) to sustain (S) & develop (D).

Phase 3: Use the EBS Survey Summary Information to Develop the EBS Annual Action Plan

The objective of this phase to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The EBS Survey Summary page summarizes the EBS Survey information and will be a useful tool when developing the EBS Annual Action Plan. The EBS Annual Action Plan process can be obtained by contacting the first author of this document.



Effective Behavior Support (EBS) Survey
Assessing and Planning Behavior Support in Schools

Name of school _____ Date _____

District _____ State _____

Person Completing the Survey:

- Administrator
- Special Educator
- Parent/Family member
- General Educator
- Counselor
- School Psychologist
- Educational/Teacher Assistant
- Community member
- Other _____

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place*, *partially in place*, *not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place*, *partially in place*, *not in place*)?"
 - b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high*, *medium*, *low*)?"
4. Return your completed survey to _____ by _____ .



SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			



Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School _____

Date _____



NONCLASSROOM SETTING SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____

Date _____



CLASSROOM SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School _____

Date _____



INDIVIDUAL STUDENT SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School _____

Date _____

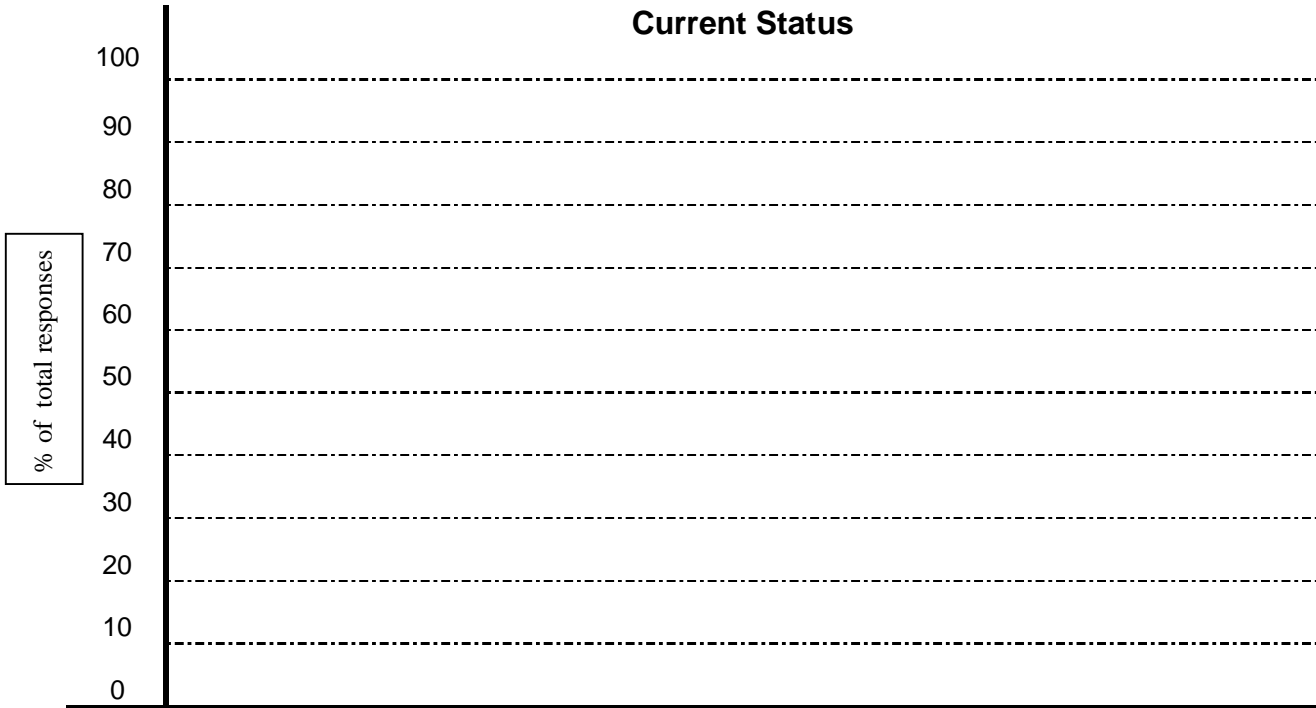


EBS Survey Summary Graph

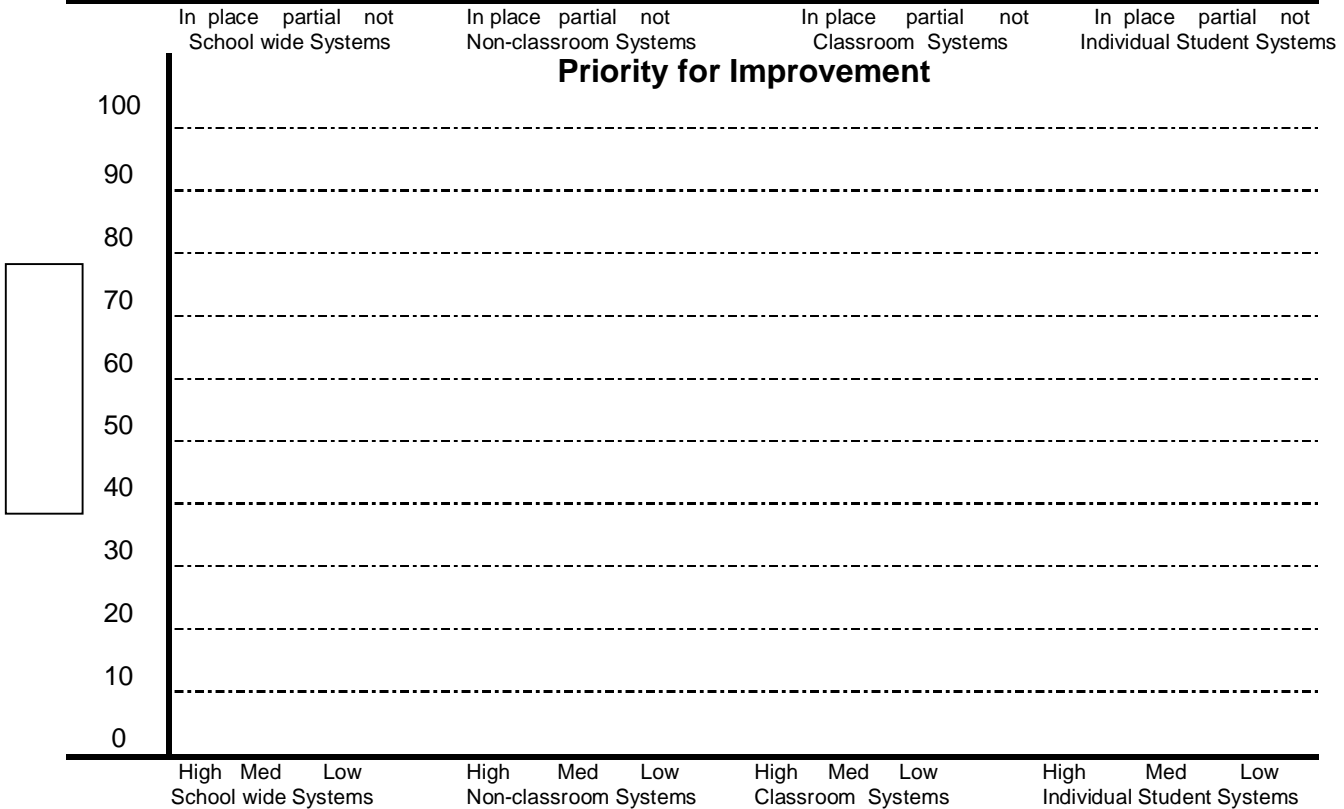
School: _____

Date: _____

Current Status



Priority for Improvement



EBS Survey Summary

School: _____

Date: _____

Use the EBS Survey Tally page and the EBS Survey Summary Graph to develop an accurate summary & determine initial focus area priorities

For each system area, follow the steps as outlined below	Overall Perception			
	School-wide	Non-classroom	Classroom	Individual Student
1. Use <i>EBS Survey Summary Graph</i> to rate overall perspective of EBS implementation & circle High, Med. or Low	High Med Low	High Med Low	High Med Low	High Med Low
2. Using <i>EBS Survey Tally Pages</i> , list three major strengths	a. b. c.	a. b. c.	a. b. c.	a. b. c.
3. Using the EBS Survey Tally pages, list three major areas in need of development. 4. For each system, circle one priority area for focusing development activities	a b c.	a. b c	a. b. c.	Targeted group or Individual interventions a. b. c.
5. Circle or define activities for this/next year's focus to support area selected for development	a. Organize a team b. Define/teach school rules c. Define consequence systems for appropriate & inappropriate behavior d. Define a measurement system linked to school improvement goal e. Establish communication cycles with other school teams f. Develop implementation plan	a. Define/teach routines b. Supervisor booster training & feedback sessions c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Define/teach routines/ link with school wide rules b. Classroom staff boosters & feedback sessions for creating effective strategies/materials c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan	a. Process for referral & support plan design, implementation & monitoring b. Plan to develop & use FBA to support skills c. Data management d. Maintain team & communication cycle with other school teams e. Develop implementation plan
6. Specify system(s) to: sustain (S) & develop (D).				
7. Use the EBS Annual Action Planning form for determining management, design & implementation activities in the selected focus areas.				

Appendix F

School-wide Evaluation Tool (SET)

School-wide Evaluation Tool (SET)

Overview

Purpose of the SET

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. assess features that are in place,
2. determine annual goals for school-wide effective behavior support,
3. evaluate on-going efforts toward school-wide behavior support,
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys. There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

Products to Collect

- | | |
|----------|--|
| 1. _____ | Discipline handbook |
| 2. _____ | School improvement plan goals |
| 3. _____ | Annual Action Plan for meeting school wide behavior support goals |
| 4. _____ | Social skills instructional materials/ implementation time line |
| 5. _____ | Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions) |
| 6. _____ | Office discipline referral form(s) |
| 7. _____ | Other related information |

Using SET Results

The results of SET will provide schools with a measure of the proportion of features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a systems approach to school wide effective behavior support. The SET is designed provide trend lines of improvement and sustainability over time.



School-wide Evaluation Tool (SET) Implementation Guide

School _____

Date _____

District _____

State _____

Step 1: Make Initial Contact

- A. Identify school contact person & give overview of SET page with the list of products needed.
- B. Ask when they may be able to have the products gathered. Approximate date: _____
- C. Get names, phone #'s, email address & record below.

Name _____ Phone _____

Email _____

Products to Collect

- 1. _____ Discipline handbook
- 2. _____ School improvement plan goals
- 3. _____ Annual Action Plan for meeting school wide behavior support goals
- 4. _____ Social skills instructional materials/ implementation time line
- 5. _____ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
- 6. _____ Office discipline referral form(s)
- 7. _____ Other related information

Step 2: Confirm the Date to Conduct the SET

- A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.
Meeting date & time: _____

Step 3: Conduct the SET

- A. Conduct administrator interview.
- B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
- C. Review products & score SET.

Step 4: Summarize and Report the Results

- A. Summarize surveys & complete SET scoring.
- B. Update school graph.
- C. Meet with team to review results.
Meeting date & time: _____



School-wide Evaluation Tool (SET) Scoring Guide

School _____

Date _____

District _____

State _____

Pre _____ Post _____

SET data collector _____

Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no, 1= too many/negatively focused, 2 = yes) <u>Rules:</u>	Discipline handbook _____ P Instructional materials Other _____	
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4, 1= 5-7, 2= 8-10)	Wall posters _____ O Other _____	
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no, 1 = states that teaching will occur, 2= yes)	Lesson plan books _____ P Instructional materials _____ Other _____	
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews _____ I Other _____	
	3. Do 90% of team members asked state that the school wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews _____ I Other _____	
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%, 1= 51-69%, 2= 70-100%)	Interviews _____ I Other _____	
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%, 1= 51-89%, 2=90%-100%)	Interviews _____ I Other _____	
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no, 1= states to acknowledge, but not how, 2= yes)	Instructional materials _____ P Lesson Plans; Interviews _____ Other _____	
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%, 1= 26-49%, 2= 50-100%)	Interviews _____ I Other _____	
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ I Other _____	
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0= no, 1= states to document, but not how, and 2 = yes)	Discipline handbook _____ P Instructional materials _____ Other _____	
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ I Other _____	



Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2		
	3. Is the documented crisis plan for responding to extreme dangerous situations posted in 6 of 7 locations? (0= 0-3, 1= 4-5, 2= 6-7)	Walls _____ O Other _____			
	4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ I Other _____			
E. Monitoring & Decision-Making	1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision? (0=0-3 items, 1= 4-6 items, 2= 7-9 items)	Referral form (circle items present on the referral form) _____ P			
	2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)? (0=no, 1= referrals are collected, 2= yes)	Interview _____ I Other _____			
	3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year? (0= no, 1= 1-2 times/yr., 2= 3 or more times/yr)	Interview _____ I Other _____			
	4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school wide effective behavior support efforts? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ I Other _____			
F. Management	1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals? (0= no, 1= 4 th or higher, 2 = yes)	School Improvement Plan, Interview _____ P Other _____ I			
	2. Can 90% of staff asked report that there is a school wide team established to address behavior support systems in the school? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interviews _____ I Other _____			
	3. Does the administrator report that team membership includes representation of all staff? (0= no, 2= yes)	Interview _____ I Other _____			
	4. Can 90% of team members asked identify the team leader? (0= 0-50%, 1= 51-89%, 2= 90-100%)	Interview _____ I Other _____			
	5. Is the administrator an active member of the school-wide behavior support team? (0= no, 1= yes, but not consistently, 2 = yes)	Interview _____ I Other _____			
	6. Does the administrator report that team meetings occur at least monthly? (0=no team meeting, 1=less often than monthly, 2= at least monthly)	Interview _____ I Other _____			
	7. Does the administrator report that the team reports progress to the staff at least four times per year? (0=no, 1= less than 4 times per year, 2= yes)	Interview _____ I Other _____			
	8. Does the team have an action plan with specific goals that is less than one year old? (0=no, 2=yes)	Annual Plan, calendar _____ P Other _____			
G. District-Level Support	1. Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (0= no, 2= yes)	Interview _____ I Other _____			
	2. Can the administrator identify an out-of-school liaison in the district or state? (0= no, 2=yes)	Interviews _____ I Other _____			
Summary Scores:	A = /4	B = /10	C = /6	D = /8	E = /8
	F = /16	G = /4	Mean = /7		



SET Administrator Interview Questions

Let's talk about your discipline system

- 1) Do you collect and summarize office discipline referral information? Yes No If no, skip to #5.
- 2) What information do you use for collecting office disciplines referrals? (E 2)
 - a) What data are collected? _____
 - b) Who collects the data? _____
- 3) What do you do with the office discipline referral information? (E2)
 - a) Who looks at the data? _____
 - b) How often do you share it with other staff and whom do you share it with? _____
- 4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)

- 5) What is the procedure for handling extreme emergencies in the building (i.e. stranger in building with a gun/ serious fight)? (D4)

Let's talk about your school rules or motto

- 6) Do you have school rules or motto? Yes No If no, skip to # 10.
- 7) How many are there? _____
- 8) What are the rules/motto? (B5)

- 9) What are they called? (B2, B4)

- 10) Do you acknowledge students for doing well socially in ways that you do academically? Yes No If no, skip to # 12.
- 11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5's)? (C2, C3)

Do you have a team that addresses school wide discipline? If no, skip to # 19

- 12) Has the team taught/reviewed the school wide program to staff this year? (B3) Yes No
- 13) Is your school wide team representative of your school staff? (F3) Yes No
- 14) Are you on the team? (F5) Yes No
- 15) How often does the team meet? (F6) _____
- 16) Do you attend team meetings consistently? (F5) Yes No
- 17) Who is your team/leader? (F4) _____
- 18) Does the team provide faculty updates on activities & data summaries? (E3) Yes No If yes, how often _____

- 19) Do you have an out-of-school liaison in the state or district to support you on positive behavior support systems development? (G2) Yes No If yes, who? _____

- 20) What are your school improvement goals? (F1)

- 21) Does the school budget contain an allocated amount of money for building and maintaining school wide behavioral support? (G1) Yes No If yes, where does the money come from? _____



Additional Interviews

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. *Interviews can be completed during the school tour.* Randomly select students and staff as you walk through the school. Use the interview scoring page to record student, staff, and team member responses.

Staff Interview Questions

Interview a minimum of 10 staff

- a. 1. Is there a school wide team that addresses behavioral support in your building? (F2)
- b. Are you on the team?
- c. What are the _____ (school rules, high 5's, 3 bee's)? (B5) (define what the acronym means)
- d. Have you taught the school rules/behavioral expectations this year? (B2)
- e. Have you given out any _____ since _____? (C3)
(rewards for appropriate behavior) (2 months ago)
- f. What type of student problems do/would you refer to the office? (D2)
- g. What is the procedure for dealing with a stranger/ serious fight in the building? (D4)

Team Member Interview Questions

- 1) Does your team use discipline data to make decisions? (E4)
- 2) Who is the team leader/facilitator? (F4)
- 3) Has your team taught/reviewed the school wide program with staff this year? (B3)

Student interview Questions

Interview a minimum of 15 students

- 1) What are the _____ (school rules, high 5's, 3 bee's)? (B4) (define what the acronym means)
- 2) Have you received a reward for doing the right things since _____? (C2)
(2 months ago)



Interview and Observation Form

Staff questions --- Interview a minimum of 10 staff								Team member questions			Student questions	
	<i>What are the school rules? Record the # of rules known.</i>	<i>Have you taught the school rules/behav exp. to students this year?</i>	<i>Have you given out any _____ since _____? (2 mos.)</i>	<i>What type of student problems do/would you refer to the office?</i>	<i>What is the procedure for dealing with a stranger/ serious fight?</i>	<i>Is there a team in your school to address school wide behavior support systems?</i>	<i>Are you on the team? If yes, ask team questions</i>	<i>Does your team use discipline data to make decisions?</i>	<i>Has your team taught/ reviewed SW program w/staff this year?</i>	<i>Who is the team leader/ facilitator?</i>	<i>What are the (school rules)? Record the # of rules known</i>	<i>Have you received a _____ since _____?</i>
1		Y N	Y N			Y N	Y N	Y N	Y N		1	Y N
2		Y N	Y N			Y N	Y N	Y N	Y N		2	Y N
3		Y N	Y N			Y N	Y N	Y N	Y N		3	Y N
4		Y N	Y N			Y N	Y N	Y N	Y N		4	Y N
5		Y N	Y N			Y N	Y N	Y N	Y N		5	Y N
6		Y N	Y N			Y N	Y N	Y N	Y N		6	Y N
7		Y N	Y N			Y N	Y N	Y N	Y N		7	Y N
8		Y N	Y N			Y N	Y N	Y N	Y N		8	Y N
9		Y N	Y N			Y N	Y N	Y N	Y N		9	Y N
10		Y N	Y N			Y N	Y N	Y N	Y N		10	Y N
11		Y N	Y N			Y N	Y N	Y N	Y N		11	Y N
12		Y N	Y N			Y N	Y N	Y N	Y N		12	Y N
13		Y N	Y N			Y N	Y N	Y N	Y N		13	Y N
14		Y N	Y N			Y N	Y N	Y N	Y N		14	Y N
15		Y N	Y N			Y N	Y N	Y N	Y N		15	Y N
Total											Total	

Location	Front hall	Class 1	Class 2	Class 3	Cafeteria	Library	Other setting (gym, lab)	Hall 1	Hall 2	Hall 3
Are rules & expectations posted?										
Is the documented crisis plan posted?								X	X	X

Appendix G

School Profile

School Profile Report Version 3.1

Data Collection Protocol

- ü **Collected annually in November.**
- ü **Student and Faculty Characteristics based on October 1 census information.**
- ü **Behavior Incidence Data reported for previous year.**
- ü **Achievement scores reported for previous year.**
- ü **Average Daily Attendance reported for previous year.**

ü School Profile Report

Name of School: _____

Date Initially Trained (MM/YY): _____

School Address: _____

School Phone: _____

School Fax: _____

School District Name and #: _____

County: _____

Region & Sub-region(if applicable): _____

Web Address: http:// _____

=====

School Calendar (For *current* school year)

School Year Reporting for: _____

Date School Starts: _____

Date School Ends: _____

Total School Days: _____

=====



Student Characteristics (For *current* school year)
 (please indicate number of students in each category)

School Year Reporting for: _____

Enrollment by Grade													
Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Enrollment:													

Enrollment by Ethnicity						
White	African American	Hispanic or Latino	Asian American	American Indian/Alaska Native	Native Hawaiian/Pacific Islander	Other

Enrollment by Gender	
Male	Female

Eligibility for Services		
IEP's	Free and Reduced Lunch	Chapter/Title



Behavior Incidence Data (For *previous* school year)

School Year Reporting for: _____

Note: Complete only if your school does not use SWIS.	
	Total for previous school year
# Minor Referrals (if a "Minor" category applies)	
# Major referrals (sent to an administrator)	
# of In-school Suspensions	
# of Out-of-School Suspensions	
# Out-of-School Suspension Days (to .5 days)	
# of Students with 1 or more Out-of-School Suspension	
# of Expulsions	
# of Expulsion Days	

Average Daily Attendance (For *previous* school year)

School Year Reporting for: _____

Yearly Average (%)	
---------------------------	--



Appendix H

- Student Referral for Comprehensive Wrap Plan Form
- Education Information Form
- Youth & Family Checklist
- Youth Satisfaction Form
- Parent Satisfaction Form

Student Referral for Comprehensive Wrap Plan
ISBE EDB/PBIS Network
Full Evaluation

Student referral information should be completed no later than 30 days from referral and before the first child and family meeting

- 1) Today's Date:** _____ **2) Student Name:** _____ **3) Evaluation ID #:** _____
4) Grade: ____ **5) Date School Identified Student In Need Of A Wrap Plan:** _____ **6) Is School a PBIS School:** Yes No
7) Spec. Ed: Yes No In Process **8) If Yes, When Was Special ED Eligibility Determined: (year)** _____
9) Primary language of child: _____ **10) Primary language of family:** _____

11) Primary disability as indicated on IEP:

- | | | | | | |
|----------------------------|-------|--|-------|---------------------------------------|-------|
| a. Mental Retardation (MR) | _____ | f. Orthopedic Impairment (P) | _____ | k. Specific Learning Disability (SLD) | _____ |
| b. Visual Impairment (VI) | _____ | g. Hearing Impairment (HI) | _____ | l. Deaf Blind (D-B) | _____ |
| c. Deafness (DFN) | _____ | h. Speech &/or Language Impairment (S/L) | _____ | m. Emotional Disturbance (ED) | _____ |
| d. Health Impairment (OHI) | _____ | i. Multiple Disabilities (MD) | _____ | n. Developmental Delay (DD) | _____ |
| e. Autism (AUT) | _____ | j. Traumatic Brain Injury (TBI) | _____ | | |

12) Secondary disability as indicated on IEP:

- | | | | | | |
|-----------------------------------|-------|--|-------|---------------------------------------|-------|
| a. Mental Retardation (MR) | _____ | f. Orthopedic Impairment (P) | _____ | k. Specific Learning Disability (SLD) | _____ |
| b. Visual Impairment (VI) | _____ | g. Hearing Impairment (HI) | _____ | l. Deaf Blind (D-B) | _____ |
| c. Deafness (DFN) | _____ | h. Speech &/or Language Impairment (S/L) | _____ | m. Emotional Disturbance (ED) | _____ |
| d. Health Impairment (OHI) | _____ | i. Multiple Disabilities (MD) | _____ | n. Developmental Delay (DD) | _____ |
| e. Autism (AUT) | _____ | j. Traumatic Brain Injury (TBI) | _____ | | |

Please Identify The Risk Behaviors That Have Occurred In The Past Three Months.
RISK BEHAVIORS (Demonstrated in past 3 months):

- 13) Detentions** _____01-Yes _____02-No **14) If Yes, Number:** _____
15) In-school suspensions _____01-Yes _____02-No **16) If Yes, Number:** _____
17) Out-of-school suspensions _____01-Yes _____02-No **18) If Yes, Number:** _____
19) Expulsions _____01-Yes _____02-No **20) If Yes, Number:** _____

21) School: _____ **22) School Address:** _____ **23) School Dist #:** _____

24) School Contact Person: _____ **25) Phone:** _____

26) Race: (please check one) Caucasian African American Hispanic Asian Other

27) DOB: _____ **28) Age:** _____ **29)** Male Female **30) Is this Youth In DCFS Care:** Yes No

31) Parent/Primary Caregiver: _____ **32) Relationship: (please check one)** Mother Father

Grandparent Step-Parent Other Relative Foster Parent Other _____

33) Parent/Primary Caregiver Address: _____ **34) Phone:** _____

35) Please check all placements that are currently at-risk: Home School Community

36) Risk factors resulting in referral: (check all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> a. Substance Abuse-Child | <input type="checkbox"/> l. Child Behavior Difficulty | <input type="checkbox"/> w. Isolation |
| <input type="checkbox"/> b. Substance Abuse-Parent | <input type="checkbox"/> m. Academic Difficulties | <input type="checkbox"/> x. Housing/Living Situation |
| <input type="checkbox"/> c. Domestic Violence | <input type="checkbox"/> n. Attendance | <input type="checkbox"/> y. Medical Needs |
| <input type="checkbox"/> d. Gang Activity | <input type="checkbox"/> o. Emotional Needs | <input type="checkbox"/> z. Police Involvement |
| <input type="checkbox"/> e. Abuse and Neglect | <input type="checkbox"/> p. Health/Hygiene | <input type="checkbox"/> aa. Family Support Needs |
| <input type="checkbox"/> f. Basic Needs | <input type="checkbox"/> q. Impaired Peer Relationship | <input type="checkbox"/> bb. Impaired Parent/Child Relationship |
| <input type="checkbox"/> g. Mental Health-Child | <input type="checkbox"/> r. Vocation Opportunities | <input type="checkbox"/> cc. Other: _____ |
| <input type="checkbox"/> h. Mental Health-Adult | <input type="checkbox"/> s. Social Skills Needs | <input type="checkbox"/> dd. Other: _____ |
| <input type="checkbox"/> i. Financial Hardship | <input type="checkbox"/> t. Delinquency | <input type="checkbox"/> ee. Other: _____ |
| <input type="checkbox"/> j. Exposure to Violence | <input type="checkbox"/> u. Multiple Agencies | <input type="checkbox"/> ff. Other: _____ |
| <input type="checkbox"/> k. Truancy | <input type="checkbox"/> v. Exhausted Resources | <input type="checkbox"/> gg. Other: _____ |

37) Community/LAN Resources Needed: Yes No Unknown at this Time

38) LAN#: _____

39) Name of Wraparound Facilitator: _____ 40) Job Role of Facilitator: _____

41) Facilitator Contact Address: _____

42) Facilitator Phone: _____ 43) Facilitator E-Mail Address: _____

44) Date of Initial conversation with Parent or Guardian: _____

45) Anticipated Date of First Team Meeting: _____

46) Anticipated Date For Completing Time 1/Baseline Evaluation Instruments: (30 days from date school identified student In need of a wrap plan) _____

**ISBE EBD/PBIS Network
Educational Information Form**

1) Facilitator Completes the following tracking information:

Time 1/Baseline Collected no later than 30 days from referral and before first meeting	Time 2 Collected 3 months after initial meeting or before the school year ends	Time 3 Collected 6 months after initial meeting or before the school year ends	Time 4 Collected 9 months after initial meeting or before the school year ends
Date completed	Anticipated date to complete	Anticipated date to complete	Anticipated date to complete
	Actual date completed	Actual date completed	Actual date completed

How to complete this form:

- **Classroom teacher completes the form**
- **Answers to the survey should reflect the teacher's experience with youth over the last three months**

2) Student Name and ID# _____ **3) Date Completed** _____

4) Please check if you are a ... regular education teacher special education teacher
 other (*please specify*) _____

5) How well do you know this child? Not Well Moderately Well Very Well

6) Indicate with a check mark this student's current educational placement.

Check only one placement.

- General ed classroom 100% of the day
- General ed classroom with special ed consultation
- General ed classroom with inclusion support
- Special ed instruction and/or related services 1-20% of the day OUTSIDE the general ed classroom
- Special ed instruction and/or related services 21-60% of the day OUTSIDE the general ed classroom
- Special ed instruction and/or related services more than 60% of the day OUTSIDE general ed, but inside a general ed building
- Special ed 100% in a separate public day school
- Special ed 100% in a separate public day school in conjunction with a separate residential component
- County or municipal detention center or jail
- Private day school
- Private residential
- Homebound
- Hospital
- Other (*please specify*) _____

7) If this child's educational placement has changed in the PAST 3 MONTHS, check the previous placement.

Check only one placement.

- General ed classroom 100% of the day
- General ed classroom with special ed consultation
- General ed classroom with inclusion support
- Special ed instruction and/or related services 1-20% of the day OUTSIDE the general ed classroom
- Special ed instruction and/or related services 21-60% of the day OUTSIDE the general ed classroom
- Special ed instruction and/or related services more than 60% of the day OUTSIDE general ed, but inside a general ed building
- Special ed 100% in a separate public day school
- Special ed 100% in a separate public day school in conjunction with a separate residential component
- County or municipal detention center or jail
- Private day school
- Private residential
- Homebound
- Hospital
- Other (*please specify*) _____

8) Has this student transferred during the past year? **School** **District** **N/A**
(circle all that apply)

CLASSROOM FUNCTIONING

Based on your expectations of children in your classroom, please indicate the extent to which the above student...	Never	Sometimes	Frequently	Always	Not Applicable
9) Attends school	1	2	3	4	N/A
10) Completes class assignments on time	1	2	3	4	N/A
11) Works independently	1	2	3	4	N/A
12) Completes homework on time	1	2	3	4	N/A
13) Passes quizzes and tests	1	2	3	4	N/A
14) Completes subjects with a passing grade	1	2	3	4	N/A
15) Participates in classroom discussions and activities	1	2	3	4	N/A
16) Pays attention in class	1	2	3	4	N/A
17) Participates in extracurricular activities	1	2	3	4	N/A
18) Has friends	1	2	3	4	N/A
19) Engages in socially appropriate behavior with peers	1	2	3	4	N/A
20) Engages in socially appropriate behavior in unsupervised settings	1	2	3	4	N/A
21) Engages in appropriate classroom behavior with adults	1	2	3	4	N/A

22) This youth needs academic assistance in excess of the assistance expected with classroom instruction. *(please circle)* YES NO

23) This youth needs behavioral interventions beyond the regular classroom routine. *(please circle)* YES NO

ACADEMIC PERFORMANCE

24) Has student repeated a grade? *(please circle)* YES NO

25) Is child's overall performance commensurate with his/her ability? *(please circle)* YES NO

26) Please rate the student's academic performance *(circle one)*
 Failing (GPA 0-59%) Below Average (GPA 60-69%) Average Above Average (GPA 70-79%) Above Average (GPA 80-100%)

27) Number of students in your class _____

28) How often is this student in your classroom? *(please circle)*

Daily **2-3 times per week** **Once a week** **Less than once a week**

ISBE EBD/PBIS Network Youth and Family Checklist

1) Facilitator completes the following tracking information:

Time 1/Baseline Collected no later than 30 days from referral and before first meeting	Time 2 Collected 3 months after initial meeting or before school year ends	Time 3 Collected 6 months after initial meeting or before school year ends	Time 4 Collected 9 months after initial meeting or before school year ends
Referral Date	Anticipated date to complete	Anticipated date to complete	Anticipated date to complete
Date Completed	Actual date completed	Actual date completed	Actual date completed

How to complete this form:

- Answers to the survey should reflect the team's experience over the past three months
- Youth's facilitator and parent or caregiver completes the form together during the initial conversation or the initial child and family meeting
- Youth's school teacher is asked to provide input for completing school section of needs and strengths

2) Date Completed: _____

3) Student Name and ID#: _____

4) Student's Date of Birth: ___/___/___

Needs/Strengths	COMMUNITY				HOME/FAMILY				SCHOOL			
	need		strength		need		strength		need		strength	
	high 1	somewhat 2	somewhat 3	high 4	high 1	somewhat 2	somewhat 3	high 4	high 1	somewhat 2	somewhat 3	high 4
Safety/Medical/Basic Needs												
5) Health does not limit child's activity												
6) Sees a doctor or nurse when needed												
7) Is safe from violence/crime												
8) Has adequate/safe physical environment												
9) Has life/survival skills												
10) Has enough to do (age-appropriate activities)												
11) Has enough to eat (well-balanced meals)												
12) Has transportation												
Social Relationships												
13) Has friends												
14) Is accepted by other children												
15) Gets along with children												
16) Gets along with adults												
17) Respects adults in authority												
Emotional Functioning												
18) Controls his/her anger												
19) Feels that he/she belongs												
20) Knows when to ask for help												
21) Knows how to ask for help												
22) Handles disagreements												
23) Responds like other youth to emotional situations												

Needs/Strengths	COMMUNITY				HOME/FAMILY				SCHOOL			
	need		strength		need		strength		need		strength	
	high 1	somewhat 2	somewhat 3	high 4	high 1	somewhat 2	somewhat 3	high 4	high 1	somewhat 2	somewhat 3	high 4
Behavioral												
24) Seeks attention in appropriate ways												
25) Follows rules												
26) Controls him/herself												
27) Cares for own personal safety												
28) Participates in activities												
29) Is usually on time												
30) Accomplishes chores/assignments/jobs/tasks												
31) Pays attention to directions												
32) Works independently												
33) Behaves appropriately in unsupervised settings												
34) Likes to get better at the things he/she does												
Cultural/Spiritual												
35) Cultural needs are met												
36) Spiritual needs are met												
37) Feels accepted												

Check if any of the following have occurred at home, at school or in the community during the past three months. Date completed: _____

Behavior	Community	Home/Family	School	Behavior	Community	Home/Family	School
38) Dangerous to self				47) Substance Abuse			
39) Dangerous to others/physically aggressive				48) Truancy/runaway/unexplained absences			
40) Oppositional/defiant				49) High level of anxiety			
41) Destroys property				50) Mood swings			
42) Verbally aggressive				51) Suicidal thought/attempt			
43) Theft				52) Withdrawn/depressed			
44) Gang involvement				53) Lying			
45) Sexually aggressive				54) Distortions/lack of connectedness of thought			
46) Need behavioral interventions beyond normal routine				55) other _____			

**ISBE EBD PBIS Network
Youth Satisfaction**

1) Facilitator completes the following tracking information

Time 1/Baseline Collected no later than 30 days from referral and before first meeting	Time 2 Collected 3 months after initial meeting or before school year ends	Time 3 Collected 6 months after initial meeting or before school year ends	Time 4 Collected 9 months after initial meeting or before school year ends
Date completed	Anticipated date to complete	Anticipated date to complete	Anticipated date to complete
	Actual date completed	Actual date completed	Actual date completed

How to complete this form:

- Youth completes the form
- When completed at baseline, survey is intended to reflect youth's experience with a previous team (if any) such as a special education IEP team
- At Time 2, 3, & 4 survey is intended to reflect youth's experience with his/her current child and family wraparound team

2) Student Name and ID# _____ **3) Date Completed** _____

To what extent have members on your team...	not at all	slightly	some-what	a great deal
4) included you in the team meetings?	1	2	3	4
5) included you in decisions?	1	2	3	4
6) treated you with respect?	1	2	3	4
7) asked you about your needs?	1	2	3	4
8) asked you about your strengths?	1	2	3	4
9) asked you about your family's strengths?	1	2	3	4
10) asked you about your family's needs?	1	2	3	4
11) helped you understand how to use your strengths and needs?	1	2	3	4
12) involved you in activities and programs that were beneficial?	1	2	3	4
13) increased your ability to get involved with your school?	1	2	3	4

Facilitator Instructions: *Please assist or read to youth who may need help reading or understanding items.*

**ISBE EBD/PBIS Network
Parent/Primary Caregiver Satisfaction**

1) Facilitator completes the following tracking information:

Time 1/Baseline Collected no later than 30 days from referral and before first meeting	Time 2 Collected 3 months after initial meeting or before the school year ends	Time 3 Collected 6 months after initial meeting or before the school year ends	Time 4 Collected 9 months after initial meeting or before the school year ends
Date completed	Anticipated date to complete	Anticipated date to complete	Anticipated date to complete
	Actual date completed	Actual date completed	Actual date completed

How to complete this form:

- Parent or caregiver completes the form
- When completed at baseline, survey is intended to reflect parent or caregiver's experience with a previous team (if any) such as a special education IEP team
- At Time 2,3, & 4 survey is intended to reflect parent or caregiver's experience with the current child and family wraparound team

2) Student Name and ID# _____ **3) Date Completed** _____

4) What type of team have you worked with in the past? (Answer only at baseline)

- | | |
|-------------------------------|--------------------------|
| .. Child and family wrap team | .. Other agency led team |
| .. Special Ed/IEP team | .. Other _____ |

5) What is your relationship with this child?

- | | |
|-------------------------------|-----------------------------|
| .. biological/adoptive parent | .. primary childcare worker |
| .. foster parent | .. therapist |
| .. relative | .. other _____ |

We are interested in your thoughts about this service/process. Please answer each question as honestly as you can.

To what extent have members on your team provided the following...	not at all	slightly	some-what	a great deal
6) scheduled meetings at convenient times for you to meet?	1	2	3	4
7) returned phone calls in a timely manner?	1	2	3	4
8) included you in decisions about your child and family?	1	2	3	4
9) asked you about the needs and strengths of your entire family?	1	2	3	4
10) treated you with respect?	1	2	3	4
11) improved your family's quality of life overall?	1	2	3	4
12) improved your ability to care for your child?	1	2	3	4

To what extent have members on your team provided the following...	not at all	slightly	some-what	a great deal
13) eased your worries about the future well-being of your child?	1	2	3	4
14) given you information about your community resources?	1	2	3	4
15) helped you understand your child's strengths?	1	2	3	4
16) helped you understand your child's needs?	1	2	3	4
17) helped you understand your family's strengths?	1	2	3	4
18) helped you understand your family's needs?	1	2	3	4
19) helped you understand how to use strengths and needs to work with your child?	1	2	3	4
20) helped you obtain services for your child and family that you were unable to get before?	1	2	3	4
21) increased your ability to get involved with your child's school?	1	2	3	4

22) If a friend were to ask you about this experience what would you tell him or her?

	very unlikely			very likely
23) How likely would you repeat this process if your family needed assistance in the future	1	2	3	4
24) How likely would you recommend this process to a friend?	1	2	3	4

25) We appreciate your comments.

Thank you! J

Facilitator Instructions: Please assist or read to respondent who may need help reading or understanding items.

Appendix I

Full Evaluation of Wraparound (FEW)
for Individual Students with Emotional/Behavioral Challenges

**Illinois PBIS Network
Full Evaluation of Wraparound (FEW)
for Individual Students with Emotional/Behavioral Challenges**

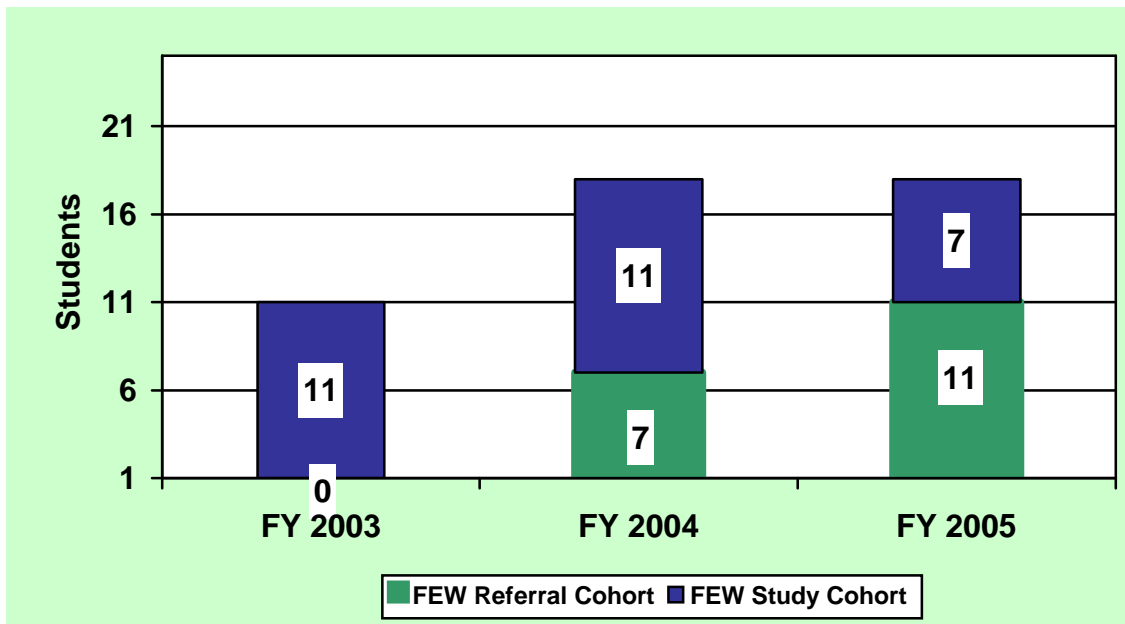
Introduction

The development of an evaluation process to guide individualized wraparound planning for students with emotional and behavioral challenges and their families was initiated in FY02. Between FY03 and FY05, the Full Evaluation of Wraparound (FEW) system was developed to support evaluation priorities of the Illinois PBIS Network. The FEW system was developed to concurrently allow for:

- c) Wraparound team facilitators to easily integrate data-based decision-making into the student/family wraparound team process and
- d) Consistent measurement of common benchmarks of progress for students provided the most individualized and intensive level of service within the 3-tiered school-wide PBIS approach.

Since 2003, FEW has demonstrated a slow but steady enrollment of students with individual needs. In FY03, FEW tracked 11 students; in FY04 an additional 18 students were tracked and in FY05 18 additional students were tracked for a total of 47 students. Of the 47 students, 62% (29) had sufficient data to participate in the FEW evaluation study. These 29 students had full data at the baseline assessment and time two analysis, with 60% of the 29 students (15) having additional Time 3 data.

Building Individual Student Capacity: One Student at a Time



Differences Between FEW Study Cohort and Referral Cohort

Students included in the FEW Study Cohort were selected based on having a full data profile available for more than one assessment period. A demographic summary of all FEW participants was conducted to determine if any differences existed between those included in the study sample and those not included. These demographic findings are presented in the table below.

DEMOGRAPHIC VARIABLES	FEW Study COHORT			FEW Referral COHORT	
	Categories	Number	Percent	Number	Percent
Age	5-8 years	8	28%	11	23%
	9-12 years	14	48%	21	45%
	13-15 years	5	17%	10	21%
	16-18 years	2	7%	5	11%
Gender	Male	25	86%	39	83%
	Female	4	14%	8	17%
Race	African-American	8	28%	11	23%
	Caucasian	17	59%	30	64%
	Hispanic/Latino	4	14%	6	13%
Grade	K-4:	14	48%	22	46%
	5-8:	12	42%	20	43%
	9-12:	3	10%	5	11%
Primary Caretaker	Mother	24	83%	38	81%
	Father	3	10%	4	9%
	Other Relative	0	0	2	4%
	Foster Care:	2	7%	3	6%
DCFS Legal Involvement	Yes	2	7%	3	6%
	No	27	93%	44	94%
PBIS School	Yes	23	79%	36	77%
	No	6	21%	11	23%
Special Ed Identified	Yes	17	59%	31	66%
	No	12	41%	16	34%
Primary Disability	None	10	35%	17	36%
	Emotional	6	21%	11	23%
	Multiple	4	14%	5	11%
	Learning	2	7%	2	4%
	Autism	5	17%	6	13%
	MR	0	0	2	4%
	Other	2	7%	5	11%
Reasons for Referral	Social Skills	24	83%	31	66%
	Mental Health	23	79%	32	68%
	Behavior	21	72%	34	77%
	Family	19	65%	24	51%
	Academic	18	62%	28	60%
Placements at Risk	Home	10	35%	14	30%
	School	19	66%	30	64%
	Community	8	28%	10	21%

As evidenced by the table above, those students included in the study cohort were demographically similar to those not enrolled. The primary areas of difference were noted in reasons for referral and placement risk. Students included in the study were 17% more likely to be referred for social skills issues, 11% more likely to be referred for mental health issues and 14% more likely to also have impaired family relations. In addition, the study participants were 5% more likely to be at risk of placement from their home and 7% more likely to be at risk of placement out of their community. These findings suggest that

students that were included in the FEW study cohort, while having similar demographics and school related risk issues, may have more pronounced issues in the home and community.

FEW Study Cohort

Methods

The purpose of this study was to evaluate the impact of students receiving intensive school-based wrap planning within a system of positive behavioral supports. Participants in this study were Illinois public school students receiving intensive school-based wrap planning between July 1, 2002 and June 30, 2005. Data were collected on students at baseline and at three month intervals until discharge or graduation from the model. This study includes 29 students with data at both baseline and three month. A sub-cohort of 19 of the 29 students (19) also had additional data at the six month assessment interval.

The average length of enrollment in the FEW system of a study participant was 18.1 months. The mean time between baseline and the second period of measure was 3.9 months, and between the second and third period of measure was 3.1 months.

A total of six assessment instruments were used to collect data on the students included in this study. The assessment tools included the following:

- Student/Family Referral Form-Baseline Only-Provides information on student, family, and related school demographics, and select school.
- Educational Assessment-Assesses education placement, classroom behavior and academic achievement related indicators.
- Youth and Family Functioning Checklist-Assesses 5 domains of functioning in the home, school and community to include health and safety, social, behavioral emotional, spiritual. Also assessed are a set of behaviors likely to jeopardize student placement.
- Parent Satisfaction-Assesses parent/family/caregiver satisfaction and involvement in the wraparound planning process.
- Youth Satisfaction-When age appropriate Assesses youth satisfaction and feelings of involvement in the wraparound planning process.
- Quarterly Disposition of Critical Education Demographics and Indicators-Assesses a core set of academic , behavioral and school related indicators looking for positive change over time,

The FEW tools were adapted from tools used during a statewide evaluation of wraparound through interagency community-based Local Area Networks (LANs) from 2000-2002 with over 1,500 students receiving wraparound statewide. These tools were developed to

support the features of wraparound including strength-based, needs-driven intervention planning among a team representing the strengths/needs of the student and their family. An on-going workgroup of interagency wraparound facilitators and program supervisors provided input on the development of the content and administration parameters of the tools FY98-FY00 which were then adapted for use school-initiated wraparound teams for the FEW pilot (FY02-FY05).

Data on the instruments were collected by a designated member of the Wrap Team and or Wrap Coaching Facilitator, with the participation of the student and family. The designated data collector was also responsible for entering the data into the FEW Automated Student Tracking System. The system stores the assessment data and also allows for instant graphing of select variables across the six instruments. They are encouraged to come to the Wrap Team meeting with data generated in graph form to assist the Team members in making informed decisions relative to the best interest of the child and family.

Results

Twenty-nine of the 47 students referred for intensive supports between school years 2002 and 2005 (62%) met the criteria for inclusion in the full evaluation analysis. These criteria included students who had full data sets at both baseline and three months following baseline. A smaller sub-cohort of the 29 (19) also had full data at the six-seven month assessment period.

Educational Assessment

The FEW Study Cohort was evaluated for change on a core set of educational indicators of success. Educational assessment included areas such as classroom behavior, academic success, need for additional academic and behavioral supports and services and educational placement risk.

Classroom Behavior and Academic Performance

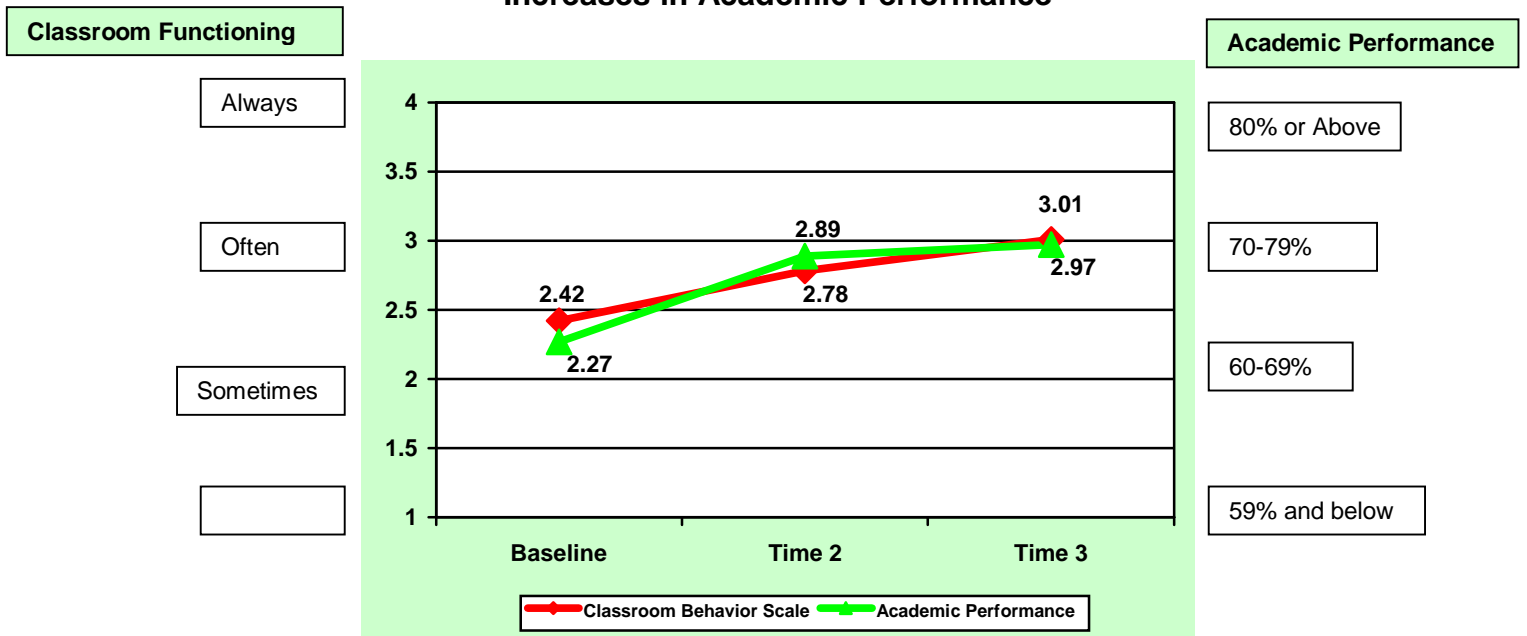
Classroom behavior of the FEW Study cohort was assessed using a 13-item classroom functioning scale. The four point scale required that the teacher or teachers associated with the student provide a rating using one of the four rating points: never (1), sometimes (2), often (3) and always (4). The rating “never” was equated with a negative outcome and the rating “always” was associated with a positive outcome.

As demonstrated by the data, below the average rating for classroom functioning for the 29 students at the time of baseline was a rating of a 2.42, or a rating most closely approximating that the student “sometimes” demonstrates age appropriate classroom functioning.

At Time 2, the same teachers were asked to again rate the 13 classroom functioning behaviors for the same group of students and the average rating given significantly and positively increased to a rating of 2.89 ($p < .001$), or closer to a rating of students “sometimes to often” demonstrate age appropriate classroom functioning.

When rated at Time 3 (seven months later), the rating again demonstrated a significant and positive gain with a score of 3.01 ($p < .05$), or equivalent to a rating of students “often” demonstrate age appropriate classroom functioning. When simultaneously tracking academic performance with classroom functioning, the below graph depicts that as classroom functioning improves academic performance also improves. Academic achievement improved significantly between baseline and three months ($p < .009$), however the improvement between three and seven months while positive, was not statistically significant ($p < .135$).

**Increases in Classroom Functioning Parallels
Increases in Academic Performance**



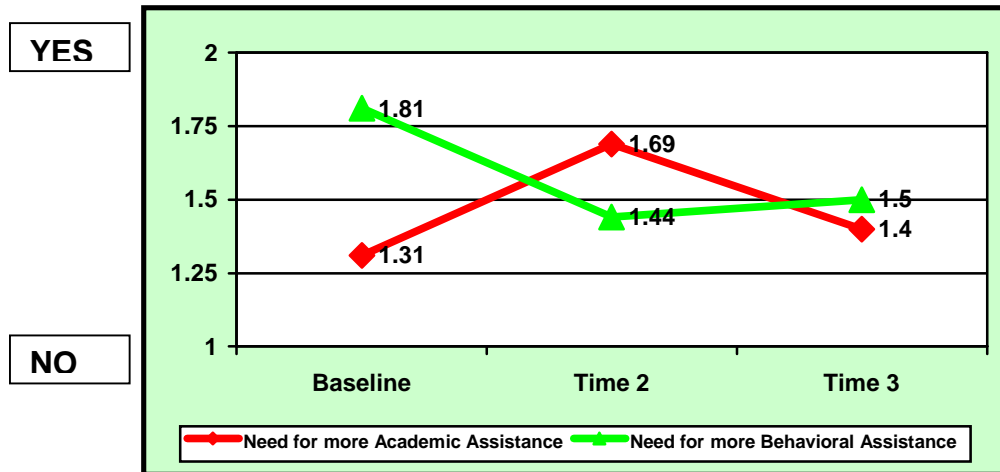
Education Behavioral and Academic Needs

Students receiving individual supports and services often have additional needs within the classroom. Within the study cohort 82% (26) students were rated at baseline as “needing additional behavioral supports in the classroom”. Thirty-five percent were also rated as needing additional academic assistance in the classroom.

When rated again at Time 2 the level of need relative to behavioral supports in the classroom significantly decrease ($p < .001$) while the need for academic assistance in the classroom significantly increase ($p < .005$). During the third assessment period, the need for academic assistance in the classroom decreased, while the need for additional behavioral support in the classroom remained consistent.

These findings, similar to the FY03 and FY04 analyses, continue to suggest that when behavioral needs in the classroom are immediately and adequately addressed with intensive supports and services, academic needs may become more evident to the school personnel interfacing with the student. These data continue to suggest that while the behavior of a student may be the need that presents initially, once addressed it becomes clearer that the behavior may have been masking underlying academic needs.

Behavioral Needs Masking Need for Academic Assistance



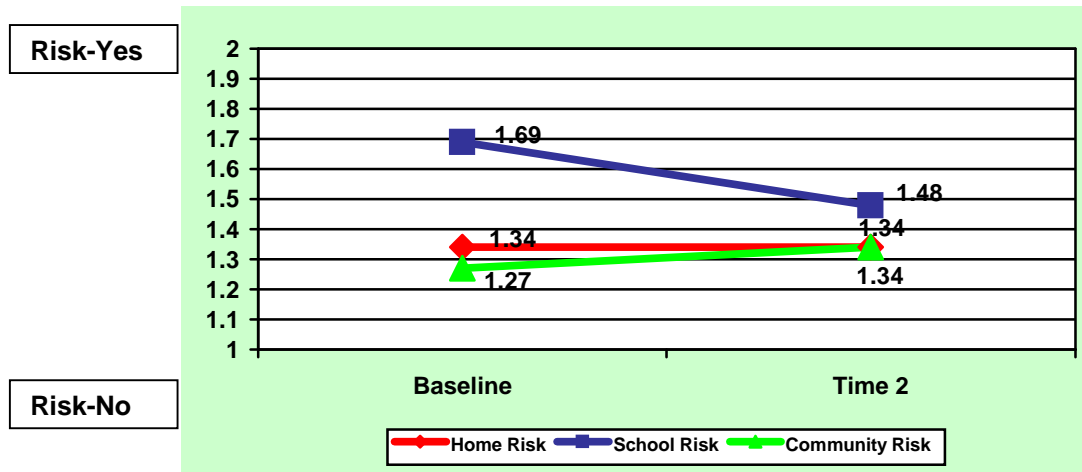
Placement Risk

The risk of the home, school and community placement was assessed for the FEW Study Cohort at Baseline and again at Time 2. Sufficient data were not available for a complete analysis at Time 3. Risk was defined as the student being at-risk of being placed out of their current home, school or community environments. At baseline, 19 (66%) students were at-risk of placement out of their school, ten (34%) were at-risk of placement out of their home and eight (28%) were at-risk of placement out of their community.

The graph below suggests that at Time 2, school placement risk positively and significantly ($P < .000$) decreased, with 12 of the original 19 students no longer identified as at-risk of placement in the school environment. Risk of placement out of the home remained constant between Baseline and Time 1, and risk of placement out of the community actually increased for two students.

These findings suggest that while the wraparound teaming and intervention process may adequately decrease school risk within a three month period of time, a longer period of time may be needed to adequately address risk of placement out of the home and community.

Wraparound Reduces School Placement Risk



Functional Assessment

The Few Study cohort was also assessed on five domains of functioning: health and safety, social, emotional, behavioral and cultural/spiritual. Rating is conducted by the team facilitator in conjunction with the team participants. The rating of functioning by domain area is assessed using a four point scale: high need (1), somewhat need (2), somewhat strength (3), high strength (4) across three environments: home, school and community. Data from the emotional, social and behavioral domains are presented below.

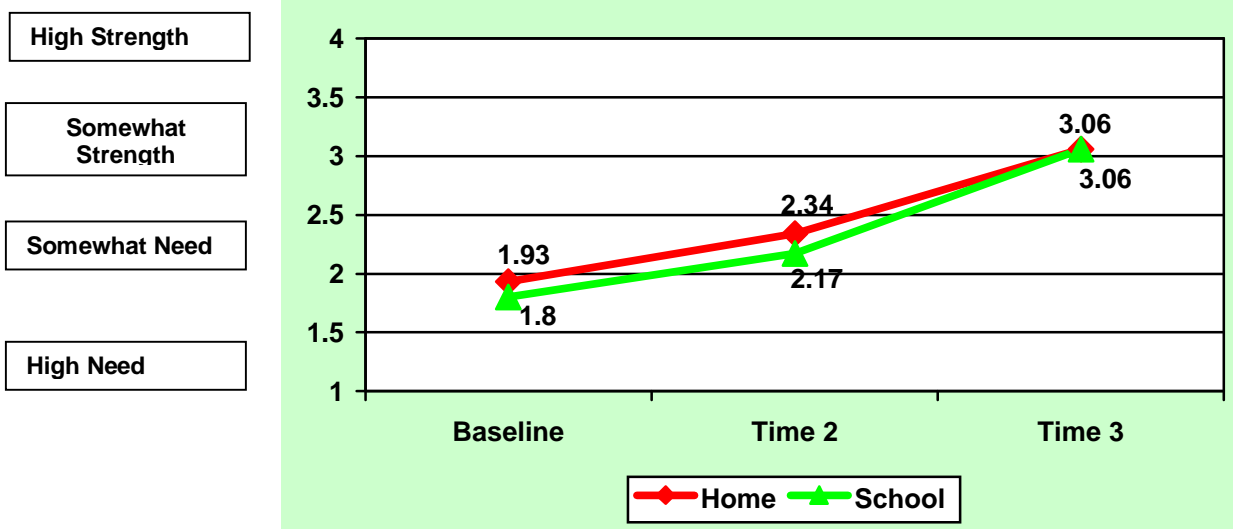
Emotional Functioning

Emotional functioning was operationalized using a set of questions designed to assess emotional maturity of the youth relative to his or her peers.

At baseline the Few Study as a cohort was rated as having lowest level of emotional functioning in both the home and the school environments. The school environment was the lowest with a rating of 1.8 or equivalent to a rating failing between high need and somewhat need. Emotional functioning in the home environment at baseline was relatively equivalent with a rating more closely approximating “somewhat need”.

Changes between Baseline and Time 2 in both home and school revealed positive and significant changes. While steadily improving, the emotional functioning in home and school was still rated as “somewhat need”. Seven months after Baseline, Time 3 data revealed even greater positive and significant ($p < .00$) change in home and school with data now reflecting that emotional functioning had improved to somewhat of a strength.

Emotional Functioning Demonstrates Significant Improvement



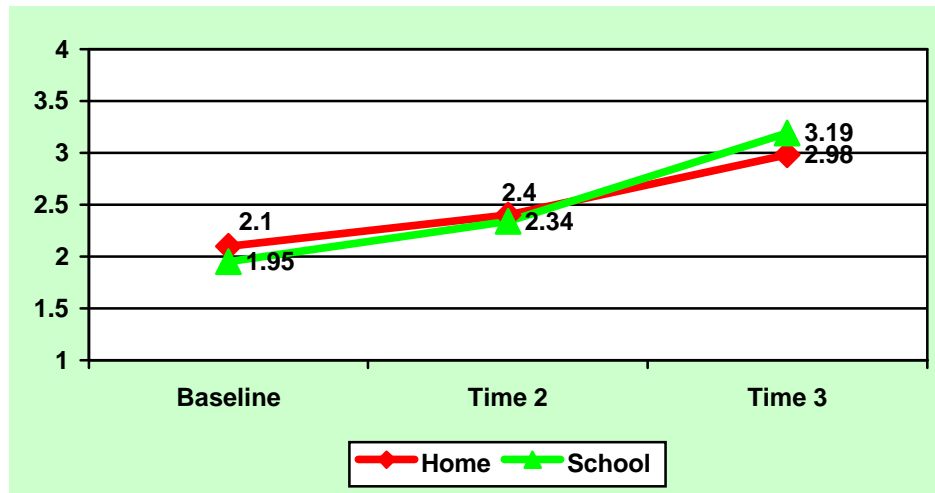
Behavioral Functioning

Behavioral Function of the FEW Study Cohort was also assessed using the same functional rating scale in the home, school and community. The behavioral subscale was also designed to provide a measure of behavioral maturity of the youth relative to age appropriate behavior functioning. Behavioral functioning at baseline was rated slightly higher in home and school than emotional functioning of the same students, although the rating for both the home and school environments was still rated as “somewhat of a need”.

Changes in behavioral functioning at home and school at Time 2 were both significant and positive; however, it was the demonstrated change at Time 3 in both areas that were the most remarkable. Behavioral functioning in the school environment demonstrated the greatest level of improvement of all functional areas, with a rating of somewhat of a need and approaching high area of strength. The gains in this area were both positive (1.23 gain in school behavior and .88 point gain in home behavior) and significant ($p < .00$).

These findings may suggest that while behavior for these students may be highly problematic, the same behaviors are amenable to both immediate change (three months) and to change over time (seven months) when guided by the principles and practices of wraparound.

Changes in Behavior both Immediate and Long Term



Social Skills

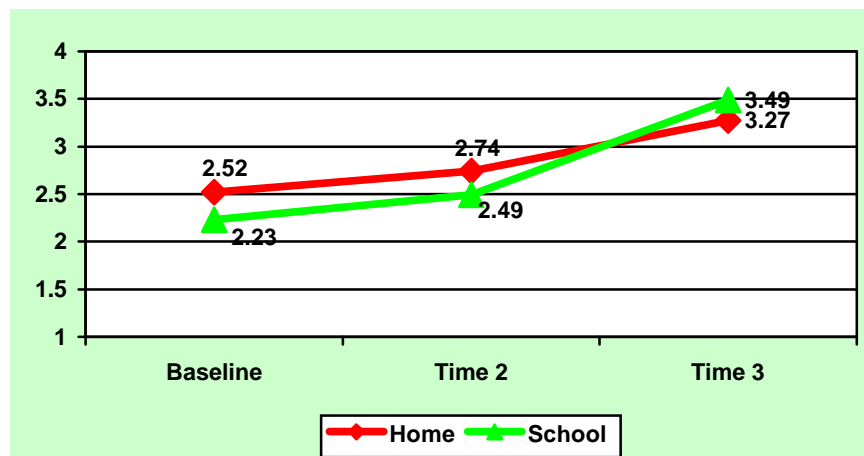
The FEW Study Cohort were also assessed on social skills functioning. Social skills functioning was measured by assessing the student's social capacities relative to age appropriate interactions with peers, adults and persons in positions of authority.

Data revealed that social skills functioning in the school were less likely to demonstrate immediate significant change. The findings also suggested that significant and positive change ($p < .000$) was noted after seven months of enrollment, with skills in this area of functioning moving from an area of "somewhat of a need to an area of somewhat of a strength".

This finding, in combination with the previous presented data on emotional and behavioral functioning, suggest that as FEW students acquire strengths in the area of emotionally and behaviorally maturity, they are more likely to form more appropriate relationships with peers, adults and school faculty.

Slow but Steady Increases in Social Skills Functioning

- High Strength
- Somewhat Strength
- Somewhat Need
- High Need



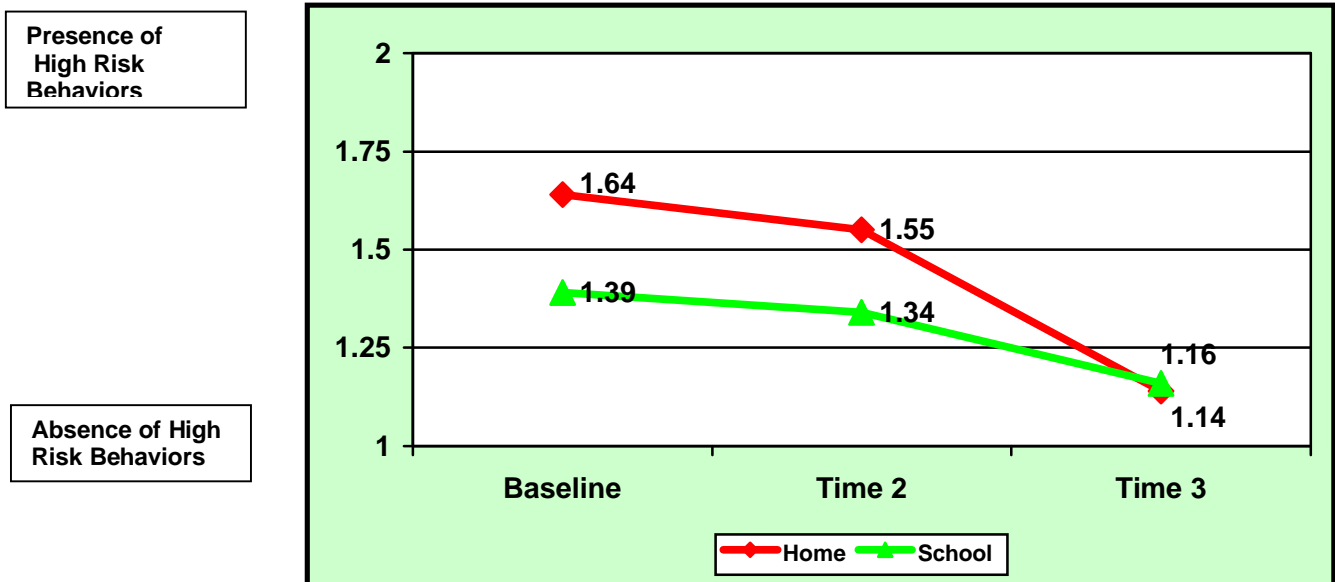
High Risk Behaviors

The Few Study Cohort was assessed on the presence or absence of a set of 16 high-risk behaviors. Examples of these behaviors include lying, stealing, verbal abuse, opposition defiance, depression, moods swings, etc. The Team was asked to rate the “presence (2) or absence (1) of these behaviors over the three month period of time preceding the assessment. The students were then given a composite score based on the presence or absence of these behaviors. The scores ranged from one meaning the student demonstrated no evidence of any of the 16 behaviors to a score of two meaning the student demonstrated evidence of at least one episode of the 16 behaviors.

The findings revealed that the high-risk behavior composite score at baseline was significantly higher in the home environment (1.64) than the school environment (1.39). Time 2 analysis revealed that decrease in the high-risk behaviors were more amendable to immediate and significant change in the home environment (1.55), and less so in the school environment. However, analysis seven months later suggested that decreases in the high-risk behavior composite score in the home and school had significantly and positively ($p < .00$) decreased.

These findings suggest that high-risk behaviors are more apparent in the home environment however these same behaviors are more likely to be amendable to immediate and significant change. High-risk school behaviors were less likely to be evident at baseline although those behaviors most likely to be present (verbal abuse, lying, and oppositional defiance) were likely to require a longer period of intervention to significantly change. This suggests that there is a need for teams to stay at the table longer in the cases of students with high risk behaviors. When followed by the team for longer than three months, these behaviors are amendable to positive and sustainable change.

High Risk Behaviors Require Longer Team Investment: Payoff is Demonstrated Decrease in Behaviors

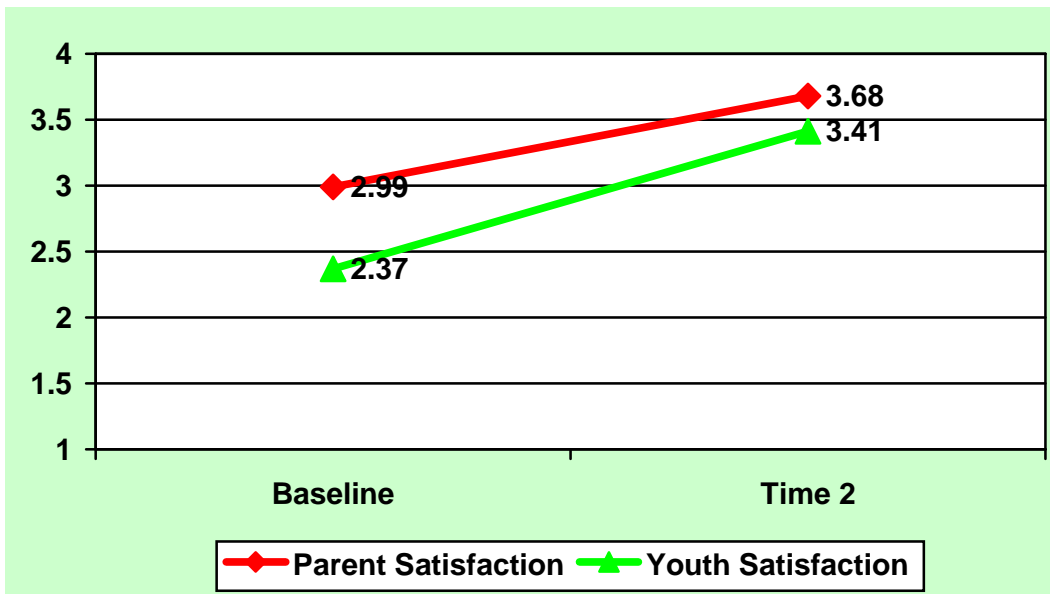


Parent/Youth Satisfaction

Youths (when cognitively capable) and parents were asked to fill out a questionnaire at baseline and approximately every three months thereafter. Parents were assessed using an 18 item scale that assessed their overall satisfaction with the wrap planning process with which their child was involved. The scale was rated using a score of 1 to reflect a response of, “not at all satisfied”, to a score of 4, which reflected a response of “a great deal satisfied”. For this analysis, the 18 items were aggregated and a mean scale score was derived for each assessment period. The change between assessment periods was then assessed for significant change. Youths were assessed on a similar 12 item scale.

Parent Satisfaction-The data for 24 parents were available for the Baseline and Time 2 assessments. The baseline satisfaction score derived for the participating parents was a mean score of 2.99, suggesting that the parents were “slightly satisfied” with the entire wrap planning model. When the same parents were assessed again within three months of the start of the program, they were significantly ($p<.000$) more satisfied with a mean satisfaction rating of 3.68 suggesting that they were extremely satisfied with the program. The overall parent satisfaction findings suggest that there is an initial and significant positive increase in the satisfaction level of the parents participating in the wrap planning process.

Youth Satisfaction-Youths initially presented as less satisfied than the parent’s survey, with a satisfaction score derived that more closely approximated “slightly dissatisfied” (2.37). Three months later their satisfaction significantly improved, with a satisfaction rating of 3.41 ($P<.000$) noted. This finding suggests the youths were dissatisfied with the planning process prior to the initiation of the individualized planning process. Three months later, as demonstrated by the data, the students are very satisfied.



Comparisons of FEW Students in PBIS and Non-PBIS Schools

Although the number of students in non-PBIS schools is small (n=6), some differences between the FEW students in PBIS schools and non-PBIS schools are noted. It appears that PBIS schools implement comprehensive wraparound plans with students sooner, perhaps before home/community issues escalate. Although the FEW students in PBIS schools are less likely to be in Special Education and less likely to have family/community placement at-risk, they were more likely to have school placement at-risk and more likely to have “inclusion” supports in place inside regular education. The wraparound teams in place for students in PBIS schools were more likely to stay “at the table” in a problem-solving/wrap process for longer periods of time as a team, possibly due to their school-wide PBIS experience/structures. Additionally, the students in PBIS schools were more likely to reduce their educational placement risk than those in non-PBIS schools.

Descriptive differences between the two groups include the following:

- a. PBIS students were enrolled in FEW on average 17.4 months, while non-PBIS were enrolled 11.16 months.
- b. Fifty-two percent (11) of PBIS students were Special Education identified, while 83% (5) of non-PBIS were Special Education identified.
- c. PBIS students were on average a year older (10.5 vs. 9.5) and in 5th grade vs. 4th grade.
- d. PBIS students were likely to be referred for reasons related to academic difficulty, student behavior, and poor social skills, while non-PBIS students were more likely to be referred for reasons related to parent/child interactions, basic needs of family, emotional needs of students, and support needs of family.
- e. PBIS students at time of referral were likely to be receiving inclusion supports while non-PBIS students were likely to be in Special Education 21-60% of the day – no real difference in placement changes at Time 2 for either group.
- f. Academic gains for both groups were similar with both being C students at time of referral and B students at Time 2.

Outcomes:

- a. PBIS students were more likely to be at-risk of failing school placement (70% of PBIS at-risk vs. 50% on non-PBIS); however, at Time 2 only 17% of PBIS students were still at-risk while the same three students (50%) in the non-PBIS group were still rated as at-risk.
- b. Non-PBIS students were 40% more likely to be at-risk of failing the home placement at Time 1 (66% vs. 26%) and this risk did not change for either group at Time 2.
- c. Non-PBIS students were 23% more likely to be at-risk of failing the community placement at Time 1 (50% nons vs. 22% PBIS), however, at Time 2 this risk increased slightly (66% non-PBIS vs. 26% PBIS).

Discussion

The data gleaned from FY02 to FY05 suggest that despite the small sample size, students continue to demonstrate significant and positive improvement in the home, school and community. When students receive intensive school-based wrap planning within a system of positive behavioral supports, significant gains are noted in the areas of educational, behavioral, social and emotional functioning. Most notably, as emotional and behavioral functioning improve classroom functioning and academic performance show remarkable improvement. Students once at risk of placement from home, school and or community significantly decrease this risk and are able to meet with success in the least restrictive education placement possible.

These data continue to demonstrate the trend that when students in needs of intensive wrap planning and positive behavioral supports, receive these efforts through a team based process, the students demonstrate significant gains in many life domains and areas of functioning. Most importantly these same students and families reported being feeling support and included and thus more satisfied than they were with other planning methods.

While the data analyzed in the FEW Study have demonstrated significant and positive improvements for individual students, additional research is needed to develop the individual student level knowledge base. Studies are needed to determine what variables are most predictive of differing outcomes in students receiving comprehensive supports and services using a wraparound team model. Additional research is also needed to determine how data used in the team planning process leads to improved outcomes for children and families. Research also needs to uncover factors that contribute to the use of data during the teaming process, as well as factors that contribute to the discontinued tracking of a student.

These data have been used to promote and support data-based decision making with wraparound teams which can ultimately result in improved outcomes for students, families and schools. In addition, the collection of data at the individual student level has allowed for the examination of the tools used to assess change and the systems used to collect and store individual student data.

This continual review of data over the course of the FEW tracking study has provided an opportunity to improve upon areas of weaknesses within the evaluation system. This has resulted in changes such as assessment tool restructuring and the development of a state of the art on-line data-based system currently under development with staff from ISTAC and Loyola University. The new individual student evaluation systems will be launched with the start of the FY07 school year. One of the top priorities from data gleaned from the FY07 system is to establish measurement validity and reliability of the assessment tools.