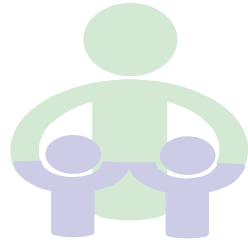


The Illinois PBIS Network builds capacity of schools, families, and communities to promote social and academic success of all students, including those with emotional/behavioral and other disabilities.

- **Prevention-based** school-wide systems of positive behavior support
- **Data-based decision-making** for instruction of behavior and academics
- **Wraparound planning** for students with EBD and their families
- **Community-based** supports for families, youth & schools



Illinois P·B·I·S Network

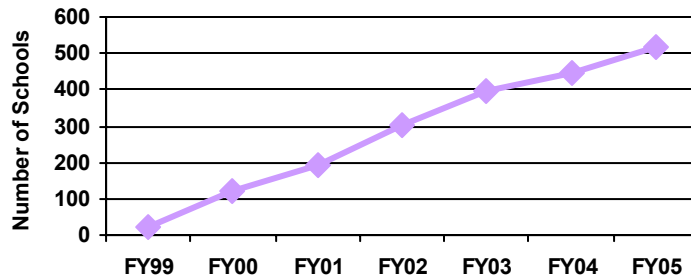
the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (IS•TAC)

Fiscal Year 2005 PBIS Report

Expanding the Likelihood of Success: Illinois PBIS Implementation Summary

After seven years of implementing PBIS, 520 Illinois schools in 143 districts are investing in school-wide PBIS. These schools are supported by 118 External Coaches who receive ongoing training and technical assistance from the Illinois PBIS Network.

Illinois PBIS Expansion Over 7 Years



During FY05, the Illinois PBIS Network continued to advance:

- sustainability at the building and district level
- skill development of building and district coaches
- effective interventions for students with greater behavioral needs

Students with Significant Emotional/Behavioral Challenges

The Illinois PBIS Network continues to increase its capacity for documenting success with students experiencing chronic and intensive behavioral challenges. See pages 8 through 12 for information on these students including:

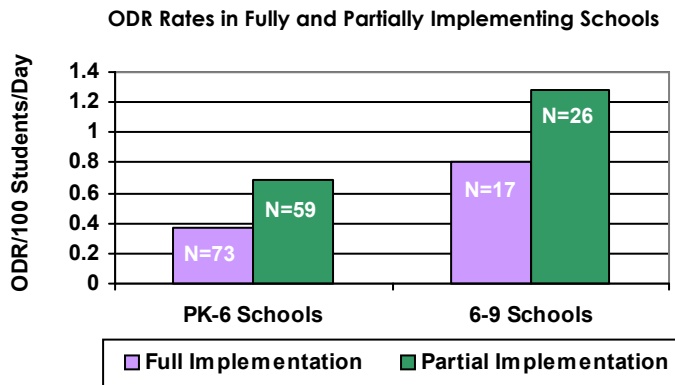
- reductions in discipline problems
- decreases in school placement risk
- improved academic functioning

What's Inside

- How is Illinois Building Capacity to Take PBIS to Scale?
- Does PBIS Implementation Result in Reduction of Behavior Problems and Improved School Climate/Safety?
- How Does Implementing School-Wide PBIS to Fidelity Affect Student Outcomes?
- Does PBIS Improve the Ability of Schools to Address the Needs of Students with Chronic and Intensive Behavior?
- Does Focused Technical Assistance Improve Outcomes for Students with Autism?

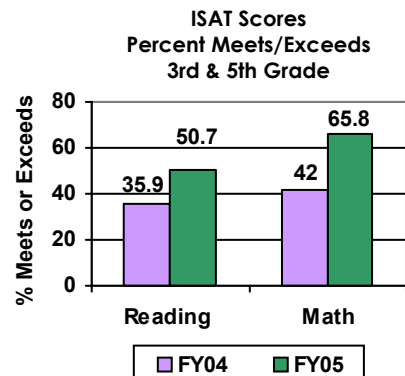
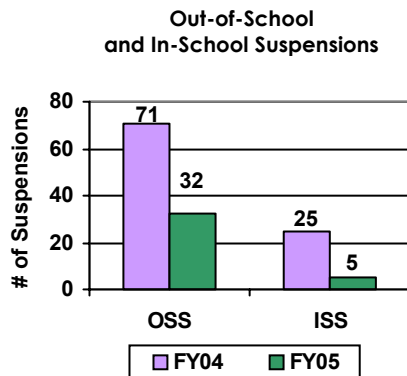
Illinois PBIS Schools Reduce Discipline Problems

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 ($p < .01$) than those schools who are partially implementing. Fully implementing 6-9 schools experience a 38% lower rate of ODRs ($p < .04$) in comparison to partially implementing 6-9 schools.



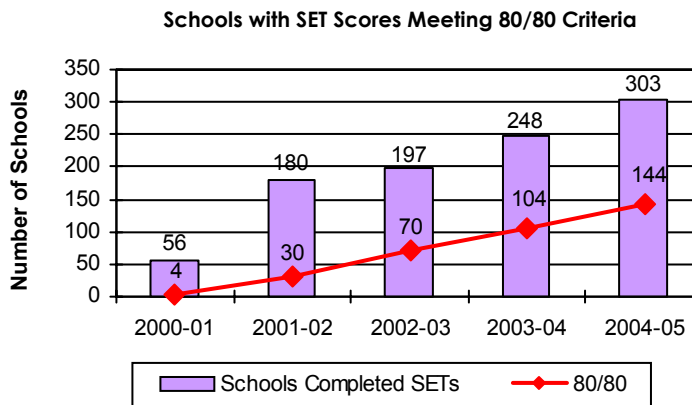
Alton School Experiences Academic Success While Reducing Problem Behavior

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 5) 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.



More Illinois PBIS Schools Meet the Test of Fidelity

The number of Illinois PBIS schools implementing Universal Level school-wide PBIS with fidelity continues to increase. During FY05, the fidelity of school-wide PBIS implementation was measured in 303 out of 520 Illinois schools using the School-wide Evaluation Tool (SET)*. Nearly 50% of these schools (144 out of 303) had SET scores indicating they had met criterion as fully implementing schools.

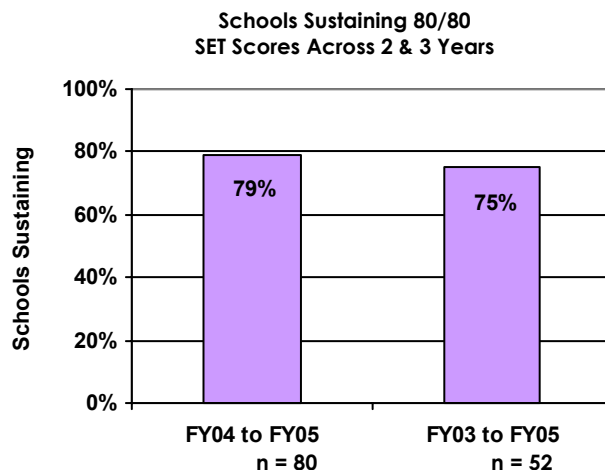


* The SET is an evaluation tool that measures critical features of PBIS. Schools that score 80% on their mean score and 80% on their teaching subscore are implementing to fidelity.

Fidelity Sustains Over Time

Illinois PBIS schools are sustaining fidelity across multiple years as indicated by sustained SET scores of 80/80.

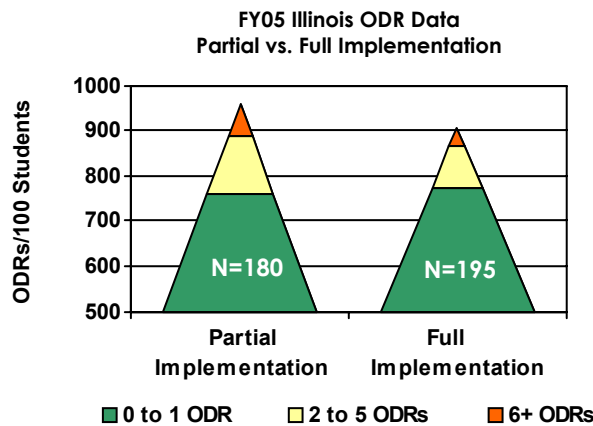
- Almost 80% of PBIS schools that achieved fidelity during the FY04 school year sustained in FY05.
- Seventy-five percent (75%) of schools sustained fidelity from FY03 to FY05.



Being at fidelity is associated with fewer discipline problems overall, as well as higher rates of effective interventions for students with more significant behavioral needs.

Greater Changes in Student Behavior in Fully Implementing Schools

Approximately 375 Illinois PBIS schools used the School-wide Information System (SWIS) to track their office discipline referrals (ODRs). Over half of these schools (n=195) had reached full implementation, achieving SET scores of at least 80/80. The SWIS data indicates that the fully implementing schools had significantly less discipline problems than those schools who have not yet reached 80/80 on the SET.

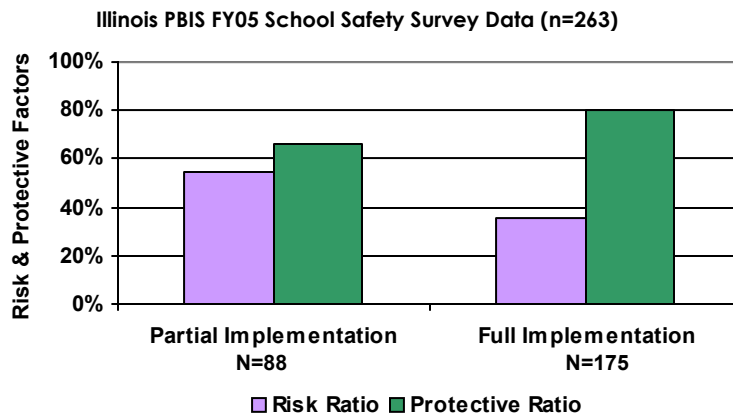


Schools that reached full implementation (80/80) had fewer ODRs overall, and had fewer students with six or more ODRs.

Data suggests that PBIS schools should strive for full implementation to achieve greater changes in discipline patterns and school climate.

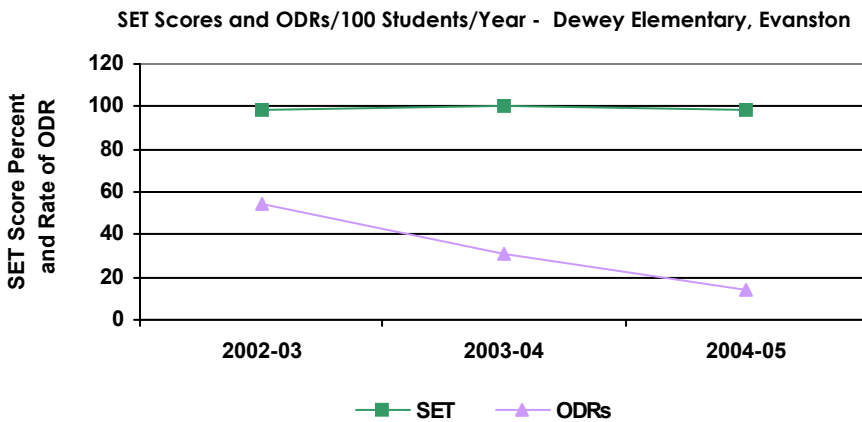
Fully Implementing PBIS Schools Perceived as Safer

The Oregon Safety Survey is an instrument completed by five members of the school community annually. The school member responds to a series of questions regarding their perceptions of risk and protective factors around school safety. Schools that had reached full implementation (n=175) reported a higher level of protective factors and a lower level of risk factors than schools who were only partially implementing school-wide supports (n=88).



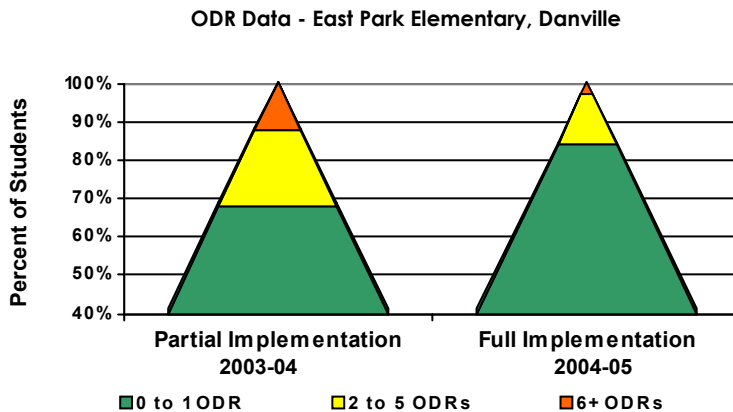
Evanston School Boosts Gains in Behavior by Sustaining Full Implementation

Maintaining full implementation for three years (SET scores of 100), allowed Dewey Elementary School in Evanston to experience more reductions in discipline problems each year. The number of students experiencing zero or only one office discipline referral (ODR) per year increased from 300 in FY03 to 310 in FY04 to 324 students in FY05.



Danville School Increases PBIS Implementation and Reclaims Even More Instructional Time

As East Park Elementary School in Danville's SET scores increased from partial (<80/80) to full implementation (80/80), they experienced a significant decrease (62%) in the number of students receiving multiple ODRs. The total decrease in ODRs resulted in an additional amount of student time (equivalent to 64 days) and administrative time (equivalent to 27 days) that were reclaimed for instruction. See formula for calculating reclaimed time on the right of this page.



An ODR consumes about 10 minutes of administrator time and 20 minutes of student time.

Student Time Reclaimed

$$959 \text{ Less ODRs} \times 20 \text{ Minutes Saved} = 19,180 \text{ Minutes}$$

or
64 School Days

Administrator Time Reclaimed

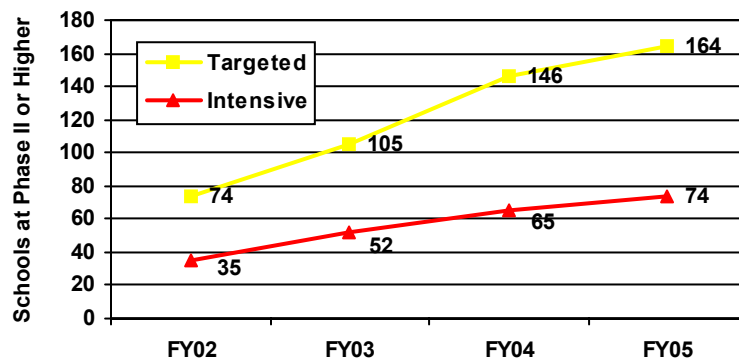
$$959 \text{ Less ODRs} \times 10 \text{ Minutes Saved} = 9,590 \text{ Minutes}$$

or
27 School Days

Small Group & Individual Student Interventions Increase in PBIS Schools

Targeted and intensive interventions are for students who need behavior support beyond the school-wide Universal level. Illinois PBIS schools continue to increase their capacity to implement these specialized interventions for small groups and individual students.

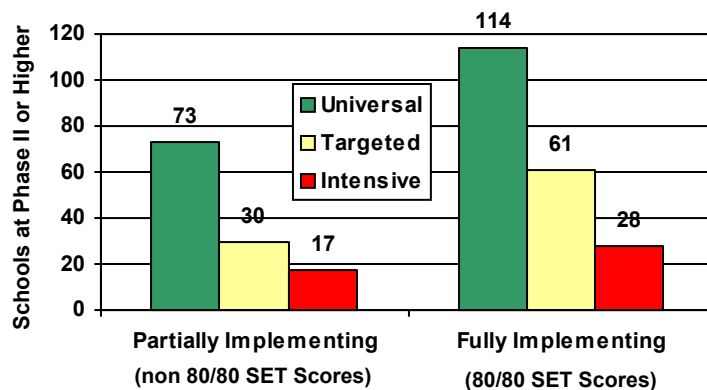
Targeted and Intensive Interventions Reported on Illinois PBIS Levels of Implementation Tool



Students with Chronic & Intensive Behaviors Benefit in Schools with 80/80 SET Scores

Each quarter, PBIS schools in Illinois are rated on their Levels of Implementation. Analysis of SET scores and Levels of Implementation ratings indicate that schools reaching 80/80 scores on the SET have a greater capacity to support students with chronic behavior/academic challenges.

Levels of Implementation for Fully and Partially Implementing Schools



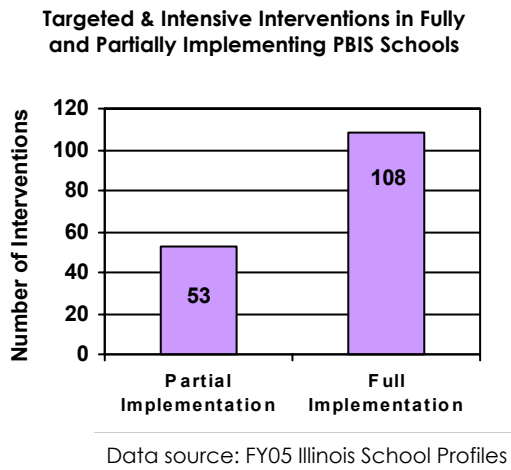
Schools with SET scores of 80/80 demonstrate greater ability to address the needs of students with chronic and intensive behavior problems.

Individual Student Example

A repeat seventh grade student in a PBIS school was referred for wraparound due to failing grades, impaired family and peer relationships, and depression. The student vocalized a need to be around adults who he felt respected him. A teacher was identified for the student who met this criteria. A respite worker and mental health staff supported the student/family in the community. The team worked closely with the student over 18 months and he is successfully attending high school.

Double the Rate of Targeted & Intensive Interventions at Schools Fully Implementing

The Illinois School Profile data indicates that schools fully implementing PBIS (80/80 SET scores) report a 50% higher rate of targeted group and individual interventions than schools partially implementing (non 80/80 SET Scores).



Students with or at risk for behavioral/academic problems are more likely to get interventions tailored to their needs in schools that are fully implementing PBIS.

Small Group & Individual Student Interventions

The following are examples of small group and individual student interventions reported on the Illinois FY05 School Profile form as "highly effective":

- Lozano Elementary in Chicago, in conjunction with System of Care Chicago, facilitated wraparound teams for 12 families during the FY05 school year and partnered with the Chicago Parent Program to encourage parent involvement in developing effective interventions.
- Pleasant Acres Elementary in Rantoul implemented behavior support plans for students with multiple discipline referrals. Each student worked with an adult to set a daily goal and check-in throughout the school day. Students meeting their goal were rewarded.
- Welch Elementary in Naperville implemented a social skills group for students referred to the targeted team. A school social worker partnered with speech therapists to work with small groups of students weekly to role-play social skills.

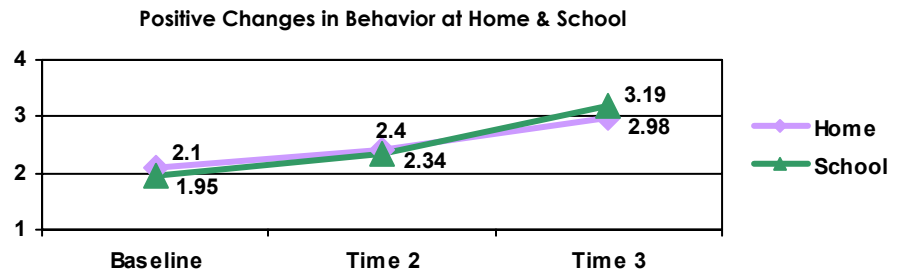
Full Evaluation of Wraparound FY03 to FY05

Over the past three years (FY03 to FY05), the Illinois PBIS Network developed and piloted an on-line Full Evaluation of Wraparound (FEW) system for:

- a) team facilitators to integrate data-based decision-making into the wraparound process, and
- b) consistent measurement of common benchmarks of progress for students needing individualized and intensive level support.

Behavioral Functioning Demonstrates Greatest Improvement

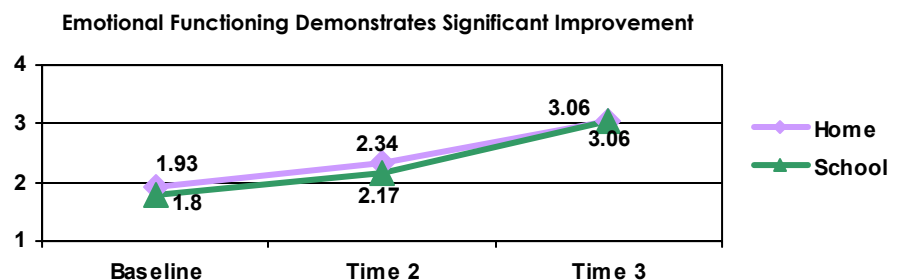
Positive changes in behavioral functioning in the school and home environments were significant ($p < .00$). These findings suggest that while the behavior of these students may be highly problematic, these same behaviors are amenable to both immediate change (three months), and to change over time (seven months).



4=High Strength, 3=Somewhat Strength, 2=Somewhat Need, 1=High Need

Low Emotional Functioning Amenable to Intervention

At baseline, emotional functioning of students was rated the lowest of all domain areas in home and school (health/safety, social, emotional, behavioral, cultural/spiritual). Seven months later, Time 3 data revealed positive and significant ($p < .00$) change in emotional functioning.



4=High Strength, 3=Somewhat Strength
2=Somewhat Need, 1=High Need

The FY05 FEW study cohort consists of 29 students enrolled over three years with two or more data points.

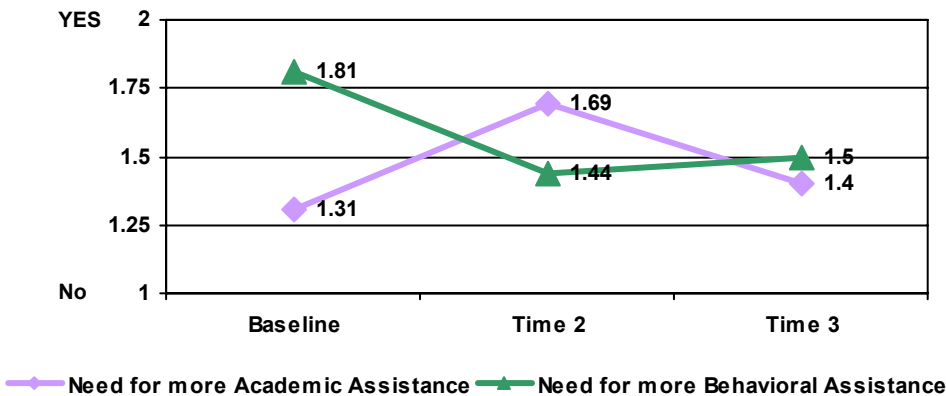
- 35% (15) in Special Education
- 79% (23) in PBIS schools
- 48% (14) in grades 1 to 4; 37% (11) in grades 5 to 8

Behavioral Needs Masking Need for Academic Assistance

Similar to FY03 and FY04 findings, as students' need for behavioral intervention decreases, their teachers tend to identify them as in need of academic assistance. The PBIS Network trains schools on how to address academic needs sooner with these students.

While behavior needs of the students may be what is noticed initially, once addressed with adequate behavioral supports, the underlying academic needs become more apparent.

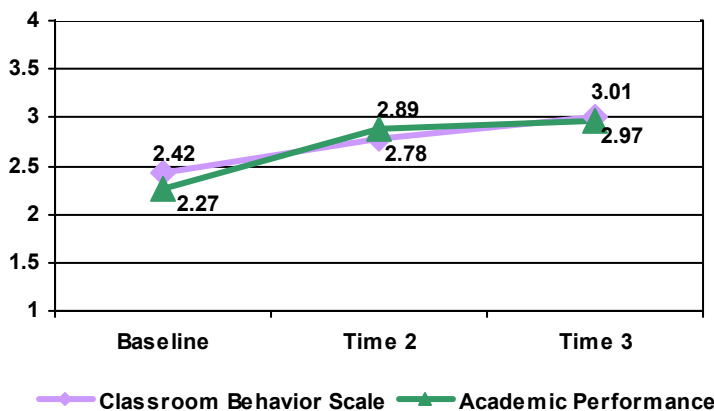
As Behavior Improves, Academic Needs Become More Apparent



Gains in Classroom Behavior Parallels Gains in Academic Performance

Teacher ratings of classroom behavior in academic performance were examined over three time periods. Average classroom behavior ratings improved from "sometimes" demonstrating age appropriate classroom functioning (2.42) to "often" (3.01) after seven months. As depicted on the graph below, academic performance demonstrated simultaneous improvement as rated by teachers.

Increases in Classroom Behavior & Academic Performance

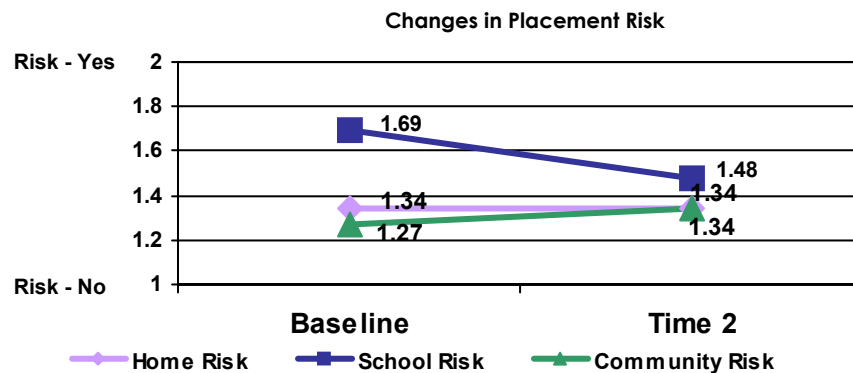


About the Wraparound Process Used for FEW:

- Each student has a uniquely designed team
- Teams are coached by skilled wraparound facilitators
- Strengths and family/student voice/choice are emphasized
- Teams include members with behavioral knowledge and skills
- Teams meet on a regular basis, typically every three weeks

Wraparound Reduces School Placement Risk in Three Months

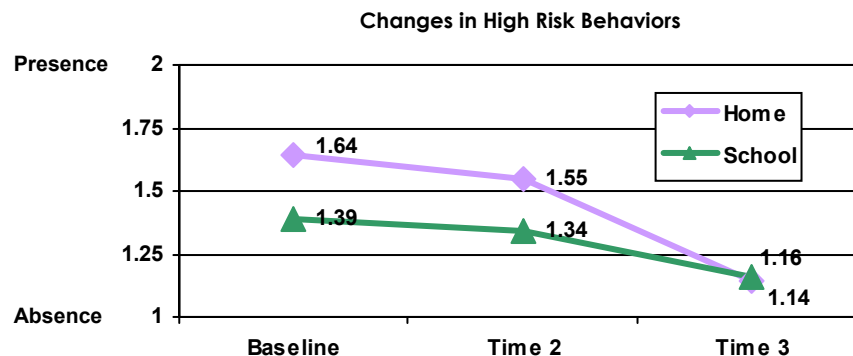
At baseline, 19 FEW students were rated as at-risk of placement out of their school, ten had home placements rated as at-risk, and eight were at-risk in their community. At Time 2, school placement risk positively and significantly ($P<.000$) decreased.



Data 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.

High Risk Behaviors Require Team Investment Over Time

When supported by a wraparound team for longer than three months, high risk behaviors (e.g. lying, stealing, aggression, defiance, opposition, depression, etc.) are amendable to positive and sustainable change. These findings suggest that there is a need for teams to stay at the table longer in the cases of students with high risk behaviors.



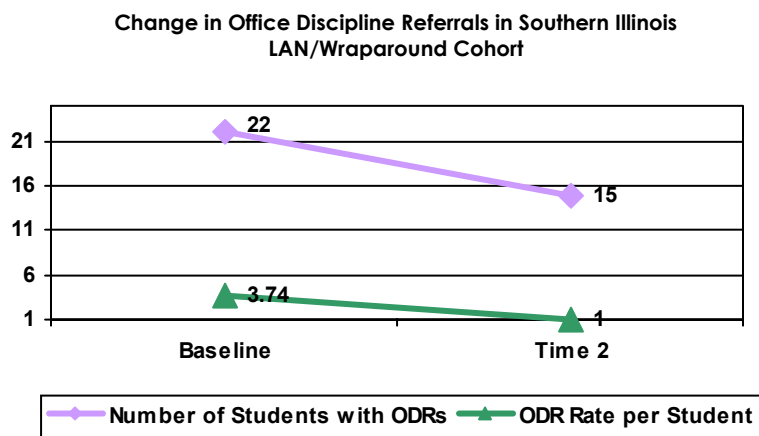
Data-Based Decision-Making & Wraparound

- Data is taken on three month intervals
- Data (graphs) are available through an on-line system
- Teams are supported to guide their intervention planning

Wraparound Process in Southern Illinois Demonstrates Reductions in Behavior Problems

Interagency partners in Southern Illinois enrolled 139 students supported by wraparound through community-based Local Area Networks (LANs) in the SIMEO system. The follow-up data available for 45 of these students indicates that these students experienced reductions in behavior problems at school.

- At referral, 49% (22) of the 45 students had experienced at least one office discipline referral (ODR) in the previous three months, with a mean ODR rate over the three month period of 3.74 per student. Three months later, 78% of these students (15) decreased their ODR risk to a mean ODR of 1.0 per student for the same period of measure.
- In-school suspensions significantly decreased ($p < .018$) between baseline (1.22) and Time 2 (1.06) from ten students having one or more episodes to only three students having one or more episodes.



Wraparound Expands Opportunities for Junior High School Student

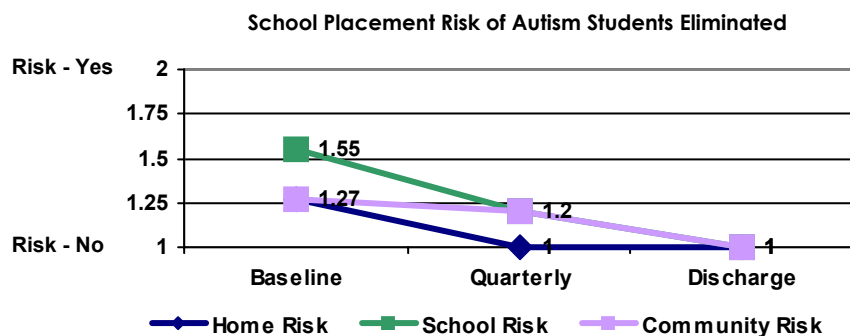
A junior high school student in a North Region PBIS school was referred to wraparound due to truancy issues, failing grades and family issues one of which was domestic violence. Once the wrap plan was initiated, team members were able to get a mentor for the student to address academic and behavioral needs, connect with local mental health agency to address family needs, and connect with the LAN to provide funds for baseball fees and a uniform for the student. The student improved his behavior at school and successfully completed sixth grade.

During FY05, the evaluation of students served by the Illinois PBIS Network and the Illinois Autism Technical Assistance and Training project (IATAP) was initiated through the Systematic Information Management of Educational Outcomes (SIMEO) pilot project.

School Placement Risk Eliminated for Students with Autism

The Illinois Autism Technical Assistance and Training Project (IATTAP) enrolled 11 students in SIMEO. A behavioral consultation team at their school supported these students. An IATTAP consultant coached or facilitated these teams. Seven of these students had two or more data points, allowing for change over time analysis. While inconclusive due to the small sample size, data suggests that the consultation process for school teams may be contributing to the positive academic, behavioral and life-skill gains of the students enrolled.

- Over 50% (6) of the Autism Study cohort students were at risk of failing their school placement. At completion of the consultation, none of the six students were deemed at risk of more restrictive school placement.
- Significant gains of 25% to 35% were also noted in the autism specific risk factors of aggression towards others, anxiety, high agitation and self-injurious behavior.



Next Steps: Plan for FY06

During FY06, individual students and their families supported by PBIS and IATTAP coaches and consultants will be supported by the upgraded SIMEO system. This will allow teams to have access to data on an ongoing basis to ensure more effective intervention planning through data-based decision-making.



Visit our website at www.ebdnetwork-il.org for a complete list of the Illinois PBIS Network's FY06 goals and objectives, as well as goals and objectives of the Illinois Statewide Technical Assistance Center (IS•TAC).

Statewide Contacts

Lucille Eber
Illinois PBIS Network
Project Director
(708) 482-4860
lewrapil@aol.com

Marla Dewhirst
Illinois PBIS Network
Assistant Project Director
(708) 482-4860
mdwrapil@aol.com

Sheri Luecking
Illinois PBIS Network
Assistant Project Director
(618) 282-6251
slueckingperandoe@yahoo.com

Steve Romano
Illinois PBIS Network
Assistant Project Director
(708) 212-1426
sromano11@comcast.net

Barbara Sims
ISBE
Educational Consultant
(217) 782-5589
Bsims@isbe.net

ISTAC Evaluation Team

Hank Bohanon
Loyola University
Research Consultant
hbohano@wpo.il.luc.edu

Kelly Hyde
Accountability Solutions
Research Consultant
(602) 482-9745
klhyde@earthlink.net

Holly Lewandowski
Evaluation Coordinator
(708) 482-4860
Hlwrapil@aol.com