

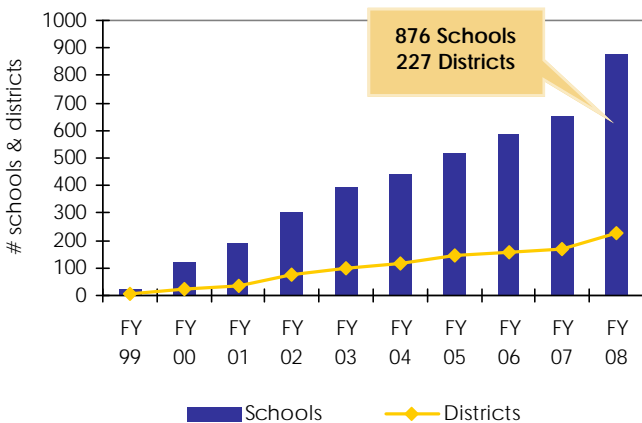


# Ten Years of PBIS Implementation in Illinois

## The Demand for PBIS Continues

During FY08, the Illinois PBIS Network accelerated expansion by training 210 new school teams. This was the most new schools enrolled in a single year during the ten year history of PBIS implementation in Illinois. As of 6/30/08, 876 Illinois schools in 227 districts have been trained and are implementing PBIS. The Illinois PBIS Network continues to modify structures, tools and approaches to ensure sustainability and fidelity while increasing capacity.

Number of Illinois Schools & Districts Adopting PBIS FY99-FY08



## inside

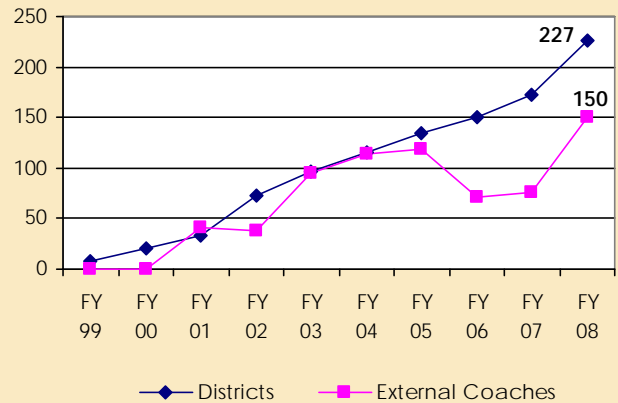
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## Coaching Capacity Increases

### External Coaches are Key to Fidelity and Sustainability

The Illinois PBIS Network heightened efforts to increase external coaching capacity during FY08. Identifying and training district-based external coaches is a prerequisite to training new school teams.

Number of Illinois Districts Adopting PBIS & Number of External Coaches as of June 30, 2008



During FY08, the Illinois PBIS Network began partnering with Special Education Co-operatives to position PBIS coaches to support member districts. This contributed to a significant increase in personnel positioned to provide external coaching to PBIS schools statewide. The Illinois PBIS Network is increasing support to external coaches through a variety of training and technical assistance efforts. See [www.pbisillinois.org](http://www.pbisillinois.org) for the FY09 External Coaches Support Plan.

## FY08 End of Year Report

# fidelity

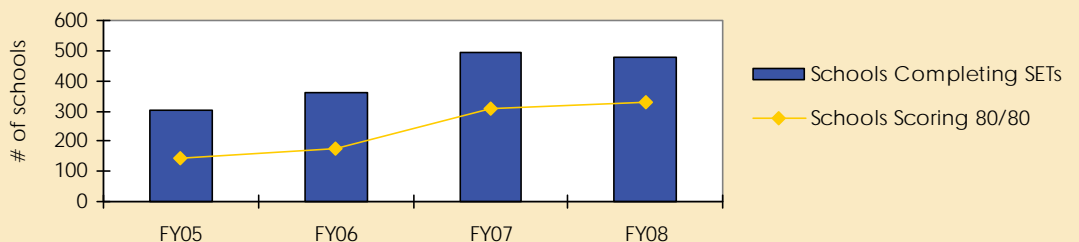


## More Schools Reach Fidelity of Implementation

Illinois PBIS schools continue to focus on attaining full implementation of PBIS. Fidelity at tier 1/universal PBIS ensures that all students consistently have access to research-based behavioral support, resulting in an effective instructional climate and environment. Establishing a solid tier1/universal system is critical as schools build capacity to provide secondary and tertiary interventions for up to 10-15% of students.

The School-Wide Evaluation Tool (SET) is a research instrument for assessing school-wide positive behavior support (Horner, R. et. al. 2004\*). Over the past four years, more Illinois schools have had a SET, and more of these schools per year are reaching full implementation. The number of schools annually achieving full implementation increased by 127%, from 144 in FY05 to 327 in FY08. Due to this dramatic increase in the number of fully implementing schools, a closer analysis of SET data was pursued to determine if schools are maintaining fidelity over multiple years.

Illinois PBIS Schools Completing the SET and Reaching Full Implementation

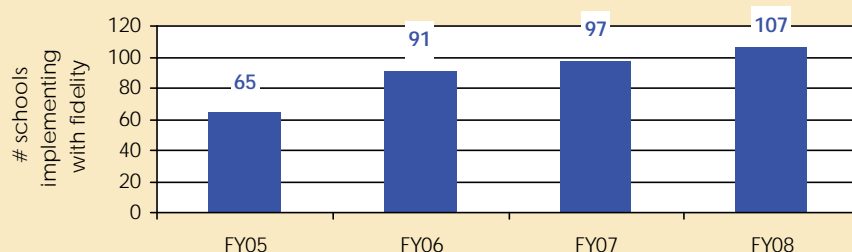


\*Journal of Positive Behavioral Interventions, 6, 3-12.

## Do Schools Maintain Fidelity Over Time?

A review of data from 107 schools that had a SET completed for four consecutive years revealed that more of these schools achieved fidelity each year (a 65% increase from FY05 to FY08). While these data indicate more Illinois PBIS schools are sustaining implementation over time, it is important to note that is not a random sample of schools and therefore is not representative of all Illinois PBIS schools.

Illinois PBIS Schools Maintaining Fidelity Over Time

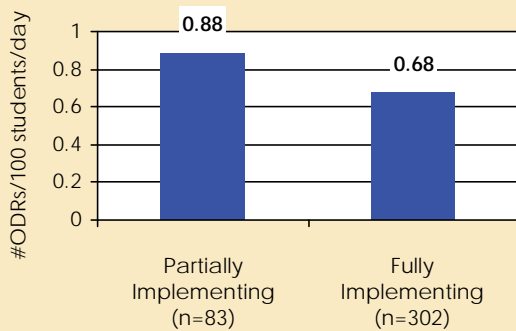




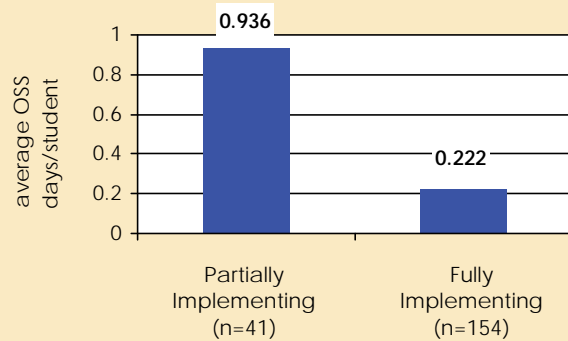
## Less Behavior Problems with Full Implementation

Illinois schools fully implementing PBIS as measured by the SET continue to show lower levels of office discipline referrals (ODRs) and suspensions than partially implementing PBIS schools. This translates to better school climate and more time dedicated to academic instruction.

**ODR Rates in Partially & Fully Implementing Illinois PBIS Schools**



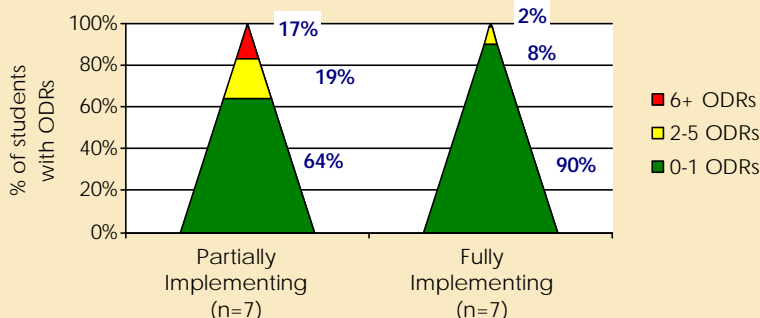
**Suspensions in Partially & Fully Implementing Illinois PBIS Schools**



## More Instructional Time Gained in Fully Implementing Middle Schools

ODR rates were compared for a sample of seven fully implementing and seven partially implementing PBIS middle schools. Per the graph below, the schools at full implementation had significantly more students with only zero or one ODR all year, which translates to more instructional time. To further illustrate the effect that full implementation has on instructional time, the difference between the average total ODRs for both groups of schools was used to conduct an *instructional time gained* analysis. The data show that the seven partially implementing schools could potentially gain 945 days of instructional time by moving to full implementation.

**Mean Percentage of Students by Major ODRs 07-08 Middle School Comparison**



**Instructional Time Gained When Moving from Partial to Full Implementation**

$$\begin{aligned}
 &11,341 \text{ total ODRs}^* \\
 &\times 30 \text{ minutes per ODR} \\
 &----- \\
 &= 340,230 \text{ minutes} \\
 &\quad \text{or} \\
 &945 \text{ days Gained}
 \end{aligned}$$

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

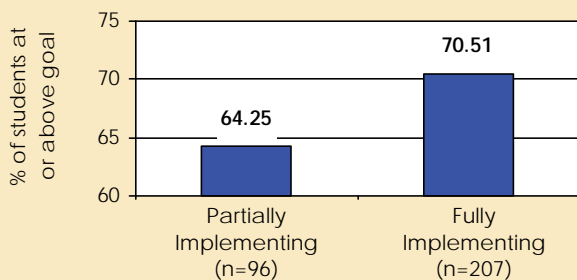
# outcomes



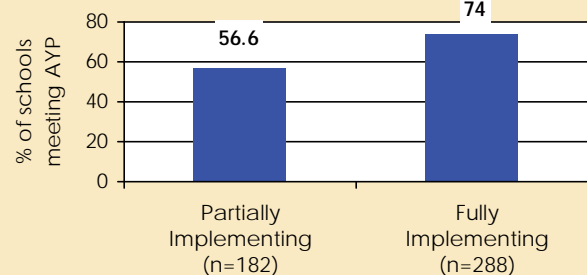
## Higher Academic Achievement in Fully Implementing PBIS Schools

As in previous years, a review of the 2006-07 Illinois State-wide Assessment (ISAT) data suggests that full implementation of PBIS is linked to higher rates of academic success. For example, fully implementing schools had a greater percentage of 5<sup>th</sup> grade students meeting/exceeding reading standards on the ISAT than partially implementing schools. Additionally, a greater percentage of fully implementing schools achieved Adequate Yearly Progress (AYP) than partially implementing schools.

Comparison of Partially & Fully Implementing Illinois PBIS Schools on Fifth Grade ISAT Reading Scores 2006-07



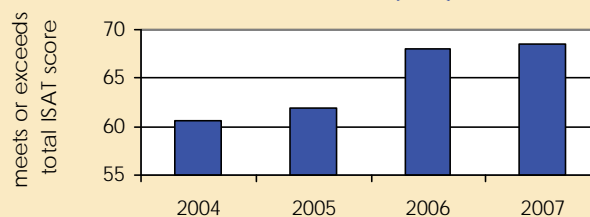
AYP Comparisons Between Partially & Fully Implementing Illinois PBIS Schools 2006-07



## Gains in ISAT Scores in PBIS Schools

A critical component of the ISAT data is the actual *gains* in achievement as schools move to full implementation of PBIS. We have reported such increases in ISAT scores for individual schools across the state in previous reports and newsletters (see [www.pbisillinois.org](http://www.pbisillinois.org)). Below is an example of aggregate ISAT gains observed in seven of the 15 PBIS schools in Aurora East School District 131. Each of these seven schools have been implementing PBIS for four or more years. Future evaluation efforts of the Illinois PBIS Network will pursue the study of ISAT score improvements over time in groups of schools fully implementing PBIS compared to schools partially implementing PBIS. Comparisons to non-PBIS schools will also be pursued.

Aurora East Elementary Schools' Average Total\* ISAT Scores from 2004-2007 (n=7)



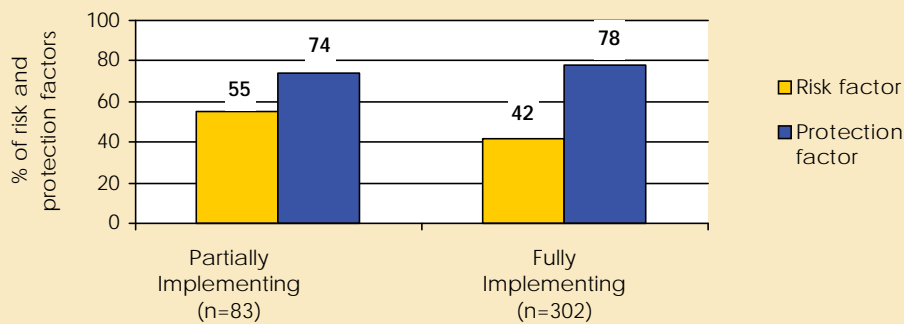
\*Total ISAT score includes Math, Reading, Writing, and Science.



## Fully Implementing Schools Enhance School Safety

As in previous years, the FY08 evaluation results indicate a relationship between PBIS implementation and measures of school safety based on the Oregon Safety Survey. This instrument is completed by five members of a school community annually. The school representatives respond to a series of questions regarding their perceptions of risk and protective factors related to school safety. Schools that had reached full implementation reported a higher level of protective factors and a lower level of risk factors than schools that were only partially implementing school-wide positive behavior supports.

**School Safety & SET Fidelity in Illinois PBIS Schools**



## Scaling up Secondary Interventions to Ensure Student Success

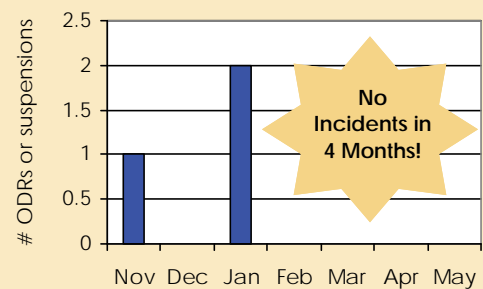
PBIS schools are becoming more proficient at scaling up interventions quickly if the student is not responding. The story below illustrates how a secondary group intervention was modified and changed until the student experienced success.

“Bruce”, a 5<sup>th</sup> grader who had difficulties with peers, was placed on a Check-in-Check-out (CICO) intervention in November. In January, his CICO was individualized to a Check-and-Connect (CnC) with an adult of his choice. A brief functional behavior assessment identified less structured and competitive activities during PE as problematic. Strategies to help included:

- Instruction on being a good sport for the entire PE class.
- Scheduled “check-in” with his CnC person right before PE.
- Additional practice with the social worker on other ways to interact with peers.
- Prompts and acknowledgement for using his new skills during PE.

Bruce’s discipline referrals diminished between March and June. His reading skills, which had not increased since October, went up 19% from January to May.

**Bruce's Discipline Data**



# wraparound



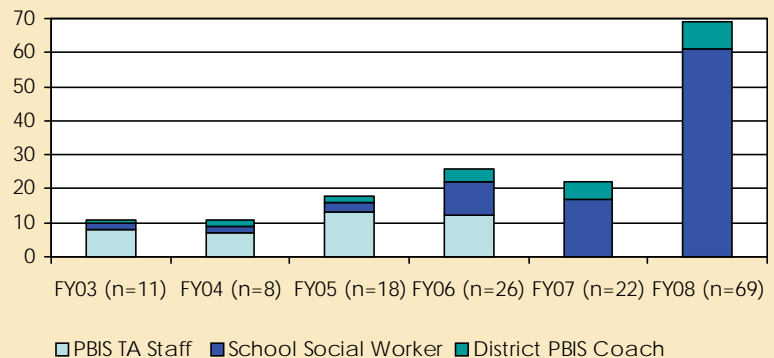
## Tertiary Level Efforts Lead to Systems Change

Six PBIS districts have completed two years as tertiary demonstration (demo) sites. Individual students engaged in tertiary interventions continue to be tracked using the Systematic Information Management of Educational Outcomes (SIMEO). This data system provides graphs of strengths, needs, and behavior changes that are used to guide wraparound planning and to assess student outcomes over time. In FY08, 122 students were enrolled in SIMEO. Sixty-nine (56%) of the students had sufficient data to be included in an analysis of change over time. For a more comprehensive review of the FY08 tertiary data analysis please see the FY08 Illinois PBIS Network End of Year Report at [www.pbisillinois.org](http://www.pbisillinois.org).

## The Changing Role of the School Social Worker

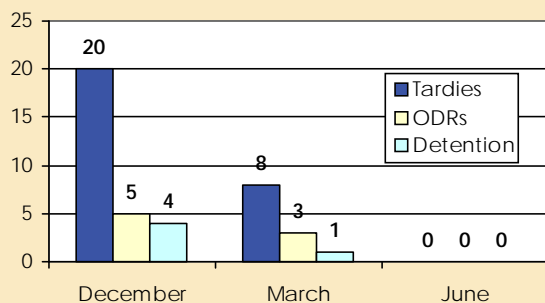
Tertiary demo districts are revising school social worker job descriptions to include facilitation of teams implementing complex functional behavior support and wraparound plans. In FY08, 60 of the 69 students (87%) included in the change over time analysis were receiving tertiary level interventions through a team facilitated by a school social worker.

School Personnel Facilitating Tertiary Teams  
FY03-FY08 Study Cohort



## Scaling Up Interventions Yields Success for Student

Debbie's Discipline & Tardy Data



"Debbie" is a 7th grader who was habitually tardy and had multiple discipline referrals. She participated in a "lunch bunch" group where behaviors were taught in a small group. Subsequently, she participated in a Check-and-Connect with a school secretary. She checked in with the secretary twice daily. Although there was some progress, she continued to be tardy. Following instructional sessions with the secretary, more improvement was noted. In March, the intervention was faded and Debbie only checked in periodically with the secretary. A more complex intervention was prevented due to progress monitoring and subsequent scaling up of interventions until success was achieved.

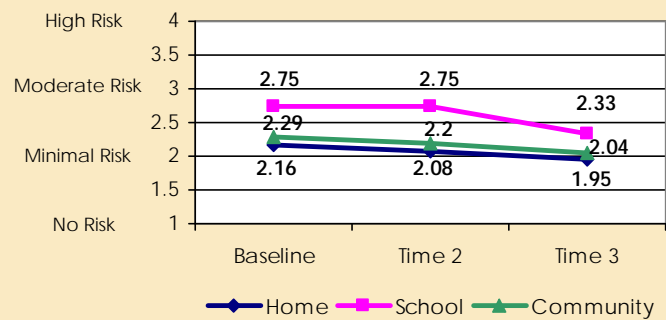


## Positive Outcomes for Individual Students

### Educational Environment Stabilized

After 2-3 months of wraparound support, placement risk decreased for a sample of 24 students. The results after 5-6 months were even more promising. The graph to the right shows that student school placement risk for these students was highest from baseline to 90 days with placement-risk dropping at 180 days. These findings again suggest that teams need to continue action-planning over time to get results when working with students with complex needs.

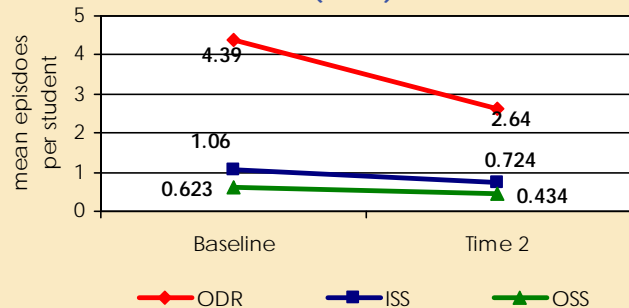
Decreasing Placement Risk Over Time (n=24)



### Problem Behaviors Decrease

Students in need of tertiary interventions typically have experienced failed attempts to rectify high risk behavior. Therefore, it is encouraging that students with tertiary level plans decrease their office discipline referrals (ODRs) in a relatively quick timeframe. The graph to the right shows that students in the study cohort had an average of 4.39 ODRs at baseline. Ninety days later the cohort demonstrated a 40% decrease in ODRs, with an average of 2.64 ODRs per student.

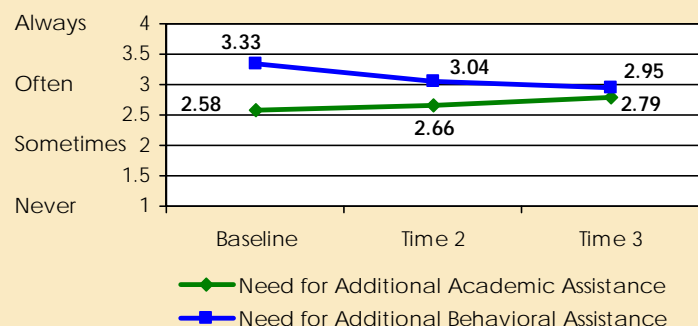
Problem Behaviors Decrease (n=69)



### The Academic Behavior Connection

Classroom behavior of students receiving wraparound was rated as "in need of assistance" at baseline, but stabilized as the wrap process progressed. As in previous year studies, the data shows that teachers began recognizing academic needs after behavior needs subsided. At time 3, this trend continued with classroom behavioral needs dropping below a rating of "often," while need for academic support continued to increase to a rating more closely approximating "often."

Academic Needs Recognized (n=69)



# State Leadership Guides PBIS Expansion

During FY08, the Illinois PBIS Statewide Leadership Team continued action planning to increase PBIS capacity and visibility. Work groups developed and implemented strategies in areas of political support, fiscal model development, tertiary tier development, and integration of related initiatives.

## Highlights of FY08:

- Recognition status was achieved by 250 schools. Eighty-one (81) were recognized as emerging, 142 as implementing and 27 as fully implementing.
- Five Illinois State Senators and Representatives, one US Representative, and the Assistant Secretary for the US Department of Education's Office of Special Education and Rehabilitative Services (OSERS) visited six Illinois PBIS schools.
- PBIS was referenced in at least 20 Illinois newspaper and school/district newsletter articles.
- A template for district fiscal planning was developed and piloted.
- Partnerships with Special Education Cooperatives were initiated to expand the external coaching network.
- US Representative Phil Hare (IL-17) conducted a congressional briefing in Washington, D.C. to encourage support for the Positive Behavior for Effective Schools Act (H.R. 3407).
- Development of an integrated coaches training plan with ISTAC was initiated.
- The use of PBIS data systems to track progress of SEL standards began in several districts.

## New Target Areas for FY09-FY14:

- Initiate replication of the tertiary model developed in the demonstration sites in selected districts.
- Develop models for integration of school-based mental health and PBIS in collaboration with community agencies and families.
- Pursue more in-depth study and analysis of Illinois PBIS data to identify sustainability trends, long-term effects on academic achievement and special education data.

## About the Network

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (ISTAC) - an Illinois State Board of Education funded initiative promoting effective practices to benefit all children.

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

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

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