



update

:: newsletter ::

About the Network

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Collaborative (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** schoolwide systems of positive behavior support
- **Data-based decision making** for instruction of behavior and academics
- **Wraparound planning** for students with complex emotional and behavioral needs and their families
- **Community-based** supports for families, youth, and schools



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Impact of PBIS on Students with Disabilities

Nationally, students with disabilities are suspended from school at about twice the rate of their non-disabled peers (Losen & Gillespie, 2012), putting this vulnerable group of students at great risk of academic failure and dropping out of school. Thus, tracking the progress of this subgroup of students is an important step in determining the effectiveness of multi-tiered systems of behavior support, a critical component for improving school outcomes for all students.

Equity in Discipline Improves Access to Instruction

Growing evidence from Illinois schools documents the relationship between PBIS implementation and reductions in discipline referrals and suspensions for students with disabilities. Subsequently, students disproportionately removed from instruction due to behavior is being reduced. Achieving equity in discipline increases students' access to instructional time. This positively impacts academic outcomes and can ultimately decrease the potential to drop out of school, thus leading to increased graduation rates (Jerald, 2006). This Update provides multiple examples of decreased suspensions as well as gains in instructional time for students with disabilities who are accessing a multi-tiered, schoolwide system of positive behavior support in Illinois.

New Federal Guidance on School Discipline and Discrimination

The U.S. Departments of Education and Justice recently released documents on the *Supportive School Discipline Initiative*, a collaborative effort refocusing school discipline to create safe, positive school climates. The Initiative is aimed at developing equitable schools and emphasizes prevention and positive approaches that keep students in school and engaged in learning. The clear message against zero tolerance policies is rooted not only in equity for students of color, who face disproportionate rates of exclusionary discipline, but also for students with disabilities who are typically at higher risk of receiving office referrals and out of school suspensions. Go to <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html> for more information.



Equity in Discipline

Reducing Suspensions for Students with Disabilities

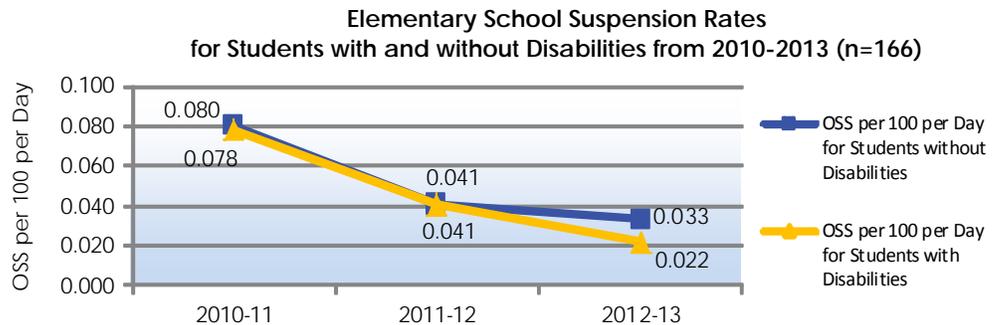
What is Risk Ratio?

Risk ratios compare the risk of an event happening between two groups. In this newsletter, we discuss the relative risk ratio for receiving an office discipline referral (ODR) or out of school suspension (OSS) between students with and without disabilities.

Measuring Equity

A risk ratio of 1.0 means that there is equitable distribution between the two groups. A risk ratio over 1.0 means a group is over represented and more likely to experience that event, while under 1.0 means they are less likely to have the event occur. Risk ratios are one way to determine how PBIS systems are impacting students with and without disabilities equitably.

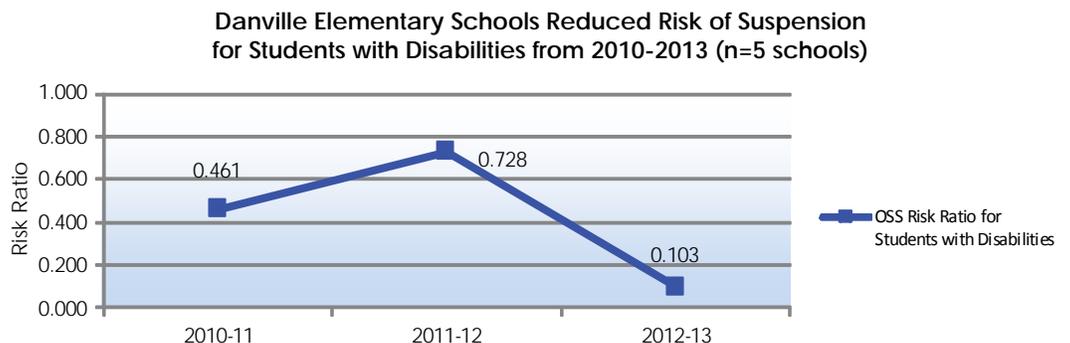
To assess the impact of PBIS implementation on elementary school students with disabilities, data were analyzed from 166 schools over three years. In this sample of Illinois schools, students with disabilities had a 72% reduction in out of school suspensions (OSSs) from 2010 to 2013. Students without disabilities also saw a substantial reduction of OSSs with a 59% decrease over the same three years. Go to www.pbisillinois.org/publications/reports for more on this study.



Reduced Risk for Students with Disabilities. The drastic reductions in suspensions for students with disabilities translate to a risk ratio of 0.83, meaning for every one suspension received by a student without disabilities, there were 0.83 incidents of suspension for a student with disabilities. Students with disabilities in these schools were *less likely* to receive a discipline referral or suspension than students without disabilities. This reduction in risk is remarkable in light of a national study documenting that for all racial groups combined, students with disabilities were suspended at approximately twice the rate of their non-disabled peers (Losen & Gillespie, 2012).

Elementary Students with Disabilities Experience Success: A District Example

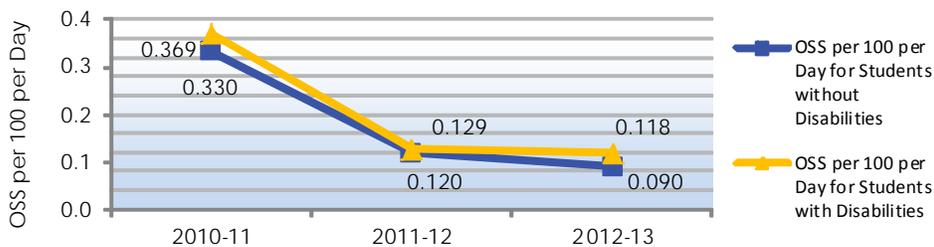
An examination of discipline data for five **Danville CCSD 118** elementary schools indicated that the rates of office discipline referrals (ODRs) and out of school suspensions (OSSs) decreased for both students with and without disabilities from 2010-11 to 2012-13. Students with disabilities saw a reduction in OSSs by 56%, while students without disabilities had a reduction of 27%. Students with disabilities were, in fact, less likely to be suspended than students without disabilities in 2012-13. This demonstrates evidence of effective behavioral support for students with disabilities, given that the typical rate of suspension experienced by students with disabilities is twice that of non-disabled peers.



Reduced Suspensions for Students with Disabilities in Middle Schools

Although it is typical for students with disabilities to experience a disproportionately higher rate of out of school suspensions (OSSs), schools are making substantial progress in reducing this inequity. For example, a three-year study of 46 Illinois middle schools implementing PBIS indicated a 72% decrease in OSSs for students without disabilities. On par with the reduction for non-disabled peers, the rate of OSSs per 100 students per day for students with disabilities decreased by 68%. This cohort of middle schools has steadily reduced the *risk* of suspensions for students with disabilities from a risk ratio of 1.19 in 2010-11 to a risk ratio of 1.16 in 2012-13. These schools are creating a school climate in which all students, including those with disabilities, have a decreased risk for suspensions. For more on this study, please access: www.pbisillinois.org/publications/reports.

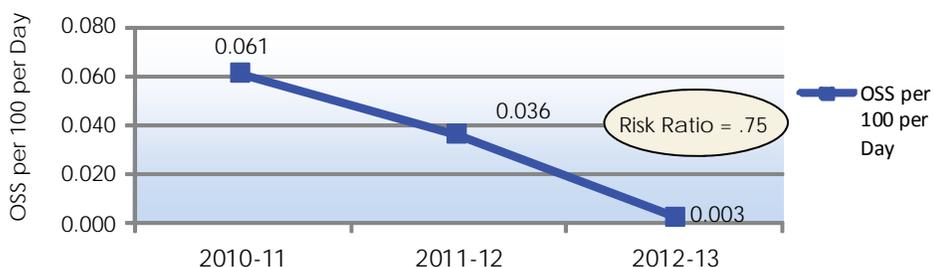
Middle School Suspension Rates for Students with and without Disabilities from 2010-2013 (n=46)



Equity for Middle School Students with Disabilities: A District Example

Two middle schools in a northern Illinois district implementing PBIS are continuing to show strong, positive behavioral impact for their students with disabilities. Students with disabilities in these two schools experienced a 95% decrease in out of school suspensions (OSSs) from 2010-11 to 2012-13. This decrease in suspensions is remarkable given that middle schools typically have more suspensions on average than elementary and high schools (Losen & Skiba, 2010). Students with disabilities in these middle schools have a risk ratio of 0.75. This means that they did not receive a disproportionate number of OSSs compared to students without a disability, but are actually 30% *less likely* to receive a suspension than students without a disability.

District Example of Middle School Suspension Rates for Students with Disabilities from 2010-11 to 2012-13 (n=2)



Middle School Success for Students with Disabilities

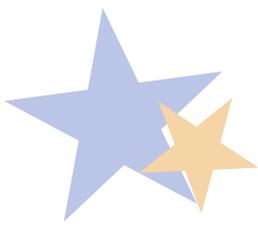
Below are examples of middle schools implementing PBIS who are showing improvements in the equitable distribution of office discipline referrals (ODRs) and out of school suspensions (OSSs) between students with and without disabilities.

Students with disabilities at **Chute Middle School in Evanston CCSD 65** have had a 78% decrease in OSSs and a 9% decrease in ODRs from 2010-11 to 2012-13. Data from this school indicate a steady improvement in the risk ratio over three years, meaning students with disabilities are becoming more equally represented in discipline data.

Examination of the risk ratios for students in two **Danville CCSD 118** middle schools found that students with disabilities were less likely than students without a disability to receive an ODR or OSS in 2012-13. This lower risk for ODRs and OSSs means students with disabilities are spending more time in the classroom instructional setting.

Wauconda Middle School in Wauconda CUSD 118 had zero OSSs for students with disabilities for the last three years. The rate of ODRs for students with disabilities decreased 95% from 2010-11 to 2012-13.





Access to Instruction

More Instructional Time as Behavior Improves

As schools implement the foundations of behavior support, they begin to see improvements in academic outcomes. McIntosh and colleagues (2006) saw clear links between improved behaviors and reading performance. In Illinois, schools implementing PBIS with fidelity see improvements in students meeting and exceeding Illinois Standards Achievement Test (ISAT) benchmarks (Illinois PBIS Network Update Newsletter, January 2013). Assessing changes in academic outcomes is an important component of multi-tiered systems of behavioral support. Reducing problem behaviors results in saved instructional time and can lead to increased academic outcomes.

Calculating Instructional Time Gained When ODRs Decrease

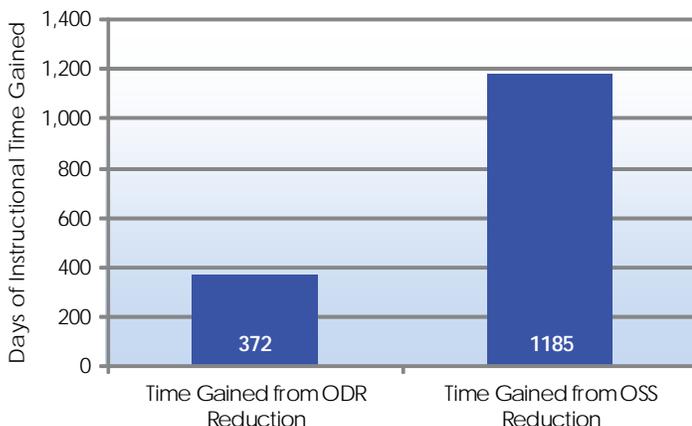
$$\begin{array}{r}
 7,822 \text{ total ODRs}^* \\
 \times 20 \text{ minutes per ODR} \\
 \hline
 = 156,440 \text{ minutes} \\
 / \\
 7 \text{ hours per school day} \\
 \hline
 = 372 \text{ days gained}
 \end{array}$$

* The difference between year 1 and year 2 total ODRs.

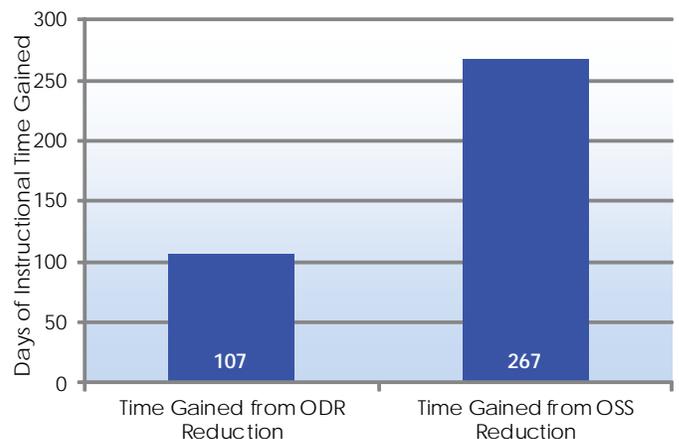
Elementary Schools Increase Time for Learning

One of the most important goals of reducing problem behaviors is to increase students' time engaged in instructional activities. The examples below show reductions in office discipline referrals (ODRs) and out of school suspensions (OSSs) and the impact those reductions have on *gains* in instructional time. The amount of instructional time gained was calculated using the discipline data from 166 Illinois elementary schools implementing PBIS. Using a seven hour instructional day, students in these elementary schools saw an increase of 372 days of instructional time by decreasing the rate of ODRs from 2011-12 to 2012-13. During this time period, students gained 1,185 days of instruction related to decreases in OSSs. Gains in instructional time were made by both students with and without disabilities.

Days of Instructional Time Gained due to Reduced ODRs and OSSs for All Students from 2011-12 to 2012-13 (n=166 schools)



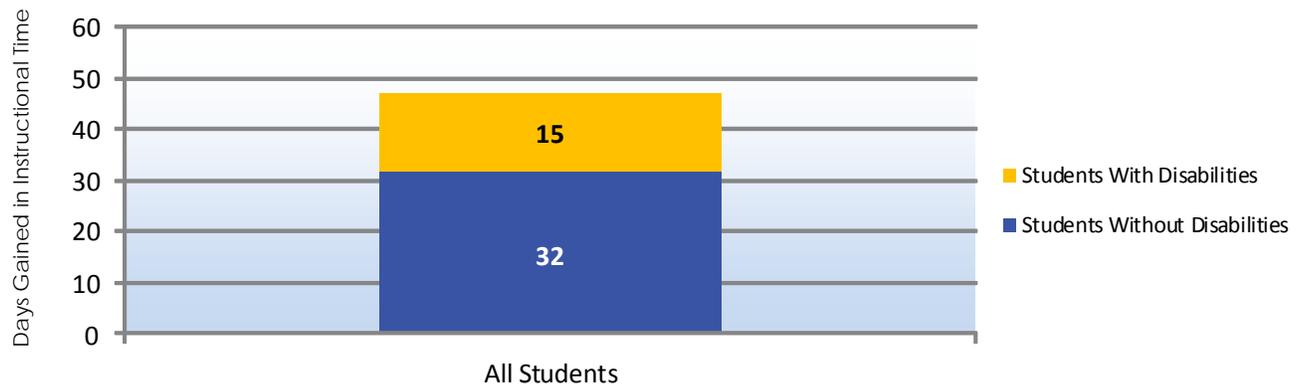
Days of Instructional Time Gained due to Reduced ODRs and OSSs for Students with Disabilities from 2011-12 to 2012-13 (n=166 schools)



Regional Example of Instructional Time Gains for Students with Disabilities

Examples of districts with gains in instructional time through implementation of PBIS include **Beach Park CCSD 3**, **Grayslake CCSD 46**, and **Zion ESD 6**. Aggregate office discipline referral (ODR) data for ten schools (nine elementary and one middle) in these Lake County districts were analyzed with results showing a 38% decrease in overall ODRs from 2010-11 to 2012-13, as well as a 48% decrease in ODRs for students with disabilities. These reductions resulted in a gain of 327 instructional hours (47 days) for all students, including a gain of 105 hours (15 days) for students with disabilities over three years.

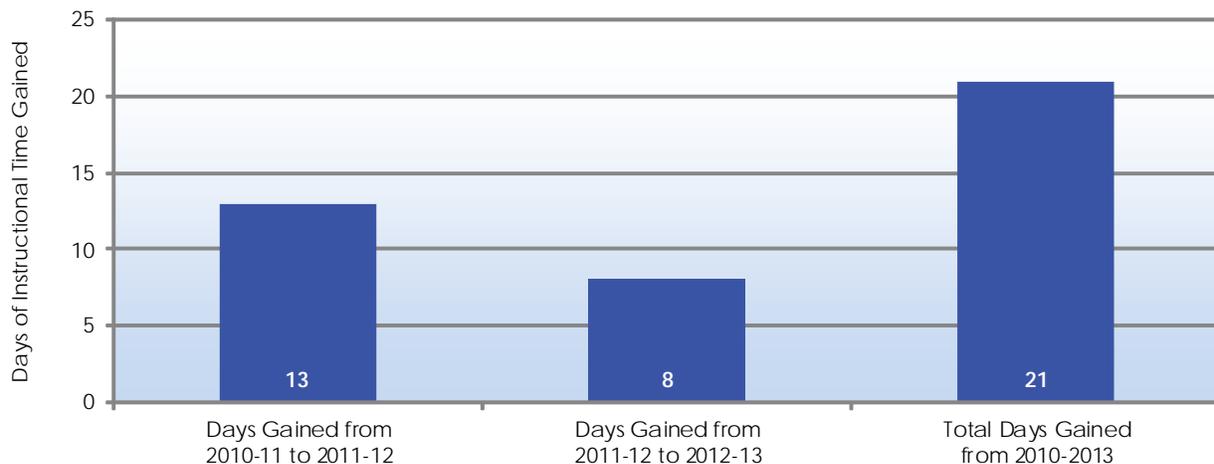
Days Gained in Instructional Time for Students with and without Disabilities due to Reduction in ODRs between 2010-11 and 2012-13 (n=10 Lake County Schools)



Strong PBIS Foundations Lead to Instructional Time Gain in Elementary School

During 2011-2013, **Frances Willard Elementary School** in **Rock Island SD 41** boosted classroom management strategies by reviewing teacher expectations for teaching social behaviors and reviewing classroom versus office managed behaviors. To supplement the school's PBIS efforts, in 2012-13, special education staff job responsibilities were modified to include coordination and/or delivery of behavior interventions such as Check-in Check-out (CICO), social skills groups, and function-based behavior planning. By focusing on strengthening their PBIS systems, the school was able to achieve a 64% decrease in total ODRs, from 669 in 2010-11 to 238 in 2012-13, while students with disabilities had a 39% decrease in ODRs for the same time period. This resulted in a gain of 21 days of instructional time for all students over a two year period.

Days of Instructional Time Gained due to Reduced ODRs from 2010-11 to 2012-13 for Frances Willard Elementary School, Rock Island SD 41





Tier 3 Expansion

Coaching Builds Fluency

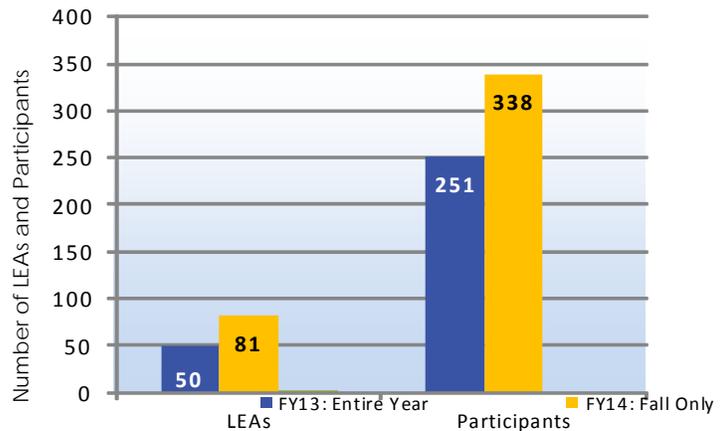
Coaching is an important component to implementing interventions with fidelity (Rodriguez, Loman, & Horner, 2009). This is especially true for Tier 3 interventions, which require more specific feedback and supports for practitioners to master the complexity of the highly individualized support plans.

Effective Tier 3 interventions require a “stay at the table” mentality, which can be taxing for facilitators. Ongoing coaching provides facilitators with strategies and support to stay engaged in the process; keep the team, student, and family equally engaged; and emphasize student and family strengths.

Exponential Growth in Tier 3 Training

The demand for Tier 3 training continues to grow as 338 participants from 81 Local Education Agencies (LEAs) participated in one of 25 different Tier 3 events during the first semester of this school year. Participants included coaches, teachers, administrators, social workers, school psychologists, and other school-based clinicians. This is noticeable growth, with 31 more LEAs (a 60% increase) and 87 more people participating in Tier 3 trainings than all of last year combined. This accelerated interest in Tier 3 trainings is indicative of the forward investment many schools have made in their universal foundations and readiness to scale up the core curriculum of behavior to meet the higher level needs of some students.

Number of LEAs and Participants for Tier 3 Coaching: FY13 Entire Year Compared to FY14 Fall Only



Tier 3 Implementation Requires Training, Practice, and Feedback

The 2013-14 Tier 3 Training Series includes Functional Behavior Assessment and Behavior Intervention Plan (FBA-BIP); person-centered wraparound; and Rehabilitation, Empowerment, Natural Supports, Education, and Work (RENEW) approaches. To ensure these complex interventions are installed with effectiveness, the series includes in-person training supplemented by webinar-based trainings and technical assistance. The composition of the series reflects best practices in instruction by allowing for multiple, ongoing opportunities to practice the skills, ask relevant questions, and receive immediate feedback. Trainers embed frequent activities and provide “homework” opportunities. Participants’ fluency in the skills drives the pace and scaffolding of the instruction. These training series will continue during the second half of this school year with increasingly refined content. Coaches and personnel facilitating Tier 3 interventions with students can gain additional skill building during monthly regional Coaches Network meetings and through participation in bi-annual statewide leadership conferences.



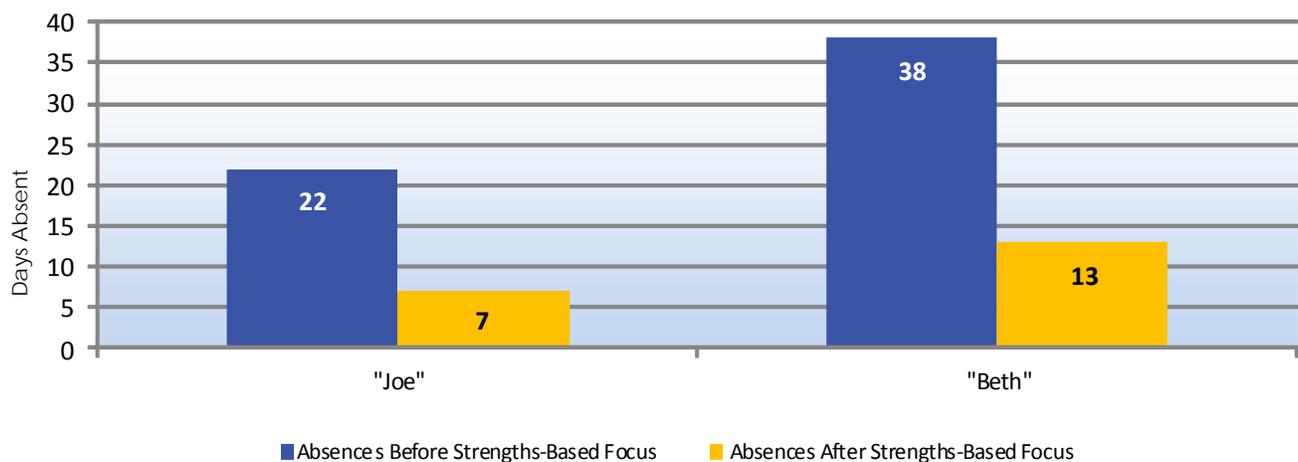
District Progress Building a Tier 3 Foundation

Districts can build their capacity to support students with more complex behavior needs by building district structures and investing in a comprehensive professional development process. For example, **Kankakee SD 111** garnered district-wide support for coaching and training PBIS systems in all schools in 2011. In 2012, most schools began implementing higher tiered intervention systems including Check-in Check-out (CICO). The junior high, high school, and alternative school also began installing the wraparound-based RENEW process. Coaches and school teams also participated in training on function-based behavior planning followed by monthly technical assistance sessions. The investment in the foundations and ongoing coaching was evident in the successful evolution of interventions for a middle school student who was struggling with attendance, grades, and discipline. When the CICO process was not successful, the Problem Solving Team developed a function-based behavior plan. Within two weeks, the student's attendance, referrals, suspensions, and grades improved. The success was cumulative, and within a one month period the student's grades had improved from all F's to passing three out of five classes.

Commitment to Coaching Leads to Wraparound Success

Evidence-based approaches to supporting students in need of intense intervention begin with a thorough assessment of student strengths and needs defined by the student and family. Although this skill set can be difficult to shift into, student and family strengths are crucial as the basis for successful intervention planning. Several recent wraparound interventions in a central Illinois district point to the importance of a strengths-based approach. After a year of struggling to succeed with wraparound attempts, a social worker facilitating Tier 3 reconnected with wraparound technical assistance opportunities. This coaching helped her maximize student and family strengths in the development of individualized plans. As a result, two students (siblings) with wraparound plans have seen increased parental involvement and decreases in absences for the 2012-13 school year, with "Joe" reducing daily absences by 60% and "Beth" by 66%. In addition, since starting a daily behavior card in September to track his classroom behaviors, Joe has met his goals for 99% of days. The increased parental involvement and attendance has set the stage for continued growth, connection, and academic success.

Reductions in Absences for "Joe" and "Beth"
Before and After Strengths-Based Wraparound Focus





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Upcoming Events

March 5-8, 2014 • Chicago, IL



2014 APBS INTERNATIONAL
CONFERENCE ON
POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS: Science, Values, and Vision



Hyatt Regency Chicago

151 E. Wacker Drive, Chicago, IL 60601

The 2014 APBS International Conference will feature skill-building workshops, breakout sessions, networking opportunities, posters, and exhibits. For more information, visit the APBS website: www.apbs.org.

Save the Dates:

June 2-4, 2014 • Springfield, IL

Illinois Juvenile Justice Commission "Re-Connecting the Pathways Conference"

Crowne Plaza Hotel
3000 S. Dirksen Pkwy., Springfield, IL 62703

The conference will focus on the role of local leadership for juvenile justice improvement. Go to <http://ijjc.illinois.gov/re-connecting> for more information.

August 6 - 7, 2014 • Tinley Park, IL



2014 SUMMER
LEADERSHIP CONFERENCE

Tinley Park Convention Center

18451 Convention Center Drive, Tinley Park, IL 60477
www.tinleyparkconventioncenter.net

The 2014 Illinois PBIS Network Summer Leadership Conference will feature Illinois PBIS Leaders and Implementers. Sessions will cover a variety of topics and include district- and school-based personnel sharing their implementation experiences. Administrators' Academy, CPDU, and CEU credits are available. More information will be available soon on our website: www.pbisillinois.org.