


IL PBIS Network


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State of the State...

- Expansion, Sustainability, Scaling-up.....
- Family Integration at State Network Level
- Integration of Mental Health/Community Partners at District and School levels
- PBIS Framework applied to Disproportionate use of punitive discipline
- High Schools
- Use of EE data at District/school levels: Impact of PBIS for ALL students

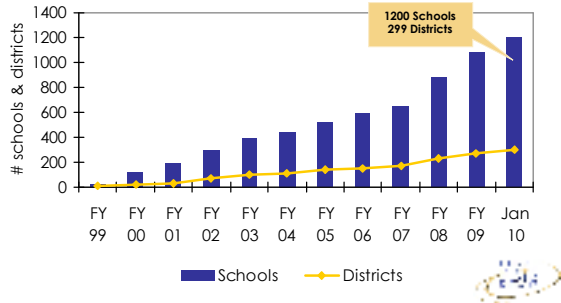


IL PBIS Network

- ISBE IDEA Discretionary Grant
 - From EBD Network to PBIS Network
- ICMHP (expansion)
- Lead State for National Center (USDE)
- Federal Grant award with KU (USDE)
 - Demo for students with most challenges



Number of Illinois Schools & Districts Adopting PBIS FY99-FY10



The Growth Continues

Over 1200 schools mid-point of 12th year:

- 234 new schools during 2008-09 school year
- Most schools ever trained in one year during the 11 years of IL PBIS
- Expected to add 200 schools a year for next 3-5 years

New Schools Added (July 2009–December 2009)

- 87 new schools
- 16 new districts

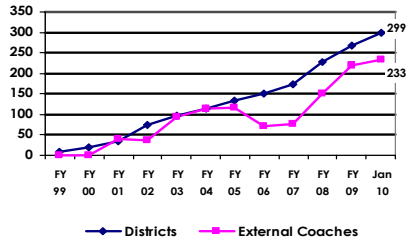


Coaches funded by LEAs

- External and Internal
- Tier 2/3 (external)
- Demos (some time limited grant offset):
 - High Schools,
 - Tier 2/3



Number of Illinois Districts Adopting PBIS & Number of External Coaches (as of January 2010)



Infrastructure Building

- District Focus for Network TACs
 - District Plans (using Blueprint)
 - Support for Coaches
- Sticking to Commitments before Training
 - See “Getting Started” at www.pbisillinois.org
- District “Summits”
 - See “Detailed Course Descriptions” at www.pbisillinois.org



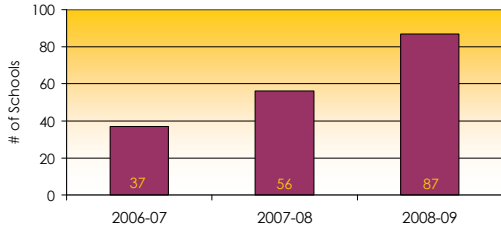
Focus on High Schools

Ongoing Network Work Group

- High School Forums (national and state)
- Revised Curriculum
- Look at HS data separate from whole in statewide evaluation process



Illinois High Schools Implementing PBIS



Our Tier 2/3 Journey....

- From demos...
- to replication....
- to 'business as usual'
 - Changes in Secondary and Tertiary courses
 - Tools integrated
 - Teaming structures better defined
 - Scheduled phone follow-up for team facilitators is automatic



Commitments for Success*

Examples of District/Building Tier 2/3 Commitments :

- Tier 2/3 Coaching FTE
- Position Personnel to Facilitate Tertiary Intervention Teams for 3-5% of Students
- Comprehensive Training and "Practice"
- Data-based decision-making is part of all practices
- Tertiary District Leadership Team
- Review Special Education and Disproportionality Data
- Review District Policies

*See IL PBIS Network Commitment for Success Agreement



District-wide Tertiary Implementation Process

- District meeting quarterly
 - District outcomes
 - Capacity/sustainability
 - Other schools/staff
- Building meeting monthly
 - Check on all levels
 - Cross-planning with all levels
 - Effectiveness of practices (FBA/Wrap)
- Tertiary Coaching Capacity
- Facilitators for complex FBA/BIP and wraparound teams



Tertiary Level System Components (Installation Stage)

1. **District Planning Team** to address the system challenges and address the data trends to be changed.
2. **Building level tertiary systems planning team** to monitor progress of tertiary plans and address challenges at building level.
3. **Tertiary Coaching** (District level).
4. **Facilitators** identified and “positioned” to facilitate Tier 3 teams and plans for 1-5% of students.
5. Comprehensive **training and technical assistance** plan.
6. **Data system/tools** to be integrated into tertiary practices.



Building System Structures at District Level: What it takes

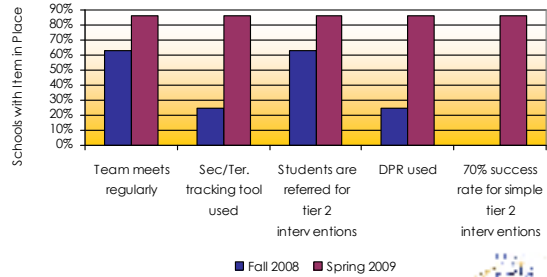
Tools:

- Tracking Tool
- Systems-Response Tool
- Out of Home School Tool
- Guiding Questions
- SIMEO

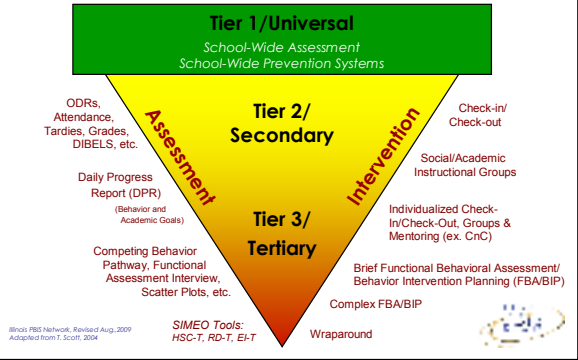


Replication of Tertiary Demos Moving Rapidly

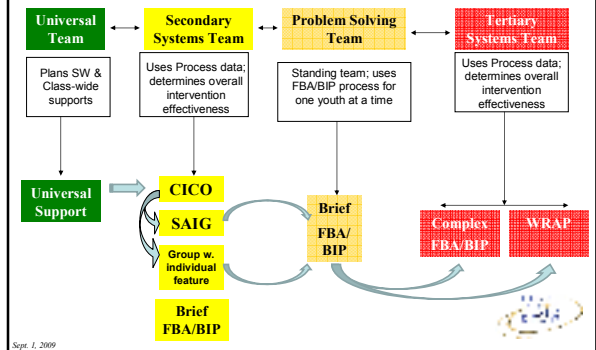
Phases of Implementation: Secondary Phase I (n=8 Replication Schools)



Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



3-Tiered System of Support Necessary Conversations (Teams)



Universal Screening

- Looking Beyond ODRs



Wraparound Skill Sets

1. Identifying “big” needs (quality of life indicators)
 - “Student needs to feel others respect him”
2. Establish voice/ownership
3. Reframe blame
4. Recognize/prevent teams’ becoming immobilized by “setting events”
5. Getting to interventions that actually work
6. Integrate data-based decision-making into complex process (home-school-community)



IL PBIS Network Tier 2/3 Administrator Course

***AA696e-PBIS Systems of Support:
A Focus on Tier2/Secondary and Tier
3/Tertiary Levels of Support***



Tier 2/3 Administrator Course: AA696e

Participants will:

- understand PBIS as a continuum of behavior support
- make connections between Response to Intervention, IDEA, the Social and Emotional Learning Standards, and PBIS
- utilize data to determine secondary foci for group and individual intervention
- learn to apply a functional perspective to behavior and academic challenges for group and individual intervention
- refine school/district action planning around current systems and practices related to the continuum of RTI
- interpret primary and secondary data to determine student/family in need of tertiary support
- understand need for comprehensive plans of support through the wraparound process



State Leadership Team

- Related Initiatives
- Local leaders (district, regional)
- Key state leaders (cross agency)
- Associations (unions)
- Family organizations
- Local Family Reps
- Legislative
- Network Staff



Work Groups

- Family/Community Integration
- Demos
- Related Initiatives
- Political Support/Visibility
- Interagency
- Fiscal Planning (District cost analyzer)
- LRE Data

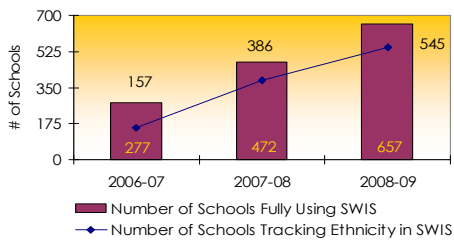


Demonstrations Work Group

Work on a new demo process to develop specific strategies for addressing disproportionality issues through the application of the PBIS framework.

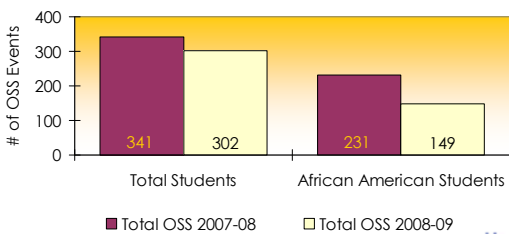


More Schools Reviewing Discipline Data by Ethnicity



Decreases in OSS 2007-08 to 2008-09

J. W. Eater Jr. High School in Rantoul



Interagency Work Group

Begin “mapping” system features for integrated school mental health model.



Old Approach → New Approach

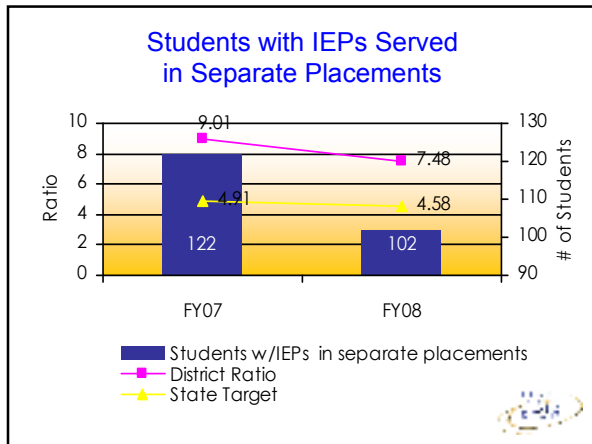
- Each school works out their own plan with Mental Health (MH) agency;
- A MH counselor is housed in a school building 1 day a week to “see” students;
- No data to decide on or monitor interventions;
- “Hoping” that interventions are working; but not sure.
- District has a plan for integrating MH at all buildings (based on community data as well as school data);
- MH person participates in teams at all 3 tiers;
- MH person leads small groups based on data
- MH person co-facilitates FBA/BIP or wrap individual teams for students.

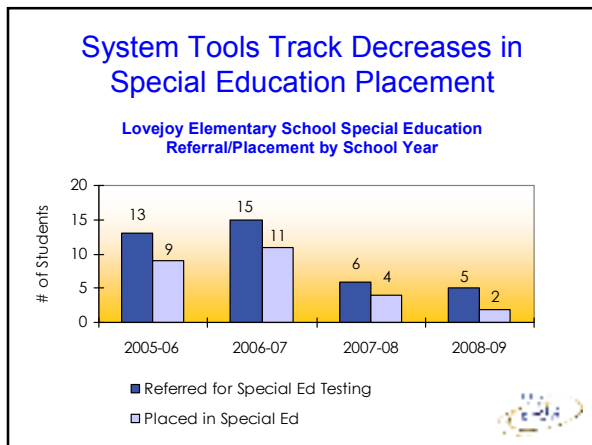


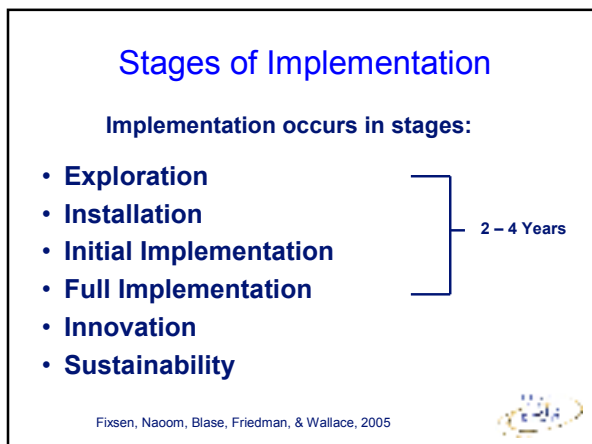
Educational Environment Work Group

Begin addressing EE data and developing strategies to help guide our network staff and coaches to review and address EE trends.









Moving from Demos to "business as usual"

- Applying the stages of implementation



Initial Implementation Stage:

- District Leadership Team meets at least quarterly
- District Tertiary Coach .5 fte (partially funded)
- 3 or more buildings with at least monthly Secondary Systems & Tertiary Systems Team mtgs.
- 3 or more buildings with 1-3 kids with 2 or more data points



Full implementation Stage:

- District Leadership Team mtg. with a Tertiary focus at least quarterly
- District Tertiary Coach 1 fte (partially funded)
- 6 or more buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- 6 or more buildings with 3 or more kids with 2 or more data points



Innovation Stage:

- District Leadership Team mtg. w. a Tertiary focus at least quarterly w. **community & family representation**
- District Tertiary Coach 1 fte (**fully** funded)
- **9** or more buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- **9** or more buildings with **1-3 % of kids with 2** or more data points
- Modified district **policies/procedures**
- Specific strategies for **blending** related initiatives



Sustainability Stage:

- Representative District Leadership Team mtg. with **integrated** Tertiary focus **regularly**
- District Tertiary Coach/es 1 fte **or more** (fully funded)
- **80%** of buildings with at least monthly Secondary Systems, Tertiary Systems & Problem Solving Team mtgs.
- **80%** of buildings with **1-3 % of kids with 2** or more data points
- Modified district policies/procedures
- Specific strategies for **blending** related initiatives