PBIS Implementation in Illinois High Schools

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www.pbis.org
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Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students
PBIS: “The Big Idea”

Instead of working harder (inefficient), schools have to establish systems/processes and use data and practices that enable them to work smarter (efficient, effective).

PBIS Enables Schools To…

– Establish a small number of priorities
  • “do less, better”

– Consolidate/integrate whenever possible
  • “only do it once”

– Specify what is wanted & how you’ll know when you get there
  • “invest in a clear outcome and assess progress”

– Give priority to what works
  • “research-based, evidence-based”
School-Wide Systems for Student Success:
A Response to Intervention (RtI) Model

**Academic Systems**

**Tier 3/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- High intensity

**Tier 2/Secondary Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions** 80-90%
- All students
- Preventive, proactive

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**Behavioral Systems**

**Tier 3/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier 2/Secondary Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions** 80-90%
- All settings, all students
- Preventive, proactive

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

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

Tier 2/Secondary
Assessment

ODRs, Attendance, Tardies, CREDITS, Grades, DIBELS, etc.
Daily Progress Report (DPR)
(behavior and Academic Goals)
Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

Tier 3/Tertiary
Intervention

Check-in/Check-out (CICO)
Social/Academic Instructional Groups (SAIG)
Group Intervention with Individualized Feature (e.g., Check and Connect - CnC and Mentoring)
Brief Functional Behavior Assessment/Behavior Intervention Planning (FBA/BIP)
Complex or Multiple-domain FBA/BIP
Wraparound

SIMEO Tools:
HSC-T, RD-T, EI-T

Illinois PBIS Network, Revised October 2009
Adapted from T. Scott, 2004
Number of Illinois Schools Adopting PBIS and Number of External and Internal Coaches as of April 2011
Number of IL PBIS High Schools as of April 2011

- 1998-99: 1 school
- 1999-00: 3 schools
- 2000-01: 6 schools
- 2001-02: 10 schools
- 2002-03: 11 schools
- 2003-04: 14 schools
- 2004-05: 21 schools
- 2005-06: 29 schools
- 2006-07: 36 schools
- 2007-08: 55 schools
- 2008-09: 84 schools
- 2009-10: 122 schools
- 2011: 145 schools
Hampshire High School (IL D300)
ODRs/100 Students/Day

1st Semester 2009: 0.81
1st Semester 2010: 0.57
Hampshire High School
OSS and Instructional Days Lost

1st Semester 2009
- Instructional Days Lost: 211.5
- OSS: 72

1st Semester 2010
- Instructional Days Lost: 65.5
- OSS: 33
Hampshire High School
PSAE Composite Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>51%</td>
</tr>
<tr>
<td>2010</td>
<td>57%</td>
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</table>
Mean for IL Demo High Schools, SET Leadership Subscale Scores Across Two Years

- 2008-09 (n=8): 59.38%
- 2009-10 (n=7): 82.14%
Mean SET ‘Expectations Taught’ Subscale Scores Across Two Years

- 2008-09 (n=8): 47.50%
- 2009-10 (n=7): 82.86%
The Journey to Full Implementation (n=2 IL Demo HSs)

Mean Percentage

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean Expectations Taught</th>
<th>Mean Implementation Average</th>
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</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>30.00%</td>
<td>56.82%</td>
</tr>
<tr>
<td>2009-10</td>
<td>85.00%</td>
<td>85.21%</td>
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</tbody>
</table>

- Mean Expectations Taught
- Mean Implementation Average
Demonstration High School
ODRs per 100 Students per Day
2007-2010

Mean ODRs Per 100

2006-07 (n=7) 2007-08 (n=8) 2008-09 (n=8) 2009-10 (n=9)
Culturally Responsive Practices Reduce Discipline Referrals for Hispanic/Latino Students, Plano High School

• Disproportionate use of punitive discipline with Latino/Hispanic males was identified via the ethnicity feature in the School-wide Information System (SWIS).

• Presentations by speakers, including the school’s social workers, informed staff about Hispanic/Latino cultural values and norms.

• As a result, more culturally responsive school-wide expectations were developed.

• Students and teachers collaborated in creating the annual back-to-school video on PBIS further integrating student voice and culture into the process.

• There has been a 63% decrease in office discipline referrals (ODRs) and 78% fewer suspensions per 100 students for Latino/Hispanic male students since the installation of PBIS and the adoption of culturally responsive practices.
Disciplinary Trends for Latino/Hispanic Males
2008-10

<table>
<thead>
<tr>
<th>Period</th>
<th># ODRs</th>
<th>Suspensions per 100 Students</th>
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</thead>
<tbody>
<tr>
<td>Aug-Dec 2008-09</td>
<td>198</td>
<td>29.41</td>
</tr>
<tr>
<td>Aug-Dec 2009-10</td>
<td>143</td>
<td>17.87</td>
</tr>
<tr>
<td>Aug-Dec 2010-11</td>
<td>124</td>
<td>6.54</td>
</tr>
</tbody>
</table>
What does discipline currently look like in your school? How is it working?
How High Schools Are Different

- Size
- Expectations of staff
- Staff is departmentalized
- More groundwork is needed
- Teams can become layered
- Implementation comes more slowly
The Push to Do Things Differently

- Came through high schools
- Increased requests for trainings
- Flavor of elementary schools
They’re not as different as they think they are!

The concepts are the same but the practices may look different.
1. Readiness (district & building level)
2. Coaching
3. Curriculum
4. Training
5. On-going Technical Assistance
6. HS specific strands at conferences
7. Secondary
8. Tertiary
Readiness at the District Level

- AA540/AS50 (high school emphasis)

- In-district meeting with superintendent, special Education director, principals, deans, counselors with TAC/TAD.
  - Present and review District Readiness Checklist
  - Coaching
  - Data-management system, availability of “big 7” data, SWIS, definitions
  - Options regarding time commitments
  - TAD approval
Readiness at the Building Level

• The building identifies a Universal Team
• Conduct needs assessment for all staff.
• Inform/educate staff
  – by department, lunch/cpdu’s, leadership team presents
  – U50, “Creating the Culture” video
  – share self-assessment results
  – Share data audit and needs assessment
Building Develops a Team

- Teaching
- Data
- Acknowledgement
- Communication

Core Team
Coaching

- TAC meets with External Coach to complete:
  - District Readiness Checklist including Data Audit
  - Working Smarter

External & internal coaches participate in coaches training.
Curriculum Development

• Developed a curriculum workgroup with those TACs having high school experience.

• Built on lessons learned

• Focused on examples from a handful of successful high school implementers.
Training

- Only high schools in attendance.
- High school specific curriculum/binder
- Initial two days (U100/200)
- One day follow up (U300)
On-Going Technical Assistance

- Monthly coaches network meetings
  - Face to face in host schools
  - Go To Meetings/Phone conferences
Conferences

• High School Forum
• High School specific strands:
  – Summer Leadership Conference
  – National Conference
  – Winter Leadership Conference
SECONDARY

• Check In Check out (CICO)
  – Training with high school examples
  – TA with only high schools

• Small Group Interventions (SA/IG)

• Check & Connect (C&C)
  – University of Minnesota

• Brief FBA/BIP
TERTIARY

- Complex FBA/BIP
- Wrap-Around applying RENEW
  - Two day training
  - SIMEO training
  - Follow up phone TA
  - Follow up TA days
Larry Irvin, Foreman High School
Dave Smiley, Elgin High School
TABLE TIME ACTIVITY

How is PBIS alike or different than your current model?
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