Creating a Positive School Climate through Community and School Partnerships

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School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

Academic Systems

Behavioral 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

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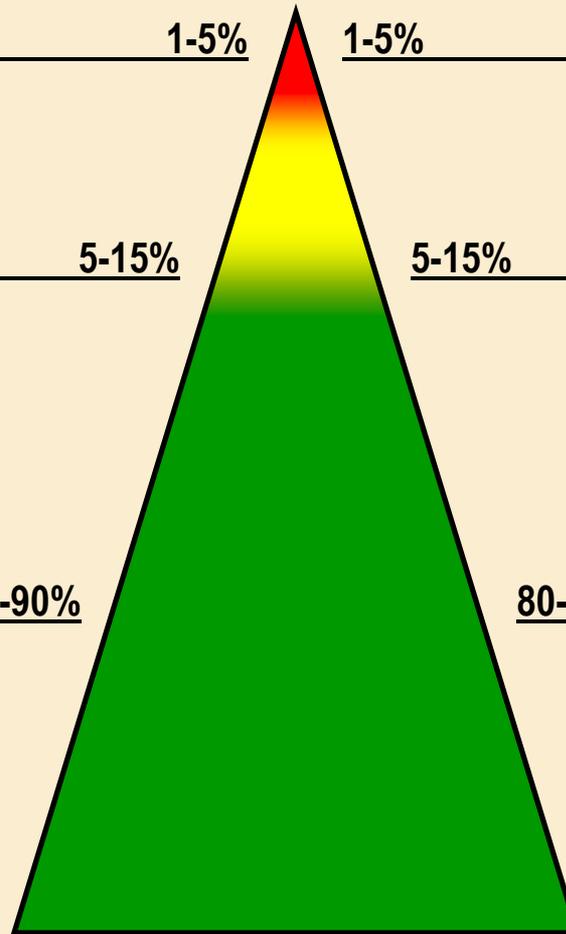- Intense, durable procedures

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

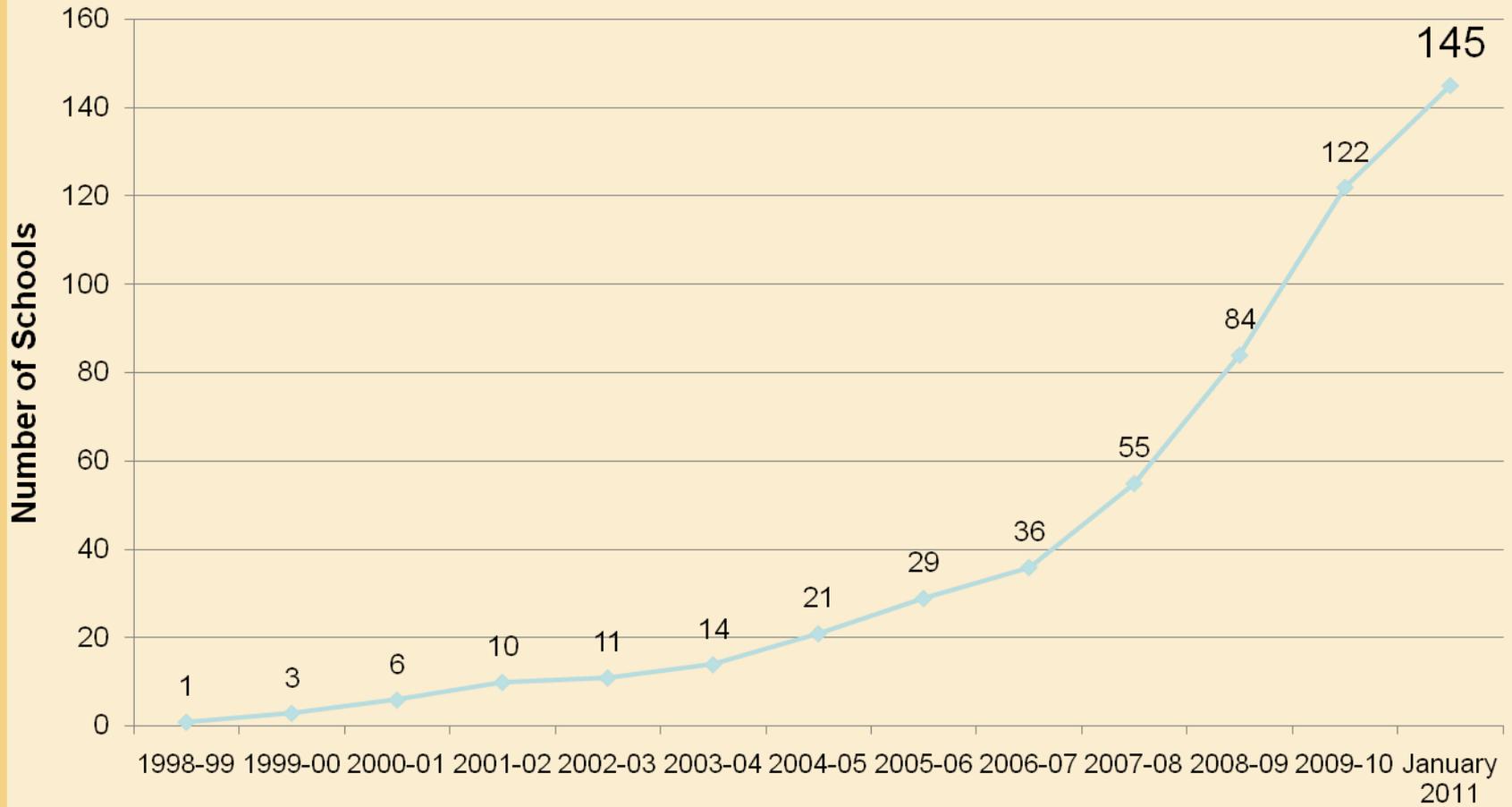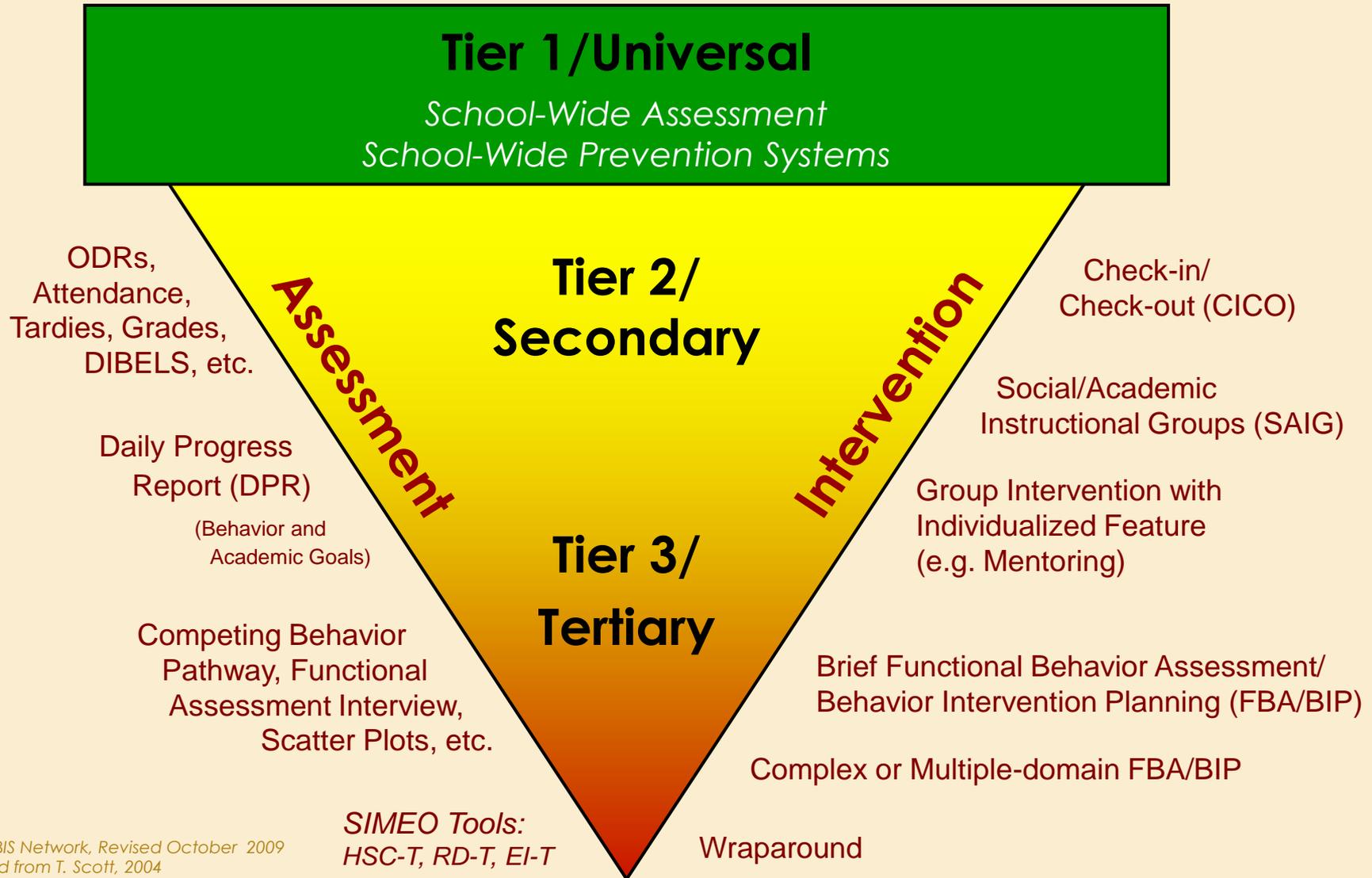**80-90%**　　**Tier 1/Universal Interventions**
- All settings, all students
- Preventive, proactive

Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at http://pbis.org/school-wide.htm

Number of PBIS Public High Schools as of January 2011

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

Tier 1/Universal

*School-Wide Assessment*
School-Wide Prevention Systems

Tier 2/ Secondary

Tier 3/ Tertiary

Assessment

Intervention

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Daily Progress Report (DPR)

(Behavior and Academic Goals)

Competing Behavior Pathway, Functional Assessment Interview, Scatter Plots, etc.

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

Check-in/ Check-out (CICO)

Social/Academic Instructional Groups (SAIG)

Group Intervention with Individualized Feature (e.g. Mentoring)

Brief Functional Behavior Assessment/ Behavior Intervention Planning (FBA/BIP)

Complex or Multiple-domain FBA/BIP

Wraparound

3-Tiered System of Support

Necessary Conversations (Teams)

Universal Team	↔	Secondary Systems Team	↔	Problem Solving Team	↔	Tertiary Systems Team

Universal Team

Plans SW & Class-wide supports

Secondary Systems Team

Uses Process data; determines overall intervention effectiveness

Problem Solving Team

Standing team; uses FBA/BIP process for one youth at a time

Tertiary Systems Team

Uses Process data; determines overall intervention effectiveness

Universal Support

CICO

SAIG

Group w. individual feature

Brief FBA/BIP

Brief FBA/ BIP

Complex FBA/BIP

WRAP

ICEPS

Illinois Character Education Positive Supports
Illinois PBIS Network & Loyola University

- 8 Illinois High Schools

- Support for Training, Technical Assistance & District Level Coaching

- Character Education/SEL (focus on self determination skills)

- PBIS

- Understanding By Design

- Focus on building and district leadership
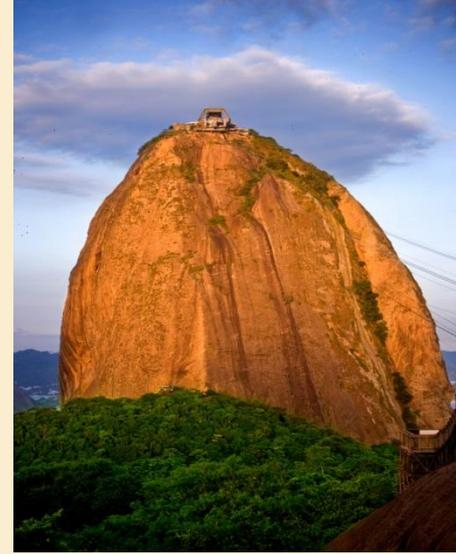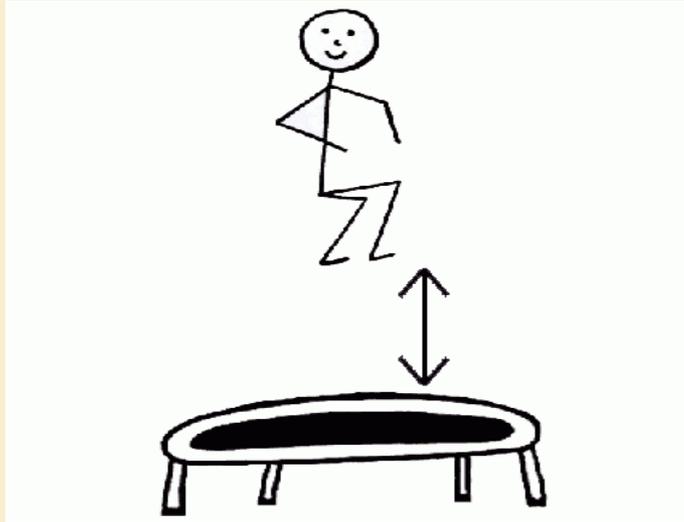
Rehabilitation, Empowerment, Natural Supports, Education and Work {RENEW}

★ Developed in 1996 as the model for a 3-year RSA-funded employment model demonstration project for youth with "SED"

★ Focus is on community-based, self-determined services and supports

★ Promising results for youth who typically have very poor post-school outcomes (Bullis & Cheney; Eber, Nelson & Miles, 1997; Cheney, Malloy & Hagner, 1998; Malloy, Sundar, Hagner, Pierias, Viet, 2010)

8

Youth with EBD….

★ Disengaged from school/family/community

★ Most likely disability group to be in a segregated academic setting

★ Highest rates of disciplinary infractions

★ Perceived by teachers as having significantly lower levels of social competence and school adjustment

(Lane, Carter, Pierson, & Glaeser, 2006)

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RENEW Goals

- ⭐ High School Completion

- ⭐ Employment

- ⭐ Post-secondary Education

- ⭐ Community Inclusion

RENEW PRINCIPLES

- ⭐ Self-Determination
- ⭐ Unconditional Care
- ⭐ Strengths-Based Supports
- ⭐ Flexible Resources
- ⭐ Natural Supports

RENEW Strategies

- Personal Futures Planning
- Individualized Team Development and Wraparound
- Braided (individualized) Resource Development
- Flexible, or Alternative Education Programming
- Individualized School-to-Career Planning
- Naturally Supported Employment
- Mentoring
- Sustainable Community Connections

Design a
High School Focused Advanced Tiers Training
&
Technical Assistance Plan
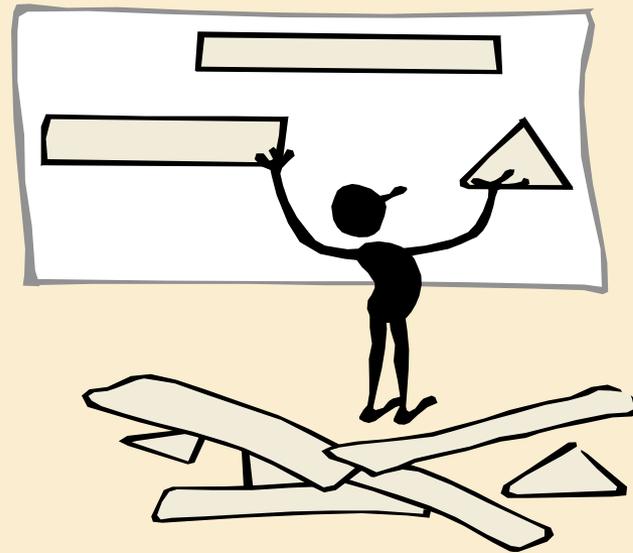
2010-11
7 Demonstration High Schools

- Commitments
- Systems Training for multiple systems of support
- Overview of RENEW (Tier 3 Intervention)
- Two Days Check and Connect Training
- Three Days of RENEW training
- One in person TA day
- Monthly phone technical assistance

2011-2012
22 High Schools in Advanced Tiers Group
(8 North and 14 South Central)

- Commitments
- Systems Day
- Tier 2 Supports/Interventions
- Technical Assistance Day
- Monthly TA Calls
- Community of Practice

15 High Schools in CPS

Trained in Universal
Monthly Technical Assistance

2012-2013

Collapse all sites into one group

FBA/BIP Training
RENEW Training
Monthly TA (phone & in-person)

Focus on Sustainability

"Move to business as usual"

"It's in everyone's best interest that the schools are safe, responsible & respectful."

"Schools are what make a town."

Examples:
Parents
Community
Data

3-Tiered System of Support Necessary Conversations

Family and community

Family and community

community

Family and community

Universal Team	**Secondary Systems Team**	**Problem Solving Team**	**Tertiary Systems Team**
Plans SW & Class-wide supports	Uses Process data; determines overall intervention effectiveness	Standing team; uses FBA/BIP process for one youth at a time	Uses Process data; determines overall intervention effectiveness

Universal Support

CICO

SAIG

Group w. individual feature

Brief FBA/BIP

Brief FBA/BIP

Complex FBA/BIP

WRAP

Sept. 1, 2009

Alton High School

- Intervening before the fights occur
- Teaching School Wide
- CICO
- Hallway Dads – these are gentlemen who come in to be visible in our hallways and meet with young men in the library.
- SRO and YWCA staff in restorative circle process,
- RJ training last June with many community representatives
- district workgroup on truancy
- family & community engagement includes parents & community members

- Down 100's of office discipline referrals due to reduction in fights

- 2010-11 1447 days of OSS (501 students)
- 2011-12   738 days of OSS (264 students)

- Reduction in fights

Alton High School
SET Scores and ODRs per 100 Students per Day 2007-2011
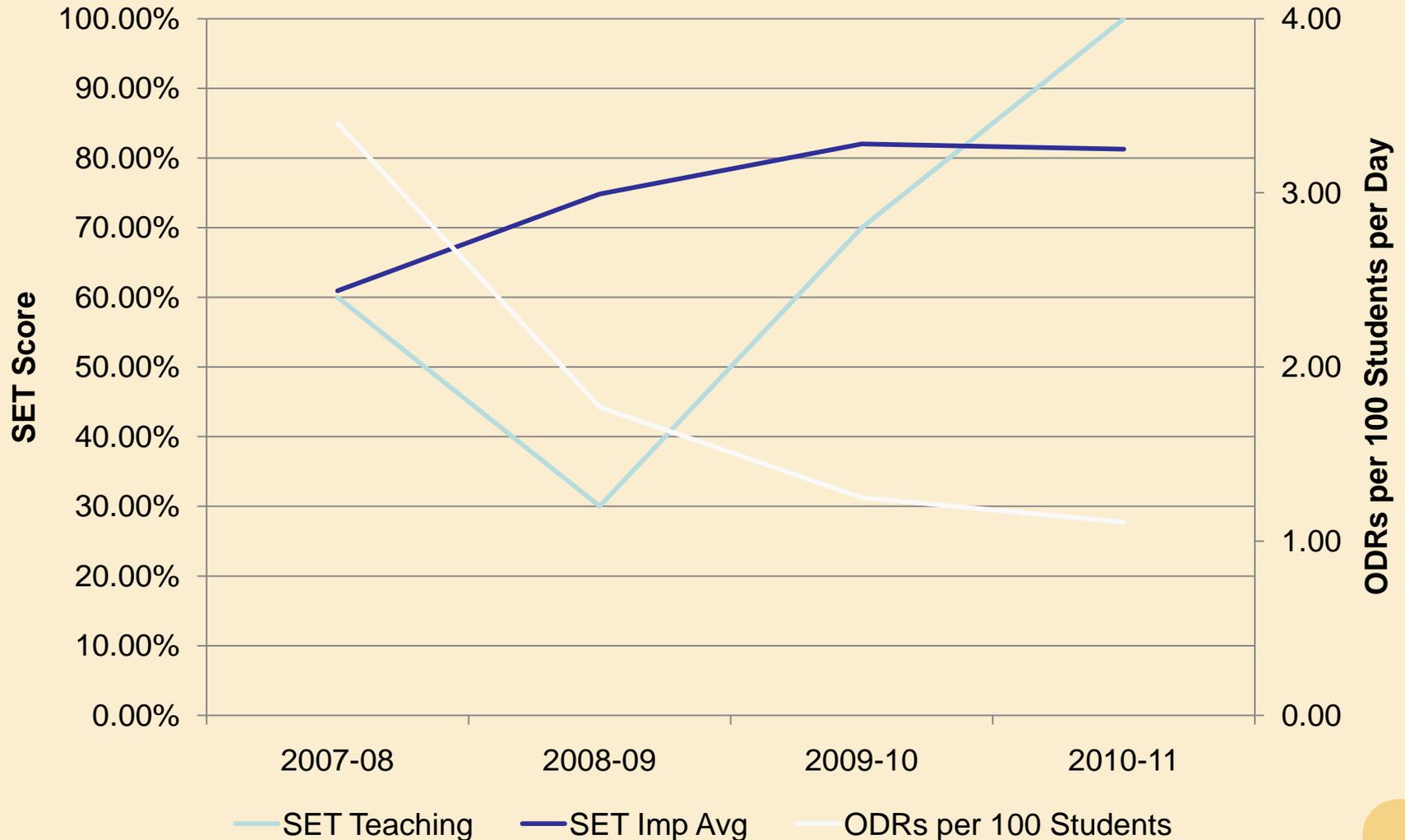
RENEW Process

1. Student identified
2. RENEW facilitator identified
3. Initial conversation between facilitator and the student
4. Future's Plan (Person Centered Plan)
5. Formation of a team according to the plan
6. Routine check-ins to determine success of the plan
7. New plans/teams formed as new goals are developed

Mapping Session #1
12/1 12:20-1:20

Mapping Session #2
12/6 12:20-1:20
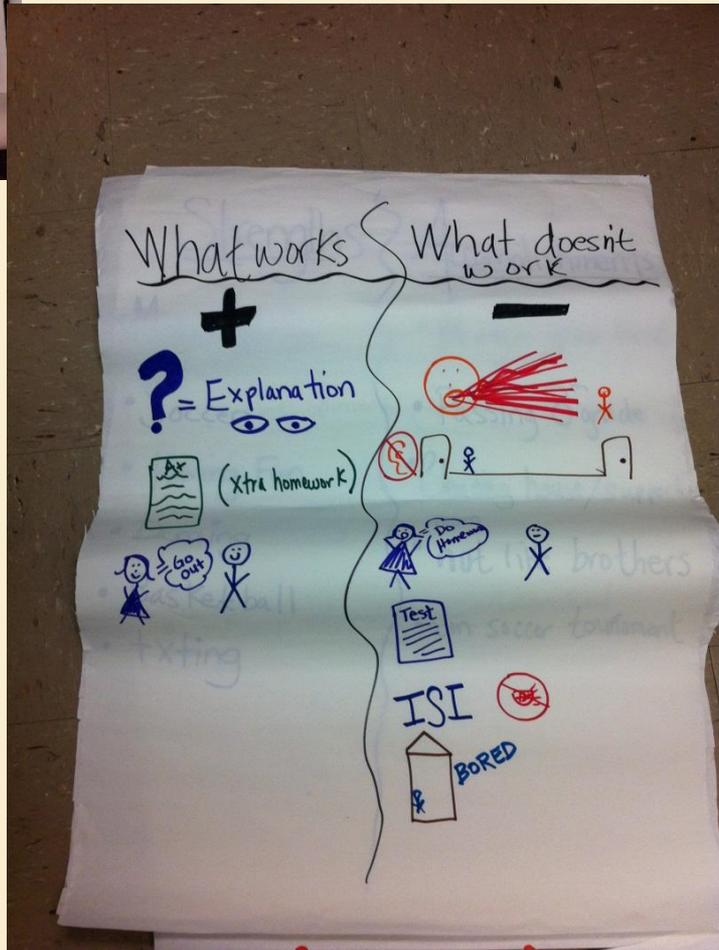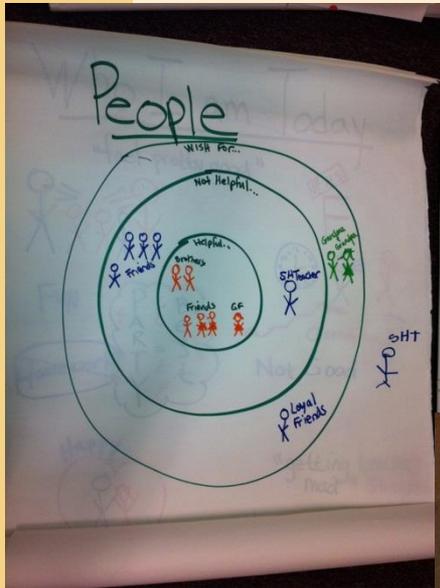
Mapping Session #3
12/12 12:20-1:20

Pizza
1/5 12:20-1:20

⭐ Team Selection

- Older brother (Gifford Street)
- Friend
- **Math teacher**
- **Counselor**
- **Head Dean**
- PBIS TAC
- **Jose**

(Core team in bold)

am Meeting #1
27 12:20-1:20

- Ground Rules
- What is Renew/Why is everyone here
- Shared Maps (Dreams, Strengths and Accomplishments, What works what doesn't work, Goals)
- Focused on 5 credit goal
- Action Plan

Team Meeting #3
2/9 12:20-1:20

- Jose
- Counselor
- PBIS TAC
- Math Teacher
- (Dean called for emergency)

SIMEO Data

Legend:
- ■ (red) Student Completes Assignments On Time
- ■ (green) Student Completes Homework On Time
- ■ (blue) Completes Subjects With Passing Grades

Y-axis: 1 = Never 4 = Always

X-axis categories: Baseline, Time2
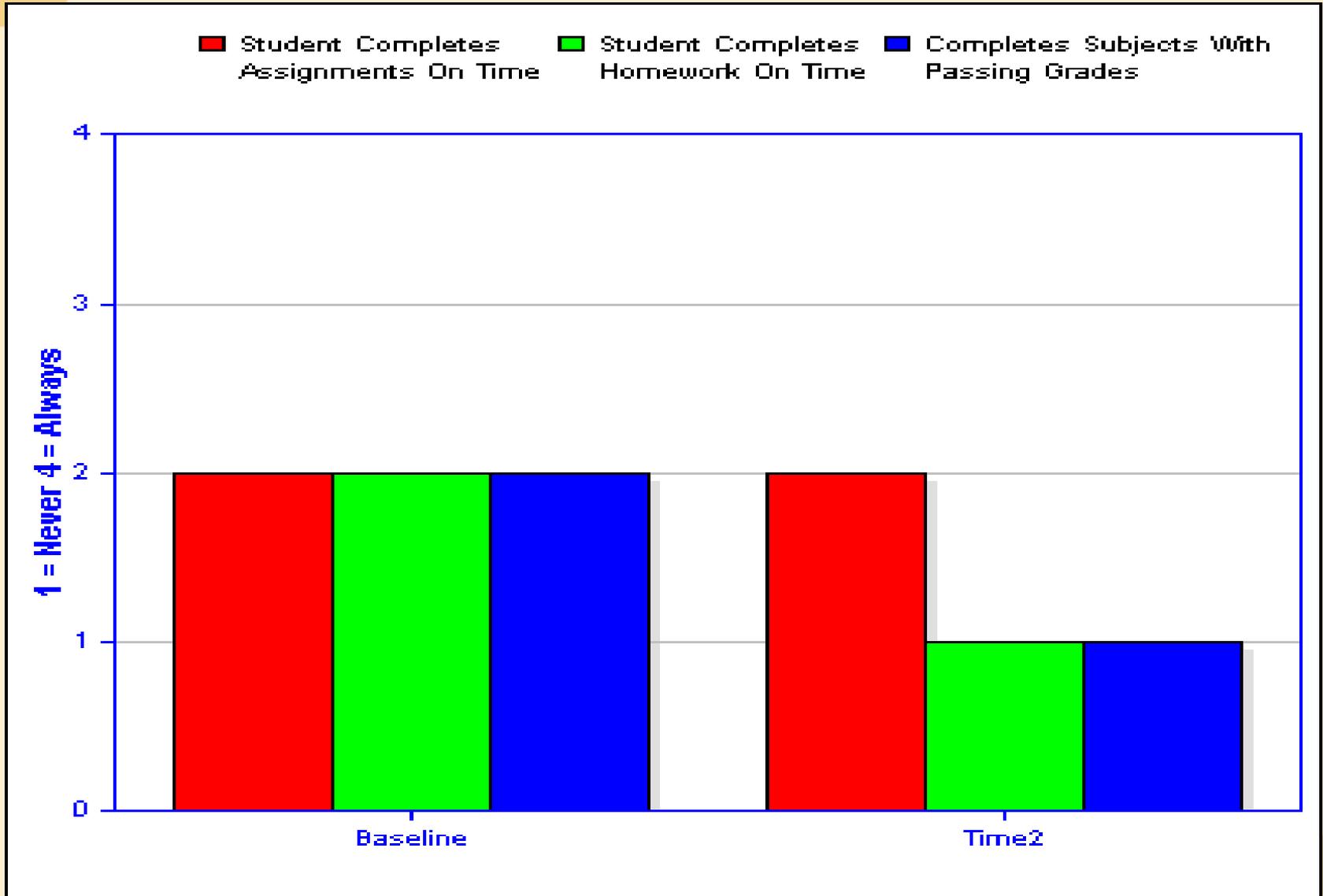
Jose Quotes

"Making me realize stupid things I do"

"Think about things more clearly"

"Helpful"

Progress

- Weekly team meetings
- Counselor is checking in most days
- Natural supports on team
- Co-facilitation of Renew
- Jose shows up/participates in Renew meetings when in building
- Staying at the table

Shining the Light

- ★ Honest systems assessment
- ★ Outdated, ineffective zero tolerance policies
- ★ Educated deans around tier2/tier 3 interventions
- ★ Discipline Policies
- ★ Retention Policies

A little about Forest Park District 91

- Urban Fringe district just west of the city of Chicago

- 5 schools – 2 primary, 2 intermediate, 1 Middle School

- 49% Black, 22.5% White, 12.5% Hispanic, 16% Other.

- 36% Low income

District-Wide PBIS Implementation

★ Started with Middle school to build momentum since there was a negative perception in the community about the Middle School

★ Beginning to include parents on PBIS teams in the schools

★ Communicate PBIS objectives and successes to parents at all opportunities

★ PBIS Objectives included in District Strategic Plan

★ Behavioral (SWIS) data reported to the board twice a year

Community-wide PBIS Implementation

★ Initiated by a discussion of how best to use prevention grant funds by the police department

- Unique way to use grant funding…previously for 'same ole' programs…
- Stopped just throwing out ideas…"youth center", "basketball with a cop"…needed structure/systems approach

★ Goal is to have same expectations, strategies and "common language" for youth throughout the community

★ Open dialogue between agencies centered around positive solutions and intervention instead of negative consequences

Community-wide Process

- Designated roles:
  - External Community Coach
  - Internal Coaches (police, library etc.)
  - PBIS Administrators (police chief, library director etc.)
- Formed Community-Wide PBIS Leadership Team:
  - PBIS Admin & Coaches from each site
  - District Supt., Village Manager, PBIS Network
- Trained teams from all settings (police, schools, library etc.)

Whose involved?

Community-wide Leadership team:

★ Village hall

★ Police Department

★ Park District

★ Community Center

★ Parents

★ Library

★ Schools/District

Community-wide Process

★ Monthly Community-wide Leadership Team mtgs.

★ Monthly Community-wide Coaches meetings

★ Family/Community Forum/s

★ On-going training (new summer staff at pool/park etc.)

★ Picnic and other community events
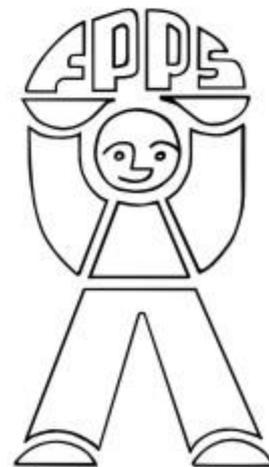
Accomplishments: Community-Wide Picnic

★ Leadership Team planned together

★ Decided on Community Signs (see slide)

★ Developed Matrix (see slide)

★ Everyone (agency) did their part

★ All staff working the picnic were educated

★ Everyone distributed 'tickets'

★ Every agency contributed prizes

Picnic Expectations Matrix

Common Area (This covers the entire picnic)	Pool	Games
Be Respectful *Wait your turn *Use appropriate language *Use kind words *Use good manners *Say: "Please" & "Thank You" *Follow directions of all adults	*Follow lifeguard directions	*Cheer each other on
Be Responsible Check in with adults as directed *Throw all garbage and recycling in appropriate containers	*Secure belongings	*Know and follow the game rules *Return equipment
Be Safe *Stay in designated area *Keep hands, feet, and other objects to yourself * Know who you are leaving with	*Walk on deck *Feet first down slide *Report accidents/injuries to adults	*Use game materials appropriately

Acknowledgement System: Raffle Prizes

★ Police Dept.: gift basket, t-shirt, hat, ride in police car

★ Fire Dept.: t-shirt, ride to school in Fire Truck

★ Community Center: bike

★ Park District: 2 family pool passes (4 visits)

★ School: open gym, up to 10 people

★ Library: movie/game night w. pop/pizza, up to 10 people

Accomplishments: Community-Wide Picnic

★ Tickets (adults wanted more tickets)

★ 0 (zero!) behavior problems

★ Brought balloons to Superintendent

★ Included Catholic school teachers

★ Parents noticed & commented

★ Village administration sent "thank you"

★ Story: Child who won the bike

Healthy Communities Grant

Safe Routes

★ Will use PBIS framework for:

- Clarifying expectations for youth/families/community/police etc.

- Teaching expectations in school, community settings & home

- Acknowledging behavior (Police 'tickets')

★ Combine Family/Community Forum on Safe Routes & PBIS

- Getting your child ready for bed/school

What actions are being taken
to increase partnerships?

Enhanced
Phases of Implementation

Enhanced Phases of Implementation (ePOI)
Focused on Fully Integrated School/Family/Community Partnerships
May 2010

School Name: _____   District Name & #: _____

Date Reviewed: _____   Team Leader/Facilitator: _____

Below Phase I	Tier 1/Universal Phase I	Tier 1/Universal Phase II	Tier 1/Universal Phase III
☐	• **School staff complete SAS annually** ☐ Family members surveyed annually on PBIS implementation ☐ Community members surveyed annually on PBIS implementation • **Universal team developed & representative of school staff** ☐ Universal team includes one, or more, family representatives ☐ Universal team includes one, or more, community representatives • **Universal team meets each month of academic year** ☐ Family representatives are present at 80%, or more, of meetings ☐ Community representatives are present at 80%, or more, of mtgs. • **Data collection system and timeframes for collection/review of "Big 5" data in place** ☐ Implications of the data system shared with family members ☐ Implications of the data system shared with community members • **Data collected and reviewed monthly** (includes: ODRs, OSS, ISS) ☐ Data collected and reviewed quarterly on family participation ☐ Data collected and reviewed quarterly on community participation • **School-wide expectations matrix developed** ☐ Sample "Home" matrix developed and shared with family members (settings: meal time, bedroom, public transportation etc.) ☐ Sample "Community" matrix developed and shared with community members (settings: stores, park, public library etc.) • **T-chart of student behaviors developed** (classroom managed vs. office-referred) ☐ T-chart and implications of T-chart shared with family members ☐ T-chart and implications of T-chart shared with community members • **School completes TIC at least 3x/year, or scores 70 on BoQ, or 80/80 on SET** ☐ Implications of TIC/BoQ/SET shared with family members ☐ Implications of TIC/BoQ/SET shared with community members	• **Data-based decision-making occurs at every universal team meeting** ☐ Data-based decision-making is used to improve family partnerships ☐ Data-based decision-making is used to improve community partnerships • **Team shares data with whole staff at least 3x/yr** ☐ Team shares data with family members at least 3x/yr (ex: PTO meetings, SW celebrations etc.) ☐ Team shares data with community members at least 3x/yr (ex: school open-houses, Community Fairs etc.) • **School completes BoQ or SET annually** ☐ School measures family partnerships annually ☐ School measures community partnerships annually • **Trends from demographic, behavioral and academic data are identified and interventions developed** ☐ Interventions are developed for 'home' settings ☐ Interventions are developed for community settings • **School-wide expectations taught and acknowledgements utilized** ☐ Strategies for teaching & acknowledging positive behavior are shared with family members ☐ Strategies for teaching & acknowledging positive behavior are shared with community members • **Team utilizes a Multi-Tiered Action Plan or equivalent** (developed from data in SAS, TIC, BoQ, PoI etc.) to plan and celebrate at least 3x/yr ☐ Action plan includes items related to family partnerships ☐ Action plan includes items related to community partnerships	• **Train new staff on PBIS yearly** ☐ Offer training opportunities for family members annually ☐ Offer training opportunities for community members annually • **Booster needs identified for differentiation of teaching and acknowledgement strategies** ☐ Booster needs identified to increase family partnerships ☐ Booster needs identified to increase community partnerships • **Demographic proportionality data assessed to define next steps and celebrations** (e.g. ethnicity, gender, reduced/free lunch, IEP etc.) ☐ Next steps include interventions related to family partnerships ☐ Next steps include interventions related to community partnerships • **Team develops a decision rule for universal data** (e.g. ODRs per student, attendance, grades, etc.) to determine when students also need secondary or tertiary supports ☐ Team develops decision rule to determine when family members also need secondary or tertiary supports ☐ Decision rules for determining when family members also need secondary or tertiary supports are shared with community members • **70 on BoQ, or 80/80 on SET** ☐ Annual measure of family partnerships indicates school has Tier 1 family partnerships in-place ☐ Annual measure of community partnerships indicates school has Tier 1 community partnerships in-place • **Families participate in PBIS activities monthly** ☐ Staff participate alongside family members ☐ Community members are included in activities

For office use only: Family items: _____ Community items: _____ Total items: _____

U-46 School and Community Alliance
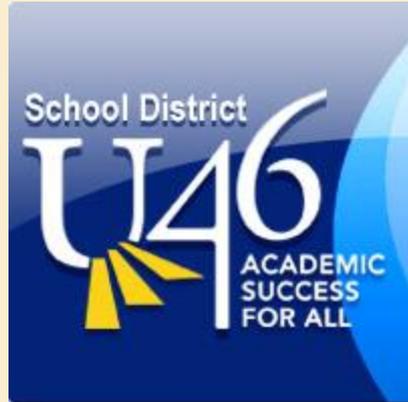
It Takes a Community

★ Improving student achievement

★ Working towards mental wellness helps our students to be more accessible to learning...improving academic achievement

★ Helping families...

Logistics

Who to invite? District? Agencies?

When and where?

Meeting three times a year

Our first year… successes and stumbles

- Defining our purpose?
- Finding a common agenda?
- Working collaborating?
- Staying together….some yes, some no?

Collaborating on our mission

MISSION

The mission of the U-46 School and Community Alliance is to create, integrate and leverage existing and new school/community partnerships that develop a full continuum of systematic interventions <u>based on data</u>. It encompasses three intervention tiers:

- Systems for promoting healthy development and preventing problems

- Systems for responding to problems as soon after onset as is feasible

- Systems for providing intensive care

Getting the right people at the table

Agencies:
- Existing partners and expanding the list

District:
- District administration
- Special education administration
- Representatives from elementary, middle, and high schools
- Clinician representation
- PBIS External Coaches
- Illinois PBIS Network

Trust Building…a journey

★ District Clinicians

- ▪ Communicating clear purpose of partnership
- ▪ Respecting sensitivity
- ▪ PBIS training opportunities

★ Agency Partners

- ▪ Working through the "fit"
- ▪ Staying at the table
- ▪ Creating communication opportunites

Work Group	Evidence/Data that Identifies Need	Next Steps		
		Action	**Who?**	**When?**
OPERATIONS	Work group	Develop a directory of services available to U-46 staff, students and families organized by feeder patterns and services	District leaders External Coaches Work group members	**September –May 2012**
	Work group	**Develop an Appendix of FAQ for the directory**	District leaders External Coaches Work group members	**Spring 2012**
TIER 2/3	Work group	**Develop a survey to track Universal data** **Monthly touchback @Hospice**	District leaders External Coaches Work group members	**November 3, 2011 9:00-10:00**
	Work group	**PBIS training for agencies in two parts:** **1 – PBIS Overview** **2 – Small Group/Progress Monitoring**	External Coaches Attending agencies	**October 14, 2011 9:00-11:00 @ ESC**
SCHOOL VIOLENCE PREVENTION (Alternative to Suspension)	Work group	**Develop MS/HS Alternative to Suspension Service Model**	District leaders Work group members	**September30, 2011 9:00-11:00@ ESC**
	Work group	**Identify appropriate agency services to meet student needs**	District leaders Work group members	**September30, 2011 9:00-11:00@ ESC**

Operations Work Group

External coach, Chief of Family and Community Engagement, and agency partners

Setting meeting times and purpose

Timeline for completion…..a moving target

Developing documents for school and agency to work together

- legal considerations
- building relationships
- 1 ½ year to completion….a journey
- sending to Tier 2/3 work group

Community Alliance Forms.doc

Scheduling PBIS trainings for agencies

High School Violence Prevention Work Group

★ Many challenges

- Getting the right people at the table
- Setting a clear purpose
- Adjusting to changes

★ Year 2

- Finding its identity
- Moving towards Alternatives to Suspension
- Involving the necessary people
- Adjusting to staff changes again

Tier 2/3 Work Group

★ Year 1 Goals

- Agency partners sitting on Tier 2 PBIS teams at four sites

- Training agency partners in PBIS overview

- Training agency partners in Tier 2 small groups interventions (common data points and progress monitoring using DPR card)

- Expanding partnerships

  Taylor Family YMCA

  Streamwood Behavioral Healthcare

Tier 2 Agency Example

- Training opportunities

- Mental Health Organization on PBIS Secondary Systems team

- Building relationships and trust…a journey

- Co-facilitating targeted small groups
    - common data points (anger management, pro-social)
    - progress monitoring

- Sharing & Communicating
    - Agency and School Staff

Tier 1 Agency Example

★ Community agency partner sitting on school Secondary Systems Team

★ Training opportunities

★ Participated in team's self assessment

★ Expanding naturally:

- Agency and School partnership grant
- Universal partnership including families
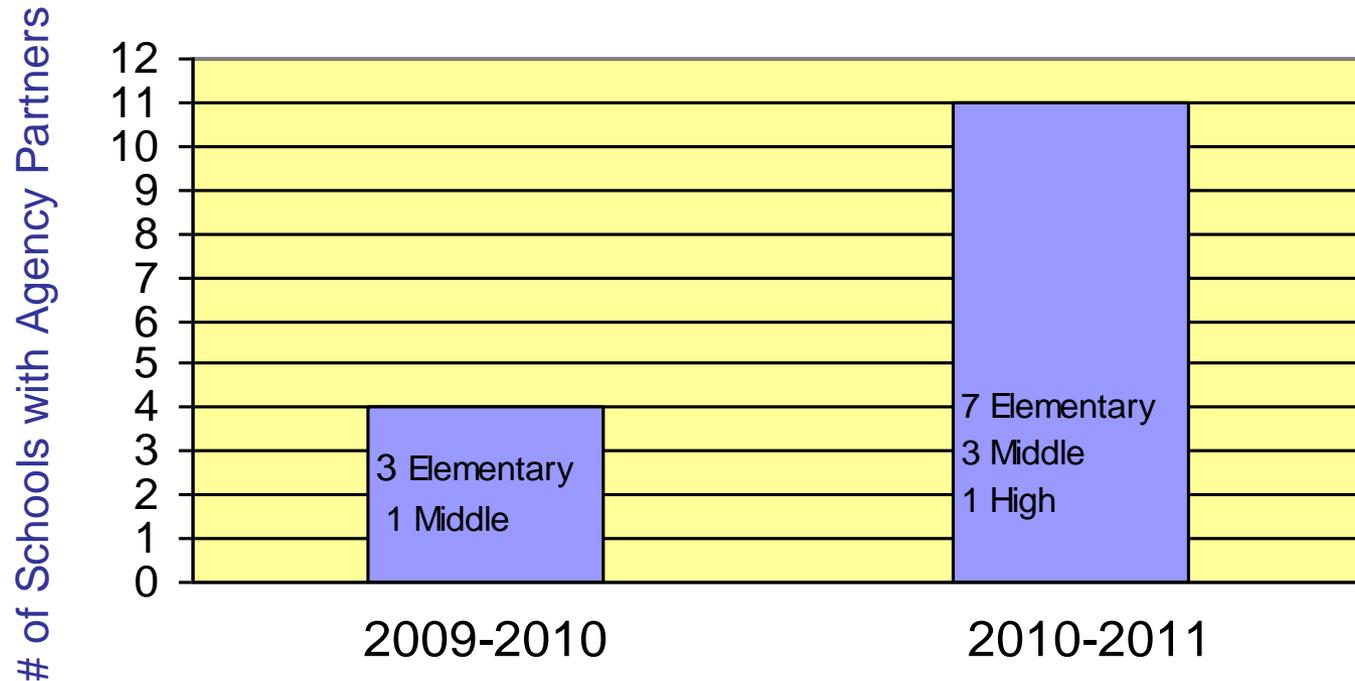
Expanding our Tier 2 Systems Partnerships

Sharing with U-46 School and Community Alliance

- Growing interest
- Energy and enthusiasm

Commitment to and support for the PBIS model

- 3 PBIS overview and small group trainings
- 11 PBIS Tier 2 partnerships (including 1 high school)
- Monthly small group touchbacks

Agency Partners on Secondary Systems Teams

# of Schools with Agency Partners

2009-2010: 3 Elementary, 1 Middle

2010-2011: 7 Elementary, 3 Middle, 1 High

Agency partners trained in PBIS systems and collaborating with secondary systems teams in layering Tier 2 interventions with PBIS progress monitoring component.

Spotlight on Upcoming PBIS Event
You're invited to attend
PBIS Overview and Small Group Training

Who:
Community Partners interested in partnering with our schools to provide tier 2 and 3 services

Purposes:
Train in evidence based PBIS tier 2 interventions: small groups around a common data point with a progress monitoring component
Learn how to partner with a school to deliver needed supports

When: Friday, May 13, 2011
10:00-11:00 PBIS overview and training for new partners
11:00-12:00 PBIS small group/tier 2 touchback for all partners

Where: U-46 Educational Service Center
355 East Chicago Street, Elgin
Room 351

RSVP:

Hope you are able to join us as we work together to better serve our children and families…..

ILLINOIS PBIS NETWORK

Looking ahead

Continue Work Groups

Whole group meets twice a year as Work Group meetings are expanded

Alter Work Groups as needed

-Alternatives to Suspensions

-Operations

develop "menu" of services available at all tiers

-Tier 2/3

continue to expand partnerships

working closely with LAN and moving to tier 3

Resources

www.pbis.org

www.pbisillinois.org

www.pbssurveys.org

www.swis.org

www.isbe.net

www.iirc.niu.edu

www.is-tac.org

Thank You!

For More Information on RENEW & APEXIII :

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