TO: Board of Education
FROM: Daniel A. Nerad, Superintendent
DATE: April 9, 2009
RE: Positive Behavior Intervention and Support (PBIS) Implementation in the Middle Schools

The attached report provides information about the PBIS model and referral information from each of the middle schools.

The data for this report comes from both information that has been entered into Infinite Campus and school-based alternate data collection system. Documenting behavior referrals is inconsistent across middle schools both in terms of what is recorded and where it is recorded. This is an issue we will address as we move forward.

Also included in the report is a variety of "tools" recommended for use by the PBIS network and examples of how these tools are being used in the schools.

One of the tools included for each school is the Self-Assessment Survey School Wide System Analysis. Each staff member at an individual school has been given the opportunity to rate if they feel that various systems in their school are in place. A fully implementing school will have scores at 80% or above on all scales. This tool is used to assist schools in future planning, pointing out areas of need as well as strength.

Another tool included is "Tier Analysis". The goal is to have the following percentages represented at an individual school:

**Tier 1** – Universal systems (students receiving 0-1 behavior referral, and needing only universal supports) = **80-90% of students**

**Tier 2** – Secondary systems (students receiving 2-5 behavioral referrals and needing some form of secondary intervention) = **5-10% of students**

**Tier 3** – Tertiary systems (students receiving 6+ behavioral referrals and needing some form of tertiary intervention) = **1-5% of students**

As schools reach high fidelity implementation levels at each tier, further training and support is provided at the following tier next more intensive tier.
Attendance

- **Pre-PBIS**
  - 2007-2008
  - Sept. 2-Feb. 13
  - 94.3% attendance rate
  - 2081 absent days

- **With PBIS**
  - 2008-2009
  - Sept. 2-Feb. 13
  - 95.07% attendance rate
  - 1939 absent days

  - 142 fewer absent days
PBIS Triangle

Blackhawk M.S.
6th Grade
140 Students
1st Semester

Tier 1 (1 ODR) 80-90%
127 91%

Tier 2 (2-5 ODR) 5-10%
12 9%

Tier 3 (6+ ODR) 1-5%
1 1%
PBIS Triangle

7th Grade
136 students
1st Semester

Tier 3 (6+ ODR) 1-5%

Tier 2 (2-5 ODR) 5-10%

Tier 1 (1 ODR) 80-90%
PBIS Triangle

8th Grade
1st Semester
132 Students

Tier 1 (1 ODR) 80-90%
Tier 2 (2-5 ODR) 5-10%
Tier 3 (6+ ODR) 1-5%
Behavior Education Plan

- **Data**
  - 13 of our first 21 students (62%) improved GPA
  - 4 of 9 eighth graders (47%) graduated the program
  - Special Education Assistants CICO in a.m. and p.m.
    - Data entered by PBIS Coach and grade level teacher
    - Plan for 2009-2010 includes SEA entering data
    - Data discussed during team meetings
  - Support Services CNC in a.m. and p.m.
COST/BENEFIT ANALYSIS WORKSHEET

Enter info below

<table>
<thead>
<tr>
<th></th>
<th>Black Hawk Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School name</td>
<td></td>
</tr>
<tr>
<td>Number of referrals for last year</td>
<td>1152</td>
</tr>
<tr>
<td>Number of referrals for this year</td>
<td>555</td>
</tr>
<tr>
<td>Average # of minutes student is out of class due to referral</td>
<td>20</td>
</tr>
<tr>
<td>Average # of minutes administrator needs to</td>
<td>45</td>
</tr>
</tbody>
</table>

Time Regained

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>11940</td>
<td>26965</td>
</tr>
<tr>
<td>Hours</td>
<td>199</td>
<td>448</td>
</tr>
<tr>
<td>Days</td>
<td>25</td>
<td>56</td>
</tr>
</tbody>
</table>

Worksheet courtesy of PBIS Maryland

[Bar charts showing time regained for Black Hawk Middle School, comparing last year vs. this year for student and administrator minutes, hours, and days.]
Self-Assessment Survey Schoolwide System Analysis

Black Hawk Middle School Schoolwide System Analysis

- Expectations Defined
- Expectations Taught
- Reward System
- Violations System
- Monitoring
- Management
- District Support
- Implementation Average

Educational and Community Supports
College of Education
University of Oregon

Cherokee M.S. Behavior Referrals

Number of referrals

--- | --- | --- | --- | --- | --- 
60 | 50 | 100 | 80 | 40 | 140
Cherokee Middle School

The number of incidents resulting in a full class period or more removal from class
-increased from the first qtr. 07 – 08 to first qtr. 08-09 by 136.

The number of incidents resulting in a 10 minute or less removal from class
-increased from the first qtr. 07 – 08 to first qtr. 08-09 by 76.

The number of incidents resulting in a full class period or more removal from class
-decreased from the second qtr. 07 – 08 to second qtr. 08-09 by 130.

The number of incidents resulting in a 10 minute or less removal from class
-decreased from the second qtr. 07 – 08 to second qtr. 08-09 by 224.
Secondary Intervention  
Mentor Program

Twenty mentees and 15 mentors are involved in the two-year old program.

Mentees are students who are
a) not EEN
b) have been referred to our Above the Line Room frequently (the measure is subjective)
c) have been recommended by academic staff.

Mentors meet once monthly.
Topics of discussion have included
a) the role of mentor,
b) discussion starters to use with mentees,
c) struggles and successes,
d) deeper training in the PBIS approach.

Mentors and mentees have met twice this year for social time: Board games, talk, food.

Mentors receive weekly updates on mentees' behaviors; progress.
Mentors receive periodic updates on mentees' academic progress.
Mentors are included in parent conferences with academic staff and principals.
Mentors meet with mentees at a variety of times and engage in a variety of activities (e.i., lunch, walks, games, sports, clubs, etc.).
Self-Assessment Survey Schoolwide System Analysis

Cherokee Heights Middle School Schoolwide System Analysis

- Expectations Defined
- Expectations Taught
- Reward System
- Violations System
- Monitoring
- Management
- District Support

Implementation Average

Educational and Community Supports
College of Education
University of Oregon

mhtml:file://F:\Comp%20SES%20data\cherokee.mht
4/3/2009
Hamilton M.S. Behavior Referrals

Number of referrals

Self-Assessment Survey Schoolwide System Analysis

Hamilton Middle School Schoolwide System Analysis

100 %
80 %
60 %
40 %
20 %
0 %

60 59 66 70 65 44 74
5/29/2007

66 48 43 56 57 41 64
10/16/2008

Expectations Defined
Reward System
Violations System
Monitoring
Management
District Support

100 %
80 %
60 %
40 %
20 %
0 %

63
52

5/29/2007
10/16/2008

Implementation Average

Educational and Community Supports
College of Education
University of Oregon

mhtml:file://F:\Comp%20SES%20data\hamilton.mht

4/3/2009
Jefferson MS
PBS Triangle
September '08 - February '09

489 total students

32 Students

43 Students

414 Students

6% 6+ ODR's

9% 2-5 ODR's

85% 0-1 ODR's
Self-Assessment Survey Schoolwide System Analysis

Jefferson Middle School Schoolwide System Analysis

- Expectations Defined
- Reward System
- Monitoring
- District Support

- Expectations Taught
- Violations System
- Management

- Implementation Average

Educational and Community Supports
College of Education
University of Oregon

O'Keeffe Middle School
Behavioral Tier Analysis

Spring 2007-2008

Tier Three
Six or more Referrals
56 Students 12%

Tier Two
Two to Five Referrals
69 Students 15%

Tier One
Zero to One Referral
344 Students 73%

Total Students served
2007-2008  469

Fall 2008-2009

Tier Three
Six or more Referrals
54 Students 11%

Tier Two
Two to Five Referrals
37 Students 8%

Tier One
Zero to One Referral
375 Students 81%

Total Students served
2008-2009  466
Georgia O'Keeffe Middle School
Behavior Skill Monitoring

<table>
<thead>
<tr>
<th>Referrals prior to Cool Tool</th>
<th>Cool Tool Topic</th>
<th>Cool Tool Teaching Dates</th>
<th>Referrals after Cool Tool</th>
<th>Percent Reduction or Increase in Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2008 - 370 Referrals</td>
<td>Introduce Behavior Matrix (Every Day)</td>
<td>9/1/08-9/10/08</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>On Time/With Materials/Ready to Learn. (Two lessons per week)</td>
<td>9/15/08-10/1/08</td>
<td>September 212 Referrals</td>
<td>43% decrease</td>
</tr>
<tr>
<td></td>
<td>What does “On Time” mean in each class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What materials are necessary in each class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organization as part of being ready to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attitude as a part of being ready to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 138 Referrals</td>
<td>“Yes We Can” - Be part of the world we want to live in. (one lesson per week)</td>
<td>10/9/08-11/5/08</td>
<td>November -103 Referrals</td>
<td>26% decrease</td>
</tr>
<tr>
<td></td>
<td>Personal Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change has come to O'Keeffe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ally vs Bully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Activism - Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 119 events coded 204 - Insubordination</td>
<td>Continue “Yes We Can”</td>
<td>11/6/08-12/10/08</td>
<td>December 80 events coded 204 Insubordination</td>
<td>50% decrease</td>
</tr>
<tr>
<td></td>
<td>What Can I do? How can I help?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics of a successful leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November - 62 events coded 204 - Insubordination</td>
<td>Positive Language in the Classroom</td>
<td>12/10/08-2/4/09</td>
<td>February - 94 events coded 204 Insubordination</td>
<td>49% Increase</td>
</tr>
<tr>
<td></td>
<td>Insubordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Win-Win Decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disagreeing Respectfully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138 Referrals</td>
<td>Cut Me Some Slack</td>
<td>2/6/09-3/4/09</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizing Frustration/Giving Personal Space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do One Good Deed Today</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay It Forward</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Enter info below

<table>
<thead>
<tr>
<th>School name</th>
<th>O'Keeffe Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of referrals for last year</td>
<td>1074</td>
</tr>
<tr>
<td>Number of referrals for this year</td>
<td>893</td>
</tr>
<tr>
<td>Average # of minutes student is out of class due to referral</td>
<td>20</td>
</tr>
<tr>
<td>Average # of minutes administrator needs to</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes</td>
<td>3620</td>
<td>2716</td>
</tr>
<tr>
<td>Hours</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>Days</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

### Time Regained

![O'Keeffe Middle School Time Regained Graph]

- **Student Minutes**
  - Last Year: 21490
  - This Year: 17860
  - Time Regained: 3620

- **Administrator Minutes**
  - Last Year: 6110
  - This Year: 3395
  - Time Regained: 2716

![O'Keeffe Middle School Time Regained Graph]

- **Student Hours**
  - Last Year: 358
  - This Year: 269
  - Time Regained: 89

- **Administrator Hours**
  - Last Year: 298
  - This Year: 223
  - Time Regained: 75

![O'Keeffe Middle School Time Regained Graph]

- **Student Days**
  - Last Year: 45
  - This Year: 34
  - Time Regained: 11

- **Administrator Days**
  - Last Year: 37
  - This Year: 28
  - Time Regained: 9
Self-Assessment Survey Schoolwide System Analysis

O'keeffe Middle School Schoolwide System Analysis

- Expectations Defined
- Reward System
- Monitoring
- Violations System
- Management
- District Support

Implementation Average

Educational and Community Supports
College of Education
University of Oregon

mhtml:file://F:\Comp%20SES%20data\okeeffe.mht

4/3/2009
Cool Tool  Lesson # 31 - EXTENTION

Universal Expectation: Resolve Conflicts Peacefully
Name of Skill: Be an Ally. Report offenders. Safety Over Silence!!
Location: Hallway, Bathroom, Bus, Cafeteria, Classroom

Purpose/Importance:
• Keeps school safe
• It is the right thing to do.

Teaching Examples:

1. You are on the bus on your way to school, when you overhear three students taunting and bullying one of your classmates. You don’t feel comfortable standing up and saying something to them, but immediately when you walk into school you tell Ms. Lodholtz.

2. You are in the gym locker room changing after class, when your good friend pulls out a pocket knife to show you from her pocket. You know that now that you have seen she has it, you will be in just as much trouble as she is, if she gets caught. You convince her to go with you to Ms. Farrar-Simpson at the end of class and tell her about the knife.

3. You are in the bathroom stall when you overhear two students talking about what they are writing on the wall. When you come out to wash your hands, you see who they are. On your way back to class you walk by the S.O.S. box and write down what you heard and saw. You don’t sign your name.

2. Kid Activities/Role-Plays:

1. Discuss and brainstorm what obstacles get in the way of reporting a situation to an adult (i.e. snitching – negative peer attention).
2. Roll-play the steps of going to a trusted adult and reporting a concern.
3. Roll-play going to the S.O.S. box and reporting a concern.
4. Discuss other ways to report a concern (i.e. tell a parent at home)
Reinforcement Activities:

1. Compliment students directly for choosing safety over silence.
2. Award Rising Stars to students who demonstrate safety over silence.
3. Give SOS survey to students in your class.

Extension:

1. Teaching Point
You are remembering the cool tool from last week about reporting safety issues to an adult. In the past week you have witnessed a few incidents that you could have reported, but didn’t because you don’t want to be a snitch.

S.O.S. Survey

1. T F I know what S.O.S. means.
2. T F I know where to get a harassment form.
3. T F I have used a harassment form.
4. T F I know where the S.O. S. box is.
5. T F I have used the S.O.S. box.
6. T F There are at least 2 adults that I trust at school.
7. T F I know who at least 2 of the following people: Ms. Farrar-Simpson, Ms. Fayen, Ms. Rhoades, Mr. Zipper, Ms. Tomlinson.
8. T F I know an adult that I could report a concern to and trust that it would remain anonymous.
9. T F I have reported safety concerns to adults at Sennett in the past.
10. T F When I have reported a concern to an adult at Sennett, it was handled well.
## S.O.S. Survey Results

**S.O.S. Cool Tools taught 3/4/09 - 3/11/09**

<table>
<thead>
<tr>
<th>Question</th>
<th>True Responses</th>
<th>False Responses</th>
<th>Percent of True Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what S.O.S. means</td>
<td>452</td>
<td>41</td>
<td>92%</td>
</tr>
<tr>
<td>I know where to get a harassment form</td>
<td>396</td>
<td>96</td>
<td>80%</td>
</tr>
<tr>
<td>I have used a harassment form</td>
<td>133</td>
<td>357</td>
<td>27%</td>
</tr>
<tr>
<td>I know where the S.O.S. box is</td>
<td>363</td>
<td>129</td>
<td>74%</td>
</tr>
<tr>
<td>I have used the S.O.S. box</td>
<td>27</td>
<td>463</td>
<td>6%</td>
</tr>
<tr>
<td>There are at least 2 adults that I trust at school</td>
<td>419</td>
<td>72</td>
<td>85%</td>
</tr>
<tr>
<td>I know at least 2 of the following people: Ms. Farrar-Simpson, Ms. Fayen, Ms. Rhoades, Mr. Zipper, Ms. Tomlinson</td>
<td>431</td>
<td>61</td>
<td>88%</td>
</tr>
<tr>
<td>I know an adult that I could report a concern to and trust that it would remain anonymous</td>
<td>414</td>
<td>77</td>
<td>84%</td>
</tr>
<tr>
<td>I have reported safety concerns to adults at Sennett in the past</td>
<td>155</td>
<td>333</td>
<td>32%</td>
</tr>
<tr>
<td>When I have reported a concern to an adult at Sennett, it was handled well</td>
<td>242</td>
<td>216</td>
<td>53%</td>
</tr>
</tbody>
</table>
PBIS Systems

Tertiary
(6 + ODRs, Target is 1% -

Secondary
(2 -5 ODRs, Target is 10% -

Universal
(0-1 ODR, Target 80% - 90%)

*ODR = Office Discipline Referral
* RS = Raw Score

2006 - 2007 Sennett (Data as of Jan. 25, 2008)
600 Total Students
86 Students with 1 ODR
33 Students with 2 ODR's
33 Students with 3-5 ODR's
48 Students with 6 + ODR's

1 ODR 2 ODRs 3-5 ODRs
6+ODRs
House 1 18 3 4
8
House 2 13 9 5
8
House 3 13 7 7
7
House 4 15 6 6
PBIS Systems

Tertiary
(6+ ODRs, Target is 1% - 7%)

Secondary
(2-5 ODRs, Target is 10% - 11)

Universal
(0-1 ODR, Target is 80%-90% - 82%)

2008 - 2009 Sennett (Data as of Jan. 23, 2009)

640 Total Students

70 Students with 1 ODR
25 Students with 2 ODR's
44 Students with 3-5 ODR's
45 Students with 6+ ODR's

<table>
<thead>
<tr>
<th>1 ODR</th>
<th>2 ODRs</th>
<th>3-5 ODRs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*ODR = Office Discipline Referral

* Raw Score
Self-Assessment Survey Schoolwide System Analysis

Sennett Middle School Schoolwide System Analysis

- Expectations Defined
- Reward System
- Expectations Taught
- Violations System
- Monitoring
- Violations System
- District Support
- Management

Implementation Average

Educational and Community Supports
College of Education
University of Oregon

mhtml:file://F:\Comp%20SES%20data\sennett.mht

4/3/2009
Sherman Middle School
Behavioral Tier Analysis

First Quarter - 08-09

Tier Three
Six or more Referrals
12 Students = 3%

Tier Two
Two to Five Referrals
44 Students = 12%

Tier One
Zero to One Referral
321 Students = 85%

Second Quarter 08-09

Tier Three
Six or more Referrals
13 Students = 4%

Tier Two
Two to Five Referrals
45 Students = 11%

Tier One
Zero to One Referral
319 Students = 85%
Sherman Middle School
PBS Cost Benefit Analysis (3/23/09)

<table>
<thead>
<tr>
<th>Referrals from 2006-07</th>
<th>Referrals from 2007-08</th>
<th>Ave. minutes regained for students</th>
<th>Ave. admin. Minutes regained</th>
</tr>
</thead>
<tbody>
<tr>
<td>4627</td>
<td>2303</td>
<td>23240</td>
<td>11620</td>
</tr>
</tbody>
</table>

48 days for students gained back
24 days for administrator gained back

<table>
<thead>
<tr>
<th>Referrals from 2007-08</th>
<th>Referrals from 2008-09</th>
<th>Ave. minutes regained for students</th>
<th>Ave. admin. Minutes regained</th>
</tr>
</thead>
<tbody>
<tr>
<td>2303</td>
<td>745</td>
<td>15580</td>
<td>7790</td>
</tr>
</tbody>
</table>

32 days for students gained back
16 days for administrator gained back

Two years difference

<table>
<thead>
<tr>
<th>Referrals from 2006-07</th>
<th>Referrals from 2008-09</th>
<th>Ave. minutes regained for students</th>
<th>Ave. admin. Minutes regained</th>
</tr>
</thead>
<tbody>
<tr>
<td>4627</td>
<td>745</td>
<td>38820</td>
<td>19410</td>
</tr>
</tbody>
</table>

80 days gained back for students
40 days gained back for administrator
Self-Assessment Survey Schoolwide System Analysis

Sherman Middle School Schoolwide System Analysis

- Expectations Defined
- Reward System
- Monitoring
- District Support
- Expectations Taught
- Violations System
- Management

Implementation Average

Educational and Community Supports
College of Education
University of Oregon
<table>
<thead>
<tr>
<th>Date</th>
<th># Students</th>
<th># Tardies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10-08</td>
<td>93</td>
<td>206</td>
</tr>
<tr>
<td>to 10-3-08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Acknowledging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-6-08</td>
<td>53</td>
<td>89</td>
</tr>
<tr>
<td>to 10-29-08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-3-08</td>
<td>74</td>
<td>133</td>
</tr>
<tr>
<td>to 11-26-08</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tertiary level interventions: 6+ referrals
Spring Harbor = 12/264 students or 5%

Secondary level interventions: 2-5 referrals
Spring Harbor = 20/264 students or 8%

Primary level interventions: 0-1 referral
Spring Harbor = 232/264 students or 87%

Spring Harbor Middle School
2007-2008
Semester 2
Tertiary level interventions:
6+ referrals
Spring Harbor = 2/268 students or 
<1%

Primary level interventions:
0-1 referral
Spring Harbor = 258/268 students or 96%

Secondary level interventions:
2-5 referrals
Spring Harbor = 8/268 students or 3%

Spring Harbor Middle School
2008-2009
Semester 1
Self-Assessment Survey Schoolwide System Analysis

Spring Harbor Middle School Schoolwide System Analysis

[Graph showing data for different percentages across dates]

- Expectations Defined
- Reward System
- Expectations Taught
- Violations System
- Monitoring
- Management
- District Support

Implementation Average

Educational and Community Supports
College of Education
University of Oregon

mhtml:file://F:\Comp%20SES%20data\spring%20harbor.mht 4/3/2009
Toki M.S. Behavior Referrals

Number of referrals

- Sept. 07-08
- Oct.
- Nov.
- Dec.
- Jan.
- Feb.
- March
- April
- May
- June
- Sept. 08-09
- Oct.
- Nov.
- Dec.
- Jan.
- Feb.
## Tier 2/Tier 3 (Secondary/Tertiary) Interventions Tracking Tool

### School Name:
Illinois PSIS Network
Tertiary Demo Document: Draft 08/08

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Check-in Check-out (CICO)</th>
<th>Social/Academic Instructional Groups</th>
<th>Simple Tier 2 Interventions with Indiv. Features (e.g. CnC)</th>
<th>Brief Function-based Interventions</th>
<th>Complex/Multiple-life -domain FBA/BIP</th>
<th>Wraparound Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
<td># Students Participating</td>
<td># Students Responding</td>
</tr>
<tr>
<td>July</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>August</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>September</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>October</td>
<td>13</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>November</td>
<td>13</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>December</td>
<td>15</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>January</td>
<td>22</td>
<td>10</td>
<td>12</td>
<td>6</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>February</td>
<td>25</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>March</td>
<td>24</td>
<td>15</td>
<td>8</td>
<td>7</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>April</td>
<td>16</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Definition of response
(Please list below how your school defines 'response' at each of the six levels of intervention):

- **Responding to Check-in Check-out (CICO):** Student completes and fills in sheet. Student behavioral improvement (points) with CICO
- **Responding to Social/Academic Instructional Groups:** Student attends and participates. Reduced office referrals
- **Responding to Simple Tier 2 Interventions with Individual Features (Check-N-Connect, etc.):** Reduced office referrals
- **Responding to Brief Function-based Interventions:** Slight change equals reduced out of classroom time
- **Responding to a Complex/Multiple-life -domain FBA/BIP:** Reduced suspensions, Increased attendance, Reduced Office referrals
- **Responding to Wraparound Support:** Reduced suspensions, Increase Attendance, Reduced Office referrals Improved grades
Self-Assessment Survey Schoolwide System Analysis

Toki Middle School Schoolwide System Analysis

![Graph showing data analysis results over different dates and categories such as Expectations Defined, Reward System, and Implementation Average.](image)

---

Educational and Community Supports  
College of Education  
University of Oregon

Whitehorse M.S. Behavior Referrals

number of referrals

100    |  250   |  150   |  200   |  150   |  250   

Legend:
- Dark Gray: Number of referrals
Whitehorse Office Discipline Referral Data

2007-2008
Entire School Year Data

2008-2009
Quarter 1 & 2

<table>
<thead>
<tr>
<th>Whitehorse OD Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>6+</td>
</tr>
<tr>
<td>2-5</td>
</tr>
<tr>
<td>0-1</td>
</tr>
</tbody>
</table>

Diagram showing referral data distribution for 2007-2008 and 2008-2009, with percentages for 0-1 referrals (65%), 2-5 referrals (14%), and 6+ referrals (22%) for 2007-2008, and 0-1 referrals (85%), 2-5 referrals (7%), and 6+ referrals (9%) for 2008-2009.
Self-Assessment Survey Schoolwide System Analysis

James Wright Middle School Schoolwide System Analysis

[Bar charts showing data on expectations defined, expectations taught, reward system, violations system, monitoring, and district support, with implementation average for the dates 4/25/2008 and 4/28/2008.]

Educational and Community Supports
College of Education
University of Oregon

mhtml:file://F:\Comp%20SES%20data\wright.mht