



update

:: newsletter ::

About the Network

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (IS-TAC) - 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** school-wide 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

August 4 & 5, 2010 • Rosemont, IL



2010 SUMMER
LEADERSHIP CONFERENCE

PBIS: Strengthening the Continuum of Supports for All Students

October 14 & 15, 2010 • Rosemont, IL



2010 National PBIS
Leadership Forum

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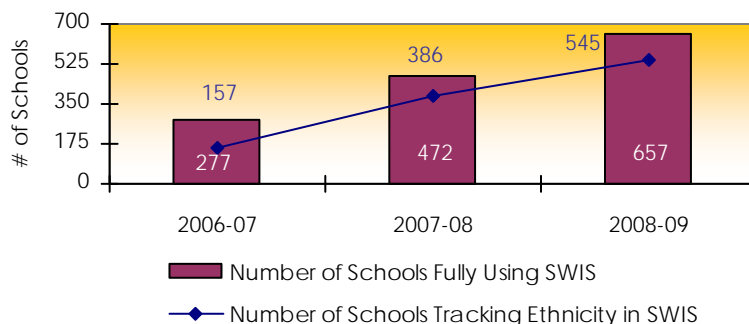
Illinois Schools Address Inequitable Discipline Practices

Over thirty years of research have documented discipline practices leading to racial/ethnic disparities, also known as disproportionality. This trend, combined with the use of reactive discipline (e.g., zero tolerance), contributes to the loss of instructional time, especially for African American males.

Clear, objective, and proactive disciplinary approaches are key components of the PBIS framework. A recent PBIS Evaluation Brief from the National PBIS Center (www.pbis.org) shows that schools implementing PBIS experience declines in office discipline referrals across all racial/ethnic groups. The level of disproportionality decreases as well.

Tracking discipline data by race/ethnicity is essential to addressing disproportionality. An encouraging indicator is the increase in the number of Illinois schools using the School-wide Information System (SWIS) to proactively address this issue. Currently, the number of schools tracking discipline data by student race/ethnicity in SWIS is three times greater than two years ago.

More Schools Reviewing Discipline Data by Ethnicity



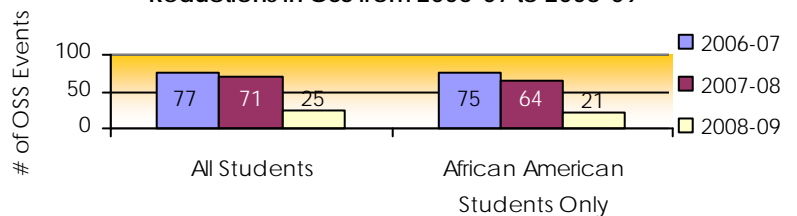
See page 2 for examples of schools successfully using the PBIS framework to change disproportionate discipline practices.

Disproportionality

African American Students Benefit as Suspensions Drop

Burr Oak Elementary School, Calumet PSD 132, has had a 67.5% decrease in out-of-school suspensions (OSS) from 2006-07 to 2008-09. In particular, the reduction was evident for the percentage of African American (AA) students receiving OSS, a percentage that fell from 16.8% of AA students in 2006-07, to 6% in 2008-09. The level of disproportionality also decreased as AA students, who make up 76-81% of the total enrollment, accounted for 97.4% of the OSS in 2006-07, 90.1% in 2007-08 and 84% in 2008-09. The school principal, Carole R. Collins Ayanlaja, encourages a restorative justice approach, along with high rates of student acknowledgment, and contact with parents to reiterate school-wide expectations and prevent OSS. Team members also attribute the reductions in OSS to enhanced Tier 2 systems and the active involvement of parent volunteers. This positive trend has continued, with zero OSS during the first quarter of the 2009-10 school year.

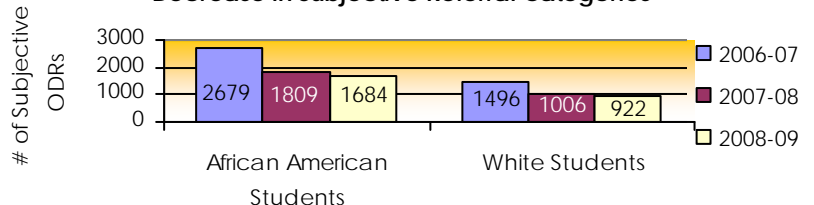
Reductions in OSS from 2006-07 to 2008-09



Drop in Discipline Referrals for ALL Students: Multiple Strategies Produce Results

At **Alton Middle School, Alton CUSD 11**, ODRs are decreasing for all students, including African American (AA) students. Through sharing and examining discipline data by categories of behavior (i.e., "subjective" categories such as defiance and disrespect), staff were able to decrease subjective referrals by 37% for both AA and White students from 2006-07 to 2008-09. In addition to the use of data to guide discussions about interventions, implementation of a social/emotional learning curriculum, restorative justice practices, and resiliency-building strategies are credited for the decrease in behavior problems for all students. The development of high-quality relationships among staff and students while building proactive tiered systems of support have resulted in zero expulsions for two and a half years.

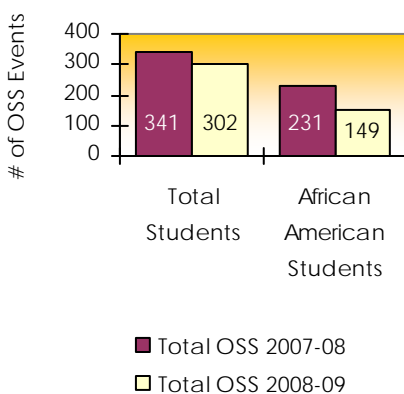
Decrease in Subjective Referral Categories



Disproportionality Gap Shrinks for African American Students

J.W. Eater Jr. High School, Rantoul City SD 137, experienced declines in both office discipline referrals (ODRs) and out-of-school suspensions (OSS) from the 2007-08 to the 2008-09 school year. After a summer training for staff on universal expectations, expanding systems of positive reinforcement, and aligning expectations with feeder elementary schools, overall ODRs dropped 13% for all students and 32% for African American students. Additionally, OSS events among African American students, who comprise close to 40% of the student population but accounted for 67% of OSS in 2007-08, decreased 35% compared to the 11% decrease in OSS for all students in 2008-09. These trends continue with a 50% reduction in OSS during the first quarter of 2009-10.

Decreases in OSS 2007-08 to 2008-09



Multi-tiered Success

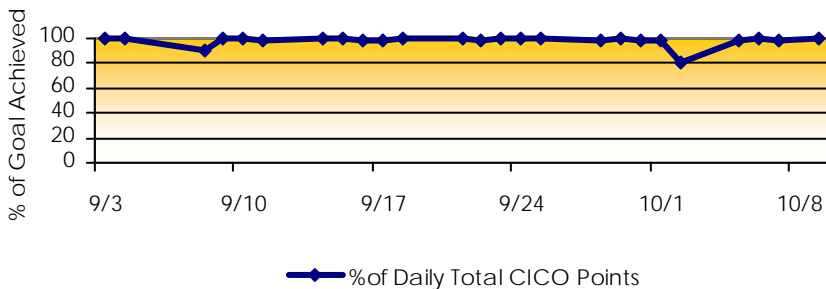
Student Successfully Transitions out of Special Education Placement

A concerned mother of a fifth grade student, Kendall, was dissatisfied with his progress in his special education classroom. She moved to another district where she knew positive behavior approaches were being used. She declined special education placement, opting instead for support within the general education setting in his fifth grade year. An individualized plan, including Check-in Check-out (CICO), was developed by the principal, teacher, school psychologist and his mother. Previous problems of aggression and refusal to complete assignments were prevented. Concerned about his transition from elementary school, the team worked with district administrators to ensure his placement in a middle school using PBIS.

The middle school team met with Kendall and his mother in the spring of 2009 to design a plan for sixth grade that included a male staff member as a mentor. Kendall has forged a strong, positive relationship with his mentor; they play basketball together as an incentive for him to remain on track. His mentor also keeps in close contact with other teachers, allowing any issues to be proactively addressed.

Kendall has consistently met or exceeded his daily CICO point goal during the first quarter of sixth grade. He has had only one minor discipline referral, one lunch detention and no major discipline referrals. His team is celebrating his current 2.9 GPA and focusing on even greater academic achievement.

Daily Point Data for Kendall's Behavioral Goals



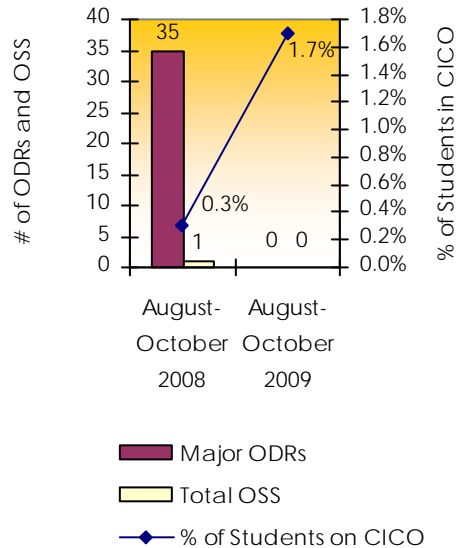
Staff Use of Survey Results Refines Kickoff Practices

Walter R. Sundling Jr. High, Palatine CCSD 15, used staff survey data to change their PBIS practices for 2009. Dividing staff into focus groups after the 2008 Kickoff, they asked participants to name what worked well and what needed to be changed in terms of kickoff, celebrations, teaching expectations, consequences, and using data. After making changes based on survey data, the total office discipline referrals (ODRs) fell from 277 in the first quarter 2008 to 176 in the first quarter 2009, for a 36 % drop.

Tier 2 Systems Lead to Decreases in ODRs and OSS

Washington Elementary School, West Harvey-Dixmoor SD 147, has been implementing PBIS for two years and developing Tier 2 systems under the leadership of its principal, Dr. Earnest Taylor. Clarifying agendas and communication between Tier 1 and Tier 2 team functions are system improvements that have already produced positive outcomes. As the number of students participating in CICO has increased, the school has seen a large drop in major ODRs and OSS (100% decrease for each) during the first quarter of 2009-10 as compared to 2008-09. Their continued emphasis on fidelity of both Tier 1 and Tier 2 systems and practices should result in continued positive student outcomes.

ODRs, OSS, and Students in CICO Over Two Years

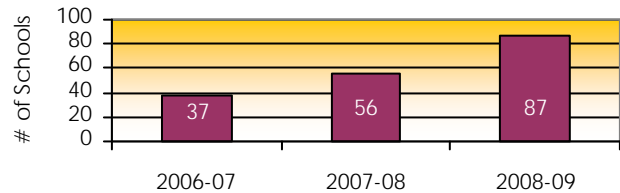


High Schools

Dramatic Growth in High School PBIS Implementation

From 2006-07 to 2008-09, the number of Illinois high schools implementing PBIS has jumped by 135%. Over half of the current 87 high schools implementing PBIS were trained during the past two years.

Illinois High Schools Implementing PBIS



In response to this demand by high schools, the Illinois PBIS Network has been refining technical assistance and training to support high schools as they develop systems and practices across the three tiers. Although the components of PBIS are the same in all schools, several implementation elements are unique to high schools. To address these differences, a Tier 1/universal high school training manual was developed. The manual contains tools specific to high schools, such as a "High School Readiness Survey" to assess staff needs prior to training, as well as an acknowledgement matrix, boosters, and behavioral lesson plans.

Several high school training opportunities have been added for the 2009-10 school year, including a statewide High School Forum scheduled for January 28, 2010. In addition, the Winter Leadership Conference in January 2010, as well as the Summer Leadership Conference in August 2010, will include strands for high school administrators and staff to share strategies and data.

National Center High School PBIS Implementation Monograph

In June 2009, 12 selected high schools from around the country were brought together for a School-wide PBIS High School Forum in Naperville, Illinois to discuss implementation and sustainability of PBIS in high schools. One of the main goals of the forum was to publish a monograph that:

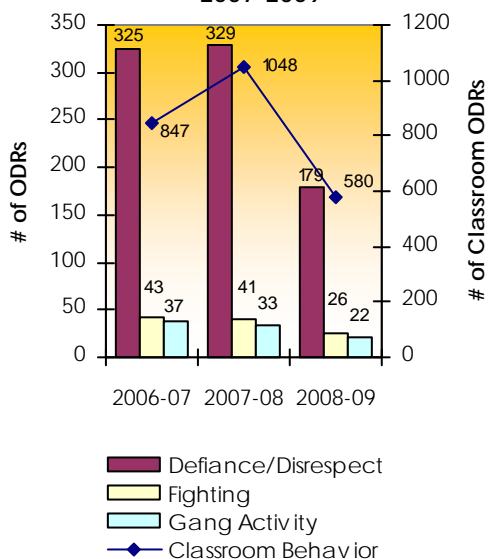
- summarizes what is known about implementing school-wide PBIS in high schools,
- documents examples of success, and
- lays out a research, policy, and technical assistance agenda for the future.

This monograph will soon be available for download at www.pbis.org.

Student Behaviors Impacted by High School Implementation

Willowbrook High School, DuPage County HSD 88, began their first year of school-wide implementation in 2007-08. Staff learned techniques to de-escalate problem behaviors and to teach students more positive behaviors, thereby reducing reliance on short-term solutions such as removal of students from the classroom. In 2008-09, decreases in discipline data showed evidence of changes in addressing student behavior. Assistant Principal Sam Bentsen attributes the school's success in refocusing staff efforts to "teaching expectations to students and teaching expectations and philosophy to staff." These trends continue into the 2009-10 school year, with a 65% decline in first-quarter classroom-referred office discipline referrals (ODRs), when compared to data for the same time period in 2008-09.

Willowbrook Discipline Data 2007-2009

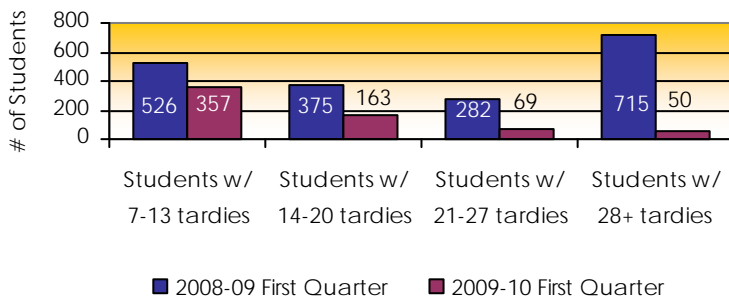


High Schools

System Refinement Impacts High School Student Tardies

The PBIS Coach at **East Aurora High School, Aurora East SD 131**, showed the staff the amount of instructional time lost when a consistent approach to decrease student tardies is not in place. The staff agreed to teach and implement a consistent definition for being “on-time to class” and to actively monitor hallway behavior by encouraging students to get to class on time. Classroom doors are closed when the final bell rings and a team quickly responds to any students still in the halls. This focused process led to a significant drop in tardies for all students from the first quarter of the 2008-09 school year to the 2009-10 school year. The largest impact was seen among students with 28 or more tardies, evidence that Tier 1 interventions supported the students experiencing the most trouble getting to class on time.

Students with Tardies Over Two Years



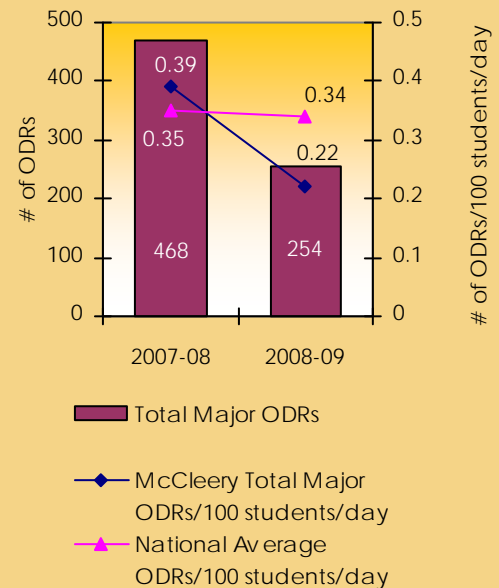
Refinement of Universal Systems Leads to Decreases in ODRs at High School Level

The universal team at **Dundee Crown High School, Carpentersville SD 300**, has been actively strengthening their universal system of behavioral supports. In the summer of 2009, the school changed to a simpler, three-item slogan that students and staff can easily recall: Be Respectful, Be Responsible, and Be Positive. These expectations were taught across settings using student- and staff- developed videos, as well as a big staff and student kickoff at the beginning of this school year. In the first quarter of 2009-10, overall referrals were down by 20% when compared to the same period last year, and gang related referrals have decreased by more than half.

School ODR Reduction Outpaces National Average

McCleery Elementary School, West Aurora SD 129, experienced a large decrease in major office discipline referrals (ODRs) during the last year. The school had 468 major ODRs in 2007-08 and 254 in 2008-09 (a 45.7% reduction). McCleery has also shown a larger decrease than the national average in major ODRs per 100 students per day. The national average went from .35 in 2007-08 to .34 in 2008-09, a 2.9% decrease, while McCleery had a rate of .39 in 2007-08 and decreased to .22 in 2008-09, a reduction of 43.6%.

ODRs Across Two Years



This trend has continued in the current school year, with McCleery having a rate of .18 major ODRs per 100 students per day for the first quarter (August 1 through November 30, 2009). The principal of McCleery, Cherie Esposito, attributes their success to a strong universal team that uses their discipline data to identify problem behaviors, teach, re-teach, and reinforce appropriate behaviors.



For more success stories, visit our website!

www.pbisillinois.org

FBA/BIP Supports

Trainings Enhanced to Ensure Integrity of Implementation

Tier 2 includes a Brief Functional Behavior Assessment (FBA) and Behavior Intervention Planning (BIP) process done through a problem-solving team. Recognizing the complexity of the skills school personnel need to effectively implement these supports, the Illinois PBIS Network has expanded Tier 2 training opportunities for 2009-10. Previously the Brief FBA and BIP problem-solving process was introduced in a one-day course. This year, the FBA process and the BIP process will each be covered in a separate, one-day course:

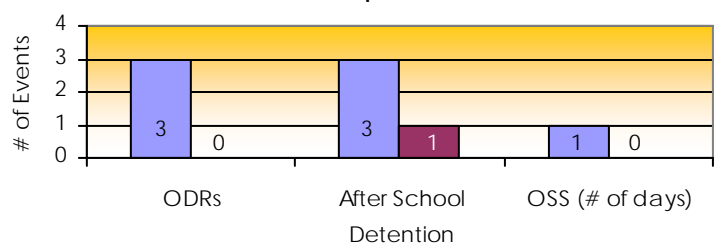
- S300i—Tier 2/Secondary Levels of Support: Brief Functional Behavior Assessment
- S301i—Tier 2/Secondary Levels of Support: Behavior Intervention Planning.

To ensure adequate time to learn and practice implementation, a two-hour “Go To Meeting” online course, STA301.1i—Technical Assistance on Brief FBA/BIP, and new Network Meetings specifically focused on Brief FBA/BIP have been added to the 2009-10 training/support calendar. Contact your Illinois PBIS Network Technical Assistance Coordinator for more information.

Tier 2 Progress in Third Grade

Rob, a third grade student, was referred to the secondary team based on a teacher request for assistance and office discipline referral (ODR) data from the previous school year. Rob was disruptive during instructional time across subject areas. The problem-solving team (social worker, referring teacher, grade level teachers, and support staff) developed a brief FBA/BIP, including Check-in Check-out, and direct instruction of anger management skills in a small group. The systems-planning team monitored Rob’s data while the social worker connected with the teacher periodically to support consistent implementation of the plan. Rob has achieved his daily CICO point goal for 21 out of 30 days since he began in mid-September, 2009 and his ODRs and out-of-school suspensions (OSS) have fallen to zero after four weeks of intervention.

Rob's Discipline Data



■ Baseline (8/26/09 - 9/18/09) ■ Time 2 (9/21/09 - 10/28/09)

Illinois Schools to be Recognized for PBIS Implementation

For the fourth consecutive year, the Illinois PBIS Network plans to formally recognize schools that demonstrate implementation and sustainability of the PBIS process through measurable criteria at the Tier 1, Tier 2 and Tier 3 levels. In the 2008-09 school year, nearly 200 schools were recognized across the state.

Once again, schools seeking recognition for their PBIS implementation in the 2009-10 school year, must submit an application, along with supporting documents, for one of five recognition levels: Start-Up, Emerging, Implementing, Fully Implementing or Exemplar.

To apply, schools are required to:

- Visit www.pbisillinois.org and click on the “Recognition Process” link to download one of five individual applications for the level of recognition being sought.
- Complete all sections of the application and attach the required supporting documents.
- Submit all materials by **June 4, 2010**, to the Illinois PBIS Network at 335 N. LaGrange Rd., Suite 4, LaGrange Park, IL 60526.

Watch our website for information on how to apply for District-Level Recognition!



save these dates



PBIS in the News . . .

- **Positive Behavior - Hoopston Area Teams with Local Businesses to Promote Positive Behavior**
Published November 18, 2009
Hoopston Chronicle:
www.thehoopstonchronicle.com
- **Main Street Students Enjoy "A Rockin' Rams Dance Party"**
Published September 28, 2009
Shelby County News:
www.shelbycountynews.net
- **Behavior Program Yields Positive Results**
Published September 20, 2009
Mt Vernon Register-News:
www.register-news.com
- **New Program Positive at Washington**
Published September 17, 2009
Pontiac Daily Leader:
www.pontiacdailyleader.com
- **Schools Aim to Foster Better Behavior**
Published September 3, 2009
Northwest Herald:
www.nwherald.com
- **Positive Behavior Emphasized in Shelbyville Schools**
Published August 28, 2009
Shelbyville Daily Union:
www.shelbyvilledailyunion.com
- **Less Time with Principal - Students Spending More Time in Class Under Program**
Published May 27, 2009
Rantoul Press:
www.rantoulpress.com

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LEADERSHIP CONFERENCE

PBIS: Strengthening the Continuum of Supports for All Students

The 2010 Illinois PBIS Network Summer Leadership Conference features Illinois PBIS Leaders & Implementers. Sessions will cover more than 50 topics and include district & school-based personnel sharing their implementation experiences. Administrators' Academy, CPDU, and CEU credits are available. For more information, please contact the Illinois PBIS Network office at training@pbisillinois.org, or 708-482-4860.

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2010 National PBIS Leadership Forum

The 2010 National PBIS Leadership Forum is sponsored by the U.S. Department of Education's Office of Special Education Programs (OSEP)'s Center on Positive Behavioral Interventions and Supports, with support from the Illinois PBIS Network. More information will be available at www.pbis.org in April 2010. Questions? Contact Cheryle Kennelly at cheryle.kennelly@pbisillinois.org.

For information on Illinois PBIS Network training, including our current training calendar, visit our website at www.pbisillinois.org, call (708) 482-4860, or email training@pbisillinois.org.



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335 N. LaGrange Road, Suite 4
LaGrange Park, Illinois 60526

P: 708/482-4860 F: 708/482-4875
www.pbisillinois.org



Lucille Eber, Statewide Network Director

Kimberli Breen, Technical Assistance Director
Marla Dewhirst, Technical Assistance Director
Susan Gasber, Technical Assistance Director
Sheri Luecking, Technical Assistance Director
Steve Romano, Technical Assistance Director

Brian Meyer, Operations Director
Kelly Hyde, Research Consultant

Barbara Sims, Educational Consultant, ISBE

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