



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

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2009 SUMMER
LEADERSHIP CONFERENCE



Coming Together to Strengthen PBIS Schools

August 6 & 7, 2009
Rosemont, IL

See page 7 for more information

What's Inside...

Interventions Prevent Placements 2
 Individual Student Successes 3
 Behavior and Academic Success 4-5
 Taking PBIS to Scale in Illinois. 6
 Training/Conferences 7

Illinois PBIS Schools to Surpass 1,000 Milestone

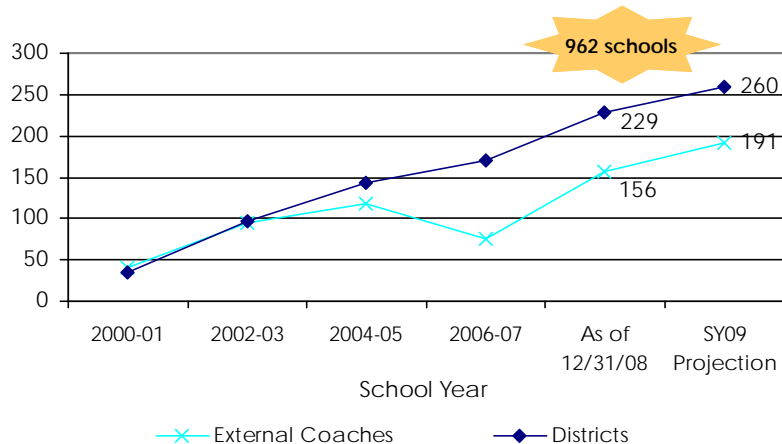
25% of All Illinois Schools to Implement PBIS

The Illinois PBIS Network is on track to celebrate a major milestone for PBIS implementation in Illinois schools during 2009, our eleventh year. As of December 31, 2008, we reached 962 PBIS schools in 229 districts. We are projecting nearly 1,100 PBIS schools and 260 districts by June 30, 2009, which equates to one out of every four schools, and 30% of all Illinois school districts.

The demand for PBIS continues because it is making a difference! Schools that implement PBIS with integrity have consistently shown reductions in the number of discipline problems, increases in academic test scores, higher measures of school safety, and improved school climate.

Expanding coaching capacity at local and regional levels is key to ensuring fidelity and sustainability in more PBIS schools. Partnerships with Special Education Cooperatives, as well as a focus on district commitment to position coaches before schools are trained to implement PBIS, have contributed to recent increases in the number of external coaches as depicted below.

Number of Illinois External Coaches, Districts and Schools as of December 31, 2008

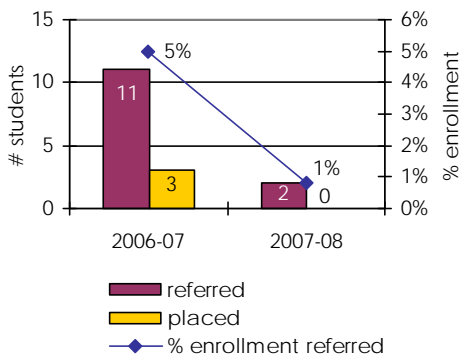


Interventions Prevent Placements

Early Intervention Leads to a Decline in Special Education Referrals

Western Egyptian Head Start has seven centers in three counties that have been implementing PBIS for four years. The focus in the past two years has been on systematizing the tier 2/secondary and tier 3/tertiary levels at each of the centers. A protocol with consistent processes for early identification of at-risk students has been put in place. Child Assistance Team (CAT) meetings are done weekly to identify those students most at risk, to problem-solve additional behavior issues and provide supports to students who are in need. With these processes in place, the number of students referred for Special Education due to behavior issues was reduced by 81% (from 11 in 2006-07 to 2 in 2007-08).

Decreases in Special Ed Referrals Due to Behavior Problems

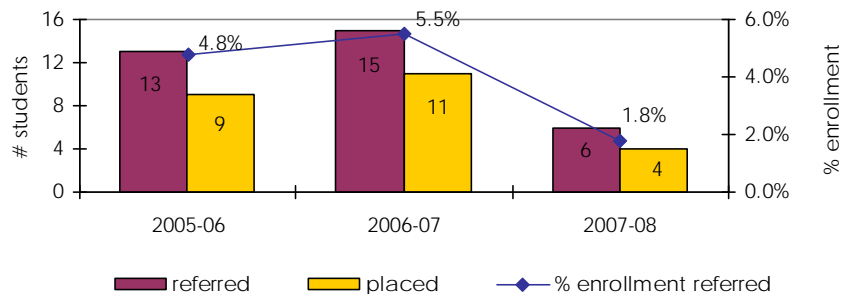


Tertiary Demo Schools Show Greater Decrease in Special Education Placement

Lovejoy Elementary and Alton Middle School in Alton CUSD 11 demonstrated noticeable reductions in the number of students referred, tested, and placed into Special Education during 2007-08, their third year as PBIS tertiary demonstration sites.

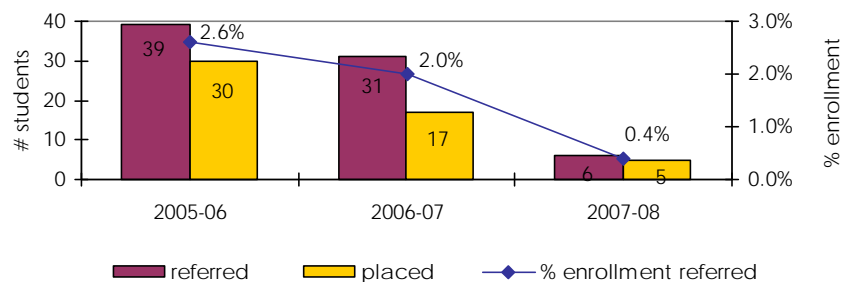
From 2005-06 to 2007-08, **Lovejoy Elementary School** reduced the number of students referred and tested for Special Education by 53% (from 13 to 6); the percent of total enrollment referred and tested was reduced by 63% (from 4.8% to 1.8%). The number of students placed in Special Education dropped by 55% (from 9 to 4). Lovejoy attributes these reductions to timely use of data and progress monitoring at tier 2/secondary and training their Special Education staff in data driven decision-making.

Lovejoy Elementary School Special Ed Referrals/Placements by School Year



During the same timeframe, **Alton Middle School** reduced the number of students referred and tested for Special Education by 85% (from 39 to 6); the percent of total enrollment referred and tested dropped by 85% (from 2.6% to 0.4%). The number of students placed in Special Education decreased by 83% (from 30 to 5). The school credits the reduction in Special Education placements to the staff providing multiple interventions including an on-going review of behavioral data. They feel these efforts at tier 1/universal and tier 2/secondary ensure student success in the general education classroom.

Alton Middle School Special Ed Referrals/Placements by School Year*



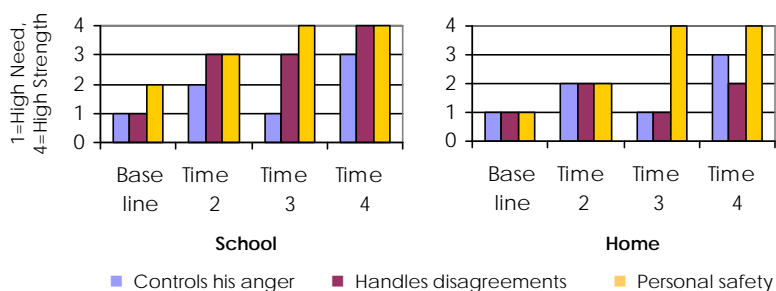
* 2005-06 combined #s from East & North Middle Schools

Individual Student Successes

Student's Behavior and Grades Improve with Tier 3/Tertiary Supports

A wraparound team was initiated for Billy, a fifth grader, in Spring 2008 due to aggressive behavior and declining grades. Billy's big need was identified as "needs to feel like he belongs." He was connected to a baseball team and a church youth group, and obtained a school library "job". The social worker helped Billy practice peer interaction skills and he received a pass to go to her office to "cool down" when needed. Billy joined a Rainbows group to address family loss issues and received weekly counseling from a community-mental health provider. A transition plan supported Billy as he moved to middle school this year. Since the start of school, Billy's grades improved and no aggressive behavior has been noted. His wrap team, with new team members from the middle school, continues to support him.

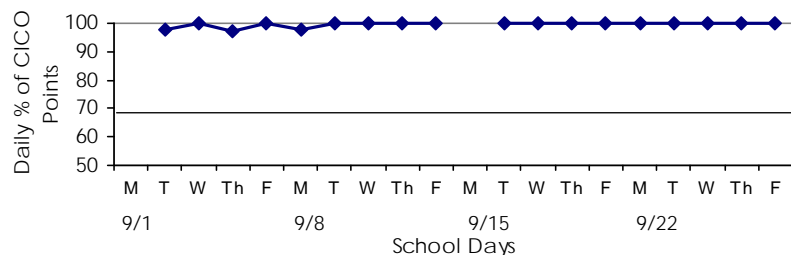
Billy's Emotional Functioning at School and Home



Student Succeeds as Interventions are Scaled Up

Adam, a fourth grader, received 12 ODRs, 8 detentions and 2 in-school suspensions for acting-out behaviors. He began the Check-in Check-out (CICO) system in May 2008 with minimal success, only averaging 50% of his daily points. By June, Adam was spending most of his day outside of the classroom due to outbursts. At the beginning of this school year, a Check and Connect (CnC) component was added to his CICO plan with scheduled times to check in individually with a staff member he trusted. He averaged 94% of his daily points; he met his 70% goal EVERY day from August through December. Adam now spends all of his day in the classroom and has had only one outburst that required intervention.

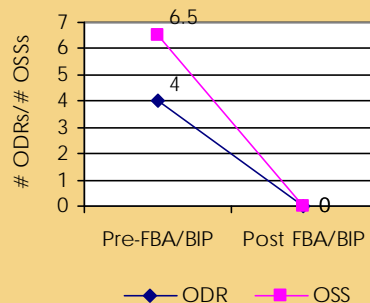
CICO Individual Student Progress Report - 4 Week Example



Family/School Partnership Yields Effective Behavior Plan

Tony, a sixth grade student, had a difficult time at lunch and during school dismissal. He received a high number of office discipline referrals (ODRs) and out-of-school suspensions (OSSs) within the first months of the school year for hitting other students. After secondary interventions were unsuccessful, an individualized family/school team was convened and an individualized behavior plan was developed. In October, the team used tools such as the Functional Assessment Checklist (FACTS), and Competing Behavioral Pathway to develop a function-based support plan. The behavior intervention plan included strategies such as having a cousin walk with him to school, and having Tony assist school personnel with lunch and school dismissal. From October 15, 2008 until January 20, 2009, Tony has received no ODRs or OSSs.

Tony's Behavioral Data

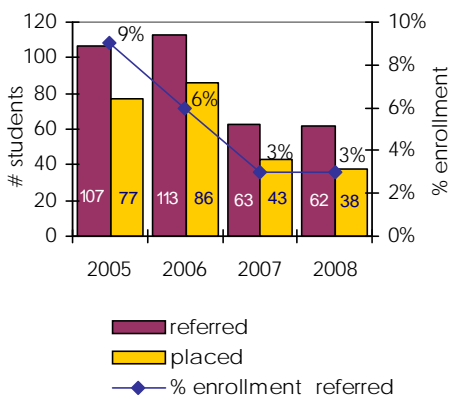


Decreases in Problem Behavior

Pre-Referral Intervention System Proves Effective

Southwestern CUSD 9 is in their second year of PBIS implementation in all six of the schools in the district. A strategic pre-referral system focusing on strategies and on-going progress monitoring has been put in place. The district has experienced a decrease in the number of students referred into Special Education from 107 students in 2004-05 to 62 students in 2007-08. The percent of total enrollment referred to Special Education annually has gone from 9% to 3%, a 61% decrease over the past four years.

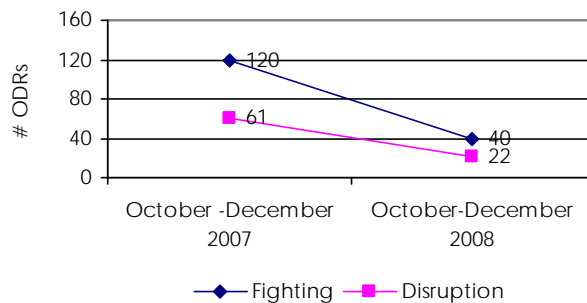
Decrease in Students Referred/Placed in Special Education



Fighting and Disruption Decrease as School Strengthens Tier 1/Universal System

Rosa Parks Middle School in West Harvey-Dixmoor School District 147 is in their third year of PBIS implementation. From October-December 2007 to October-December 2008, the school experienced a 66% drop in office discipline referrals (ODRs) for physical aggression (from 120 to 40). ODRs for "disruption" dropped by 63% (from 61 to 22). During the 2007-08 school year, the team struggled with staff buy-in, consistent use of reinforcements and limited staff acknowledgement. The tier 1/universal team addressed these concerns at the beginning of this school year and the results show their efforts yielded success.

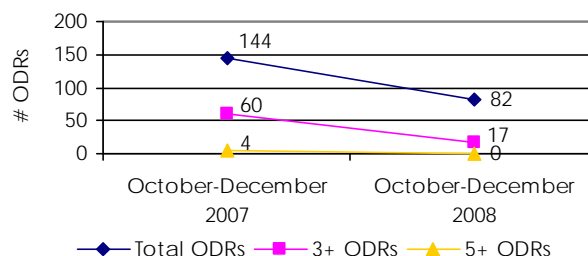
Parks Middle School ODR Data Across 2 Years



Fewer Students with Multiple Discipline Referrals

Robert Frost Middle School in Hazel Crest School District 152.5 experienced a 43% reduction in the total number of ODRs, from 144 between October and December 2007 to 82 between October and December 2008. The school also reduced the number of students receiving three or more ODRs by 72% (from 60 to 17), and the number of students receiving five or more ODRs by 100% (from 4 to 0) during the same timeframe. The Robert Frost Middle School staff believes that the Check-in/Check-out intervention contributed to the reduction in students receiving multiple ODRs.

Frost Middle School ODR Data Across 2 Years



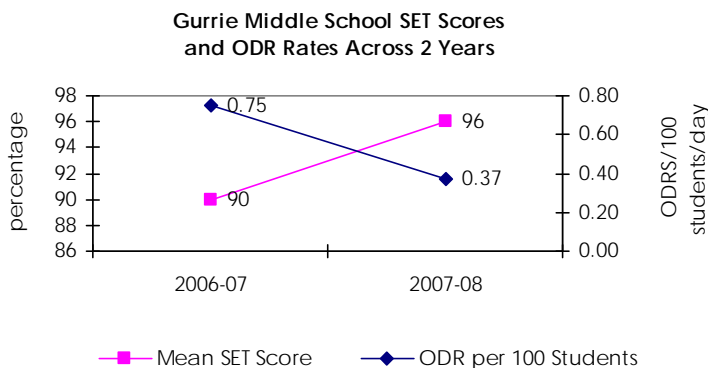
visit our website at

www.pbisillinois.org

Behavior and Academic Success with Full Implementation

Office Discipline Referrals Decline with Full Implementation

William F. Gurrie Middle School, LaGrange School District 105, completed year two implementation of PBIS. School-wide Evaluation Tool (SET)* data for the school has improved consistently following their first SET in 2006. Their SET implementation average has increased from 46% in 2005-06 to 90% in 2006-07 to 96% in 2007-08. Over the last two years, the rate for major referrals per day per 100 students decreased by 51% (from .75 in 2006-07 to 0.37 in 2007-08).



*The SET is a research instrument used for assessing school-wide positive behavior support (Horner, R. et al. 2004. *Journal of Positive Behavioral Interventions*, 6, 3-12.)

District Sustainability

District Positions a SEL/PBIS External Coach

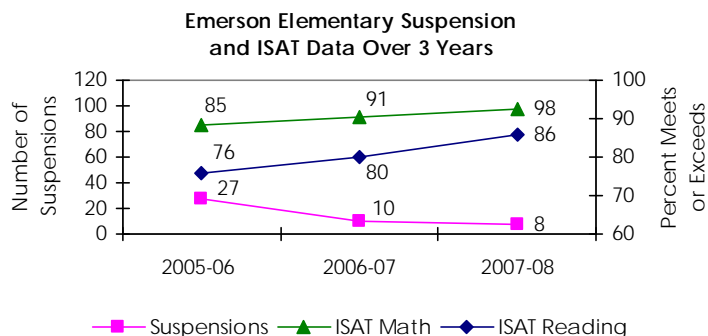
Urbana School District 116 has had three district leadership meetings since they participated in the PBIS District Summit in February 2008. A Social and Emotional Learning Standards (SEL)/PBIS External Coach position was approved by the district and a three year action plan has been completed. Two schools are currently implementing PBIS, two new schools will begin in the fall, and the remaining schools will initiate PBIS over the next three years. Urbana is blending SEL/PBIS to best meet the needs of all students in their district.

District-Level Planning Increases Implementation

Peoria School District 150 continues to expand PBIS capacity by bringing on seven additional schools, and supporting 15 existing PBIS schools to move forward with tier 2/secondary and tier 3/tertiary training and implementation. They formed a District Data Team maintaining/analyzing school level data for all 33 schools, as a result of attending the PBIS District Summit last year. The district team includes Directors of Special Education, Student Services, Title I, and Curriculum Coordinators.

ISAT Scores Go Up as Behavior Problems Go Down

Emerson Elementary School, South Berwyn School District 100, reduced their suspensions by 70% (from 27 in 2005-06 to 8 in 2007-08.) During this time period, Emerson School's ISAT "meets or exceeds" scores in 5th grade reading increased by 13% and 5th grade math increased by 15%. Emerson School maintained full implementation according to the SET from 2006-07 to 2007-08.



How is Illinois Building Capacity to Take PBIS to Scale?

We Want to Recognize Your School

Each year the Illinois PBIS Network formally recognizes schools that demonstrate implementation and sustainability of the PBIS process through measurable criteria at the tier 1/universal, tier 2/secondary and tier 3/tertiary levels. In FY07, 111 schools were recognized, and that number more than doubled to 253 schools in FY08.

Schools that want to be recognized for their implementation of PBIS in FY09 must submit an application, along with supporting documents, for one of the five recognition levels (*Start-Up, Emerging, Implementing, Fully Implementing or Exemplar*) by June 1, 2009.

To apply:

1. Select one of five individual applications for the level of recognition being sought by visiting www.pbisillinois.org, and clicking on the "Recognition Process" link to download; complete all sections of the application.
2. Complete and attach the required supporting documentation indicated on the application.
3. Submit all materials by **June 1, 2009**, to Illinois PBIS Network at 335 N. LaGrange Rd., Suite 4, LaGrange Park, IL 60526.

The Illinois PBIS Network developed a five-year strategic plan in FY06, and continues to refine the plan with projections through FY13. The following high-priority objectives will ensure progress toward the goals of the plan:

1. Expand capacity in all existing districts to implement effective strategies to positively impact students in need of tier 2/secondary and tier 3/tertiary supports.
2. Develop models for integration of school-based mental health and PBIS in collaboration with community agencies and families.
3. Refine and develop the blueprint for high school implementation of school-wide PBIS in collaboration with the National PBIS Center.
4. Pursue more in-depth study and analysis of Illinois PBIS data to identify sustainability trends, and long-term effects on academic achievement and special education data.
5. Expand training and technical assistance capacity by maximizing use of technology.
6. Further develop the statewide external coaching capacity for districts and Special Education Cooperatives.
7. Continue to refine the implementation process for schools and districts, including commitment requirements to ensure PBIS districts and schools have the capacity for all students to succeed.
8. Continue to integrate Social and Emotional Learning (SEL) Standards within PBIS implementation through collaboration with Illinois Children's Mental Health Partnership (ICMHP) projects and local sites.
9. Continue to integrate with related initiatives, including I-ASPIRE, SEL, CHOICES, and Autism, per the State Implementation and Scaling Up of Evidence-based Practices federal grant process.
10. Develop and implement a consistent tracking system for schools that no longer implement PBIS and/or schools that want to re-initiate PBIS implementation, and conduct an attrition study.

For more information on the Illinois PBIS Network five-year strategic plan, see our FY08 Annual Statewide Report in the Reports section of our website at www.pbisillinois.org.

save these dates

New Administrator Academy Courses Developed

AA696 - PBIS Systems of Support: A Focus on Tier 2/ Secondary and Tier 3/Tertiary Levels of Support This one-day course provides detail on the secondary and tertiary tiers of support, specifically focusing on students who require more than universal interventions to succeed. It is designed to assist administrators in preparing their staff for advanced training and implementation of secondary and tertiary systems. Emphasis is on the continuum of support across a three-tiered system, highlighting data tools and behavioral interventions for students with higher levels of need.

AA706 - Working Smarter: Integrating RtI and SEL into PBIS Systems, Data and Practices This one-day course addresses the integration of PBIS and Social and Emotional Learning Standards (SEL) through an integrated Response to Intervention (RtI) system. Administrators will learn how to use the PBIS systems infrastructure, data tools and practices to support an overall RtI system that includes the SEL standards. This includes hands-on practice identifying how to build on what is already in place in their schools, and to blend initiatives through a comprehensive system of student support that will be effective and sustain over time.



PBIS in the News . . .

- **Intervention program shifts focus at RCS**
Published December 23, 2008
Rantoul Press: www.rantoulpress.com
- **Westmer PBIS recognized by board**
Published December 2, 2008
Aledo Times Record: www.aldeotimesrecord.com
- **District 80 plan focuses on raising test scores**
Published November 17, 2008
Mt. Vernon Register-News: www.register-news.com
- **District 118 to recognize Edison, Liberty**
Published October 6, 2008
Danville Commercial News: www.commercial-news.com

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*6th Annual International Conference on
Positive Behavior Support*

The Expanding World of PBS: SCIENCE, VALUES, AND VISION

More information is available at www.apbs.org.

August 6 & 7, 2009 • Rosemont, IL



2009 SUMMER
LEADERSHIP CONFERENCE



Coming Together to Strengthen PBIS Schools

2009 Illinois PBIS Network Summer Leadership Conference featuring Rob Horner and Illinois PBIS Leaders & Implementers. Sessions will cover more than 50 topics and include school presenters with actual examples. Administrator Academy, CPDU, and CEU credits are available. For more information contact Rose Kwiatkowski, Training Coordinator, at rose.kwiatkowski@pbisillinois.org or 708-482-4860.

October 8 & 9, 2009 • Rosemont, IL

2009 National PBIS Leadership Forum

Implementing a Continuum of Effective Systems and Practices

More information is available at www.pbis.org. Questions? Contact Cheryle Kennelly at cheryle.kennelly@pbisillinois.org.

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





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