



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 for the good of 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

5th International Conference on Positive Behavior Support

The Expanding World of PBS:

SCIENCE, VALUES, AND VISION

MARCH 27-29, 2008 • ROSEMONT, IL

See page 7 for more information

2008 Illinois PBIS Network Summer Leadership Conference

PBIS for All Students:

Celebrating Successes & Planning for the Future

AUGUST 5 & 6, 2008 • ROSEMONT, IL

See page 7 for more information

PBIS Initiative Supported by Both State & National Legislators

Illinois Legislators Take the Lead

The recent support of legislators, particularly from Illinois, has been critical in the arena of public policy and is vital to the expansion of the PBIS initiative. In the spring of 2007, resolutions on Children's Mental Health Funding in support of school-wide PBIS (HR0113 & SR0090, respectively) were introduced to the Illinois General Assembly by State Representative Kathleen Ryg (District 59) and State Senator Don Harmon (District 39).

Legislation has also been introduced by Illinois legislators at the national level. Recently, US Representative Phil Hare (IL-17), along with Representative Danny Davis (IL-7) and two co-sponsors, introduced the Positive Behavior for Effective Schools Act in the US House of Representatives (H.R.3407). Shortly after that, US Senator Barack Obama (IL), along with Senator Richard Durbin (IL) and one other co-sponsor, introduced companion legislation in the US Senate (S.2111). Both Hare and Obama have representatives who serve on the Illinois PBIS Network Statewide Leadership Team.

For more information about PBIS legislation, log-on to our website at www.pbisillinois.org and click on "Legislative Update."

Did you know that we moved?

On August 1, 2007 the Illinois PBIS Network statewide office moved to a new location. Our current address is:

**335 North LaGrange Road, Suite 4
LaGrange Park, Illinois 60526**

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**Are All Students
Benefiting from
PBIS?**



**Closing the
Disproportionality
Gap**

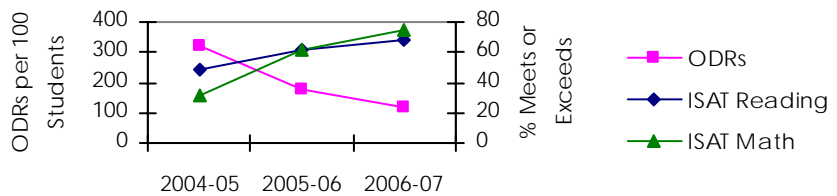
National data trends indicate that non-white students tend to be over-represented in discipline data. Schools that use the School-wide Information System (SWIS) are able to track discipline data by ethnicity, an important step toward ensuring success for all students. The Illinois PBIS Network is encouraging schools to look at and discuss these data in PBIS team meetings.

PBIS training and technical assistance guides schools and district teams to both interpret and respond to disproportionate data. This page provides examples of schools that have tracked ethnicity data for three years and have seen reductions in the disproportionate representation for African American (AA) students.

**Academics and Behavior Improve
with Full Implementation**

Carpentersville Middle School, Carpentersville/Dundee School District 300, had a 64% reduction in office discipline referrals (ODRs) from 2004-05 to 2006-07 (from 318.52 to 115.83 per 100 students). In 2005-06, they achieved full implementation of PBIS on the SET after four years. During the same period, eighth grade Illinois Standardized Achievement Test (ISAT) Meets or Exceeds (M+E) scores increased in Reading by 12.3%, a gain of 20%; and in Math by 44%, a gain of 59%. Based on their gains on the 2007 ISAT Reading and Math scores, Carpentersville made Adequate Yearly Progress (AYP) for the first time since the 2002-03 school year.

**Carpentersville Middle School
ODR and 8th Grade ISAT Scores**

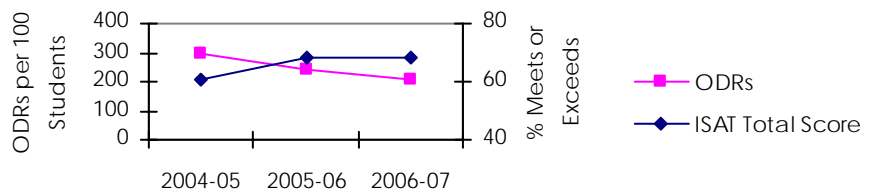


Carpentersville Middle School began tracking ethnicity data in 2004-05. At that time, African American (AA) students comprised 13% of the population and received 25% of the total ODRs. In 2006-07, AA students comprised 10% of the population and received 15% of the total ODRs. Although AA students are still over-represented in the discipline data, the gap is decreasing.

**Middle School Improves Student Behavior
and Boosts Academic Achievement**

Casey Middle School, Mt. Vernon District 80, a fully implementing PBIS school, has experienced a 29% reduction in ODRs from 2004-05 to 2006-07 (from 293.26 to 207.94 per 100 students). During the same period, total eighth grade ISAT test scores increased 12%, a gain of 21%, from 56% in 2004-05 to 68% in 2006-07.

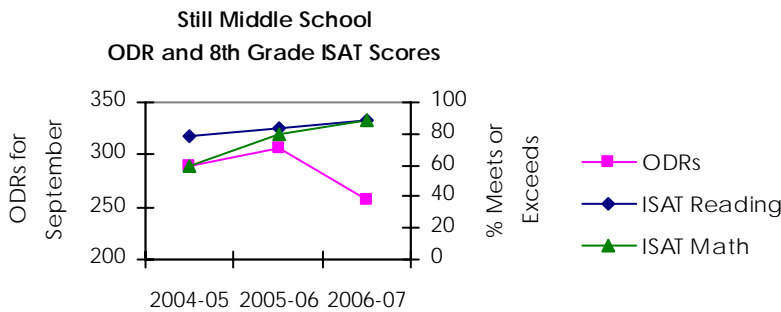
**Casey Middle School
ODR and 8th Grade ISAT Scores**



Casey Middle School has been tracking ethnicity data for the past three school years. In 2004-05, AA students comprised 34% of the population and received 50% of the total ODRs. In 2006-07, AA students comprised 33% of the population and received 38% of the total ODRs reducing the disproportionality.

Combined RtI Approach Results in Academic and Behavior Success

In 2004-05, **Still Middle School in Indian Prairie School District 204** implemented a combined Response to Intervention (RtI) approach for supporting behavior (PBIS) and academics of their students. They reached full fidelity of school-wide PBIS during 2006-07 with a SET score of 90/91, up from their 30/50 SET score in 2004-05. Over the three years, they experienced a decrease in office discipline referrals (ODRs) per 100 students of 11.4% and a decrease in out-of-school suspensions in the last two years of 25.6%. (from 250 to 186), representing an increase of 402.5 student instructional days. During the same three year period, the number of eighth grade students in the Meets or Exceeds category (M+E) on the ISAT Reading Assessment increased by 5.5%, a gain of 6.9%. The number of M+E on the ISAT Math Assessment increased by 26.4%, a gain of 43.6%.



The most significant student achievement gains were realized by African American (AA) students who represent 16.8 % of the student enrollment. The number of AA students M+E on the ISAT Math Assessment increased from 25.4% to 70.4%, an increase of 45% and gain of 177%. During this same period, ISAT Reading scores increased by 7.3%, a gain of 21.6%.



Visit our website at

www.pbisillinois.org

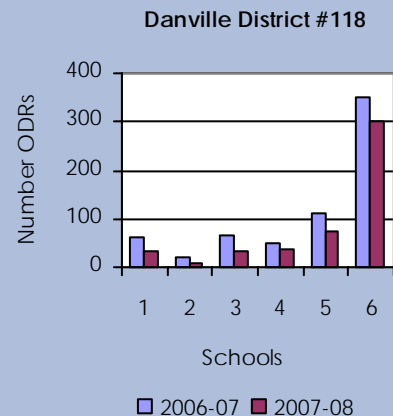
for more school success stories, including:

- Secondary academic intervention from **Winston Campus, Palatine School District 15.**
- Improvement in ODR and DIEBLS data at **Pinecrest Elementary in Georgetown-Ridge Farm School District 4.**
- Secondary intervention from **Springfield High School in Springfield School District 186.**

And many more!

District Investment Yields Results

In **Danville District #118**, six of the ten implementing schools have seen reductions in ODRs from August 22, 2006 to October 14, 2006 vs. August 22, 2007 to October 14, 2007. Reductions in ODRs ranged from 14 to 53 percent with an aggregate reduction of 26%.



Danville District #118 Commitments:

- Scheduled regular leadership team meetings.
- Allocated money to each school to support PBIS.
- Hosted network meetings with surrounding districts to create alliances and share resources.
- Allocated external coach time to mentor schools not yet meeting school-wide PBIS fidelity.
- Developed parent trainings, to explain the process of PBIS, that will be offered at each building at least one time this year.

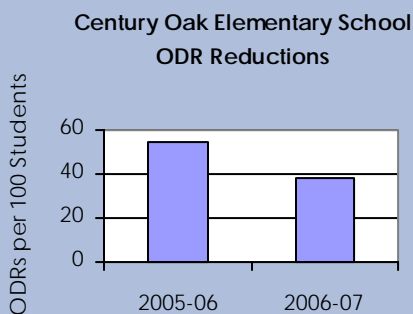
Elgin School District U-46 Steps Up their Commitment

Elgin School District U-46 Action Steps:

- Expanded district leadership team to include a representative from the Superintendent’s Cabinet.
- Completed the Blueprint Survey, tabulated results and used data to determine a course of action.
- Initiated a professional video production to increase visibility of PBIS in the community.
- Determined training needs and funding to support the development of a continuum of behavior support services.
- Allocated funding for additional external coaching FTE.

Below is a school success story from an Elgin school.

Century Oaks Elementary School completed their second full year of implementation of the PBIS process at the universal level and achieved 80/80 status on their SET in 2006-07. Office discipline referrals (ODRs) decreased by 30% (from 54.62 per 100 students to 38.17 per 100 students) from 2005-06 to 2006-07.

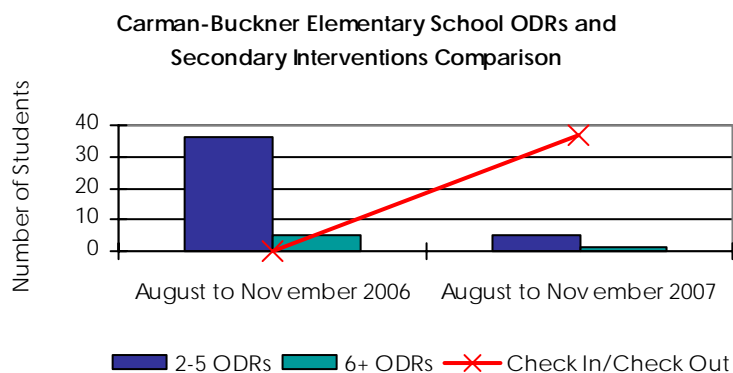


Strengthening Secondary Systems

Six school districts, selected as tertiary demo sites, participated in enhanced secondary and tertiary training during the 2006-07 school year. Schools participating as tertiary demo buildings saw results not only at the tertiary level, but the secondary tier of PBIS as well. Below are two examples of successful secondary interventions in tertiary demo sites. Go to www.pbisillinois.org for more on tertiary demos.

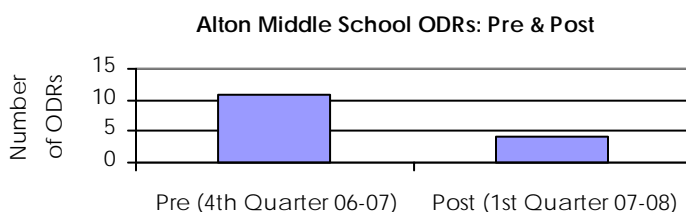
Reducing Problem Behaviors through Increased Interventions

At **Carman-Buckner Elementary School, Waukegan School District #60**, there was a 76% reduction in the number of ODRs from August to November of this year compared to last year (from 258 to 62). The number of students who received multiple ODRs also dropped, while the number of check in/check out interventions increased. With more check in/check out interventions in place this year, Carman-Buckner had fewer students with repeat problem behaviors.



Improved Behavior with Check & Connect

At the beginning of the school year, **Alton Middle School in Alton School District #11** developed a check and connect program for five students who had multiple ODRs for the 2006-07 school year. Each student checked in with an adult in the building on a daily basis during first quarter (August 27 to October 30, 2006). The total ODRs for the five students from last quarter of 2006-07 was 11, in comparison to four after participating in the intervention for one quarter this year. The staff is developing a system to track data on these youth, as well as determine what criteria to use to recommend students for this type of intervention.



Tertiary Tier Successes

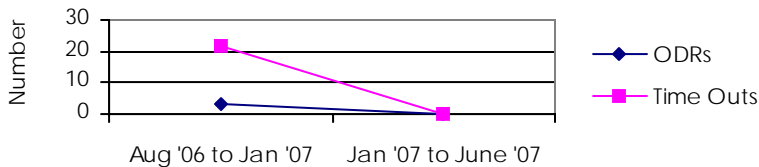
Individual Students Benefit from Wraparound Plans

The tertiary tier of PBIS includes the comprehensive wraparound approach where family/student voice guide the design of strength-based teams and plans. These individualized teams often combine supports that address needs of students at home, school, and community including mental health and other community-based supports. This page features two examples of wraparound-based intervention plans implemented by PBIS schools involved in the Illinois PBIS Network tertiary demo process.

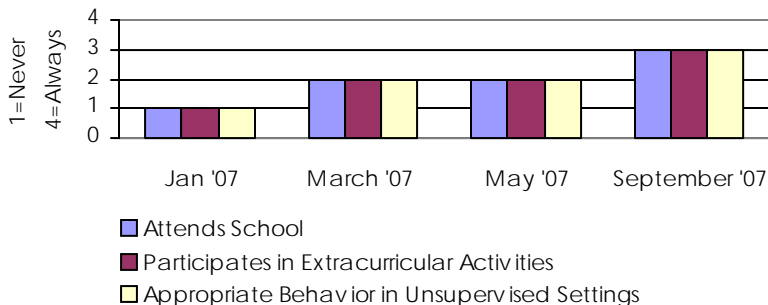
Developing a Family-School Partnership: Hospitalization Prevented

“James”, a fifth grader, had a high absenteeism rate and struggled academically and behaviorally in school. The local mental health center was considering hospitalization due to threats of self-harm. At the initial child and family team meeting in January 2007, his family defined positive engagement in school as their primary goal for their son. School, family and community partners were committed to a consistent and coordinated wraparound plan that included mental health and family supports, as well as strategies to ensure success with academics and extra-curricular activities. Six months later, James had passing grades in all his classes. Per the SIMEO data graphs below, his attendance improved and his behavior incidents were reduced. Communication between school and home improved. James’ parents reported that they felt like the school staff really wanted him there, which was a key indicator of success to the family.

ODRs & Time Outs - Pre vs. Post Wrap



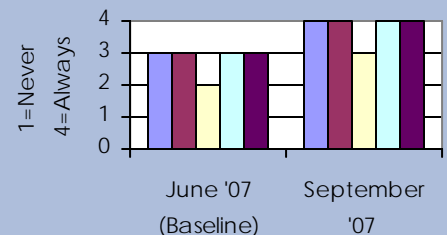
Educational Information Tool Data for James



Positive Transition from Special to General Education

During the 2006-07 school year, “Peter”, an eighth grader in a self-contained Behavior Disorders classroom, received six ODRs, had a high number of school absences and experienced difficulty controlling anger and impulsive behavior. At the end of the 2006-07 school year, a wraparound team was formed to help Peter succeed. The wraparound plan included family case management, individual counseling, and a summer community program. Peter participated in a check in/check out intervention at the beginning of the school year. As of October, he had no ODRs or school absences and has transitioned into regular education electives, receiving A’s in all core classes for first quarter. Support for the family and student continues from the community and school-based mental health providers. Below is an example of a SIMEO graph that documented the team’s success.

Educational Information Tool Data for Peter



- Completes assignments on time
- Works independently
- Passes quizzes and tests
- Follows directions with supports
- Transitions with supports

Statewide LAN Assessment Progress



The Illinois PBIS Network Statewide Leadership Team tertiary workgroup continues to push forward with the Statewide Local Area Network (LAN) assessment that was completed by 100 percent of all LANs in Illinois. Dates are being scheduled for leadership of the statewide agencies to review the results and action plan around next steps for LANs. Some possibilities include a statewide LAN forum, continued advocacy for funding to be more flexible, partnerships with other statewide agencies such as Juvenile Justice and Department of Mental Health, and collaboration with the existing agencies.

Have Questions? Need Copies?

For additional information or questions about this newsletter, contact Cheryle Kennelly at (708) 482-4860 or email ckwrapil@aol.com.

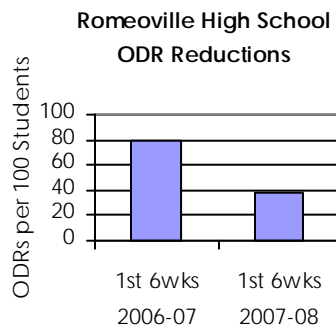
Copies of this newsletter are available in PDF format on our website at

www.pbisillinois.org

PBIS Makes a Positive Impact on High Schools

ODR Reduction Leads to Increased Instructional Time

At Romeoville High School, Valley View School District 365U, office discipline referral (ODR) totals per 100 students during the first six weeks of 2007-08 were reduced by 52% (79.6 to 38.6) when compared to the first six weeks of 2006-07. This drop in numbers results in a gain of 45 instructional days.



648 total ODRs

x 20 minutes referral time

x 5 minutes teacher time

= 16,200 minutes

or

= 45 Days Gained

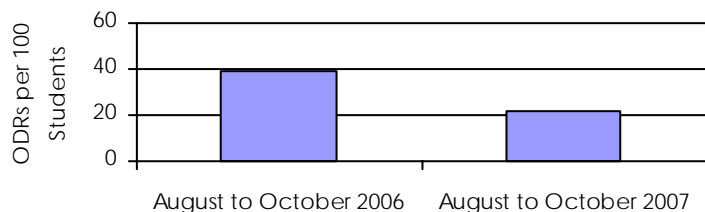
High Schools See Success in First Year

Willowbrook High School and Addison Trail High School in DuPage High School District 88 began their first full year of PBIS implementation this school year. When comparing the number of unexcused absences from early September to late October 2006 to 2007 both schools experienced a decrease (36% and 25% respectively). Willowbrook and Addison Trail High Schools also experienced a reduction in ODRs (28% and 15% respectively) during that same timeframe.

High School Reports Noteworthy Results

Waltonville High School, Waltonville Community Unit District 1 reduced their ODRs by 44% (39 to 22 per 100 students) when comparing August to October 2006 to 2007.

Waltonville High School ODR Reductions



save these dates

Highlights of Illinois PBIS Network Training

January 2008:

10	C100/C200	New Coaches Orientation	Joliet
22	S100	Moving from Universal to Secondary	Naperville
22	T100	Moving from Secondary to Tertiary	Anna
23	S200	Formalizing the Secondary System	Naperville
29	S300	Secondary Support through BIP	Danville, Morton, Fairview Heights
31	AA540	PBIS School Renewal Process	Des Plaines

February 2008:

5/6	T300/T301	Assessment/Planning for Tertiary Needs	TBA Central
7	AS300	Alternative School Forum	Mt. Vernon
11	AA540	PBIS School Renewal Process	Peoria
14	S400	Secondary Levels of Support Follow-Up	TBA North
20	AS400	District Summit	Morton, Palatine
21	S300	Secondary Support through BIP	Joliet
26	AS400	District Summit	Naperville, Joliet, Springfield, Mt. Vernon

March 2008:

6	TTA400	Continuing the Wraparound Process	Bloomington
13	AS100	Middle School Forum	Mt. Vernon
14	AS500	Early Childhood Forum	Mt. Vernon
18	AA540	PBIS School Renewal Process	TBA North

April 2008:

10	S400	Secondary Levels of Support-Follow Up	Morton, Danville, Joliet, Fairview Hts
16	AA540	PBIS School Renewal Process	Pekin
24	TTA500	Fluency with Wraparound	Peoria
29	AA540	PBIS School Renewal Process	Quincy

May 2008:

2	C301	Strategic Planning - PBIS School Profile Form	Champaign, Danville
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For the most complete and up-to-date training calendar, or more detailed information on our trainings, visit our website at www.pbisillinois.org or contact Rose Kwiatkowski at 708.482.4860 or rkwrapil@aol.com.

Upcoming Conferences

The Expanding World of PBS:



SCIENCE, VALUES, AND VISION

MARCH 27-29, 2008

ROSEMONT, IL

5th Annual International Conference on Positive Behavior Support featuring Glen Dunlap as Keynote Speaker. For more information, visit the Association for Positive Behavior Support (APBS) web site at www.apbs.org or contact Ilene Alvarez, Conference Coordinator, at 813-974-8295 or ialvarez@fmhi.usf.edu.



PBIS for All Students:

Celebrating Successes & Planning
for the Future

AUGUST 5 & 6, 2008

ROSEMONT, IL

2008 Illinois PBIS Network Summer Leadership Conference featuring Dr. Russell Skiba as Keynote Speaker. 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 rkwrapil@aol.com or 708-482-4860.

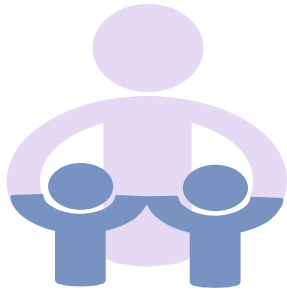
2008 National Forum

for Implementers of School-wide PBS



OCTOBER 30 & 31, 2008

ROSEMONT, IL



Illinois P.B.I.S Network

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