



# Illinois P·B·I·S Network *update*

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

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May 2006



## 2006 PBIS Summer Leadership Conference



Going from  
**good** to  
**GREAT!**

**AUGUST 2 & 3, 2006 • NAPERVILLE**

The Illinois PBIS Network's 2006 summer conference will feature sessions on:

- Communicating with Data
- Blending Problem-Solving & PBIS
- Differentiated Instruction
- Strategies to Engage Families

For more information or to register on-line, go to [www.pbisillinois.org](http://www.pbisillinois.org) or call Rose Kwiatkowski at (708) 482-4860.

## About Us

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.

- **Prevention-based** school-wide systems of positive behavior support.
- **Data-based decision-making** for instruction of behavior and academics.
- **Wraparound planning** for students with EBD and their families.
- **Community-based** supports for families, youth, and schools.

## Illinois Children's Mental Health Partnership Funded

### Support for PBIS Expansion Included

Through the recent passage of the FY 2007 Illinois State Budget, the Illinois Children's Mental Health Partnership (ICMHP) was granted "\$5 million to strengthen kids' social and emotional health supports in schools and a variety of other settings, reflecting the Partnership's key priorities."\* The ICMHP is a collaborative of state leaders and members appointed by Illinois Governor Rod Blagojevich representing families, child advocates, education, health, mental health, child welfare, juvenile justice, substance abuse, and other partners.

This funding through the Illinois State Budget affords an opportunity to move the partnership of ICMHP and the Illinois PBIS Network forward. The systems change and data-based decision-making components of PBIS provide a structure and foundation to ensure successful implementation of the Social/Emotional Learning (SEL) standards, which are legislated for all schools to teach.

Congratulations to Greg Merrill, Principal of Mark Twain Primary School in Kankakee for the powerful testimony he provided to members of the Illinois legislature on behalf of the ICMHP and PBIS. See page 2 for more on Greg's role in moving the ICMHP and PBIS partnership forward.

*\*May 5, 2006 Action Alert – Voices for Illinois Children:  
[www.voices4kids.org](http://www.voices4kids.org)*

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# data speaks

## in the spotlight

### The Buzz about PBIS

In addition to oral testimony on behalf of PBIS, written testimony from 28 Illinois PBIS implementers was also submitted. Examples include the following:

“Prior to implementation of PBIS, our teachers and administration were frustrated with high discipline referral rates, poor ISAT results, and safety issues. In the past four years of implementation, we have seen a drop in office referrals for gross acts of misconduct, a safer campus, increased time on task in class, and an increase in ISAT scores.”

- *Dee Ann Schnautz, Assistant Principal Zadok Casey Middle School Mt. Vernon*

“[Since implementing PBIS] I have definitely seen an improvement in the climate of our entire school, especially in common areas...I also experience teachers being more positive with their own students in addition to noticing and commenting on the positive behavior of students in other classrooms.”

- *Christine Reichert, Teacher O.C. Allen School Aurora School District 131*

For more testimonials, see our website [www.pbisillinois.org](http://www.pbisillinois.org)

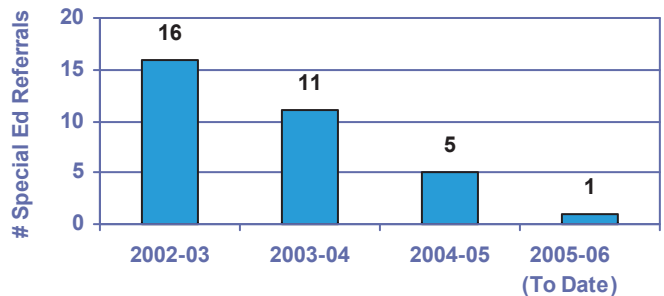
## Student Outcomes Shared with Legislators

On February 27, 2006, the Illinois House Appropriations Committee for Elementary and Secondary Schools held an advocacy hearing on the proposed FY 2007 budget request. As a part of the Illinois Children’s Mental Health Partnership (ICMHP) budget request, Greg Merrill, Principal of Mark Twain Primary School in Kankakee School District, provided testimony on behalf of PBIS and shared his perspective and school’s data.

Successful data from Mark Twain school which Greg shared included:

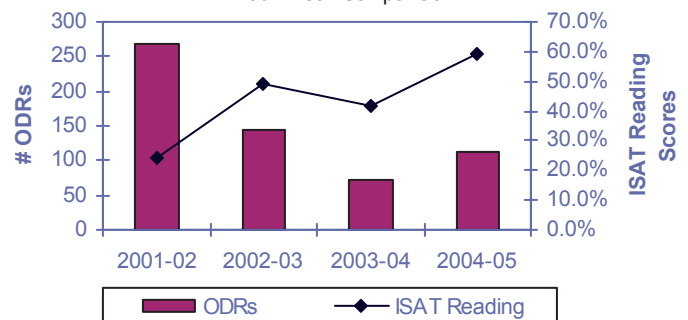
- A 98% decrease in Special Education referrals.

Student Referrals for Special Education  
Mark Twain Primary School, Kankakee



- A 58% drop in discipline referrals from 2001-2005.
- Reading and Math scores are at an all time high.
- Adequate Yearly Progress (AYP) achieved every year since implementing PBIS.

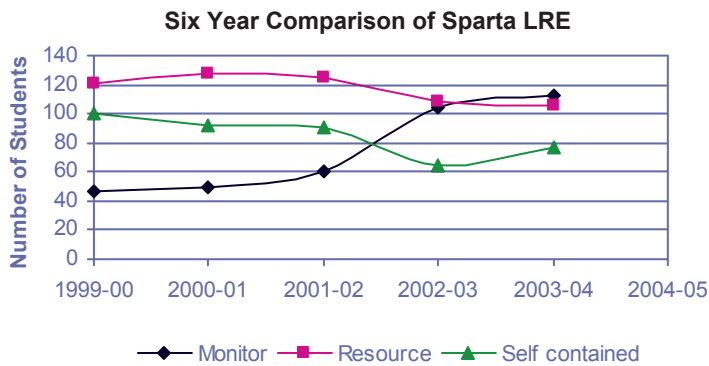
Mark Twain Primary ODRs & ISAT Reading Scores  
Four-Year Comparison



# focus on instruction

## Students with IEPs Increase Success in General Education Settings

The Sparta School District has been implementing PBIS district-wide since the spring of 2002. SET scores indicate that all five district schools achieved fidelity implementation (80/80) in 2004-05. The graph below illustrates the trends of Sparta District's Least Restrictive Environment (LRE) data from 1999 to 2004. Since PBIS implementation, self-contained and resource placements have decreased, while the number of students with IEPs in general education settings for 100% of the school day (Monitor) has increased.



## Middle School Students Turn Chronic Tardiness into Timeliness

"Tardy Parties" were initiated for 14 students who were chronically tardy at Riverton Middle School in Riverton School District. Students met after school with a staff member to talk about the importance of being on time and received alarm clocks. If the problem persisted, the students attended a second Tardy Party, at which the students had to stay until 4:00 p.m. and their parents picked them up. Tardies decreased for 13 out of 14 students.

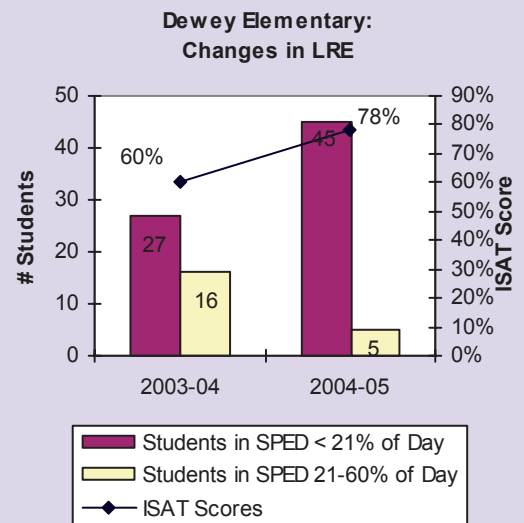
Download additional copies of our newsletter from our website at [www.pbisillinois.org](http://www.pbisillinois.org)



### Students with IEP's Succeeding in General Education Classrooms

Dewey Elementary School in Evanston School District has achieved PBIS sustainability over a four year period, while increasing their total ISAT scores by 18%. They have maintained full implementation of school-wide PBIS in 2005-06. (SET scores 100/100).

Improvements in school climate and reduction in discipline problems that result from PBIS can allow for greater focus on instruction. Dewey School has focused on instructional strategies that have resulted in success for their students with specialized needs. From 2003-04 to 2004-05, 69% fewer students with IEP's received instruction outside regular education classes (21-61% of school day in Special Education), with 40% more students spending up to 79% of their day in a general education classroom. This is a direct result of the work of the Targeted Team, which creates interventions that support all children in their regular education setting.



# wraparound meets data-based decision-making

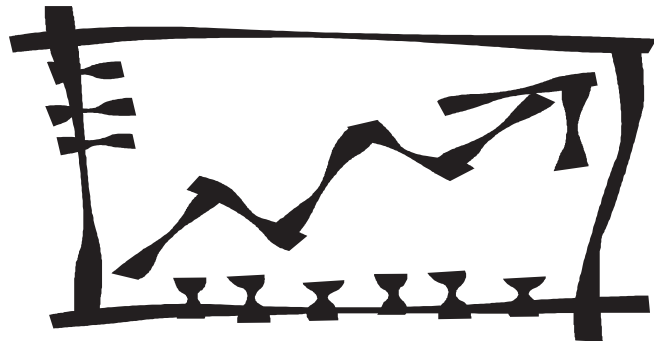
## PBIS Network Offers Training for LANs

To meet the needs of community/LAN partners, the PBIS Network is offering a series of trainings across the state. The sessions that will be offered include:

- Half day session on “Overview of LANs, Wraparound, and PBIS”.
- Half day session on “What’s New in LANs and Wraparound”, including data-based decision-making, and procedures for securing flex funds.

In addition to these trainings, LAN and community agency partners can join their PBIS schools who are participating in the tertiary/intensive level training of PBIS, which focuses on the “how to’s” of wraparound including facilitation skills, use of data-based decision-making with child/family wraparound teams, and ensuring fidelity implementation across the four phases of wraparound.

PBIS Coordinators will assist LAN and community partners in developing a plan to access training that will best meet the needs of their various partners. See [www.pbisillinois.org](http://www.pbisillinois.org) for the complete LAN training plan and schedule of upcoming trainings.



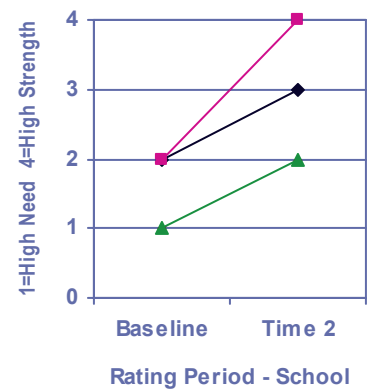
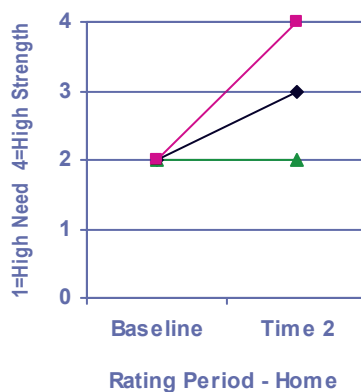
Using data to drive team decision-making is a hallmark principle of PBIS and is now being integrated into the wraparound process. Since FY 2001, individual level teams in PBIS schools have been using data at student/family team meetings in an effort to create strategies for change, to engage students, families and team members, and most importantly, to celebrate successful efforts of all involved. An example of one such success is described below.

## Wrap Success Example

A wraparound plan was initiated with a seventh grade student and her family in an Illinois school in mid-January. This student is experiencing poverty and her family has been living in a shelter. She has endured severe stress that has caused many health problems. As a result, the student has missed more than half the school year. Since mid-February, she has been receiving adequate health care and her daily school attendance has risen from 39% to 89%. In addition, a new pair of eyeglasses has helped improve her reading and relieved her headaches.

- ◆ BEHAVIORAL: Seeks attention in appropriate ways
- ▲ CULTURAL/SPIRITUAL: Feels accepted
- Sees doctor or nurse when needed

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## *visibility and political support*

### **Statewide Leadership Team Committed to PBIS Success**

The Illinois PBIS Statewide Leadership Team was established in February, 2005 to guide the design and implementation of a long-range plan for PBIS in Illinois. The goal is to ensure that all Illinois schools in need of PBIS have access to the training, technical assistance and evaluation support required for success. Team members include leaders of educational and child-serving agencies, (i.e., mental health, juvenile justice, child welfare), as well as political leaders and advocacy groups. (Visit [www.pbisillinois.org](http://www.pbisillinois.org) for a complete list of the Illinois PBIS Leadership Team members.)

The Illinois PBIS Leadership Team meets quarterly. At each meeting, work groups have been developing specific actions for priority areas of focus (*Visibility, Political Support, Leadership Team Development, Fiscal and Demonstrations*) and reporting on progress and accomplishments. Examples of activities of the work groups include:

**Visibility:** Southern Illinois University professors and students have assisted in the development of a marketing plan to generate a broader awareness for the initiative.

**Political Support:** Strategies for informing state legislators about accomplished PBIS schools in their areas have been developed.\*

**Fiscal:** A cost analysis and long-term fiscal plan are being developed to guide and support expansion of PBIS.

**Demonstrations:** Criteria to guide a process for political units to formally recognize schools and districts who succeed with PBIS (i.e. Active, Fully Implementing, Exemplar, Self-Sustaining) is underway.

The Illinois PBIS Leadership Team's progress and activities are documented in an Action Plan, which is available at [www.pbisillinois.org](http://www.pbisillinois.org).



### **PBIS in the News**

#### **Clinton Rosette Middle School Recognized in Local Paper**

The *MidWeek*, a weekly DeKalb County newspaper, recently highlighted the PBIS program at Clinton Rosette Middle School in an article entitled, "Speak Softly and Carry a Bag of Carrots".

#### **Kane County PBIS Featured in Newspaper**

The Wednesday, April 26, 2006 issue of the *St. Charles Examiner* featured the Kane County PBIS Program in an article entitled, "Behavior Program Sees Definite, Positive Results".



*Each Illinois senator and representative, along with the senators representing our state in Washington D.C., will receive a letter thanking them for their support of the PBIS initiative, highlighting PBIS schools in their area, and inviting them to visit specific schools. This will be the start of on-going communications with this legislative group to inform them of the success and continued progress of the PBIS initiative.*

**For additional information  
or questions about this  
newsletter contact**

**Cheryle Kennelly at**

**(708) 482-4860 or**

**e-mail: [ckwrapil@aol.com](mailto:ckwrapil@aol.com)**

# on-going monitoring

in the  
**spotlight**

## Student Tutors Help At-Risk Students Achieve Academic Success

Grant Middle School in Fairview Heights has set up a Check and Connect system targeting 20 students who were at risk of being retained due to academics.

Through their Partnership in Education agreement with Southern Illinois University, field students provided tutoring to these students 45 minutes, twice a week. Eighteen of the 20 students (90%) have been successful in bringing up academic scores and are no longer at risk of retention.

## PBIS On-line Evaluation System: Increasing Schools Self-Evaluation Capacity

The PBIS On-line Evaluation System will be made available to schools and districts for the 2006-07 school year. Here is what schools and districts can expect from this new system:

- ◆ On-line assessments for the Team Checklist, EBS Survey, Safety Survey, Illinois School Profile tool, and Discipline Data Summary.
- ◆ User-friendly graphs and summary reports will be available for team planning and staff meetings, specifically:
  - An EBS Survey Tally report that displays tallies for each question in each section of the survey.
  - EBS Survey graphs highlighting the top three areas for improvement.
  - Summary report of the Illinois School Profile tool that highlights the success rate of interventions and roadblocks experienced.
  - Reports that compare discipline data and academic data.
  - Comparison graphs between Team Checklist, SET and discipline data.
- ◆ District level graphs and summary reports on multiple schools, which can be used by external coaches and superintendents for district-wide PBIS implementation planning.

### Sample EBS Tally Report

Current Status			Feature	Priority for Improvement		
In Place	Partial In Place	Not in Place/ Don't Know		High	Med	Low
			<b>School-wide</b> is defined as involving all students, staff, & all settings.			
22	7	2	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	15	12	2
15	13	4	2. Expected student behaviors are taught directly.	14	10	5
6	22	4	3. Expected student behaviors are rewarded regularly.	8	15	7

## local conferences



**2006 PBIS Summer Leadership Conference:**

**Going from good to Great!**

**August 2 & 3, 2006  
NIU Naperville**

The Illinois PBIS Network's summer conference features speakers from the National PBIS Center and Illinois PBIS leaders. Featured strands include data, systems, and practices with Administrator Academy credit available for attending a four-part breakout session. For more information, including detailed conference offerings and registration information, or to register on-line, visit [www.pbisillinois.org](http://www.pbisillinois.org) or call Rose Kwiatkowski at (708) 482-4860.

## national conferences



### Friends of Autism Summer Conference

**June 9-11, 2006  
Oconomowoc, WI**

The 2006 Friends of Autism Summer Conference contains something for everyone. For more information, visit the Friends of Autism website at [www.friendsofautism.org](http://www.friendsofautism.org) or call (262) 366-8498.



### Effective Work in Schools: A National Community of Practice on School Mental Health

**September 28-30, 2006  
Baltimore, MD**

The 11th Annual Center for School Mental Health Analysis and Action (CSMHA) Conference focuses on advancing school-based mental health. For more information, visit the CSMHA website at [www.csmha.umaryland.edu](http://www.csmha.umaryland.edu).

### Secondary Tertiary Interventions



*for those students who have more significant  
behavioral support needs*

**October 12-13, 2006**

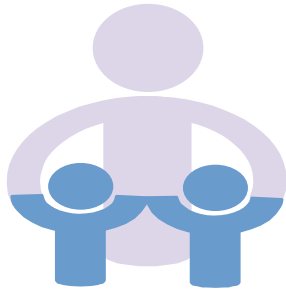
**Hyatt Regency O'Hare  
Rosemont, Illinois**

This advanced national forum for state and district PBS teams who are actively implementing School-Wide PBS in groups of schools will enhance knowledge and fluency of secondary and tertiary levels of school-wide PBS including:

- Targeted Group Interventions
- FBAs & BIPs
- Wraparound & Person-Centered Planning
- Partnerships with Mental Health, Juvenile Justice & Other Partners
- Early Intervention & Preschool
- Special & Alternative Settings

Visit [www.pbis.org](http://www.pbis.org) for more information or to register on-line. The forum is sponsored by the OSEP Center on PBIS with support from the Illinois PBIS Network.





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