



update

About the Network

:: newsletter ::

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

ILLINOIS PBIS NETWORK | 2010 SUMMER LEADERSHIP CONFERENCE

PBIS: Strengthening the Continuum of Supports for All Students

October 14 & 15, 2010 • Rosemont, IL

2010 National PBIS Leadership Forum

Expanding the Effectiveness of School-wide PBIS Implementation

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Long-Term Commitment to PBIS Improves Student Outcomes

Illinois schools successfully implementing Positive Behavior Interventions and Supports (PBIS) have consistently documented positive outcomes such as: reduced levels of student discipline problems, increased student academic performance, higher measures of school safety, and improved school climate. This newsletter provides examples of successes that schools experience when there is an on-going commitment to PBIS implementation. Examples include:

- Improved academic achievement that sustains over time.
- Reductions in behavior problems and suspensions among at-risk students.
- Home-school partnerships that result in improved student performance.
- Reductions in discipline practices that disproportionately affect specific ethnic/minority students.
- Innovative strategies for connecting with families and communities.

As proactive and efficient PBIS practices and systems become a part of a school's daily culture, the easier they are to implement, and the greater the accomplishments of ALL STUDENTS, as well as administrators, teachers, school staff, and family members.



Sustained Implementation

Nine Years of PBIS Impacts Academics

Sandburg Elementary School, Springfield District 186, has been addressing student needs through PBIS since 2001. They have had eight years of documented fidelity at the universal level on the School-wide Evaluation Tool (SET). Outcomes include progressive success meeting or exceeding state and district standards on the Illinois State Achievement Test (ISAT). Sandburg has also recently implemented a Tier 2/Secondary system, with individualized goals for all students in Check-in Check-out (CICO). Additionally, the school is receiving Tier 2 training from district level external coaches.

State Honor Roll Recognizes PBIS Schools For Academic Achievement Once Again

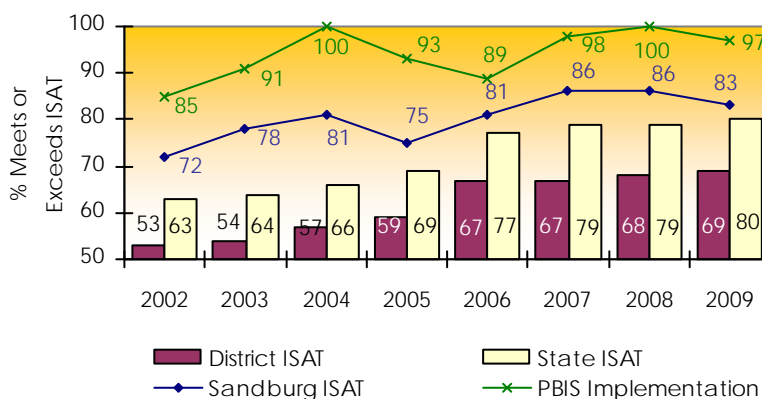
The Illinois State Board of Education, in partnership with Northern Illinois University, recently announced the 2009 Illinois Honor Roll for schools demonstrating academic progress. Of the 1,110 awards given to the outstanding Honor Roll schools for the 2008-09 school year, 243 awards were given to PBIS schools. The table below provides the breakdown by recognition category.

	2009 IL Honor Roll Schools	PBIS Schools
Spotlight	425	142
Excellence	438	73
Improvement	147	28

- **Spotlight Schools** - high poverty, high performing schools beating the odds by overcoming the achievement gap.
- **Academic Excellence Awards** - schools that have sustained high performance over at least three years.
- **Academic Improvement Awards** - schools showing substantial gains over three years.

For a complete list of 2009 PBIS School Honor Roll recipients, see "Success Stories" at www.pbisillinois.org.

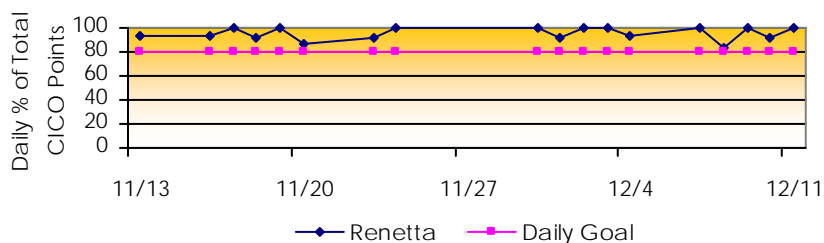
PBIS Implementation Parallels Achievement



Check-in Check-out Program Develops Student Leader

Eight year-old "Renetta" began the 2009-10 school year disengaged from school. She refused to complete assignments, respond to directions, or conform to school and classroom norms. In mid-October, Renetta participated in the Check-in Check-out (CICO) Tier 2/Secondary intervention at her school. A quick response was demonstrated once Renetta experienced positive feedback. A "big sister" mentor was added as an additional reinforcer and Renetta looked forward to their weekly visits. Since November, Renetta has met or exceeded her point goal on her Daily Progress Reports. She graduated from the program and now is a CICO "assistant."

Daily Point Data for "Renetta's" Behavioral Goals

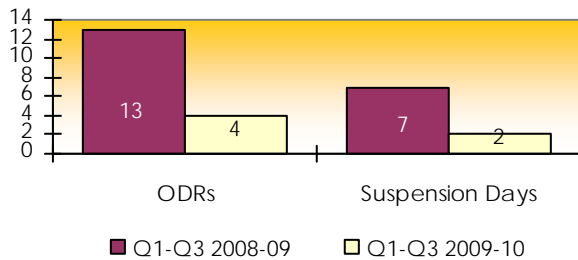


Multi-Tiered Supports

Home-School Partnership Enhanced with Wraparound Improves Behavior and Academics

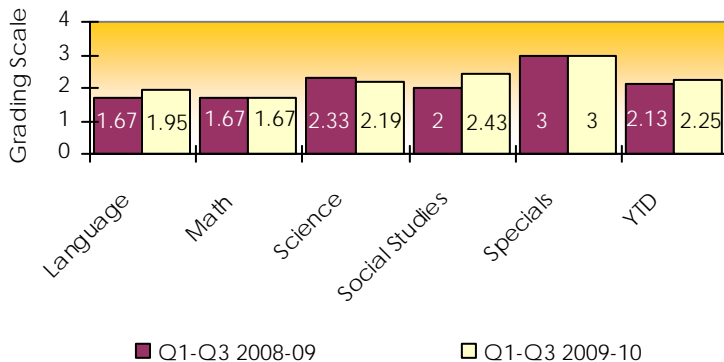
"Brandi," an elementary school student, struggled socially and academically. She had daily outbursts and frequently left the classroom without permission. The relationship between Brandi's mother, the administration, and teachers was strained. The wraparound process was initiated and the quality of interactions among key adults in Brandi's life improved greatly as collaborative interventions between home and school were developed. At a recent team meeting, Brandi's mother hugged the teacher and social worker in appreciation for the progress her daughter had made resulting from their combined efforts. Brandi is acquiring appropriate coping skills to better manage her emotions. Per the graph below, Brandi has had fewer office discipline referrals (ODRs) and suspensions this year than last year.

"Brandi's" Discipline Data Improvements



Just as important, the shift in focus from behavior to academic support resulted in increased learning opportunities for Brandi. As a result, she maintained or improved her grades in four out of five subject areas.

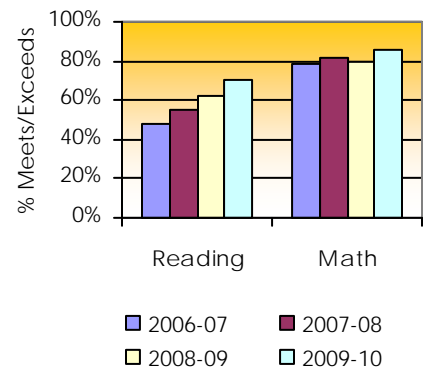
"Brandi's" Academic Progress



Blended Initiatives Boost Outcomes

In their third year of PBIS implementation, the team at **Lombard Middle School, Galesburg CUSD 205**, scored a 92 on the Benchmarks of Quality (BoQ), indicating full implementation of PBIS at Tier 1. The school saw an 18% decrease in ODRs over the last two years. In addition, Lombard has blended initiatives such as Social Emotional Learning (SEL), with the PBIS and academic components of Response to Intervention (RtI). In 2009, the school made Adequate Yearly Progress (AYP) on the Illinois State Achievement Test (ISAT) for the first time since 2004. Principal Neal Thompson explained that when PBIS was implemented, "We had time to do the work we needed for our students [. . .] and we are still analyzing data and surveying staff to make improvements." The administration has restructured the school schedule to allow time for Social/Academic Instruction Groups and enrichment interventions based on ODR, attendance, and academic scores of students.

Lombard ISAT Score Gains



For more success stories, visit our website!

www.pbisillinois.org

Impacting Disproportionality

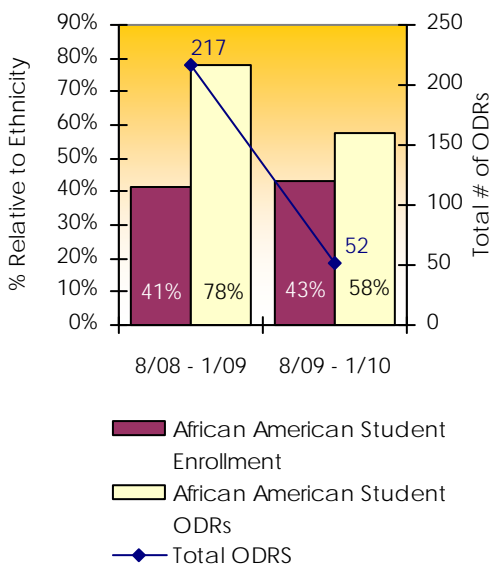
Behavior and Academic Supports Decrease Disproportionality Gap

Aware of the proportion of Hispanic/Latino students receiving large numbers of ODRs in the 2006-07 school year, **Algonquin Middle School, CUSD 300**, strengthened Tier 2 interventions for identified students and also took steps to increase attendance. By the 2008-09 school year, attendance for Hispanic/Latino students was up to 97%, 4% higher than the prior year, and honor roll status went from 29% to 52% for Hispanic/Latino students. Principal Peggy Thurow credits the success to PBIS team members' focus on the data and willingness to discuss topics outside their comfort levels. All students also benefitted from the reduced use of punitive consequences. Overall, out of school suspension (OSS) events were reduced 46% from 54 in the 2006-07 school year to 24 in 2008-09.

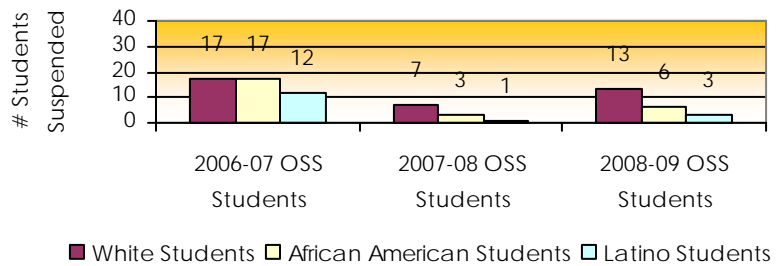
Disproportionality Trend Interrupted

Winston Churchill Elementary School, Homewood School District 153, began to see decreasing disproportionality related to African American students in the fall of 2009. The 16 students enrolled in Check-in Check-out (CICO) benefitted greatly from the positive adult contact and recognition. "We saw the connection some kids made with adults in their daily check-in and out, and it encouraged them. The one-on-one relationships with staff were critical," said Assistant Principal Tonya Morris of the school's success in implementing CICO. As a result of Churchill's emerging Tier 2 supports, office discipline referrals (ODRs) for African American students fell, decreasing the gap between percentage of students enrolled and percentage of ODRs.

**Winston Churchill's
Decline in ODRs**



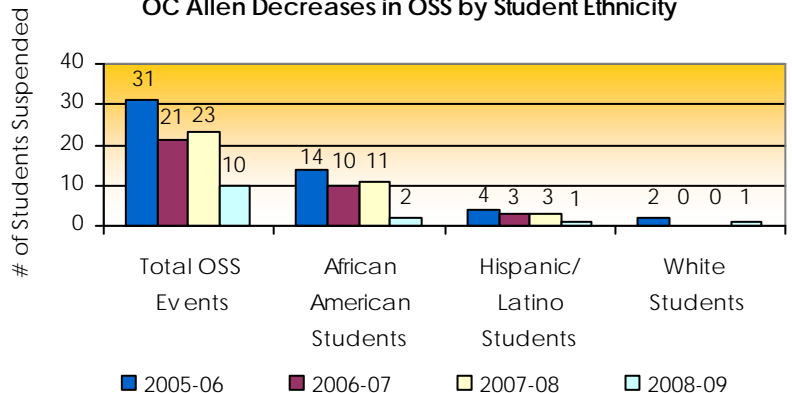
Algonquin Reduction in OSS



Shift in Practice Reduces Reliance on Punishment

Olney C. Allen Elementary School, East Aurora District 131, experienced decreases in disciplinary events, despite a 20% student enrollment increase since 2005. Most importantly, the school's PBIS teams no longer rely on exclusionary responses to problem behavior. Multiple data points and teacher nominations are utilized to identify students for participation in Social/Academic Instructional Groups (S/AIG), or one-on-one mentoring. Discipline data, in the graph below, indicates Olney C. Allen's success in reducing over-reliance on punitive consequences, especially with regard to African American and Hispanic/Latino students.

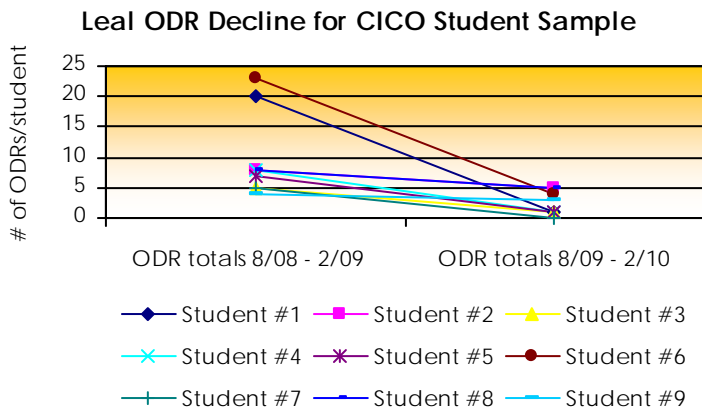
OC Allen Decreases in OSS by Student Ethnicity



Tier 2 Success

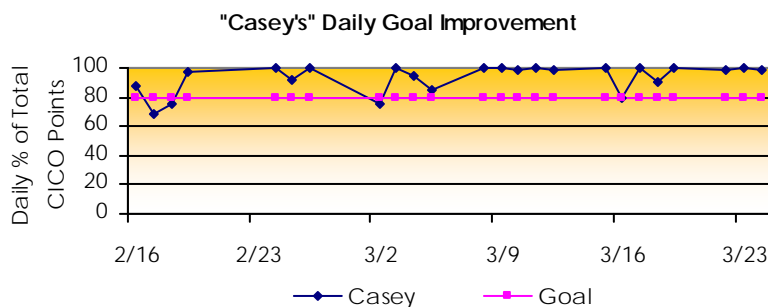
Secondary Intervention Leads to Reduction in Discipline Referrals

Leal Elementary School, Urbana USD 116, saw a 46% decline in office discipline referrals (ODRs) since implementing Check-in Check-out (CICO), a Tier 2/ Secondary intervention in 2008. Leal's CICO program involved 23 students, 14 of whom accounted for 101 ODRs from August 2008 to December 2009. Below is a sample of 9 of the 23 students tracked during the 2008-09 and 2009-10 school years that shows the impact CICO involvement has had on the students' and the school's data: reducing ODRs by 76% from 88 to only 21.



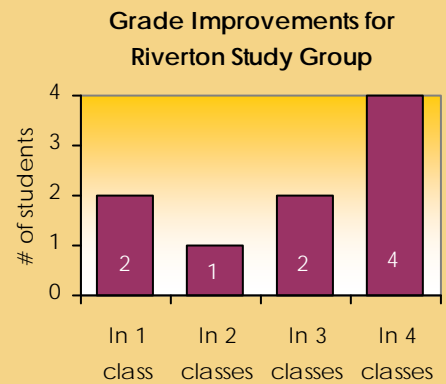
Modified CICO Intervention Impacts Behavior

In order to improve "Casey's" failing grades, and reduce his multiple ODRs, he was selected for a newly implemented Check-in Check-out (CICO) program at his school. From January to mid-February 2010, Casey frequently lost, or forgot to give the teacher his Daily Progress Report (DPR) card. After reviewing the data, the secondary team decided to print his DPR on heavier paper and place it in a different location, which helped Casey become more successful. Tailoring CICO to address Casey's needs contributed to him improving from meeting an average of 65% of his daily goals to meeting 94%. In the past month, Casey has not received a single ODR.



High School Pilots Tier 2 Study Group

The universal team at **Riverton High School, Riverton CUSD 14**, has been strengthening their PBIS practices since 2007. Also since this time, ODRs have declined by 52% and out of school suspension (OSS) events have dropped by 46%. They recently piloted a Tier 2 support, a study strategies group with nine students, using behavioral techniques to impact academic outcomes. Since beginning the program, 66% of students have seen grade improvements in three or more classes.



Tier 2 supports, as well as the commitment and addition of a full-time administrator, have helped Riverton address data and systems more effectively, including the practice of sharing data at quarterly assemblies with students, and with staff at monthly meetings. Additionally, monthly district leadership meetings and quarterly Principal's Parent Committee Meetings have also broadened community and family support for PBIS.



Family/Community Involvement

Innovative Strategies Make Connections

PBIS schools and districts from all over Illinois are sharing stories of promising strategies they are using to engage family and community members in improving school culture and student achievement through the PBIS process.

Roxana CUSD 1 Parent/Community Advisory Council, which meets quarterly in the late afternoon and evening to accommodate its members' work schedules, reviews district-wide issues using school-specific data. They recently hosted an evening First Annual Parent and Community Learning Institute, with 1,500 participants. There were 54 community booths, 30 health fair booths, prizes, dinner and entertainment, and other activities.

Sandburg Elementary School, Springfield 186, recently hosted a PBIS Family Night along with a screening of their new student-scripted PBIS movie, which can be seen on www.springfield.k12.il.us/schools/sandburg. More than 300 people (an estimated 200 adults and 100 kids) from the community attended and 160 Sandburg shirts were given away to a member from each family.

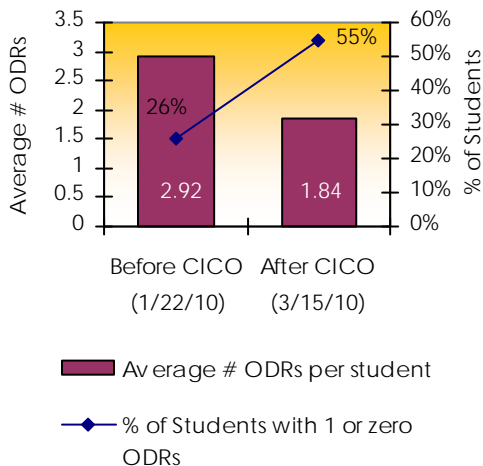
Members of Park's Parent Council have had an active part in PBIS implementation at **Park Elementary School, District 148 Riverdale/Dolton**. In addition to helping with morning arrivals, parent volunteers attend universal meetings, help with student celebrations, and are involved in the district leadership meetings. In March 2010, a Council parent volunteered time as a wraparound team member for a Park student/family who was beginning the wraparound process.

Phone Message System Prompts Family Support for Tier 2 Intervention

Currently in its third year of PBIS implementation, **Lindop Elementary School, District 92**, began implementing a Tier 2 intervention, Check-in Check-out (CICO), in December 2009. An automated phone message system is used to remind family members to ask students for Daily Progress Reports (DPR) and reinforce their success. By March 2010, 38 students were receiving support through CICO, with 60% of students experiencing decreases in their total number of office discipline referrals (ODRs) and 50% maintaining or reducing their ODRs to zero.

Overall, this group of students experienced a 37% decrease in ODRs after seven weeks of CICO participation and 83% of students experienced success on their daily goals. Lindop's PBIS team attributes the success to proper planning and communication with staff, students, and families.

Lindop's Decline in Discipline Events for CICO Students



Family Perspective...

"PBIS levels the playing field for all students; for the kids that need a little incentive, it helps so much. It's so rewarding for those kids to receive recognition that someone knows they are doing well."

- Mary Beth Johnson, Parent Volunteer,
Winston Churchill Elementary School,
Homewood School District 153

save these dates



PBIS in the News . . .

- **Congressman Phil Hare supports PBIS**
Published March 8, 2010
www.rockislandschools.org
- **Hare works on education - Bill would expand use of PBIS program**
Published March 8, 2010
Daily Review Atlas:
www.reviewatlas.com
- **Batavia Public Schools implement PBIS**
Published March/April 2010
Neighbors of Batavia Magazine:
www.neighborsofbatavia.com
- **District 205 Board addresses Galesburg High School restructuring**
Published February 9, 2010
Galesburg Register-Mail:
www.galesburg.com
- **Discipline referrals show dramatic improvement**
Published January 15, 2010
Rantoul Press:
www.rantoulpress.com



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PBIS: Strengthening the Continuum of Supports for All Students

Register by
June 15, 2010
for reduced
rate!

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 and to register, visit our website, www.pbisillinois.org.

October 14 & 15, 2010 • Rosemont, IL

Expanding the Effectiveness of School-wide PBIS Implementation

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) Center on Positive Behavioral Interventions and Supports, with support from the Illinois PBIS Network. More information is available at www.pbis.org. Questions? Contact Cheryle Kennelly at cheryle.kennelly@pbisillinois.org.

2010-11 Training Dates Now Available

In an effort to assist districts in developing their training plan for the 2010-11 school year, the Illinois PBIS Network has scheduled and released a majority of the 2010-11 trainings and events on our website. For more information on Illinois PBIS Network training, including our current training calendar, visit our website, www.pbisillinois.org, call (708) 482-4860, or email: training@pbisillinois.org.



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