

About Us

The Illinois PBIS Network is the Positive Behavior Interventions and 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

Tertiary Demo Districts

- Aurora East Community Unit School District 131
- Valley View Community Unit School District 365U
- Waukegan Community Unit School District 60
- Alton Community Unit School District 11
- Rock Island/Milan School District 41
- Springfield School District 186

Support for the Tertiary Demo Project is provided through award number H326M060010 from the United States Department of Education Office of Special Education Programs.

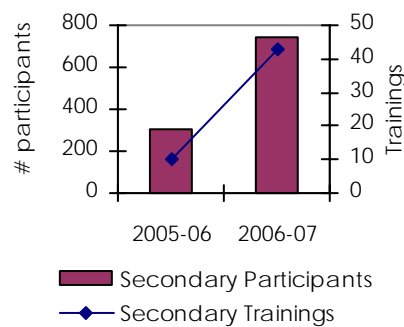
Illinois P.B.I.S Network

Developing Capacity at the Tertiary Tier

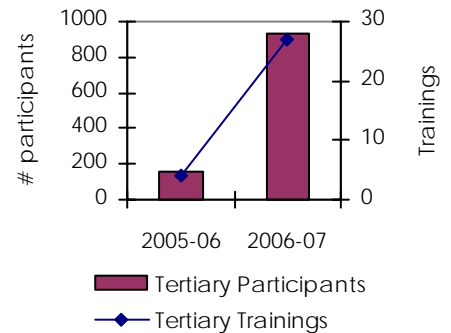
Focused Support for Tertiary Demo Districts

To ensure that ALL students benefit from positive behavior supports, the Illinois PBIS Network began implementing enhanced secondary and tertiary training series in all PBIS districts during FY07. The graphs below show the increase in training days and number of participants from FY06 to FY07. Six school districts selected as tertiary demo sites, participated in this training at an accelerated rate. They were also supported with extensive technical assistance (TA) throughout the school year in tertiary planning meetings, staff meetings, district leadership team meetings, community-based events and board meetings. The increase in training is summarized below.

Secondary Training Events
A Two Year Comparison



Tertiary Training Events
A Two Year Comparison



During FY07, district and building leaders were guided through self-assessment of their systems to support students with the most complex needs. The goal was to identify potential areas of system change that would ensure capacity to implement effective tertiary systems of supports. This has led to district level planning to:

- Develop a full continuum of secondary/tertiary supports,
- Review district special education data trends,
- Integrate related initiatives that support tertiary systems,
- Reposition staff roles to allow for facilitation of student/family teams, and
- Use data with individualized student/family teams.

For detailed tertiary course descriptions offered by the Illinois PBIS Network, visit our web site at www.pbisillinois.org.

FY07



Tertiary Level Status Report



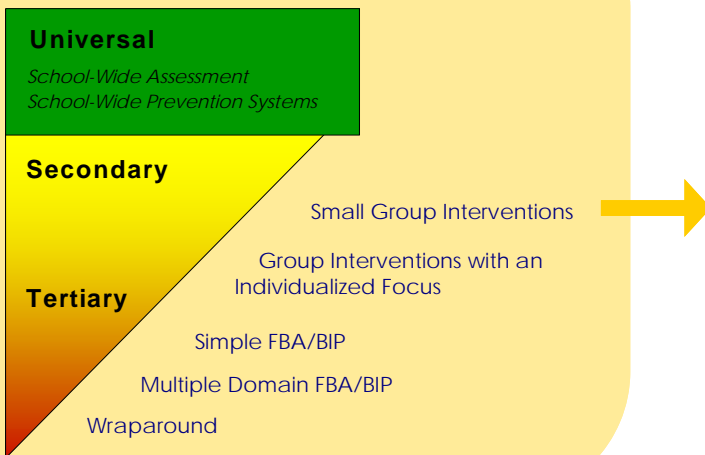
The Secondary/Tertiary

Working Smarter at the Secondary Level ...

Schools found that they needed to improve their secondary level structures if tertiary supports were going to be effective. Questions that arose included:

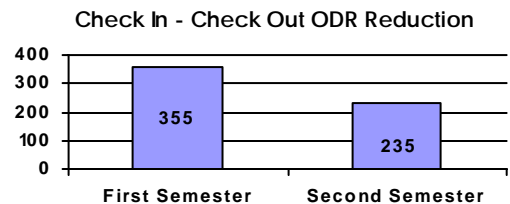
- What supports are offered/available at the secondary level?
- How many students are accessing secondary supports?
- How many and which students are responding to secondary interventions?
- Were students referred for tertiary level supports given access to secondary level supports before or as part of their individualized plan?

Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model



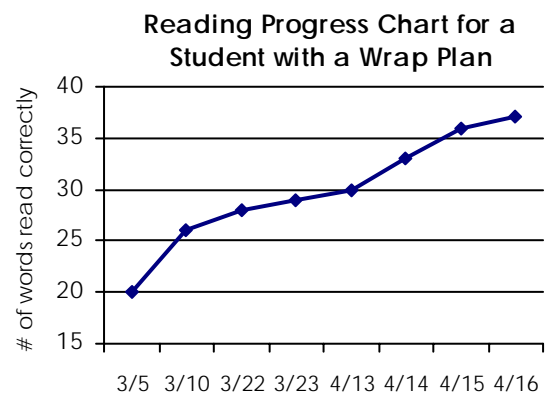
A Behavioral RtI Example

Schools began implementing a higher number of small group interventions, as well as simple individual interventions, per the Response to Intervention (RtI) continuum depicted in the picture to the left. For example, **Springfield School District's Jefferson Middle School** implemented Check In - Check Out as a formalized secondary large group intervention for 21 students. Their office discipline referrals (ODRs) were reduced from 355 in the first semester, to 235 in the second semester, a 34% improvement.



A Variety of Supports Expedite Student Success

A second grade student who was below grade level in reading was identified for tertiary level PBIS support due to escalating verbal aggression and daily inappropriate dress. The family was engaged via the wraparound process. Positive home-school communication was established and improvement in appropriate dress was noted. Strengths/needs data led the team to a Check and Connect strategy with the reading specialist, who also provided individualized reading instruction. The family was assisted with transportation for an eye exam. Disruptive behavior decreased dramatically and the student's sight word vocabulary increased from 20 to 37.



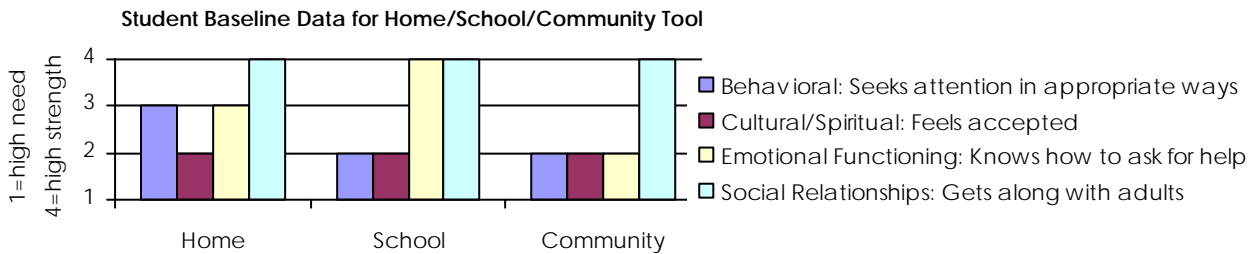
ary Continuum

As with the wraparound pilots implemented in FY02-06, aggregate individual student data findings continued to demonstrate positive and significant outcomes. See the FY07 Illinois PBIS Network End of Year Report for data that illustrates reductions in behavior problems and placement risks for students receiving tertiary level support through the wraparound process.

... Greater Effect at the Tertiary Level

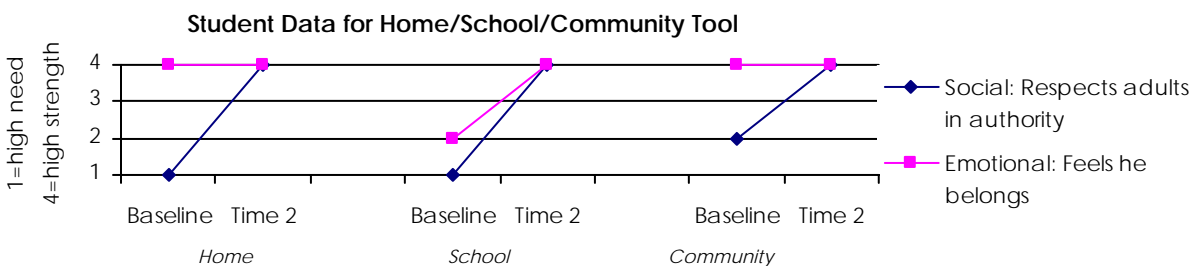
Strengths-Needs SIMEO Data Guides Team to More Effective Interventions

A seventh grade student described as "highly anxious" was assigned an escort as an intervention due to inappropriate behavior during passing periods in the hallways. The intervention was not successful and problem behavior escalated. Moving to a wraparound approach, the family's perspective of strengths and needs helped the school see that the student needed "to feel accepted" and needed "to learn how to seek attention appropriately". They switched to proactive, instructional interventions focused on helping the student have friends and feel like she belonged. Community-based activities were arranged to further enhance her socialization opportunities during the summer.



Family Engagement Results in Improved Student Outcomes

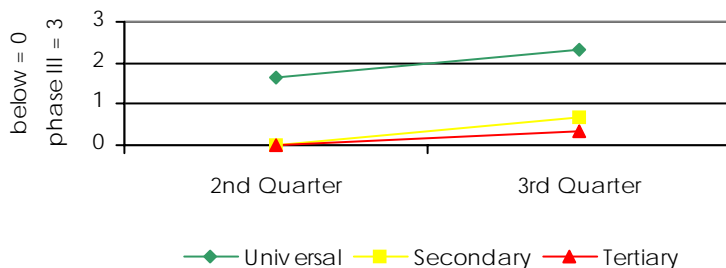
A wraparound plan was successful in increasing grades and reducing ODRs, suspensions, and tardies for a sixth grader with a family history of high mobility. As the family became engaged through the wraparound process, interventions previously attempted, including a Check and Connect program, began to show success. In FY07, tardies decreased from 23 in third quarter to six in fourth quarter; his GPA went from 1.25 in second quarter to 2.3 in third quarter; and his suspensions dropped from 15 first semester to zero second semester. The student's family reported that this was the first time the student had experienced success at school and was "walking with his head up." School staff reported that the student was coming in at lunch to get extra help from his teachers and trying harder to succeed.



A Focus on Tertiary Impacts Implementation at All Levels

Notable progress was observed in tertiary demo schools' implementation of PBIS. Building-based teams met frequently to action plan and significant gains were made during year one. The Illinois PBIS Phases of Implementation Tool is being used by schools to self-assess their systems, data and practices and guide their implementation. The data sample below illustrates that as schools invest in developing tertiary structures, they are also taking steps to improve their universal and secondary systems.

Illinois Phases of Implementation: Tertiary Demo Schools (n=3)



Data-Based Decision-Making at the District Level

Effective Interventions in Educational Environments

District PBIS Leadership teams have begun the task of examining their Educational Environment (EE) data as they self-assess and plan their next steps. Using this data, districts can reflect on how they are intervening with youth in need of tertiary level supports. Districts can also make important decisions around improving the systems and practices that would enable them to be more effective and efficient with these youth. District action planning around EE data will continue to be an area of focus for Illinois PBIS tertiary demo sites in FY08.

Where We're Headed

New Tools for More Comprehensive Assessment & Planning

During FY08, tertiary demo sites will increase their use of data-based decision-making. Examples of next steps with data include:

- The Wraparound Integrity Tool (WI-T) has been piloted with families and will be introduced to tertiary planning teams, as well as wraparound teams, in FY08.
- The University of Oregon's Individual Student Systems Evaluation Tool (IS-SET) will be introduced in schools to assess fidelity of secondary and tertiary level systems.
- Schools will be administering the Systematic Screening for Behavior Disorders (SSBD) to allow for quick identification of students in need of support, including those with more internalizing problems who may not be identified by discipline referrals.

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