



# 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

August 10 & 11, 2011 • Rosemont, IL



2011 SUMMER  
LEADERSHIP CONFERENCE

## PBIS: Advancing Behavior Support for All Students

*see page 7 for more information*

October 27 & 28, 2011 • Rosemont, IL

2011 National PBIS Leadership Forum



## Implementing Innovation for a Lasting Effect

## What's Inside...

Family & Community Involvement . . . . .	2-3
Disproportionality. . . . .	4
Bullying Prevention . . . . .	5
Check-In Check-Out . . . . .	6

## District Forms Alliance with Local Agencies

**Elgin SD U-46** has taken steps to build collaborative relationships between schools and community agencies to expedite student outcomes. In Fall 2009, a community forum was hosted to articulate the district's goal to expand supports and interventions for students and families by forging effective school-agency partnerships. District-led trainings were hosted for agencies to assist with integrating community partners within the existing three-tiered Positive Behavior Interventions & Supports (PBIS) framework. Subsequently, the agencies have assisted in setting up group interventions for selected students at five schools.

The efforts of this school district and community alliance are being further supported by a three-year Illinois State Board of Education Mental Health Supports "Action and Awareness" grant. The goals of this grant are to increase awareness and reduce stigma about mental health by fostering effective school-agency partnerships. See page 3 for more information about the Elgin SD U-46 school and community partnerships.

## Family & Community Partnership Survey

### We Need Your Help to Build Regional and Local Support Structures

To enhance family and community participation on district and school leadership teams, the Illinois PBIS Network will conduct a **Family and Community Team Members Survey** in late May. The link for this survey will be sent to PBIS coaches soon. This survey will identify family and community members on your leadership teams, and connect them with networking and information sharing opportunities. Network activities, including upcoming regional family and community events, will also be shared.

# Partnerships

## PBIS Network Focus on School, Family, and Community Partnerships

The literature is plentiful regarding the benefits of school, family, and community partnerships, but systematic implementation of such partnerships is limited. Beginning in the 2009-10 school year, the Illinois PBIS Network increased efforts to improve these partnerships at the state, district, and school levels. A survey was conducted to identify family members on school and district leadership teams. Using this information, the Network communicated with these family members about opportunities to participate in state and regional PBIS activities. In the last year, three new family members have joined our Statewide Leadership Team (SLT), and currently 40% of our SLT is composed of family and community representatives. Related action items for the Network included:

- Created and piloted the Enhanced Phases of Implementation (E-Pol) for school-level self-assessment of school, family, and community partnerships
- Facilitated district and community integration activities in Elgin SD U-46, Forest Park SD 91, and Urbana SD 116
- Facilitated family participation in PBIS Conferences

As indicated on page 1 of this Update, the Network is planning to conduct another survey to identify not only family representatives, but also community partners who are participating on district and school-based teams. This information will guide expanded activities at state and local levels.

### Schools Self-Assess Partnerships

The E-Pol, an expanded version of the Illinois PBIS Network's Phases of Implementation (Pol) tool, defines each of the original Pol items with a family and a community partnership strategy. The tool guides schools in self-assessing these partnerships through the framework of PBIS Tier 1 systems, data, and practices so that schools can action plan to improve family and community partnerships.

This tool is under development and has been piloted in 41 schools across eight districts. Data from the first pilot is currently being analyzed and additional qualitative data is being gathered. The results of this data will provide information about:

- Family and community strategies that the pilot schools are most and least likely to have in place
- Curriculum modifications needed to better address family and community partnerships
- Examples of school, family, and community partnerships

### The Enhanced Phases of Implementation (E-Pol)

The E-Pol assists schools in self-assessing family and community partnerships by defining each of the Tier 1/ Universal items on the Phases of Implementation (Pol) with one family and one community-focused strategy. Below are examples of three Pol items and the corresponding E-Pol items.

#### Universal team developed & representative of school staff

- Universal team includes one or more family representatives.
- Universal team includes one or more community representatives.

#### School-wide expectations matrix developed

- Sample "Home" matrix developed and shared with family members addressing meal time, bedroom, public transportation, etc.
- Sample "Community" matrix developed and shared with community members for use in stores, parks, public library, etc.

#### Data-based decision-making occurs at every universal team meeting

- Data-based decision-making is used to improve family partnerships.
- Data-based decision-making is used to improve community partnerships.

# Engaging Family and Community

## District Efforts to Develop Partnerships

**Schaumburg CCSD 54** is in their fourth year of district-wide PBIS implementation. Twenty-five of the district's 27 buildings are implementing PBIS. Schaumburg has a District Leadership Team (DLT) in place with a family member representative who is part of the district parent teacher association. As of February 2011, 13 of the 25 PBIS schools in the district had a family member on their Tier 1 team. The DLT has committed to increase family participation on all school Tier 1 PBIS teams.

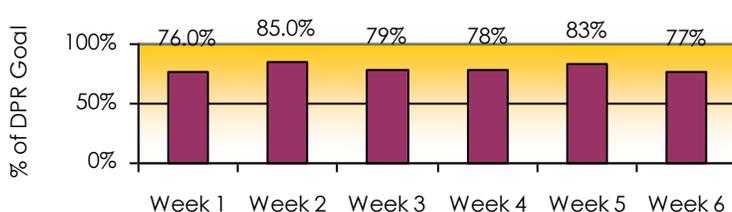
**Urbana SD 116** is a PBIS demonstration site focusing on blending community partnerships within the multi-tiered PBIS intervention structure. During the past year, seven Action Teams developed a strategic plan to strengthen supports for youth and families. These Action Teams included family members, individuals from the community, district leaders, and Illinois PBIS Network members. The results stated in the strategic plan include the development of a family engagement center in every school and specific strategies that will connect students with community resources.

**Woodland CCSD 50** in Gurnee has begun fostering community partnerships. The District Leadership Team includes the Superintendent of Recreation for the Park District, the Executive Director of Warren Township Youth and Family Services, and a parent representative. District behavior expectations have been posted at the Warren Township Youth and Family Services site and expectations are reviewed with students at group meetings and during activities.

## Community Partners Assist Schools with Interventions

**Elgin SD U-46**, in partnership with **Streamwood Behavioral Health**, initiated social skills instructional groups for selected students at **Lords Park Elementary School**. Students on a Check-In Check-Out intervention who were not achieving a 70% rate with daily progress reports (DPRs) were identified. Following the targeted group intervention, these students began experiencing success within the first week and consistently achieved DPRs of 70% or higher for the following six weeks.

**Lords Park Elementary Social Skills Instructional Group**



## Taking the School, Family, and Community Challenge

Forty-one schools in eight districts across Illinois self-assessed their partnerships via the E-Pol. The Illinois PBIS Network recognizes these districts for their willingness to focus on meaningful family and community partnerships.

### Participating Districts (# of schools from each)

- Batavia USD 101 (7)
- Cahokia CUSD 187 (1)
- Evergreen Park ESD 124 (5)
- Forest Park SD 91 (5)
- Grant CCSD 110 (1)
- Palatine CCSD 15 (1)
- Schaumburg CCSD 54 (2)
- Valley View CUSD 365U (19)

## How Families and Community Members Can Get Involved

If you are a family or community member interested in partnering with the Illinois PBIS Network by joining our Statewide Leadership Team or participating in local Family and Community Network meetings or forums, please contact Shari Kueker (Family Partnership Coordinator) at [shari.kueker@pbisillinois.org](mailto:shari.kueker@pbisillinois.org).

The 2011 Illinois PBIS Network Summer Leadership Conference will offer a School, Family, Community, and Mental Health Partnership strand comprised of seven sessions. The strand explores the positive outcomes that can be achieved when schools partner with families, businesses, community members, mental health providers, and other local agencies in implementation of the three-tiered PBIS process. Additional sessions will share how positive behavior expectations can be successfully extended to the home and community.

# Disproportionality

## Culturally Responsive Practices Reduce Discipline Referrals for Hispanic/Latino Students

**Plano High School, Plano CUSD 88**, began implementing PBIS in August 2008. Disproportionate use of punitive discipline with Latino/Hispanic males was identified via the ethnicity feature in the School-wide Information System (SWIS). This data prompted the need to address cultural differences between staff, students, and their families. There has been a 63% decrease in office discipline referrals (ODRs) and 78% fewer suspensions per 100 students for Latino/Hispanic male students since the installation of PBIS and the adoption of culturally responsive practices.

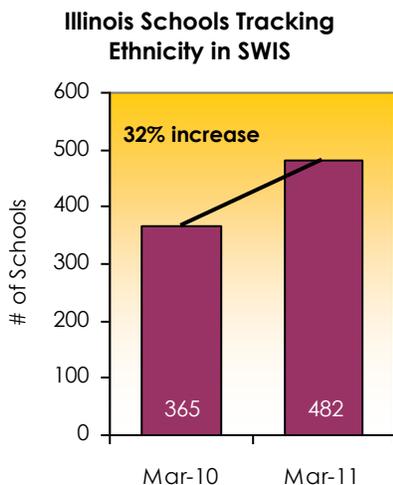
Presentations by speakers, including the school's social workers, informed staff about Hispanic/Latino cultural values and norms. As a result, more culturally responsive school-wide expectations were developed. PBIS expectations, Parent Night, and other school materials were presented in English and Spanish. Students and teachers collaborated in creating the annual back-to-school video on PBIS, further integrating student voice and culture into the process.

### Schools Review Data for Ethnic Disparities in Student Discipline

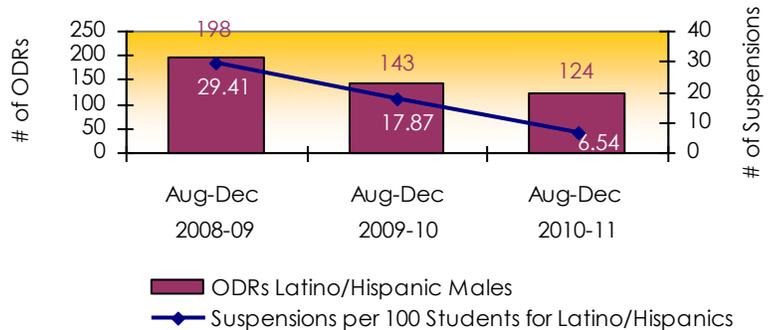
#### SWIS Ethnicity Feature Guides Data-based Decision-making

The issue of inequitable punitive discipline practices, also known as disproportionality, has been well-documented by researchers, advocacy groups, and the press. Principals at Illinois PBIS schools indicate that reviewing discipline data by student ethnicity is the first step in tackling this problem.

The School-wide Information System (SWIS) tracks discipline data to evaluate implementation of Positive Behavior Interventions & Supports (PBIS). SWIS includes a feature allowing schools to disaggregate data by ethnic group. The number of Illinois schools actively using the SWIS ethnicity feature has increased by 32% from March 2010 to March 2011. This trend suggests increased awareness of inequities and the use of data to initiate the problem-solving process.



#### Disciplinary Trends for Latino/Hispanic Males at Plano High School 2008-10



The **ILLINOIS PBIS NETWORK SUMMER LEADERSHIP CONFERENCE** in August 2011 will offer participants three breakout sessions that specifically address the topics of disproportionality and cultural responsiveness:

- Session 18 - SWIS Advanced (CICO, ISIS, Ethnicity, IEP)
- Session 38 - Advanced SWIS Facilitation and Updates: Custom and Ethnicity Reports Getting More from Your Account
- Session 58 - Assessing and Impacting the Issue of Disproportionality

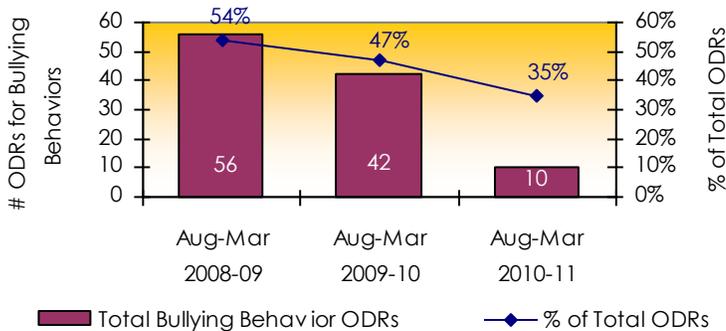
# Bullying Prevention

Across Illinois, schools are using the multi-tiered framework of PBIS as the basis for implementing bullying prevention interventions. By embedding bullying prevention within an existing PBIS structure, schools are able to achieve sustainable results over time and provide more efficient support for students who are affected by bullying behaviors.

## Using Behavior Data to Assess Bullying Prevention Needs

**Americana Intermediate School in Queen Bee SD 16** has implemented PBIS since 2004. The school uses the School-wide Information System (SWIS) to collect and analyze behavioral data. As office discipline referral (ODR) data was reviewed, bullying behaviors were identified as a concern for the school's PBIS team. In Fall 2010, a series of student forums was conducted, a student survey was administered, and instructional lessons were developed based on the outcomes of the student surveys. At mid-year, student survey data indicated that incidents of bullying were decreasing. ODR data indicated only 10 incidents of bullying behaviors from August 2010 to March 2011, a 76% reduction compared to the same time period the previous year.

**ODRs for Bullying Behaviors Across Three Years**



Approximately **375 attendees**, representing **80 implementing PBIS Districts**, will participate in the **Illinois PBIS Network Bullying Prevention Forum** on May 11, 2011. They will learn from local implementers and national researchers how to fully integrate bullying prevention into their current PBIS framework.

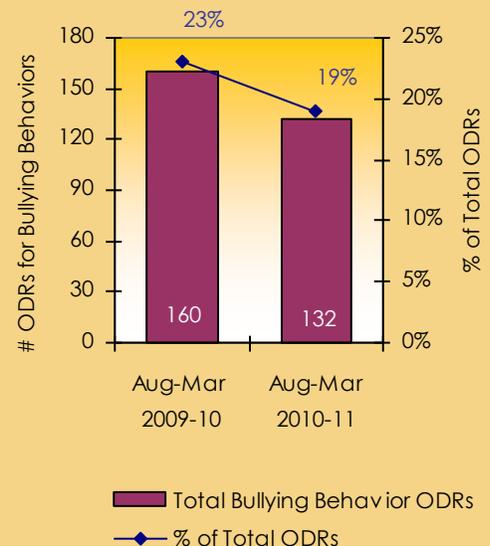


## Bullying Prevention Plan Supported by PBIS Framework

Fidelity implementation of PBIS includes the systematic review of data. Based on data review, the Tier 1 team at **JW Eater Junior High School in Rantoul City SD 137** decided to address bullying related behaviors. Lesson plans were developed to increase positive peer interaction and respect for diversity. Visual prompts of the current lesson plan are posted throughout the building and the team reinforces appropriate student behavior through positive referrals.

Since beginning this intervention in August 2010, the school experienced an 18% decrease in the number of office discipline referrals (ODRs) for bullying related behaviors. Concurrently, the percentage of the school's total ODRs attributed to these behaviors has also been reduced from 23% to 19%.

**JW Eater JHS Bullying Behavior ODRs and Percent of Total ODRs**



## Tier 2 Interventions

### Legislators Invited to See PBIS in Action

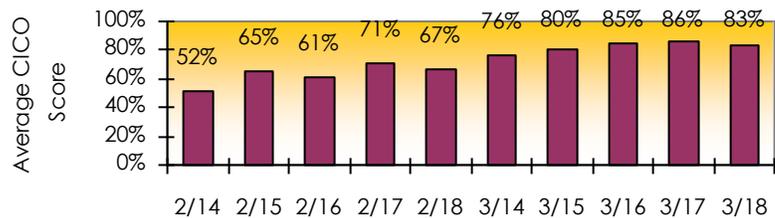
This spring, the Illinois PBIS Network sent letters to all Illinois state and federal legislators. This annual mailing thanked the legislators for their support, highlighted the successful outcomes of PBIS, and showcased the Network's current priorities. Legislators were encouraged to visit PBIS schools in their local districts to experience first-hand the impact of PBIS. A total of 254 PBIS schools across the state were recommended for visits. To date, the following legislators have responded to the invitation:

- Illinois Representative Norine Hammond from District #94 will visit Monmouth-Roseville Jr. High in Monmouth-Roseville CUSD 238.
- Illinois Senator Linda Holmes from District #42 will visit McCleery Elementary School in Aurora West USD 129.
- Illinois Representative Rich Brauer from District #100 will be visiting schools in the fall.
- Illinois Representative Raymond Poe from District #99 inquired about scheduling school visits in the future.

### Tier 2 Refinement Impacts Student Outcomes

**Lakewood School** in **CUSD 300** began implementing PBIS in 2002 and started their Tier 2 Check-In Check-Out (CICO) system in the Fall of 2008. A review of CICO data this February revealed that many students were not meeting the expectation of 80% on their DPR. Upon further review, the team determined that DPRs were not being consistently provided or documented throughout the school day. Subsequently, the team re-trained the school staff on the CICO systems. The training reiterated that the intervention is positive student-adult contact and the DPR card is the tool to create the opportunity for interaction. The renewed focus on implementing CICO with fidelity has already had an impact, with the average student CICO score increasing from 52% to 86%.

Lakewood School 2011 CICO Scores

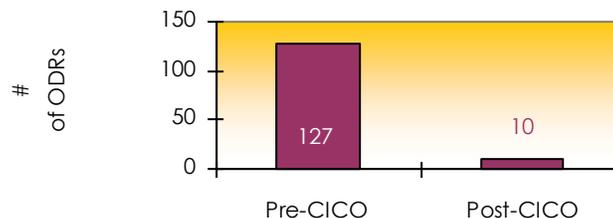


### Rock Island Adapts Check-In Check-Out for High School Students

Check-In Check-Out (CICO) is a proven Tier 2 intervention that fosters student engagement and self-regulation skills for students at risk of school failure. High schools face multiple challenges such as obtaining teacher buy-in and modifying CICO to meet the needs of older students. **Rock Island High School, Rock Island SD 41**, an Illinois PBIS Network high school demonstration site supported by a federal grant, has begun implementing CICO with specific strategies to address these issues.

Twenty-one students from the ninth grade academy, each with four or more office discipline referrals (ODRs) since August 2010, were selected for CICO. Facilitators were trained during common planning periods, eliminating the need for additional meeting time. Students were paired with adults based on their proximity to the youth's first period class to encourage attendance. The number of ODRs decreased 92% compared to pre-CICO levels.

Rock Island High School CICO Outcomes (N=21 Students)



# save these dates

## PBIS Schools Named to ISBE Honor Roll

The Illinois State Board of Education (ISBE) and Northern Illinois University recently announced the 2010 Illinois Honor Roll. Of the 852 awards given to 834 outstanding Honor Roll schools for the 2009-10 school year, 216 awards were given to 211 PBIS schools. Five PBIS schools each received two awards. These exceptional schools were recognized for their continued progress toward or maintenance of academic excellence in three different award categories:



Of the 300 *Spotlight School* awards given to high-poverty, high-performing schools beating the odds and overcoming the achievement gap, 104 awards were given to PBIS schools.



Of the 459 *Academic Excellence* awards given to schools that have sustained high performance over at least three years, 99 awards were given to PBIS schools.



Of the 93 *Academic Improvement* awards given to schools showing substantial gains over three years, 13 awards were given to PBIS schools.

For a complete list of 2010 PBIS Schools named to the ISBE Honor Roll, see "Implementing Schools" under the "About the Network" link at [www.pbisillinois.org](http://www.pbisillinois.org).

Congratulations to the administrators, teachers, parents, students, and community members of these schools.

June 7 & 8, 2011 • Naperville, IL



## External Coaches Forum (AS600e)

The two-day External Coaches Forum is an opportunity to meet and network with other PBIS External Coaches in order to share strategies and best practices at all three tiers.

The first day will feature Anne Todd, University of Oregon, presenting the Team Initiated Problem Solving (TIPS) model. The second day offers two strands: Classroom Management and Coaching Tier 2/3. Both strands will be presented by the Illinois PBIS Network and Exemplar Presenters.

For more information, visit our website at [www.pbisillinois.org](http://www.pbisillinois.org), call (708) 482-4860, or email [training@pbisillinois.org](mailto:training@pbisillinois.org).

August 10 & 11, 2011 • Rosemont, IL



## 2011 SUMMER LEADERSHIP CONFERENCE



## PBIS: Advancing Behavior Supports for All Students

The 2011 Illinois PBIS Network Summer Leadership Conference will feature Illinois PBIS Leaders and Implementers. Sessions will cover more than 75+ topics and include district and school-based personnel sharing their implementation experiences. Administrators' Academy, CPDU, and CEU credits are available. For more information, visit our website: [www.pbisillinois.org](http://www.pbisillinois.org).

October 27 & 28, 2011 • Rosemont, IL

2011 National PBIS Leadership Forum



## Implementing Innovation for a Lasting Effect

The 2011 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](http://www.pbis.org). Questions? Contact Cheryle Kennelly at [cheryle.kennelly@pbisillinois.org](mailto:cheryle.kennelly@pbisillinois.org).



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