



update

:: newsletter ::

About the Network

The Illinois PBIS Network is the Positive Behavior Interventions & Supports component of the Illinois Statewide Technical Assistance Center (ISTAC) - 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

July 31 - August 1, 2013 • Tinley Park, IL



2013 SUMMER
LEADERSHIP
CONFERENCE



New Location for 2013:
Tinley Park Convention Center

see page 7 for more information

October 10-11, 2013 • Rosemont, IL

2013 National PBIS Leadership Forum

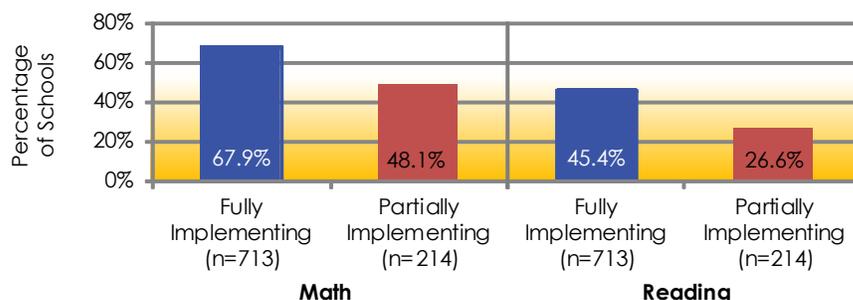
see page 7 for more information

PBIS Positively Impacts Academics

Fully Implementing Schools Show Better Results

Schoolwide systems of positive behavior support, combined with effective literacy, can lead to increased academic achievement. In Illinois, findings show marked improvement in academics as schools reach full implementation of PBIS. The 2012 Adequate Yearly Progress (AYP) data for Reading and Math were compared to 2012 PBIS fidelity measures to investigate the possible correlation. As shown in the graph below, fully implementing PBIS schools are making AYP in Reading and Math more so than partially implementing schools. An analysis shows that the differences in percentage of students meeting and exceeding standards for both Reading and Math are statistically significant between the fully and partially implementing groups.

Percentage of Schools Achieving Math & Reading AYP in 2011-12
Fully vs. Partially Implementing Schools



PBIS is making a difference in Illinois high schools!

See pages 4 & 5 for successful outcomes on Behavior, Advanced Tiers, and Community Partnering.

What's Inside...

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Student Outcomes

Focus on Tier 1 Brings Success

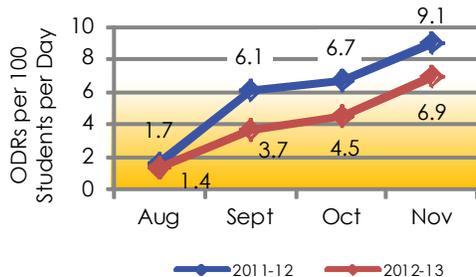
Sandoval Junior/Senior High School in **Sandoval CUSD 501** has re-invested in their Tier 1 systems to impact overall school climate and create a strong foundation for Tier 2/Tier 3 implementation by:

- Prioritizing PBIS on the school improvement plan,
- Revising discipline policy to improve consistent, proactive teaching of behavior,
- Revising social behavior lessons with a strong pro-social focus, in particular the expectation of "Respect",
- Providing structure for regular teaching and prompts of pro-social skills,
- Soliciting teacher participation in revision of social behavior lessons.

As a result, Sandoval has seen a reduction in office discipline referrals (ODRs) by 2+ referrals per day from Fall 2011-12 to Fall 2012-13. Of note is the reduction in ODRs for disrespect, which are down 78%.

Next steps include building Tier 2 capacity by expanding their continuum of interventions (e.g., CICO, social skills instructional groups, etc.)

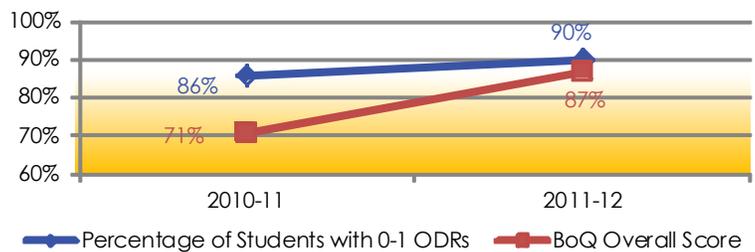
Sandoval Jr/Sr High School Comparison of ODRs



Fidelity Decreases Problem Behavior

Washington Elementary School in **Pana CUSD 8** began implementing PBIS in the 2010-11 school year, achieving fidelity at Tier 1 with a Benchmarks of Quality (BoQ) score of 71%. Implementing with fidelity impacted student outcomes, with 86% of students having 0-1 office discipline referrals (ODRs) for the year. The school team continued to refine their Tier 1 systems and in 2011-12 raised their BoQ score to 87%, and their percentage of students with 0-1 ODRs to 90%. This trend appears to be continuing in 2012-13 with 97% of students having 0-1 ODRs for August through November. During 2011-12, Washington Elementary began implementing Check-in Check-out (CICO) for students in need of Tier 2 supports. CICO may have led to the higher percentage of students with 0-1 ODRs, with more students receiving the support they need to experience success.

Washington Elementary School BoQ and Percentage of Students with 0-1 ODRs



Systematic Improvements to Tier 2 Increase Access and Outcomes

Oakdale Elementary in **McLean County USD 5** has improved implementation integrity and student outcomes for CICO through a focus on systems for orientation and identification. Training was provided for all staff related to CICO features, including positive corrective feedback. Student and parent orientations were systematized. Homeroom teachers and CICO facilitators contacted students and parents directly to explain CICO, and mailed home brochures for further reinforcement.

Improvements in systems to identify additional students for CICO included installing universal screening for behavior and using progress monitoring data. Training more CICO facilitators helped meet capacity for the increased number of students on CICO.

As a result of these systematic improvements, students participating in CICO increased to 8% of total enrollment by November. First quarter data showed a 28% decrease in minor behavioral referrals for 12 youth that continued CICO from last year. ODRs also decreased by 50% school-wide. Staff attribute reductions to increased access and greater fidelity of CICO implementation.

Expanding Tier 2/Tier 3

Scaling Up Tier 2 Interventions Benefits More Students

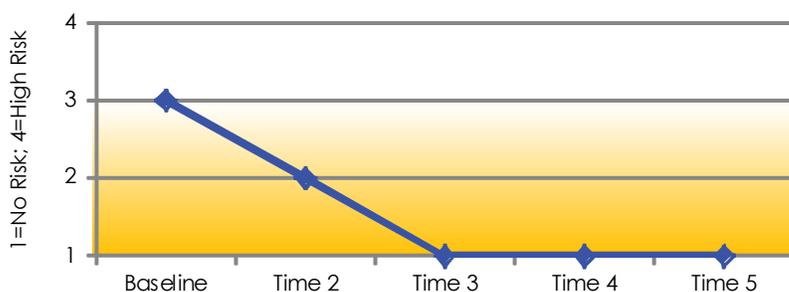
North Elementary School of SD 45 DuPage County has a robust Check-in Check-out (CICO) process supporting high levels of student success. As of November 2012, there were 28 students enrolled in CICO for 2012-13, 8% of the total enrollment, and their average daily points was 88%. The development of their CICO program has enabled North to sustain a 97%+ rate of students in the 0-1 office discipline referral range. Students who maintain their CICO goal (70%) for nine out of 10 days are transitioned to an 85% point goal. All students who meet their daily goals receive a "Star Card" and are entered into a raffle. In addition to maintaining high CICO fidelity, North layers CICO on top of other interventions for students who demonstrate need. The school attributes their success to implementing the CICO process with fidelity and engaging all staff in the process to provide consistency for the students in CICO.

Wraparound Plan Improves Social Outcomes for Student

Sloane, a 6th grade student with Autism, was moved into a self-contained classroom due to increased acting out behavior with peers. His individualized education program (IEP) team was considering an alternative placement when the wraparound process was initiated. Using the Home, School, Community data tool, Sloane's grandmother identified that Sloane lacked social interaction outside of school. A wraparound team was assembled and the resulting plan included recreation activities through the township after school and on weekends, as well as the local summer camp.

At the beginning of the wraparound process, Sloane's grandmother stated that "he just comes home and sits in the apartment all day." She recently reported that they "are able to go places and Sloane says 'hi' to people we meet." Currently in 8th grade, Sloane is successfully included in several regular education classes and continues to participate in social activities in the community.

Risk of Failure in School Placement Decreases



District Readiness for Tier 2/Tier 3 Implementation

District level commitment and readiness are needed to ensure Tier 3 fidelity and effective outcomes. These system commitments need to be established before training teams on interventions. For example, district leaders from **Rantoul City SD 137** engaged in the readiness process by using the Tier 2/Tier 3 Readiness Checklists and committing administrative leadership to guide the implementation. As part of the readiness process, district and school level leaders participated in a Tier 2/Tier 3 Administrators' Academy (AA #1241). Next steps include allocating staff for Tier 2/Tier 3 External Coaching and implementing universal screening for behavior district-wide.



Technical Assistance for District Readiness

The Illinois PBIS Network offers:

- Tier 2/Tier 3 Readiness Tools available online for action planning at the district and school levels.
- Tier 2/Tier 3 Readiness webinars to clarify readiness criteria, share district experiences and plans, and answer questions.

In November, over 60 people from about 30 districts /LEAs participated in a Tier 2/Tier 3 readiness webinar.

High School Successes

High School Invests in Students Most at Risk

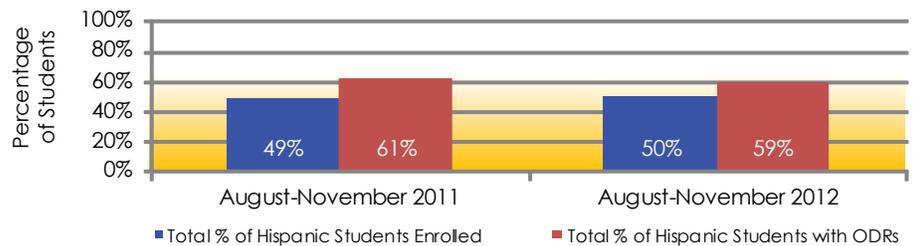
Kankakee High School in **Kankakee SD 111** is addressing the over-use of suspension and alternative school placements by adopting wraparound-based Rehabilitation, Empowerment, Natural Supports, Education, and Work (RENEW) for their students most at risk. The ISTAC Educational Environment (EE) Demonstration process provides support for implementation of RENEW with the goal of decreasing drop out and placement in restrictive settings for students with disabilities. A district leadership team, including high school leaders, meets quarterly to guide the EE Demonstration and its expansion to a greater number of students who need this highly individualized support.

- Fifteen high school staff have completed RENEW training with nine of these staff currently facilitating RENEW plans for 14 high school students.
- Faculty facilitating RENEW plans include deans, special education teachers, and general education teachers.
- Six youth began RENEW last school year, received support through the summer, and are continuing this school year.
- Eight additional youth have recently begun the RENEW process.

Addressing Disproportionality in Discipline Practices

In the third year of PBIS implementation, **Fenton High School** in **Fenton CHSD 100** reached Tier 1 fidelity and experienced positive changes in their schoolwide culture with a 21% decrease in office discipline referrals (ODRs) between 2010-11 and 2011-12. For the first semester of 2012-13, they had a 12% decrease in ODRs compared to the same time period in 2011-12, (August 1–November 9). To increase awareness of inequities in the use of punitive discipline practices, also known as disproportionality, the Tier 1 team began reviewing ODR data by ethnicity during 2011-12, and have already seen a more proportionate percentage of ODRs for Hispanic students. During the first semester of the 2011-12 school year, Hispanic students represented 49% of the total school population but received 61% of ODRs (12% over representation). During the same time period of 2012-13, Hispanic students' overrepresentation decreased by 3%. Staff cited sustained PBIS implementation with fidelity, including consistent use of data in team meetings, as factors leading to interventions that benefit all students.

Fenton High School ODRs for Hispanic Students



High School Focuses on Teaching Social Behavior

Suspensions and Referrals Decrease

Hoopeston Area High School in **Hoopeston Area CUSD 11** continues to see a decrease in office discipline referrals (ODRs), out of school suspensions (OSS), and tardies. This school is in its fifth full year of PBIS implementation and recently renewed efforts to teach behavioral expectations. As a result, ODRs have decreased 22% (748 to 585) for August through November of 2011 compared to the same period in 2012. Additionally, OSS have declined 38% during the same interval and tardies are down 9%. Teachers attribute this improvement to daily teaching of expectations and students' high exposure to PBIS. The same behavioral expectations are taught district-wide from kindergarten through high school.

Hoopeston Area High School ODRs

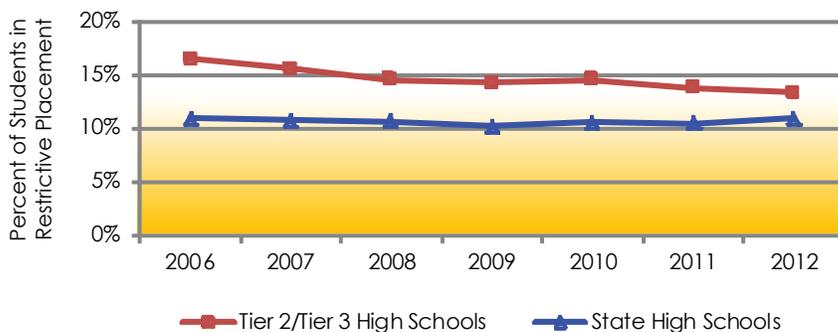


Less Restrictive Placements for Students with Disabilities

A review of educational environment (EE) data suggests that high schools implementing PBIS are able to reduce the use of restrictive placement for students with disabilities. High schools participating in the Tier 2/Tier 3 demonstration project, from 2006 to 2010, have been able to sustain desired changes in EE placement. They have also experienced a greater change than state averages, especially for the most restrictive placement category, where students are moved outside of the general education building.

The graph below shows the decrease in restrictive placements for the 10 high schools participating in the Tier 2/Tier 3 demo project compared to statewide averages. The Tier 2/Tier 3 group reduced these placements by a total of 3.15 percentage points between 2006 and 2012 with the state aggregate decreasing by only 0.3 percentage points. Other improvements in EE placement for the Tier 2/Tier 3 high school group include an 11.59 percentage point increase in general education placement.

Change in Most Restrictive Placement for Tier 2/Tier 3 High Schools versus State High Schools (n=10 schools)



Agency Partnerships Expand Advanced Tiers Implementation

Elgin High School in SD U-46 has established partnerships with community agencies to expand intervention options for more students. During 2011-12, over 9% (227) of students were supported by Check-in Check-out (CICO). Of these students, 150 are also participating in seven different social skills instructional groups led by a clinician from Hanover Township Youth and Family Services. The Tier 2 Systems team, inclusive of agency members, monitors effectiveness of interventions with weekly progress cards. Data review by the collaborative team, including the student perception survey, is guiding implementation, including the addition of group-based mentoring with embedded skill instruction. Improved communications between deans and facilitators is an additional focus area. Likewise, agency partnerships are being expanded to provide individualized interventions for students with more complex mental health needs. In addition, community agencies provided information to families during a recent Community Expo, as well as at parent teacher conferences.

High School Builds Advanced Tiers

Specialized Roles Shift to Increase Capacity

Huntley High School in Cons SD 158 has been building capacity for multi-tiered systems of support since initiating PBIS in 2009. Huntley has reached and maintained fidelity at Tier 1 with Benchmarks of Quality (BOQ) scores of 82% and 86% in 2009-10 and 2011-12 respectively. Clinical support staff were leaders in initially building Tier 1, but that leadership has now been transitioned to other staff.

Repositioning leadership and roles allowed specialized clinical staff to spend more time on developing, implementing, and progress-monitoring Tier 2/Tier 3 supports. In 2011-12, the district increased its support of Tier 2/Tier 3 implementation by allocating External Coaching for all three tiers and initiating Tier 2/Tier 3 District Leadership Team planning.

The high school now has CICO, social skills groups, mentoring, brief and complex FBA/BIP, and wraparound-based RENEW interventions in place. As of November 2012, 153 youth are receiving Tier 2 interventions and 13 youth are identified to begin Tier 3 supports.



Bullying Prevention

Research Validates PBIS's Impact on Bullying

Schools implementing PBIS already have a framework in place to effectively target and reduce problem behaviors such as bullying. In a 37-school randomized control trial, Waasdorp, Bradshaw, and Leaf (2012) found that students in PBIS schools demonstrated significantly less bullying behavior, and experienced lower levels of peer rejection, than did peers in non-PBIS schools. These effects were evident for all students regardless of gender, ethnicity, or special education status.

This research highlights the effectiveness of a school-wide multi-tiered system of support for addressing bullying behavior. Researchers concluded that specific features of PBIS likely to increase the effect of bullying prevention include:

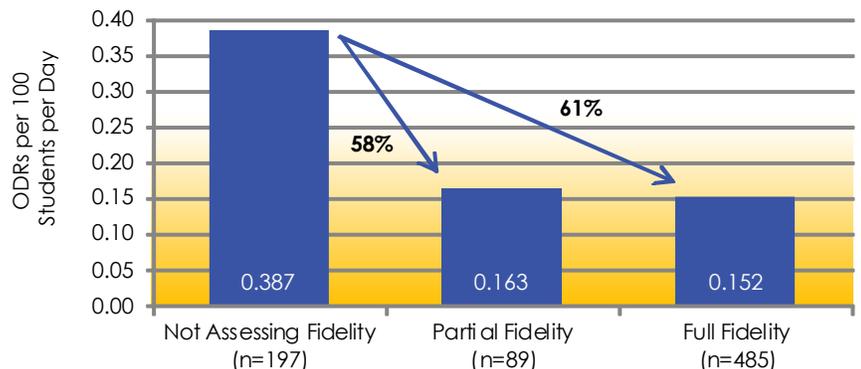
- a) promoting a positive school environment based on respect,
- b) positive reinforcement of desired behaviors, and
- c) clearly stated expectations and consequences for problem behaviors.

Waasdorp, T., Bradshaw, C., & Leaf, P., (2012). The impact of schoolwide positive behavioral interventions and supports on bullying and peer rejection: A randomized controlled effectiveness trial. *Archive of Pediatric Adolescent Medicine*, 166, 2, 149-156

Fewer Bullying Related Behaviors When Schools Assess for Fidelity

Results from a study of 2011-12 discipline data from 771 Illinois schools are consistent with the Waasdorp, Bradshaw & Leaf, 2012 research described on this page. Of the 609,275 documented office discipline referrals (ODRs), 68,032 (11.2%) were for fighting, physical aggression, and bullying/harassment. The schools in this sample that did not assess for fidelity of PBIS averaged 0.387 ODRs in these categories per 100 students per day. Schools engaged in active assessment of their PBIS implementation averaged just 0.163 ODRs, a 58% decrease, and those schools that reached full fidelity averaged even fewer, at 0.152 ODRs. For an average school of 500 students, this impact equates to 206 fewer bullying related ODRs per year when schools assess and implement at full fidelity. This data suggest that by implementing PBIS and assessing for fidelity, schools attenuate bullying related behaviors. As described below, schools can also choose to address bullying prevention directly with specific tools and curriculum linked to their PBIS framework.

2011-12 Average Bullying Related ODRs in Illinois Schools



Tools to Progress Monitor Bullying Prevention in PBIS

More Illinois schools are implementing and assessing bullying prevention (BP) strategies within their existing PBIS framework. Fourteen districts partnered with the Illinois PBIS Network to implement BP in 2011-12, with seven more planning to partner this year. A critical component of effective implementation is using data to make decisions and guide action planning. Schools are encouraged to use data for pre-implementation assessment, as well as on-going progress monitoring. The Illinois PBIS Network uses two surveys to efficiently measure student perception of school climate and staff perception of BP effectiveness: the Student Respect Climate Survey and the BP-PBIS Staff Implementation Survey. Visit the Illinois PBIS Network website at www.pbisillinois.org/curriculum/bullying to download these tools, as well as curriculum and additional bullying prevention resources and materials.

save these dates

June 4 & 5, 2013 • Naperville, IL



External Coaches Forum (AS600)

The two-day External Coaches Forum is an opportunity to meet and network with other PBIS External Coaches to share strategies and best practices at all three tiers. For more information, visit our website at www.pbisillinois.org, call (708) 482-4860, or email training@pbisillinois.org.

July 31 - August 1, 2013 • Tinley Park, IL



2013 SUMMER LEADERSHIP CONFERENCE

New Location for 2013:

Tinley Park Convention Center

18451 Convention Center Drive, Tinley Park, IL 60477
www.tinleyparkconventioncenter.net



The 2013 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.

March 28-30, 2013 • San Diego, CA

10th International Conference on Positive Behavior Support

The Expanding World of PBS: Science, Values, and Vision

Featuring over 150 oral presentations, posters, pre-conference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support. For more information visit www.apbs.org/conference/atlanta/index.aspx.

October 10-11, 2013 • Rosemont, IL

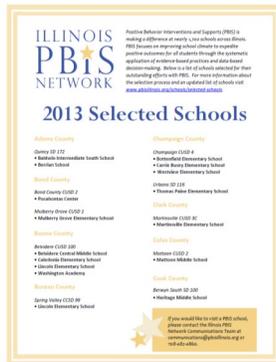
2013 National PBIS Leadership Forum

The 2013 National PBIS Leadership Forum is sponsored by the U.S. Department of Education's Office of Special Education Programs (OSEP) TA Center on Positive Behavioral Interventions and Supports, with support from the Illinois PBIS Network. More information will be available in March under "Upcoming Events" at www.pbis.org. Questions? Contact Cheryle Kennelly at cheryle.kennelly@pbisillinois.org.

Recognizing Schools for Success with PBIS

Visit PBIS Selected Schools in 2013

The 2013 PBIS Selected Schools List is now available at www.pbisillinois.org/schools/selected-schools. These PBIS schools, representing districts statewide, were recommended as possible locations for legislators and other visitors to visit and see first-hand the positive impact of PBIS implementation. The website also provides more information about the selection process and how to arrange a visit. In addition, all Illinois senators and representatives are receiving a personal letter along with a copy of the list to encourage school visits in their legislative districts.



2012-13 School Recognition Applications Now Available

This school year will mark the seventh consecutive year Illinois schools can apply to be formally recognized for their PBIS implementation progress. In order to improve the process, the Illinois PBIS Network has added a new level, *Implementing Plus*, which captures the efforts of schools between the *Implementing* and *Fully Implementing* levels. Additional enhancements include: formalizing the expectation of family engagement, clarification of Tier 2/ Tier 3 requirements, and person-centered planning (wraparound, RENEW, or Family Focus) as necessary components of Tier 3 supports. The 2012-13 School Recognition Process instructions and applications are all available at www.pbisillinois.org/schools/recognition-process. Completed applications are due **May 17, 2013**.



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