

Positive Focus

Missouri SW-PBS + Spring 2016

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Growing the Professional Learning in Your Building

The term *professional development* (PD) is commonly used to describe support services for educators. PD is often describing a single event such as face-to-face training only. Missouri Schoolwide Positive Behavior Support (MO SW-PBS) proposes that schools instead provide all stakeholders with *professional learning* (PL), which encompasses a systematic process of support for everyone. PL can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, opportunities for staff to develop their professional learning network (PLNs), and more.

It cannot go without saying that developing a system of professional learning support for teachers and staff will require establishing sufficient trust within and across all stakeholders. As your leadership team develops and implements a systematic plan for PL, connecting the plan to your school and district mission and engaging all stakeholders in planning and implementing will be critical steps to ensure desired outcomes for fidelity of implementation as well as improved student academic and behavioral success.

“All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get.”

R. Spencer Darling

What are characteristics of effective professional learning? Nobori (2011) states that effective PL is **research-based, consistent and ongoing, convenient, relevant, and differentiated**. Additionally, quality professional learning should also include **training, practice, feedback and coaching or other follow-up procedures and supports** (Ismat 1996; MO DESE 2013). While face-to-face, didactic or direct training (i.e., training which includes content, rationale, demonstration, **practice, and feedback**) is critical for building knowledge of effective instructional practices, research indicates that transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002).

The analysis of over 200 studies by Joyce and Showers (2002) has been corroborated through in-field research (Hiralall & Martens, 1998; Simonsen, MacSuga, Fallon, & Suagi, 2013). This recent body of work confirms that *in-vivo support* (e.g., coaching and performance feedback) is required to achieve positive effects. Because it is not always feasible to provide in-classroom coaching to all teachers, Simonsen, et al., (2014) proposed a multi-tiered approach to PL that outlines building a triangle for teachers.

The proposed *triangle for teachers* extends the recommendations of both Nobori (2011) and Ismat (1996) in terms of the characteristics of the content, the *what to provide*, as well as the work of Joyce & Showers (2002) in terms of the *how to provide* PL. The outline proposed that professional learning approaches must also include, “1) an organized framework for providing supports, and 2) a clear method for identifying which teachers

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Our Mission

The mission of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

will benefit from each level of support,” (Simonsen et al., 2014, p. 180). The multi-tiered system of support would be informed by and provided based on data. All teachers would get universal level supports focused primarily on high quality professional learning training; some teachers would get universal PL plus limited coaching supports; and a few teachers would get all that plus intensive coaching supports.

Want to know more? Check out the new chapters on *Professional Learning* that have been developed for each of the Tier 1, Tier 2 and Tier 3 2016-2017 workbooks (look for them at pbissmissouri.org). These chapters, along with new training resources coming in Fall 2016, will give details and guidance regarding:

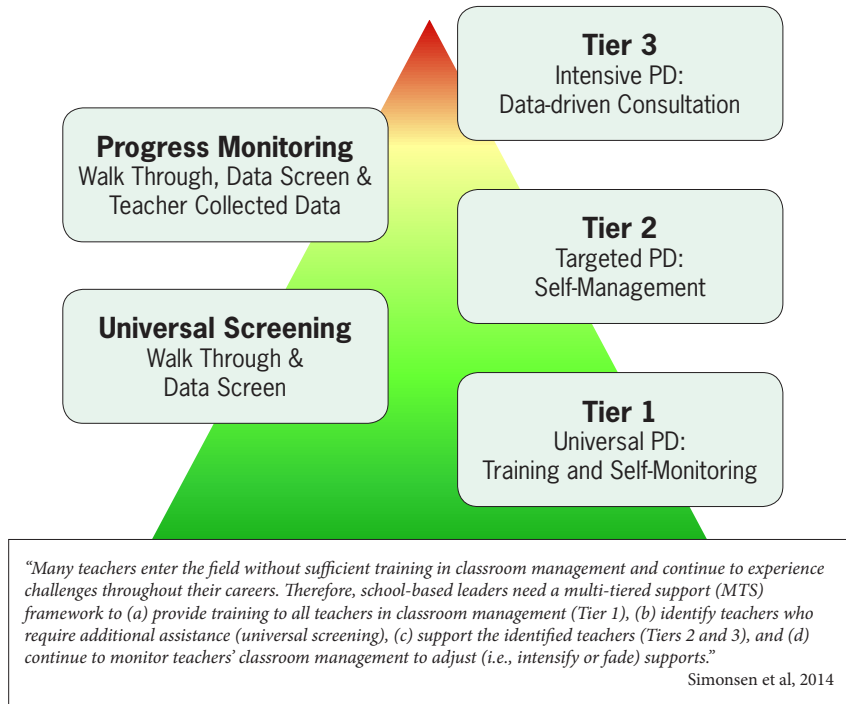
- + Multi-tiered Support Framework for Teachers
- + Teacher Self-Monitoring
- + Building Level Coaching
- + Focusing Professional Learning
- + New Teacher Induction
- + The GROW Coaching Model
- + Providing Updates to Staff & Developing a Staff SW-PBS Handbook

Resources for team based professional learning on the MO SW-PBS *Effective Classroom Practices* are also available on our website at

<http://pbissmissouri.org/educators/effective-class-practice>. Look for new online resources coming soon!

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Resources for Professional Learning Networks (PLNs)

MO SW-PBS, <http://pbissmissouri.org>
PBIS National Center, <http://pbis.org>
Twitter Chat #pbischat Tuesdays @ 8:00 CST

MO SW-PBS: LEADING THE WAY FOR STUDENT ENGAGEMENT

Join us for SUMMER TRAINING INSTITUTE 2016

June 13-15, 2016

Register at <http://pbissmissouri.org/summer-training-institute>

Join in the dialog at #MOSWPBS16 and follow @STI_2016 for updates!

Invited Speakers include: Drs. Terry Scott, Gerald Cox, Howard Wills, Stephen Kilgus, Kelsey Morris and Heather Hatton. These speakers, along with MO SW-PBS exemplar school implementers from across the state will bring evidence-based systems, data and practices that can be used by school leadership teams and classroom teachers the very next day.

Regional Highlights

Learn how SW-PBS schools across Missouri are engaging administrators, team members, staff and students in school improvement efforts at the district, school and classroom levels to support improved social behavioral outcomes for all students.

“School improvement will depend on principals who can foster the conditions necessary for sustained educational reform in a complex rapidly changing society.”

Michael Fullen, 2009

SOUTHEAST REGION – SOUTHWEST ELEMENTARY, DEXTER R-XI SCHOOL DISTRICT

Southwest Elementary, a K-2 building, has gone through several administrative changes. Creating a safe, proactive environment for all students continues to be a top priority. One significant factor is the continual engagement of all staff and students in the SW-PBS process.

The strong Tier 1 team seeks input from all teachers. Staff members share tickets of positive recognition with each other, called “Sunshines”, for implementing SW-PBS with fidelity. Tier 2 grade level representatives serve as contacts for their grade levels. These one-on-one conversations takes stress off of the nominating teacher and begin the Tier 2 process.

Students are actively engaged and are continually recognized for appropriate behavior by earning individual loops as well as group loops for the entire class. Positive Office Referrals as well as Positive Bus Referrals have shown to increase instructional time as well.

Hats off to Southwest Elementary in Dexter, Missouri!

SOUTH CENTRAL REGION – HOUSTON HIGH SCHOOL, HOUSTON

Mr. Charles Malam is the principal at Houston High School. He believes SW-PBS is good for kids, teachers, parents, administrators, communities, and all schools. He believes SW-PBS is a powerful system that has a lot of tools for educators. It is research-based and provides tools for the cooks, the janitors, the bus drivers, etc.

Charlie says, “If you want students and teachers engaged, then the administrator has to be engaged. I am their leader, and if this isn’t important enough for me to be involved, then how can I expect them to be engaged and involved.”

Houston High School’s goal for next school year is to have a student SW-PBS team. Currently, the school has invited the Student Council executives to provide input on SW-PBS. SW-PBS has been a focus and is visible at all school events.

South Central’s SW-PBS consultants appreciate the hard work and dedication of Houston High School!



SPECIAL SCHOOL DISTRICT – THE STORY OF FUNCTIONAL-ASSESSMENT BASED INTERVENTIONS IN ST. LOUIS COUNTY

MO SW-PBS and Special School District (SSD) have been long time collaborators in providing training and technical assistance to schools throughout Missouri. SSD serves schools in the St. Louis county area and provide their own in-house training. This article describes the Tier 3 support system they developed.

St. Louis County is celebrating a year of continued implementation in a systematic process for functional assessment-based interventions (FABI) as an individualized support for students with intensive needs. Since 2009, 79 schools across the county have been trained in this team-based process. Buildings are using a continuous improvement process to build systems to support implementation, and student success stories are growing with each year. Through the use of function-based behavior intervention plans, teacher behaviors are changing and student engagement is increasing during instruction, leading to positive academic, behavioral, and social outcomes. Furthermore, students who are transferring between schools and districts are finding smoother transitions and continued plan implementation due to a consistent, systematic process. Congratulations to these teams, schools, and districts who have worked so hard to support students.

CENTRAL REGION – THE IMPACT OF ADMINISTRATIVE LEADERSHIP

If you want to see the effects of administrative leadership on implementation and sustainability, you would only need to attend a Tier 2, Year 1 training in the Central Region.

The training group consists of eight schools: Clinton Intermediate, Heber Hunt Elementary, Henry Elementary, Horace Mann Elementary, Leeton Elementary, Parkview Elementary, Skyline Elementary, and Washington Elementary. Principals, along with the SW-PBS coaches and teams, attend all the trainings. To illustrate the power of team work and administrative leadership we will share data from Heber Hunt Elementary, Sedalia 200 (Principal, Brendan Eisenmenger) which has 38% of the student population new to the school this year.

This longitudinal data illustrates the positive outcomes for the adults and students when all stakeholders implement the plans for Universal Level supports for all students. Heber Hunt Elementary and the other schools in the Tier 2 training group look forward to continued improvements in outcomes as they begin to pilot and then fully implement additional targeted interventions in the coming year.

	2013-2014	2014-2015	2015-2016 YTD
Student Office Discipline Referrals	1,081	742	235 (January 31)
Student Average Daily Attendance	94.6%	95.2 %	96%
Staff Attendance (Absences)		739	478

SOUTHWEST REGION – STUDENT AMBASSADORS TEACH THE WOLF WAY AT REEDS SPRING PRIMARY, REEDS SPRING SCHOOL DISTRICT

A Student Ambassador Program was designed to introduce new students to *The Wolf Way* at Reeds Spring Primary (PreK-1). Each child that moves in (after mid-September) is matched with a Classroom Ambassador. Every Friday morning all new students and their appointed Ambassador meet for training. Initial training includes a welcome, a bus training video and a tour of the school. New students learn the matrix behaviors and practice *The Wolf Way* throughout the building. Using a score card, the ambassador will note each time the new student demonstrates the appropriate behavior in various settings. Once completed, both children receive Wolf Way certificates at the weekly PBIS assembly and the new student is welcomed as a member of Reeds Spring Primary School.

New students learn *The Wolf Way* and connect to their new school family. These students have not received the intense training that is given during the first weeks of school, so this program allows new students every opportunity to succeed and practice school expectations. It also gives them the opportunity to connect with a Student Ambassador from their classroom who will encourage appropriate behavior.



ONE SYSTEM

The goal at Kirkwood School District is to create ONE SYSTEM that incorporates all staff and students in tiers of intervention where labels are minimized or eliminated; decisions are based on data; and mobility toward Tier 1 is the goal. One step involves the organization, efficient collection, and presentation of data utilized in the data teams. Data must consider the WHOLE CHILD and the interplay between academics, social, emotional, and behavior. Patterns across multiple data points result in asking smarter questions and allowing the team to see trends beyond an individual student level so they can support their teams and teachers as much as their students to create an effective, organic system responsive to student needs.

MO SW-PBS Recognitions for 2015-2016

MO SW-PBS has developed a recognition program to acknowledge and celebrate the work schools have done to create safe and predictable learning environments. Schools that earn recognition are model sites for Preparation and Emerging schools to visit.

GOLD

Bayless Bayless Elementary	Hazelwood Brown Elementary Hazelwood Early Childhood Education Jana Elementary Keeven Elementary	Mexico 59 Hawthorne Elementary	Rolla 31 Wyman Elementary
Bolivar R-I Bolivar Primary	Hillsboro R-III Hillsboro Primary	Milan C-2 Milan Elementary	Sikeston R-6 Sikeston 5th & 6th Grade Center
Camdenton R-III Hawthorn Elementary	Joplin R-VIII Beacon Alternative	Moberly Gratz Brown Elementary North Park Elementary South Park Elementary	Southern Boone Co. R-I Southern Boone Elementary
Carl Junction R-I Carl Junction Primary K-1	Kirksville R-III Kirksville Early Childhood Learning Center Kirksville Primary Ray Miller Elementary	Nixa R-II Mathews Elementary	Special School Dist. St. Louis Neuwoehner High School
Dexter R-XI Southwest Elementary	Kirkwood R-VII Westchester Elementary	North Kansas City 74 Eastgate Middle	Stafford R-VI Stafford Elementary Stafford Middle
Dixon R-I Dixon Elementary	Lebanon R-III Lebanon High School	North St. Francois Co. R-I North County Primary	Walnut Grove R-V Walnut Grove Elementary
Francis Howell R-III Daniel Boone Elementary Hollenbeck Middle School Saeger Middle School	Marceline R-V Walt Disney Elementary	Ozark R-VI East Elementary North Elementary	Warren Co. R-III Daniel Boone Elementary Rebecca Boone Elementary Warrior Ridge Elementary
Fulton 5 Bartley Elementary Bush Elementary	Mehlville R-IX John Cary Early Childhood Center	Reeds Spring R-IV Reeds Spring Intermediate Reeds Spring Middle	Westran R-I Westran Elementary
Hancock Place Hancock Place Elementary		Ritenour Iveland Elementary Marvin Elementary Ritenour Middle School	Winfield R-IV Winfield Primary

SILVER

Bayless Bayless Junior High School	Crawford Co. R-I Bourbon Elementary School	Francis Howell R-III Central Elementary Henderson Elementary	Lewis Co. C-I Highland Elementary
Branson R-IV Cedar Ridge Elementary Cedar Ridge Intermediate	Crawford Co. R-II Cuba Middle School	Fredericktown R-I Fredericktown Elementary	Mehlville R-IX Bernard Middle School Forder Elementary Oakville Middle School Scope/SSLCMS
Brookfield R-III Brookfield Elementary Brookfield Middle School	Crystal City 47 Crystal City Elementary	Hazelwood Garrett Elementary	Nell Holcomb R IV Nell Holcomb Elementary
Cape Girardeau 63 Central Middle School Clippard Elementary	Dent Phelps R-III Dent Phelps Elementary	Jackson R-II South Elementary	Neosho R-V Benton Elementary George Washington Carver Elementary
Carl Junction R-I Carl Junction Intermediate Carl Junction Primary 2-3	El Dorado Springs R-II El Dorado Springs Elementary	Jefferson City Immaculate Conception	North Callaway R-I Williamsburg Elementary
Carrollton R-VII Carrollton Middle	Excelsior Springs 40 Excelsior Springs High School	Joplin R-VIII McKinley Elementary	North Kansas City 74 Clardy Elementary Gashland Elementary Linden West Elementary West Englewood Elementary
Confluence Charter Confluence-Aspire Academy	Ferguson Florissant R-II Combs Elementary Griffith Elementary Halls Ferry Elementary McCluer High School	Kansas City 33 Garfield Elementary	
	Fox C-6 Don Earl Early Childhood Center	La Monte R-IV La Monte Elementary	
		Laclede Co. R-I Ezard Elementary	

SILVER, CONT.

North St. Francois Co. R-I
North County Intermediate School
Parkside Elementary

Ozark R-VI
South Elementary
Upper Elementary

Park Hill
Union Chapel Elementary

Phelps Co R-III
Phelps County Elementary

Pierce City R-VI
Central Elementary

Pleasant Hope R-VI
Pleasant Hope Elementary

Poplar Bluff R-I
Lake Road Elementary

Raytown C2
Eastwood Hills Elementary
Fleetridge Elementary
Laurel Hills Elementary
Little Blue Elementary
New Trails Early Learning Center
Raytown Success Academy
Alternative
Southwood Elementary
Westridge Elementary

Ritenour
Buder Elementary
Wyland Elementary

Salem R-80
William Lynch Elementary

School of the Osage R-II
Upper Elementary

Sedalia 200
Sedalia Middle

Sikeston R-6
Sikeston Junior High School

Southern Boone Co. R-I
Southern Boone Primary

St. Joseph
Oak Grove Elementary
Pickett Elementary

St. Louis City
Bryan Hill
Hamilton Elementary

Strafford R-VI
Strafford High

United Services for Children
United Services for Children

Washington
Clearview Elementary

Wentzville R-IV
Green Tree Elementary
Heritage Primary
Prairie View Elementary

West St. Francois Co. R-IV
West County Elementary

Westran R-I
Westran High School
Westran Middle School

Winfield R-IV
Winfield High School

BRONZE

Ava R-I
Ava High

Belton 124
Cambridge Elementary

Cape Girardeau 63
Franklin Elementary
Jefferson Elementary

Caruthersville 18
Caruthersville Elementary
Caruthersville Middle School

Centralia
Centralia Intermediate School

Clinton
Henry Elementary

Crawford Co. R-II
Cuba Elementary

Desoto
Vineland Elementary

East Carter Co. R-II
East Carter County R-II Middle

Ferguson Florissant R-II
Berkeley Middle School
Holman Elementary
McCluer South-Berkley High School
Vogt Elementary
Wedgwood Elementary

Francis Howell R-III
Independence Elementary

Gallatin R-V
Covel D. Searcy Elementary

Gasconade Co. R-II
Gerald Elementary

Hazelwood
Hazelwood East Middle School
McCurdy Elementary
McNair Elementary
Walker Elementary

Independence 30
Clifford H. Nowlin Middle School
Procter Elementary
Randall Elementary
William Southern Elementary School

Iron Co. C-4
Viburnum Elementary

Jackson R-II
East Elementary
Gordonville Attendance Center
Orchard Elementary

Joplin R-VIII
Joplin Schools Early Childhood

Kansas City 33
James Elementary

Kearney R-1
Dogwood Elementary

Laquey R-V
Laquey R-V High School

Lexington R-V
Leslie Bell Elementary

Meramec Valley R-III
Zitzman Elementary

Mexico 59
Eugene Field Elementary
Mexico High School
Mexico Middle School

Moberly
Moberly Early Childhood

MSSD
Ozark Horizon School
Skyview School

Neosho R-V
Field Early Childhood Center
Nevada Preschool

Nixa R-II
John Thomas School of Discovery
Nicholas A. Inman Intermediate

Normandy
Normandy Early Childhood Center

North Kansas City 74
Nashua Elementary

North Mercer Co. R-III
North Mercer Elementary

Northwest R-I
Northwest Early Childhood

Norwood R-1
Norwood Elementary

Ozark R-VI
West Elementary

Park Hill
Gerner Family Early Ed Center

Raytown C2
Blue Ridge Elementary
Norfleet Elementary
Raytown High School
Raytown Middle School
Raytown South High School
Raytown South Middle School
Robinson Elementary
Spring Valley Elementary

Reeds Spring R-IV
Reeds Spring Elementary

Richland R-IV
Richland Elementary

Sikeston R-6
Matthews Elementary

BRONZE, CONT.

South Harrison Co. R-II

South Harrison Elementary

Special School Dist. St. Louis

Northview High School

St. Louis Language

Immersion

Chinese School

St. Louis City

Gateway Elementary

Gateway Middle

Oak Hill Elementary

Woodward Elementary

Trenton R -IX

Green Hills Head Start - Trenton

University City

Barbara C. Jordan Elementary

Flynn Park Elementary

Pershing Elementary

Washington

Campbellton Elementary

Labadie Elementary

Marthasville Elementary

Waynesville R-VI

Piney Ridge Center

Wentzville R-IV

Crossroads Elementary

Lakeview Elementary

Timberland High School

MO SW-PBS RECOGNITION: WHY FIDELITY MATTERS

Recognition of MO SW-PBS implementation has been designed to be a process that occurs all year long, rather than an event that is hastily undertaken in late March and early April. The MO SW-PBS Recognition Award criteria for fidelity at Bronze (Tier 1), Silver (Tiers 1 & 2) and Gold (Tiers 1, 2 & 3) levels are unapologetically rigorous. They are grounded in evidence-based research for best practice at each tier of support. They depend upon multiple points of data including external observation (Schoolwide Evaluation Tool or SET), implementation team perception (Tiered Fidelity Inventory or TFI), whole staff perceptions (Self-Assessment Survey or SAS), student outcome data, and artifacts that illustrate the ongoing fidelity of implementation.

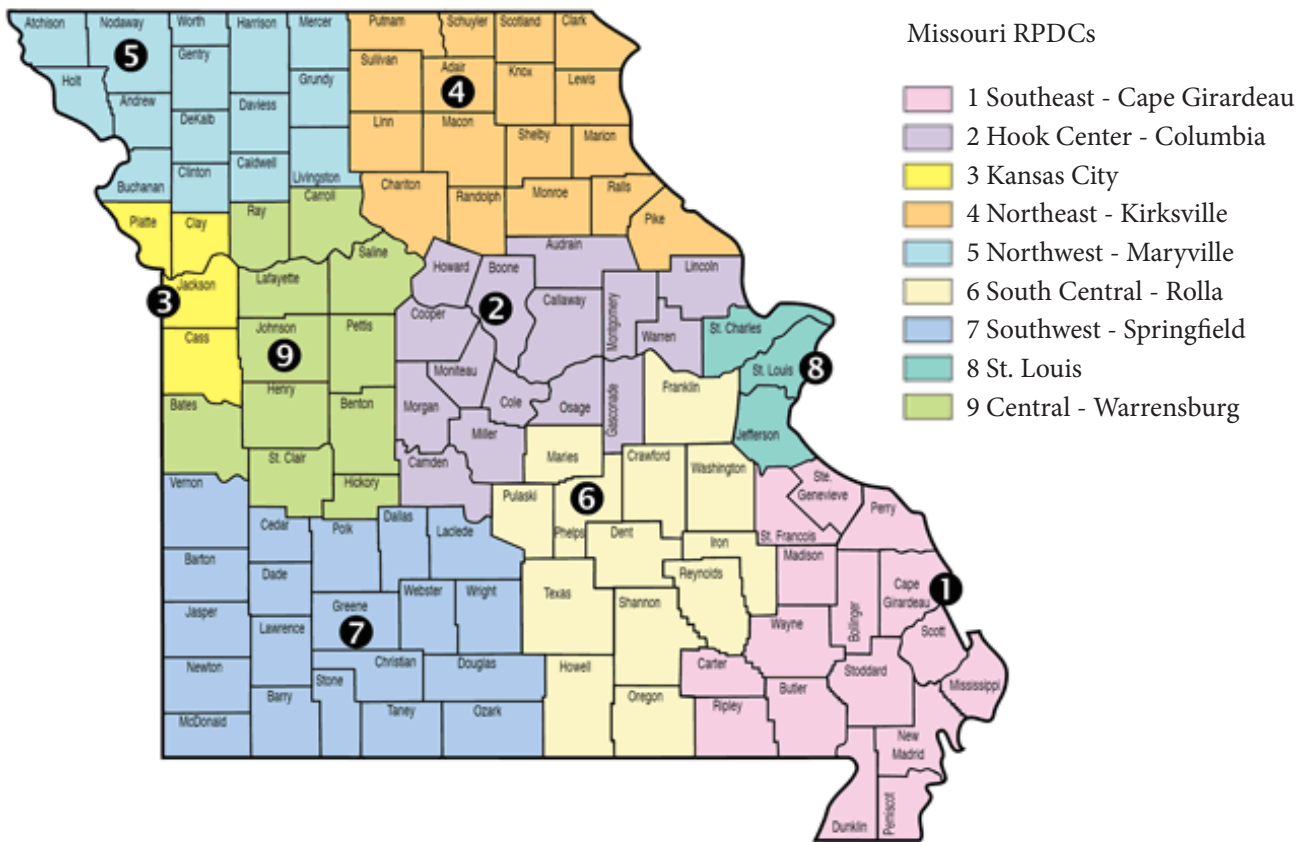
While demonstrating initial fidelity with SETs is a good early indicator, demonstrating and sustaining fidelity through the SAS is considered more challenging (Mercer, McIntosh & Hoselton, 2016). To achieve and sustain high fidelity marks on the SAS, school teams have to strategically conduct significant professional learning and communication that is ongoing each year. For schools who desire to sustain recognition of their implementation of this multi-tiered behavioral support work, the MO SW-PBS State Team will continue to support the year-long reflective process. The process culminates in a celebration of the strategic work done and the improved outcomes for students (and staff), while also looking ahead to continuous regeneration and implementation in the upcoming year. MO SW-PBS encourages all schools to submit a Recognition Award application annually because, in the words of Dean Fixsen, “Fidelity has an expiration date. It’s only as good as what you’ve done lately,” (2016).

Fixsen, D. (2016) Implementation of Evidence-based Innovations. 13th Annual Association of Positive Behavior Support Conference, San Francisco, California.

Mercer, S. H., McIntosh, K., & Hoselton, R. (2016). Comparability of fidelity measures for assessing tier 1 schoolwide positive behavioral interventions and supports. Manuscript submitted for publication.

Contact Your Local RPDC

For more information, please visit the MO SW-PBS website at pbissmissouri.org or contact your RPDC.



REGION 1: SOUTHEAST RPDC

www4.semo.edu/rpdc

REGION 2: HOOK CENTER

heartofmissourirpdc.org

REGION 3: KANSAS CITY RPDC

<http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center-2/>

REGION 4: NORTHEAST RPDC

rpdc.truman.edu

REGION 5: NORTHWEST RPDC

nwmissouri.edu/rpdc

REGION 6: SOUTH CENTRAL RPDC

rpdc.mst.edu

REGION 7: SOUTHWEST RPDC

education.missouristate.edu/rpdc

REGION 8: ST. LOUIS RPDC

www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC

ucmo.edu/rpdc

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