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POSITIVE FOCUS

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Positive Focus is published by the Missouri Department of Elementary and Secondary Education and the University of Missouri Center for SW-PBS.

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.

Welcome to the October Positive Focus Newsletter!

The focus of our issue this month is connecting back to our central theme of Common Philosophy and Purpose. Within the Missouri Schoolwide Positive Behavior Support (MO SW-PBS) framework, this phrase encompasses a lot:

- a common philosophy that discipline means instruction and that our practices should focus on increasing opportunities to teach instead of punitive, exclusionary practices;
- a collective purpose on teaching social competence for all students alongside academic content;
- the shared philosophy that behavior is a form of communication, that it is learned, and that it is functionally related to the environment; and
- a shared philosophy that our most effective and efficient approach to managing behaviors is through a proactive, preventative lens focused on the creation and consistent implementation of supportive environments that will increase the likelihood of appropriate behaviors.

Thinking about Common Philosophy and Purpose, we are going to revisit our Spring 2018 issue as we delve into the shared philosophies and purposes of trauma-informed principles and MO SW-PBS, take an opportunity to look at how this theme connects to secondary school ideologies, and recognize and highlight some schools who embrace, implement, and consistently demonstrate the MO SW-PBS common philosophy and purpose.

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Aligning PBIS and Trauma-Informed Principles: Common Philosophy & Purpose



In our Spring 2018 issue, we introduced you to a very basic understanding of trauma and challenged those interested in moving forward with trauma-informed principles to look at opportunities to overlap these two frameworks for value-add instead of thinking either-or. In this issue, we're going to dive deeper and explore the shared common philosophy and purpose of these two frameworks.

Trauma-informed practices are inclusive of understanding what trauma is and how it can manifest in students, but also focuses on developing practices and systems that provide students (and adults) with a safe, stable environment that emphasizes prevention through promotion of universal practices first, instead of an over-reliance on

reactionary practices (Evans, Simonsen, & Dolan, 2013). Schools that are implementing the MO SW-PBS framework are positioned at an advantage as the essential components aim to do just that; rather than creating new structures, those that are looking to include trauma-informed principles can use their MO SW-PBS framework as a foundation. To better understand how, we first must explore what is meant by trauma-informed principles. One common framework developed by the Substance Abuse and Mental Health Services Administration (SAMSHA) is comprised of six principles; rather than being prescribed practices, the principles focus on a set of ideologies that should be embodied within whatever practices are chosen. SAMSHA's six principles are:

1. **Safety** - feeling physically and psychologically safe.
2. **Trustworthiness & Transparency** - actions happen transparently and equitably with the goal of building and maintaining trust.
3. **Peer Support & Mutual Self-help** - utilizing group networks as a vehicle for establishing safety and hope, building trust, enhancing collaboration, and promoting recovery and healing.
4. **Collaboration & Mutuality** - everyone has a role to play in support students, therefore there is an importance placed on partnering.
5. **Empowerment, Voice, & Choice** - individuals have strengths and experiences that are recognized and built upon; individuals are supported in shared decision-making, choice, and goal setting.
6. **Cultural, Historical, and Gender Issues** - organizations need to actively move past cultural stereotypes and biases (e.g., based on race, ethnicity, sexual orientation, age, religion, gender-identity, geography, etc.) and incorporate policies, protocols, and processes that are responsive to the racial, ethnic and cultural needs of individuals.

The outcome being that embedded these core principles within our belief structures will allow us to develop practices and systems that promote prevention while also attending to safe, stable environments where students feel connected and experience success.

The MO SW-PBS framework is also built upon the core competency of prevention logic - the development of practices and systems that change environments to increase the likelihood of prosocial behaviors being exhibited while decreasing the likelihood that maladaptive (inappropriate/unexpected) behaviors will continue or worsen (Biglan, 1995; Mayer, 1995; Walker et al., 1996). In other words, the MO SW-PBS framework builds upon evidence-based practices that will increase the likelihood that students will experience behavioral success. Prevention logic is critical because it allows us to shift our focus from developing reactionary only practices toward an emphasis on creating environments that are more likely to support students. What is also important to note is that the MO SW-PBS framework is built upon the logic that adults should address student behavior based upon its function (why the student does the behavior) and not the topography of the behavior (what it looks like) (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Gresham et al., 2004; Ingram, Lewis-Palmer, & Sugai, 2005; Scott et al., 2005; Skinner, 1953). Both of these concepts align to the underpinnings of a trauma-informed framework - that focus on prevention through promotion of universal practices first while also seeking to understand what might be the reason behind the behavior so that we can attempt to prevent or minimize that behavior in the future.

In coming issues, we are going to explore each of our remaining MO SW-PBS essential components (leadership, clarifying expected behavior, teaching expected behavior, encouraging expected behavior, discouraging inappropriate behavior, ongoing monitoring, and effective classroom practices) as they relate to the trauma-informed principles.

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Common Philosophy & Purpose in Early Childhood & Secondary Adaptations

Early Childhood Adaptations

Webster's definition of the word Discipline is "instruction that corrects, molds or perfects character and develops self-control." Having a shared belief about a positive and proactive philosophy of discipline is especially important at the Early Childhood level. All stakeholders working together under this common philosophy will help set the stage for a successful and positive school experience through all grades and help create lifetime learners.

In pre-k classrooms, children learn for the first time that behaviors that are perfectly fine at home may not be acceptable at school. Some may learn for the first time that they have to share toys and the teacher's attention with other students. They have to take turns and follow a schedule. Early Childhood educators spend just as much time teaching social skills as they do teaching pre-academics, so having a shared vision for what this process looks like is critical. Depending on the context of the Early Childhood setting... an Early Childhood Center, a small program or single classroom housed in an elementary school, or a Primary Building with multiple grades... educators may have to spend some additional time coming to consensus about their "identity". Are the PBIS practices in the district's elementary buildings developmentally appropriate for our children? How can we make the transition into Kindergarten easy for our students without sacrificing our beliefs about what is best for our Pre-K students? Identifying and committing to a shared, positive and proactive philosophy and purpose will help set up our youngest students for success.

Secondary Adaptations

Think back to your learning experiences and focus on a skill that you were taught - starting a campfire, jumping a vehicle, changing your vehicle's oil, giving CPR, changing a diaper, mixing a chemical solution with acid without causing an explosion, or tying a tie. How well do you remember that skill? If it is something that you can do proficiently, why is that? If it is something that you're a little rusty doing, why is that?

Learning is a very complex endeavor that requires us to have ample opportunities for explicit instruction that includes modeling, practice, and feedback (encouragement as well as error correction) for retention to occur. But even then, sometimes what we have learned once doesn't mean that we'll always be able to demonstrate on-demand proficiency later in life. For those of us that haven't rode a bike in a few years (maybe a number we don't want to actually admit), we might have to be reminded of some of the basics, be able to practice, and receive feedback before we can pull off the same skills we once had.

Just like our bike example, sometimes our students may have learned an appropriate behavior but are not able to demonstrate it. This can be extremely frustrating, especially for a secondary teacher who is working with older students; shouldn't they know this by now? In a perfect world, YES! An older student should absolutely

Secondary Adaptations (*Continued*)

know how to demonstrate the expected behaviors; however, behavior is a form of communication and a student demonstrating an error is telling you that they need more help. Perhaps they're just like some of us who need more help riding a bike, they need more instruction to be reminded of the expectations and given an opportunity to practice and receive feedback.

This is critical to the essential component Common Philosophy & Purpose and applies to all students, regardless of age. Especially with our older students, we can't just assume that they know; instead, we need to constantly remember that their behavior may be communicating to us a need to respond with an instructional approach.

Teaching in the classroom and coaching on an athletic field have a lot in common. You need to teach concepts and then give the student time to do it. Kids learn by doing. The teacher becomes a coach through positive correction and by acknowledging when the student does something right. If you want a student to perform: teach them, allow them to do, and give them encouragement.



Ben Loeb, MBA; Ed.S.
Rock Bridge HS educator and coach; author



SAVE THE DATE - STATEWIDE EVENTS

Secondary Summit

Wednesday, November 28, 2018

9:00 am – 2:30 pm

Registration: 8:30 am

Reeds Spring Middle School

345 Morrill Lane

Reeds Spring, MO 65357

Register at: <http://bit.ly/SecSummit18>

Lunch will be provided.

Summer Institute 2019

June 11-13, 2019

Tan-Tar-A Resort

Osage Beach, MO

Coaches Corner

Tier 1 Systems	Tier 2 Systems	Tier 3 Systems
<ul style="list-style-type: none"> Facilitate effective SW-PBS team meetings <ul style="list-style-type: none"> Agenda prepared in advance Start/end meetings on time Establish and/or adjust team roles/responsibilities <ul style="list-style-type: none"> Develop or recommit to team norms/protocols Determine and share Tier 1 meeting dates for school year Establish plan for how and when SW-PBS updates will be communicated to all stakeholders (staff, students, families) throughout the year Register/attend regional trainings Identify any staff training needs Schedule with Regional Consultant if applicable 	<ul style="list-style-type: none"> Attend regional trainings Conduct professional development and prepare for <ul style="list-style-type: none"> Universal Screening <ul style="list-style-type: none"> Follow guidelines in Tier 2 Workbook Follow Student Identification Process Guide for students who are considered for Tier 2 Intervention Plan for and use Tier 2 Team Pre-Meeting Organizer to inform meeting agenda Conduct regular Tier 2 Team meetings following agenda Review Tier 2 Action Plan and complete any necessary items 	<ul style="list-style-type: none"> Attend regional trainings Conduct regular Tier 3 Core Team meetings Form Tier 3 Action Team(s) if needed Monitor Tier 3 Action Plan and complete items as needed
Data	Data	Data
<ul style="list-style-type: none"> Generate and be able to print/email/project Big 5 data for team meeting (August or September's data) Lead team in DBDM using Big 5 data Develop a Solution Plan Ensure at least five people have taken the School Safety Survey, if not make arrangements with your Regional Consultant to extend the survey window Generate reports from the <ul style="list-style-type: none"> SSS/SCS and implement the DBDM process for action planning Coordinate administration of Tiered Fidelity Inventory (TFI) as applicable Generate reports from the TFI and implement the DBDM process for action planning Submit Tier 1 meeting minutes and Big 5 data/Solution Plan to your Regional Consultant by Friday, October 19 	<ul style="list-style-type: none"> Conduct monthly review of existing school data for student identification Compile results of Universal <ul style="list-style-type: none"> Screening and plan for decision making with the resulting data <ul style="list-style-type: none"> Follow guidelines in Tier 2 Workbook Follow Decision Making Flow Chart for students receiving <ul style="list-style-type: none"> Tier 2 Interventions Submit quarter 1 intervention outcome data to your Regional <ul style="list-style-type: none"> Consultant by Friday, October 19 	<ul style="list-style-type: none"> Crossover member(s) for Tier 1 and Tier 2 team(s) monitor existing school data and results from Universal Screening instrument, report to Tier 3 Core <ul style="list-style-type: none"> Team Ensure regular progress monitoring of students with BIPs <ul style="list-style-type: none"> Advanced Tiers Spreadsheet I-SWIS Submit quarter 1 FBA/BIP outcome data to your regional consultant by Friday, October 19
Practices	Practices	Practices
<ul style="list-style-type: none"> Reflect on beginning of the year SW-PBS kickoff/boot camp Develop/revise/implement/teach schoolwide non-classroom procedures Develop/revise/implement teaching, pre-correcting and recognition of classroom rules/procedures Develop/revise/implement schoolwide/classroom Recognition System Plan/conduct schoolwide/classroom celebrations as needed Develop/revise/implement as needed schoolwide system for response to inappropriate behavior Plan/implement activities/processes for student/family engagement 	<ul style="list-style-type: none"> Follow Intervention Essential <ul style="list-style-type: none"> Features document and Communication Plan for students, parents, and teachers participating in the interventions <ul style="list-style-type: none"> Assess fidelity and social validity of any intervention within 2 weeks of implementing, and again as recorded in your IEF document 	<ul style="list-style-type: none"> Communicate with teachers, parents, and students with BIPs Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan
Tier 1 Workbook	Tier 2 Workbook	Tier 3 Workbook



Maria Allen, M.Ed.

Missouri Schoolwide
Positive Behavior Support
Regional Consultant

Region 1 RPDC



SOUTHEAST MISSOURI
STATE UNIVERSITY · 1873

<http://www.semo.edu/rpdc/swp-behavior.html>

Maria is a Regional School-wide Positive Behavior Support Consultant with the Southeast Regional Professional Development Center, housed on Southeast Missouri State University’s campus in Cape Girardeau, Missouri. She received her Bachelor of Science in Elementary Education and a Master of Curriculum, Instruction, and Assessment from the University of Missouri-Columbia. Prior to joining the Southeast Regional Professional Development Center in August 2014, Maria worked as a classroom teacher in Missouri. After graduating college, she taught third grade at Gratz Brown Elementary in Moberly, Missouri. Then, she accepted a 5th grade position at West Lane Elementary in Jackson, Missouri. Throughout her entire college and teaching careers, she observed and implemented Schoolwide Positive Behavior Support. Her joy for learning and appreciation for Schoolwide Positive Behavior Support sparked the desire to work as a Schoolwide Positive Behavior Support consultant.

Outside of the workplace, Maria treasures time with her friends and family. Maria and her husband, Brock, stay busy with their children. As a family, they enjoy time at the park, going on adventures, and staying active in their church. Maria also enjoys exercising, live music, and listening to her husband play guitar.

Maria is a part of Missouri Schoolwide Positive Behavior Support because she’s passionate about serving students in Missouri. One might wonder, “How do we do this at a state and regional level?” The state team provides support for schools implementing the Schoolwide Positive Behavior Support framework. Each day we work to provide information and resources to schools on how to create safe, predictable environments for all students. In the end, it’s all about improving outcomes for students in the state of Missouri.





Debora Litner, M.Ed.

Missouri Schoolwide
Positive Behavior Support
Regional Consultant

Region 1 RPDC



SOUTHEAST MISSOURI
STATE UNIVERSITY · 1873

<http://www.semo.edu/rpdc/swp-behavior.html>

Debora's truly rewarding career in education has spanned 41 years. She has taught 5th, 6th, 7th and 8th graders in the state of Iowa and Missouri. She has a Master's in Education and is a certified trainer for SWIS, Check In Check Out, and Check and Connect. Debora was Teacher of the Year in the North Central Region of Iowa and Teacher of the Year in her local district in Jackson, Missouri. She was blessed to be part of the STARR Program for Missouri Department of Elementary and Secondary Education which led to her current position at the Southeast Regional Professional Development Center. For seven years, Debora was the Missouri Schoolwide Positive Behavior Support Tier 1 Consultant. She is now beginning her fourth year as the Tier 2/3 Consultant. She one son and daughter-in-law who continue to amaze her with their zest for life and adventure.

Debora is thrilled to be part of Missouri Schoolwide Positive Behavior Support because she has a passion for creating a safe and predictable environment for ALL students no matter race, gender, socioeconomic status or sexual orientation. She believes every individual is gifted and we, as educators, need to find those gifts and accentuate them, while supporting the students in their weaker areas.





Cindy's thirty years in education consist of being a First Grade Teacher, Title I Reading Instructor, STARR Teacher for Department of Elementary and Secondary Education, Teacher of the Year in her school district, and now an Educational Consultant in Schoolwide Positive Behavior Support and Dyslexia at the Southeast Regional Professional Development Center. Cindy has a Master's degree in Early Childhood, is a certified Reading Instructor, and is a SWIS certified trainer. With education being both a great challenge and a rewarding part of her life, she also has a beautiful family with her husband that consists of four children and two grandchildren. Children and learning exist in all facets of her life.



Cindy Rodgers, M.S.

Missouri Schoolwide Positive Behavior Support Regional Consultant

Region 1 RPDC

Missouri Schoolwide Positive Behavior Support has become a prominent part of her educational career because of her past experience on a Tier 2/3 team and being part of a Schoolwide Positive Behavior Support school, believing fully that if she wants to make a difference in a child's behavior, she must change her own, and knowing that sharing the Schoolwide Positive Behavior Support message will benefit all children.



SOUTHEAST MISSOURI STATE UNIVERSITY · 1873

<http://www.semo.edu/rpdc/swp-behavior.html>



Regional Exemplar Stories

Region 1 - Southeast

Clippard Elementary

Clippard Elementary is an urban public school serving over 389 elementary school students. Strong foundations at each tier have helped make MO SW-PBS successful at Clippard for eight years.



Check In Check Out Celebration

Tier 1 builds a solid foundation each year by planning the teaching of expectations the first Friday of the school year. This year we were joined by members of the Armed Forces at our “Clippard Bootcamp”. They assisted in teaching students how to Go Safely, Respectfully and Responsibly (GRR behavior) in all areas of our matrix. Staff members encourage behavior by handing out individual GRR tickets or class tickets that can be used for treats or privileges. Students can also earn positive referrals and hear their names called at morning announcements, or be selected as the GRR student of the month!

Tier 2 works to provide extra support to those students who have a little bit of trouble with the school expectations. We use Check-In/Check-Out to support those students seeking attention. Students who may struggle with social skills visit our counselor for extra lessons to teach those skills they may be lacking. When students have been successful in CICO they can graduate and then help other students learn the ropes of Clippard School.

If the intensity and/or frequency of student problem behavior continues even after Tier 2 interventions, Tier 3 adds intensive behavior supports for the student. Tier 3 interventions at Clippard thus far have involved less than 1% of our student population. If needed, our Tier 3 team meets as often as weekly to monitor successes and make adjustments to the plan. Teacher input is vital to this success, and targeted students are actively involved. Interventions are both individualized and specific, and our Tier 3 students receive tremendous support. Expectations are taught and re-taught as the need arises. Successes are celebrated hourly, daily and/or weekly - always at every opportunity!

Having a Common Philosophy and Purpose is important to the faculty, staff, and administration at Clippard Elementary. Our school uses the GRR (Go Safely, Respectfully, and Responsibly) philosophy to set expectations for our students. The students are rewarded with GRR tickets every time they exhibit these expectations. The students will cash in their tickets at different times throughout the month for various rewards.

Clippard Elementary has worked hard to use data to drive decision making. Office referrals have decreased from 323 in 2016-2017 to 243 in 2017-2018 and only 3 so far for 2018. The percentage of students with one or more referrals has decreased from 11% to 5%. Additionally, out of school suspensions are down by 50%



Coaches receiving an award at the Missouri Schoolwide Positive Behavior Support conference

<https://clippard.capetigers.com/>

School Demographics

Administrator - 1
Teaching Staff - 39
Support Staff - 11

Students Served - 389

White - 44%

Black - 28%

Latinx- 12%

Asian - 3%

Multi-racial - 13%

Free/Reduced - 60.31%

Student Outcomes

Average Daily Attendance
98%

ODRs

100% - 0-1 ODRs

0% - 2-5 ODRs

0% - 6+ ODRs

Region 1 - Southeast

Doniphan Middle School

Doniphan Middle School is a rural public school serving over 352 middle school students. Doniphan Middle School has worked hard to implement SW-PBS for 2 years. Over the past two years at Doniphan Middle School we have worked hard to implement Tier 1 with fidelity and are excited to begin working on the implementation of Tier 2 this year. A group of teachers began leading us on our SW-PBS journey 10 years ago, with a small break several years ago, and we are now once again being led on a successful path by our PBS Leadership team. As we have restarted our SW-PBS journey we have earned Bronze recognition from the state for our Tier 1 work.

One effective strategy that we have implemented in Tier 1 over the past two years has been weekly free time for students who do not have any missing assignments. This has helped to reduce office referrals for incomplete work. Another strategy we have implemented has been to increase the number and variety of rewards available to students when they earn our Mile Markers (PBS Tickets). This past year we emphasized the eight effective classroom practices with our staff and have been able to observe a positive response from this emphasis with both our staff and students.

This year we are excited to revisit Tier 2 and begin interventions with our students. As with any school, we know we have students who need some extra attention to be successful. We are looking forward to serving these kids through Tier 2. We have combined our Tier 2 Team with our Care Team for this school year so that we can better coordinate academic, behavior, and social services and interventions for kids.

Having a Common Philosophy and Purpose is important to the faculty, staff, and administration at Doniphan Middle School. This past year we greatly emphasized the eight effective classroom practices with our staff. Through staff led professional development and faculty meetings we focused on what each of these practices are, how teachers can integrate them into their classrooms, and why they are beneficial for students. Having all of our staff on board with these practices produced an observable and positive result for our school. In the domain of Classroom Systems on our 2017-2018 Self Assessment Survey, teachers reported a 22.91% increase in their effective implementation of Classroom Systems. At DMS we know that our students learn best when they experience consistency across the school. This has been just one example of how we continue to work toward providing a consistent and quality learning environment for our kids.

Doniphan Middle School has worked hard to use data to drive decision making. In the past 2 years, 90% of students attending 90% of the time or more has increased from 86.4% to 86.75%. Office referrals have decreased from 713 to 609, and out of school suspensions are down by 16%

http://www.edlinesites.net/pages/Doniphan_Middle

School Demographics

Administrator - 2
Teaching Staff - 29
Support Staff - 4

Students Served - **352**

White - **95.5%**

Black - **0.3%**

Latinx - **2.0%**

Asian - **0.3%**

Multi-racial - **1.4%**

Free/Reduced - **100%**

Student Outcomes

Average Daily Attendance
337

ODRs

73.23% - 0-1 ODRs

16.33% - 2-5 ODRs

10.42% - 6+ ODRs



DMS PBS Team Members accepting our Bronze Level Recognition at the 2018 Summer Institute. Pictured left to right: Debi Pearson, Grace Brooks, Sharon Pigg, Matt Thornton, Brian Dilbeck

Regional Exemplar Stories

<https://og.poplarbluffschoools.net/>

School Demographics

Administrator - 1
Teaching Staff - 26
Support Staff - 14

Students Served - 306

White - 86%
Black - 5%
Latinx- 2%
Asian - 1%
Multi-racial - 6%

Free/Reduced

We are a CPEC school -
all students qualify for free
lunch and breakfast.

Student Outcomes

Average Daily Attendance
95.9%

ODRs-2017-18 - 132

90% - 0-1 ODRs
9% - 2-5 ODRs
1% - 6+ ODRs



Students showing off their certificates after being recognized in our Monday Morning Celebration for being selected as their classroom STAR Student of the Week

Region 1 - Southeast

Oak Grove Elementary

Oak Grove Elementary School is a rural, public school serving over 300 school students in grades first through third. Oak Grove Elementary has worked hard to implement SW-PBS for 2 years. Oak Grove staff has worked very hard to create a positive school culture. This process has consisted of staff creating a social contract of how we will treat each other professionally on a daily basis and how we expect to be treated by our peers and building leader. Establishing consistency with how we will address students and behaviors has been key. We all know and follow the continuum flowchart which has allowed us to be consistent in addressing both positive and negative student behaviors. The PBIS Leadership team created a PBIS Staff Handbook that included the background information on what is PBIS, why the implementation of PBIS is important, and how we will implement it consistently and sustain the system. Staff expectations have been laid out and we continue to focus on the expectations on an ongoing basis. We provide ongoing training and support to our staff and use our data to identify specific professional development needs.

We contribute many things to our current success. The biggest contributing factor is all staff have embraced PBIS and the process. It truly is a building-wide effort. We have incorporated the following procedures, events, and activities that are directly related to our building goals and mission statement:

Morning Celebrations are held in the gym each week which are centered around a character focus that relates to the matrix. We celebrate students, teachers, classrooms, and building-wide achievements big and small, teaching mini lessons whole group and then reinforcing the focus for the week through specifically designed PBIS lessons that are taught weekly during the classroom PBIS block.



Oak Grove Elementary (*Continued*)

Monday - Character Focus for the week, star students and special class award celebration

Tuesday - PBIS Matrix Focus for the week and mini lesson - taught whole group in gym

Wednesday - Celebration Day (birthdays and student, classroom, and building wide achievements--big and small)

Thursday - Game Day that relates to character focus for the week

Friday - Dance Party in the gym

Monthly Celebration & STAR Store - any student that has met the monthly behavior and attendance goal attends a celebration during the school day (egg hunt, luau, dance party, ice skating in the gym, etc) and qualifies to go to the star store to spend their star bucks. Those not qualifying for the month participate in a re-teach session.

Classroom Golden Stars - Classrooms can earn a golden star if they are caught by another staff member modeling the behavior expectations. Once they earn 50 golden stars they are celebrated in the Morning Celebration and then choose a classroom reward from the reward list.

Community Sponsor purchases PBIS school shirts for all of our staff and students to wear to school every Monday.

End of the Year Extravaganza - students who meet the exemplary expectations for the year will qualify to attend an extravaganza consisting of a night under the stars watching a movie on the big screen.

We evaluate our data on a monthly basis. This data is used to determine the weekly focus, lessons taught, and Tier 1 and Tier 2 research based strategies to focus on re-occurring behaviors.

At the beginning of each school year we conduct a PBIS Boot Camp for all students. During the boot camp we introduce and practice every expectation on the matrix in the setting we expect the behavior to be demonstrated. This is led by our PBIS Leadership Team with the help of all of the classroom teachers. The first month of school is spent teaching and re-teaching the expectations. Staff also know that the expectations are re-taught as needed based on the individual classroom needs. The monthly data report is used to develop the upcoming month's character and behavior focus that will be taught during our Morning Celebrations and reinforced with the PBIS lessons in the classroom.

Communication is also an important piece to our success. At the beginning of the school year we share the behavior matrix with parents, and provide information on what is PBIS, how we will implement PBIS, and our building goals. Through social media and our school website, we keep parents and community members informed about upcoming activities and share pictures of PBIS in action.



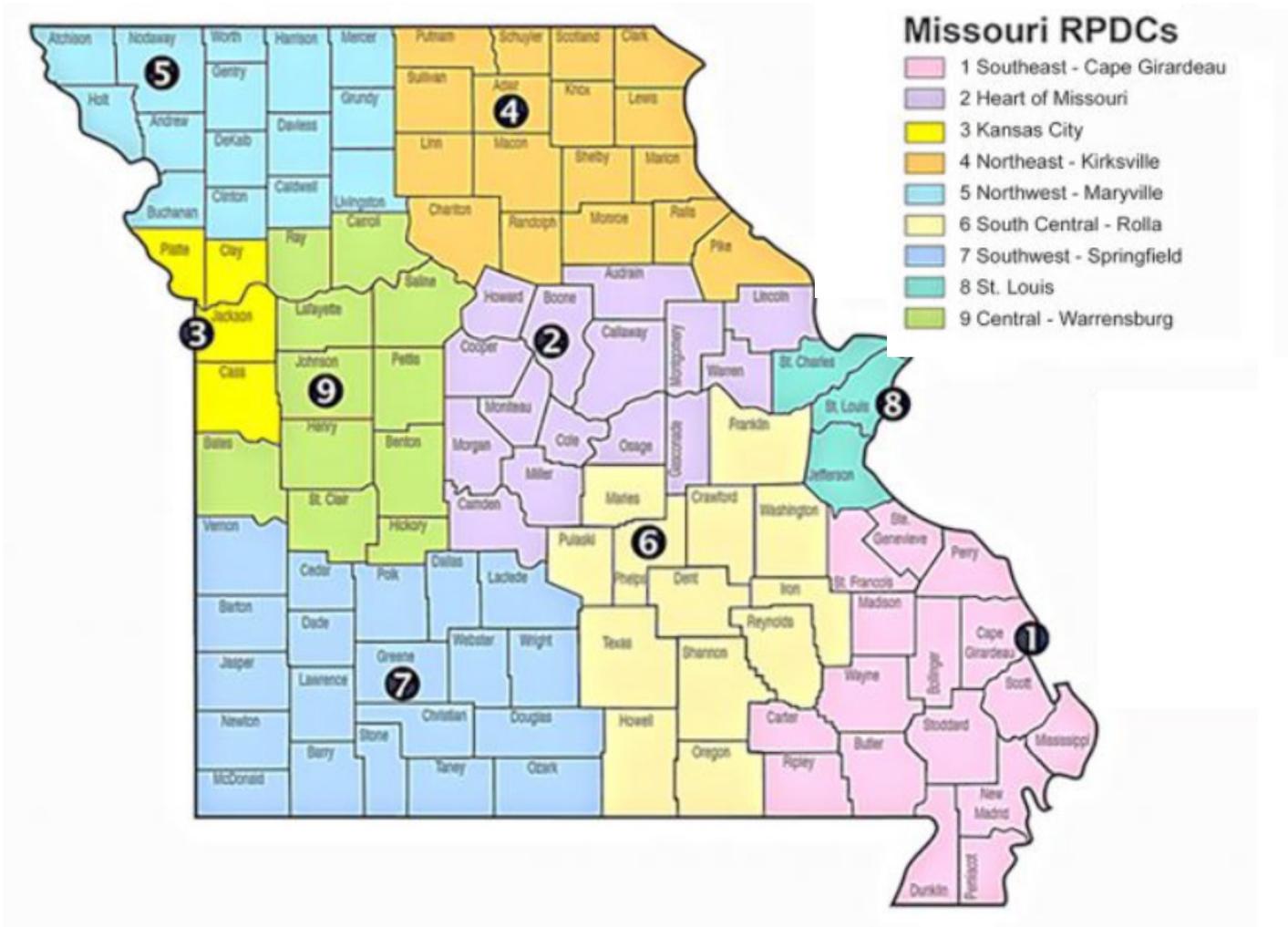
A student is all smiles after receiving a "Caught Being A Star" Affirmation for modeling the PIBS STAR expectations.

Oak Grove Elementary (*Continued*)

Having a Common Philosophy and Purpose is important to the faculty, staff, and administration at Oak Grove Elementary. As a building, we created a Mission and Vision statement. We involved all staff in creating the building mission and vision statement. We determined our current reality and then discussed where we want to be in 5 years and the action steps we need to take to get there. We also developed an Academic, Behavior, and Attendance Goal for our building. Through the development of our building mission, vision, and collective commitments, we work towards a common goal and hold each other accountable. The development of our social contract reminds us of how we want to be treated and how we will treat each other. The PBIS behavior matrix and majors/minors defined also holds everyone accountable since this is what we have all agreed that we will follow when addressing positive and negative behaviors. As a building we have done a great job implementing the expectations and sustaining the program by making it part of our day to day routine. We make sure that we celebrate our staff, students, and building successes. The implementation of PBIS has allowed our teachers to have more instructional time in the classroom. The amount of time spent using instructional time to address negative behaviors has decreased significantly. We have found that when we focus on positive behaviors, and are intentional when we implement the expectations, we have more time instructionally. Everything we do is driven by our mission, vision and collective commitments. Our PBIS Leadership Team has done an outstanding job educating our staff on the “why” and the “how”. We have created a common philosophy and know our purpose. We have found true meaning in this program and believe that building relationships, focusing on the positives, and being consistent with expectations has a positive overall impact on Academics, Behavior, Attendance, and overall student achievement. The growth that we have shown during this process is a true reflection of the hard work and commitment to the success of this program by each staff member.

Something unique about the implementation of Tier 1 is how we make PBIS a focus each day. In the mornings you will find us celebrating students, staff, and building wide success, reinforcing the expectations, and chanting our PBIS cheer to remind our students of the daily expectations. You can do a culture walk through our building and see PBIS in motion at all times during the day. Our walls throughout the building reflect our building wide expectations. Our staff and students model the expected behaviors. On Mondays, you can see all of our staff and students wearing our PBIS shirts that display our PBIS STAR acronym and PBIS cheer. We strive to reflect our philosophy and purpose in everything that we do!

Oak Grove Elementary has worked to use data to drive decision making. In the past 2 years, student attendance has increased from 93.7% to 95.9%; during that same time period our office referrals have decreased from 536 to 132, and the percentage of students with one or more referrals has decreased from 27% to 18%. In school suspensions are down by 9.2%, and out of school suspensions are down by 11.5%. Additionally, MAP scores have increased by 36.8% in communication arts and 18.5% in math.



REGION 1: SOUTHEAST RPDC

www.semo.edu/rpdc/

REGION 2: HEART OF MISSOURI

www.homrpdc.com/

REGION 3: KANSAS CITY RPDC

education.umkc.edu/community-centers-and-programs/regional-professional-development-center/

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: EDPLUS RPDC

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

REGION 9: CENTRAL RPDC

ucmo.edu/rpdc



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