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# POSITIVE FOCUS

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## Clarifying Expected Behavior is Critical

Do you ever wonder what kids hear when you're speaking? Earlier this fall I was taking my 6 year old son and 8 year old daughter to school one morning. The radio was on and the weather reporter was sharing the weather highlights for the day. My daughter said, "It's going to be 10 degrees today?!" I replied, "I think you misunderstood. The weather reporter stated it's going to be 10 degrees cooler than normal today." My son then proceeded to say, "it sure will be windy today with those big gusts of air!". Chuckling, I followed up with, "Buddy, he said there will be 6 mph wind gusts. It shouldn't be too windy today." Laughter filled the car as we continued to make our way to school. What is said, isn't always what is heard! The same holds true when we are referring to behavioral expectations.



Merriam Webster defines clarify as the following: 1: to make understandable; 2: to free of confusion (<https://www.merriam-webster.com/dictionary/clarify>). In thinking about clarifying expected behaviors, it is critical that expected behaviors are understandable and students are free from confusion. Having clear, concise behavioral expectations will set students up for success, both in and out of the classroom. The acronym OMPUA can assist in the development of defining specific behaviors. O...Observable; M...Measurable; P...Positively Stated; U...Understandable; A...Always Applicable. With refresher lessons happening after the upcoming Winter Break, now is a great time to revisit your school's behavior matrix to ensure your behavioral expectations are clearly defined. For more information on how to clarify expected behavior, check out [Chapter 3 of the MO SW PBS Tier 1 Workbook!](#)

### References

Clarify. (n.d). In Merriam Webster. Retrieved from <https://www.merriam-webster.com/dictionary/clarify>



*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.*

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[Twitter.com/MOSWPBS](https://twitter.com/MOSWPBS) #MOSWPBS @MOSWPBS  
 On the web at: [PBISMissouri.org](http://PBISMissouri.org)



# Cultural Responsiveness in Clarifying Expected Behaviors

Meaningful family and community engagement in SW PBS builds stronger connections between home, community, and school, benefiting students both academically and behaviorally. In fact, strengthening connections between families and schools is associated with positive outcomes for students regardless of ethnicity, language, disability, and socioeconomic status (Weist, Garbacz, Lane, & Kincaid, 2017).



When developing the SW PBS social behavioral curriculum and clarifying expected behaviors, family and community perspective of behavioral expectations and skills to be taught are critical to create a social behavior curriculum that is responsive to the culture of all students and families.

These tips can help your school develop stronger partnerships with all stakeholders to clarify and support schoolwide and classroom expectations:

1. Encourage participation from family and community on the SW PBS team.
  - Having representation from all stakeholders on your team provides an opportunity for the voices of all members of the school community to be heard and considered in decision making.
  - How can you arrange for times, roles, and opportunities to work with flexible family schedules and resources/talents?
2. Engage families in the development of the schoolwide expectations.
  - What are the valued behaviors and outcomes in the community?
  - How can the language of the matrix reflect the language and values of the community?
3. Create multiple means of communication between school, home, and community.
  - How do members of the community get and share information? Social media? Website? Attending school events? Email? Text?
  - What systems are in place for receiving input and feedback from families and community members, at the classroom and schoolwide levels?

For additional ways to shift from family involvement to family engagement, be sure to check out the latest article published from PBISApps. [11 Tips to Really Engage with Families](#)

Access the [Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\)](#) document from PBIS National Technical Assistance Center and other resources at <https://www.pbis.org/community>

## References

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Weist, M. D., Garbacz, S. A., Lane, K. L., & Kincaid, D. (2017). *Aligning and integrating family engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and strategies for families and schools in key contexts*. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press.

## Trauma Informed Connections

Structure is critical for students who may have experienced trauma; their experience may be that of unclear or fluid expectations, making it difficult to feel mentally, emotionally, or physically safe. A student may, for instance, go home from school one day and is treated with pizza while the next day, without a discernible change in student behavior, is met with physical abuse. All students, but especially those who experience fluidity similar to this, need adults to create consistent structures.

By creating clear behavioral expectations in your classroom, school and/or district, staff are identifying a clear vision of what appropriate behavior looks like by identifying prosocial replacement behaviors that promote social competence. Rather than merely telling students what it is they should not be doing, the emphasis on our language identifies what it is that is expected. When these expectations are shared across staff and settings, there is an increased attention drawn to consistent expectations, through common language, that can increase the likelihood that students will be able to demonstrate competency and fluency of these expectations more often and in more settings. Additionally, a shared vision of these expectations and how to promote social error correction across staff can help develop similar tolerance levels that can decrease opportunities of feelings of unequal or differential expectations.

## Adaptations for Clarifying Expected Behavior In Early Childhood and Secondary Settings

*“A well managed classroom is also a predictable environment. Both teacher and students know what to do and what is supposed to happen” Harry Wong.*

### Early Childhood Adaptions

Having clear expectations and procedures in place can be a survival skill for teachers, and this is especially important when working with preschoolers. In an Early Childhood setting, this process begins with clarifying two or three broad characteristics or qualities we want our children to possess... stated in developmentally appropriate, positively stated terms (Be Kind, Be Safe)... and then further defining what those characteristics look like in the common areas of the building. Depending on the size of the Program, common areas might include playground, hallway, restroom and possibly cafeteria. Having these common expectations ensures that everyone is using the same language throughout the building. While it's important to consider aligning with existing expectations in the elementary building as much as possible, the language might need to be simplified to be more developmentally appropriate for preschoolers. Since many of the children are non readers, visual representation of the expectations is important. Many Early Childhood Center matrices include photos of children demonstrating the expectations along with the words.

Where do preschoolers spend the biggest part of their day? The classroom! Clarifying expectations for specific activities happening in the classroom (that are aligned with the building wide expectations) is a very important step. What does it look like to Be Kind and Be Safe during Circle Time or during Centers? Classroom rules should address noise level, movement, and interactions with property, adults, and with peers. Then... defining even more... what are the routines and procedures that must take place to Be Kind and Be Safe during transition times, arrival/departure, bathroom time, cleanup, naptime, snack/meal times, etc.? Clearly describe what to do, when to do it and how to do it, providing lots of visual cues. Don't forget to plan for what each of the adults in the classroom should be doing during these times, too!

A great tool to share this process of defining behavior expectations with families is the Home Matrix! Help families to create a matrix... possibly using the EC building's expectations... that includes activities that might take place at home with clearly defined behaviors/rules for each.

# Connections (continued) \_\_\_\_\_

Family Teaching Matrix		SETTING				
		Morning Routine	Meal Times	In Car	Play	Play
Expectations	Be Kind					
	Be Safe					

### Secondary Adaptations

Regardless of the level elementary or secondary having clear expectations provide a vision of a successful student while providing a framework to guide staff decisions around discipline that promotes alignment and consistency. As we think about how this might look or be deployed differently for secondary schools, we need to think about our context and how our expectations shift as students get older.

Our expectations have to match the needs of our population and should represent what behaviors we see and expect. While elementary students might benefit from having an expectation to keep their tongue in their mouth, do we need to have that same expectation for our secondary students? We need to establish expectations that make sense with the types of behaviors we are seeing from our students; if we are seeing certain behaviors, we need to make sure that there are expectations that identify the appropriate prosocial replacement behavior. Additionally, we need to think of expectations that are cognitively and developmentally appropriate; as our students mature, we should also see a maturation of our expectations. One approach might be aligning/ embedding career and competency expectations within both our behavioral and academic curricula (e.g., [College & Career Competency Framework](#), Noonan & Erickson, 2018). Many college and career frameworks provide an entry point that bridges past just academic expectations and looks at social, emotional competencies that position students to be ready for college and/or career after exiting high school.

It is important to note, and we will touch on this in future sections, that having expectations alone isn't going to create the necessary environment to best support all students. The power of this framework doesn't exist from having a poster on the wall, it lies in what we do with the words that are on the poster. These expectations need to become the core of our commitment to students. Regardless of age, we're going to take this commonly shared perspective and hold ourselves, the adults, accountable to teach, remind, prompt, and provide feedback on these expectations. We don't just slap a poster up on the wall and assume students know it, we take the time to truly teach and educate because that is what we do best.

### References

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Noonan, P. M. & Erickson, A. S. G. (2018). *The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom*. Thousand Oaks, CA: Corwin.

## SAVE THE DATE STATEWIDE EVENTS

### Early Childhood Summit

Friday, April 5, 2019

9:00 am – 2:30 pm

Registration: 8:30 am

Don Earl Early Childhood Center

849 Jeffco Blvd

Arnold, Mo 63010

Register at:

<http://bit.ly/ECSummit2019>

Lunch will be on your own

### 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"> <li>Facilitate effective SW PBS team meetings</li> <li>Establish plan for how and when SW PBS updates will be communicated with all stakeholders (staff, students, families) throughout the year</li> <li>Register/attend regional trainings</li> <li>Identify any staff training needs, schedule with Regional Consultant if applicable</li> <li>Plan matrix/expectations review after Holiday Break(s)</li> <li>Share information from training sessions with provided PowerPoints from Regional Consultant or modules from new MO SW PBS website</li> </ul>	<ul style="list-style-type: none"> <li>Attend regional trainings</li> <li>Conduct regular Tier 2 Team meetings following agenda</li> <li>Review Tier 2 Action Plan and complete any necessary items</li> <li>Send documents (IEF, Agendas, Action Plan, etc.) to your consultant for feedback</li> </ul>	<ul style="list-style-type: none"> <li>Attend regional trainings</li> <li>Conduct regular Tier 3 Core Team meetings</li> <li>Form Tier 3 Action Team(s) if needed</li> <li>Monitor Tier 3 Action Plan and complete items as needed</li> <li>Use the FBA/BIP rubric to evaluate plans developed for identified students</li> <li>Recognize adults who have been participating in supporting students through Behavior Intervention Plans</li> <li>celebrate their support of students with intensive behavior needs</li> <li>Submit your BIP to your consultant for feedback</li> </ul>
Data	Data	Data
<ul style="list-style-type: none"> <li>Generate and be able to print/email/project Big 5 data for team meeting</li> <li>Lead team in DBDM using Big 5 data</li> <li>Develop a Solution Plan</li> <li>Coordinate administration of Tiered Fidelity Inventory (TFI) as applicable</li> <li>Generate reports from the TFI and implement the DBDM process for action planning</li> </ul>	<ul style="list-style-type: none"> <li>Conduct monthly review of existing school data for student ID</li> <li>Follow Decision Making Flow Chart for students receiving Tier 2 Interventions</li> <li>Compile results of Universal Screening and plan for decision making with the resulting data</li> <li>Follow Intervention Essential Features document and</li> </ul>	<ul style="list-style-type: none"> <li>Crossover member monitors existing school data and results from Universal Screening instrument, report to Tier 3 Core Team</li> <li>Ensure regular progress monitoring of students with BIPs</li> <li>Advanced Tiers Spreadsheet</li> <li>Consider exploring data collection with technology (Behavior Snap app, SCOA, etc.) for collecting data to confirm function hypotheses, collect baseline data, and conduct observations</li> <li>contact Regional Consultant for information/training</li> </ul>
Practices	Practices	Practices
<ul style="list-style-type: none"> <li>Plan for post holiday break</li> <li>SW PBS booster/bootcamp for all</li> <li>Develop/revise/implement/teach             <ul style="list-style-type: none"> <li>schoolwide non classroom procedures</li> <li>pre correcting and recognition of classroom rules/procedures</li> <li>schoolwide/classroom Recognition System</li> <li>Response to inappropriate behavior</li> </ul> </li> <li>Encourage staff to use recognition system, and high rates of specific, positive, feedback</li> <li>Plan/conduct             <ul style="list-style-type: none"> <li>schoolwide/classroom celebrations as needed</li> <li>activities/processes for student/family engagement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communication Plan for students, parents, and teachers participating in the interventions</li> <li>Assess fidelity and social validity of any intervention within 2 weeks of implementing, and again as recorded in your IEF document</li> <li>Are students ready to graduate from interventions? Be sure to plan a celebration to recognize their achievement and continue relationships with intervention alumni</li> <li>Plan for upcoming holidays with students, families, and teachers</li> <li>Additional support for students may be needed with extended breaks and special events</li> <li>Coordinate with Tier 1 Team for intensifying schoolwide and classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with teachers, parents, and students with BIPs</li> <li>Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan</li> <li>Plan for upcoming holidays with students, families, and teachers</li> <li>Additional support for students may be needed with extended breaks and special events</li> <li>Coordinate with Tier 1 Team for intensifying schoolwide and classroom practice</li> </ul>
Tier 1 Workbook	Tier 2 Workbook	Tier 3 Workbook



# State Leadership Bios



Jeff Freeland is currently in his third year with the Kansas City Regional Professional Development Center (KC RPDC) where he is a SW-PBS consultant; however, he also participates in the Missouri Model Districts (MMD), and the Missouri Educator Evaluation System (MEES) initiatives. Prior to joining the KC RPDC, Jeff served 17 years in public education where he taught vocal music, elementary computers, 4th-6th grade math and science, as well as serving five years as an elementary principal. Jeff has extensive background in SW-PBS, data teams, and instructional best practices both as an administrator and as a teacher, and has led and implemented these important initiatives to create positive student outcomes. Jeff holds a Bachelor of Music and Master of Educational Administration degrees from Southwest Baptist University and an Educational Specialist degree from Arkansas State University. Jeff's career was based in Southwest Missouri prior to returning to the Kansas City area with, his wife, Terri, and their two daughters, Lauren and Kristen. Outside of work, Jeff loves to spend time with family and friends, traveling, fishing and just enjoying the outdoors.



## Jeff Freeland, Ed.S.

Missouri Schoolwide  
Positive Behavior Support  
Regional Consultant

### REGION 3: KANSAS CITY RPDC

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

Jeff is a part of SW-PBS because he has a passion for helping others. He has a first-hand understanding of the struggles teachers face each day trying to teach academic skills to students. He understands the need to establish and teach basic procedures, routines and expectations to all students. It does not stop there though, students need the opportunity to practice those skills and then be recognized for doing them correctly. SW-PBS works for everyone, not just students. Jeff loves the opportunity to share about how SW-PBS brought a positive change to the culture of his building when he was a principal. It transformed the staff in a way that was refreshing and uplifting—the school became a place people wanted to be because of the positive language that was heard throughout. Why is he a part of SW-PBS? Because he wants to make a lasting difference by bringing positivity to all





# Regional Exemplar Stories

## Region 3 - Kansas City

### James Lewis Elementary School



James Lewis Elementary is a suburban, public school serving over 460 elementary school students.

James Lewis Elementary has worked hard to implement SW-PBS for the past 3 years. James Lewis has built a solid Tier 1 foundation based upon consistency, a positive, encouraging school culture, and high expectations. Staff members begin each school year with an expectation “boot camp” where the students are taught and/or review the school-wide expectations in all areas of the building. The SuperCats of James Lewis teach their students to be SUPER: Safe, United, Positive, Engaged, and Respectful. Staff members encourage expected behavior by handing out Super Tickets to the students displaying SUPER behaviors. The SUPER Tickets are saved up and used to purchase treats or rewards at the SUPER Cart. A few items the students can earn are lunch with a friend, a positive phone call home from the principal, or even a pajama day.

The SUPER Tickets have even made their way to the buses. The bus driver passes out tickets on the bus for students displaying expected behaviors. There is a “bus rider of the week” awarded each week with their name being called over the intercom at school and a picture displayed in the hallway.

Clarifying expected behavior is important to the faculty, staff, and administration at James Lewis Elementary School. The expectations are clarified in our daily routines and throughout all settings. One instance of this is how we handle lunchroom expectations. Prior to entering, students are reminded of the matrix. For example, when students are seen running to the lunchroom line, the expectation is clarified by a staff member asking for the student to model correct behavior of walking to the line. Lunchroom staff members also reinforce appropriate behaviors and hand out SUPER tickets to students modeling expectations.

Hallway expectations are supported by all staff members in all settings. Regardless of grade level or staff position, when an adult notices positive choices the students are rewarded with SUPER tickets. On the contrary, when staff members notice a behavior not on the matrix the correct expectation is clarified.



One student from each bus is recognized each week for displaying SUPER expectations.

<https://www.bssd.net/domain/20>

#### School Demographics

Administrator - 1  
Teaching Staff - 32  
Support Staff - 17

Students Served - 467

White - 76.9%

Black - 7.3%

Latinx - 7.3%

Asian - 1.1%

Multi-racial - 7.5%

Free/Reduced - 27%

#### Student Outcomes

Average Daily Attendance  
96.07%

ODRs - 38

20: 96.2 - 0-1 ODRs

17: 3.6% - 2-5 ODRs

1: 0.2% - 6+ ODRs



Second grade students are recognized each month for being SUPER (Safe, United, Positive, Engaged, and Respectful). Students get to wear their cape all day long and staff asks them why they are SUPER. This our 2nd grade SUPERheros of the month!

## Region 3 - Kansas City

# William Chrisman High School



William Chrisman High School is a suburban, public school serving more than 1400 high school students in the Independence School District.

William Chrisman High School has worked hard to implement SW-PBIS for five years. Our implementation of Tier 1 has included our school wide matrix of being a BEAR (Be Respectful, Give Effort, Be Accountable, Be Responsible). Our tangible reinforcement is Bear Cards, which are redeemed at our weekly pop-up shop run by students, as well as our quarterly incentive activities. We use monthly lessons during our Bear time, and our Chrisman Way Days to teach and reteach expected behavior. Our building wide signage, daily announcements, and culture of timeliness are other ways we reinforce and teach our expectations.

Two of the Tier 2 supports we utilize at William Chrisman are Check-in/Check-out and Self-Monitoring. We utilize the school district psychologist, our Academy Problem-Solving Team (PST), and Tier 2 team meetings to identify which students would benefit most from each intervention.

Clarifying expected behavior is important to the faculty, staff and administration at William Chrisman High School. To ensure fidelity throughout our school, each room has their matrix visible, daily announcements are made by our head principal reminding of expected behaviors, and reteaching happens for students and staff each month using our ODRs to guide lessons. The PBIS team continues to ensure that BEAR cards are being used to recognize students' behavior by continuing to train and model expected behavior. In addition, each hour, the culture of timeliness is retaught for students by administration through non-punitive conference where their choices are examined and plans for success are created.

William Chrisman High School has worked to use data to drive decision making. In the past five years, student attendance has increased from 72.6% to 81.8%. Office referrals have decreased from 574 to 523 (from August to November 2018 from the same time period last year).

<http://sites.isdschools.org/william-chrisman>

### School Demographics

Administrator - 5  
Teaching Staff - 97  
Support Staff - 49

Students Served - 1471

White - 64.3%

Black - 12.5%

Latinx - 12.4%

Multi-racial - 8.3%

Free/Reduced - 66.5%

### Student Outcomes

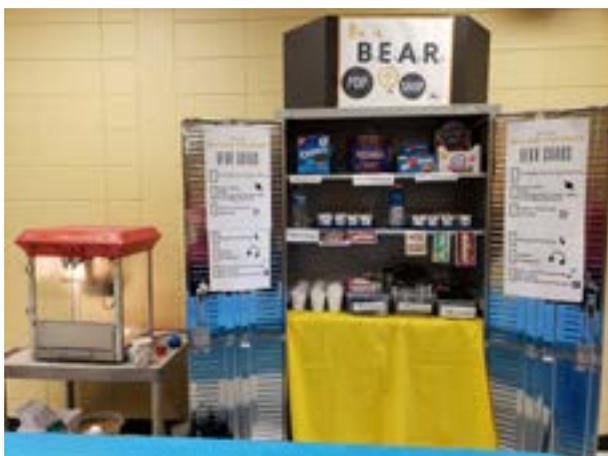
Average Daily Attendance  
93%

### ODRs

89% - 0-1 ODRs

9% - 2-5 ODRs

2% - 6+ ODRs



*Students trade in their Bear Cards for items at the "Be a B-E-A-R Pop Up Shop"*



*Stair Runners designed by our PBIS team with our Bear Matrix Expectations*

# Regional Exemplar Stories

## Region 3 - Kansas City

### Westridge Elementary

Westridge Elementary is a suburban, public school serving over 337 elementary school students. Westridge Elementary has worked hard to implement SW-PBS for 8 years.

Over time, Westridge has taken very specific steps to strengthen all three tiers of support for students. Within Tier 1, expectations have been refined three times in the eight years. Each time the focus has been on clearly articulating what should be expected in common areas and maintaining buy-in from staff. Students are reinforced through various forms of positive praise such as verbal recognition, Eagle Dollars, Hallway Heros, shout-outs during morning announcements, and classroom stores. In addition, the behavior team meets with grade level teams once a month to focus on Tier 1 classroom practices. During these meetings, teachers identify a particular problem area to focus on and identify practices to reteach and reinforce behavior. At the end of each month, we review its impact and determine a new focus.

Staff also meets with the behavior team one additional time per month to review students who need Tier 2 or Tier 3 level supports. These meetings surround analysis of the Big 5 to identify replacement behaviors for student plans. The team identifies the replacement behavior, target goal of implementation, and a review date. All of this information is placed on our data wall for review. At the next meeting, we review the data to determine if the replacement behavior was effective and brainstorm potential next steps.

In addition, Westridge has several short and long term celebrations regarding student behaviors. Monthly assemblies focus on a character trait for the month. Additionally, this is a time to recognize progress towards building goals and individual students on their growth in ELA, math, attendance, and behavior. Quarterly assemblies recognize students for positive behavior on the bus as well as recognition for reaching particular benchmarks with referrals.

Westridge's growth as a SW-PBS school is due to several factors. The clarification of expected behaviors has been critical to the progression of our culture. Through staff analysis and student input, changes were made to our common area expectations. These changes include:

- Simplifying our expectations to the core three of respectful, responsible, and safe.
- Changing expectations to reduce opportunity for power struggles or failure.
- Updated lessons and time set aside every day for instruction of common expectations.
- Only identifying major behaviors to avoid teacher paralysis by analysis.

All of these choices resulted in a more clear, consistent, and proactive environment where students were set up for success and teachers were empowered to hold students to a fair and appropriate expectation.

Since the 2015-2016 school year, office referrals have decreased from 8.7 per day to 3 per day, and minor behavior referrals are down 52%. Additionally, out of school suspensions are down by 25%.

All of this has translated into more time in the classroom which has resulted in an increase in MAP scores. Based on 2017 MAP data, Communication Arts has increased by 6.2%, Math increased by 5.7%, and 5th grade science has increase by 12.2%.



<https://www.raytownschools.org/site/Default.aspx?PageID=45>

#### School Demographics

Administrator - 2  
Teaching Staff - 29  
Support Staff - 11

Students Served - 337

White - 18.1%

Black - 57.6%

Latinx - 12.2%

Asian - 0.6%

Multi-racial - 11.6%

Free/Reduced - 77%

#### Student Outcomes

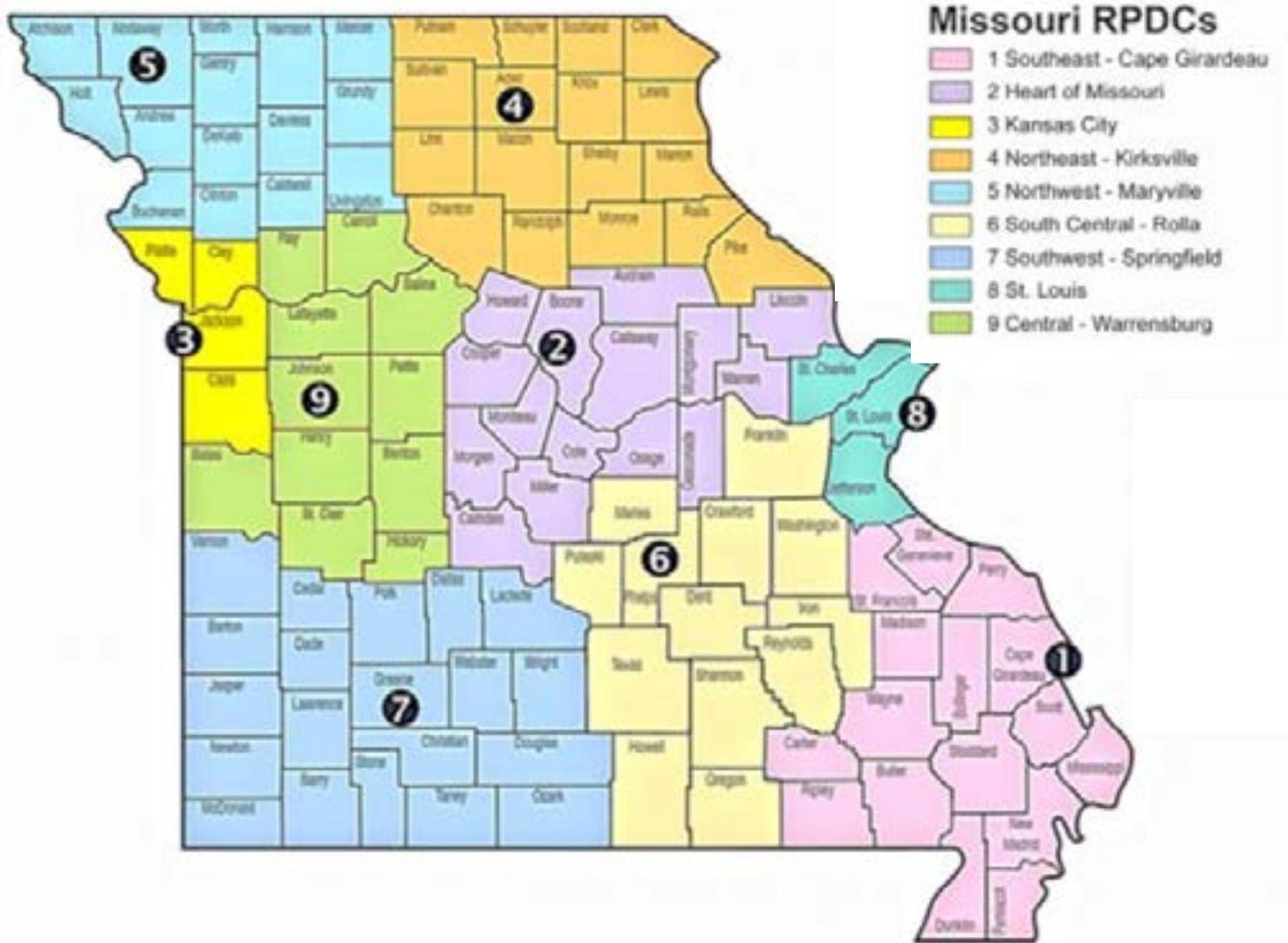
Average Daily Attendance  
95%

#### ODRs

76% - 0-1 ODRs

13% - 2-5 ODRs

11% - 6+ ODRs



**REGION 1: SOUTHEAST RPDC**

[www.semo.edu/rpdc/](http://www.semo.edu/rpdc/)

**REGION 2: HEART OF MISSOURI**

[www.homrpdc.com/](http://www.homrpdc.com/)

**REGION 3: KANSAS CITY RPDC**

[education.umkc.edu/community\\_centers\\_and\\_programs/regional\\_professional\\_development\\_center/](http://education.umkc.edu/community_centers_and_programs/regional_professional_development_center/)

**REGION 4: NORTHEAST RPDC**

[rpdc.truman.edu](http://rpdc.truman.edu)

**REGION 5: NORTHWEST RPDC**

[nwmissouri.edu/rpdc](http://nwmissouri.edu/rpdc)

**REGION 6: SOUTH CENTRAL RPDC**

[rpdc.mst.edu](http://rpdc.mst.edu)

**REGION 7: SOUTHWEST RPDC**

[education.missouristate.edu/rpdc](http://education.missouristate.edu/rpdc)

**REGION 8: EDPLUS RPDC**

[www.edplus.org/Special%20Education/sped\\_landing.html](http://www.edplus.org/Special%20Education/sped_landing.html)

**REGION 9: CENTRAL RPDC**

[ucmo.edu/rpdc](http://ucmo.edu/rpdc)



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