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POSITIVE FOCUS

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Effective Teaching and Learning Practices

MO SW-PBS has identified eight Effective Teaching and Learning Practices that have been shown to increase the likelihood of appropriate behavior and decrease problem behavior, resulting in an increase in academic learning time.

The first four of these eight practices include: 1) clarifying expectations, 2) classroom procedures and routines, 3) strategies to encourage expected behavior, and 4) strategies to discourage unexpected behavior. These practices impact instructional time–the proportion of time allocated for instruction that actually results in teaching.

In many classrooms a lack of clear procedures and routines, disruptive student behavior, and lengthy transitions contribute to significantly diminished instructional time. An effective classroom manager will clarify the behaviors needed to be successful in each classroom setting or activity, teach and review those expected behaviors routinely, observe

Missouri Schoolwide Positive Behavior Support

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.

WHERE CAN YOU FIND US?

Facebook.com/moswpbs
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On the web at: PBISMissouri.org

Effective Teaching and Learning Practices *(continued)*

students being successful, and provide immediate, objective correction when behavior does not meet expectations.

The final four practices include: 1) active supervision, 2) opportunities to respond, 3) sequencing and choice of activities, and 4) task difficulty. These practices positively impact engaged time, that proportion of instructional time where students are actively engaged in learning as evidenced by paying attention, responding frequently and accurately, completing work, and interacting appropriately with peers about assigned work.

Together these eight practices impact academic learning time and ultimately student achievement while ensuring a positive learning environment. They represent facets of classroom teaching under the teacher's control that have been identified as evidence-based practices to maximize learning for all students while minimizing discipline problems.

Implementation with fidelity (meaning as designed), with consistency (meaning all day, every day), and with equity (meaning with all students) of all eight practices is critical to the success of SW-PBS at the classroom level. Establishing clear classroom expectations, increasing predictability through clear procedures and routines, using a full continuum of positive consequences, creating and teaching a continuum of strategies to discourage unexpected behavior, actively supervising, providing high rates of opportunities to respond, using activity sequencing and offering choice, and adjusting task difficulty support increased student engagement, task completion, and learning, while increasing the likelihood students will demonstrate expected social behaviors.

http://pbismissouri.org/tier-1-effective-classroom-practices/

Connections to Effective Classroom Practices

Trauma Informed Connections

"When we establish environments where there are clear expectations (and teaching) around what is expected, we can help decrease anxiety and uncertainty. "

The effective classroom practices of SW-PBS align nicely to a trauma-informed framework; a framework focused on implementing strategies to: create a safe environment, build relationships and connectedness, as well as supporting and teaching emotional regulation.

As we have discussed previously, teaching is at the heart of both frameworks. Direct instruction - tell, show, practice, and provide feedback - provides an opportunity for schools to leverage what they're already great at doing, teaching, to support all students. The shift might mean a commitment to teach and support students' emotional development and regulation alongside academics.

The first four effective classroom practices - expectations & rules, procedures & routines, encouraging behavior, and discouraging unexpected behavior - help us to create predictable routines and conditions for calm that lead to feelings of safety. When we establish environments where there are clear expectations (and teaching) around what is expected, we can help decrease anxiety and uncertainty. Additionally, individuals can feel psychologically safe when they are in environments that provide more frequent, positive attention for contributions than just on errors. While we can't ignore errors, we can increase a sense of psychological safety by creating environments that incorporate discouragement strategies that focus less on punishment and more on teaching and learning).

The last four effective classroom practices - active supervision, opportunities to respond, activity sequencing & choice, and task difficulty - while more instructional in nature, can help us build relationships and establish a sense of connectedness. These practices can help us create highly engaging classrooms that foster student voice and choice.

While we can't control what happens to students and what baggage they bring into our schools and classrooms, we can control the environment in which they spend the majority of their day. An intentional focus on understanding and implementing with fidelity the effective classroom practices can help aide in the development of safe, welcoming environments in which all students feel connected and valued.

Early Childhood Adaptations for Effective Classroom Practices

Since Early Childhood students are in their classrooms the biggest part of their day, teachers can equip their "teacher tool belts" with these strategies to effectively manage their classrooms:

Classroom Expectations and Rules: When establishing expectations and rules for the classroom, it's important to choose behaviors that can easily be monitored; to post rules at child eye level that include photographs or pictures; and possibly even include students in creating classroom rules. Every rule in the classroom must relate directly back to the established building-wide expectations and be stated in positive, developmentally appropriate terms.

Classroom Procedures and Routines: Clearly defining (and teaching) the rules and steps needed for each activity that takes place during the day will provide much needed predictability and structure for early learners. Arrival time, Calendar/Carpet Time, Snack/Meal Time, Play Time, and transitions between activities are all examples of times where having clear procedures and routines can be crucial. Don't forget to include a plan for what each adult's role will be during a particular activity! Posted Visual Schedules... for the whole class or for individual students... are great for teaching and Pre-Corrects.

Encouraging Expected Behaviors: Specific and Immediate are key descriptors of effective ways to encourage expected behavior for young children. While simply saying, "Good job!" may seem positive, it does little to change behavior. Likewise, waiting until the end of the day to deliver the reward... whether it be a trip to the Treasure Box or a High-Five from a favored adult... will most likely mean the child has forgotten what behavior the reward is for.

Discouraging Unexpected Behaviors: Ignore/Attend/Praise can be a very effective strategy when faced with minor unexpected behavior in an Early Childhood classroom, especially since this is the first experience in a classroom setting for many of the children. The teacher ignores the student making the behavior error, but praises a student sitting nearby who is following the expectations. This serves as a prompt for the student who was engaging in unexpected behavior to follow the expectation. When this happens, attention and praise are then immediately provided to reinforce the expected behavior.

Active Supervision: Early Childhood educators are always on the move in the classroom! Moving effectively throughout the classroom space allows the teacher to target problem areas and head off problem behavior before it happens. Scanning the room frequently helps the teacher make eye contact with all students, predict triggers, and intervene before they set off unwanted

Early Childhood Adaptations *(continued)*

"The teacher ignores the student making the behavior error, but praises a student sitting nearby who is following the expectations."

behaviors. Frequent interactions with students will help build positive relationships, provide opportunities to reinforce expected behaviors, and let teachers quickly respond to unexpected behaviors.

Opportunities to Respond: The more we ask for a response from students, the more likely they are to be engaged in the activity. Providing students with multiple opportunities to respond will also allow the teacher to provide high rates of feedback and will leave less time for the student to misbehave. Choral response, drawing student names from a jar, using response cards, and talking to a peer are all effective strategies for student responses. It's always a good idea to set each child up for success... make sure they can correctly answer the question before "choosing" them to respond.

Activity Sequencing and Choice: Presenting difficult tasks back-to-back might lead to frustration and problem behavior for some students, whether it be an academic task or a social-emotional learning opportunity. Mixing in some easy tasks among the more difficult tasks, or building up to the more difficult task by beginning with things the child enjoys or can do successfully will help keep him engaged and less likely to have a melt-down. Offering simple choices, such as where to do the task or the materials that will be used will teach students to become more self-determined and give them a sense of control over their situation.

Task Difficulty: Giving clear, concise directions that are developmentally appropriate for each child can go a long way in preventing unwanted behaviors. The use of "First/Then Statements" with visuals where non-preferred tasks are followed by preferred reinforcing tasks will help children be successful. Difficult tasks can be broken into chunks (with reinforcement at each step) with a break or a preferred activity inserted in between, or materials needed for an activity might be given out in a sequence instead of all at once. On occasion, "hand-over-hand" assistance might be needed to get a task accomplished successfully.

SAVE THE DATE
STATEWIDE EVENTS

Summer Institute 2019
June 11 - 13, 2019
Tan Tar A Resort - Osage Beach, MO

Early-Bird Registration Ends May 31
Click Here to Register

Tier 1

Systems

- Register/attend regional trainings
- Identify staff training needs, schedule with Regional
- Consultant if applicable
- Make plans to attend Summer Institute (June 1113)
- If you submitted an application for Recognition, reflect on that process
- Did you submit your Reconfirmation paperwork to your Regional Consultant by April 15, 2019?
- Discuss your Tier 1 Team Roster for the 20192020 school year
- Discuss/plan for summer SWPBS work dates

Data

- Submit 4th Quarter data to your Regional Consultant
- Generate reports from the SAS and implement the DBDM process for action planning
- Generate reports from the TFI and implement the DBDM process for action planning
- If you have SWIS, generate End of Year Report and the Triangle Report

Practices

- Encourage staff to implement schoolwide/classroom
- Recognition System
- Plan/conduct schoolwide/classroom celebrations as needed
- Plan and implement activities/processes for student/family engagement

Tier 1 Workbook

Tier 2

Systems

- Review Tier 2 Action Plan and complete any necessary items
- Identify the team member who will complete the EndofYear
- Intervention Outcomes information for Tier 2
- Make plans to attend Summer Institute (June 1113)

Data

- Follow Decision Making Flow
- Chart for student receiving Tier 2 interventions

Practices

- Are students ready to graduate from interventions?
  - Be sure to plan a celebration to recognize their achievement and continue relationships with intervention alumni
- Make a plan for students who are participating in interventions as the school year ends
- Ensure Tier 2 Team develops a monitoring and transition plan for the beginning of the coming year

Tier 2 Workbook

Tier 3

Systems

- Use the FBA/BIP rubric to evaluate plans developed for identified students
- Identify the team member who will complete the End of Year
- Intervention Outcomes information
- Make plans to attend Summer
- Institute (June 1113)
- Ensure regular progress monitoring of students with BIPs

Data

- Communicate with teachers, parents, and students with BIPs

Practices

- Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan
- Are students ready for fading and graduation from their plan? Plan for a celebration of their achievement
- Make a plan for students who have BIPs as the school year ends. Ensure monitoring and transition plans are in place for the student for the coming school year

Tier 3 Workbook

JOE BEYDLER, M.S., N.R.

Missouri Schoolwide Positive Behavior Support
Regional Consultant

REGION 9: CENTRAL RPDC
ucmo.edu/rpdc

After retiring from a career as a teacher of Instrumental Music (grades 5-12) and elementary administration (PK-6), Joe now works at the Central Regional Professional Development Center at the University of Central Missouri in Warrensburg. During his career as an administrator, he worked with staff to develop and implement the SW-PBS framework. He continues that work today as a School-Wide Positive Behavior Support Consultant.

Joe resides in Warrensburg and is married to Melinda, who is also a retired educator. Together they have two adult children, Alexandra and Austin.

Through personal experience, Joe understands the critical impact that SW-PBS can have on a school's climate and culture. He is passionate about his work because he knows SW-PBS helps schools build greater success for students and adults in a systematic and effective way. These results lead to better schools and greater results for students and staff.

State Leadership Bios

NANCY ROGERS, M.S.

Missouri Schoolwide Positive Behavior Support
Regional Consultant

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Nancy has always believed in "catching others being good". She used this as a teacher, principal and parent. She feels it is important to make others feel good about their decisions by celebrating those decisions that have impacted their life for the best! Working with children as a special education teacher, Nancy found building relationships with the students and their families was critical to their success. More now than ever, positive actions and comments seem to be heard and seen less often; therefore, educators must continue to model in a positive way and engage in as many positive relationships as possible. Nancy has always seen herself as a positive person, have had several trials in her life to knock her down, but she seems to usually come back better than the first time! She tries to surround herself with positive people who are going to support her and much as she would do them. She is a small town-church loving farm girl who was taught to act respectful and expect respect from others. Nothing big.

Nancy loves to help others and surround herself with positive people doing and saying positive things. She tries to not sweat the small stuff and keep herself real. Family, church, friends and other relationships are so important to her. Nancy feels MO SW-PBS does a great job with this in building relationships with positive people, expectations, and celebrating the good stuff! The "PBS way"--clarifying expectations, modeling, supporting, and providing boundaries makes life so much easier!

REGION 9: CENTRAL RPDC

Leeton Elementary School

Leeton Elementary is a rural, public school serving over 115 elementary school students. Leeton Elementary has worked hard to implement SW-PBS for eight years. In true SW-PBS fashion, the Leeton Elementary SW-PBS team and staff strive to use data to drive the implementation of all three SW-PBS Tiers. In the past eight years, even with the addition of Tiers 2 and 3, a key focus has remained on strong implementation of Tier 1. This has included gathering teacher input on updates to key SW-PBS documents, providing professional development to the staff, and continually reviewing effective classroom practices.

Effective Classroom Practices are important to the faculty, staff, and administration at Leeton Elementary School. Our SW-PBS team has worked extremely hard to focus on and provide support to staff on effective classroom practices. During this school year specifically, the focus has been on encouraging expected behavior through the use of positive specific feedback and active supervision.

Additionally, student achievement has risen; MAP scores have increased over 20% in communication arts and over 15% in math.

Feature that makes Leeton Elementary successful

The SW-PBS committee at Leeton Elementary remains focused on utilizing data to support decisions and identify areas of growth for our building. During the 2018-2019 school year, Leeton Elementary has focused on two important SW-PBS practices. First, maintaining a strong Tier 1; and, second, supporting staff in the use of effective classroom practices.

Maintaining a strong Tier 1 has been a long-standing goal at Leeton Elementary; however, this year, a greater emphasis was put on updating our matrix to ensure it remains relevant, gathering input and providing clarification in defining behaviors, providing professional development in order to successfully implement effective classroom practices, and utilizing data to set building-wide goals.

An additional component that helps our students and staff be successful is the continued focus on the 8 effective classroom practices. During our kick-off each year, we review all effective practices with staff, often playing games, discussing scenarios, and asking staff to complete pre and post rating scales of effective classroom practices use. During the 2018-2019 school year, we selected two effective practices we wished to put a stronger emphasis on; encouraging expected behavior and active supervision. This year, we added a monthly element to our team huddles in order to promote the use of and support our staff in understanding how and why these practices are necessary for student success.

School Demographics

http://www.leeton.k12.mo.us/elementary

Administrator - **1**
Teaching Staff - **16**
Support Staff - **3**

Students Served - **115**
White - **98%**
Black -<1**%**
Latinx - **0%**
Asian - **1%**
Multi-racial - **0%**

Free/Reduced – **57%**

Student Outcomes
Average Daily Attendance
96%

ODRs
84% - 0-1 ODRs
13% - 2-5 ODRs
3% - 6+ ODRs

Mrs. Steinmeyer's first graders earned the Gold to the Bone award for showing PAWS (our school expectations acronym)behavior in the hallway. This award is given to classes who show outstanding PAWS behaviors.

REGION 9: CENTRAL RPDC

Sterling Elementary School

The Sterling Elementary School is a rural, public school serving over 425 elementary school students. Sterling Elementary has worked hard to implement SW-PBS for the last three years. This year they created a school motto which was the driving force of their building's commitment to PBIS-Learn, Grow, Connect. The motto was a catalyst for a large scale family and community event at Sterling and led to shared leadership and shared knowledge when it comes to the Eight Effective Classroom Practices. Student leaders worked alongside teachers to offer families opportunities to see PBIS in action through simulated activities, role playing, and presentations. The "Grow with PBIS" Night connected a school community who has made it their mission to enhance the environment in order for all students to experience success.

Effective Classroom Practices are important to the faculty, staff, and administration at Sterling Elementary. Each of the eight effective classroom practices impact the relationships they nurture with students and their colleagues. In order to create a culture conducive to student learning it was imperative that the team embraced the notion of encouraging expected behavior through high rates of specific positive feedback (4:1). Welcoming students through morning greetings, fist bumps, dance parties, and tunnel Tuesday's allow students to begin the day with a positive interaction. Throughout the day, teachers and staff acknowledge the three expected behaviors of Go Safely, Show Respect, and Be Responsible by handing out incentive tickets, dubbed Tiger Bucks.

At Sterling, they understand that the best form of professional learning takes place by visiting the classrooms of peers. PBIS team members visit classrooms and offer feedback on the effective classroom practices. Just as relationships drive student learning, relationships among staff allows for these classroom visits to highlight the successes while also providing new learning, strategies, and corrective feedback. Continuing to nurture relationships with students and staff is a critical component of sustainability and one which Sterling will keep in the forefront of their PBIS journey.

Sterling Elementary has worked to use data to drive decision making. In the past 3 years, student attendance has increased from 91% to 95%. It is clear that their students are "beating down the doors to get in" thanks to the faculty and staff commitment to creating a welcoming, positive culture.

Office referrals have decreased from 174 to 147, and the percentage of students with zero or one referral has increased from 85% to 93%. In school suspensions and out of school suspensions have dramatically decreased as they apply restorative approaches and add to their repertoire of trauma informed practices.

School Demographics

http://sterling.warrensburgr6.org/our_school

Administrator - **1**
Teaching Staff - **32**
Support Staff - **10**

Students Served - **425**
White - **85%**
Black **-5%**
Latinx - **5%**
Asian - **2%**
Multi-racial - **3%**

Free/Reduced – **40%**

Student Outcomes
Average Daily Attendance
95%

ODRs
93% - 0-1 ODRs
5% - 2-5 ODRs
2% - 6+ ODRs

Sterling 5th grade Student Leaders welcome families to our Grow with PBIS Night. Pictured (l to r back row)-Carson Ruhnke, Payton Turner, Blythe Cameron, Lilah Hutchens Leah Hartmon, Brooklyn Smarr (l to r front row)-Warren Moe, Aidan Weir, Tyler Schroeder

REGION 9: CENTRAL RPDC

Warrensburg Middle School

Warrensburg Middle School is a rural, public school serving over 800 middle school students, located about 60 miles east of Kansas City.

WMS has worked hard to implement SW-PBS for three years. Weekly PBIS lessons created to teach, model, and practice their school wide expectations, Show Respect, Be Responsible, and Go Safety, are taught during their Life 101 classes. Positive behaviors are reinforced with specific positive feedback, Tiger Paws (tangible tickets), and Positive Referrals at a rate of greater than 4:1 as evidenced by their number of ticket handed monthly versus Office Discipline Referrals. Students can redeem Tiger Paws at the student-run school store called the Tiger Shack or for fun experiences in the school and the community like a field trip to the rock climbing wall at the University of Central Missouri.

Effective Classroom Practices are important to the faculty, staff, and administration at Warrensburg Middle School. This year they have focused their professional development on the effective classroom practices that can help motivate reluctant learners. Their teachers have been implementing activity sequencing and choice to give students ownership over their learning, adjusting task difficulty to meet their students' diverse learning needs as evidenced by their 15 minute walk-throughs and peer observations.

Warrensburg Middle School has worked to use behavior data to drive decision making. In January they responded to ODR data that indicated the problem behavior of defiance was an area that they needed to systematically address through the PBIS curriculum and recognizing students who act with respect toward adults. They met their goal by cutting those referrals in half for the month. Most recently, their ODR data showed an increase in referrals for abusive and inappropriate language in classrooms and hallways. This data led the SW-PBS Team, comprised of teachers from every grade level team and department as well as instructional and behavioral coaches, and administrators, to come up with a lesson on defining and replacing abusive, obscene, and vulgar language within the school. They are excited to view the results of these efforts by analyzing this data later at the end of this month.

8th grade students running the Tiger Shack at Student Led Conferences this year. Students earn Tiger Paws for being respectful, responsible, and safe and then can redeem them at the Tiger Shack for school supplies or enter into drawings for bigger prizes.

School Demographics

http://wms.warrensburgr6.org/

Administrator - **2**
Teaching Staff - **54**
Support Staff - **11**

Students Served - **803**
White - **80%**
Black **-4.5%**
Latinx - **3%**
Asian -2**%**
Pacific Islander **-1%**
Multi-racial - **9.5%**

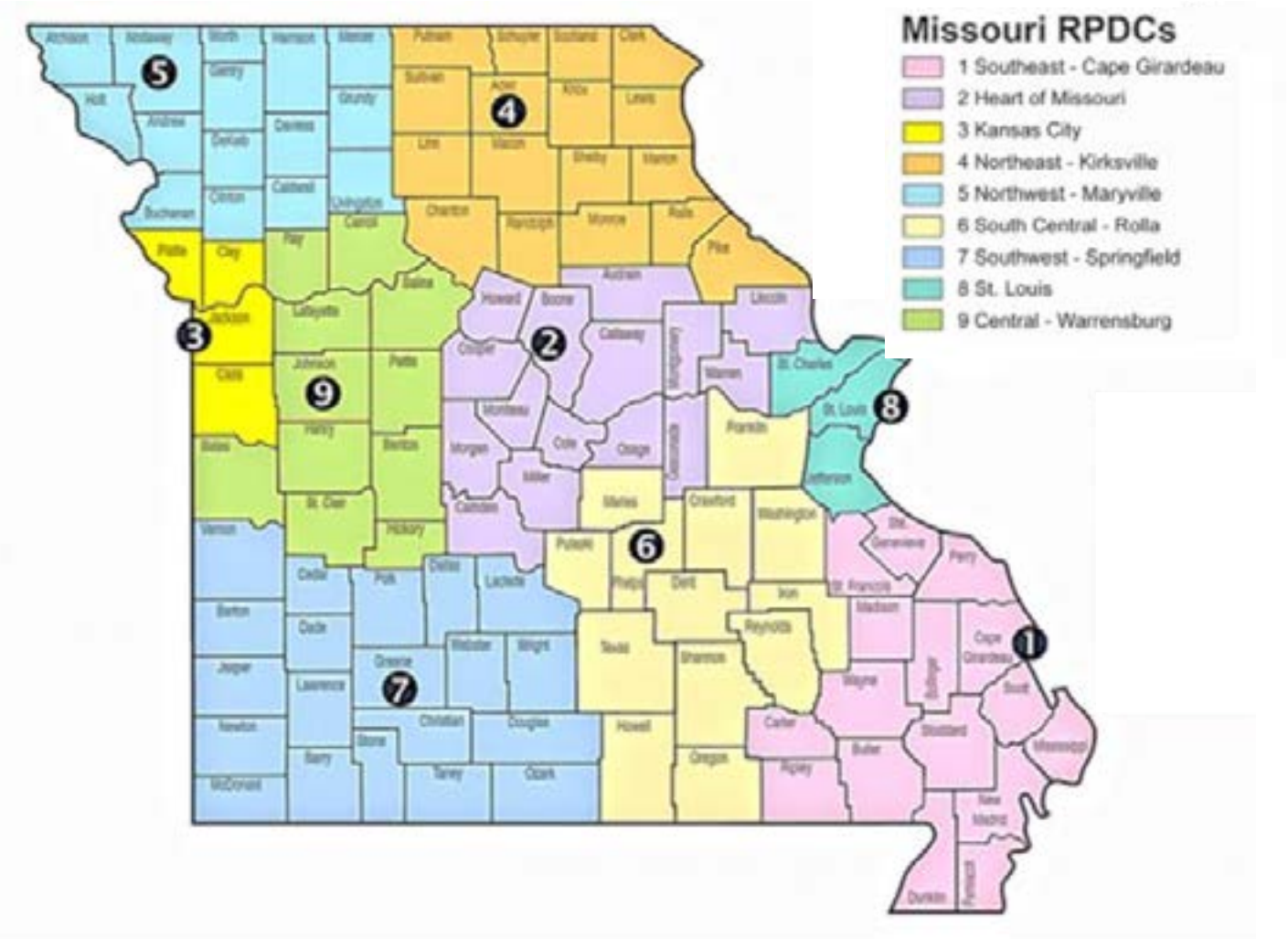
Free/Reduced – **35%**

Student Outcomes
Average Daily Attendance
96%

ODRs
88.28% - 0-1 ODRs
9.1% - 2-5 ODRs
2.62% - 6+ ODRs

Life 101 students complete PBIS and character education lessons weekly to learn and practice expected school behaviors.

Contact Your **Local RPDC**



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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 CENTRALRPDC
rpdc.mst.edu

REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING
education.missouristate.edu/atll

REGION 8: EDPLUS RPDC
https://www.edplus.org/

REGION 9: CENTRAL RPDC
ucmo.edu/rpdc

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