

Positive Focus

Missouri SW-PBS + Winter 2017

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

Sustaining Implementation and Continuous Regeneration

Sustained implementation can be defined as continued use of an intervention or prevention program, with ongoing fidelity to the core program principles, even when external supports have been removed (Han and Weis, 2005; McIntosh, Horner & Sugai, 2009). In Missouri, several hundred schools continue to sustain the implementation of three tiers of support (e.g. universal or Tier 1, targeted or Tier 2, and intensive or Tier 3), year-in, year-out. Sustainability is not only the maintenance of the intervention practices, but also the process of “continuous regeneration”, which includes ongoing adaptations to enhance a practice’s effectiveness, efficiency, and contextual fit (Elias, Zins, Graczyk, & Weissburg, 2003; McLaughlin & Mitra, 2001). “Continuous regeneration occurs through three processes (McIntosh & Turri, 2014)”:

1. capacity building; the process of developing expertise within the organization as external supports are discontinued
2. continuous measurement; a regular system of measuring both intended outcomes and implementation fidelity
3. data-based problem solving; the focused analysis of data to improve system function in relation to valued outcomes

When looking at each of the processes of continuous regeneration there are numerous examples of how MO SW-PBS schools are adapting the essential components across all three tiers of support to increase efficiency, effectiveness and most of all contextual fit.

First, MO SW-PBS teams build capacity through providing systematic professional learning across the school year with all staff. Teams can utilize mini-modules available from their SW-PBS Consultant. These modules can be customized to the school’s context for use following team training at the Regional Professional Development Center (RPDC) as initial schoolwide training, as a booster for veteran staff or as orientation training for new staff. Teams can also find electronic workbooks for each of the three tiers as well as tools and resources on the MO SW-PBS website. Finally, entire online training modules for the eight Effective Classroom Practices are available online at <http://pbmissouri.org/educators/effective-class-practice/>.

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OUR MISSION

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

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Second, MO SW-PBS teams continue to measure intended outcomes with office discipline referrals (ODRs), or office managed behaviors; classroom minors, or staff managed behaviors; student demonstration of desired behaviors, such as counts of attendance, tardies, and schoolwide tangibles given for appropriate behaviors; and progress monitoring of Tier 2 or Tier 3 Interventions. MO SW-PBS teams consistently use PBIS National Center Surveys to measure implementation fidelity. For more information about data collection see <http://pbissmissouri.org/teams/ongoing-monitoring/>.

Third, MO SW-PBS teams consistently implement “data-based decision making, or DBDM,” a standardized process that results in the development of a Solution Plan. While developed for use with ODR data, the DBDM/Solution Plan process is equally applicable with PBIS National Center survey data. MO SW-PBS Teams are trained to use the results of their DBDM to Solution Plan for schoolwide, targeted or intensive interventions that align with their current Action Plan goals. To learn more about the DBDM/Solution Plan process see <http://pbissmissouri.org/dbdmsolution-plan-using-the-big-5-data-to-address-schoolwide-behavior-problems/>.



The MO SW-PBS statewide team provides a network of supports for Missouri schools across the state to fully implement all three tiers of support by all staff to improve outcomes for all students. Schools are encouraged to consistently review data on implementation and student outcomes, and make iterative adjustments to ensure that the contextual fit of interventions at all three levels promotes desired outcomes to be achieved for students

Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissburg, R. P. (2003). Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools. *School Psychology Review*, 32, 303-319.

Han, S. S., & Weiss, B. (2005). Sustainability of teacher implementation of school-based mental health programs. *Journal of Abnormal Child Psychology*, 33, 665-679.

McIntosh, K., Horner, R. H., & Sugai, G. (2009). Sustainability of systems-level evidence-based practices in schools: Current knowledge and future directions. In W. Sailor, G. Dunlap, G. Sugai & R. H. Horner (Eds.), *Handbook of positive behavior support* (pp. 327-352). New York: Springer

McIntosh, K., & Turri, M. G. (2014). Positive behavior support: Sustainability and continuous regeneration. In C. R. Reynolds, K. J. Vannest & E. Fletcher-Janzen (Eds.), *Encyclopedia of special education: A reference for the education of children, adolescents, and adults with disabilities and other exceptional individuals* (4th ed., pp. 2061-2064). Hoboken, NJ: Wiley.



Mid-Year Check-in

Winter is the perfect time for teams to pause; seek feedback from their SW-PBS Consultant(s) on documentation, data and artifacts submitted; review current data (comparing to historic data if appropriate); and to self-assess current status on the team action plan(s). The data and artifacts outlined below are the tangible results of implementation with fidelity at each Tier of intervention: universal, targeted and intensive. Development and use of all items at each tier of support, along with completion of and data-based decision-making with valid and reliable surveys from PBIS National Center (pbisapps.org), including the Schoolwide Evaluation Tool (SET), Self-Assessment Survey (SAS), and the Tiered Fidelity Inventory (TFI) for Tiers 1, 2 and 3, are necessary for implementation with fidelity at all three tiers of support.

TIER 1 (UNIVERSAL)		TIER 2 (TARGETED)
<ul style="list-style-type: none"> • Current Tier 1 Action • Matrix • Student / Family Handbook • Staff Handbook • Matrix Behaviors Lessons & Schoolwide Teaching Schedule 	<ul style="list-style-type: none"> • Recognition Menu / Continuum • Corrective Response Menu or Flowchart • Minor / Major Descriptions • Big 5 Data & Minutes OR DBDM Solution Plan • Website link 	<ul style="list-style-type: none"> • Current Tier 2 Action • Intervention Essential Features (IEF) • Student Outcome Data <p style="text-align: center;">TIER 3 (INTENSIVE)</p> <ul style="list-style-type: none"> • Current Tier 3 Action Plan • Functional Behavior Assessment / Behavior Intervention Plan (FBA/BIP) • Student Outcome Data

MO SW-PBS has established and sustained a Recognition Award of Excellence for schools that demonstrate implementation fidelity at each tier of support:

- + Bronze: Recognizes schools that implement with high quality fidelity at the universal (Tier 1) level
- + Silver: Recognizes schools that implement with high quality fidelity at the universal (Tier 1) and targeted (Tier 2) levels
- + Gold: Recognizes schools that implement with high quality fidelity at the universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) levels

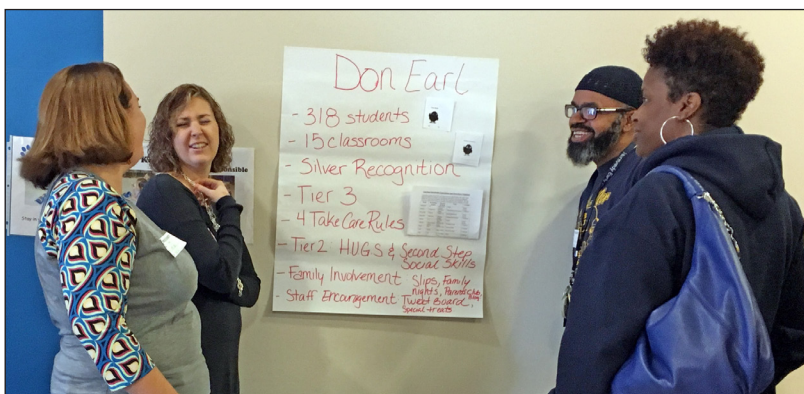
While the process for applying for the Recognition Award of Excellence culminates with the application submitted by April 15th, this process should be considered an activity that is ongoing throughout the year. The Recognition Award of Excellence application is intended to be an iterative process of artifact and data submission followed by feedback from SW-PBS Consultant(s), a cycle which is to be repeated throughout the implementation year.

For more information on year-long submission of artifacts and data contact your SW-PBS Consultant(s). For more information on Recognition Award of Excellence criteria and associated rubrics visit the MO SW-PBS Website <http://pbissmissouri.org/exemplar-schools/exemplar-schools/>.



Early Childhood Summit

The 2016 Fall MO SW-PBS Early Childhood Networking Summit was held on November 4th at the Northwest Early Childhood Center in House Springs, MO. 43 participants from 13 different Early Childhood (EC) settings across the state participated in this networking opportunity! The day began with a Gallery Walk – sharing of posters with information about each center – followed by a presentation by the host center, Northwest Early Childhood Center. Participants were then able to take a tour of the building... always a favorite at the EC Summit!



After lunch, the participants chose two breakout sessions to attend. Breakout options included Visual Supports for Learning, STEM for EC, Sensory Integration, Technology for EC, and EC Tiers 2 and 3.

“Great breakout sessions!” “I wasn’t expecting to learn so much!” and “It’s always a treat to see others at our level!” were among the feedback comments received after the Summit.

Mark your calendars for the Spring EC-PBS Networking Summit to be held on **April 7, 2017** at the Gerner Family Early Education Center in the Kansas City Park Hill school district!

Secondary Summit

“I loved the idea from Lebanon High School that all kinds of student successes are being visibly recognized and celebrated in the school and community”...

“The tour was great - students talking about their pride and knowledge. Clear message about importance of leadership and that it takes work from everyone to make it successful”...

“It was some of the most thought provoking Professional Learning I have ever had!”

These are some quotes from educators who attended the MO SW-PBS Secondary School Networking Summit held on December 1st at Lebanon High School. This year’s Summit had a record-breaking attendance of 91 educators from all corners of the state! The morning began with a welcome from Dr. Nanci Johnson, State Director for MO SW-PBS. This was followed by presentations by host school Lebanon High School and Reeds Spring Middle School; both recognized by MO SW-PBS as Gold Level schools. After a student-led tour of the building, a catered lunch was provided by LHS for all participants. The afternoon consisted of break-out networking sessions on topics such as College and Career Readiness, Student Voice, Tier 2/3 Data, and Leadership. The day of learning and sharing was concluded with some words from Dr. Kevin Lowery, LHS principal, and a drawing for door prizes!



As a service to our partner schools, MO SW-PBS is providing informational webinars on a variety of topics. These topics include Recognition Award of Excellence Applications at the Bronze, Silver and Gold Levels; Readiness for Tiers 2 and 3; and An Introduction to the Intervention Essential Features (IEF), which is a planning tool for Tier 2 interventions.

These webinars will supplement and reinforce information provided during regional training. This can be especially important for those teams that have entered the Maintenance phase of SW-PBS training, although the webinars are designed for any MO SW-PBS school based team member. See the descriptors and outcome goals below. For further information regarding registration please see <https://goo.gl/bRx5tL>.

Recognition Award of Excellence Webinars

At the end of this session, you will understand:

- + The purpose of recognition
- + Submission logistics
- + SAS and SET/TFI minimum requirements
- + Items to submit for Bronze, Silver, and Gold

Tier 1 Recognition Award of Excellence (Bronze)

Approximately 30 minutes. All sessions will be identical.

January 19, 7:30 a.m.

(Register no later than January 4)

Tier 2-3 Recognition Award of Excellence (Silver & Gold)

Approximately 30 minutes. All sessions will be identical.

January 19, 3:00 p.m.

(Register no later than January 4)

Intervention Essential Features (IEF)

Approximately 30 minutes. All sessions will be identical. Encouraged for all Tier 2 and Tier 3 schools.

At the end of this session, you will be able to:

- + Determine the criteria and level of specificity for completing the IEF document that is used for staff communication, your Tier 2 handbook, and Silver/Gold recognition.

February 13, 3:30 p.m.

(Register no later than February 1)

February 16, 7:30 a.m.

(Register no later than February 8)

Readiness Webinars

Approximately 30 minutes. These sessions will help schools determine if they have the requirements in place to begin Tier 2 or Tier 3 training.

Tier 2 Readiness Outcome

At the end of this session, you will be able to:

- + Determine readiness for development of Tier 2 against recommended criteria and ensure Tier 1 is fully in place

February 27, 3:00 p.m.

(Register no later than February 15)

Tier 3 Readiness Outcome

At the end of this session, you will be able to:

- + Analyze Tier 1 and Tier 2 implementation fidelity to determine Tier 3 readiness

March 30, 3:00 p.m.

(Register no later than February 15)



Missouri SW-PBS School Success Stories

Schools implementing positive behavior supports in Missouri and across the nation use various acronyms to describe their work: Schoolwide Positive Behavior Support (SW-PBS), Positive Behavior Support (PBS) or Positive Behavior Intervention and Supports (PBIS). In addition, early childhood programs often call their work Program Wide Positive Behavior Support (PW-PBS). Regardless of the acronym, the schools are all referring to a framework of proactive, multi-tiered supports that include systems, data and practices. Please enjoy the Success Stories from several of our MO SW-PBS schools from across Missouri on the following pages.

Region 1 Southeast:

Lake Road Elementary, Poplar Bluff R-I
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Region 2 Hook Center:

Fulton Middle School,
Fulton School District (page 9)

Region 3 Kansas City:

Clifford H. Nowlin Middle School,
Independence 30 (page 10)

Region 4 Northeast:

Milan Elementary, Milan C-2 (page 11)

Region 5 Northwest:

South Harrison Elementary,
South Harrison Co. R-II (page 12)

Region 7 Southwest:

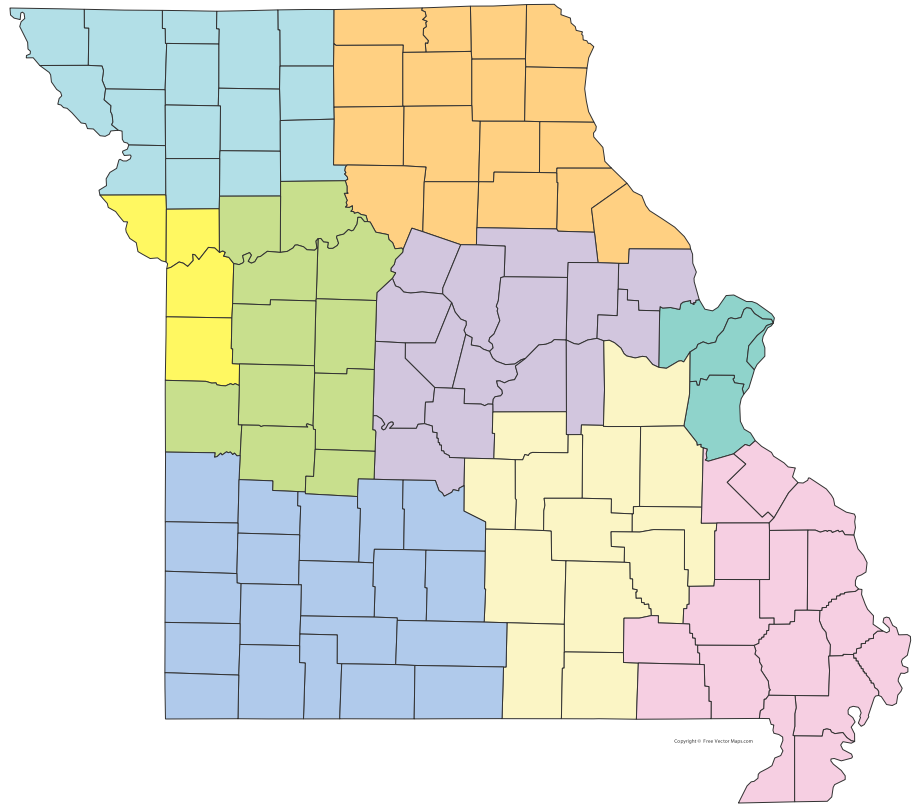
Espy Elementary, Nixa School District
(page 13)

Region 8 St. Louis:

Duello Elementary, Wentzville R-IV
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Region 9 Central:

LaMonte R4 Elementary, La Monte R-IV
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REGION 1 SOUTHEAST

LAKE ROAD ELEMENTARY, POPLAR BLUFF R-1

Lake Road Elementary is a rural, public school serving approximately 200 elementary school students.

Lake Road Elementary has worked hard to implement SW-PBS for 6 years. Lake Road is one of four 1st through 3rd grade buildings in the Poplar Bluff School District. Discipline was a major issue and teachers spent the majority of their time in this area. After a complete overhaul and the implementation of our student expectations, handbook, lesson plans, provision of professional development with staff on effective practices, and the morning celebration, we have seen a complete turnaround. Teachers are teaching and students are learning. Our goals this year have been to maintain the improved climate and perfect our Tier 1, 2, and 3 systems of support, continue to improve attendance and PLC collaborative work, and build positive relationships with families and the community through family nights, Bright Futures, Club Day, Rotary Store, and Three for Me.

Lake Road Elementary has worked to use data to drive decision making. In the past 6 years, student average daily attendance has increased from 93.5% to 96.26%. The 90/90 Attendance rate has increased from 80.9% to currently 92%. Our staff retention has improved over the years since implementing PBIS. At the end of the 2010-2011 school year, eight staff members moved on to other positions in the district or retired. At the end of the 2015-2016 school year, one teacher retired and another moved down to kindergarten. To fill the positions, one teacher moved back to town and requested to come back to Lake Road and another from an elementary school in town requested to move to Lake Road.

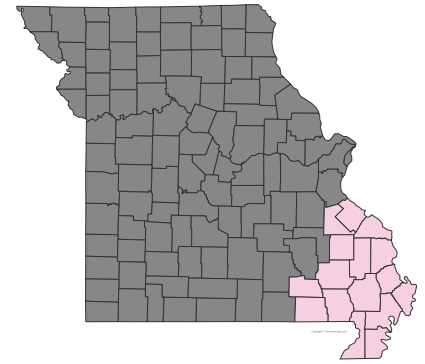
Office referrals have decreased from 367 in 2011-2012 to 171 in 2015-2016, and the percentage of students with 0 to 1 referrals has increased from 81% to 89%. In school suspensions are down by 18 occurrences, and out of school suspensions are down by 13. For the 2016-2017 school year, referrals have gone down drastically with a total of 20 for the year (as of early December). So far, 97% of students have 0-1 referrals.

Additionally, MAP scores have increased by 46.7 percentage points in communication arts and 22.2 percentage points in math. This data compares students that scored proficient or advanced currently to our first year of full implementation of Tier 1 in 2012.

A unique feature of SW-PBS implementation at Lake Road Elementary includes a total teacher buy-in!!!! This was accomplished with a revamp of our Tier 1, 2, and 3 PBIS system. After implementing PBIS for 5 years, our staff felt our PBIS system was successful, but stale and wanted to make improvements and changes. In August 2016, over the course of two days, ALL Lake Road teachers volunteered their time to meet and rework all areas of PBIS in our school. We started our revamp with the Get It Out There Protocol. Teachers were asked to answer these stems....

- + Qualities I love about PBIS
- + I really need more help with
- + Areas I feel need improvement

on sticky notes and placed them on a poster. These question stems were the center of focus for our regeneration process. As a team, we also revised our matrix, incentives, celebrations, data tracking, and major/minor process using protocols from the NSRF website (www.nsrffharmony.org/free-resources/protocols/a-z).

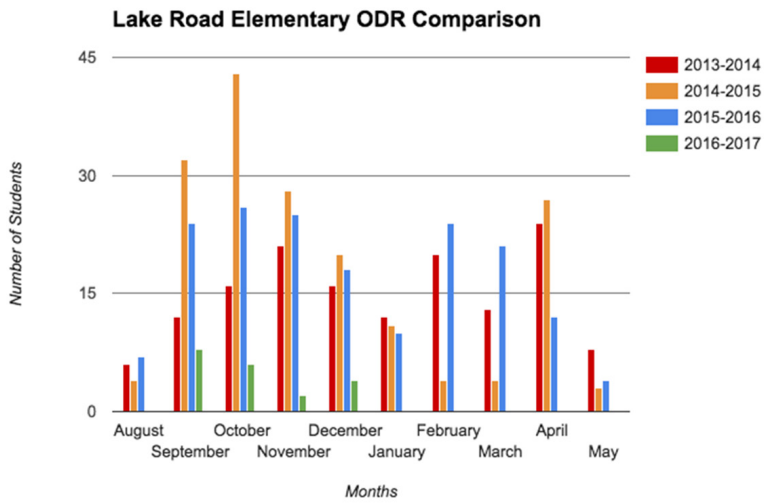
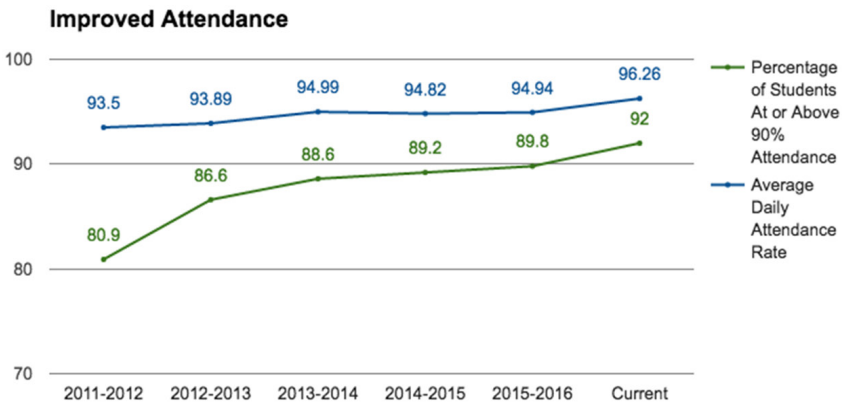


School Demographics

- Administrator – 1
- Teaching Staff – 21
- Support Staff – 11
- Students Served – 189
 - White – 63.5%
 - Black – 21%
 - Hispanic – 1%
 - Indian – 1%
 - Asian – 0%
 - Mixed – 13.5%
- Free/Reduced – 89.9%

Student Outcomes

- Average Daily Attendance – 96.26% (current)
- ODRs 2016-2017
 - 97% 0-1 ODRs
 - 3% 2-5 ODRs
 - 0% 6+ ODRs



REGION 2 HOOK CENTER

Fulton Middle School, Fulton School District

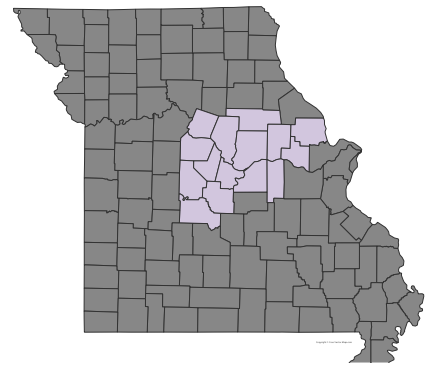
Fulton Middle School is a rural, public school serving over 523 middle school students.

Fulton Middle School has worked hard to implement SW-PBS for 2 years. We are currently in the 2nd year of Tier 1. We have worked hard by using data to drive the instruction. Our Response to Intervention (RTI) team created a virtual data wall which tracked attendance, discipline, and grades. This allowed the team to place students into the necessary interventions/enrichment for all students. We have also focused on recognizing students through our Positive Referrals. Teachers recognize a student who is going above and beyond what is expected of them.

Fulton Middle School has worked to use data to drive decision making. In the past year, student attendance 90/90 has increased from 83.53% to 89.9%, student attendance has increased from 94.48 to 95.57 and office referrals have decreased from 1292 to 808.

Some unique features of SW-PBS implementation at Fulton Middle School include the following:

- + We focus on creating a positive environment and have dance music on Monday and Fridays for students as they enter the building. We also do high five highway where all teachers not on duty give high fives to students as they enter the building.
- + The Hornet Store, where students could spend their Hornet Bucks on certain incentives at school.
- + Members of our PBS team decided to expand the Hornet Store to meet the needs of all our students, so they created the Thrive Hive. The Thrive Hive would be a store where students can not only purchase prizes or things they want, but also things they might need to thrive. The Hornet Hive provides the following: gently used clothing, toys and books, toiletries, snack, school supplies, and new/gently used shoes.
- + Implemented Positive Referrals, to recognize students who are going above and beyond what is expected of them at school. During the 2015-2016 school year, we gave out 3348 Positive Referrals.
- + Using a virtual data wall to track students grades, attendance, and behavior for each grade.

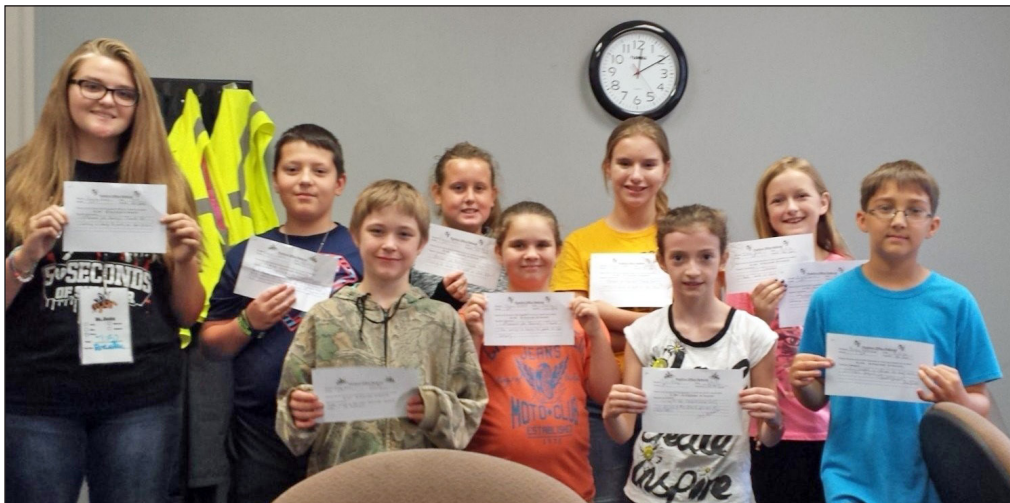


School Demographics

- Administrator – 2
- Teaching Staff – 38
- Support Staff – 7
- Students Served – 523
 - White – 83.7%
 - Black – 7.5%
 - Latino – 3.3%
 - Asian – 0.7%
 - Mixed – 4.7%
- Free/Reduced – 50.6%

Student Outcomes

- Average Daily Attendance – 95%
- ODRs
 - 76% 0-1 ODRs
 - 15% 2-5 ODRs
 - 9% 6+ ODRs



REGION 3 KANSAS CITY

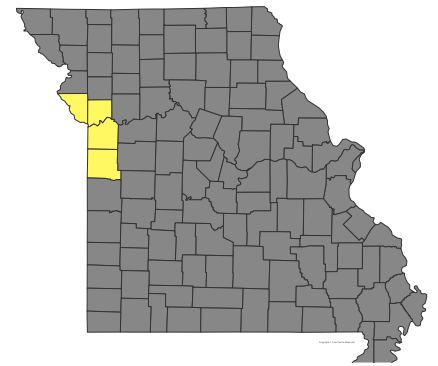
Clifford H. Nowlin Middle School, Independence 30

Nowlin Middle School is a suburban, public school serving approximately 850 middle schools students.

Nowlin has worked hard to implement SW-PBS for 3 years. Nowlin is in the Tier I – Emerging Advanced stage of their PBS journey. Throughout the school there are consistently taught lessons related to the school matrix, staff and student recognition systems, and a support team to specifically work with those students showing a greater need.

Nowlin has worked to use data to drive decision making. Since fully implementing, office referrals have decreased from 811 to 609 in the same time period (Semester 1). Through our current school year (i.e., early December) we have had 33% of the total out of school suspensions that we had in 2014-15.

A unique feature of SW-PBS implementation at Nowlin includes our great success with our staff and student recognition systems. Nowlin utilizes Panther Bucks and a Panther Store for their students. This store has grown tremendously, servicing approximately 25% of the student body each time it is open for business. The store is mainly stocked through donations, including gently used items provided by the staff. This year a Nowlin student purchased a Coach purse for a family member for a holiday gift! To keep staff involved in the process, a weekly Panther Buck Challenge is issued. The challenge each week is to distribute a specific number of Panther Bucks for a designated area of the matrix. Staff who complete this challenge are recognized each week in staff communication. Occasionally staff members receive a pass (e.g., jeans for a day) for completing the challenge – just like the Panther Bucks for students, the staff does not know when this may occur. Spent Panther Bucks are also entered into drawings for beverages from local businesses and even release time.



School Demographics

- Administrator – 3
- Teaching Staff – 50
- Support Staff – 5
- Students Served - ???
 - White – 48.9%
 - Black – 12.1%
 - Latino – 26%
 - Asian – .1%
 - Mixed – 11.9%
- Free/Reduced – 84%

Student Outcomes

- Average Daily Attendance – 93.3%
- ODRs
 - 86% 0-1 ODRs
 - 10.4% 2-5 ODRs
 - 3.6% 6+ ODRs



REGION 4 NORTHEAST

Milan Elementary, Milan C-2

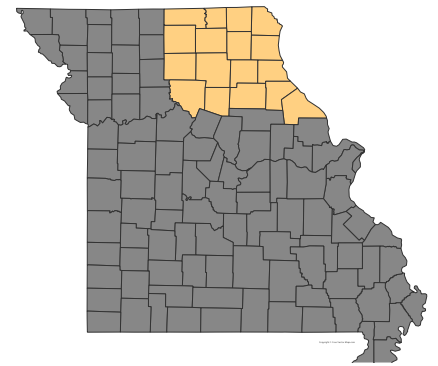
The Milan C-2 Elementary is a rural, public school serving over 260 elementary school students.

Milan C-2 Elementary has worked hard to implement SW-PBS for 8 years. Our Tier 1 consists of numerous faculty/staff/student and family interactions throughout the school year. Tier 1 communication occurs through daily announcements, student handbooks, newsletters, emails, website, quarterly assemblies, personal contact, faculty meetings, and bi-monthly committee meetings. Tier 2 specifically consists of our Check-in/Check-out (Cat Chat) processes where each student who, using our data decision rule for participation in targeted supports, meets with a sponsor who sets goals with them at the beginning of each day and follows up at the end of the day to determine if the student's goals were met. The data from the student's day is sent home to parents at the end of each week. Social Skills Intervention Groups (SSIG) are used as a Tier 2 intervention as well.

Milan C-2 Elementary has worked to use data to drive decision making. In the past 8 years, student attendance has increased from 90% to 95%; during that same time period, staff attendance has increased from 92% to 96%. Tardies have decreased from an average of 60 per quarter to 15 per quarter.

Office referrals have decreased from 403 per year to 238 per year and the percentage of students with one or more referrals has decreased from 4% to 1%. In school suspensions are down by 8%, and out of school suspensions are down by 3%. All of these are goals measured by the elementary building improvement plan. The improvement plan is reviewed once per quarter to analyze our progress toward meeting those goals. According to the School Annual Performance Report State Historical data from 2014 to current, MAP scores have increased by 40% in communication arts and 23% in math.

A unique feature of SW-PBS implementation at Milan C-2 Elementary includes State Recognition the last seven years, with this past year receiving gold recognition. We have sustained the program for the past eight years during considerable staff turnover and during which time we have aligned the building improvement plan to include behavioral goals. This alignment has allowed us to focus on reducing the amount of office discipline referrals each year.



School Demographics

- Administrator – 1
- Teaching Staff – 25
- Support Staff – 3
- Students Served – 260
 - White – 58%
 - Black – 6%
 - Hispanic – 36%
 - Asian – 0%
 - Mixed – 0%
- Free/Reduced – 54%

Student Outcomes

- Average Daily Attendance – 95%
- ODRs
 - 99% 0-1 ODRs
 - 1% 2-5 ODRs
 - 0% 6+ ODRs



REGION 5 NORTHWEST

South Harrison Elementary, South Harrison Co. R-II

South Harrison Elementary School (SHES) is a rural school serving an average of 350 elementary school students in Kindergarten through 4th grade.

South Harrison Elementary has worked hard to implement SW-PBS for 5 years. Students are practicing their PAWS (Practice Safety, Accept Responsibility, Work Hard and Show Respect) on a daily basis school-wide, and their efforts are reinforced each time they earn a “Boomer Band.” Boomer Bands are the token economy system used to reinforce positive behavior and were affectionately named as such for the school mascot, Boomer the Bulldog. Students then work in their classrooms at the end of each month to tally the number of Boomer Bands they have earned and collected and record this information on a “debit card” used when shopping at the PAWS Shop. Our store is stocked and manned each month by PTO volunteers, and students enjoy purchasing a variety of items from candy and toys to coupons for lunch in the classroom and a day in the principal’s chair. Through this process, students are learning the skill of living within their means, as well as saving for the next month if they so choose. As we began learning more about Tier 2, our PBIS team felt it was best to gradually implement these interventions. Last year we began using Check-In, Check-Out (CICO) with our students, and then we chose to repeat the Tier 2 Advanced training before bringing Social Skills Intervention Groups (SSIG) to SHES. Both components of Tier 2 are now well under way, and students are finding great success through the mentoring, guidance and support of these key interventions.

SHES has worked to use data to drive decision making. In the past four years, student attendance has increased from 94.87% to 95.55%, and we are on pace to accomplish this again during the 2016-2017 school year.

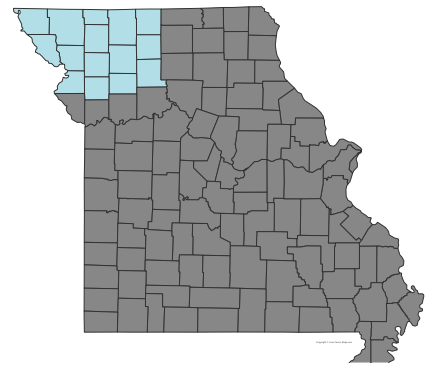
Office referrals have decreased by 37% from the 2014-2015 school year, and the percentage of students with no referrals has increased from 63% to 75%.

Additionally, MAP scores have increased by 13.3% in English Language Arts and 8.3% in Math.

A unique feature of SW-PBS implementation at SHES includes our experimentation with flexible seating. We firmly believe in meeting the needs of the whole child, and our staff understands and appreciates the need to modify and accommodate all learning styles. When asked about flexible seating in the classroom, one 4th grade student replied, “Sometimes when I’m at my desk my back hurts, and I don’t feel like working. With these seats we have choices. It is comfortable and fun, which helps me get my work done.”



Student representatives proudly pose in front of the PAWS Shop before kicking off the back to school training camp for school-wide expectations.

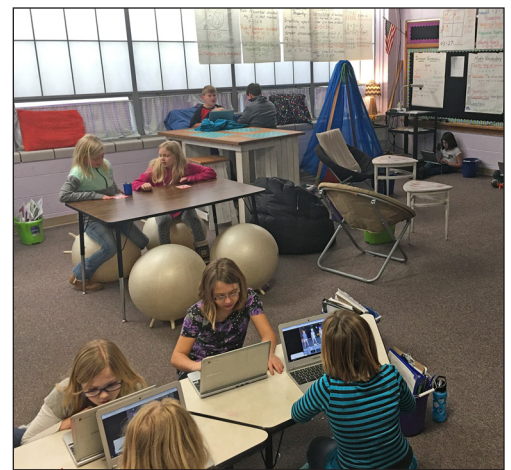


School Demographics

- Administrator – 1
- Teaching Staff – 33
- Support Staff – 17
- Students Served – 350
 - White – 94.1%
 - Hispanic – 4%
 - Asian – 0.6%
 - Mixed – 4%
- Free/Reduced – 61%

Student Outcomes

- Average Daily Attendance – 95.29%
- ODRs
 - 93% 0-1 ODRs
 - 6% 2-5 ODRs
 - 1% 6+ ODRs



Flexible seating options include traditional student desks and chairs, tables of various shapes and sizes, stools, pillows, a tepee and much more!

REGION 7 SOUTHWEST

Espy Elementary, Nixa School District

Espy Elementary (K-4 building) is one of five elementary public schools serving 420 awesome students in the rural Nixa School District.

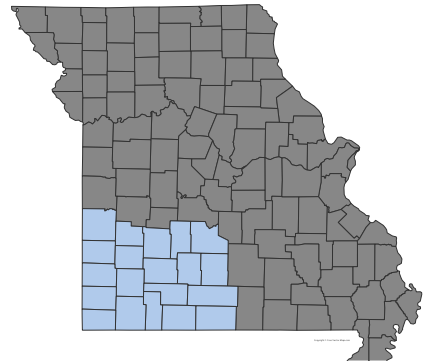
Espy Elementary has worked hard to implement PBIS for two years. During year one we took time to collaboratively develop our vision for the program and how it should look in our building. Throughout the first year we focused on Tier 1 by developing our building mission and vision statements, as well as developing a matrix of expectations and how those expectations would positively impact our students. We decided on strong common language to use by our staff and students to help insure expectation consistency across the board. We also created common lesson plans for our teachers to use and developed a positive incentive program that the students would be motivated by and enjoy celebrating. We developed a new Office Discipline Referral (ODR) plan that focused on reteaching the appropriate behaviors and helped streamline parent and school communication. We made clear what would be considered a minor discipline issue that could be handled in the classroom by the teacher and what a major discipline issue would be and handled by the school principal.

Now that we are into our second year, otherwise known as our “implementation year,” we have put into action all the hard work developed during the planning year. Since the implementation, we have noticed a drastic decrease in office referrals. In fact, we have seen our ODRs drop over 50%. Our daily attendance continues to stay strong and steady at 95% or higher. We have very few out of school suspensions as well as very few in school suspensions. Traditionally we have tested well on the state MAP test, however we look forward to seeing how implementing PBIS will affect those scores in a positive way.

A unique feature of the PBIS implementation at Espy Elementary includes our student individual signature cards and the PBIS School-Wide Store. Each student wears a lanyard that holds a grid of 120 boxes. Teachers sign signatures to praise and recognize in a positive way those students who are following the appropriate expectations. These students then are able to spend those signatures at our school-wide store. This is an incredible thing to watch! Students are given the opportunity to use real life problem-solving skills to make decisions on how they are going to spend their signatures. Students set goals for themselves and keep track and take care of their cards. Great acts of responsibility are shown throughout this incentive program.

We would not be able to have such a successful PBIS store if it weren't for our community volunteers. We are so thankful for each and every one of them. We have partnered with the Nixa Assembly of God church to help fund and run our store. They have stepped up big time! The church does special offerings for our program each month and also volunteer at the store each and every Friday. They love to give back to our school as much as we love getting to know them in a very positive way. Our students look forward to that time with them each week.

We are proud of the work we've completed during this phase of implementation of PBIS and look forward to seeing more positive improvements in the future as we plan to implement the next tier of this successful program.



School Demographics

- Administrator – 2
- Teaching Staff – 39
- Support Staff – 9
- Students Served – 425
 - White – 81%
 - Black – 1.6%
 - Latino – 8.7%
 - Asian – .9%
 - Mixed – 6.8%
- Free/Reduced – approx. 38%

Student Outcomes

- Average Daily Attendance – 95%
- ODRs
 - ???% 0-1 ODRs
 - ???% 2-5 ODRs
 - ???% 6+ ODRs

REGION 8 ST. LOUIS

Duello Elementary, Wentzville R-IV

Duello Elementary School is a suburban, public school serving over 820 elementary school students. Duello Elementary School has worked hard to implement SW-PBS for at least 5 years. We are teaching positive character lessons with fidelity that aligns with our school matrix. Tier 1 is also working to acknowledge great behavior throughout the building with positive incentives. Our students receive a sticker when a staff member observes them following the schoolwide expectations. Our staff give out compliment cards when they see a whole class displaying positive behavior. Kids with Character is another way we acknowledge our students for being safe, respectful, or responsible. These students are recognized during morning announcements and their picture is displayed in the building. Students may also be a part to the Dream Team. Teachers nominate 2 students per month that display our school wide expectations. These students wear a badge for that month and receive a treat during lunch. We also have attendance and behavior flags that are displayed in our building. The class that earns the behavior flag carries it throughout the school as they travel between locations. The attendance flag hangs outside the classroom to recognize the classes that have perfect attendance each day. Our school has quarterly assemblies. Students are recognized for their positive behavior and families are invited to celebrate this success with them. At the end of the year, students with zero referrals and 93% or higher attendance will be able to participate in a celebration.

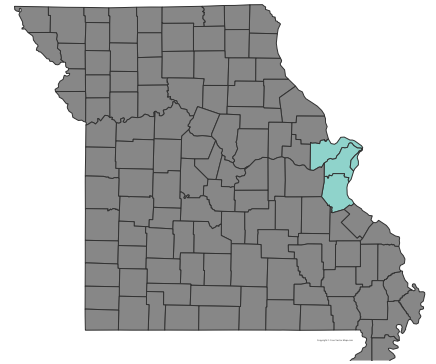
In our Tier 2 support system we are meeting kids needs through multiple interventions based on teacher nominations and student data. We are implementing Check-In, Check-Out (CICO) to kids seeking attention, Check & Connect to build positive relationships, and Social Skills Intervention Groups (SSIG) during response to intervention(RTI) to teach social skills specific to kids needs. Throughout the year students are recognized for meeting their goals within their intervention. For example, in CICO this year students have earned a variety of rewards chosen by the student and facilitator. Students are earning rewards such as ordering in lunch with a teacher, helping teach students in another class, gift cards, and meaningful rewards that are tailored to meet the family and child's needs at school and outside of school. Last year, we had an ice cream social with students and parents of those who had graduated CICO or had passed all three CICO levels. Building relationships and rewarding kids for their accomplishments within their tailored intervention has been the key to our success here at Duello.

We are currently in our first year of training for the Tier 3 support system and will implement that system next year. As a Tier 2-3 team we have been attending training this year and meeting with other schools in our district to ensure the best implementation and transition for next school year.

From 2014-2016, Duello Elementary School has worked to use data to drive decision making. In the past 2 years, student attendance has increased from 91% to 94%. From 2014-2016, office referrals have decreased from 91 to 24, and the percentage of students with one or more referrals has decreased from 12% to 3%. In school suspensions are down by 18%, and out of school suspensions are down by 100%.

Continued on p. 15

Some unique features of SW-PBS implementation at Duello Elementary School include...



School Demographics

- Administrator – 2
- Teaching Staff – 61
- Support Staff – 31
- Students Served – 820
 - White – 83%
 - Black – 6%
 - Latino – 6%
 - Asian – 2%
 - Mixed – 4%
- Free/Reduced – 22%

Student Outcomes

- Average Daily Attendance – 94%
- ODRs
 - 75% (18 total) 0-1 ODRs
 - 25% (6 total) 2-5 ODRs
 - 0% (0 total) 6+ ODRs

- + the ways we recognize student behaviors, assemblies, end of year celebrations (see the paragraphs above regarding Tier 1 and Tier 2 implementation);
- + we have been able to implement social skills through RTI time this year, with administrators special education teachers and counselors meeting with small groups of students teaching targeted skills;
- + relationships built with students through Tier 2 interventions (see the 150-word paragraph attached).



Attendance Matters-Celebrating perfect attendance with Miss Behle's first grade class.



During our quarterly PBS assembly, students with perfect attendance were given a bottle of silly string to spray the principals. The assembly had a Pokemon theme.

REGION 9 CENTRAL

LaMonte R4 Elementary, La Monte R-IV

The LaMonte R4 Elementary School is a rural, public school serving over 200 elementary school students.

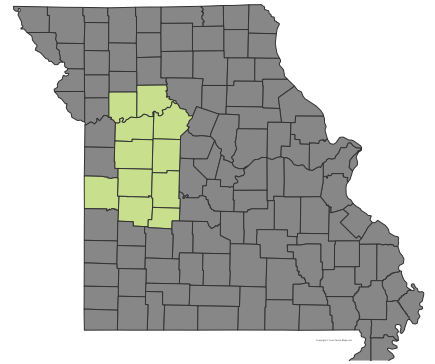
LaMonte Elementary has worked hard to implement SW-PBS for 6 years. Within Tier 1 implementation, students are taught the expectations in rotating stations on the first week of school, then again upon returning from winter break, and again in the spring. We also teach “Social Stations” in which we explicitly teach the students how to ask the nurse, the secretary, or any adult for assistance, how to hold open doors, and make eye contact, table manners, etc. We also use our data to drive our “pop up” lessons in which we target specific behaviors and specific groups of students that need re-teaching.

Positive recognition is a frequent, daily occurrence with the use of Viking Vouchers, the Legacy Compliment board, Staff Shout Outs, and many more strategies that celebrate the success of not only our students, but our adults as well. Students are also recognized weekly for their positive behavior through the weekly drawing of Viking Voucher winners. These students are given books, coupons for ice-cream and various other prizes from the treasure box. Also implemented this year, is the traveling “Viking Pride” trophy for the class with the highest attendance at the end of each week. Students and staff are continually recognized for their positive behavior through multiple media outlets, including Facebook, Twitter and our local newspaper. An end-of-the-quarter assembly recognizes all students with perfect attendance, those on the honor roll, as well as other academic accomplishments. Students are given certificates and prizes with the use of an obstacle course for students to complete as they receive their awards.

The Tier 2 interventions we use are Check-in, Check-out (CICO) and Check & Connect, in which we are currently serving 9 students. Their data is collected weekly and is imported into SWIS which gives us averages that indicate strengths and weaknesses within the individual plans. Tier 3 students receive individual behavior intervention plans (BIP's) and each has a core team of adults that meet regularly to discuss progress and setbacks. LaMonte is a school that leads with strong communication skills between all adults which allow us to better serve our student population in multiple ways. For example, when one staff member notices a student with broken glasses, poor footwear, or lack of a heavy coat, it's a rare occurrence when that problem isn't fixed by the end of day. We are proud to say that we truly strive to reach every student, every day!

LaMonte Elementary has worked to use data to drive decision making. In the past year, our CICO group that focused on attendance as their goal, increased their attendance and met their goals on a regular basis. They were even able to graduate out of the attendance CICO group. This year's CICO group working on behavior goals has an average weekly success rate of 69%. This is a huge improvement this early in the academic year. Students are continually monitored in the regular classroom for interventions, both academically and behaviorally. The PBIS team works with classroom teachers to provide interventions and strategies in Tier I. Data is collected through observations, tally sheets, daily attendance, and academic progress through assessments. Once this data has been monitored, decisions are made about other tiered interventions to ensure all students are succeeding. We currently have two students on Tier 3 BIPs, and though these plans were just recently implemented, the students are succeeding and showing improvement in positive behaviors thus far.

Continued on p. 17



School Demographics

- Administrator – 1
- Teaching Staff – 25
- Support Staff – 18
- Students Served – 211
 - White – 49%
 - Black – less than 1%
 - Latin – 37%
 - Asian – less than 1%
 - Mixed – 9%
- Free/Reduced – 82%

Student Outcomes

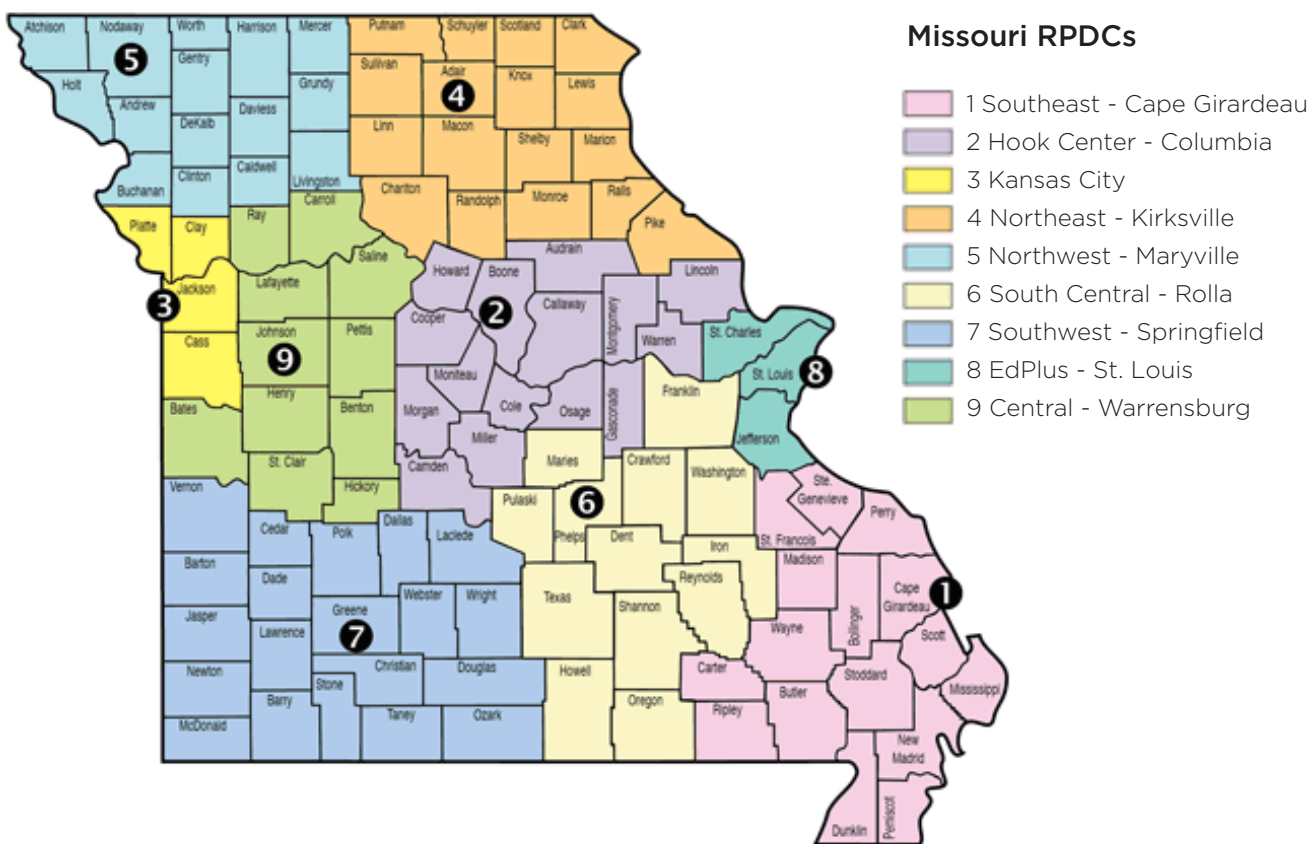
- Average Daily Attendance – 97.45%
- ODRs
 - 6% 0-1 ODRs
 - 0.004% 2-5 ODRs
 - 0% 6+ ODRs

It's extremely difficult to narrow it down to just one unique feature of SW-PBS implementation. However a few include our Morning Gym Routines which feature Music Monday, Tech & Toy Tuesday, Walk It Out Wednesday, Tunnel Thursday and Friendly Friday. We also have a Parent PBIS Team as well as a Student Leadership Team that help us to implement our various strategies and lessons across all tiers. We do so many great things here at Lamonte that it is hard to narrow down just one feature, although the feeling when you walk in the building could be considered the "unique feature." The climate and culture of our building is student focused and this is continually shown through the relationships built with students and among the staff with each other, as well as parents and the community. We'd love for you to come see it in action. Come visit us and get a first-hand look at the great work that our students and staff do on a daily basis!



CONTACT YOUR LOCAL RPDC

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



REGION 1: SOUTHEAST RPDC
www4.semo.edu/rpdc

REGION 2: HOOK CENTER
heartofmissourirpdc.org

REGION 3: KANSAS CITY
RPDC
<http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center/>

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
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