Two important aspects of effective education are district-level initiative adoption and early childhood education. In this issue, we are pleased to share the Rolla School District’s work in effectively planning for and sustaining district-level SW-PBS. This effort aligns with the national PBIS Implementers’ Blueprint (see pbis.org).

One of the Missouri Department of Elementary and Secondary Education’s main goals is high-quality early education opportunities. MO SW-PBS recently held its second annual Early Childhood Summit, which was attended by early childhood providers throughout the state.

Technology is an important tool to enrich our work. With its student-hosted morning show, Strafford Elementary School provides a good example that not only recognizes and reinforces SW-PBS at school but also provides an effective means to communicate with families.

MO SW-PBS personnel have continued to collaborate with state initiatives and with SW-PBS researchers and implementers across the country. Additionally, MO SW-PBS personnel have presented at conferences throughout the nation. Their ongoing work has supported the growth and sustainability of SW-PBS across Missouri.

MO SW-PBS schools and districts in all areas of the state provide powerful examples of outstanding work. This summer issue highlights exemplars from some of our regions. The winter newsletter will include updates from other regions.
Growing MO SW-PBS in the Southeast Region

MO SW-PBS is “growing the green” in the Southeast Region. The number of participating schools has doubled since 2009. More than 12,000 students in 28 schools are benefiting from the implementation of a preventative, proactive system that allows students to achieve at the highest level. Data continue to reflect increased instructional time due to a reduction in office discipline referrals. Teams use resources wisely as they utilize the decision-making model to focus on results.

An additional consultant, Tom Anderson, has been added to our team because of MO SW-PBS growth. He brings experience as a school bus driver, teacher, principal and superintendent to our region. We welcome him as we continue on our MO SW-PBS journey!

Staff Adapts MO SW-PBS to Fit Kansas City School’s Needs

R.J. Delano School in the Kansas City School District educates students with severe disabilities as identified by Missouri Schools for the Severely Disabled. In order to adapt MO SW-PBS to this special school setting, the Delano team has simplified its behavior matrix to four expectations with one rule per area. Student pictures are used to define matrix expectations. Regardless of the severity of their disabilities, students are able to either name or point to the different expectations.

In addition, Delano’s student council and the Awesome Students Club hand out “kindness tickets” to their peers. The success of MO SW-PBS at Delano demonstrates how the initiative can make a difference in any school setting.

Wrapping Up the Year in the Northwest Region

It’s hard to believe the Northwest Region is finishing another school year. Fifteen buildings are in their first year of MO SW-PBS implementation, and five buildings have spent this year preparing for next year’s implementation.

This year’s inclement weather presented many challenges; two Schoolwide Evaluation Tool (SET) trainings and two coaches meetings were canceled. However, our MO SW-PBS schools remain busy. Nine schools are successfully implementing with fidelity at Tier One. They are: Rissler Elementary School in the Trenton School District; Pickett Elementary School, Colgan Alternative Resource Center and Coleman Elementary School in the St. Joseph School District; West Nodaway Elementary School; Hamilton Elementary School; and Mound City Elementary School, Middle School and High School. All have received the Bronze award.

As the Trenton district’s mascot is the bulldog, Rissler Elementary students who meet school expectations are awarded gold bones. This year, the school began giving out pink bones to staff to recognize MO SW-PBS implementation. One Rissler teacher had a pink bone in her lanyard. Upon seeing the pink bone, a kindergarten student looked at the teacher and said, “Well, I guess you’ve been kinda good.”

Preparing for the Future in the Central Region

Preparation teams in the Central Region have been working hard to prepare for summer kickoff training by organizing, reviewing and revising matrices, lesson plans and recognition systems. They have also been collecting data. These teams will begin implementation with students in fall 2011.

Carrollton Middle School implemented a “tardy sweep” with its students. Carrollton High School has also adopted this practice, and tardies have decreased by 75 percent. In addition, a photographer took pictures of staff members demonstrating expected behaviors as a model for staff to follow. Emerging Year One schools followed the lead of Midway Elementary School and developed assembly skits to demonstrate behaviors that typically need reteaching. Emerging Year Two schools achieved 100/100 on their spring SET and are looking forward to their Tier Two Preparation year.

SSD Partners with District Leadership Teams

The Special School District (SSD) team uses the National PBIS Blueprint to guide dialogue and action-planning while following the Science of Implementation phases. The team collaborates with 13 of 22 local districts by planning and attending quarterly and monthly District Leadership Team (DLT) meetings. Typical DLT membership includes assistant superintendents, principals, special education administrators, teachers, PBIS coaches, counselors, psychologists and (in some cases) parents and students. Action plans are aligned with key Blueprint areas and target goals that include the following: maintaining and sustaining universals, building internal capacity, scaling up behaviors that typically need reteaching. Emerging Year One schools demonstrated expected behaviors as a model for staff to follow. Emerging Year Two schools achieved 100/100 on their spring SET and are looking forward to their Tier Two Preparation year.

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MO SW-PBS Data Decision-Making

Tier One: Universal Prevention

Work this year at the Tier One level has focused on helping schools become better consumers of their data. When working with schoolwide office discipline referral data, a school uses the Big Five Graphs (rate per day per month, problem behavior, time of day, location and students involved) to develop a primary statement. This primary statement leads to further questions and deeper data disaggregation.

As a result, a precision statement emerges that helps identify action steps necessary to provide the most efficient and effective schoolwide interventions possible.

Finally, these intervention plans emphasize preventative steps of teaching desired replacement behaviors chosen from the schoolwide matrix, active supervision, pre-correcting and recognition when students demonstrate desired behaviors. This type of data analysis gives schools a chance to celebrate progress made in working toward common outcome goals.

(Note: The images to the right are examples of how the Big Five Graphs will look when used for decision-making.)

Tier Two: Secondary Intervention

Schools that implement a Tier Two support system continue to monitor the effectiveness of Tier One implementation by using the Big Five Reports, the Schoolwide Evaluation Tool or the Benchmarks of Quality, the Team Implementation Checklist, and the Self-Assessment Survey. School teams assess the status of Tier Two implementation using the Benchmarks of Advanced Tiers. These results guide the development of action plans for Tiers One and Two.

Using existing data, teams create decision rules to identify students who do not respond to universal prevention. Once these students are identified, teams collect individual student data to assess the function of the behavior and to determine an appropriate intervention. Teams use this individual data to monitor the effectiveness of selected interventions. A student’s response to the intervention guides decisions about whether to continue, fade, modify or intensify the intervention. Teams also continually monitor the fidelity of implementation for each intervention.

“PBIS has provided additional supports for children with disabilities because all children respond to consistency. When you have consistent expectations and adult behaviors across the building, the environment is more predictable for students, and behaviors and routines can be learned. That is best practice for programming for all children, including those with a disability.”

– Director of Special Education, Ferguson-Florissant/Special School District
In the past, Webster’s Dictionary has defined bullying as “repeated tormenting of the weaker or smaller.” Today, it is not unusual to find phrases like cyber bullying, relational aggression and imbalance of power as part of the definition. The world of bullying is complex, which makes it difficult to both investigate and intervene.

The nature of our educational system puts schools at the forefront. Even when bullying takes place outside of school, addressing the issue still falls within school policy. Because of the intense focus on school bullying issues, experts are able to provide valuable suggestions on what has been proven to work in schools and what has not been successful. As Education Week reported in 2010, a multipronged approach is recommended. The term positive school climate is being used more frequently in articles that discuss bullying prevention.

By examining the work of the federal Community Oriented Policing Services program, the Missouri Center for Safe Schools, the Olweus Bullying Prevention Program and bullying-prevention speaker Diane Senn, common directions for establishing a positive school climate can be identified:

- Educate students and staff on the seriousness of bullying
- Promote a schoolwide approach
- Define and post rules and consequences
- Create a culture of belonging
- Teach a problem-solving process
- Build positive connections among staff and students
- Take student reports seriously

- Provide effective classroom-management training
- Ensure a consistent effort of intervention and prevention
- Ensure administration commitment
- Obtain district support.

For MO SW-PBS schools, these suggestions align with systems already in place. Specific systems to prevent bullying behavior could include empowering bystanders through social-skills lessons, adding bullying vocabulary to the matrix, and continuing to build a connectedness among students and staff.

At stopbullying.gov, a reference sheet titled Misdirections in Bullying Prevention and Interventions contains information on what not to do:

- **Zero tolerance:** Zero tolerance could stop bystanders and targets from reporting for fear of retaliation. It also pushes bullying behaviors further under the radar of adults.
- **Conflict resolution:** Bullying is an imbalance of power. There is no conflict or difference of agreement. (Conflict resolution is appropriate for other school-based issues.)
- **Simple, short-term solutions:** Preventing bullying involves a climate change, not a campaign.
- **Group treatment:** While appropriate for bystanders and targets, this could act as reinforcement for a group of students with bullying behavior.

For more resources on bullying prevention and interventions, visit pbismissouri.org.
Districtwide MO SW-PBS in Rolla Public Schools

Visitors to any building in the Rolla School District should notice posters of positive-behavior expectations on the walls, positive communication between staff members and students, and students being recognized for exhibiting these behavior expectations. The districtwide implementation of MO SW-PBS has ensured staff are moving in the same direction and has brought about a paradigm shift of: “We don’t just teach math or reading. We teach the whole child.”

The solid foundation of Tier One and the fidelity of teaching expectations have provided consistency for students and staff. Because of this strong foundation, there has been success in implementing Tier Two academic and behavioral practices in each building. Reviewing student data with a team approach has led to decreasing unwanted behaviors and increasing time spent in the classroom for students throughout the district. Student achievement is being positively impacted; the Rolla district has received Distinction in Performance for nine out of 10 years.

Within the Rolla district, positive practices have become part of the regular routine. One example is the creation of videos to teach school expectations. Produced by Christopher Wright of Wyman Elementary School, three of these videos have won honors at the international Association for Positive Behavior Support conference the last two years.

Each school in Rolla has high expectations and recognizes the achievements of students and staff. A strong partnership between the district and community philanthropic organizations brings additional support in honoring academic and social accomplishments of students and staff.

Strafford Elementary Utilizes Technology to Produce an SW-PBS Morning Show

Lights...camera...action! Every morning, students and faculty at Strafford Elementary School kick off their day with the Strafford Morning Show, a set of video announcements hosted by the SW-PBS Star Student of the Day and a guest of his or her choice.

Teachers hand out golden tickets to students who meet SW-PBS criteria on the schoolwide behavior matrix. Students then place their tickets in the bucket for their grade level in the hope of hosting the show, and a Star Student from a different grade hosts each day.

During the show, the following day’s Star Student is drawn from a bucket that holds the treasured golden tickets. This unedited production utilizes a fill-in-the-blank script and is filmed on a camcorder the day before. The video includes the SW-PBS focus of the week, the daily agenda, a showcase of a talent or a joke, and messages to friends. The show is also uploaded to YouTube as a password-protected video so family members can watch when their child is the Star Student.

For more information, email Principal Pam Holmes at pamh@straffordschools.net.

2011 MO SW-PBS Early Childhood Summit

More than 50 preschool educators implementing programwide Positive Behavior Support attended the second annual MO SW-PBS Early Childhood Summit on Feb. 23 in Columbia.

Organized by regional MO SW-PBS consultants, this event provided many opportunities to learn – participants shared ideas about teaching social skills, problem solving with classwide data, family involvement and maintaining developmentally appropriate practices. Participants toured the Columbia School District’s Title I preschool facilities and heard from speaker Becky Beckner, an early childhood behavior specialist with the Columbia district. This annual event began when preschool educators requested time to network with and learn from other educators who implement programwide Positive Behavior Support.

The 2012 summit will be held on Feb. 22 in the Southwest Region.
MO SW-PBS has developed a recognition program to acknowledge and celebrate the work schools have done to create safe and predictable learning environments. Schools submit proposals that are evaluated on specific criteria to determine the category earned. The increase in Bronze, Silver and Gold awards provides models for Preparation and Emerging schools to visit.

<table>
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<th>Recognition Category</th>
<th>2006-07</th>
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<td><strong>339</strong></td>
<td><strong>486</strong></td>
<td><strong>574</strong></td>
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</table>

**Gold ▲**
- Carl Junction
  - Carl Junction Primary K-1
- Ferguson-Florissant
  - Halls Ferry Elementary
- Joplin
  - Beacon Alternative
- Kirkwood
  - Keyser Elementary
  - Kirkwood ECC
  - Westchester Elementary
- Lebanon
  - Maplecrest Elementary
- Mehlville
  - John Cary ECC
- Rockwood
  - Westridge Elementary
- Strafford
  - Strafford Elementary

**Silver ▲**
- Cassville
  - Cassville Intermediate
  - Eunice Thomas Elem.
- Columbia
  - Derby Ridge Elementary
  - Parkade Elementary
- Dixon
  - Dixon Elementary
- Excelsior Springs
  - Excelsior Springs Middle
  - Lewis Elementary
  - Westview Elementary
- Francis Howell
  - Hollenbeck Middle
  - Saeger Middle
- Fredericktown
  - Fredericktown Inter.
- Fulton
  - Bush Elementary
- Golden City
  - Golden City Elementary
  - Golden City High
- Hazelwood
  - Hazelwood West Middle
- Hollister
  - Hollister Elementary
  - Hollister Junior High
- Joplin
  - Emerson Elementary
- Kirkville
  - Kirkville ECLC
  - Kirkville Primary
  - Ray Miller Elementary
- Lamar
  - West Elementary
- Lebanon
  - Boswell Elementary
  - Esther Elementary
  - Hillcrest School
  - Lebanon High
  - Lebanon Junior High
- Marceline
  - Walt Disney Elementary
- Marshall
  - Hubble Elementary
  - Webster Elementary
- Moberly
  - Gratz Brown Elementary
  - North Park Elementary
  - South Park Elementary
- Montgomery Co.
  - Jonesburg Elementary
  - Montgomery City Elem.
  - Montgomery Co. Middle
- Mountain Grove
  - Mountain Grove Elem.
- New Madrid Co.
  - Central Middle
- Reeds Spring
  - Reeds Spring High
- Ritenour
  - Iveland Elementary
  - Marvin Elementary
- Rolla
  - Rolla Middle
  - Wyman Elementary
- Springfield
  - Portland Elementary
  - Sunshine Elementary
- Strafford
  - Strafford Middle
- Van-Far
  - Van-Far Elementary
- Warren Co.
  - Daniel Boone Elementary
  - Rebecca Boone Elem.
  - Warrior Ridge Elementary
- Waynesville
  - East Elementary
  - Freedom Elementary
  - Partridge Elementary
- Webb City
  - Eugene Field Elementary
  - Mark Twain Elementary
- Chaffee
  - Chaffee Elementary
- Columbia
  - Benton Elementary
  - Cedar Ridge Elementary
  - Mill Creek Elementary
  - New Haven Elementary
  - Paxton Keeley Elementary
  - Rock Bridge Elementary
  - Russell Blvd. Elementary
- Community
  - Community Elementary
- Crawford Co. R-I
  - Bourbon Middle
- Crawford Co. R-II
  - Cuba Middle
- Crystal City
  - Crystal City Elementary
- Derrick Thomas Academy
  - Derrick Thomas Academy
- Dexter
  - Southwest Elementary
- Dixon
  - Dixon Middle
- Doniphan
  - Doniphan Middle
- El Dorado Springs
  - El Dorado Springs Elem.
- Excelsior Springs
  - Elkhorn Elementary
  - Excelsior Springs High
- Ferguson-Florissant
  - Bermuda Elementary
  - Central Elementary
  - Combs Elementary
  - Lee-Hamilton Elementary
  - McCluer High
  - Vogt Elementary
- Francis Howell
  - Becky-David Elementary
“I was recently complimented by my karate instructor for my ‘focus.’ As someone who has struggled with ADHD all my life, I have made a conscious effort to increase my focus especially during karate class and now better appreciate the power of positive feedback.”

– SW-PBS Internal Coach, St. Louis Region
Contact Your Local RPDC

For more information, please visit the MO SW-PBS website at [pbismissouri.org](http://pbismissouri.org) or contact your RPDC.

**Southeast RPDC**
800-401-6680 or 573-651-5161
www4.semo.edu/rpdc
Consultants: Tom Anderson and Debbie Lintner

**Heart of Missouri RPDC**
800-214-2753 or 573-882-6924
www.heartofmissourirpdc.org
Consultants: Susan Brawley, Tom Hairston and Danielle Starkey

**Kansas City RPDC**
816-235-5652
education.umkc.edu/kcrpdc
Consultants: Phyllis Budesheim, Gayle Hurst and Gordon Way

**Northeast RPDC**
888-878-7732 or 660-785-4220
rpdc.truman.edu
Consultant: Jill Miller

**Northwest RPDC**
800-663-3348 or 660-562-1995
www.nwmissouri.edu/rpdc
Consultants: Travis Dimmitt and Belinda Von Behren

**South Central RPDC**
800-667-0665 or 573-341-6473
rpdc.mst.edu
Consultants: Jo Ann Anderson, Heather Herweck-Luckner and Tricia Ridder

**Southwest RPDC**
800-735-3702 or 417-829-5053
education.missouristate.edu/rpdc
Consultants: Roger Chasteen, Susanna Hill, Jane Medlen and Kelley Ritter

**Central RPDC**
800-762-4146 or 660-543-8240
www.ucmo.edu/rpdc
Consultant: Robert Rethemeyer

**Missouri Western RPDC**
816-271-4194
www.missouriwestern.edu/rpdc
Consultant: Margie Shean

Visit MO SW-PBS online at [pbismissouri.org](http://pbismissouri.org).

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