

# Positive Focus

Missouri SW-PBS + Fall 2013

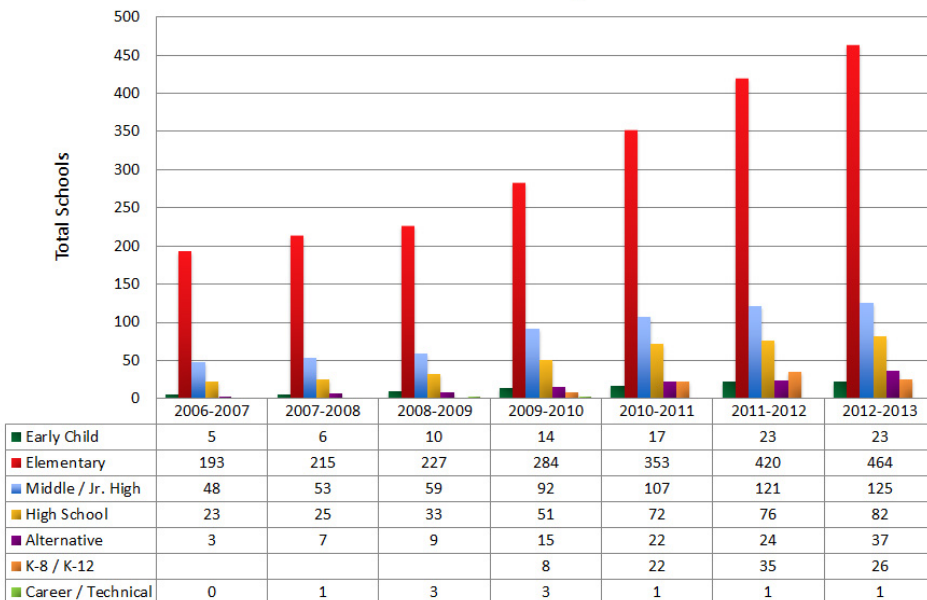
*Positive Focus* is published by the Missouri Department of Elementary and Secondary Education and the University of Missouri Center for SW-PBS.

MO SW-PBS is committed to furthering all schools' and districts' progress toward meeting the Top 10 by 20 goals set by the Missouri Department of Elementary and Secondary Education. This edition of *Positive Focus* highlights work toward meeting Goal 1: *All Missouri students will graduate college and career ready*. Research and practical experience have taught us that successful transition to post-secondary life begins early. Students who are progressing in early childhood education are more likely to do well in kindergarten. Those who do well in kindergarten are more likely to succeed in elementary school, and so on. Schoolwide PBS is structured to support all students' success academically, socially and behaviorally throughout their school experiences and to make successful transitions to the next stage.

One aspect of student success is being a productive member of the classroom community. MO SW-PBS helps schools to assess progress by tracking the amount of instructional time gained through implementation. You will find information within the school reports about their progress in gaining instructional time.

The graph below includes information about the number of schools implementing SW-PBS and at what level. Reports and examples from early childhood through high school related to successful transition will follow.

Missouri SW-PBS Schools by Grade Level



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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 is in place for all students.

# SAVE THE DATE

## Missouri SW-PBS 2013 Summer Training Institute

**MAKING THE  
CONNECTIONS:**  
MO SW-PBS, MTSS, and  
Student Success

June 11-13, 2014

Featured Speakers Scheduled Include:

- + George Sugai, Ph.D.
- + Timothy J. Lewis, Ph.D.
- + Michael Kennedy, Ph.D.
- + Mark Weist, Ph.D.
- + Laura Riffel, Ph.D.

### REGISTRATION INFORMATION

will soon be found on  
<http://pbissmissouri.org>

Session topics will include:

- + Leadership
- + Schoolwide Implementation
- + Effective Classroom Practices
- + Data & Technology How-To Sessions
- + Student Voice
- + Family & Community Engagement
- + Tiers 2 & 3
- + Mental Health and SW-PBS



## MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT: Early Childhood “Program-wide” Positive Behavior Support

Positive Behavior Support may look a little different in an early childhood (EC) setting than in an elementary or secondary building, but “Program-wide” PBS (PW-PBS) is going strong in many of Missouri’s early childhood centers (ECC) and classrooms! A variety of support and training opportunities are available for these educators in each region of the state. For the past five years, a Positive Behavior Support Early Childhood Summit has been held in different parts of the state to give ECCs the chance to network and learn from each other. Two Summits were planned for the 2013-2014 school year; the first was held at Field Early Childhood Center in Neosho on October 3 and the second will be held at Williams Early Childhood Center in Waynesville on April 2, 2014. Field ECC proved to be wonderful hosts for the October event and many innovative ideas and strategies were shared among the group. One participant commented, “As early childhood, it seems that we are always the ‘different duck’ and today helped me see how I can be included on my level with PBS.”

In the Southwest and the South Central

Regional Professional Development Center areas, cadres of early childhood teams have been formed for training at various implementation levels. Additional networking opportunities for EC groups are available in other regions of the state. Contact your regional SW-PBS consultant or Susanna Hill (Hillsj@missouri.edu) for more information.

Upcoming resources for EC personnel include a newsletter with tips/tools/resources for PW-PBS, exemplar ECCs highlighted, and information about upcoming networking and training opportunities. Links and resources for MO SW-PBS are available at <http://pbissmissouri.org> and there will be EC specific sessions at the 2014 Summer Training Institute.

Top 10 by 20, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by 2020, includes the following goal: “All Missouri children will enter kindergarten prepared to be successful in school.” PW-PBS implementation can be a step toward reaching this goal!

## Regional Reports of Instructional Time Gained Resulting in Improved Outcomes for Students

Reducing time out of instruction due to disciplinary actions such as “time out”, office discipline referrals (ODRs), tardy referrals, and out of school or in school suspensions is a primary outcome goal for schools implementing SW-PBS. All participating SW-PBS schools are encouraged to dialog as an entire faculty to come to consensus on an estimate of instructional time lost per disciplinary action. In one of the only published examples of a school’s consensus statement regarding amount of lost instructional time, 15 minutes is the amount referenced (Scott & Barrett, 2004). This benchmark will be used to illustrate the amount of instructional time schools have gained by reducing disciplinary actions.



Scott, T, & Barrett, S.B. (2004). Using staff and student time engaged in disciplinary procedures to evaluate the impact of school-wide PBS. *Journal of Positive Behavior and Interventions*, 6(1), p. 21-37.

# Regional Highlights

## KANSAS CITY REGION: Ruskin High School Easing the Transition with Sophomore Mentoring Groups

The purpose of school-wide positive behavior interventions and supports (PBIS) is to establish a climate in which appropriate behavior is the norm. In accordance with PBIS universal guidelines, the PBIS expectations at Ruskin High School (RHS) are designed to (1) provide a clear understanding of expected student behavior, (2) be few in number, (3) be positively stated and structured, (4) use familiar language, and (5) include example behaviors defined for purposes of instruction.

### AS A STUDENT AT RHS I WILL BE:

Safe • Responsible • Respectful •  
Peaceful • Ready to Learn!

The social behavioral curriculum is a school-designed set of behavioral expectations with accompanying lesson plans. The lessons at RHS are planned around “The Golden Eagle Code” and behavioral expectations matrix. They are taught within the first few weeks of school with continued application, practice, and feedback throughout the year. All teachers also include these expectations in their policy statements and syllabi at the beginning of each school year.

Common area expectations and procedures are specifically developed for successful participation in those areas (i.e. cafeteria, hallways, arrival and dismissal, school activities). Expectations and procedures are taught at the beginning of the year in each advisory classroom and at the grade level administrator assemblies; then they are practiced with individual students/classes as needed.

As the Ruskin PBIS committee analyzed August 2013 data, they determined that there was a need to speak to the incoming sophomores (the underclassmen group for this secondary building) about the expectations of the school. The principal approved the PBIS committee to create mentoring groups during the advisement period to address the school expectations.

Once a month, the sophomore males and females are separated into four different groups. The PBIS Student Panel members generate the discussion topics during their monthly meetings, and facilitate the sophomore mentoring groups’ discussions. A teacher supervises each sophomore mentoring session.

The feedback from the development of sophomore mentoring groups has been favorable. There is a reduction in sophomore discipline incidents. Additionally, parents have called the school to say “Thank You” for implementing a program to support positive behavior at school and at home.

Ruskin High School Staff and students presented at the MO SW-PBS 2013 Summer Training Institute and the presentation can be accessed at <mms://wmvstream.dese.mo.gov/2013swpbsruskinstudents>. This is a Windows Media file and must be viewed using a WMV player.

## NORTHEAST REGION: Early Childhood Transition

Kirksville Early Childhood Learning Center (ECLC) has been implementing SW-PBS for 5 years and typically serves 240 students per year. As part of their SW-PBS implementation ECLC has developed, in conjunction with Kirksville Primary School (KPS), a strategic 5-month process to increase positive transition outcomes for all students between the two programs. The transition planning includes universal supports that are provided to all students and specialized plans that are developed for individual students receiving Tier 2 and Tier 3 interventions.

March begins with ECLC teachers

completing a Pre-K to K Transition Information for Primary School enrollment form for each student, developing and distributing a parent newsletter including information regarding the kindergarten transition process and updating the website with kindergarten transition information including links to enrollment forms.

In April letters of intent are sent to parents including transition information, Parent Teacher Conferences are held and teachers include invitations to the Kindergarten Preview scheduled in May. In May the Kindergarten Preview is held at KPS when the Pre-K Literacy

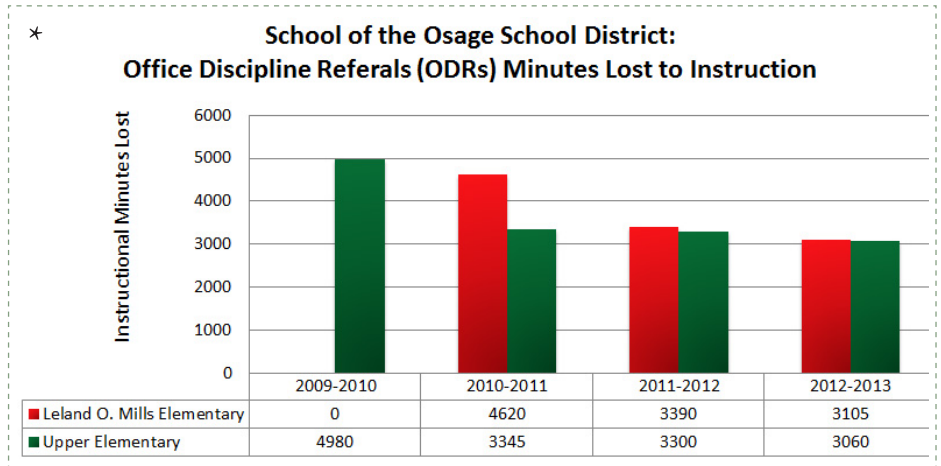
Assessment is administered to all students. In June students attend the KPS Pre-Kindergarten program in the morning and children then return to ECLC in the afternoon. Finally in July the social worker meets with KPS principal to transition Tier 2 and Tier 3 plans to determine best placements and continuation of supports.

As a result of this careful and strategic planning the staff members at ECLC and KPS increase the likelihood students make a smooth transition, setting them up for behavioral and academic success in kindergarten.



## HEART OF MISSOURI REGION: Osage School District Planning for Seamless Elementary Transitions

Leland O. Mills Elementary and Upper Elementary in the School of the Osage School District have been implementing SW-PBS for 5 years. Leland O. Mills Elementary serves students in grades K-2 and Upper Elementary serves students in grades 3-5. From the very beginning of building their respective SW-PBS systems the two buildings worked together to ensure a seamless transition for students. The schoolwide expectations (respectful, responsible, and safe) are the same at both buildings and some of the location specific rules are even consistent from one building to the next. For example, at both buildings, respectful in the hallway means that you “walk quietly so others can continue learning.” In addition, the recognition ticket has the same name at both buildings, Tribal Tickets, and the two SW-PBS teams have cross over members to ensure consistency exists between the buildings. This systematic planning and high levels of SW-PBS Tier 1 implementation by staff members across both buildings has resulted in improved data indicators, including a decrease in office discipline referrals over time.\* The Upper Elementary SW-PBS coaches, Amy Moore and Shannon Findley state, “The collaboration between our buildings has created a unified goal for our students to successfully transition from one building to the next.”



## NORTHWEST REGION: Northwest High Schools Find Benefits to Giving Students a Voice in SW-PBS



Maysville R-1 and Northeast Nodaway R-V are two districts in NW Missouri that have seen advantages to involving their high school students in implementing SW-PBS. Maysville Jr.-Sr. High School, with an enrollment of 257, is in its fourth year of SW-PBS, and Northeast Nodaway Jr.-Sr. High School, with an enrollment of 80, is in its third year of implementation.

Maysville Jr.-Sr. High was persuaded to give their students a voice in their positive behavior support (PBS) system after attending the 2013 SW-PBS Summer Training Institute and hearing the benefits other high schools have experienced with the strategy. At their initial meeting work groups were formed with the 20 students in attendance. The student groups have created a slogan, logo and t-shirt for PBS, revamped the Wolverine store, and taught the matrix to grades 7-9. Students are planning celebrations and are working on creating videos to help teach expectations.

Maysville’s discipline data also show a drastic drop in tardies. In the past three years tardies have dropped from 1394 to 817 (a decrease of 577 tardies\*). Maysville also recognizes students who miss three or fewer days a year and the number of students recognized has increased from 45% to 67% over the past three years.

*\* Compared to three years ago, last year Maysville Jr.-Sr. High gained 8,655 instructional minutes, or 144.25 instructional hours. This is based on 15 minutes of lost instructional time for each tardy.*

Northeast Nodaway has involved students by calling upon the student council to assist in gathering ideas from their classmates for the SW-PBS incentive menu and organizing activities tied to them. Students also had input in making changes to this year’s matrix as well as the recognition of teachers. Benefits realized from

implementing SW-PBS and student involvement have been a marked decrease in tardies and in school suspensions. In the past two years tardies have decreased from an average of 4 per student to 2 per student, and there were 20 fewer in school suspensions in 2012-13\*.

*\* With an enrollment of 80 students and a reduction by 2 tardies per student, last year there were 160 fewer tardies compared to two years ago. At 15 minutes instructional time lost per tardy, Northeast Nodaway gained 2,400 instructional minutes, or 40 instructional hours.*

With students taking part in their schools’ SW-PBS system, both Maysville and Northeast Nodaway anticipate even greater results this year.

“Teachers here have a student-first attitude, and that makes a world of difference.”

*Denise Funston*

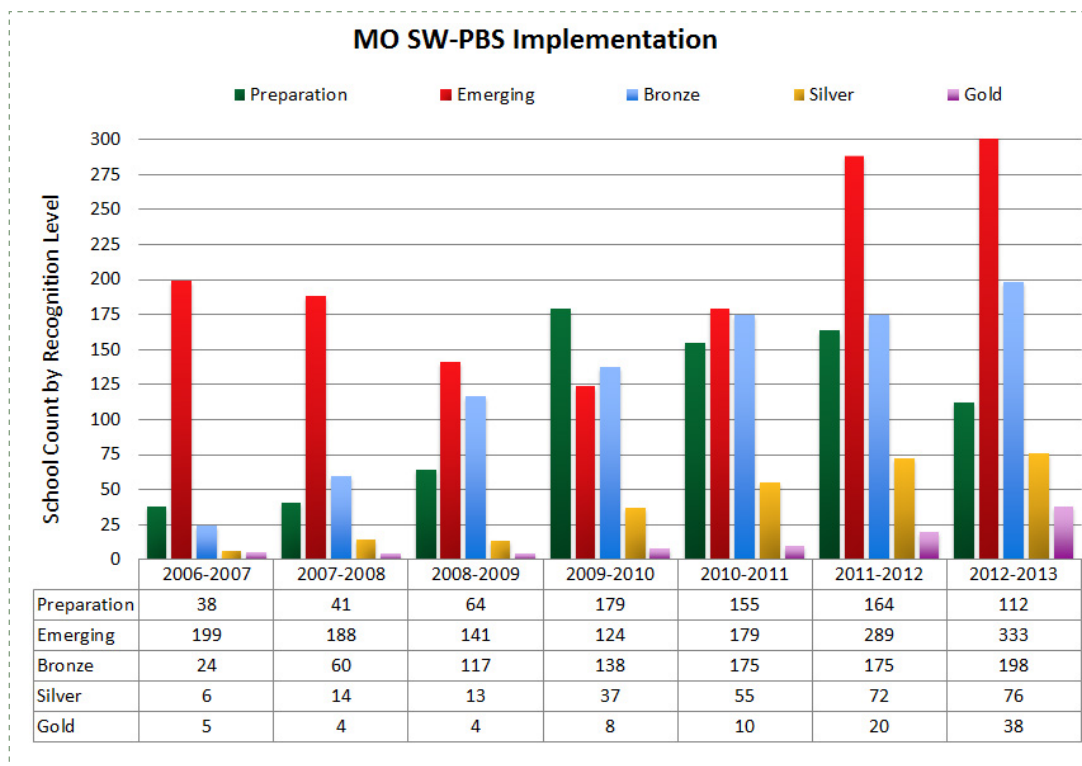
A student entering a school within the Windsor School District will immediately benefit from two key features. What are those features? Positivity and consistency. As Charles Bouzek, Principal of Freer Elementary notes, "In order for positive behavior interventions and supports (PBIS) to be effective in the district setting, all buildings must have a common set of goals, or PBIS expectations. Though they may be worded differently to suit specific grade levels, they must be consistent. The early childhood programs will introduce these expectations. The elementary schools will teach and model the expectations. By the time a student reaches the middle school and high school settings, he/she will be able to utilize these expectations to make positive decisions in their everyday lives."

According to Denise Funston, Principal of Windsor Elementary, “having the same positive expectations (Safe, Respectful, Responsible) throughout the district allows students to transition from building to building smoothly. Students have the advantage of already knowing what it takes to be successful.” The data in each of the 5 school buildings supports what Mr. Bouzek and Mrs. Funston describe. For example, Windsor Elementary’s ODR’s decreased by over 100 in the last year\*. Ultimately, Funston explains, “teachers here have a student-first attitude, and that makes a world of difference.”

*\*100 fewer ODRs per year, at 15 minutes instructional time lost per ODR results in a gain of 1,500 instructional minutes, or 25 instructional hours.*

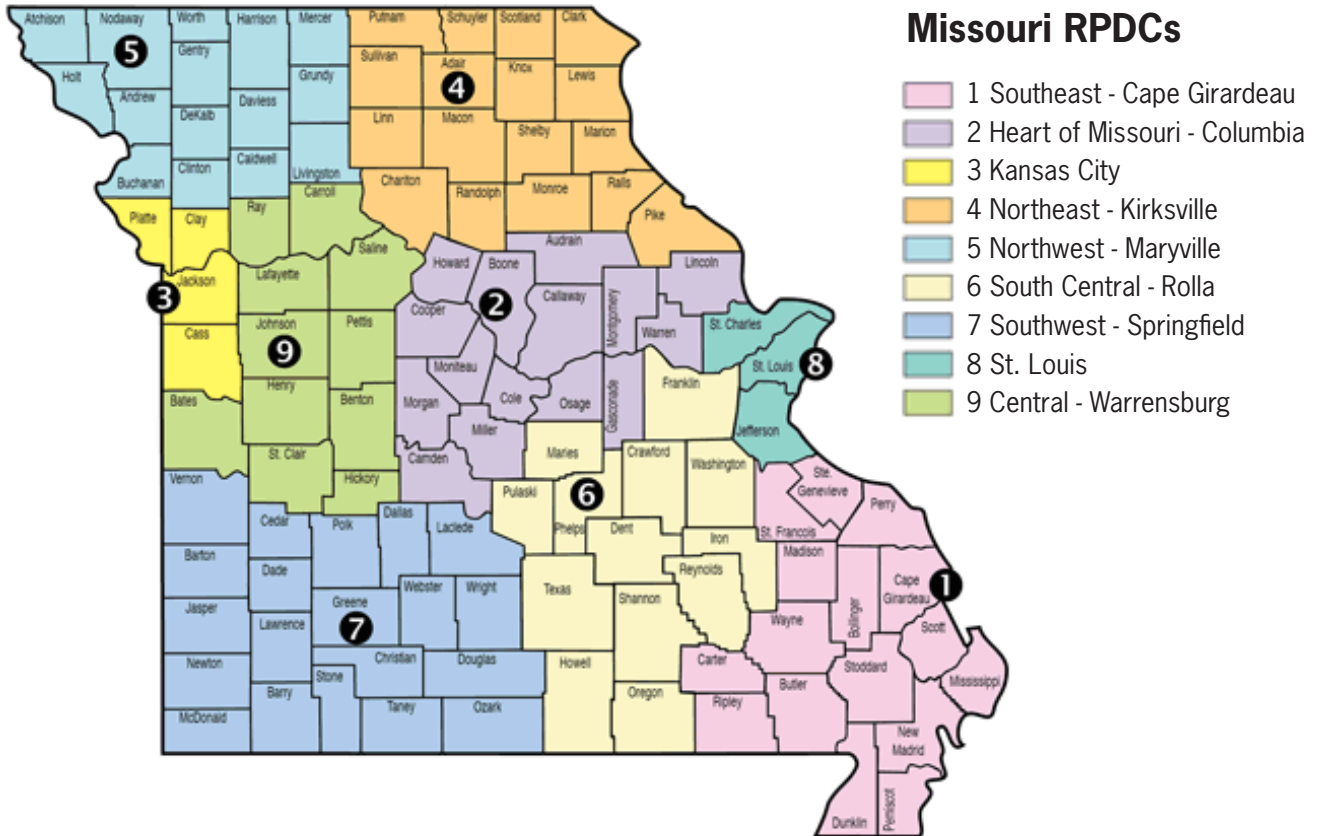
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 Helping make the best use of resources and personnel allows for more opportunities to work toward successful transition for all students. The Department (DESE) provides training and support for schools through the Effective Practices division within the Office of Special Education (<http://dese.mo.gov/se/ep/Transition.htm>). Barb Gilpin, DESE State Coordinator for Transition, has provided multiple opportunities for MO SW-PBS consultants to participate in trainings and discussions about proven practices and programs that support successful transition. As Ms. Gilpin has said, “We need to work together to make sure what we provide schools is research-based and effective.”

To learn more about the work of MO SW-PBS during the past school year access the 2012-2013 Annual Report at: <http://pbissmissouri.org/archives/4237>



# Contact Your Local RPDC

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



**REGION 1: SOUTHEAST RPDC**  
[www4.semo.edu/rpdc](http://www4.semo.edu/rpdc)

**REGION 4: NORTHEAST RPDC**  
[rpdc.truman.edu](http://rpdc.truman.edu)

**REGION 7: SOUTHWEST RPDC**  
[education.missouristate.edu/rpdc](http://education.missouristate.edu/rpdc)

**REGION 2: HEART OF MISSOURI RPDC**  
[heartofmissourirpdc.org](http://heartofmissourirpdc.org)

**REGION 5: NORTHWEST RPDC**  
[nwmissouri.edu/rpdc](http://nwmissouri.edu/rpdc)

**REGION 8: ST. LOUIS RPDC**  
[www.edplus.org/Special%20Education/sped\\_landing.html](http://www.edplus.org/Special%20Education/sped_landing.html)

**REGION 3: KANSAS CITY RPDC**  
<http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center-2/>

**REGION 6: SOUTH CENTRAL RPDC**  
[rpdc.mst.edu](http://rpdc.mst.edu)

**REGION 9: CENTRAL RPDC**  
[ucmo.edu/rpdc](http://ucmo.edu/rpdc)

[pbmissouri.org](http://pbmissouri.org)



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