

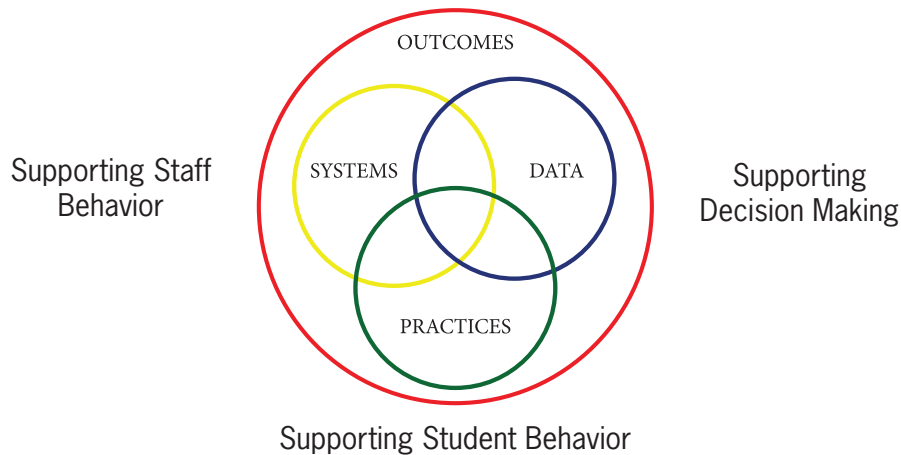
Positive Focus

Missouri SW-PBS + Fall 2014

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

Missouri Schoolwide Positive Behavior Support (SW-PBS) has aligned the training content for Tier 1 teams with the Positive Behavioral Interventions and Supports (PBIS) *Implementers' Blueprint and Self-Assessment* (Sugai, et. al., 2010). This document guides school teams to develop tiered intervention plans that focus on implementation of “evidence-based practices through interactive elements that allow for continuous monitoring, informed decision-making and self-enhancement.” (pg. 28, Sugai, 2010)

Social Competence & Academic Achievement



Systematic planning grounded in systems, data and practices guides work and helps achieve important behavioral outcomes at the school, district and statewide levels. Within this newsletter are examples of Missouri schools that represent a variety of tiers, phases of training and levels of implementation. These schools share how they use data to monitor progress and to inform decision-making. A district level example is shared to demonstrate how data is used to systematically monitor districtwide progress and how that data is used for decision-making in order to efficiently and effectively support all staff and students. Also included is a description of how the MO SW-PBS state team is continually gathering and analyzing data to guide decision making regarding implementation fidelity, school and district level adoption, training and/or support needs and student outcomes.

Early each summer, data from the previous school year is collated from various sources and data points for statewide MO SW-PBS analysis.

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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.

SW-PBS Archives	PBIS Applications Survey	Missouri Student Information System (MOSIS)
Team Minutes Big 5 office discipline referrals Essential Features Intervention Planning Guide FBA/BIPs Student outcome data Universal Support Checklist	School Safety Survey Self Assessment Survey Schoolwide Evaluation Tool Benchmarks of Quality Benchmarks for Advanced Tiers	Student demographics Student attendance Student academic achievement

This data is used by MO SW-PBS to analyze the training and support provided, the fidelity of implementation and outcomes for students. The process of collecting, graphing, analyzing and narrative writing follows the outline suggested in the *PBIS Implementer's Blueprint and Self-Assessment* (Sugai, et. al., 2010). Utilizing a standardized process to continuously assess and action plan is at the foundation of SW-PBS ongoing monitoring work. This analysis is available in the 2013-2014 Annual Report, and can be accessed at <http://pbismissouri.org/about/publications>.

Analysis of data at the statewide level continues to indicate that schools in Missouri can implement 3-tiered levels of support for improved social-behavioral outcomes for students and are able to sustain implementation over time. Outcomes indicate that schools that sustain typically improve implementation of Tier I or Universal supports as they implement more intensive and individualized supports for Tiers 2 and 3. When reviewing Self-

Assessment Survey (SAS) data across sub-scales of Schoolwide, Non-classroom and Classroom by levels of implementation fidelity (e.g., Bronze = Tier 1 at fidelity, Silver = Tiers 1 & 2 at fidelity, Gold = Tiers 1, 2 & 3 at fidelity) the percentage of staff who perceived these critical Tier 1 implementation factors to be in place increased. Our goal is to have all schools reporting perceptions of systems in place at 80% or higher criterion.

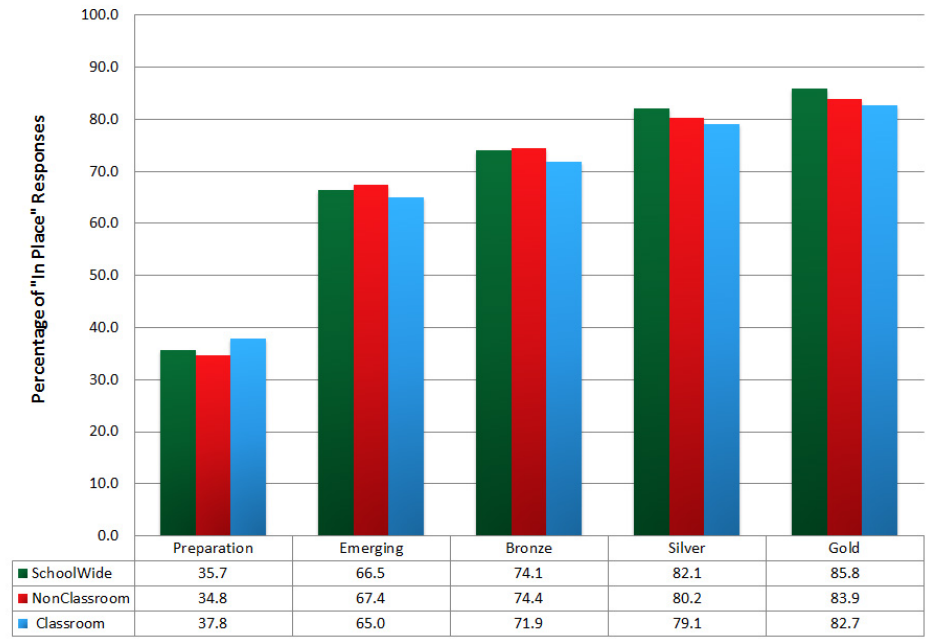
This Missouri SAS data confirms recent research that indicates for schools to sustain they need to be implementing schoolwide and classroom level supports simultaneously (Mathews, McIntosh, Frank & May, 2014). These findings reinforce the statewide plan to continue a focus on schoolwide and effective classroom practice training and technical assistance.

Resources that have been enhanced this year to support this renewed focus on schoolwide and classroom implementation include updated workbooks for Tiers 1, 2 & 3 with training content aligned to each workbook, and stratified phases of training within each tier of support. Effective Classroom Practice resources including new training videos on the the first four ECP's (filming was conducted in MO SW-PBS participating schools) have also been completed. See <http://pbismissouri.org/educators/effective-class-practice> for the classroom resources.

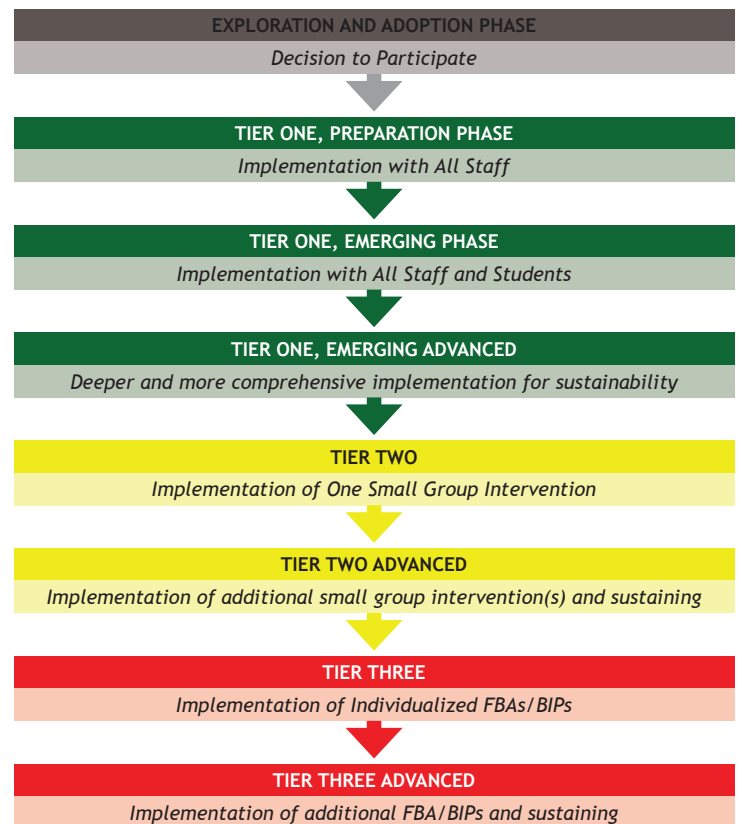
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13-14 Self-Assessment Survey By Component & Recognition Level



TRAINING LEVELS AND PHASES



Regional Highlights

REGION 8 ST LOUIS

Heritage Intermediate School, Wentzville R-IV > Emerging Advanced

559 students Grades 3-4

Heritage Intermediate School is currently in their fourth year of implementing Schoolwide Positive Behavior Supports (SW-PBS). In 2013-2014 Dr. Todd Kraft, principal, restructured committee work to prevent staff meeting burnout and to create a highly effective school. All staff members were asked to participate on one of three collaborative teams according to their strengths and interest: *Teachers Teaching Teachers* (e.g., professional development, state standards, technology & scheduling), *Teachers Supporting Students* (e.g., SW-PBS, RTI, Peer Tutors & Care Team) and *Teachers Building Community* (e.g., social and climate service projects, Veterans Day, can food drives, Heritage Habitat, PTA Liaison, Field Day).

All committees are required to meet twice a month during a specified time frame. The collaboration time is divided into specific tasks. The first meeting of the month, committees meet to plan, discuss and learn. The second meeting of the month involves the whole faculty. The format of this time is to provide professional development and share ideas. This structure has decreased the need for additional meetings and the staff reports this to be a more productive use of their time.

One example of how they utilized their committee time was to reflect on their Self- Assessment Survey (SAS) results from last spring. The results, along with staff concerns led them to refrain from moving forward to Tier 2. Instead, they determined the staff would benefit from gaining knowledge on additional classroom supports. The SW-PBS Team has developed a plan to provide professional development on the 8 Effective Classroom Practices throughout the 2014-2015 year as well as revisit their current practices for utilizing Class Meetings.

Due to this renewed focus, benefits are being witnessed by all. There is a much higher degree of “buy-in” from staff as shown by increased implementation. GRRREAT JOB, Heritage for responding to your data and creating a plan to support your teachers in their efforts to increase student success!

REGION 5 NORTHWEST

South Harrison Elementary School, South Harrison Co. R-II > Tier 2

435 students Grades K-5

At South Harrison Elementary School they feel their Tier 1 approach to PBIS is constantly a work in progress. 2014-2015 marks their third year of implementation, and systems and processes have changed with each year. One important tool they have used to guide our planning is surveying staff, students and parents. When a revision is made, the Tier 1 team typically waits approximately one month to allow staff to put the changes into place before soliciting feedback. Then they analyze the survey results to ensure all are on the right path. They have also provided parents and students with a venue to comment twice a year at parent teacher conference times to better understand the PBIS climate in each classroom, as well as the effectiveness of their tools. These surveys assist them in making sure that all stakeholders understand the plan and process.

Sharing Big 5 Data (AKA office disciplinary referral or ODR data) is another key component of their evaluation

process of PBIS implementation. Teachers receive month-to-month comparative ODR data, while the Tier 1 team analyzes other components of the Big 5. Then, based upon this analysis, decisions are made regarding the expectations teaching schedule and strategies, incentives and the behavior management plan.

Each year the staff members receive a PBIS binder with updated resources and step-by-step directions for each component they have implemented in their building. They want to ensure that all staff are on the same page, therefore, they walk through the binder at “Back to School” staff meeting to highlight changes. They also use these binders in their new staff training at a more explicit level.

At South Harrison it is the goal to keep staff and students fully engaged in PBIS as well as ensure fidelity of implementation through continuous monitoring of their system.

Regional Highlights

REGION 3 KANSAS CITY

Union Chapel Elementary School, Park Hill > Tier 2 Advanced
492 Students Grades K-5

Union Chapel Elementary School in Park Hill values the ideals of continuous improvement and ongoing monitoring. Though previously Union Chapel received their SW-PBS training through an outside agency, they reached out to Missouri SW-PBS for support, re-training and action planning for the purposes of sustainability.

Five years ago, Union Chapel began their SW-PBS journey. When recent anecdotal information suggested implementation was waning, the school gathered data through the Self-Assessment Survey (SAS). The SAS showed numerous celebrations. Committed to sustainability, Union Chapel began Tier 2 training with Missouri SW-PBS and also sent a team to attend a Tier 1 refresher. Their goal: fill in the missing elements unique to the needs of their school population.

Union Chapel knows and understands that Tier 1 is the foundation for success for both students and staff. As a result of their refresher course, they developed a strategic plan to address individual classroom expectations while re-invigorating the school's Tier 1 systems. Included in their plan are efforts to increase staff participation and commitment to the use of positive feedback. Making a strong connection between academic and social behaviors will set the foundation for success.

REGION 4 NORTHEAST

Brookfield Middle School,
Brookfield R-III > Tier 2
305 Students Grades 5-8

When Brookfield Middle School Tier 1 Team started looking at Big 5 office discipline referral (ODR) data in January of 2012, it became evident that hallways were the second highest location for office referrals. Because teachers were inconsistent in the quality of supervision, transitions into the building and at lunch were problematic. During this time period, they averaged five ODRs per month in the hallway.

The following summer the administration, with input from the Tier 1 team, decided to make a change.

Teachers were assigned one consistent duty location, procedures were provided for each location, and the staff was trained in active supervision. That year the average ODRs per month were reduced to 2.4, which is a significant decrease in problem behaviors during those transition times. They continue to fine-tune their active supervision in the hallway with a concentration on recognition in order to realize greater improvement with their data in that location.

REGION 2 HEART OF MISSOURI

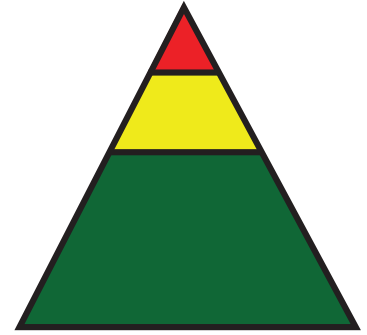
Warren Co R-III School District
3,100+ Students (pre-K through 12)

The Warren Co R-III School District is taking a district level approach to SW-PBS implementation and sustainability. In 2013-2014, the superintendent gave direction for the district to form a District Level SW-PBS Leadership Team that included representation from all buildings, the Assistant Superintendent, and the Special Education Coordinator. Continuing districtwide work into 2014-2015, the SW-PBS District Leadership Team meets on a quarterly basis and utilizes the 'PBS Implementation Self-Assessment and Planning Tool' included in the National Implementation Blueprint and Self Assessment (Sugai, et al., 2010) to guide SW-PBS decisions related to systems, data, and practices across the district.

Data-based decision making is taking center stage within the SW-PBS District Leadership Team this year as they begin to look at various data sources at the district level. One goal that the team has on their action plan is to analyze district office discipline referral (ODR) or Big 5 data at each quarterly meeting. This will allow them to identify trends across the district and respond universally across the district rather than as isolated building teams. In addition, the district is looking toward incorporating existing school data rules for Tier 2 identification of at-risk students into the district data system. Data such as this will provide one method for all building teams to utilize when identifying possible candidates for Tier 2 interventions.

Positive Behavior Support in Early Childhood Settings

Currently, there are approximately 60 Early Childhood Centers and Pre-K programs implementing PW-PBS in Missouri at every level from Prep to Tier 3 Advanced. Whether a team is part of an Early Childhood Center or a Pre-K program within an elementary school, there are resources available to help them implement Positive Behavior Support in their building. While the basic framework of systems, data and practices stays the same, some aspects of the PBS process might look a little different at the Early Childhood level. Contact your regional SW-PBS consultant for more information about available resources. Also visit <http://pbissmissouri.org/teams/pw-pbs>.



MARK YOUR CALENDARS
for the Spring EC-PBS
Networking Summit to be
held in Branson on
April 10, 2015!

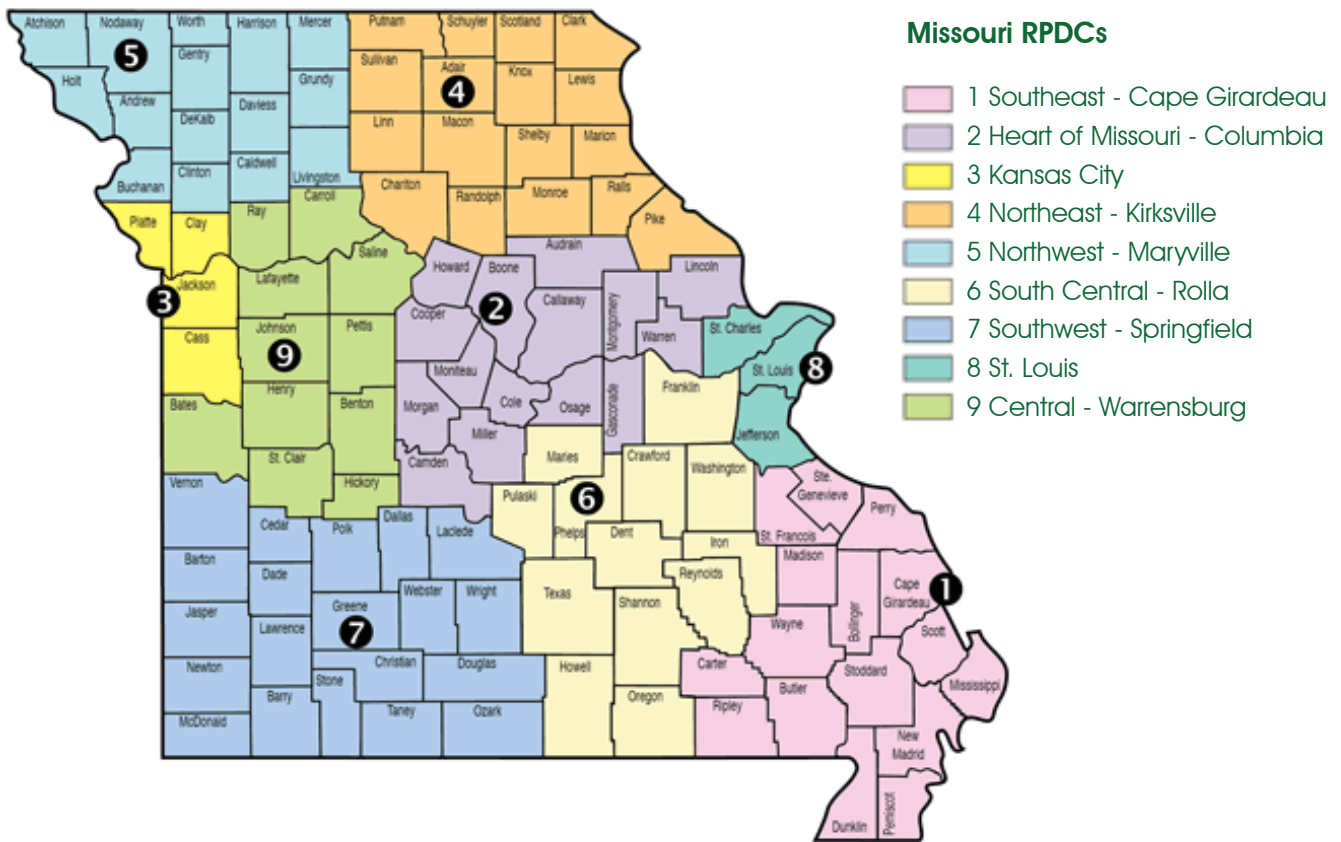


DR. MARY MILLER RICHTER was the founding director of Missouri Schoolwide Positive Behavior Support. Dr. Richter not only helped start Missouri SW-PBS, but throughout her time as director she put the systems in place, backed by research and data, that allowed the initiative to flourish across the state. The work of Missouri SW-PBS is widely recognized not only throughout the U.S. but also worldwide, largely as a result of her work. In September 2013 Dr. Richter was diagnosed with terminal cancer and stepped away from her leadership duties in MO SW-PBS a short time later. She maintained constant contact with the entire state team until her death in early June 2014. With her steady guidance to develop research-based systems, data and practices grounded in the *Positive Behavioral Interventions and Supports (PBIS) National Implementation Blueprint and Self Assessment* (Sugai, et. al., 2010), Dr. Richter laid a firm foundation for the future. "Missouri is well-positioned for sustained implementation of SW-PBS in the years ahead." (George Sugai keynote at the MO SW-PBS Summer Training Institute, June 11, 2014.)

During the 2014 Summer Training Institute, the first annual *Dr. Mary Richter Missouri School-wide Positive Behavior Support School of Distinction and District of Distinction Awards* were presented to Maple Park Middle School in North Kansas City and the Excelsior Springs School District. Dr. Richter's daughters, Amanda and Laura Frick, and Dr. Tim Lewis, director of the University of Missouri Center for SW-PBS and co-director of the National OSEP Center for PBIS presented the awards. For more information about PBIS at Maple Park Middle School and the Excelsior Springs School District, visit <http://pbissmissouri.org/richter-award>.

Contact Your Local RPDC

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



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

REGION 2: HEART OF MISSOURI RPDC
heartofmissourirpdc.org

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

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: ST. LOUIS RPDC
www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC
ucmo.edu/rpdc

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