Sustainability... When reading this term most people think of the “environment”, meaning “mother earth”. In schools and districts implementing Schoolwide Positive Behavioral Supports (SW-PBS) sustainability implies educational environments. Within educational professional literature sustainability is defined as “Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes,” (McIntosh et al., 2009). In education as in many fields, sustaining efficient, effective and research-based interventions can be a challenge. This is often due to what Latham calls the “Birth and Death Cycles of Educational Innovations” which is typically the span of 4 years (1998). Missouri’s statewide sustainable implementation of SW-PBS bucks this 4-year cycle with over 10 years of tiered supports for behavioral success being strategically implemented in over 700 schools across 211 districts.

Sustainability of system wide innovations is hard work at school, district and state levels. This hard work is intensified due to the ongoing mobility of administration, faculty and student populations. Nationally, 20% of administrators in public education transitioned to other buildings in 2009 (Battle, 2010) and teacher mobility was reported at 7.6% who moved to another building, and 8% left the profession entirely (Keigher & Cross, 2010). The MO SW-PBS State Team experienced unprecedented personnel mobility during the 2014-2015 school year, with 20 of 31 MO SW-PBS State Team members new to the team or their role within the team.

So, what’s in the special sauce keeping SW-PBS going strong in Missouri? Ownership and partnerships at all levels including in the Missouri Department of Elementary and Secondary Education, the MU Center for SW-PBS, the MO SW-PBS State Team members, the Regional Professional Development Centers (RPDCs), and MO SW-PBS partner districts and school teams, faculty, students and community members. Another foundational aspect of the SW-PBS work in Missouri is the steadfast commitment to research and guidance from PBIS National Center, which outlines critical elements for systems, data and practices that must be in place for the intervention to be considered implemented with fidelity. A process of continuous regeneration is always at the forefront of implementation of professional development and technical assistance. The MO SW-PBS State Team is constantly monitoring the fidelity of the implementation of their action plan, reading and reflecting on emerging science within the field, and adjusting the course of statewide work based on a systematic process for decision-making.

“The times they are a-changin’,” (Dylan, 1964). Based on reflection and dialogue around sustainability research, MO SW-PBS has modified our Recognition expectations of what it means to implement SW-PBS with fidelity. It is believed that these changes will result in improved, valued and durable outcomes for Missouri’s school children. The most significant change was the addition of the Self-Assessment Survey (SAS) Total scores for
sub-categories of “Schoolwide” and “Classroom” as indicators of staff perception of fidelity. Research indicates that these categories are strong predictors of sustainability (Matthews, McIntosh, Frank & May, 2013). A review of Missouri schools that participate in SW-PBS suggests a relationship between staff perceptions of the extent to which Schoolwide and Classroom systems are in place and the level of implementation achieved, as determined by training level or state recognition.

MO SW-PBS also instituted a PDF formatted Recognition application form to standardize submission and “require” teams to write concisely to stems about systems, data and practices work in their building. All applications were sent to MO SW-PBS official email and were reviewed by state leadership prior to regional review. The purpose underlying these changes was to support schools in building fluency and implementing with fidelity in order to improve or sustain positive outcomes for all students. This new recognition application procedure included a system for providing schools with formative feedback.

MO SW-PBS implemented a number of innovative practices during 2014-2015. These included the following: use of flipped instruction, posting of additional online instructional resources, launch of Content Acquisition Podcasts (CAPS), hosting of live webinars on new recognition procedures, introduction of online application process for summer institute presentation proposals and poster session, and the publication and posting of Tier 3 workbook and materials. It should be noted that Missouri is one of the few states that has developed workbooks and training materials that address all three tiers of support. These innovations along with sustained implementation of research based curriculum, tools and technical assistance have firmly established MO SW-PBS as a national exemplar.

REFERENCES


SUMMER TRAINING INSTITUTE 2015

Join us for the 10th Annual Missouri Schoolwide Positive Behavior Support (MO SW-PBS) Summer Training Institute. Our theme this year is Sustaining Effective Practices for Student Success, which reinforces the importance of sustaining implementation of research-based practices in light of administrative, faculty, staff and student turnover. We have chosen topics that address the challenge schools have to interweave multiple initiatives to achieve academic and social success for all students across tiers (universal, targeted and intensive). Topics will include: Sustainability; Equity; Leadership; Effective Classroom Practices; Data, Technology & Innovation; Student Voice; and Family & Community.

The Institute participants will also get the pleasure of hearing from nationally known experts including Tim Lewis, Ph.D., Kent McIntosh, Ph.D., Jen Freeman, Ph.D. and Kelsey Morris, Ed.D.. In addition, exemplary schools, pre-K through high school, will share how they make connections between academic and social behavioral success. For more information visit http://pbismissouri.org/summer-training-institute.
Regional Highlights

SPECIAL SCHOOL DISTRICT – MEHLVILLE SCHOOL DISTRICT

The Mehlville School District Sustainability Plan was developed in collaboration with St. Louis County Special School District (SSD) PBIS team. Mehlville began PBIS implementation in 1998 with one school. Each year thereafter, new schools began implementation while others participated in regeneration.

Currently:

+ 18 of 18 schools participated in Tier 1 professional development, Early Childhood through High school and Alternative center
+ 14 of 18 schools have been trained in Tier 2-3 Systems
+ 12 of 14 have at least one Tier 2 intervention in place
+ 11 of 18 schools have screened for behavior using the SRSS tool in the past 2 years
+ To date, 18 of 18 schools have conducted universal screening for behavior at least 1 time using the SRSS-IE,
+ 12 of 18 schools screen systematically three times a year

Highlights of Mehlville’s exemplary implementation for sustaining include:

+ A District Leadership Team, following the National Blueprint, that includes a comprehensive team that represents general and special education, all staff, community, and mental health
+ Use of a systematic timeline for all school implementation
+ A process for mentorship for newly trained schools/personnel
+ The integration of PBIS, Character Education, Academic & Behavior
+ Universal screening for behavior district wide indicates trends of 80% of students responding to Tier 1
+ The exploration of evidence based practices for encouragement and feedback in the classroom to replace previous less effective approaches (e.g., clip down system for classroom management)
+ The use of a systematic screening process in addition to office referrals, special ed diagnosis, attendance, classroom minor behaviors, academic data (such as grades, report card indicators) and their intervention guidelines to determine what students need in their schools at the school and district levels
+ A district-level data system to support schools which includes access and dissemination of screening tools, as well as collection and organization of data, so multiple data sources are available for decision making and problem solving
+ Teams that meet regularly to identify students, monitor student outcome data, and fidelity of interventions

To learn more, or visit schools in the Mehlville School District contact Dr. Brian Lane, Assistant Superintendent, blane@mehlvilleschooldistrict.net.

SOUTHEAST REGION – WEST LANE ELEMENTARY

In the Jackson R-2 School District, West Lane Elementary stands out as a school building with true sustainability! Even through a change in administration, this school continues to stay strong in their commitment to implement with fidelity, at all three tiers.

In speaking with faculty, staff and administration they all attribute their sustainability to teacher empowerment, administrative support and a vow to do whatever it takes to ensure that all students are successful both academically and behaviorally. Their schedule is designed to honor protected team time.

West Lane is both a SW-PBS and Professional Learning Community (PLC) school. During weekly collaborative team time, decisions are based on data. All collaborations are student focused and interventions are matched to student needs. The “whole child” is considered and the interventions are tiered on both the academic and behavior sides. As they say at West Lane, “This is the business of our business!”
Regional Highlights

CENTRAL RPDC – MIDWAY ELEMENTARY

Welcome to Midway Elementary! In attendance at each regional PBIS Tier 3 meeting is a team comprised of the principal, counselor, SPED director, and a classroom teacher. For the past three years, Self-Assessment Survey (SAS) data for Midway has consistently been in the 90%+ range with implementation at 96%. All stakeholders complete electronic surveys at Midway: certified staff, noncertified staff, and parents. PBIS is engrained in the culture of Midway Elementary. Furthermore, sustainability is enhanced by inclusion of the following:

- Every Tier 1 team member is assigned to 3 - 4 non-Tier 1 team staff members.
- One of the staff members assigned to each staff team is new.
- Topics Discussed: how to teach the matrix, how to fill out the ODR, classroom majors versus minors, and understanding the data (fidelity and validity).
- Every Tier 2 team member is assigned to 4 - 5 non-Tier 2 team staff members.

SOUTH CENTRAL RPDC – GERALD ELEMENTARY SCHOOL

Gerald Elementary School (GES) has implemented a solid foundation for their SW-PBS process with well-thought out procedures as well as student and staff commitment in order to sustain their long-term advancement. As visitors enter GES, their eyes are automatically drawn to the SW-PBS signage on the walls. Each year, Gerald Elementary incorporates a theme into their SW-PBS procedures. This year they chose “Superheroes.” Superheroes are embedded in their culture and climate; and the students and staff are Super S.T.A.R. s (Safety first, Think responsibly, Always be honest, Respect others.) Superheroes are included on all of their signage from the S.T.A.R. matrix to the GES Super S.T.A.R. voice level signage.

As visitors walk through the building and observe, it becomes obvious that the GES signage is more than just a poster on the wall; their signage is used as a teaching tool by everyone in the building. Weekly assemblies are held to review the expectation for that week, or to revisit areas that need to be addressed based upon a review of their data. Re-teaching then occurs in each classroom by having students complete writing assignments based on the signage and expectations covered during the assemblies. The students complete the writing assignments on stationery made to match the signage, bringing the theme full-circle. Impact of this teaching is shown by their continuous reduction of ODR’s, OSS and ISS over the past three years.

Gerald Elementary staff works as a team to encourage positive behavior among all staff and students; however, when asked about the creation of the signage, everyone says credit must be given to Nicole Bunt. Kudos to Nicole! If you would like to know more about SW-PBS at Gerald Elementary School, visit their website at www.Owensville.k12.mo.us/pbs-expectations.html.
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 that earn recognition are model sites for Preparation and Emerging schools to visit.

**GOLD**

**Bayless**
Bayless Elementary

**Carl Junction R-I**
Carl Junction Primary K-1

**Dexter R-XI**
Southwest Elementary

**Dixon R-I**
Dixon Elementary School

**Excelsior Springs 40**
Excelsior Springs Middle School

**Francis Howell R-III**
Saeger Middle School

**Fulton 58**
Bartley Elementary

**Hazelwood**
Hazelwood Early Childhood Education Centers

**Hillsgboro R-III**
Hillsgboro Primary

**Joplin R-VIII**
Beacon School

**Kirkville R-III**
Early Childhood Learning Center
Kirkville Primary

**Kirkwood R-VII**
Westchester Elementary

**Lebanon R-III**
Boswell Elementary
Hillcrest School
Joe D. Esther Elementary School
Lebanon High School
Maplecrest Elementary School

**Marceline R-V**
Walt Disney Elementary

**Marshfield R-I**
Daniel Webster Elementary

**Mehlville R-IX**
John Cary Early Childhood Center
Oakville Middle

**Midway R-I**
Midway Elementary

**Moberly**
Gratz Brown Elementary
South Park Elementary

**Nixa R-II**
Mathews Elementary

**Ozark R-VI**
East Elementary
North Elementary

**Pattonville R-III**
Pattonville Early Childhood Center

**Reeds Spring R-IV**
Reeds Spring High
Reeds Spring Middle

**Ritenour**
Iveland Elementary
Marvin Elementary
Ritenour Middle School

**Rolla 31**
Wyman Elementary

**Sikeston R-6**
Sikeston 5th & 6th Grade Center
Southern Boone Co. R-I
Southern Boone Elementary

**Southwest R-V**
Southwest Middle

**Special School Dist. St. Louis**
Hiram Neuenhoefer High School

**Strafford R-VI**
Strafford Elementary
Strafford Middle

**University City**
Pershing Elementary

**Walnut Grove R-V**
Walnut Grove Elementary

**Waynesville R-VI**
East Elementary School
Freedom Elementary School
Partridge Elementary School
Wood Elementary School

**Webster Groves**
Hudson Elementary

**Winfield R-IV**
Winfield Intermediate
Winfield Primary

**SILVER**

**Cape Girardeau 63**
Clippard Elementary

**Chaffee R-II**
Chaffee Elementary

**Concordia R-II**
Concordia High

**Crawford Co. R-II**
Cuba Middle

**Crystal City 47**
Crystal City Elementary

**Desoto**
Athena Elementary

**El Dorado Springs R-II**
El Dorado Springs Elementary

**Excelsior Springs 40**
Excelsior Springs High School

**Ferguson Florissant R-II**
Combs Elementary
Griffith Elementary
Halls Ferry Elementary
Holman Elementary
McCluer High
Wedgwood Elementary

**Francis Howell R-III**
Central Elementary
Daniel Boone Elementary
Henderson Elementary

**Fredericktown R-I**
Fredericktown Elementary
Fredericktown Intermediate

**Fulton 58**
Bush Elementary

**Golden City R-III**
Golden City K-12

**Hamilton R-II**
Hamilton Elementary

**Hancock Place**
Hancock Place Elementary
Hancock Place Middle

**Hazelwood**
Barrington Elementary
Brown Elementary
Hazelwood East Middle
Keeven Elementary
Lawson Elementary

**Jackson R-2**
South Elementary

**Jasper Co. R-V**
Jasper Co. R-V
Jasper High

**Joplin R-VIII**
McKinley Elementary

**Kansas City 33**
Wendell Phillips Elementary

**La Monte R-IV**
La Monte Elementary

**Marshfield R-I**
Shook Elementary

**Mehlville R-IX**
Bernard Middle
Blades Elementary
Forder Elementary

**Meramec Valley R-III**
Meramec Valley Middle

**Mexico 59**
Hawthorne Elementary

**Milan C-2**
Milan Elementary

**Moberly**
North Central Regional Schools
North Park Elementary

**Neosho R-V**
George Washington Carver Elementary
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North Kansas City 74
Fox Hill Elementary
Linden West Elementary

Northwest R-I
Northwest Early Childhood Center

Norwood R-I
Norwood Elementary

Ozark R-VI
West Elementary

Phelps Co R-III
Phelps County Elementary

Pleasant Hope R-VI
Pleasant Hope Elementary

Raytown C2
Blue Ridge Elementary
Eastwood Hills Elementary
Fleetridge Elementary
Laurel Hills Elementary
Little Blue Elementary
New Trails Early Learning Center
Norfleet Elementary
Northwood School
Raytown Central Middle
Raytown High
Raytown Middle
Raytown South High
Raytown South Middle
Robinson Elementary
Southwood Elementary
Spring Valley Elementary
Westridge Elementary

Reeds Spring R-IV
Reeds Spring Elementary
Reeds Spring Primary

Ritenour
Ritenour ECC

Riverview Gardens
Central Middle

Salem R-80
Salem Upper Elementary

Sedalia 200
Heber Hunt Elementary
Horace Mann Elementary
Parkview Elementary
Skyline Elementary
Washington Elementary

Sikeston R-6
Matthews Elementary
Sikeston Kindergarten Center

Southern Boone Co. R-I
Southern Boone High

St Louis Language Immersion
The Chinese School

St. Elizabeth R-IV
St. Elizabeth School District R-4

St. James R-I
Lucy Wortham James Elementary

St. Louis City
Bryan Hill Elementary
Froebel Elementary
Hamilton Elementary
Oak Hill Elementary
Woerner Elementary

Stoutland R-II
Stoutland Elementary

Tri-County R-VII
Tri-County Elementary

Troy R-III
Troy 9th Grade Center

United Services for Children
United Services for Children

University City
Flynn Park Elementary
Jackson Park Elementary

Washington
Augusta Elementary
Labadie Elementary School

Waynesville R-VI
Williams Early Childhood Center

Wentzville R-IV
Boone Trail Elementary
Crossroads Elementary
Duello Elementary
Frontier Middle
Heritage Intermediate
Heritage Primary
Peine Ridge Elementary
Prairie View Elementary
Wentzville Alternative Program
Wentzville Middle
Wentzville South Middle School

Winston R-VI
Winston Elementary
Missouri RPDCs

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

REGION 2: HEART OF MISSOURI RPDC
heartofmissourirpdc.org

REGION 3: KANSAS CITY RPDC

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

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

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