

# Positive Focus

Missouri SW-PBS + Fall 2017

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

## Setting the Stage for Yearlong Success

### *Beginning with the End in Mind*

The field of behavioral science has identified what needs to be consistently “in place” at Tiers 1, 2 and 3 in order to say, “Multi-tiered systems of support are being implemented with fidelity at School X,” (e.g., Lewis & Sugai, 1999; Sugai & Simonsen, 2012). Based on this body of research literature, MO SW-PBS has developed and utilizes implementation rubrics with our partner schools. These rubrics are the foundation of the backwards design principles (Wiggins & McTighe, 2011) MO SW-PBS has employed to develop and refine training materials for Tier 1, Tier 2 and Tier 3.

We begin training our partner schools with a clear plan to implement with consistency across all settings and all individuals (students, teachers, staff, etc.) in order to confirm **universal (or Tier 1)** behavioral supports are in place.

| Schoolwide Focus                     | Classroom Focus                      |
|--------------------------------------|--------------------------------------|
| Common Purpose & Philosophy          | Classroom Expectations               |
| Leadership                           | Classroom Procedures & Routines      |
| Clarifying Expected Behaviors        | Encouraging Expected Behaviors       |
| Teaching Expected Behaviors          | Discouraging Inappropriate Behaviors |
| Encouraging Expected Behaviors       | Active Supervision                   |
| Discouraging Inappropriate Behaviors | Opportunities to Respond             |
| Ongoing Monitoring                   | Activity Sequencing & Choice         |
| Professional Learning                | Task Difficulty                      |

It is critical for schools to have these **universal** supports firmly in place, as these are the very same supports the school will be asked to **target (or Tier 2)** or **individualize (or Tier 3)** as they implement more intensive levels of support with students who are identified as non-responders. Before moving to these intensive tiers, the school must confirm universal supports have been implemented with fidelity and then document that the student(s) have not responded, meaning the student(s) have not consistently demonstrated the expected behaviors. See below part of the MO SW-PBS Tier 1 Artifact Rubric, a tool which gives an objective guide for schools to assess fidelity of implementation of the Tier 1 or universal critical features outlined above.

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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.

MO SW-PBS Tier 1 Artifacts Rubric

(Purpose: formative feedback throughout the year & recognition/pre-scoring that is consistent across consultants and regions)

| Artifact  | Proficient (2 points)<br>Elements taken from T1 Workbook   | Developing (1 point)  | Not in Place (0 points)  | Score                             |
|---|--|---|--|-----------------------------------|
| <b>Current Action Plan</b><br>(pages 41-42, & 45-46)  | <b>Action Plan includes all of the elements:</b><br><input type="checkbox"/> Goals<br><input type="checkbox"/> Steps<br><input type="checkbox"/> Timelines<br><input type="checkbox"/> Resources<br><input type="checkbox"/> Communication<br><input type="checkbox"/> Responsible Party<br><input type="checkbox"/> Evaluation/Evidence<br><input type="checkbox"/> Review Status       | Action Plan reflects some, but not all, of the elements OR all elements are documented, but descriptions lack detail for implementation.  | A Current Action Plan is not available, or does not include these elements.                      | <b>2 1 0</b><br><br>Date Reviewed |
| <b>Schoolwide Expectations Matrix</b><br>(pages 96-101 & 102-117)   | <b>All behaviors listed are:</b><br><input type="checkbox"/> Observable<br><input type="checkbox"/> Measurable<br><input type="checkbox"/> Positively Stated<br><input type="checkbox"/> Understandable<br><input type="checkbox"/> Always Applicable<br><br><b>Includes Columns for:</b><br><input type="checkbox"/> Non-Classroom Settings<br><input type="checkbox"/> Classroom       | Most items follow OMP/UA and/or there are columns for non-classroom settings and classroom.   | Few items follow OMP/UA and/or there are no columns for non-classroom settings and/or classroom. | <b>2 1 0</b><br><br>Date Reviewed |
| <b>Staff / Student / Family Handbook</b><br>(pages 78-81, 292-393)  | <b>Includes documentation of:</b><br><input type="checkbox"/> Expectations & behaviors/rules<br><input type="checkbox"/> Description of encouragement system<br>Can be in handbook form, website, student planner, etc.  | Documented communication includes either expectations & behaviors/rules or description of encouragement system, but not both.   | No documented communication, or SW-PBS not included.   | <b>2 1 0</b><br><br>Date Reviewed |
| <b>Social Skills Lesson</b><br>(pages 139-151)<br>All items necessary @ elementary. Starred* items necessary @ at | <b>Includes documentation of all:</b><br><input type="checkbox"/> Clear description of behavior (steps if applicable) *<br><input type="checkbox"/> Location in which skill is to be used*<br><input type="checkbox"/> Tell<br><input type="checkbox"/> Show<br><input type="checkbox"/> Practice<br><input type="checkbox"/> Pre-correct/Remind*<br><input type="checkbox"/> Supervise* | Some necessary items present, but not all.<br><input type="checkbox"/> Clear description of behavior<br><input type="checkbox"/> Location in which skill is to be used*<br><input type="checkbox"/> Tell<br><input type="checkbox"/> Show<br><input type="checkbox"/> Practice<br><input type="checkbox"/> Pre-correct/Remind*<br><input type="checkbox"/> Supervise* | No lessons exist for matrix expectations.  | <b>2 1 0</b><br><br>Date Reviewed |

MO SW-PBS Tier 1 Artifacts Rubric

|  |  |  |   |                                    |
|--|--|--|---|------------------------------------|
| secondary.   | <input type="checkbox"/> Feedback*<br><input type="checkbox"/> Re-teach  | <input type="checkbox"/> Feedback*<br><input type="checkbox"/> Re-teach  |   |                                    |
| <b>Year-long Teaching Schedule</b><br>(pages 152-153)                                    | <input type="checkbox"/> Outlines a year, but room for flexibility based on data.  | <input type="checkbox"/> Outlines a year with no room for flexibility based on data.                                     | No teaching schedule exists.  | <b>2 or 0</b><br><br>Date Reviewed |
| <b>Recognition Continuum / Menu</b><br>(pages 170-174)                                   | <b>Includes documentation of all:</b><br><input type="checkbox"/> Name<br><input type="checkbox"/> Resources<br><input type="checkbox"/> Description & Criteria<br><input type="checkbox"/> When & Where presented<br><input type="checkbox"/> Info to Staff<br><input type="checkbox"/> Goals<br><input type="checkbox"/> Celebrations<br><input type="checkbox"/> Coordinator      | Continuum/menu in place with at least 4 of 8 components.   | No recognition continuum is evident or includes fewer than 4 features.        | <b>2 1 0</b><br><br>Date Reviewed  |
| <b>Corrective Response Menu / Flowchart</b><br>(184-185 & 206-207)                       | <b>Includes documentation of all:</b><br><input type="checkbox"/> Behavior Description<br><input type="checkbox"/> Adult Response<br><input type="checkbox"/> Documentation<br><input type="checkbox"/> Progression based on student response  | Corrective response menu/flowchart exists but does not include information about documentation or behavior descriptions. | Corrective response menu/flowchart not evident.                               | <b>2 1 0</b><br><br>Date Reviewed  |
| <b>Major &amp; Minor Descriptors</b><br>(pages 184-190)                                  | <b>Includes documentation of all:</b><br><input type="checkbox"/> Behavior Name<br><input type="checkbox"/> Operational Definition<br><input type="checkbox"/> Designation as Major (Office Managed) or Minor (Staff Managed)  | Behaviors defined but no documentation of Minor/Major difference.  | There are no definitions of major/minor behaviors.                            | <b>2 1 0</b><br><br>Date Reviewed  |
| <b>Tier 1 Team Minutes &amp; Big 5 Report OR Solution Plan</b><br>(pages 72-73, 228-229) | <b>Documentation of team Dialog Regarding:</b><br><input type="checkbox"/> Outcome Goal identified by Big 5 or PBS Survey Review<br><input type="checkbox"/> Prevention/Teaching/Recognition Steps and/or Corrective Consequences<br><input type="checkbox"/> Progress Monitoring (Fidelity / Outcomes)<br><input type="checkbox"/> Includes Who, When, PD Needs, Communication Plan | Minutes/Big 5 or Solution Plan includes 3 of the 4 features.   | Minutes/Big 5 or Solution Plan not evident or includes fewer than 2 features. | <b>2 1 0</b><br><br>Date Reviewed  |

MO SW-PBS Tier 1 Artifacts Rubric

As a school moves to targeted and / or individualized levels of support, they need to begin with the best practice “end” in mind. For this reason, MO SW-PBS also utilizes the Intervention Essential Features (IEF) Rubric for each research based Tier 2 intervention the school implements and the Functional Behavior Assessment / Behavior Intervention Plan (FBA/BIP) Rubric for assessing the quality of planning for Tier 3 supports. These two additional rubrics lead the MO SW-PBS participating schools directly towards best practice, through objective implementation assessment. This systematic process can lead to improved outcomes for students, families and the school staff.

Intervention Essential Features Rubric

| Feature   | Proficient (2 points)   | Developing (1 point)  | Not in Place/ No Evidence (0 points)   | Score       |
|---|---|---|--|-------------|
| 1. Description of major components of intervention, including function addressed.   | Description of major components of intervention is clear and concise and includes the specific function of behavior that is addressed by the intervention.<br>___ Obtain<br>___ Escape  | Description of major components of intervention is unclear or insufficient, but does include the specific function of behavior that is addressed by the intervention.<br>___ Tell<br>___ Obtain<br>___ Escape | Description of major components of intervention is unclear and does not address function.  | 2<br>1<br>0 |
| 2. Intervention coordinator and/or facilitator(s) identified.   | There is an assigned Intervention Coordinator and/or assigned facilitator(s) who are able to coordinate and deliver the intervention with fidelity.   | One or more staff members have been assigned to implement this intervention, but assignments/roles are not clearly delineated.  | No one has been assigned to implement this intervention with fidelity.   | 2<br>1<br>0 |
| 3. List at least two sources of data used to identify students for intervention, with criteria for entry to intervention clearly described. | Two or more of the following sources were used to identify students who would participate in this intervention and the criteria for entry is described (i.e. Student Identification Plan):<br>___ Existing School Data<br>___ Staff or parent nomination<br>___ Universal Screening process | Only one of the following sources was used to identify students who would participate in this intervention:<br>___ Existing School Data<br>___ Staff or parent nomination<br>___ Universal Screening process  | There is not a standard method to identify which students will participate in this intervention that includes school data, nomination, or universal screening. | 2<br>1<br>0 |
| 4. Description of system to determine function of student behavior that includes both record review and context analysis.                   | Team collects information to determine possible function of student behavior (i.e. Tier 2 Adapted FACTS part A) which includes:<br>___ records review<br>___ context analysis   | Team collects information using one but not both of the following methods:<br>___ records review<br>___ context analysis  | Team does not collect information that includes records review and context analysis to determine the function of behavior.                                     | 2<br>1<br>0 |

Functional Behavior Assessment/Behavior Intervention Plan Rubric

| Step                                | Activity  | Status   |  |  |
|-------------------------------------|---|--|--|--|
|                                     |   | Proficient 2   | Developing 1   | Not In Place / No Evidence 0   |
| Collect Information (FBA Steps 1-4) | 1. Student identified by Core Team.   | Core Team responds to data indicating one of the following:<br>• Non-response to Tier 2<br>• Chronic behaviors<br>• Intense behavior<br>• Teacher nomination<br>• Universal screening  |  | No data to indicate reason for consideration for Tier 3 support.                       |
|                                     | 2. Core Team identifies and notifies Action Team members.                                   | Action Team members include:<br>• principal<br>• person with behavioral expertise<br>• classroom teacher<br>• other staff involved with student<br>• person making referral<br>• family member<br>• student (if appropriate) | Action Team includes a minimum of 3 members: administrator, person with behavioral expertise, and the classroom teacher. | Action Team not identified.  |
|                                     | 3. Designated Core Team member gathers relevant records following established system.       | Records reviewed include:<br>• discipline referrals<br>• attendance<br>• academic records<br>• health information (if applicable)<br>• IEP (if applicable)   | Records reviewed included at least discipline referrals AND academic records.  | A review of records was not conducted, or the record review information is incomplete. |
|                                     | 4. Action Team member(s) interview individuals who have direct experience with the student. | Persons interviewed include:<br>• homeroom/main teacher<br>• person making referral<br>• other staff<br>• family member<br>• student (if appropriate)  | Some interviews (2 or more) occurred, but not all relevant individuals were interviewed.                                 | Interviews were not conducted, or interviews records are incomplete.                   |

To see complete rubric documents visit <http://pbissmissouri.org>

Continuous regeneration of practice (McIntosh & Turri, 2014) is necessary for schools to build and sustain systems for best practice. Review and assessment of current practice is a critical part of this regeneration process. As Dean Fixsen, the lead researcher in the field of implementation science states, “Fidelity has an expiration date. It’s only as good as what you’ve done lately,” (2016). With this in mind, MO SW-PBS urges school teams to utilize the rubrics (as appropriate for their training and/or implementation level) early and often, as the self-rating on these rubrics should guide efficient and effective short term and long term action planning. School teams also use the aligned action plans for each tier of training as tools for documentation and long-term action planning (also found on the <http://pbissmissouri.org> website).

Beginning each year with the end in mind, utilizing the MO SW-PBS rubrics and action plans, both of which are aligned with evidence based best practices, will increase the likelihood that the efforts put forth by all staff are leveraged to their maximum potential.

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Additionally, MO SW-PBS schools operating in an observable, data driven manner with fidelity as described above will have in most cases met the criteria at the end of the year to be considered a MO SW-PBS Award of Excellence candidate. These are schools which are accurately assigning self-ratings of “2” for “Proficient” or “In-Place” in most if not all categories. Speak with your SW-PBS Consultant(s) now about how to begin this data driven assessment of implementation, moving towards efficiency, effectiveness, improved outcomes for all stakeholders, and possibly recognition, as well.

### References

- Lewis, T. J. & Sugai, G. (1999). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children*, 31(6), 1-17.
- Fixsen., D. (2016). Implementation of Evidence-based Innovations. 13th Annual Association of Positive Behavior Support Conference, San Francisco, California.
- 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.
- Sugai, G., & Simonsen B., (2012). Positive behavioral interventions and supports: History, defining features, and misconceptions. *PBIS Revisited* 1(1).
- Wiggins, G. P., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. ASCD.

## Secondary School Summit

A FREE networking opportunity for educators serving grades 6-12 is coming soon! The MO SW-PBS Secondary School Summit will be held on Wednesday, November 29th from 9:00 to 2:30 at Raytown South High School. Raytown South HS, a Silver Recognition MO SW-PBS school, is located at 8211 Sterling Avenue in Raytown, Missouri. Participants will meet with other Missouri secondary schools that are implementing SW-PBS. Topics will include Staff Buy-in, Leadership, Tier 2 and Tier 3, Dealing with Tardies, Community Engagement and Teaching Social Skills to secondary students. Raytown South HS and a guest MO SW-PBS Middle School will share information about their respective SW-PBS journeys, and participants will have the opportunity to tour the host facility. This Summit usually fills up quickly every year, so be sure to register early!

Registration can be found at [bit.ly/secondarysummit2017](http://bit.ly/secondarysummit2017). Deadline for registration for the Secondary School Summit is November 22, 2017.

Save the Date



**CREATING PLACES**  
WHERE EVERYONE BELONGS

**Summer Institute 2018**

**June 19-21, 2018**

**Tan-Tar-A Resort in Osage, MO**

*Stay tuned for more info via email, Facebook, and Twitter!*

Call for Proposals for Breakout and Ignite Sessions is open now. Interested in presenting at Summer Institute 2018? Learn more about the two types of sessions:

### BREAKOUT SESSIONS

- 75 minute presentation with a regional or state collaborator followed by questions
- Criteria: 1<sup>st</sup> Quarter Big 5 Data & Meeting Minutes or Solution Plan turned in, 2017-2018 School Safety Survey completed, 2016-2017 Self-Assessment Survey completed and Classroom, Non-classroom, Schoolwide subscales at 70%, quarterly data submitted
- Proposal submitted and scored by MO SW-PBS personnel using Breakout Session Rubric

### IGNITE SESSIONS

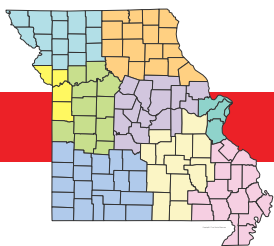
- 5 minute presentation as part of a group with others in your theme, followed by networking time/questions
- Criteria: 1<sup>st</sup> Quarter Big 5 Data & Meeting Minutes or Solution Plan turned in, 2017-2018 School Safety Survey completed, 2016-2017 Self-Assessment Survey completed and Classroom, Non-classroom, Schoolwide subscales of at least 70%, quarterly data submitted
- Proposal submitted and scored by MO SW-PBS personnel using Ignite Session Rubric

Ready to submit a proposal? Contact your Regional Consultant for more information or visit <http://pbissmissouri.org/summer-institute-2018-call-for-proposals/>

# MO SW-PBS Recognition Award of Excellence

The Missouri Schoolwide Positive Behavior Support (MO SW-PBS) Recognition Award of Excellence is announced in early May of each implementation year. The criteria align with what research indicates is necessary to implement with fidelity at each tier of support: Tier 1 = Bronze; Tier 2 = Silver; and Tier 3 = Gold. However, recognition should be considered a year-long process, rather than an annual event. Participating in an ongoing feedback review cycle with your school team and SW-PBS Consultant(s) ensures that your team is implementing with fidelity.

Why is fidelity crucial? At the **2017 PBIS Implementer's Forum** in Chicago, George Sugai cautioned participants, "If you cannot document that you are implementing with high fidelity you shouldn't talk about outcomes." The most efficient and effective way to document fidelity at each tier of support is to deploy the recognition process. Start now by downloading the Tier 1, 2 and or 3 Rubrics and utilizing them at your team meetings. When April 15th rolls around your team will be ready to submit your application for final review and feedback from your SW-PBS Consultant (<http://pbissmissouri.org/recognition-application/>).



## 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 behavioral 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 3 Kansas City:**

Gashland Elementary (*page 5*)

### **Region 5 Northwest:**

S.M. Rissler Elementary (*page 6*)

### **Region 6 South Central:**

Clearview Elementary School (*page 7*)

### **Region 7 Southwest:**

Weller Elementary (*page 8*)

### **Region 8 St. Louis:**

Woerner Elementary (*page 9*)

### **Region 9 Central:**

Heber Hunt Elementary (*page 10*)





## REGION 3 KANSAS CITY

### GASHLAND ELEMENTARY

Gashland Elementary is a Suburban school serving 274 Pre-K-1st grade students.

Gashland has worked hard to implement SW-PBS for 8 years. Gashland Elementary School is currently implementing its 1st year at the Gold Level. Three schoolwide universal expectations are taught to our students from the first day of school: Be Respectful, Be Responsible, and Be Safe. Students exhibiting these behaviors are consistently recognized with Classroom Superstar Awards, Cafeteria Silver Spoon Awards, and GAES Shining Star/ Weekly Individual Awards.

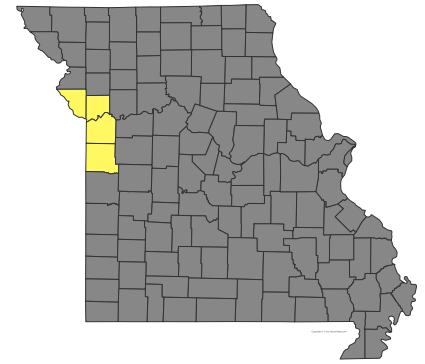
At GAES, we teach social and behavioral skills consistently, using the following resources: school-created power points, classroom lessons incorporating books on each of our universal expectations, t-charts created within each classroom of what each expectations does/does not look like in the classroom, student-language to identify observable behaviors for each expectation, weekly class-wide lessons taught by the counselor, and our universal expectations video. Teachers are observed by administration to ensure fidelity of lessons and implementation of teaching/re-teaching practices within the classroom and other school settings.

Parents/Guardians are provided information about PBIS in a brochure that is sent home at the beginning of the school year, or upon enrollment in school. Additionally, information via a PBIS power-point presentation and Universal Expectations video is shared with parents at Kindergarten Enrollment Night. This gives parents a comprehensive explanation of PBIS philosophy and practices in our school. Weekly classroom newsletters contain GAES Shining Star award winners. Our monthly school newsletter provides updates on PBIS and attendance. We receive many positive remarks and reactions from parents regarding these practices, as indicated by our annual parent survey results.

Gashland uses data to drive decision making. In the past 8 years, student attendance has increased from 91% to 94.8%. Office referrals have decreased 24%. In-school suspensions are down by 28%, and out-of-school suspensions are down by 57% in just two years.

One of Gashland Elementary School's unique features is that we are exclusively a primary building. This allows us to streamline PBIS practices toward developmentally appropriate practices at the K-1st grade levels.

GAES is a warm, inviting place for our students, staff, families, volunteers, and community members to grow and thrive. PBIS has helped us to have a common language and set universal expectations that are reinforced and recognized throughout the entire building, by all staff.



### School Demographics

- Administrator – 1
- Teaching Staff – 20
- Support Staff – 15
- Students Served – 274
  - White – 65.1%
  - Black – 7.3%
  - Latinx – 12.1%
  - Asian – 2.6%
  - Multi-racial – 9.5%
- Free/Reduced – 46.4%

### Student Outcomes

- Average Daily Attendance – 94.8%
- ODRs 2016-2017
  - 89% 0-1 ODRs
  - 5% 2-5 ODRs
  - 6% 6+ ODRs

## REGION 5

### S.M. RISSLER ELEMENTARY

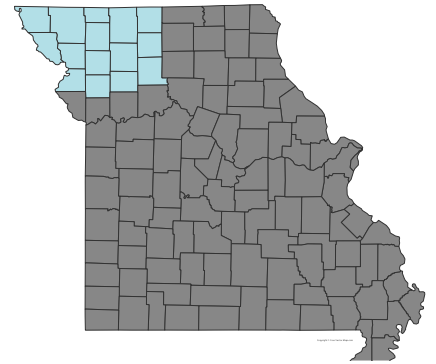
The S.M. Rissler Elementary is a rural, public school serving over 394 elementary school students.

S.M. Rissler Elementary has worked hard to implement SW-PBS for 9 years. We have implemented Tier 1 for 9 years and we are in our fifth year of implementing Tier 2. Several features of Tier 1 and Tier 2 are listed in the bullets, below.

S.M. Rissler Elementary uses data to drive decision making. In the past 4 years, student attendance has increased from 95.43% to 96.64%. Office referrals have decreased from 558 in 2013-2014 to 285, and the percentage of students with one or more referrals has decreased from 3.2% to 1.64%. In school suspensions are down by 73%, and out of school suspensions are down by 53%. Additionally, MAP scores have increased by 31% in communication arts.

Some of the unique features of SW-PBS implementation at S.M. Rissler Elementary includes:

- + Positive Office Referrals - this is something new we are implementing this year. Students can be sent to the office for their “good” BARK behavior. They are recognized over the intercom for the entire school to hear and then displayed on a bulletin board, as well. The students seem to really enjoy this!
- + We hand out our positive reinforcers at extra curricular activities, such as high school football games, to encourage our PBS expectations even after regular school hours.
- + The local police department give students “Bones” when they observe students following the expectations out in the community. Law enforcement has also taken an active role in managing bus stop situations and rewards students with bones.
- + We do a drawing from our spent Bones from each grade level every two weeks. The winning student receives a gift card to a local business.
- + Schoolwide Bones Store - this is also new this school year. We have a Bones Store for students to spend their bones at, rather than requiring teachers to be responsible for keeping track of these rewards. Parent Volunteers run this store, and the students and parents seem to really enjoy this “shopping” time.
- + Our Tier 1 professional development focus for the current school year focuses on providing specific positive feedback. We will collect a baseline 4:1 specific positive feedback ratio for each teacher. We will follow up by collecting a ratio at the beginning of 2nd semester, and again at the end of the school year. We are hopeful that our school focus and professional development will increase our ratio.



### School Demographics

- Administrators – 3
- Teaching Staff – 40
- Support Staff – 22
- Students Served – 394
  - White – 374
  - Black – 1
  - Latinx – 0
  - Asian – 0
  - Multi-racial – 13
  - Hispanic – 5
  - Indian – 1
- Free/Reduced – 63%

### Student Outcomes

- Average Daily Attendance – 95.53%
- ODRs
  - 88.80% 0-1 ODRs
  - 7.63% 2-5 ODRs
  - 3.56% 6+ ODRs

## REGION 6

### CLEARVIEW ELEMENTARY SCHOOL

Clearview Elementary School is a suburban, public school serving 339 elementary school students.

Clearview Elementary School has worked hard to implement SW-PBS for 6 years. We have implemented Tier 1 with fidelity and continue to reinforce our ROCK expectations- Respect, Ownership, Commitment, Kindness. We hold a bootcamp where the students rotate to each area of the building and are taught the expectations from a Tier 1 team member. Refresher lessons are taught in January by the classroom teacher or counselor using videos made by the students or staff and lessons on the smartboard. We begin each day with the Pledge of Allegiance and our ROCK pledge that our Student Leadership created. The students are given ROCK tickets as a reinforcement for following the expectations. The students can put their ROCK tickets in the ROCK box for the daily drawing. Alternatively, they can save them to purchase bigger items, such as sitting at the bistro table in the cafeteria, being first in line for the day, bringing a stuffed animal to school, extra recess, etc. We also use badges with our theme on National Parks. Classes can earn badges in any area of the building and also for displaying behavior from our ROCK words which they put on their sash hanging outside of their classroom door. The staff may also earn badges for displaying ROCK behavior, and can earn special ROCK tickets that are put in a quarterly drawing. Each class will research the park for their room, and we will display the research on a bulletin board in a common hallway.

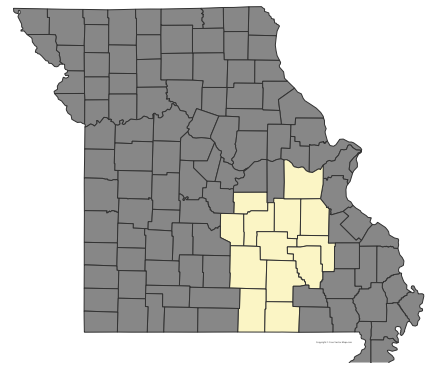
We have started CICO and Social Skills Intervention Groups for Tier 2. We have supported 10 students with a 90% success rate in CICO. We have supported 10 students in Social Skills with a 90% success rate. Students are making improvements in their behavior and learning the skills they were deficient in through these interventions.

Clearview has worked to use data to drive decision making. In the past 5 years, student attendance has remained consistent at 96%. Tardies decreased by 46% between 2012 and 2014. Between 2013 and 2016, our staff retention rate was 97%. It decreased by 1% in 2017 due to retirements and personal reasons. Major office referrals decreased by 5% in the 2016-17 school year compared to the 2015-16 school year.

Additionally, MAP scores have consistently been strong over the past five years (2013-2017).

- 3rd grade has averaged 75% of students scoring proficient or advanced in Communication Arts.
- 4th grade has averaged 71% of students scoring proficient or advanced in Communication Arts.
- 5th grade has averaged 69% of students scoring proficient or advanced in Communication Arts.
- 6th grade has averaged 69% of students scoring proficient or advanced in Communication Arts.
- 3rd grade has averaged 74% of students scoring proficient or advanced in Math.
- 4th grade has averaged 67% of students scoring proficient or advanced in Math.

A unique feature of SW-PBS implementation at Clearview is our inclusion of students, staff and teachers in our PBS process. Our 6th grade came up with lyrics to a popular song to promote many of our expectations. We then videotaped the students acting out these lyrics. The students on the Leadership Team created the ROCK pledge that we currently recite each morning. We have a refresher for our bus drivers to make sure they are using the ROCK tickets to encourage following bus expectations and train any new bus drivers each year. They also pick a bus student of the week and that student earns a bus badge. Our cafeteria staff is involved with meetings to discuss how to improve behavior in the cafeteria and they have 3 badges they can also give out. We feel that if we include all stakeholders we will have better buy in and this will, in turn, help all of our students be more successful.



### School Demographics

- Administrator – 1
- Teaching Staff – 24
- Support Staff – 8
- Students Served – 339
  - White – 93.5%
  - Black – 0.6%
  - Latinx – 2.1%
  - Asian – 0.3%
  - Multi-racial – 2.9%
- Free/Reduced – 28%

### Student Outcomes

- Average Daily Attendance – 96.05%
- ODRs
  - 97 % 0-1 ODRs
  - 2 % 2-5 ODRs
  - 1 % 6+ ODRs

## REGION 7

### WELLER ELEMENTARY

The Weller Elementary school is an urban public school serving over 369 elementary school students.

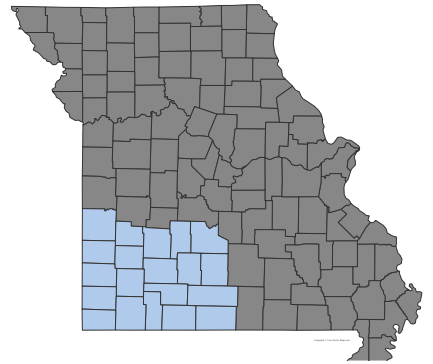
Weller Elementary has worked hard to implement SW-PBS for 1 year. We promote positive recognition of our students through the use of “Caught Being Good” cards which allow a teacher or staff to write what the student did, as well as circle the aspect of P.R.I.D.E. they showed (Politeness, Respect, Integrity, Discipline, and Effort). These cards are placed in a box. Cards are drawn from the box during weekly assemblies. Cards not drawn during the assembly are sorted by the student council, and given back to the student, so that the student can share with his or her parents. All the cards are separated by grade and the Student Council separates the grades into classes so the teachers can give all the Caught Being Good cards back to each student to take home even if their name was not drawn during the assembly. P.R.I.D.E. Panthers are also recognized at assemblies. Students who are recognized by their teacher as showing P.R.I.D.E. are nominated for P.R.I.D.E. Panther. They receive a button to pin to their shirt each day with their name and the title “P.R.I.D.E. Panther Nominee” around it. They keep their nomination 30 days and are then recognized with a certificate at the assembly, given a P.R.I.D.E. t-shirt, put their handprint on a giant banner (P.R.I.D.E. Panther Wall of Fame), have lunch with the counselor and principal, earn the right to sit at the P.R.I.D.E. Panther lunch table which has coloring pages at it, and get to sit on mats during the assemblies for the rest of the year.

P.R.I.D.E. signs are found in every hallway of our school, whether on large signs on the wall or hanging from the ceiling. Throughout the school our expectations are posted for hallway, lunchroom, arrival, dismissal, assemblies and more, with elementary appropriate pictures depicting each one. We post our expectations for the lunchroom with students acting out the expectations in each picture. All of our expectations have been put into a matrix according to how they support P.R.I.D.E. Every new student is given a copy of the P.R.I.D.E. Matrix, and talked through it by the Student Council after the new student’s first assembly. Every teacher has been encouraged to make their own “classroom matrix” with their students to see how their behavior in the classroom falls into P.R.I.D.E.. P.R.I.D.E. has become a part of staff language when speaking to students.

When student behavior does not follow expectations, staff members follow responses outlined on a flow chart to provide appropriate intervention. Classroom strategies include the following: teachers are encouraged to use the 2:10 rule with students they are having behavior problems with (for 10 days spend 2 minutes of non-curricular conversation with them each day); additionally, they can ignore the inappropriate behavior while reinforcing a nearby student who is demonstrating the desired behavior.

Weller Elementary has worked to use data to drive decision making. Student attendance has increased from 94.47% to 94.98%. Office referrals have decreased from 4% to 1%, and the percentage of students with two or more referrals has decreased from 2% to 1%. In school suspensions are down by 1%, and out of school suspensions are down by 1%.

A unique feature of SW-PBS implementation at Weller Elementary includes our P.R.I.D.E. Store. At Weller students earn a dollar a day which they can spend in our P.R.I.D.E. Store. Items range from clothes and shoes to food and toiletries. Somethings we love about the store is how often students buy for those in their family instead of themselves, and how giving the community is around in their donations of brand new shoes and more.

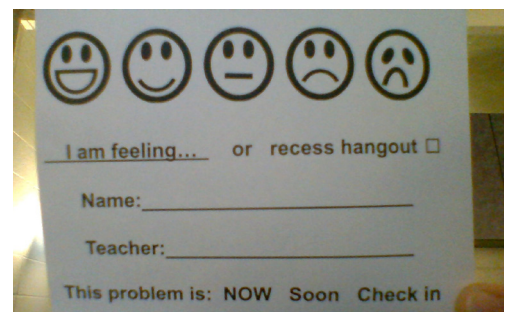


### School Demographics

- Administrator – Dr. Donaldson
- Teaching Staff – 31
- Support Staff – 15
- Students Served – 369
  - White – 57%
  - Black – 15%
  - Latinx – 16%
  - Asian – 1%
  - Multi-racial – 11%
- Free/Reduced – 83%

### Student Outcomes

- Average Daily Attendance – 94.98%
- ODRs
  - 99% 0-1 ODRs
  - 1% 2-5 ODRs
  - 0% 6+ ODRs





## REGION 8

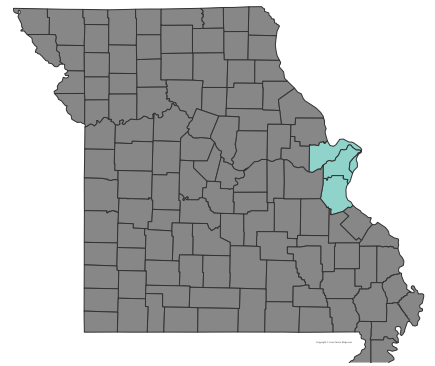
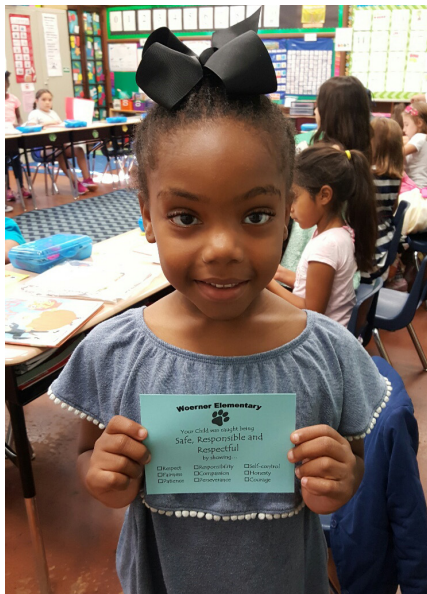
### WOERNER ELEMENTARY

Woerner Elementary is an urban public school serving over 410 elementary school students.

Woerner Elementary has worked hard to implement SW-PBS for 6 years. Tier 1 systems are solidly in place. The school holds a behavior boot camp twice per year and teaches lessons weekly to ensure that students know and understand the expectations. The Tier 1 team meets monthly to examine discipline data and create a solution plan to address areas of need. The Tier 2 team meets as often as needed, but at least bi-weekly, to discuss and create intervention plans for students who need extra supports.

Woerner Elementary has worked to use data to drive decision-making. In the past 6 years, student attendance has increased from 94.4% to 95.4%; during that same time period office referrals have decreased from 205 to 64, and the percentage of students with one or more referrals has decreased from 19% to 6%. Out of school suspensions are down by 88%.

A unique feature of SW-PBS implementation at Woerner includes Positive Postcards that are filled out by staff members when a student is caught showing respect, being responsible, and being safe. These postcards are mailed home and are an exciting surprise for students and their families. This is just one of the ways that Woerner communicates with parents about the PBIS program.



### School Demographics

- Administrator – 2
- Teaching Staff – 28
- Support Staff – 15
- Students Served – 410
  - White – 36%
  - Black – 28%
  - Latinx – 13%
  - Asian – 10%
  - Multi-racial – 13%
  - ELL – 42%
- Free/Reduced – 100%

### Student Outcomes

- Average Daily Attendance – 95.4%
- ODRs
  - 96% 0-1 ODRs
  - 3% 2-5 ODRs
  - <1% 6+ ODRs

## REGION 9

### HEBER HUNT ELEMENTARY

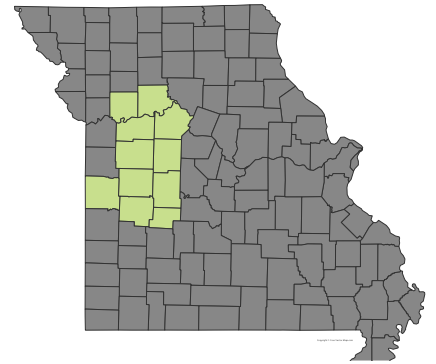
Heber Hunt is a rural, public school serving over 466 elementary school students.

Heber Hunt Elementary has worked hard to implement SW-PBS for 5 years. At the Tier 1 level, building wide lessons are taught for all settings. Students are encouraged with positive specific feedback and can earn Tiger Tickets to spend in classroom stores or our building tiger cart store. Students are also recognized with positive referrals and positive phone calls home. Students enjoy celebrating at our monthly PBS assemblies where winning classrooms participate in minute to win it games, and students are recognized for displaying character traits. Students and teachers also celebrate quarterly with classroom parties that include games, crafts, snacks, and music. Heber Hunt also showcases teacher and student success on Twitter, Facebook, and local news.

Additional layers of support are designed to consistently provide staff with options for preventing and responding to undesired student behavior. Students are identified for interventions through our Tier 2 team after reviewing referral data, the FACTS form, and the universal screening tool. Students enjoy participating in Check-in, Check-out and Social Skills Intervention Groups. Students receiving Tier 2 Interventions have a personalized resource binder that contains their Check-in, Check-out materials and social skills tools; contingency maps, visual schedules, self-regulation tools, and star charts for choice time. All data is collected, reviewed, and shared with students and staff.

Heber Hunt has worked to use data to drive decision making. In the past 5 years, student attendance has increased from 83% to 93%; during that same time period, staff attendance has increased from 96% to 98%. Office referrals have decreased from 1081 to 229. Additionally, MAP scores have increased by 4% in communication arts and 6% in math.

A unique feature of SW-PBS implementation at Heber Hunt is our priority for teaching social skills lessons to all students. In addition to small group social skills interventions, social skills lessons are taught weekly to all students Kindergarten-4th grade during Response to Intervention (RTI) time. With lessons focusing on perspective taking, thinking about situations occurring, following the group plan, learning expected and unexpected responses to situations, and making smart guesses, year long success really translates to lifelong success. With the common social language and curriculum used by our staff, students are making social growth in cooperative learning, communication, decision making, and problem solving activities. Our social skills curriculum has given the language to our teachers and students for preventing social problems and allows them to consistently teach problem solving skills in a positive setting. We pride ourselves on making social behavior a priority for our students, so they become successful in the future.



#### School Demographics

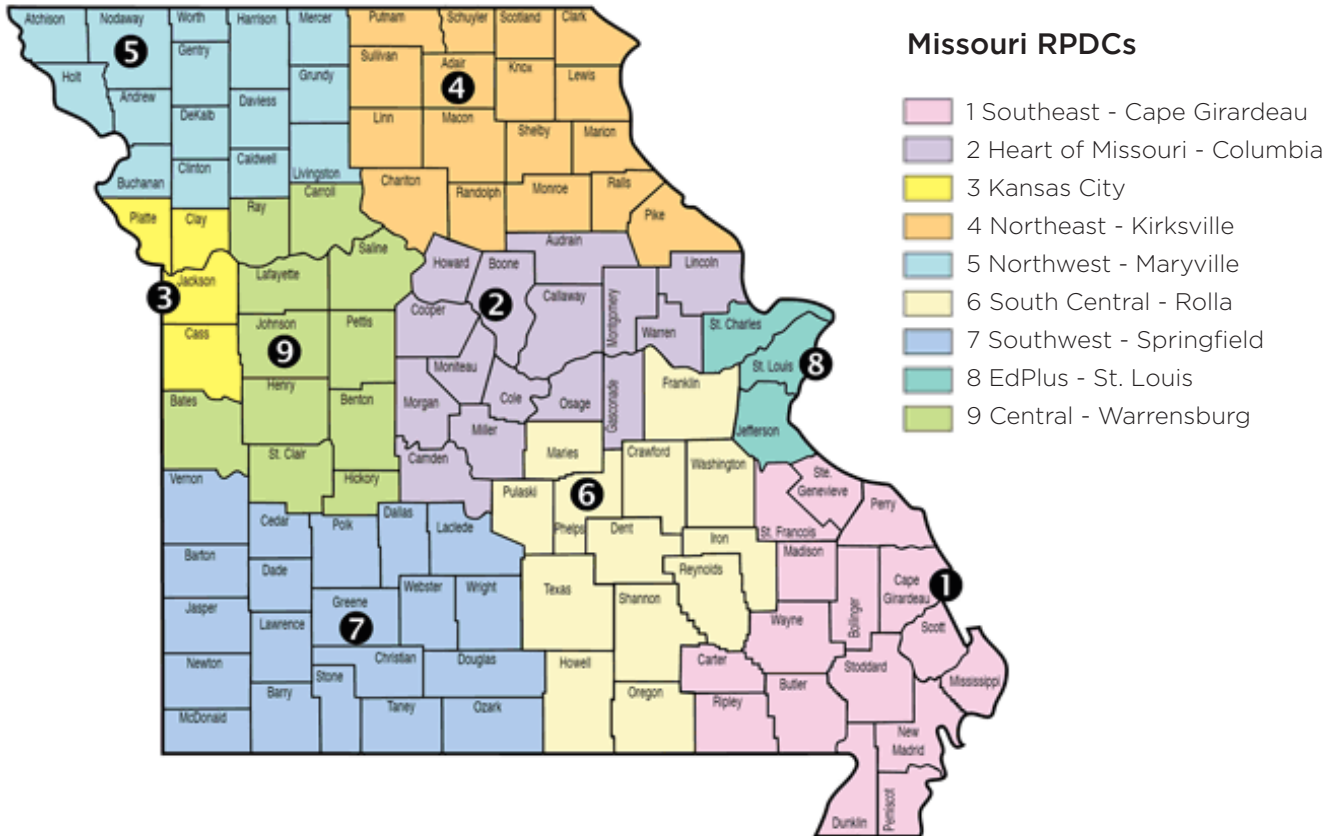
- Administrator – 1
- Teaching Staff – 42
- Support Staff – 15
- Students Served – 466
  - White – 56%
  - Black – 9%
  - Latinx – 25%
  - Asian – 1%
  - Multi-racial – 8%
- Free/Reduced – 78%

#### Student Outcomes

- Average Daily Attendance – 96%
- ODRs
  - 82% 0-1 ODRs
  - 11% 2-5 ODRs
  - 6% 6+ ODRs

# CONTACT YOUR LOCAL RPDC

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



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[www4.semo.edu/rpdc](http://www4.semo.edu/rpdc)

REGION 2: HEART OF MISSOURI RPDC  
 Follow on Facebook at @HOMRPDC

REGION 3: KANSAS CITY RPDC  
[education.umkc.edu/community-centers-and-programs/regional-professional-development-center/](http://education.umkc.edu/community-centers-and-programs/regional-professional-development-center/)

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

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

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

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

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

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

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



Office of Special Education  
 Effective Practices  
 205 Jefferson St.  
 P.O. Box 480  
 Jefferson City, MO 65102-0480  
 573-751-0187



Center for SW-PBS  
 College of Education  
 University of Missouri  
 303 Townsend Hall  
 Columbia, MO 65211  
 573-882-1197

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