

# Positive Focus

Missouri SW-PBS + Winter 2018

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

## Lessons Learned

With more than 10 years of training and support of MO SW-PBS participating schools under our collective belts, there are several critical lessons learned we would like to share about school improvement focused on multi-tiered systems of support for behavior. These lessons come from analysis of statewide data, conversations with school teams at trainings, observation of school implementation during Schoolwide Evaluation Tool (SET) administration or other site visits, and in the review of products/artifacts that schools submit for purposes of formative feedback. We wish to thank all of our participating schools for their hard work and success. We offer these lessons learned as information that we, as a learning organization, are using to adjust our training content and supports as we go from “Good to Great” (Collins, 2001), as guidance for our new partners as they begin their implementation process, and as lessons learned for our veteran schools as they work on continuous regeneration.

### LESSON 1: “GOT ABA?” (APPLIED BEHAVIOR ANALYSIS)

Much like the slogan “Got Milk?” identifies milk as a basic building block of nutrition, “Got ABA?” underscores that the basic foundation of multi-tiered SW-PBS is ABA. Understanding the antecedent, behavior, consequence relationship is critical if adults are to manipulate the environment in ways that increase the likelihood that students will demonstrate desired behaviors (i.e. matrix behaviors). Schools and educators often tend to be reactionary and attempt to leverage consequences (particularly those intending to punish inappropriate behavior) to the exclusion of implementing antecedent strategies more consistently or more intensively. Furthermore, such punishments often inadvertently reinforce the inappropriate behaviors, as when a student who desires to escape an activity that he or she finds aversive is suspended.

Instead, when planning schoolwide interventions, teams should focus on the many antecedent systems and practices that can be put in place to increase the probability of getting the desired student behavior (see box to right for possible steps to take). Then, once desired behaviors are demonstrated, adults should consistently provide specific positive feedback equitably to students. In addition, as necessary and with a re-teaching focus, corrective feedback for inappropriate behavior should be delivered.

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### *Effective systems and practices can include but are not limited to:*

- providing tools & training needed for all adults to successfully and consistently teach & respond proactively to behavior
- clearly defining desired behaviors
- explicitly teaching desired behaviors
- creating, posting, and utilizing engaging signage for desired behaviors
- providing active supervision in classroom & non-classroom settings
- consistently pre-correcting students to use desired behaviors
- providing avenues for student & family voice

## LESSON 2: BEGIN WITH THE END IN MIND

If the ultimate goal is for students to persist to graduation with the skills and knowledge necessary to be independently successful in the 21st Century, school teams need to also understand and leverage Ryan and Deci's *self-determination theory* (2000). Greatly simplified, self-determination theory posits that for individuals to demonstrate self-regulated or intrinsically motivated behaviors the three following needs must be met: **autonomy** (being in control of ones' life, self-determination), **relatedness** (connecting with others, belonging), and **competency** (belief in one's ability to succeed, self-efficacy). By scaffolding antecedent supports that include access to autonomy, relatedness and competence as the norm rather than the exception for all students, school teams can strategically increase the probability that students demonstrate desired behaviors and the self-regulation necessary to graduate from school and face adulthood well-equipped for success.

## LESSON 3: START IN CLASSROOMS (FROM THE BEGINNING)

During the early years of PBIS, the National Technical Assistance Center recommended schools focus on piloting implementation in a non-classroom location to achieve an "early win" and increase commitment among all staff. While this non-classroom beginning focus did allow teams to "start small" and learn the process, it did not emphasize the need for effective classroom practices (ECPs) to be implemented in all classrooms, all day, with all students (see box at right). We know from current observational research that teachers are not consistently implementing ECPs regardless of grade level. Visit the [Tier 1 Workbook and Resources](#) page and click on *Effective Classroom Practices* on the MO SW-PBS website for information and resources schools can use for schoolwide to individual professional learning. For a brief overview of the Effective Classroom Practices, visit [pbissmissouri.org/tier-1-effective-classroom-practices/](http://pbissmissouri.org/tier-1-effective-classroom-practices/).

As MO SW-PBS moves forward into a new year, we will continue to help school teams better grasp and apply the foundational concepts of ABA; utilize the elements of autonomy, relatedness and competence in planning interventions and support whether at the schoolwide, classroom or individual support; and consistently implement the ECPs in all classrooms. In doing so, school teams and individual educators will greatly increase the probability that more students know and are consistently demonstrating the behaviors and dispositions for learning that lead to success in school and in life.

### *Effective Classroom Practices*

- Classroom expectations and rules
- Classroom procedures and routines
- Classroom reinforcement of desired behaviors
- Classroom discouragement of inappropriate behaviors
- Active supervision
- Opportunities to respond (OTRs)
- Activity sequencing and choice
- Task difficulty

# Missouri Schoolwide Positive Behavior Support

## Mission-Vision-Values-Goals

When organizations work strategically, they have planned for implementation with organizational efficiency. Working efficiently begins by answering the following strategic questions as an organization:

- + **Why do we exist?** When an organization answers this question, they have outlined the collective **Mission** of the group.
- + **What do we hope to become?** When the organization articulates the direction in which they intend to strategically grow, they have created their **Vision**.
- + **How must we behave?** Once the organization has agreed upon why they exist and what the hope to become, how they as an organization must function should be clear and aligned to the **Mission** and **Vision**. These behaviors are the organizational **Values**.
- + **How will we mark our progress?** For an organization to get from **Mission** to **Vision**, in a specific manner, by conducting their work in alignment with their **Values**, they need a proposal for how to successfully do so. This proposal outlines the **Strategic Goals**, which should include clear steps, responsible parties and timelines for organizational activities.

In the fall of 2017, the MO SW-PBS State Team collaboratively revisited the existing strategic documentation for the organization. We conducted extended dialogue and discussions and re-established the MO SW-PBS Mission, Vision, and Values. As is standard MO SW-PBS bi-annual practice, we will review and revise our Strategic Goals. Our newly established Mission, Vision and Values are provided on this page. To learn more about the MO SW-PBS strategic work for the past decade, go to our website [pbmissouri.org/what-is-swpbs/](http://pbmissouri.org/what-is-swpbs/).

### Missouri Schoolwide Positive Behavior Support December 2017

#### MO SW-PBS Mission: "Why do we exist?"

The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.

#### MO SW-PBS Vision: "What do we hope to become?"

The vision of MO SW-PBS is to be the premiere resource for efficient and effective systems of behavior support for schools and districts.

#### MO SW-PBS Values: "How must we behave?"

If we value **Positivity**, then we:

- assume positive intent with our stakeholders.
- build positive relationships with our stakeholders.
- work to support the development of safe and supportive environments for our stakeholders.
- actively seek opportunities to celebrate success.

If we value **Growth**, then we:

- are flexible, willing to change and open to new ideas.
- provide timely, constructive feedback that is authentic and purposeful to our stakeholders.
- are prepared every day and give our stakeholders the knowledge and skills that will meet their needs, while stretching their thinking.
- implement cycles of continuous improvement in our work and that of our stakeholders.
- value critical feedback that moves implementation efforts in desired direction.
- analyze data to guide collaborative decision making.

If we value **Equity**, then we:

- demonstrate behaviors where all dimensions of diversity are respected and valued.
- treat our stakeholders with respect.
- provide our stakeholders awareness of vulnerable decision points when bias may influence decision-making.
- engage our stakeholders in development of systems of support that are representative of their members' cultures.

If we value **Research**, then we:

- use evidence based research to guide development of materials for use with our stakeholders.
- consistently seek out emerging research within our field of work.
- work to implement our strategic plan with fidelity, with an end goal of sustainability.

## OUR MISSION

The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.



# Recognition

MO SW-PBS identifies schools and districts implementing Schoolwide Positive Behavior Support in an exemplary manner each year. Schools choose to apply for the level of recognition reflecting their current level of implementation. For example, if the school is implementing Tier 1 in an exemplary manner, they would apply for Bronze Recognition. If they are implementing Tier 1 and Tier 2 in an exemplary manner, they might choose to apply for Silver. If they are implementing Tier 1, Tier 2, and Tier 3 in an exemplary manner, they might choose to apply for Gold.

As you work hard to continuously improve your school climate and outcomes for students through implementing SW-PBS with fidelity, you should receive recognition for your efforts!

Many schools apply for and receive Bronze recognition for 2-3 years as they sustain their schoolwide system, while also developing and implementing their Tier 2 system and interventions. Once they have both tiers in place, they continue to apply for Silver until they're ready for Gold! This is a great way to acknowledge the accomplishments of the staff and students, and to keep your positive, preventative, and early intervention systems healthy.

As you receive feedback on your systems and artifacts throughout the year, your team will be well prepared to apply for recognition using our simplified process.

More information about the MO SW-PBS [Recognition Application](#), as well as the prestigious [Dr. Mary Miller Richter Awards](#), can be found by clicking on the respective links. Links to regional lists of 2017 Recognition honorees can be found on the [Exemplar Schools](#) page of the website.

If you have additional questions about the recognition process, you can contact your regional consultants or email [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu).



# CREATING PLACES

WHERE **EVERYONE** BELONGS

## Summer Institute Call for Proposals

Does your school use videos to teach schoolwide expectations? Consider entering your videos for the 3rd Annual Film Fest at Summer Institute 2018! Does your school have systems, data, practices, or outcomes to share and you want to network with other schools who are interested in chatting about your success? Consider submitting a proposal to be a presenter at our Poster Session during Summer Institute 2018!

Call for Proposals for Film Fest and Poster Session opened on January 12th and closes on February 23rd. Accepted Posters receive 1/2 registration free! Visit the [Call for Poster Session and Film Festival Proposals](#) on the MO SW-PBS website to access the Google Form. Questions? Reach out to your Regional Consultant for more information, or contact us at [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu).

## REGION 1 SOUTHEAST

### FREDERICKTOWN ELEMENTARY SCHOOL, K-2

Fredericktown Elementary School is a rural public school serving over 440 elementary school students in grades K-2. The district received the 2016 MTSS Implementation Award from Missouri Council of Administrators of Special Education (MOCASE) in recognition of systematic multi-tiered systems of academic and behavioral supports for students.

Fredericktown Elementary has worked hard to implement SW-PBS for 10 years. During 2016-2017, Fredericktown Elementary focused on revising many of our forms, including our Continuum of Support, Examples of Inappropriate Behavior, and Examples of Classroom Accommodations & Strategies. These documents provide the foundation for our Tier 1 support system by setting universal expectations for staff and students. This year, we have improved our Tier 2 forms and procedures, and we are implementing Tier 3 supports.

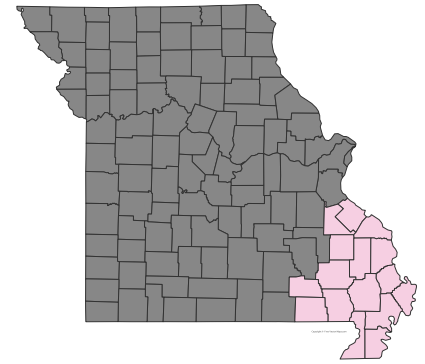
Teachers spend the first two weeks of the year teaching school-wide expectations. These are reviewed regularly throughout the school year. We have restructured the character education program to align monthly character traits with Student of the Month criteria, and incorporate both with PBS. Monthly kickoff assemblies are used to introduce character words and recognize Students of the Month.

Students are recognized for meeting behavior expectations with positive office referrals. Teachers also use a ticket system to provide specific positive feedback to students and classes, and to recognize individual and class positive behavior. Students save tickets to purchase items of different sizes and value. Several times throughout the year, students are challenged to meet monthly school-wide ODR goals with incentives like wrapping the principal as a mummy or being sprayed with silly string.

Fredericktown Elementary has worked to use data to drive decision making. In the past five years, student attendance has increased from 88% to 92%. Office referrals have decreased from 390 in 2012-2013 to 113 in 2016-2017, and the percentage of students with one or more referrals has decreased from 26.6% to 15.0%. In-school suspensions are down by 35.7%. For the 2017-2018 school year, referrals have gone down drastically, with a total of 14 for the first semester. Our teachers do an outstanding job of handling most behaviors at the classroom level or through our PBS teams. Less time in the office equals more time learning!

A unique feature of SW-PBS implementation at Fredericktown Elementary is our focus on social competency in all areas of our school. We have increased the amount of recess time for students in kindergarten and first grade to provide more opportunities for practicing social interaction skills while burning off extra energy. Recess is not taken away as punishment. Second grade ambassadors model social behavior for kindergarten and first grade students. All staff members are challenged to eat one meal each week with a student who is not in his or her class to encourage a sense of belonging for all students.

Our revamped character education program guides our monthly kickoffs by establishing universal definitions and expectations of social skills. We host parent connection events throughout the year, including Fall Festival, movie nights, and Breakfast With Santa. To improve social interaction with our community, we maintain an active Facebook page. We have nearly 750 followers with most posts reaching over 2,000 people. This presence allows us to share our story and invite parents to help us write it. We can be found at [fb.me/fpsk12es](https://fb.me/fpsk12es).



#### School Demographics

- Administrator – 1
- Teaching Staff – 37
- Support Staff – 19
- Students Served – 440
  - White – 95.5%
  - Black – .4%
  - Hispanic – 1.8%
  - Multi-racial – 2.3%
- Free/Reduced – 68.2%

#### Student Outcomes

- Average Daily Attendance – 95.74%
- ODRs
  - 93.1% 0-1 ODRs
  - 6.4% 2-5 ODRs
  - .5% 6+ ODRs



## REGION 1 SOUTHEAST

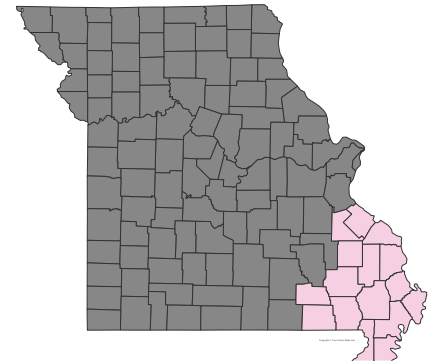
### FREDERICKTOWN INTERMEDIATE SCHOOL, 3-5

Fredericktown Intermediate School is a rural school serving over 450 elementary school students in grades 3-5.

Fredericktown Intermediate has worked hard to implement SW-PBS for over 10 years. Each year the staff dedicate their time in the summer to prepare for the new school year. While attending the Summer Institute we plan our theme, activities, celebrations, procedures, and make changes to Tier 1 and Tier 2 practices based on our data. Our student ambassadors also give us feedback and input on changes needed for the next school year. We plan professional development for our new and current staff and continually provide opportunities for professional development throughout the year.

We begin each school year by teaching our five expectations of safe, kind, respectful, responsible, and learner. We focus on one of our five expectations each week with dress up days at the end of each week. One week is dedicated to bringing in guests for career day as part of our “learner” expectation. Students have enjoyed presentations from our local electric company, fire and police departments, veterinarian, and bank loan officer, among others. Celebrations occur monthly for students who meet the goal of the month based on our data. Some of the celebrations include hot chocolate recess, electronics/ fidget spinner day, scooter races, activity station day, and a dodgeball tournament, among others.

As part of our MTSS system, students who need extra support receive Tier 2 and 3 interventions. Along with academic support we have implemented behavior support with Check-In, Check-Out, Social Skills Intervention Groups, attendance club, and mentoring. We have seen success among many of our students in Tier 2 with decreased office referrals, increased motivation, and academic success. We have maintained 90% of our students in attendance at least 90% of the time, with 92% of our students in attendance over 90% of the time in 2016-2017. MAP scores have remained steady at 70% proficient and advanced on ELA and 56% proficient and advanced on Math. Using data for both academics and behavior through our MTSS system has been one of our major accomplishments. Along with receiving Silver and Gold recognition for PBS, our school is one of six schools in the state to be awarded the MTSS Implementation Award at the MO-CASE conference.



#### School Demographics

- Administrator – 1
- Teaching Staff – 33
- Support Staff – 22
- Students Served – 477
  - White – 94.8
  - Black – .6
  - Hispanic – 1.5
  - Asian – .6
  - Multi-racial – 2.5
- Free/Reduced – 65

#### Student Outcomes

- Average Daily Attendance – 95.2%
- ODRs
  - 91.6% 0-1 ODRs
  - 5.8% 2-5 ODRs
  - 2.4% 6+ ODRs



## REGION 2 HEART OF MISSOURI

### WINFIELD PRIMARY SCHOOL

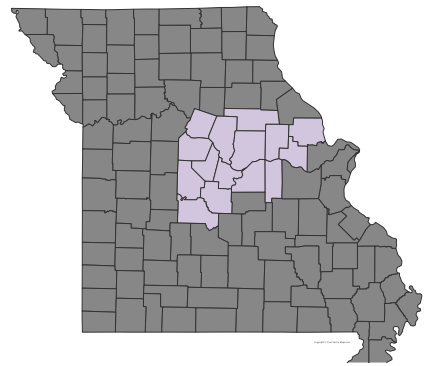
Winfield Primary School is a rural public school serving over 350 elementary school students.

Winfield Primary School has worked hard to implement SW-PBS for over 8 years. Our Tier 1 team explores new ways to teach and challenge our students to show the Warrior Way. We recognize the positive everywhere we go, and celebrate at the beginning of each month with our PBS assemblies. Tier 2 constantly looks at our data decision rules, and works hard to implement Check-In, Check-Out with fidelity. The Tier 3 team uses data from Tier 2 interventions along with our behavior data to determine if a BIP needs to be put in place for specific students. All Tiers meet monthly or more to ensure practices are consistent.

Winfield Primary School has worked to use data to drive decision-making. In the past 8 years, student attendance has increased from 93.97% to 94.98%.

Office referrals have decreased from 232 to 126, and the percentage of students with one or more referrals has decreased from 29% to 5.4%. In school suspensions are down by 73%.

A unique feature of SW-PBS implementation at Winfield Primary School includes involving our families. Each year we have our students vote on an exciting theme, which we use as a vehicle to teach students to be safe, respectful, and responsible. We hold two fun family PBIS contests each year, which provide opportunities for families to connect and create projects based on our yearly theme. This year, our students created a jellyfish demonstrating how they are safe, respectful, and responsible at home and school. This fun family project involved 84 participants, and has been our best turnout yet. Each student's jellyfish project was displayed in the school, and all students were recognized at our monthly PBIS celebration assemblies. It was amazing to see how our students showed how PBIS is used everywhere in our community! We are proud to show the Warrior Way and be safe, respectful, and responsible.



### School Demographics

- Administrator – 1
- Teaching Staff – 31
- Support Staff – 14
- Students Served – 358
  - White – 93%
  - Black – 1%
  - Latinx – 2%
  - Asian – 0%
  - Multi-racial – 4%
- Free/Reduced – 53.9%

### Student Outcomes

- Average Daily Attendance – 94.4%
- ODRs
  - 93.5% 0-1 ODRs
  - 5.4% 2-5 ODRs
  - 1.1% 6+ ODRs

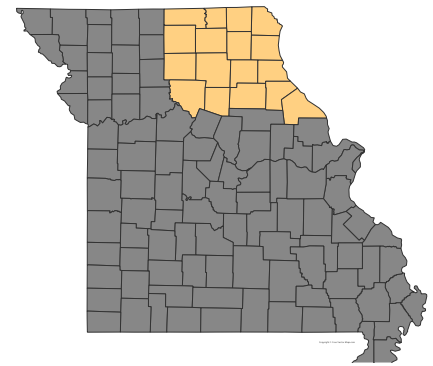




REGION 4 NORTHEAST

HIGHLAND ELEMENTARY SCHOOL

Highland Elementary School is a rural public school serving 450 students and has worked hard to implement SW-PBS for seven years. During the 2016-2017 school year, Highland Elementary was awarded Silver Level Recognition for Exemplary Implementation at Tiers 1 and 2. Students are taught schoolwide expected behaviors (Be Responsible, Be Respectful, and Be Safe) from the first day of school and receive Cougar Cash for displaying expectations. Cougar Cash can be spent on prizes and on monthly after school behavior celebrations, which range from movie parties to staff vs. students kickball games.



Students exemplifying expectations receive a Positive Behavior Referral, which rewards them with school wide recognition during daily announcements as well as with a positive phone call home. Students completing the quarter with no Office Discipline Referrals participate in the Cougar Ninja Warrior obstacle course.

HES's Tier 2 Check-In, Check-Out program pairs students requiring extra support with a staff member who provides an encouraging beginning and end to each school day and increased adult attention throughout the day. Because of these supports, students are able to spend more time in the classroom.

Prior to implementation of SW-PBS, staff spent more time handling behaviors than teaching. When teaching school-wide expectations became part of the curriculum and this curriculum began to show results, Highland Elementary never looked back. The next part of our journey is the implementation of Tier 3, which will provide additional individualized support to students in need.



*Pictures from our Cougar Ninja Warrior obstacle courses (PBS quarterly incentive assembly)*

School Demographics

- Administrator – 2
- Teaching Staff – 45
- Support Staff – 22
- Students Served – 450
  - White – 96%
  - Black – 1.5%
  - Latino – 1.5%
  - Asian – 0%
  - Multi-racial – 1%
- Free/Reduced – 46.6%

Student Outcomes

- Average Daily Attendance – 95.92%
- ODRs
  - 87.1% 0-1 ODRs
  - 8.9% 2-5 ODRs
  - 4% 6+ ODRs
  -

MAP Data

MAP scores have increased across all of our grade spans in Communication Arts since the implementation of PBS.

- (2011 MAP data vs. 2017 MAP data)
- 19% increase (3rd grade)
  - 23% increase (4th grade)
  - 25% in communication arts and 8.5% in math (5th grade)
  - 7% increase (6th grade)



## REGION 5 NORTHWEST

### GALLATIN MIDDLE SCHOOL

Gallatin Middle School is a rural school serving over 184 middle school students.

Gallatin Middle School has worked hard to implement SW-PBS for 2 years. The Tier 1 Building Team has had a strong start in implementing CHAMP Camps to begin each semester teaching expectations throughout the middle school. These lessons are continued during homeroom each Wednesday based on data from SWIS (referral data system). Our staff has strived to make the new middle school building into a positive community that puts students first, with an emphasis on being respectful, responsible, and a problem solver.

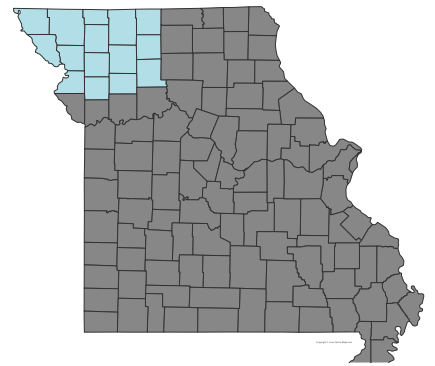
In the past 2 years, office referrals have decreased by 25%, and the percentage of students with two or more referrals has decreased from 23% to 11%. In-school suspensions are down by 6%, days in ISS are down by 27%, and out-of-school suspensions are down by 45%.

A unique feature of SW-PBS implementation at GMS includes our Student Ambassadors. Students are encouraged to apply to one of our four teams based on their strengths. These teams include Greet Team, Student Rewards, PBS Store (called PetCo), and Peacekeepers. Our Greet Team gives new students a tour while teaching expectations. At this time our new students receive a “new to them” (gently used Bulldog shirt), basic school supplies and a postcard home to help them feel connected to their new school. The Rewards group helps plan events for earning Champ Change. The PBS PetCo stocks and runs our store every morning. The newest group, still in development, is our Peacekeeper group. This group will one day help create a kind and positive school culture in addition to helping settle minor student conflicts. Our school is working toward building student leaders who have a voice and are contributors to our school community.

*PetCo (our mobile school store)*



*Rewards party trip to the Squirrel Cage Haunted Jail in Gallatin, MO*



### School Demographics

- Administrator – 1
- Teaching Staff – 13
- Support Staff – 4
- Students Served – 184
  - White – 92%
  - Black – 3%
  - Latino – 1%
  - Asian – 1%
  - Multi-racial – 0
- Free/Reduced – 43%

### Student Outcomes

- Average Daily Attendance – 95.62%
- ODRs .73 pdpm this year
  - 91.21% 0-1 ODRs
  - 7.69% 2-5 ODRs
  - 1.1% 6+ ODRs

## REGION 6 SOUTH CENTRAL

### DENT-PHELPS R-III

The Dent-Phelps R-III School District is a rural public school serving over 250 elementary and middle school (PK-8) students.

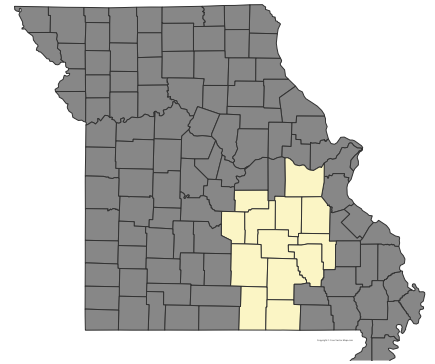
Dent-Phelps R-III has worked hard to implement SW-PBS for 6 years. During that time, comprehensive Tier 1 and Tier 2 systems have been implemented, with a continued emphasis on effective Tier 1 implementation and a highly effective Tier 2 system to help ensure that all students succeed at high levels. We are currently in the process of developing and implementing our Tier 3 system.

Dent-Phelps R-III has worked to use data to drive decision-making. By using data decision rules, our “At-Risk” committee has been able to increase student achievement, reduce student discipline referrals, and provide both academic and behavioral supports to students before they fall behind. This referral and intervention process has been key to helping keep students from falling through the cracks. By pairing academic and behavioral supports we have been able to correctly identify the function of the behavioral problem and then address that directly. The addition of academic supports to existing behavioral supports has proven highly successful, since we have often found that most work avoidance is rooted in a lack of skills or understanding of the content. By fixing the gaps in students’ content knowledge we have been able to reduce discipline incidents for many of our students.

A unique feature of SW-PBS implementation at Dent-Phelps R-III includes the effective use of a Tier 2 system to support student success in the classroom. This system primarily consists of a Check-In, Check-Out (CICO) program that is widely implemented across grade levels. Students who need extra behavioral supports, and whose behavior is motivated by a need for adult attention, are strategically paired with a mentor teacher to serve as their CICO coach. Through the use of this program we have seen dramatic changes in student behavior, with many of the students graduating from the CICO program and continuing with self-monitoring.

One specific celebration involves a fifth grade student with a long history of behavior problems in the classroom. This student’s issues centered on a desire to both avoid work and gain the attention of peers and adults. This has resulted in a long list of disruptive behaviors and office referrals. This student was placed on CICO, with the principal serving as the student’s CICO coach. Due to need and data, we intensified the normal CICO process to include additional preferred adult attention through check-ins between classes. As a result, we have seen this student progress from having multiple discipline referrals in a single day to having one or fewer incidents per week! An even bigger celebration is that this student may soon begin fading from the CICO program, with the ultimate goal of graduating the student back to Tier 1 supports. The reduction of problem behaviors and the improvements that this child has seen have had a major impact on academic success and the success of others in the classroom.

Sometimes it is not enough to simply check that student in and out. We are finding that our use of progress monitoring student data can identify students with whom we can provide minor intensification of our small group intervention in order to leverage gains in students success. When you couple this level of behavior support with academic supports, you have a system that can support the whole child. All of this has helped us to ensure that all of our students succeed at high levels!



### School Demographics

- Administrator – 2
- Teaching Staff – 27
- Support Staff – 12
- Students Served – 256
  - White – 96.9%
  - Black – 1.2%
  - Latinx – 1.6%
  - American Indian – 0.4%
- Free/Reduced – 63%

### Student Outcomes

- Average Daily Attendance – 95.8%
- ODRs
  - 99% 0-1 ODRs
  - 1% 2-5 ODRs
  - 0% 6+ ODRs

## REGION 7

### MALLORY ELEMENTARY SCHOOL

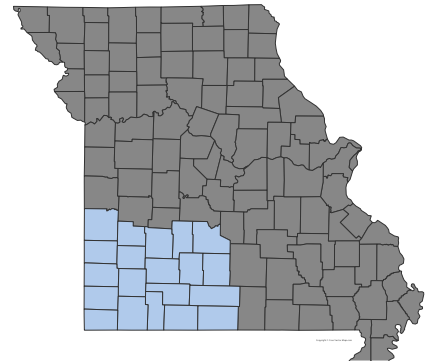
The Mallory Elementary School is a rural, public school serving over 708 elementary school students.

Mallory Elementary School has worked hard to implement SW-PBS for about 2 years. Mallory is currently in the middle of their first full year of implementation. Mallory's Tier 1 team is made up of one teacher from each grade level, one specials teacher, and a parent. The assistant principal also serves as a member of the team. The team began training last year, and over that year developed lessons that focused on teaching our students Mallory's expectations in all areas of the school. When the 2017-2018 school year began, the teachers were introduced to the lessons, and each teacher was provided a M-PBIS Handbook. Included in the handbook was information that had been shared with the teaching faculty, as well as comprehensive lesson plans.

Mallory Elementary School has worked to use data to drive decision-making. In the past 2 years, student attendance has remained steady, at near 95%.

Office referrals have decreased from 530 in 2015-2016 to 378 in 2016-2017 and 168 through December of 2017. The percentage of students with two or more referrals has decreased from 12% to <5%. While in-school suspensions are up due to the addition of a Focus/Recovery Room, out-of-school suspensions are down approximately 31%.

A unique feature of SW-PBS implementation at Mallory Elementary School includes our monthly Big Event Assemblies. Mallory students are given "Bison Tokens" when they are caught displaying positive behavior. At the end of the week, teachers select two students from each classroom and those students are awarded a "Positive Behavior Award". At the end of the month, two students from each grade level are selected to receive the "Pride of the Herd Award". During the Big Event Assembly, the entire school comes together and the "Pride of the Herd" winners are recognized. Along with their recognition, a skit is performed emphasizing an expectation. Mallory's PBIS Rap is also sung by the entire school. The Big Event is culminated with a Teacher versus Student "Game Show" that reemphasizes Mallory's Expectations. Jeopardy and Minute It to Win It are a couple of the student's favorites.



#### School Demographics

- Administrator – 2
- Teaching Staff – 45
- Support Staff – 28
- Students Served – 708 (PreK-4th)
  - White – 91.7%
  - Black – 1.9%
  - Latino – 3.5%
  - Asian – .3%
  - Multi-racial – 2.2%
- Free/Reduced – 73%

#### Student Outcomes

- Average Daily Attendance – 94.65%
- ODRs
  - 95% 0-1 ODRs
  - 4% 2-5 ODRs
  - <1% 6+ ODRs



## REGION 9 CENTRAL

### NORBORNE R-VIII SCHOOL DISTRICT

The Norborne R-VIII School District is a rural public school serving 90 elementary and 94 junior high and high school students.

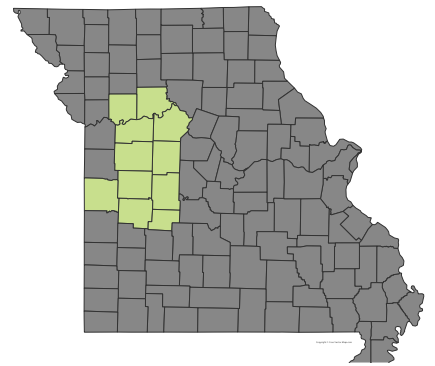
Norborne R-VIII School District has worked hard to implement SW-PBS for the past 2.5 years. Prior to implementation, discipline was not a major issue. However, the staff and students needed a framework that celebrated the positive and eliminated the negative. Norborne has a Tier 1 PBS Leadership team that works together to implement and teach lessons to staff and students. The leadership team strives to create a program that keeps the “buy-in” of the staff by asking for input on new initiatives.

During the beginning stages of implementing PBS, the leadership team created student expectations, a handbook, lesson plans, and conducted professional development with staff. We kick off each semester with our PBS Boot Camp. Students rotate to each “expectation station” to review the school matrix. Each morning two to three elementary students are selected to welcome the entire school with a morning message that includes the mission statement and the pledge of allegiance. Every Friday the elementary has PBS assemblies that review a particular area, such as bathroom or hallway school matrix expectations.

The elementary students earn treasure tokens to use at the school treasure token store. Each month, Norborne has a student incentive program based on office discipline referrals and attendance. For the month of December, elementary teachers and students had a Christmas tree decorating contest. The teachers and students developed a theme and then they made the decorations. This was a big hit, and the hallways never looked more festive! The elementary students also visited local businesses to sing Christmas carols. In the junior high and high school, the students decorated ornaments that they gave to residents at two nursing homes. While visiting these nursing homes, they sang Christmas carols and delivered the ornaments. Norborne Schools also celebrated improved attendance and a reduction in tardies in December by having a drawing each morning called “The Twelve Days of Christmas.”

Not only do we celebrate student success, we strive to celebrate teacher success as well. The elementary teachers exchange “Brag Tags” with positive messages. Staff can also earn “Waters/Courtney Bucks” for contributing positivity to the school culture. The middle school and high school did Santa stockings, sharing words of praise and gifts during the month of December. It is easy to see that Norborne is busy reinforcing positive behavior. However, the staff realizes that teaching and learning the components of PBIS requires a continuous infusion of new and innovative ideas, or the program could lose its effectiveness.

*continued on next page*



#### School Demographics

- Administrator – 2
- Teaching Staff – 21
- Support Staff – 13
- Students Served – 184
  - White – 96.1%
  - Black – 3.9%
- Free/Reduced – 44.9%

#### Student Outcomes

- Average Daily Attendance – 96.1%
- ODRs
  - 97% 0-1 ODRs
  - 3% 2-5 ODRs
  - 0% 6+ ODRs



Norborne R-VIII School District has worked to use data to drive decision-making. In the past 2.5 years, student attendance has increased from 92.4% to 96.1%; during that same time period, staff attendance has increased from 90% to 95%. Administrators and staff have made it their goal to evaluate student attendance and tardiness on a regular basis, and reach out to students and their families to provide assistance if needed.

Office referrals have decreased from 20% to 5%, and the percentage of students with one or more referrals has decreased from 20% to 1%. In-school suspensions are down by 90%, and out-of-school suspensions are down by 100%. In 2015-2016, we evaluated the needs of our Tier 2 program. Since our school is smaller than most, we combined our Tier 2 and Tier 3 programs to create a Pirate Care Team. The Care Team consists of several staff members that work together to create a support team for our students who need extra support. Our Tier 2 practices include Check-In, Check-Out and Social Skills Intervention Groups. In 2016-2017, we had up to five students that needed Check-In, Check-Out; however, this year we have only two students using it at this time.

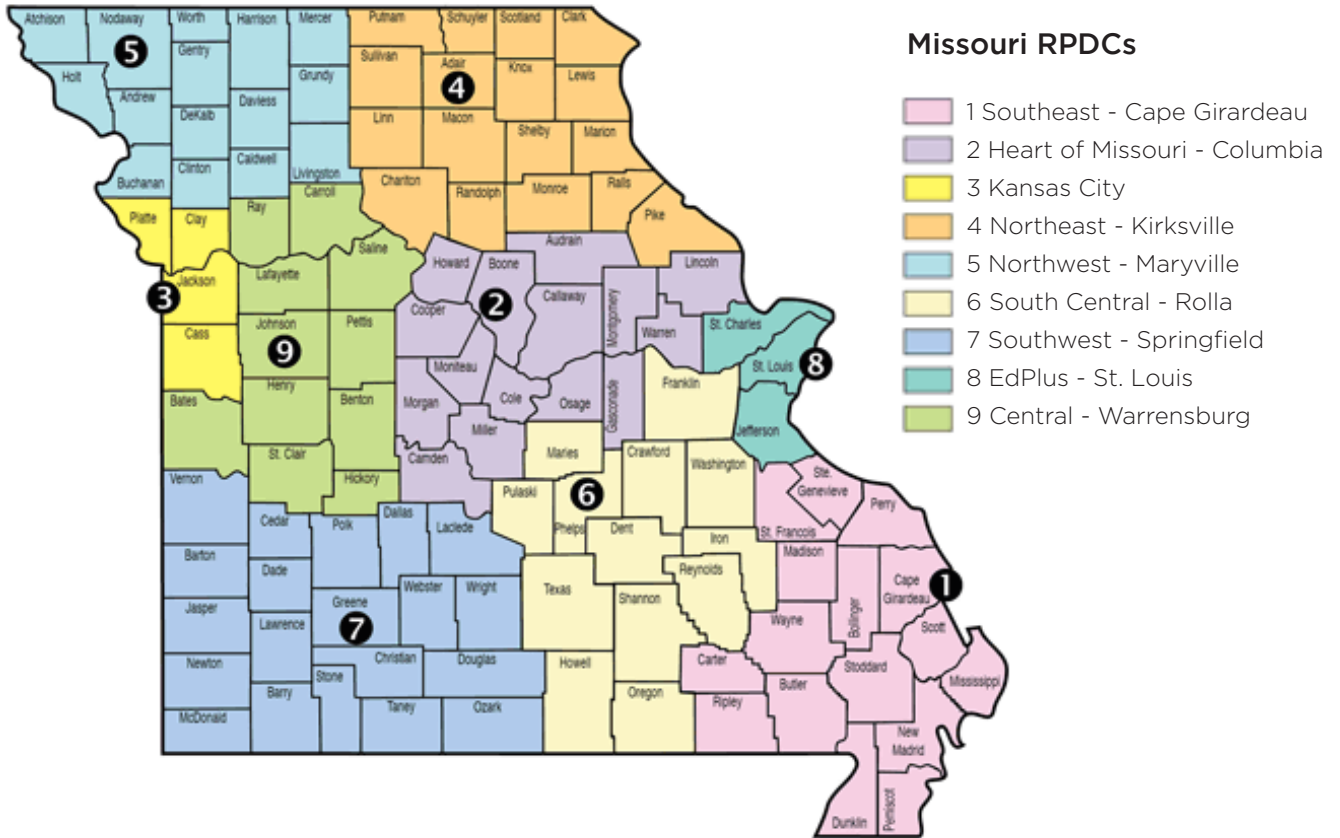
Additionally, MAP scores have increased by 37% in communication arts and 56% in math.

A unique feature of SW-PBS implementation at Norborne R-VIII School District includes having a fifth grade student team. The elementary principal, classroom teacher and counselor decided that this class was in need of ownership of responsibilities for the elementary PBS implementation. Our PBS team needed to take advantage of the hard work ethic of this class. Each student of the fifth grade class has a job. At the beginning of the school year, the fifth graders were given a selection of jobs that they could apply for in an interview process. The job experiences include photographer, hallway/bathroom monitors, assembly members, crowd control, reading award leaders, treasure token leaders and school ambassadors. The classroom teacher, elementary principal, and school counselor select a student for each position. Each semester the positions are evaluated. This opportunity has contributed to a strong sense of community within the fifth grade classrooms.



# 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 2: HEART OF MISSOURI RPDC  
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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: AGENCY FOR TEACHING, LEADING AND LEARNING  
[education.missouristate.edu/atll/](http://education.missouristate.edu/atll/)

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)



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