

# Positive Focus

Missouri SW-PBS + Spring 2018

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

## Creating Places Where Everyone Belongs

School violence has again been on the front pages of newspapers across our nation. One suggested approach for preventing school violence that has been made at the national level is to “harden” public schools with actions such as escalating deterrence measures, arming of teachers, and increasing security personnel in the form of School Resource Officers (SROs). At the same time, an alternative approach promoting the “softening” of public schools is emerging. A “softening” approach emphasizes systems thinking, prevention logic, relationship building and engagement of all stakeholders with an outcome goal of increasing school safety by **creating places where everyone belongs**.

As a direct response to the shootings, an interdisciplinary team of experts have shaped a concise, eight-point “Call for Action To Prevent Gun Violence In The United States of America” (<https://curry.virginia.edu/prevent-gun-violence>). This document is a position statement to which organizations (e.g., Association for Positive Behavior Support [APBS], MSLBD, National PTA, etc.) and individuals can sign on to indicate their support. *The Call for Action* focuses on leveraging,

*“...a public health model of protection with three distinct levels of prevention: 1) **universal** approaches for promoting safety and well-being for everyone; 2) practices for reducing risk and promoting protective factors for persons experiencing difficulties (**targeted interventions**); and 3) interventions for individuals where violence is present or appears imminent (**intensive, individual interventions**).”*

This article will discuss one part of the eight-point plan by focusing on “*assessing school climate and maintaining physically and emotionally safe conditions and positive school environments that protect all students and adults from bullying discrimination, harassment and assault*” (**universal interventions**).

Since the early 1990s, schools across the country have been working to establish and sustain multi-tiered systems of support (MTSS) for social emotional and behavioral health utilizing a framework of positive behavior interventions and supports (PBIS). The PBIS framework is grounded in prevention logic and comprised of evidence-based **systems**, actions to support desired staff behavior; **data**, the information that supports decision making; and **practices**, actions to support desired student behavior.

*continued on page 2*

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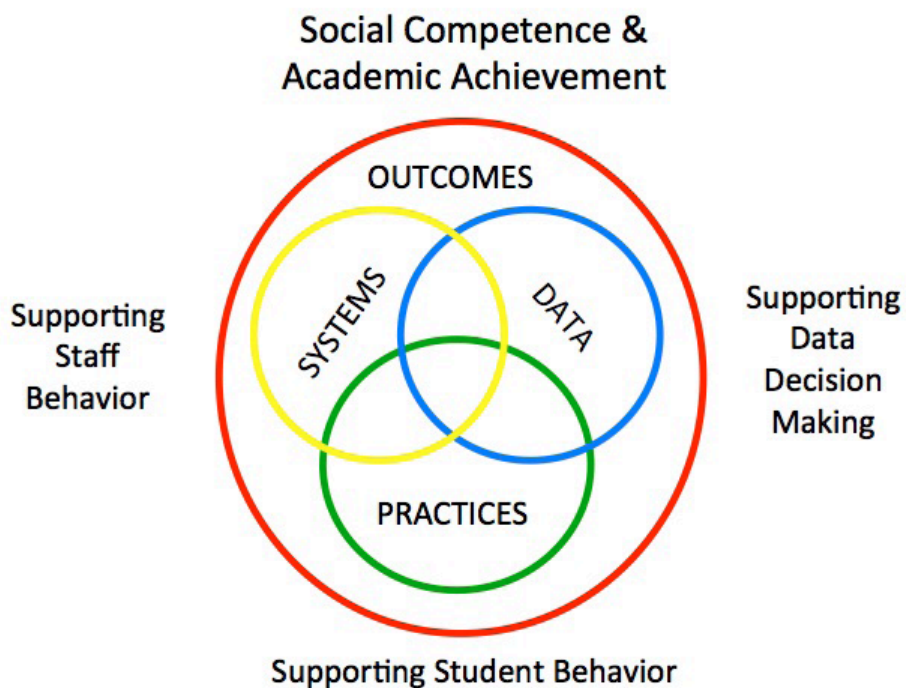
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A “softening” approach emphasizes systems thinking, prevention logic, relationship building and engagement of all stakeholders with an outcome goal of increasing school safety by **CREATING PLACES WHERE EVERYONE BELONGS**.

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Utilizing the three interconnected components of *systems*, *data* and *practices*, school based teams work toward desired *outcomes of improved social competence and academic achievement for all students* (Sugai & Horner 2006).



The implementation of systems, data and practices, occurs across all three tiers of intervention (i.e., universal, targeted, and intensive/individual) with an emphasis on proactive, preventative organizational behaviors (i.e., school, district, community) and individual or stakeholder behaviors (i.e., student, staff at school and district level, family and broader community members).

Over 10,000+ schools across the United States have developed and sustained MTSS for improved social emotional and behavioral outcomes through the implementation of the evidence-based framework of PBIS (see [www.PBIS.org](http://www.PBIS.org)). The PBIS framework includes the **Essential Components** (ECs) outlined below. Organizational leadership must plan for and deliver professional learning for all personnel (e.g., teachers, paraprofessionals, office staff, nurses, custodial staff, etc.) on the critical steps of each of the Essential Components, provide job embedded practice, and conduct ongoing monitoring and feedback on Essential Component implementation in all schoolwide, non-classroom and classroom locations. The information on the next page includes additional, limited examples of organizational and stakeholder behaviors associated with each Essential Component.

ESSENTIAL COMPONENT	ORGANIZATIONAL BEHAVIORS	STAKEHOLDER BEHAVIORS
Common Philosophy and Purpose	<ul style="list-style-type: none"> <li>Adopting schoolwide mission, vision and beliefs that align with a proactive, preventative approach to creating and sustaining positive schoolwide climates.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and reinforcing, commonly agreed upon desired behaviors by all staff.</li> <li>Demonstrating <i>Matrix</i> expectations and behaviors by all staff.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>Communicating support for schoolwide system of behavioral support.</li> <li>Allocating resources for systems level implementation.</li> <li>Leadership communicates clear expectations for delivering proactive, preventive behavior interventions by all staff with all students.</li> </ul>	<ul style="list-style-type: none"> <li>Developing and disseminating school newsletters, website, and student/family and staff handbooks which include information pertaining to PBIS.</li> <li>Participating in all activities outlined on year-long professional learning calendar which provides opportunities for all staff to develop knowledge and skills, and includes modeling and practice with feedback.</li> </ul>
Clearly Defining Appropriate Behaviors	<ul style="list-style-type: none"> <li>Defining expectations and desired behaviors for schoolwide, non-classroom and classroom settings, and documented on a schoolwide <i>Matrix</i>.</li> <li>Communicating to all stakeholders the desired expectations and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders agreeing to support and utilize 3-5 positively stated expectations, in all settings.</li> <li>Utilizing a common language in all interactions between all staff and all students, in all settings, all year long.</li> </ul>
Teaching Appropriate Behaviors	<ul style="list-style-type: none"> <li>Observing and providing feedback on teaching expectations and desired behaviors to all students, by all staff, as outlined by leadership team.</li> <li>All staff modeling desired behaviors at all times.</li> </ul>	<ul style="list-style-type: none"> <li>All staff performing all assigned duties, all year long</li> <li>Modeling desired behaviors, in all designated areas, as documented on the schoolwide <i>Matrix</i>, all day, every day, all year long, by all staff.</li> </ul>
Encouraging Appropriate Behaviors	<ul style="list-style-type: none"> <li>Establishing a Schoolwide System for Encouraging Expected Behavior that outlines desired interactions of all staff toward all students at all times.</li> <li>Consistently performing responsibilities articulated in the Schoolwide System for Encouraging Expected Behavior to encourage desired staff and student behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>All staff implementing the Schoolwide System for Encouraging Expected Behavior consistently and with fidelity: <ul style="list-style-type: none"> <li>non-contingent, positive regard.</li> <li>positive, specific feedback contingent on demonstration of desired behavior.</li> <li>delivery of schoolwide tangible as designed, contingent upon demonstration of desired behavior.</li> </ul> </li> </ul>
Discouraging Inappropriate Behaviors	<ul style="list-style-type: none"> <li>Establishing a system for <i>Discouraging Inappropriate Behaviors to be utilized</i> by all staff, with all students <ul style="list-style-type: none"> <li>Indirect and direct strategies.</li> <li>Schoolwide System to Discourage Inappropriate Behavior - Flowchart.</li> <li>Behavior Intensity Levels Chart.</li> </ul> </li> <li>Implementing administrative responsibilities as outlined within the schoolwide systems for <i>Discouraging Inappropriate Behaviors</i> as designed.</li> </ul>	<ul style="list-style-type: none"> <li>All staff implementing the schoolwide systems consistently and with fidelity, including: <ul style="list-style-type: none"> <li><i>indirect strategies</i> (e.g., proximity, signal, and ignore/attend/praise).</li> <li><i>direct strategies</i> (e.g., re-direct, re-teach, provide choice, and student conference) to discourage inappropriate behavior.</li> <li>Schoolwide System to Discourage Inappropriate Behavior - Flowchart.</li> <li>Behavior Intensity Levels Chart.</li> </ul> </li> </ul>
Ongoing Monitoring	<ul style="list-style-type: none"> <li>Collecting and systematically reporting implementation fidelity of teaching, encouraging and discouraging systems.</li> <li>Collecting and systematically reporting student outcomes (e.g., attendance, disciplinary infractions, etc.).</li> <li>Analyzing data and using a decision making process to make data based decisions on a regular schedule to establish cycles of continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Collecting, completing and reporting all data as assigned (e.g., office discipline referrals (ODRs) daily progress reports (DPRs), etc.).</li> <li>Reviewing and responding to periodic reports regarding implementation and outcome efforts on a regularly scheduled basis (e.g., monthly).</li> <li>Participating in surveys annually (at a minimum) and reviewing collated reports of results and proposed action steps.</li> </ul>

The *Essential Components* must be implemented with **fidelity**, meaning as designed; with **consistency**, meaning all day, every day, all year long; and with **equity**, meaning with all stakeholders, at equal levels of fidelity and intensity, all day, every day, in order to verify that universal prevention is indeed, **in place**. For more information on the Essential Components of PBIS see <http://pbissmissouri.org/tier-1-workbook-resources/>. As your school finishes one school year and begins planning for an upcoming year, consider how your organization and all stakeholders can revisit, and reinvigorate the implementation of the Essential Components in an effort to “soften” your schoolwide environment, increasing the likelihood that you are collectively **creating places where everyone belongs**.

Sugai, G., & Horner, R. (2006). A promising approach for expanding and sustaining schoolwide positive behavior supports. *School Psychology Review*, 35(2), 245-259.



# CREATING PLACES WHERE EVERYONE BELONGS

Registration for the 2018 MO SW-PBS: Creating Places Where Everyone Belongs Summer Institute is now live! Come join 1,000 educators from around Missouri and the world to learn from keynote speakers Dr. Tim Lewis, Dr. Jennifer Freeman, and Dr. Diane Myers, as well as Regional Consultant and school-based presenters.

The MO SW-PBS Summer Institute will take place June 19-21, 2018, at Tan Tar A Resort in Osage Beach, MO. It's not too late to register! Registration is \$250. To register visit <https://www.regonline.com/PBS2018>. If you have additional questions, please contact your MO SW-PBS Regional Consultant, or email us directly at [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu).

We hope to see you at Tan-Tar-A!

## RECOGNITION AWARD WINNERS FOR 2017-2018

### GOLD

**Carl Junction R-I**

Carl Junction Primary K-1  
Carl Junction Primary 2-3

**Carrollton R-VII**

Carrollton Middle

**Clinton**

Henry Elementary

**Crawford Co. R-II**

Cuba Middle

**Crystal City 47**

Crystal City Elementary

**Dent Phelps R-III**

Dent Phelps R-III

**Dexter R-XI**

Southwest Elementary

**Fox C-6**

Don Earl Early Childhood Center

**Francis Howell R-III**

Saeger Middle

**Fredericktown R-I**

Fredericktown Elementary

**Fulton 58**

Bartley Elementary  
Bush Elementary  
McIntire Elementary

**Hazelwood**

Garrett Elementary  
Hazelwood Early Childhood  
Education  
Jana Elementary  
McCurdy Elementary

**Jackson R-2**

East Elementary  
Orchard Elementary

**Joplin R-VIII**

Beacon School

**Kirksville R-III**

Kirksville Early Childhood Learning  
Center  
Kirksville Primary

**Kirkwood R-VII**

Westchester Elementary

**La Monte R-IV**

La Monte Elementary

**Lebanon R-III**

Lebanon High School

**Marceline R-V**

Walt Disney Elementary

**Mehlville R-IX**

John Cary Early Childhood Center

**Mexico 59**

Hawthorne Elementary

**Milan C-2**

Milan C-2 Elementary

**Moberly**

Gratz Brown Elementary  
North Park Elementary

**Nixa R-II**

Helen Mathews Elementary

**North Kansas City 74**

Clardy Elementary  
Eastgate Middle  
Oakwood Manor Elementary  
Ravenwood Elementary

**North St. Francois Co. R-I**

North County Primary

**Park Hill**

Union Chapel Elementary

**Pattonville R-III**

Bridgeway Elementary

**Poplar Bluff R-I**

Lake Road Elementary

**Rolla 31**

Wyman Elementary

**Salem R-80**

William Lynch Elementary

**Sedalia 200**

Sedalia Middle

**Southern Boone Co. R-I**

Southern Boone Elementary

**St. Joseph**

Oak Grove Elementary

**St. Louis City**

Bryan Hill

**Warren Co. R-III**

Daniel Boone Elementary  
Rebecca Boone Elementary  
Warrior Ridge Elementary

**Wentzville R-IV**

Crossroads Elementary  
Green Tree Elementary  
Prairie View Elementary

**Westran R-I**

Westran Elementary

**Winfield R-IV**

Winfield Primary

# RECOGNITION AWARD WINNERS FOR 2017-2018

## SILVER

<b>Ava R-I</b> Ava High School	<b>Ferguson Florissant R-II</b> Halls Ferry Elementary	<b>Park Hill</b> Gerner Family Early Ed Center	<b>St. Joseph</b> Pickett Elementary
<b>Bayless</b> Bayless Junior High	<b>Francis Howell R-III</b> Henderson Elementary	<b>Pattonville R-III</b> Parkwood Elementary	<b>St. Louis City</b> Froebel Elementary Oak Hill Elementary Woerner Elementary
<b>Belton 124</b> Cambridge Elementary	<b>Hamilton R-II</b> Hamilton Elementary	<b>Pleasant Hope R-VI</b> Pleasant Hope Elementary	<b>Trenton R-IX</b> S.M. Rissler Elementary
<b>Brookfield R-III</b> Brookfield Elementary Brookfield Middle	<b>Hannibal 60</b> A.D. Stowell Elementary	<b>Ralls Co. R-II</b> Ralls County Elementary	<b>Washington</b> Clearview Elementary
<b>Cape Girardeau 63</b> Central Middle	<b>Independence 30</b> Christian Ott Elementary Clifford H. Nowlin Middle Little Blue Elementary William Chrisman High	<b>Raytown C-2</b> Laurel Hills Elementary Robinson Elementary	<b>Wentzville R-IV</b> Duello Elementary Lakeview Elementary Wentzville Middle Wentzville South Middle
<b>Carl Junction R-I</b> Carl Junction Intermediate	<b>Lewis Co. C-I</b> Highland Elementary	<b>Reeds Spring R-IV</b> Reeds Spring Elementary Reeds Spring Primary	<b>West Nodaway Co. R-I</b> West Nodaway Elementary
<b>Caruthersville 18</b> Caruthersville Middle	<b>Moberly</b> South Park Elementary	<b>Salem R-80</b> Salem Upper Elementary	<b>Westran R-I</b> Westran High School Westran Middle
<b>Catholic Diocese of Jefferson City</b> Immaculate Conception	<b>North Callaway R-I</b> Williamsburg Elementary	<b>South Harrison Co. R-II</b> South Harrison Elementary	
<b>Confluence Charter</b> Confluence Aspire Academy	<b>North Kansas City 74</b> Crestview Elementary West Englewood Elementary	<b>Southern Boone Co. R-I</b> Southern Boone Primary	
<b>El Dorado Springs R-II</b> El Dorado Springs Elementary	<b>Northwest R-I</b> Northwest Early Childhood Center	<b>Special School Dist. St. Louis</b> Neuwoehner High School	
		<b>Springfield R-XII</b> York Elementary	

## BRONZE

<b>Arcadia Valley R-II</b> Arcadia Valley Elementary	<b>Fort Osage R-I</b> Fire Prairie Upper Elementary	<b>Kansas City 33</b> Whittier Elementary	<b>St. Louis City</b> Gateway Elementary
<b>Belton 124</b> Belton Middle/Freshman Center	<b>Fulton 58</b> Fulton Middle	<b>Kirkville R-III</b> Ray Miller Elementary	<b>Steelville R-III</b> Steelville Elementary
<b>Blue Springs</b> James Lewis Elementary	<b>Gallatin R-V</b> Covel D. Searcy Elementary Gallatin Middle	<b>North Central Missouri College</b> Green Hills Head Start	<b>Stoutland R-II</b> Stoutland High
<b>Canton R-V</b> Canton Elementary	<b>Grandview R-II</b> Grandview Elementary	<b>Poplar Bluff R-I</b> Oak Grove Elementary	<b>Warrensburg R-VI</b> Warrensburg Middle
<b>Center 58</b> Indian Creek Elementary	<b>Harrisburg R-VIII</b> Harrisburg Middle	<b>Ritenour</b> Marion Elementary	<b>Washington</b> Augusta Elementary Campbellton Elementary Marthasville Elementary Washington Early Learning Center
<b>Columbia 93</b> West Middle	<b>Hazelwood</b> Townsend Elementary	<b>Special School Dist. St. Louis</b> Juvenile Detention Center	<b>Wentzville R-IV</b> Peine Ridge Elementary
<b>Doniphan R-I</b> Doniphan Middle	<b>Independence 30</b> Abraham Mallinson Elementary Hanthorn Early Education Center Independence Academy Korte Elementary Mill Creek Elementary Santa Fe Trail Elementary Thomas Hart Benton Elementary	<b>Springfield R-XII</b> Weaver Elementary	
<b>East Carter Co. R-II</b> East Carter Middle		<b>St. Charles</b> Monroe Elementary	
<b>Fayette R-III</b> Wm. N. Clark Middle		<b>St. Joseph</b> Coleman Elementary Edison Elementary	
<b>Ferguson Florissant R-II</b> Combs Elementary			

# PBIS and Trauma-Informed:

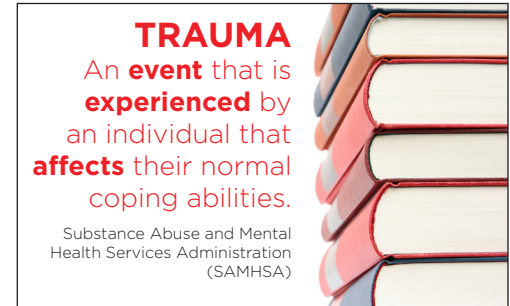
## Part 1 - Integrating for Value-Add Instead of Replacement

The dialogue around mental health isn't new; however, the conceptual understanding of trauma-informed has shifted to where more school practitioners are taking notice (Foster et al., 2005). At its simplest, incorporating trauma-informed practices means being aware of student trauma and providing a safe, stable environment for all students; changing the dialogue from a focus on reactionary mechanisms (e.g., clinician referrals, clinical interventions, diagnoses) to support small group or individualization toward one of promotion and prevention focused on all students (Evans, Simonsen, & Dolan, 2013). As data shows, the majority of children today are affected by trauma - The National Survey of Children's Exposure to Violence found that in 2014, at least six of 10 children age 17 or younger had been directly or indirectly exposed to violence (Finkelhor, Turner, Shattuck, & Hamby, 2015) while original and duplicated research on Adverse Childhood Experiences (ACEs) indicate that approximately two-thirds of surveyed adults have reported experiencing at least one ACE (Centers for Disease Control and Prevention, 2015; Felitti et al., 1998).

Working with individuals who have experienced trauma can get complex because trauma is personal. The Substance Abuse and Mental Health Services Administration (SAMHSA) defines trauma utilizing the 3 E's - an **event** that is **experienced** by an individual that **affects** their normal coping abilities. Two students might have similar experiences,

like having an incarcerated parent, but have dramatically different responses. Educators don't have the luxury of knowing the story behind all of our students and this increases our need to focus on prevention and promotion first; setting up environments that regardless of experiences focuses on being safe and stable for everyone.

If you're thinking trauma-informed practices sounds interesting, you've heard about ACEs, you've seen the Oprah Winfrey interview on 60 Minutes - and you're ready to the start moving forward, we challenge you to think about how this can be a value-add to your SW-PBS framework instead of a replacement. Education has gotten the reputation of suffering from Shiny Object Syndrome (SOS); a metaphor that is akin to a small child chasing after shiny objects - once they get there and see what the object is, they immediately lose interest and start chasing the next thing. SOS is a disease of distraction and it affects systems that are trying to be innovative, those that are always looking to stay on the cutting edge, often highly motivated, and willing to embrace the unknown. A school with those characteristics might sound well positioned to create nurturing climates and cultures to support learners; however, those characteristics coupled with SOS can result in a fragile, overtaxed, highly exhausted system that chases initiative after initiative, experiences change after change, and never builds a solid foundation. This applies to anything 'new' to your system and emphasizes that we must have a strong



foundation upon which we can build. Chasing the next big thing without having a solid foundation is exhausting and should be a caution as to how to proceed with implementing trauma-informed practices in our settings.

One important way to think about adding trauma-informed practices into your setting is to look at its inclusion as a value-add to your system of support instead of approaching it as a replacement. Starting brand new systems in replacement of or in isolation to other initiatives is resource intensive and exhausting. Organizations have to think smarter, not harder. Organizations have to look at building upon an already established framework and finding opportunities for explicit integration (McIntosh & Goodman, 2016; Barrett, Eber, & Weist, 2013). For trauma-informed principles, SW-PBS can serve as a foundation; these two represent complementary systems that easily integrate and build upon one another.

Please join us over the course of the next year as we tease apart how PBIS and trauma-informed practices align.

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## REGION 1

### EAST ELEMENTARY SCHOOL

East Elementary is a rural school serving over 800 elementary school students.

East Elementary has worked hard to implement SW-PBS since opening our doors in 2015. We strive to support every child through SW-PBS. In Tier 1, we teach weekly expectations, and provide specific and positive feedback to students, both verbally and with Spirit Tickets. In addition, we celebrate student and teacher success with Positive Office Referrals and quarterly Positive Pow Wows. Within Tier 2, East Elementary continues to support students in Check-In, Check-Out (CICO) or Kindness Club (Small Group Social Skills), depending on the child's function of behavior. In Tier 3, we have a student who has continued CICO, but on a more intensive and consistent basis. Within each Tier we collect and analyze data to guide our decisions. Each tier team meets regularly to improve our practices and complete items on our action plans.

East Elementary has worked to use data to drive decision making. In the past three years, student attendance has increased from 96.28% to 96.37%.

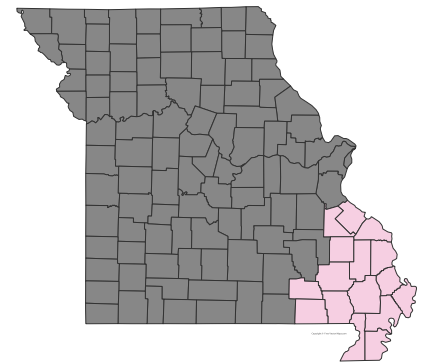
Office referrals have decreased from 104 to 70, and the percentage of students with one or more referrals has decreased from 16% to 9%. Positive Office Referrals (POR) are given to students to recognize outstanding acts or for following expectations consistently. In 2015-2016, we gave 793 PORs to students. This year we have already awarded 611 and are on track to recognize over 800 students by the end of the year.

Additionally, MAP scores have increased by 1% in communication arts and 2% in math.

East Elementary was recognized with the Bronze Recognition Award of Excellence in 2015-2016 and the Silver Recognition Award of Excellence in 2016-2017. We are submitting our application for Gold for the 2017-2018 school year this month.

A unique feature of SW-PBS implementation at East Elementary includes our New Student Connection Program. Students that enroll at East Elementary throughout the year are given a tour of the building with an explanation of the SW-PBS expectations in each area. Those new students are also paired with a teacher mentor to provide an additional adult connection in the building. They are also invited to a New Student Lunch that is scheduled on the first Monday of each month to eat with the principals and school counselor.

Something new we have just started is our Families. Each child in our school is a part of a small family. We have 38 adults who are family leaders and approximately 12 students within each family. We are meeting twice a month for thirty minutes. During this time we are working to build relationships between staff and students of varying ages. Also, we are discussing and reviewing our schoolwide expectations that are a part of our SW-PBS matrix. Our students have responded so well to this time and it helps each child feel that East Elementary has created a place where every child belongs.



#### School Demographics

- Administrator – 2
- Teaching Staff – 47
- Support Staff – 45
- Students Served – 475 K-5; 357 EC; Total 832
  - White – 94.9%
  - Black – 3%
  - Latino – 1%
  - Asian – .1%
  - Multi-racial – 1%
- Free/Reduced – 32%

#### Student Outcomes

- Average Daily Attendance – 96.37%
- ODRs - 56 total this year so far
  - 50.3% 0-1 ODRs
  - 39% 2-5 ODRs
  - 10.7% 6+ ODR



Staff Photo



This is Kindergarten students celebrating during a quarter Positive Pow Wow.



The number of ODRs decreased from November to December last year and as a reward the principals dressed up as elves on the shelf. What fun!

## REGION 2

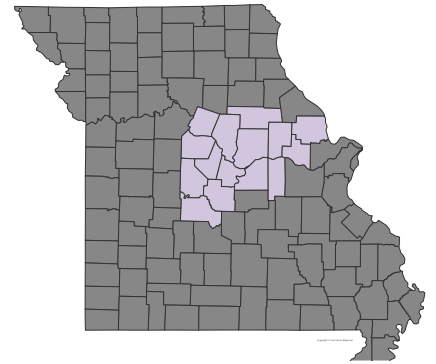
### LEE EXPRESSIVE ARTS ELEMENTARY SCHOOL

Lee Expressive Arts Elementary is an urban public school serving over 350 elementary school students.

Lee Elementary has worked hard to implement SW-PBS for 2 years. Lee Elementary is currently implementing at the Tier 1 level. Lee has scheduled weekly lessons that are chosen during team meetings based off of Big 5 Data. The team encourages expected behaviors from staff through small tangibles and recognition. The team hopes that this helps create staff buy-in. Students are recognized for meeting expectations with individual, classroom, and schoolwide celebrations.

Office referrals have decreased from this time last year from 398 to 280, and the percentage of students with zero to one referrals has increased from 86.79% to 89.80%.

A unique feature of SW-PBS implementation at Lee Elementary is how we try to keep staff informed about SW-PBS at our schools. Not only do we have regular time at faculty meetings to share and do whole staff professional learning when needed, we also have a detailed SW-PBS staff handbook. In our SW-PBS staff handbook we have information on what SW-PBS looks like at Lee. We have a brief overview of what SW-PBS is and the importance of implementation with fidelity at our school. The handbook includes our lesson schedule and the expectations for teachers on when to teach lessons in their classrooms. We also describe our encouragement system and what it looks like at the individual student, classroom, and building levels. We also discuss and give ideas of ways to encourage all students and how often; frequent, intermittent and occasional. To keep staff consistent on how to handle inappropriate behavior we have included our flow chart of support for discouraging inappropriate behaviors as well as a detailed definition of behaviors. For each of the inappropriate behaviors listed we give a description of what that behavior looks like as a minor, a major and if need be what administrative action will be taken. Another unique feature of our handbook is that everyone gets both paper and digital copies. Digital copies are housed on our teacher share drive. Being digital has allowed us to directly link to each of the effective classroom practices teacher tool modules from the MO SW-PBS website for our staff to review if they are having challenges with their classroom management.



#### School Demographics

- Administrator – 1
- Teaching Staff – 22.5
- Support Staff – 6.25
- Students Served – 351
  - White – 57%
  - Black – 18%
  - Latinx – 1%
  - Asian – 13%
  - Multi-racial – 10%
- Free/Reduced – 43%

#### Student Outcomes

- Average Daily Attendance – 94.89%
- ODRs
  - 82% 0-1 ODRs
  - 13% 2-5 ODRs
  - 5% 6+ ODRs



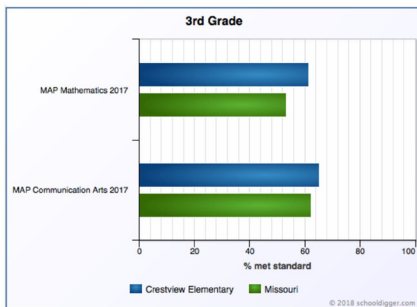
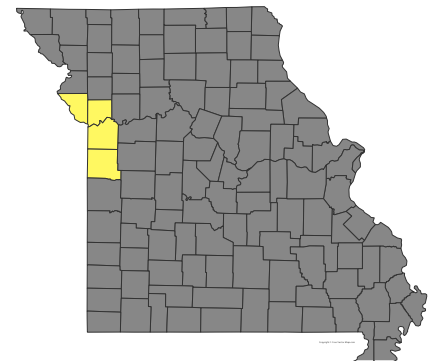
## REGION 3

### CRESTVIEW ELEMENTARY SCHOOL

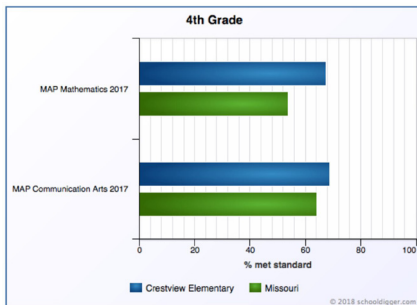
Crestview Elementary is a suburban public school serving over 491 students.

Crestview Elementary has implemented SW-PBS for 9 years. At Crestview, all students receive Tier 1 support including a school wide matrix, classroom matrix, weekly booster lessons, Cheetah Cash, and Class Cash. 5% of our students receive Tier 2 support including Check-In, Check-Out and Triage. Their progress is graphed to look for areas of success as well as continued need.

Crestview Elementary has worked to use data to drive decision making. Student attendance has maintained at 95% for the past two school years. In the past year, office referrals have decreased from 348 to 318 and the percentage of students with one or more referrals has decreased from 25% to 20%. For the 2018-2019 school year, the number of students with 0-1 referrals has increased from 81.6% to 90%.

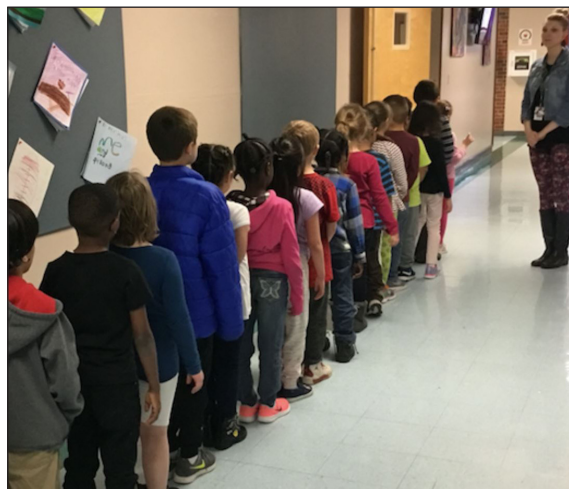
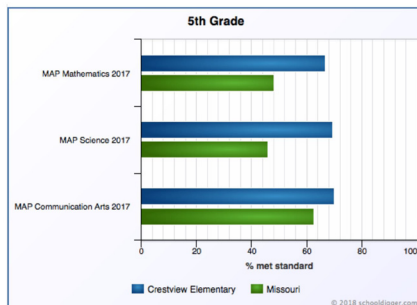


Additionally, in 2017 Grades 3, 4, and 5 scored above the state of Missouri average in all MAP tested subjects (as shown on graphs provided).



Some unique features of SW-PBS implementation at Crestview Elementary include:

- Common area expectations are taught with a school-wide Cheetah Camp Student Booster session and video.
- Student Recognition Program: Character traits are selected for a school wide focus. Traits have included: respect, responsible, perseverance, and unique talents. Students who exhibit these traits earn a certificate and donut breakfast with the principals.
- Structured Recess with Recess Flowchart
- Staff-led Share Sessions

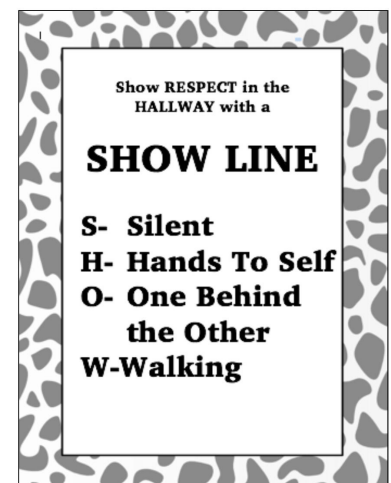


### School Demographics

- Administrator – 2
- Teaching Staff – 45
- Support Staff – 11
- Students Served – 491
  - White – 34.8%
  - Black – 23.4%
  - Latinx – 15.3%
  - Asian – 9%
  - Mobility rate – 60%
  - Multi-racial – 11%
- Free/Reduced – 78%

### Student Outcomes

- Average Daily Attendance – 94.9%
- ODRs
  - 90% 0-1 ODRs
  - 8% 2-5 ODRs
  - 2% 6+ ODRs



## REGION 4

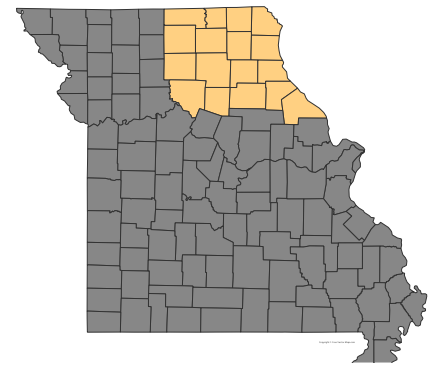
### A.D. STOWELL ELEMENTARY SCHOOL

A.D. Stowell Elementary is a rural public school serving over 270 elementary school students.

A.D. Stowell Elementary has worked hard to implement SW-PBS for 10 years. We hold a school-wide Boot Camp to kick off our school year. Specific weekly lessons are created that are infused with the Leader in Me habits. Quarterly celebrations are held to reward positive behavior. Referral-free students are celebrated at end of the year awards assemblies. Tier 2 is also a strong component of our implementation. Our Tier 2 team has utilized Check-In, Check-Out, First Step Next, Self-Monitoring, and Social Skills Groups to promote student success.

A.D. Stowell Elementary has worked to use data to drive decision making. In the past 10 years, student attendance has improved. Office referrals have decreased from an average of 200 or more per year to an average of 100 or less per year, and the percentage of students with one or more referrals has decreased from 30% to 11%. In school suspensions are down by 22%, and out of school suspensions are down by 40%. Additionally, MAP scores have increased by 25% in communication arts and 26% in math in the past 3 years.

A unique feature of SW-PBS implementation at A.D. Stowell Elementary includes the way that the Leader in Me program has been integrated with the SW-PBS framework to create a cohesive program that guides behavior intervention and character education for our school.



#### School Demographics

- Administrator – 1
- Teaching Staff - 23
- Support Staff – 10
- Students Served - 270
  - White – 86%
  - Black - 5%
  - Latinx- 2%
  - Asian - 1%
  - Multi-racial - 6%
- Free/Reduced – 73%

#### Student Outcomes

- Average Daily Attendance – 95%
- ODRs
  - 86% 0-1 ODRs
  - 14% 2-5 ODRs
  - 0% 6+ ODRs



## REGION 5

### WEST NODAWAY ELEMENTARY SCHOOL

West Nodaway Elementary is a rural school serving 138 elementary school students.

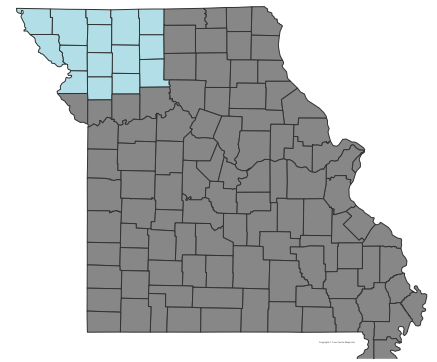
West Nodaway has worked hard to implement SW-PBS for 8 years. During the summer, prior to our teacher in-service dates, all staff come in to work on updating any SW-PBS forms, procedures, set school-wide goals, update our matrix, etc. We also prepare the building with our SW-PBS displays that are aligned to our annual theme. During this day, we outline our SW-PBS Kick-Off Assembly and set our lesson schedule for the year. We begin each year with a Back to School Boot Camp where teachers go through all expectations in all areas with all students during the first two weeks of school. This includes taking time to go to the cafeteria and pretend it's lunch time, asking the transportation department to bring up a school bus to practice expectations, etc. Individual teachers teach all procedures within their classroom during the first two weeks as well. In January, we have a Re-Boot Camp to kick off 2nd semester where our 5th graders take the lead and re-teach the lessons to all other students.

Throughout the year, our students earn individual and class stars. Teachers keep track of these within their individual classrooms. However, as students reach the established levels, they are given a sticker to place on the SW-PBS Schoolwide Recognition bulletin board. Students are also recognized at each quarterly awards assembly for Bronze (0-74), Silver (75-149), and Gold (150+). As students reach their quarterly goal, we have a quarterly SW-PBS celebration. This includes things such as a dance party, special snacks, etc. During our celebrations, we have opportunities for reteaching of expectations for students who have not earned enough stars for the celebration activities identified for each level. Additionally we have a class display for class stars. At the end of the year, if students meet the Schoolwide PBS goal, we have a special incentive which may include inflatables, shaved ice, etc.

Our SW-PBS Team consists of certified and non-certified staff which enables everyone to have a voice. This team meets bi-weekly to analyze student data, discuss upcoming events, make any necessary changes or adjustments, as well as ensure there is frequent communication with staff. This team also meets two other times per month outside of school hours to discuss our Tier 2 students. These meetings are held with the classroom teacher and other necessary stakeholders to develop appropriate interventions to support the student and teacher. We have a variety of interventions that may be utilized with our Tier 2 students, such as Check-In, Check-Out, Small Group Instruction, and Check and Connect.

We are consistently looking for ways to further develop our program and keep it fresh each year. A unique feature of our Tier I SW-PBS implementation at West Nodaway is that this year we started a ticket system to support identified target areas for all students. These areas are identified using our Minor data within Schoolwide Information System (SWIS). Each month, we have identified an expectation, such as following directions the first time, raising your hand, using polite manners, etc. The expectation is then communicated to students and staff and revisited frequently throughout the month. Students have the ability to earn a ticket for displaying this expectation in the classroom. Tickets are then placed into a weekly drawing where the winners earn Breakfast with the Principal.

Continuing to implement SW-PBS has led to a positive climate among our staff and students. It ensures that we focus on the positive things our students are doing through 4:1 rather than only noticing the negative behaviors. With these efforts, office referrals have decreased from 192 our first year to 73 this current school year. The percentage of students with one or more referrals has also decreased from 26.9% to 19%. In school suspensions are down by 6% and out of school suspensions are down by 2%.



#### School Demographics

- Administrator – 1
- Teaching Staff – 23
- Support Staff – 5
- Students Served – 138
  - White – 97%
  - Black – 1%
  - Latinx – 0%
  - Asian – 0%
  - Multi-racial – 2%
- Free/Reduced – 43%

#### Student Outcomes

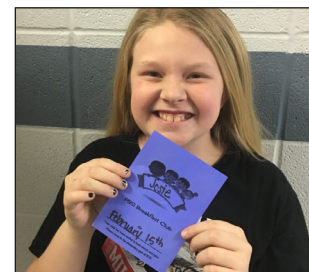
- Average Daily Attendance – 95.6%
- ODRs
  - 91% 0-1 ODRs
  - 7% 2-5 ODRs
  - 2% 6+ ODRs



January PBS Reboot Camp



Principal's Breakfast Club Kids



Student that received notice of Breakfast Club

## REGION 7

### HELEN MATTHEWS ELEMENTARY SCHOOL

Helen Mathews Elementary is a suburban public school serving over 500 elementary school students.

Helen Mathews Elementary has worked hard to implement SW-PBS for 8 years. In Tier 1, a matrix is established across all areas. This matrix language is taught explicitly at the beginning of the year and again at semester. It is also reviewed and utilized as a reteaching tool throughout the year. A flow chart distinguishing between majors and minors is established, shared with teachers, and reviewed yearly and as needed. In addition to the flow chart, a step-by-step system of interventions for addressing student behaviors has been shared and reviewed. A 5-step problem solving document is shared with teachers to utilize when working with students, allowing successful processing of behaviors. Review of minor and major data and teacher perceptual data is utilized to determine a scope and sequence for teaching and re-teaching behaviors. Students work with staff to create videos to reteach expectations. These videos are shared weekly. A teacher video is created and aligned to the weekly student videos. The teacher videos give teachers tools to proactively address potential behaviors. Ongoing student and teacher incentives including SOAR bucks, SOAR buck store, prize wheel, etc.

In Tier 2, we have an established Tier 2 intervention team who provides consultation, interventions and support as needed with students who are referred and identified for Tier 2 supports for both behaviors and academics. Interventions such as Check-in, Check-out, reward systems, social groups, behavior intervention plans, etc. are provided. In addition to this specific support, our counselor is pushing into classroom to provide instruction.

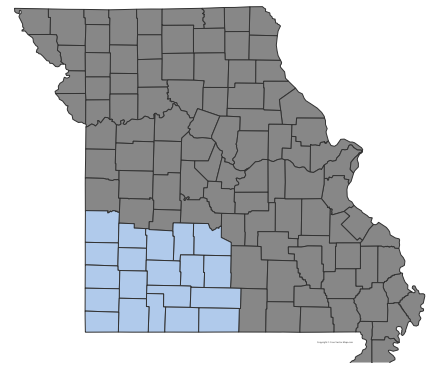
In Tier 3, we have an established Tier 3 intervention team who provides consultation, interventions and support as needed with students who are referred and identified for Tier 3 supports for both behaviors and academics. These supports are aligned to both student and staff needs to ensure that we are meeting the unique needs of individual students. Parents are invited to the Tier 3 team for consultation and planning of interventions that will be utilized to provide support in all settings.

Helen Mathews Elementary has worked to use data to drive decision making. In the past 8 years, student attendance has increased from 92% to 95%.

Office referrals have decreased from 17% to .07%, and the percentage of students with one or more referrals has decreased from 12% to .05%. In school suspensions are down by 48%, and out of school suspensions are down by 45%.

Some unique features of SW-PBS implementation at Helen Mathews Elementary include:

- Mathews Elementary continues to intertwine character traits with SW-PBS expectations. Through this incorporation, we place an emphasis on development of the whole child. Daily Community Time is an opportunity for our entire building to come together to create an atmosphere of teamwork, cooperation and an understanding that we are all part of the community. Character is incorporated into daily instruction through read-alouds and classroom discussions.
- We have established a Canvas page that houses behavior and academic resources aligned to SW-PBS. This provides the resources that everyone needs to implement SW-PBS with fidelity across the building.
- Students serve in leadership roles both in the classroom as well as building wide. Examples of these roles include Newcomer ambassadors, Lighthouse leaders, assembly leaders, and community time leaders.
- Fun Fridays are utilized in some grade-levels to provide opportunities for re-teaching and for positive reinforcement and recognition.
- SOAR bucks are an important component of recognition and reinforcement. Students earn SOAR bucks for showing strong character and meeting the expectations on the matrix. Students are then able to spend these SOAR bucks at our bi-weekly store that is set up like an Amazon ordering system with reinforcements being delivered to classrooms.



#### School Demographics

- Administrator – Brigette Golmen, Principal; Mandy Beckler, Assistant Principal; At time of implementation and receipt of Gold Star status, Pat Sutherland
- Teaching Staff – 40
- Support Staff – 17
- Students Served – 506
  - White – 82.2%
  - Black – .79%
  - Latino – 5.53%
  - Asian – 1.2%
  - Multi-racial – 10%
- Free/Reduced – 32.10%

#### Student Outcomes

- Average Daily Attendance – 95%
- ODRs
  - 96% 0-1 ODRs
  - 2% 2-5 ODRs
  - 2% 6+ ODRs

## REGION 9

### SEDALIA MIDDLE SCHOOL

Sedalia Middle School has worked hard to implement SW-PBS for 9 years. Sedalia Middle School is a suburban school serving approximately 405 5th grade only students.

At the Tier 1 level, we have created a matrix of school-wide expectations which is improved upon annually based on student population needs and data from the previous year. The Tier 1 team meets every other week to create lessons based off our Big 5 data. These lessons are pushed out to all staff members on Thursdays to allow ample time for review.

Our SW-PBS recognitions/celebrations reinforce positive behavior frequently throughout the school day utilizing a 4:1 ratio of verbal praise and Tiger Tokens. We have an online banking system where students can “bank” their Tiger Tokens. Students can choose to buy items from our Tiger Den Store, save their Tiger Tokens to purchase larger tangible items, or place Tiger Tokens in drawings to win more substantial items at the end of the year. Students are provided the opportunity to shop monthly with their 1st hour Academic Focus teacher.

Students who meet criteria each quarter can receive a black or gold card. Pride card holders participate in Pride Time which occurs bi-weekly. Pride Time incorporates fun events as a reward for meeting the criteria. Students who receive a gold card have additional privileges beyond Pride Time including various pop-up privileges throughout the quarter. If a student maintains a gold card for three out of four quarters, they are provided the opportunity to participate in Tiger Prowl at the end of the year. Tiger Prowl grants students an entire day out of class.

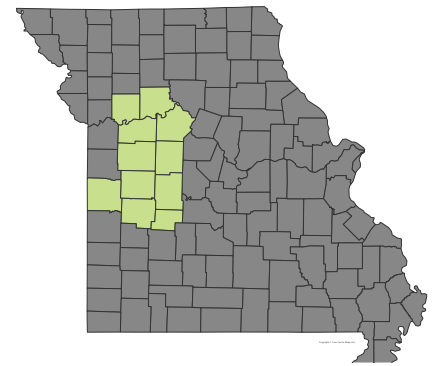
Students are rewarded at the Tier 1 level through our student of the week program. Each team picks a scholar to represent their team. Pictures of students are placed in our front lobby and on our social media pages. Students receive the special privileges throughout the quarter. Students with perfect attendance are also recognized at our assemblies receiving goodies from local restaurants.

At the Tier 2 level we have two major interventions, Check-In, Check-Out (CICO) and Social Groups for students who are not responding to Tier 1. Students are identified as candidates for Tier 2 interventions by our data decision rule of 6 or more office referrals, teacher nomination, or our universal screener which is completed at the beginning of the school year.

Once students are identified as needing Tier 2 supports, our Tier 2 coach collects baseline data and teachers complete the FACTS form. The data is compiled and the Tier 2 team sets goals, selects an intervention that matches the function of the behavior, and communicates with the teachers. Social Groups and CICO are both tracked using the Advanced Tier 2 Spreadsheet. The Tier 2 coach communicates student progress. Successful students begin the self-monitoring process using daily progress report or DPR for two weeks. Students are rewarded during a graduation party.

If a student is not successful in a Tier 2 intervention we modify the intervention. If a student has exhausted all Tier 2 interventions, the Tier 3 team will provide the student with a more intensified intervention using the functional behavior assessment (FBA) and write a behavior intervention plan (BIP).

*continued on next page*



### School Demographics

- Administrator – 1
- Teaching Staff – 36
- Support Staff – 17
- Students Served – 405
  - White – 70.35%
  - Black – 5.68%
  - Latinx – 16.79%
  - Asian – .99%
  - Multi-racial – 1.98%
- Free/Reduced – 68.15%

### Student Outcomes

- ODRs
  - 80.49% 0-1 ODRs
  - 14.32% 2-5 ODRs
  - 3.46% 6+ ODRs

# IN THEIR OWN WORDS...

*Sedalia Middle School, continued*

Sedalia Middle School has worked to use data to drive decision making. This has resulted in the following outcomes for students, as of March 31 of this year: the number of students with 90% or better attendance has gone from 361 to 373 for an increase of 3.32%; office discipline referrals have gone from 643 to 428 for a decrease of 33.44%; In school suspensions have gone from 186 to 110 for a decrease of 40.86%; and out of school suspensions have gone from 48 to 28 for a decrease of 41.67%.

Outcomes for students with IEPs, as of March 31 of this year, are as follows: Attendance has increased by 108.70%; the number of students with IEPs who have received one or more office discipline referrals (ODR's) has gone from 28 to 24 for a decrease of 14.29%; the number of students with IEPs who have received ISS has gone from 31 to 22 for a decrease of 29.03%; finally, the number of students with IEPs who have received OSS has gone from 16 to 10 for a decrease of 37.50%.

A unique feature at SMS is our use of RTI (Response to Intervention). Students are selected based on pre-test and post-test data that is collected by each teacher. Students who have an academic deficiency are pulled for a six week period for 30-45 minutes each day. During the RTI time, teachers provide students with supplemental instruction, activities, projects to merge the gap in the student's education. After 6 weeks the RTI teacher assesses students. If students demonstrate mastery, they are no longer pulled for RTI and are monitored during whole group instruction.

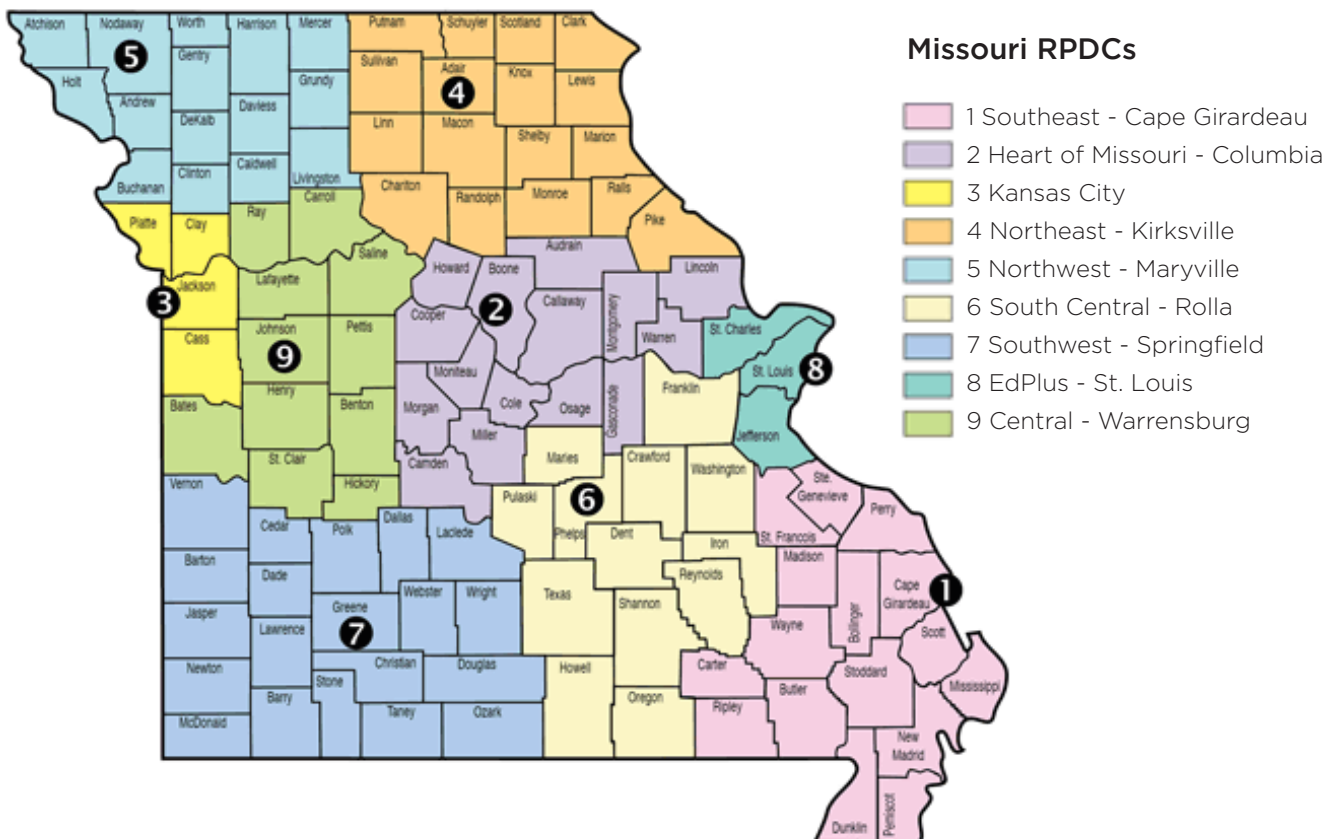
Based off our district attendance goals, another intervention developed by SMS is "Club 92." Club 92 is for any student who has less than 87% attendance. Upon selection, students are given goals and check in daily with our counselor and social worker. Once the student has reached 92% or higher attendance at the end of the month he or she is awarded a special breakfast and a certificate of completion.

When we first began Tier 2 interventions, it was quickly determined we needed to come up with a more efficient system for collecting data and nominating students for Tier 2 support outside of our data decision rule of six or more office referrals. The Tier 2 team created a Tier 2 Nomination Form using Google Forms which was pushed out to all teacher desktop computers. This allowed for teachers to nominate students at any time. The teacher nominations are placed into a spreadsheet which is on the desktop of our SW-PBS Tier 1 coach, Tier 2 coach, Tier 3 coach, building administrator, and counselor's office. The Tier 2 coach prints off the list of nominations and brings them to the Tier 2 team meeting. The team discusses which intervention will best suit the student based on the function of the behavior.

The Tier 2 Team assesses the teacher nominations and makes a decision to continue Tier 1 supports or collect more data. If data is needed the team will send a Google Form including baseline data and the Functional Assessment Checklist to each of the student's teachers. Teacher will collect data for one week. The Tier 2 team will analyze the data and make a team-based decision on which intervention will help the student be more successful.

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

REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING  
[education.missouristate.edu/atll/](http://education.missouristate.edu/atll/)

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

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



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