



IN THIS ISSUE

Disproportionality	3
Connections	6
Adaptations	8
Coaches Corner	10
Regional Consultant Bios.....	11
Regional Exemplar Stories.....	13

POSITIVE FOCUS

NOVEMBER | NO. 3 | 2018

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

Leadership

Administrative Leadership is often cited as the top driver and barrier of schoolwide positive behavior support (SW-PBS) implementation and sustainability. Here are our top 10 tips for SW-PBS Administrative Leadership.



1. Foster a school climate which supports the belief that social errors represent an opportunity to teach.
2. Schedule protected time to attend and actively participate in meetings, including regional trainings and leadership team meetings at all tiers. Leave with an action plan from each meeting.
3. Continue to promote and publicly support SW-PBS: Make SW-PBS an agenda item at grade level and faculty meetings; share ODR data; write newsletter articles about SW-PBS at your school; highlight SW-PBS at back to school and other parent nights; orient new staff to SW-PBS; etc...
4. Learn and use expectation matrix language for your school.
5. Hold staff accountable for teaching scheduled schoolwide and booster lessons.
6. Learn and demonstrate fidelity to majors and minors list.
7. Create a system for collecting and analyzing data.
8. Schedule celebrations related to your school's data and aligned with the recognition matrix.
9. Recognize staff regularly for their commitment to SW-PBS.
10. Maintain partnerships with your Regional SW-PBS consultant(s).



The mission of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

WHERE CAN YOU FIND US?

[Facebook.com/moswpbs](https://www.facebook.com/moswpbs)
[Twitter.com/MOSWPBS](https://twitter.com/MOSWPBS) #MOSWPBS @MOSWPBS
On the web at: PBISMissouri.org

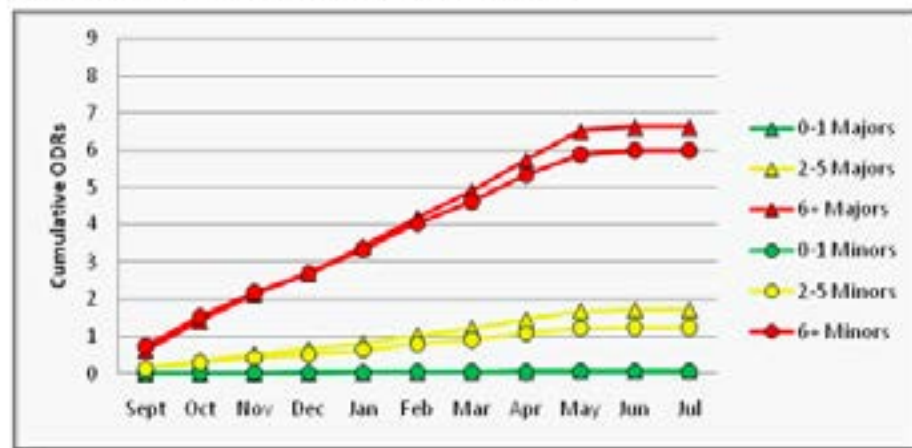


The October Catch

It is critical that students receive the supports they need as early as possible. Allowing a student to engage in challenging behavior once it is clear Tier 1 or universal support is not sufficient to support expected behavior can make it much more difficult to help the student to get back on track. Dr. Terry Scott (2016), from the University of Louisville, describes the challenge as trying to stop a snowball that is rolling downhill. The longer it is allowed to roll, the harder it is to stop the downward momentum and push it back up the hill.

McIntosh, Frank, and Spaulding (2010) have found that students who have two or more office discipline referrals (ODRs) by October are at higher risk of having six or more ODRs by the end of the school year. The October Catch, or the early identification of these at-risk students, allows the team to plan for intensified Tier 1, targeted Tier 2 or individualized Tier 3 supports for the student.

Figure 1. Average Cumulative Growth in Major and Minor Referrals



https://www.pbis.org/common/cms/files/Newsletter/odr_trajectory_brief.pdf
University of Oregon PBIS Workgroup. (July 2010).

By providing these students with function based supports early in the school year, schools can increase the likelihood that the students' behaviors will improve during the remainder of the school year. Consider adding the October Catch to your November building leadership team data review. For more information see this brief on the PBISAPPs.org website: <https://goo.gl/vCv8jf>

References

McIntosh, K., Frank, J. L., & Spaulding, S. A. (2010). Establishing research-based trajectories of office discipline referrals for individual student. *School Psychology Review*, 39, 380-394.

Scott, Terry (2016). "Effective Classroom Instruction and Management: Keys to Engaging Students and Predicting Success" Keynote at the Missouri Schoolwide Positive Behavior Support Summer institute, Lake Ozark, Missouri. <http://pbismissouri.org/si-2016-keynote/>

University of Oregon PBIS Workgroup. (July 2010). Growth in the cumulative number of ODRs in elementary school settings. Evaluation brief. Educational and Community Supports, University of Oregon, Eugene, Oregon.

Disproportionality

As educators, you are noble souls! You work long hours, often under stressful conditions for relatively low pay and little praise. Many of you spend your own money to supplement inadequate classroom budgets, buy snacks for kids who don't get enough to eat at home, or purchase school supplies for families who otherwise can't afford them. It goes without saying that few of you entered this profession for the money!

It also goes without saying that you want all of your students to have positive school experiences and achieve valued academic and behavioral outcomes. Unfortunately, and despite our best intentions, this is not always the case. Students can have widely varying experiences at school, especially when it comes to discipline. Even more disturbing, there is growing evidence that these differences often relate more to student demographics than behavior! The remainder of this article will explore discipline disproportionality, its negative impact on students, and steps we can take to ensure that all of our students have positive experiences and outcomes from school.

African American and Hispanic students (Skiba, Chung, Trachok, Baker, Sheya, & Hughes, 2014; Costenbader & Markson, 1998; Gordon, Piana, & Kelecher, 2000; McFadden, Marsh, Price, & Hwang, 1992; Morrison & D'Incau, 1997; Petras, Masyn, Buckley, Jalongo, & Kellam, 2011; Raffaele Mendez, Knoff, & Ferron, 2002; Skiba, Michael, Nardo, & Peterson, 2002; Peguero & Shekarkhar, 2011; Losen & Gillespie, 2012; Skiba et al., 2011; Losen, Hodson, Keith II, Morrison, & Belway, 2015), students with disabilities (Losen & Gillespie, 2012; Losen, et al., 2015), poor students (Skiba et al., 2014; Brantlinger, 1991; Nichols, 2004; Petras et al., 2011; Skiba, Peterson, & Williams, 1997; Wu, Pink, Crain, & Moles, 1982;), LGBTQ students (Himmelstein & Bruckner, 2011) and boys (Costenbader & Markson, 1998; McFadden, Marsh, Price, & Hwang, 1992; Raffaele Mendez & Knoff, 2003; Skiba et al., 1997; Skiba, Michael, Nardo, & Peterson, 2002; Thornton & Trent, 1998; Wu et al., 1982) tend to receive harsher consequences for undesired behavior than their non-disabled white peers receive. African American students are nearly three and a half times more likely to be suspended than are white students (Losen, et al., 2015). Similarly, a white student with a disability is nearly twice as likely to be suspended as is a white student without a disability (Losen, et al., 2015). These effects seem to be additive. For example, African American boys with disabilities are suspended at over five and a half times the

rate of white students without disabilities (Losen, et al., 2015). Now, if you found out that your child was five and a half times more likely to be suspended than were other students in the school, you would probably want to have a little chat with the principal.

Furthermore, the disproportionate use of suspension and expulsion to discipline students of color persists even when researchers control for poverty (Wallace, Jr., Goodkind, Wallace, & Bachman, 2008; Wu et al., 1982) and behavior (Skiba, et al., 2011). Indeed, African American students are more likely to be suspended for ambiguous, subjectively interpreted behaviors, such as defiance, disruption, and disrespect (Skiba, et al., 2014; Blake, Butler, Lewis, & Darensbourg, 2011; Gregory, & Weinstein, 2008; Raffaele Mendez, & Knoff, 2003; Skiba, et al., 2002). Similarly, African American girls are more likely to be suspended for violating "white middle class norms of femininity" (Blake, Butler, & Smith, 2015). It should be no surprise, therefore, that African American students are more likely to receive harsher or longer consequences for both minor (Skiba, Michael, Nardo, & Peterson, 2002) and more serious infractions (Nicholson-Crotty, Birchmeier, & Valentine, 2009).

There is a growing body of evidence that the use of exclusionary discipline practices have negative impacts on students, and these negative impacts disproportionately affect minority students and students with disabilities. Exclusionary discipline, which ranges from a brief time out to suspension or expulsion, results in time out of instruction, effectively denying students the opportunity to learn (Gregory, Bell, and Pollock, 2014; Skiba, Arredondo, and Williams, 2014). It should not be surprising, therefore, that there is a negative relationship between exclusionary discipline and student grades (Rocque, 2010), reading achievement (Arcia, 2006), writing achievement (Raffaele Mendez, Knoff, & Ferron, 2002), and scores on state accountability tests (Rausch & Skiba, 2005). Furthermore, there is evidence that just one suspension in the 9th grade can double a student's risk of dropping out of school, and additional suspensions multiply this effect (Balfanz, Byrnes, and Fox, 2015). Finally, suspension and expulsion may predict future incarceration (Sedlak & McPherson, 2010; Fabelo, Thompson, Plotkin, Carmichael, Marchbanks, and Booth, 2011).

As educators, we want all of our students to have positive experiences and outcomes from school. So, here is the chal-

Disproportionality continued

lenge: take ownership to take action. To take ownership, we must have the courage to look at our school's discipline data in a way that exposes disproportionality. Disproportionality is often masked when we look at our data in the aggregate. It is only when we disaggregate our data by the demographic groups represented in our student body (race, ethnicity, gender, Free and Reduced Lunch Status, disability status, etc.) that we can identify groups that experience discipline disproportionality. The PBIS National Technical Assistance Center recommends looking at risk indices, risk ratios, and compositional data to identify and monitor disproportionality (McIntosh, Barnes, Eliason, & Morris, 2014). For more information regarding the use of these metrics, refer to Chapter 7: Ongoing Monitoring of the MO SW-PBS Tier 1 Workbook (pp. 251-258). This is located on the Tier 1 Workbook and Resources page of pbismissouri.org.

Once we have taken ownership, it is time to take action. The good news is that implementing Schoolwide Positive Behavior Support (SW-PBS) can help decrease the discipline gap while improving behavioral outcomes for all students (Vincent, Sprague, Pavel, Tobin & Gau, 2015)! Schools that implement SW-PBS create positive environments that strengthen teacher/student relationships. SW-PBS schools reduce ambiguity by developing objective, operational definitions of undesired behaviors, and by clarifying procedures for addressing behaviors that are classroom managed and office managed. Furthermore, the SW-PBS framework provides structures that can be used to identify, monitor, and address discipline disproportionality. These structures include, but are not limited to, systems to communicate with and provide professional learning opportunities to staff, teaming structures and processes to look at data, practices that engage students in learning, and schoolwide expectations that can be adapted to reflect the cultural values of the students and their families (McIntosh, Girvan, Horner, Smolkowski, & Sugai, 2018).

The PBIS National Technical Assistance Center has published a 5-point approach to addressing discipline disproportionality in schools that includes both regularly monitoring disaggregated data and implementing Schoolwide Positive Behavior Support with fidelity. The remaining three strategies include 1) using effective and engaging instructional strategies to teach a rigorous, culturally responsive curriculum; 2) developing policies to address disproportional impact and systems of accountability for adherence to these policies; and 3) identifying vulnerable decision points and neutralizing routines to address im-

PLICIT bias. You can find additional information about this 5-point approach in [McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. \(2018\). A 5-point intervention approach for enhancing equity in school discipline. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.](#)

“Loving someone deeply gives you courage,” (Lao Tzu). As educators, we love our kids: all of them. This love will give us the courage to own when our policies and practices have differential outcomes for some of our kids. And, it is this love that will give us the courage to take action so all of our students have positive experiences and outcomes from their time in school.

References

- Arcia, E. (2006). Achievement and enrollment status of suspended students. *Education and Urban Society*, 38, 359–369.
- Balfanz, R., Byrnes, V., and Fox, J. (2015). Sent home and put off track: The antecedents, disproportionalities, and consequences of being suspended in the 9th grade. In *Closing the School Discipline Gap*, Losen, D. (Ed), Teachers College Press: New York, 17-30.
- Blake, J., Butler, B.R., Lewis, C., & Smith, D. (2015). Challenging middle-class notions of femininity: The cause of Black females' disproportionate suspension rates. In *Closing the School Discipline Gap*, Losen, D. (Ed), Teachers College Press: New York, 75-88.
- Blake, J., Butler, B.R., Lewis, C., & Darensbourg, A. (2011). Unmasking the Inequitable Discipline Experiences of Urban Black Girls: Implications for Urban Educational Stakeholders. *The Urban Review*, 43, 90-106.
- Brantlinger, E. (1991). Social class distinctions in adolescents' reports of problems and punishment in school. *Behavioral Disorders*, 17, 36–46.
- Costenbader, V., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of School Psychology*, 36(1), 59–82.
- Fabelo, T., Thompson, M.D., Plotkin, M., Carmichael, D., Marchbanks, M., and Booth, E. (2011). *Breaking School Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. The Justice Center, Council of State Governments Justice Center: New York.
- Gregory, A., Bell, J., & Pollock, M. (2014). How Educators Can Eradicate Disparities in School Discipline: A Briefing Paper on School-Based Interventions. In *Discipline Disparities: A Research-to-Practice Collaborative*.
- Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46, 455–475.
- Gordon, R., Piana, L. D., & Kelecher, T. (2000). Facing consequences: An examination of racial discrimination in U.S. public schools. Oakland, CA: Applied Research Center.
- Himmelstein, K. E. W., & Bruckner, H. (2011). Criminal-justice and school sanctions against nonheterosexual youth: A national longitudinal study. *Pediatrics*, 127(1), 49–57.

Disproportionality continued

- Losen, D., Hodson, C., Keith II, M.A., Morrison, K., & Belway, S. (2015). Are we closing the discipline gap? Center for Civil Rights Remedies.
- Losen, D. J., & Gillespie, J. (2012). Opportunities suspended: The disparate impact of disciplinary exclusion from school. Los Angeles, CA: The Civil Right Project, The Center for Civil Rights Remedies.
- McFadden, A. C., Marsh, G. E., Price, B. J., & Hwang, Y. (1992). A study of race and gender bias in the punishment of school children. *Education and Treatment of Children*, 15, 140–146.
- McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
- McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2018). A 5-point intervention approach for enhancing equity in school discipline. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
- Morrison, G. M., & D'Incau, B. (1997). The web of zero-tolerance: Characteristics of students who are recommended for expulsion from school. *Education and Treatment of Children*, 20, 316–335.
- Nichols, J. D. (2004). An exploration of discipline and suspension data. *The Journal of Negro Education*, 73(4), 408–423.
- Nicholson-Crotty, S., Birchmeier, Z., & Valentine, D. (2009). Exploring the impact of school discipline on racial disproportion in the juvenile justice system. *Social Science Quarterly*, 90(4), 1003–1018.
- Peguro, A. A., & Shekarkhar, Z. (2011). Latino/a student misbehavior and school punishment. *Hispanic Journal of Behavioral Sciences*, 33(1), 54–70.
- Petras, H., Masyn, K. E., Buckley, J. A., Ialongo, N. S., & Kellam, S. (2011). Who is most at risk for school removal? A multi-level discrete-time survival analysis of individual- and context-level influences. *Journal of Educational Psychology*, 103(1), 223–237.
- Raffaele Mendez, L. M., & Knoff, H. M. (2003). Who gets suspended from school and why: A demographic analysis of schools and disciplinary infractions in a large school district. *Education and Treatment of Children*, 26(1), 30–51.
- Raffaele Mendez, L. M., Knoff, H. M., & Ferron, J. M. (2002). School demographic variables and out-of-school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district. *Psychology in the Schools*, 39(3), 259–277.
- Rausch, M. K., & Skiba, R. J. (2005, April). The academic cost of discipline: The contribution of school discipline to achievement. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Rocque, M. (2010). Office discipline and student behaviors: Does race matter? *American Journal of Education*, 116(4), 557–581.
- Sedlak, A. J., & McPherson, K. (2010). Survey of youth in residential placement: Youth's needs and services. SYRP Report. Rockville, MD: Westat.
- Skiba, R., Arredondo, M., and Williams, N.T. (2014). More Than a Metaphor: The Contribution of Exclusionary Discipline to a School-to-Prison Pipeline. *Equity and Excellence in Education*, 47(4), 546–564, 2014.

Skiba, R. J., Horner, R. H., Chung, C-G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1), 85–107.

Skiba, R., Chung, C., Trachok, M., Baker, T., Sheya, A., & Hughes, R., (2014). Parsing discipline disproportionality: contributions of infraction, student, and school characteristics to out-of-school suspension and expulsion. *Amer. Educ. Res. J.* 51, 640-670.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34, 317–342.

Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 2(3), 295–316.

Thornton, C. H., & Trent, W. (1998). School desegregation and suspension in East Baton Rouge Parish: A preliminary report. *Journal of Negro Education*, 57, 482–501.

Tzu, Lao (n.d.). Brainy Quote. Retrieved on 10/10/2018 from https://www.brainyquote.com/quotes/lao_tzu_101043.

Vincent, C., Sprague, J., Pavel, M., Tobin, T., & Gau, J. (2015). Effectiveness of schoolwide positive behavior interventions and supports in reducing racially inequitable disciplinary exclusion. In *Closing the School Discipline Gap*, Losen, D. (Ed), Teachers College Press: New York, 207-221.

Wallace, J. M., Jr., Goodkind, S. G., Wallace, C. M., & Bachman, J. (2008). Racial, ethnic and gender differences in school discipline among American high school students: 1991–2005. *Negro Educational Review*, 59, 47–62.

Wu, S. C., Pink, W. T., Crain, R. L., & Moles, O. (1982). Student suspension: A critical reappraisal. *The Urban Review*, 14, 245–303.

Trauma Informed

Research has identified that there are specific implementation drivers, core components, that are needed to initiate and support initiative installation - competency drivers, organization drivers, and leadership drivers (Fixsen et al., 2005). Exploration of these leadership drivers places a heavy emphasis on the role that a leader plays as opposed to the authority of the position. Those individuals who are successfully able to drive change in their organization are able to discern between technical challenges (characterized by having a pretty clear agreement on definition and dimensions of the problem) and adaptive challenges (characterized as involving legitimate, yet competing, perspectives) and deploying particular strategies to overcome these challenges.

Installation of any framework (e.g., PBIS, trauma-informed) at a site can often take on the characteristics of an adaptive challenge as the core features will often challenge and require change of the collective group's perspectives. Fixsen et al. (2005) identified some key strategies leaders can utilize when negotiating adaptive challenges:

- Getting on the balcony - stepping back and gaining perspective in order to see the key patterns and bigger picture; leaders need to recognize the patterns of work avoidance and the potential for conflict that can exist when challenging deeply held beliefs and navigating the path toward change.
- Identifying the adaptive challenge - being able to identify and name what is happening; often these issues are unspoken; leaders need to recognize the challenges and uncomfortable changes that may be required when navigating values, practices, and relationships.
- Regulating distress - creating a safe environment for challenges to be discussed, and creating a space for diversity of opinion, experiences, and values as well as the opportunity to challenge assumptions; leaders foster environments where patterns of avoidance are not perpetuated and stress is accepted, tolerated, and regulated by the leader.
- Maintaining disciplined attention - being aware of patterns of behavior that indicate that there is purposeful or unconscious attempts to avoid disturbing or difficult issues, possibly manifesting as behaviors such as scapegoating or blaming others, denial, or diversion; leaders are keenly aware and watch for patterns of behavior and then confront those behaviors.
- Giving the work world back - creating conditions that help people take greater responsibility for the work of change; leaders instill and express confidence in others so that they will take risks and provide support when mistakes are made.
- Protecting all voices - relying on others to raise questions and provide support and protection for employees who identify internal conflicts in the organization; leaders provide legitimate space for those who constructively disagree by supporting and nurturing dialogue and decision-making processes.

Just like implementation of the PBIS framework, installation of a trauma-informed lens is directly impacted by leadership. Leadership in both of these frameworks is integral. Effective leaders are keenly adept at navigating both the technical and adaptive challenges that exist within the work. These leaders work to establish explicit connections between what work needs to be done and what work is already being done. They lead by example. And, they're intentional with their efforts, constantly embracing improvement cycles to further grow capacity and implementation at their site - supporting plans that are continually evolving and arranging for routine review and renewal through data review, policy revision, and institutionalization of practices - incorporation into staff supervision, hiring, and evaluation practices.

On the surface, it may seem that incorporation of PBIS and trauma-informed frameworks involves disparate work; however, the truth is that both are highly linked and dependent upon the leadership.

References

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).

Leadership in Early Childhood & Secondary Adaptations

Early Childhood Adaptations

Research shows that leadership is second only to teaching as an influence on learning, and that the quality and practice of leadership is linked in a consistent and demonstrable way to improved student outcomes and educational equity (Leithwood et al., 2006; Mitgang, 2012).

Effective leadership is a crucial systems component in the implementation of SW-PBS in an Early Childhood setting. This starts with Administrator/Director support and active involvement in the process, but also includes formation of a leadership team. While the initiative is School-wide... meaning that all voices are heard and everyone is involved ... implementation of the SW-PBS process must be driven by the team, who become the “worker bees” for the development, implementation, and monitoring of Systems, Data and Practices in the building. This leadership team should be representative of each specific Early Childhood setting; so a team in a stand-alone EC Center could include the administrator/director, a behavior specialist, ECSE teachers, Title 1 personnel, occupational therapists, physical therapists, school psychologists, speech pathologists and paraprofessionals along with classroom teachers. Parents are also encouraged to be a part of leadership teams. Some teams could have a wide variety of members! Early Childhood programs that are located in an elementary building might send a few teachers to represent the EC on the elementary leadership team, but may also want to create a team specific to their program.

Considering that there are so many different types of Early Childhood programs across the state, having a team-driven process in place can promote consistent use of research-based practices that match the school's culture and meet the specific needs of the building.

Secondary Adaptations

It may seem that as our students get older, the nature of the work changes. The truth is that it isn't the work that changes; rather, our approach is what needs changing. We know that leadership is critical to the implementation of PBIS (Colvin, 2007; Fullan, 2009; Flannery, Fenning, Kato, & McIntosh, 2014; Pinkelman, McIntosh, Rasplica, Berg, & Strickland-Cohen, 2015; Richter, Lewis, & Hagar, 2011); however, who we traditionally think of as occupying those leadership roles can shift as we work with older students. We need to not limit our thinking to leaders only being the adults in the building, but also look at growing and capitalizing on the leadership skills of our students. The adults are still critical to PBIS implementation, but the voice and advocacy of our students can be just as important.

While there isn't one specific model on how to integrate PBIS implementation and student leadership, there are quite a few resources (e.g., research, presentations) available from the PBIS National Center (<https://www.pbis.org>). Every site has its own specific context that needs to be taken into account when developing and implementing a PBIS framework; therefore it is critical that all voices are valued and incorporated into your framework. We are often very strategic and intentional about our staff and family stakeholders; don't forget about your students; they may surprise you!

References

- Colvin, G. (2007). *7 steps for developing a proactive school discipline plan: A guide for principals and leadership teams*. Thousand Oaks, CA: Corwin Press.
- Flannery, K. B., Fenning, P., Kato, M. M., & McIntosh, K. (2014). Effects of school-wide positive behavioral interventions and supports and fidelity of implementation on problem behavior in high schools. *School Psychology Quarterly*, 29(2), 111-124.
- Fullan, M. (2009). *The challenge of change*. Thousand Oaks, CA: Sage.
- Pinkelman, S. E., McIntosh, K., Rasplica, C. K., Berg, T., Strickland-Cohen, M. K. (2015). Perceived enablers and barriers related to sustainability of school-wide positive behavioral interventions and supports. *Behavioral Disorders*, 40(3), 171-183.
- Richter, M. M., Lewis, T. J., & Hagar, J. (2011). The relationship between principal leadership skills and school-wide positive behavior support: An exploratory study. *Journal of Positive Behavior Interventions*, 14(2), 69-77.

SAVE THE DATE - STATEWIDE EVENTS

Secondary Summit

Wednesday, November 28, 2018
9:00 am – 2:30 pm
Registration: 8:30 am
Reeds Spring Middle School
345 Morrill Lane
Reeds Spring, MO 65357
Register at: <http://bit.ly/SecSummit18>
Lunch will be provided.

Early Childhood Summit

Friday, April 5, 2019
9:00 am – 2:30 pm
Registration: 8:30 am
Don Earl Early Childhood Center
849 Jeffco Blvd
Arnold, Mo 63010
Register at:
<http://bit.ly/ECSummit2019>
Lunch will be on your own

Summer Institute 2019

June 11-13, 2019
Tan-Tar-A Resort
Osage Beach, MO



Tier 1 Systems	Tier 2 Systems	Tier 3 Systems
----------------	----------------	----------------

- Facilitate effective SWPBS team meetings
- Communicate with all stakeholders (staff, students, families) on a regular basis
- Register/attend regional trainings
- Identify any staff training needs; schedule with Regional Consultant if applicable
- Plan matrix/expectations review after Holiday Break(s)
- Share information from training sessions with provided
- PowerPoints from Regional Consultant or modules from new MO SWPBS website

- Attend regional trainings
- Conduct PD and prepare for Universal Screening follow guidelines in Tier 2 Workbook
- Follow Student Identification Process Guide for students who are considered for Tier 2 Intervention
- Plan for use of Tier 2 Team PreMeeting Organizer to inform meeting agenda
- Conduct regular Tier 2 Team meetings following agenda

- Attend regional trainings
- Conduct regular Tier 3 Core
- Team meetings
- Form Tier 3 Action Team(s) if needed
- Monitor Tier 3 Action Plan and complete items as needed
- Use the FBA/BIP rubric to evaluate plans developed for identified students

Data	Data	Data
------	------	------

- Generate and be able to print/email/project Big 5 data for team meeting
- Lead team in DBDM using Big 5 data
- Develop a Solution Plan
- Ensure at least five people have taken the School Safety Survey (SSS) or School Climate Survey (SCS); if not, make arrangements with your Regional Consultant to extend/reopen the survey window
- Generate reports from the SSS/SCS and implement the DBDM process for action planning
- Coordinate administration of Tiered Fidelity Inventory (TFI) as applicable
- Generate reports from the TFI and implement the DBDM process for action planning
- Did you submit Tier 1 meeting minutes and Big 5 data/Solution Plan to your Regional Consultant by Oct. 19? If not, do so now!

- Conduct monthly review of existing school data for student ID
- Follow Decision Making Flow Chart for students receiving Tier 2 Interventions
- Consider your guidelines for fading from intervention.
- Do you have students who are having a positive response and are ready to fade?

- Ensure regular progress monitoring of students with BIPs
 - Advanced Tiers Spreadsheet
 - I-SWIS
- Consider exploring data collection with technology (Behavior Snap app, SCOA, etc.) for collecting data to confirm function hypotheses, collect baseline data, and conduct observations - contact Regional
- Consultant for information/training

Practices	Practices	Practices
-----------	-----------	-----------

- Develop/revise/implement/teach schoolwide nonclassroom procedures
- Develop/revise/implement teaching, precorrecting and recognition of classroom rules/procedures
- Develop/revise/implement schoolwide/classroom Recognition System
- Are staff members recognizing students at high rates?
- Encourage staff to use recognition system, and high rates of specific, positive, feedback!
- Plan/conduct schoolwide/ classroom celebrations as needed
- Develop/revise/implement as needed schoolwide system for response to inappropriate behavior
- Plan/implement activities/ processes for student/family engagement

- Follow Intervention Essential Features (IEF) document and
- Communication Plan for students, parents, and teachers participating in the interventions
- Assess fidelity and social validity of any intervention within 2 weeks of implementing, and again as recorded in your IEF document
- Plan for upcoming holidays with students, families, and teachers additional support for students may be needed with extended breaks and special events
- Coordinate with Tier 1 Team for intensifying schoolwide and classroom practice

- Communicate with teachers, parents, and students with BIPs
- Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan-Plan for upcoming holidays with students, families, and teachers additional support for students may be needed with extended breaks and special events Coordinate with Tier 1 Team for intensifying schoolwide and classroom practice

Tier 1 Workbook	Tier 2 Workbook	Tier 3 Workbook
-----------------	-----------------	-----------------



Christie Lewis, M.A.

Missouri Schoolwide Positive Behavior Support Regional Consultant

Region 2 - Heart of Missouri

www.homrpd.com

Christie is blessed to have a variety of experiences under her belt that have somehow led her down a path ending on the beautiful MU campus. From Christie's early years as a biomedical specialist in the Army, she took a full-time position as a wife and mother for 13 years. When her youngest started first grade, she worked to complete her bachelor's in education, followed by a master's in school counseling over the next 5 years. Fate would place her in a school district as an elementary/middle school counselor and SW-PBS coach. The four years spent there offered many opportunities to grow her foundational knowledge as well as respect for the framework that defines SW-PBS. Christie is now in her fourth year of working in the role of improvement consultant supporting schools in SW-PBS. She continues to be blessed with the opportunity to serve schools once again this year in the mid-Missouri area. She looks forward to the opportunities that the upcoming year has in store. Christie hopes to pursue a second masters in ABA to continue to grow her skill base. Additionally, she is certified in SWIS and Check and Connect.

One of the most humbling experiences Christie has had was her step back into school counseling and building leadership last year. Through this, she was reminded how important it is to have a clear mission and vision that is aligned across the board as she worked with her building. It was also a reminder of how important it is to prioritize the work that teams do. She missed the supportive, guiding role that SW-PBS consultants are a part of in helping the buildings overcome the challenges faced everyday. She also missed the excitement of seeing schools put systems in place and begin to take ownership for their culture. Christie knew that while she loved working with students, she also wanted to be back where the rubber hits the road with implementation as a resource. On a side note, she had significant fashion restrictions since Texas has very little cool or cold weather, so happy for seasons again!!!





Sherri is a Regional School-wide Positive Behavior Support Consultant with the Heart of Missouri Regional Professional Development Center, housed on University of Missouri's campus in Columbia, Missouri. She has been married to her husband, Kent, for 34 years and they have two sons, Seth and Caleb. Dr. Thomas recently retired after 31 years in public schools; 16 of those years were spent in a classroom and 15 years were spent as an administrator.

Sherri joined the Missouri Schoolwide Positive Behavior Support team because she wants to be part of the positive solution for teachers, students, administration and parents. Being involved with educational and behavioral success is very important to her, and she is dedicated to contributing to the accomplishments of schools within Missouri.



Sherri Thomas, Ed.D.

Missouri Schoolwide Positive Behavior Support Regional Consultant

Region 2 - Heart of Missouri

www.homrpd.com



Region 2 - Heart of Missouri

Hermann Middle School

Hermann Middle School is a rural, public school serving 269 students in grades 5-8. This is the first year that HMS is implementing Tier 1 SW-PBS after being in the prep phase last year. PBIS training has helped HMS adopt a model of shared leadership. Rather than using a top down approach, expert teams in different areas lead professional development and building improvement. The PBIS Leadership team focuses on involving all stakeholders in the process of creating our system and educating the rest of the staff at HMS about the practices and benefits of a school-wide positive approach to discipline.

HMS students' first exposure to PBIS, other than giving feedback on the matrix and reinforcement system, was during the first 2 days of school. The leadership team developed a 2-day bootcamp in order to teach all of our lessons, including unique activities to facilitate relationship building between teachers and students and amongst students. We look forward to continuing to see the positive impacts SW-PBS has on our students, staff, and leadership team.



On day 2 of PBIS Bootcamp, HMS students rotated through location-specific lessons and team building activities including "hula-hoop rock paper scissors" and "head-to-head relay".

<http://ms.hermann.k12.mo.us/>

School Demographics

Administrator - 1
Teaching Staff - 25
Support Staff - 9

Students Served - 269

White - 96%
Black - 1%
Latinx- 1%
Asian - 0.4%
Multi-racial - 1.5%

Free/Reduced - 42%

Student Outcomes

Average Daily Attendance
94.73%

ODRs

80.1% - 0-1 ODRs
14.8% - 2-5 ODRs
5.1% - 6+ ODRs



Region 2 - Heart of Missouri

Bartley Elementary School



Bartley Elementary School is a rural public school serving over 270 school students. Bartley Elementary School has worked hard to implement SW-PBS for 10 years. The Bartley Elementary faculty and staff are committed to PBIS. The training provided in all three tiers allows the staff to be secure with the foundation of PBIS.



Faculty at Bartley Elementary School

Tier 2 uses Check In Check Out and Social Skills Groups to provide extra support to students needing additional intervention. Teachers teach lessons to the students throughout the year using videos and other presentations made by the staff. Students are rewarded with tickets that they can spend on grade-level specific menus. Whole class rewards are determined by the teachers of each grade level. Students are celebrated quarterly by attending a Bartley Bash if they have 0-1 office referrals. The Bash varies by quarter, incorporating ideas submitted by the students.

Leadership is important to the faculty, staff, and administration at Bartley Elementary School. Leadership is demonstrated at Bartley Elementary School through our PBIS student committee. The group consists of one student from each class in grades 1-5. The students are selected by their teachers based on the four expectations of safe, respectful, responsible, and a learner. The student group meets for breakfast every other Friday morning. During their plan time, the student group develops ideas for the Bartley Bash and collaborates on different ideas to support PBIS.

Leadership is also expressed by the 4th and 5th grade safety patrol members. While on duty, the safety patrol members model the PBIS language and expectations. The safety patrol members are expected to be leaders in the classroom who follow PBIS expectations and are invited to expand their leadership to assist with the arrival and dismissal of students.

Bartley Elementary School has worked to use data to drive decision making. In the past 5 years, student attendance has increased from 93% to 97%. During that same time period, staff attendance has increased from 94% to 97%. Office referrals have decreased from 140 to 120, and the percentage of students with one or more referrals has decreased from 9.5% to 6.5%. In-school suspensions are down by 70%, and out of school suspensions are down by 68%. Additionally, MAP scores have increased by 25.6% in communication arts and 15% in math.

<https://www.fulton58.org/vnews/display.v/SEC/Bartley%20Elementary>

School Demographics

Administrator - 1
Teaching Staff - 21
Support Staff - 15

Students Served - 272

White - 88%
Black - 1.5%
Latinx - 1.5%
Asian - 1%
Multi-racial - 8%

Free/Reduced - 41%

Student Outcomes

Average Daily Attendance
97%

ODRs
97.4% - 0-1 ODRs
2.6% - 2-5 ODRs
0% - 6+ ODRs



The PBIS Student Committee consists of a representative from each of grades 1-5, with one student representing each classroom. They work to help the PBIS team know what type of celebration students enjoy and provide input on various other topics, as needed. These students were selected to be on the team because of their consistent modeling of PBIS expectations.



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

REGION 2: HEART OF MISSOURI
www.homrpdc.com/

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

REGION 4: NORTHEAST RPDC
rpdc.truman.edu

REGION 5: NORTHWEST RPDC
nwmissouri.edu/rpdc

REGION 6: SOUTH CENTRAL RPDC
rpdc.mst.edu

REGION 7: SOUTHWEST RPDC
education.missouristate.edu/rpdc

REGION 8: EDPLUS RPDC
www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC
ucmo.edu/rpdc



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

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

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.