



IN THIS ISSUE

Connections2

Adaptations2

Coaches Corner4

Regional Consultant Bios.....5

Regional Exemplar Stories..... 8

POSITIVE FOCUS

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Teaching Expected Behavior

Students come to school with widely varied learning histories. Some students have experiences which have resulted in learning the type of social behaviors that tend to be valued and rewarded by peers and adults in the school setting. Other students have varying degrees of difficulty exhibiting pro-social behavior and meeting expectations, resulting in unsuccessful and unsatisfying relationships with peers and adults, impacting their school achievement.

Teaching expected behavior is an essential component of Schoolwide Positive Behavior Support. Adults cannot assume students understand how to behave in school and classroom settings until they have made the expectations clear. Once the expected behaviors have been clarified on the school and classroom matrix, the behaviors must be taught, modeled, and practiced to ensure all students understand and are able to perform the behaviors, and have the opportunity to build fluency. This may include practicing in targeted settings where specific behaviors are expected to be demonstrated by all students and staff. High rates of behavior specific feedback is needed to let students know how well they are meeting the expectations, and provides support for areas where the students may need improvement.

Specific lesson plans for expected behaviors that are shared among staff members promote the use of consistent expectations and common language. Using shared lesson plans at the start of the school year, and shared booster lessons throughout the year, ensures students have the opportunity to learn and practice the expectations. All adults in the building can confidently use consistent language to recognize and correct student behavior, knowing all students have received the same instruction. Ongoing teaching and practicing of expected behavior, followed by frequent and specific feedback, will support students as they interact with others in a variety of settings and activities.

Disclaimer: Information regarding programs and resources that may prove beneficial for use at a district, building or classroom level within this newsletter does not indicate that MO SW-PBS endorses or promotes purchase of any related products or services.



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.

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Trauma Informed Connections



While we are aware of how critical teaching is to supporting students academically and behaviorally, teaching also has a strong foundation within a trauma-informed framework. When we refuse to accept trauma as an excuse and look at it as an opportunity to better understand function and potential triggers, we're often presented with an opportunity to impact student responses through teaching. Student behavior often results from maladaptive coping responses intended to help the student fulfill a need to either gain or avoid access to attention, activity, or stimuli. If true, our focus should shift to identifying an appropriate replacement behavior (potentially a different coping strategy), teaching that skill or strategy, and providing the student with multiple opportunities to practice the skill or strategy until they achieve fluency and the ability to generalize to other settings. Therefore, when we notice a skill deficit, whether in math, science, social behavior, or emotional behavior, our first line of defense should be teaching! There are a lot of options available for those wanting to explore social and emotional learning (SEL) programs. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has posted program guides (<https://casel.org/guide/>) that provide guidance to district/school teams on how to select and implement SEL programs. In addition, CASEL provides a list and ratings of well-designed, evidence-based SEL programs for pre-school, elementary, middle, and high school. While there is rarely a program that has curricula that 100% matches a school/district's needs, these guides provide a starting place to explore what currently exists.

It is very important to note that effective teaching, regardless of age, involves direct instruction (telling), modeling (showing), practice (doing), and opportunities for feedback (encouragement when demonstrated proficiently and correction when errors are made). While all students benefit from direct instruction, it is especially important for those students who struggle the most. Thinking about this from a proactive, preventive framework that strives to minimize triggering events, it becomes important for us to think about systems of teaching to not only provide initial and refreshing teaching opportunities when we predict students might struggle while also identifying teaching opportunities for students who enrolled throughout the year so that they are able to be taught skills to be successful as early as possible.

Adaptations for Clarifying Expected Behavior In Early Childhood and Secondary Settings

Early Childhood Adaptations

The expectations, procedures, rules and routines have been established and the signage has been posted. Now what? Time to teach! Early Childhood educators often spend as much time, if not more, teaching social behavior skills as they do teaching pre-academic skills. For young children, a great deal of learning takes place during play. Play functions as a safe way for children to learn appropriate social behaviors, and effective teachers will capitalize on these great teaching and learning opportunities. However, children need more than play to master use of appropriate social skills. Direct or explicit instruction needs to take place to provide added structure to the learning process. This "intentional" teaching involves several steps - teach the skill, model the skill, provide lots of opportunity for practice across relevant settings, precorrect, supervise, give specific positive feedback and corrective feedback, and reteach. Early Childhood teachers often use songs, games, role-play and books to help teach social skills to their students. Visual cues such as individual student and classroom schedules, posted expectations, and step-by-step procedures... all with big and bright photographs and pictures along with words... provide added support.

Secondary Adaptations

Teaching should always be our first line of defense, regardless of the student's age. That being said, it is important that we adjust our teaching so that it is cognitively appropriate for the age of the student, as well as to differentiate between initial acquisition/skill building and teaching for fluency/generalization. Regardless of age, teaching for initial acquisition/skill building is going to focus heavily on direct instruction, modeling, and opportunities for practice with high rates of performance feedback. Teaching for fluency/generalization will shift the emphasis from direct instruction, modeling, and practice (these are still present, just not as dominant and might appear more as activities to remind) to more of an emphasis on performance feedback.



As students get older, we may find ourselves falling into this trap - 'But they're [insert age or grade], they should know this by now'. In a perfect world, that would absolutely be true - what we told them once, they remember forever and demonstrate proficiency all the time. Unfortunately, behavior is a form of communication and what their behavior communicates to us when they don't follow expectations is that they need to have more opportunities for us to teach them. If students aren't following expectations because they haven't yet developed the skills (remember, you can't expect it if it hasn't been adequately taught), then we teach by providing direct instruction, modeling, providing opportunities for practice, and giving feedback. If students have demonstrated the expectation in the past but are currently struggling with degree of proficiency or consistently demonstrating the expectation, then we teach by reminding with increased opportunities for practice and feedback.

One strategy teachers can use, especially secondary teachers who may find themselves struggling to juggle teaching of both behaviors and academics, is finding explicit opportunities to imbed the social/behavioral teaching within the academic content. If your school has moved toward bridging career and competency expectations within both your behavioral and academic frameworks (e.g., <http://www.cccframework.org>), these explicit opportunities are going to arise natively within the structure of your instruction. If your school hasn't made that shift, you can start by being more intentional - target a specific skill and actively look for connections that week in your content.

SAVE THE DATE STATEWIDE EVENTS

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

Coaches Corner

Tier 1 Systems	Tier 2 Systems	Tier 3 Systems
Data	Data	Data
Practices	Practices	Practices
Tier 1 Workbook	Tier 2 Workbook	Tier 3 Workbook

- Facilitate effective SWPBS team meetings
- Establish plan for how and when SWPBS updates will be communicated with all stakeholders (staff, students, families) throughout the year
- Register/attend regional trainings
- Plan for and conduct new staff orientation (paras, longterm subs, student teachers, lunch/playground supervisors, etc.)
- Plan for and conduct new student orientation to SWPBS
- Identify and staff training needs, schedule with Regional Consultant if applicable

- 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
- Coordinate administration of the SelfAssessment Survey (SAS)
- Coordinate administration of Tiered Fidelity Inventory (TFI) as applicable
- Generate reports from the TFI and implement the DBDM process for action planning
- Submit Quarterly Data by January 25, 2019

- Implement post holiday break
- SWPBS booster/bootcamp for all
- Develop/revise/implement/teach:
 - schoolwide nonclassroom procedures
 - precorrecting and recognition of classroom rules/procedures
 - schoolwide system for response to inappropriate behavior
- Encourage staff to implement schoolwide/classroom Recognition System
- Encourage staff to use recognition system, and high rates of specific, positive, feedback!
- Plan/conduct schoolwide/classroom celebrations as needed

- Consider team member roles/responsibilities and team composition
 - Is it time to change roles?
 - Is there additional need?
 - Is there a way to align/ streamline any of the system processes (meetings, data sharing, communication plan, etc.)?
 - Is it time to consider an addition or change to the Tier 2 Team? If so, begin inviting the new member to the meetings so they can learn before the transition occurs
- Conduct regular Tier 2 Team meeting following agenda
- Attend regional trainings
- Review Tier 2 Action Plan and complete any necessary items
- Send documents (IEF, Agendas, Action Plan, etc.) to your consultant for feedback

- Conduct monthly review of existing school data for student ID
- Follow Decision Making Flow
- Chart for students receiving Tier 2 Interventions
- Examine 1st semester existing school data.
 - Are you making progress toward your outcomes?
 - Is your Tier 2 system meeting the needs of your students (early ID, serving to capacity in interventions, etc.)?
- Submit Quarterly Data by January 25, 2019

- Follow Intervention Essential
- Features 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
- Are students ready to graduate from interventions? Be sure to plan a celebration to recognize their achievement and continue relationships with intervention alumni
- Support adults and students participating in Tier 2 interventions as they return from break
- Intervention coordinator check in with facilitators and teachers to offer assistance, encouragement, and recognition
- Intervention facilitator prepare to offer increased support in the first week of return to school
- Consider checking in with students one or two additional times during the school day as they get back into their routines

- Consider Core Team member roles/responsibilities and team composition
 - Is it time to change roles?
 - Is there additional need?
 - Is there a way to align/streamline any of the system processes (meetings, data sharing, communication plan, etc.)?
 - Is it time to consider an addition or change to the Core Team? If so, begin inviting the new member to the meetings so they can learn before the transition occurs
- 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
- Recognize adults who have been participating in supporting students through Behavior Intervention Plans celebrate their support of students with intensive behavior needs
- Submit your BIP to you consultant for feedback

- Ensure regular progress monitoring of students with BIPs
- Advanced Tiers Spreadsheet
- 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
- Submit Quarterly Data by January 25, 2019

- Communicate with teachers, parents, and students with BIPs
- Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan
- Are students ready for fading and graduation from their plan?
 - Plan for celebration of their achievement
- Support adults and students participating in Tier 3 interventions as they return from break
- Intervention coordinator check in with facilitators and teachers to offer assistance, encouragement, and recognition
- Intervention facilitator prepare to offer increased support in the first week of return to school
- Consider checking in with students one or two additional times during the school day as they get back into their routines

Regional Exemplar Stories

Region 4 - Northeast

Kirksville Early Childhood Center



The Kirksville R-III Early Childhood Learning Center is a rural school serving over 240 early childhood students from 6 weeks to five years old. The Kirksville R-III Early Childhood Learning Center has worked hard to implement SW-PBS for the past 10 years. We believe that a big factor in sustaining PBS for so many years is our commitment to recognizing the efforts of staff. We choose two staff members each week who have been modeling PBS and bring them lunch of their choice on a silver platter. We give them a PBS Prestigious Prize Wreath to hang on their door and give them social media recognition. We also have monthly recognition events for all staff; these have included a hot chocolate bar, lunch, special treats and a pancake breakfast.

Teaching expected behavior is important to the faculty, staff, and administration at The Kirksville R-III Early Childhood Learning Center. We have been a Gold level school for the past six years and love sharing what we are learning with other early childhood programs. Recently, we began focusing on how sensory needs are being met for our students. We have seen an increase of needs in this area and wanted to take proactive steps. With the help of our Occupational Therapists, we have started implementing sensory areas in each classroom. We use sensory quiet corners as another tool to work towards self-regulation of behaviors. Sensory intake occurs constantly throughout the day, but each child may have a different response. Sensory equipment and strategies can be offered universally to aid in calming, reduce overstimulation and to improve focus for instruction.

<http://www.kirkville.k12.mo.us/vnews/display.v/SEC/Early%20Childhood%20Learning%20Center>

School Demographics

Administrator - 1
Teaching Staff - 22
Support Staff - 27

Students Served - 240

White - 93%
Black - 3%
Latinx - 1%
Asian - 2%
Multi-racial - 1%

Free/Reduced - 49%

Student Outcomes

Average Daily Attendance
95.07%

ODRs - 17
97% - 0-1 ODRs
2% - 2-5 ODRs
1% - 6+ ODRs



From our social skills story: I love my friends and I love when they spend time with me, even if they need my help. I'm strong and quiet, very comfy and can help solve lots of problems. I'm QC, the classroom sensory quiet corner.



Mr. Nate enjoying his lunch of choice for being the PBS Prestigious Prize Winner.

Region 5 - Northwest

Mid Buchanan Elementary School



Mid-Buchanan is a rural public school serving over 420 elementary school students. Mid-Buchanan Elementary has worked hard to implement SW-PBS for 2 years. Three years ago, we began planning for full implementation in the 2017-2018 school year. We have spent these last two years implementing Tier 1 solidly and are in the process of beginning Tier 2. We utilize a weekly lesson plan schedule that is created at the beginning of the school year. We meet monthly and discuss our data provided through SWIS to help us determine what lessons students are in need of for staff to reteach so that our students can be successful at being respectful, responsible, and safe. Our Dragon Store is rotated throughout the elementary for students to shop using Dragon Dollars that they have earned by following our rules and expectations from the matrix of being respectful, responsible, and safe. We also monitor student behavior in the classroom by using a tracking sheet that allows us to determine the Antecedent, Behavior, Consequence, and Discuss to establish a behavior pattern for the student. The tracking sheet data helps our PBIS team come up with a behavior plan for the student to be successful.

Teaching expected behavior is important to the faculty, staff, and administration at Mid-Buchanan Elementary. We have an annual training camp to begin the school year to refresh staff and ensure all faculty is consistent in teaching the expectations. Also, we have monthly staff meetings to discuss what is going well with our lessons and teaching, and to discuss areas for improvement.

Mid-Buchanan Elementary has worked hard to use data to drive decision-making. In the past 2 years, student attendance has remained steady at 97%. Office referrals have decreased from 268 to 206, and the number of students with one or more referrals have decreased from 19 students to 6 students.

<http://midbuchananelementary-school.ss14.sharpschool.com/>

School Demographics

Administrator - 2
Teaching Staff - 30
Support Staff - 7

Students Served - 425

White - 99%

Black - .5%

Latinx- 0%

Asian - 0%

Multi-racial - .5%

Free/Reduced - 23.4%

Student Outcomes

Average Daily Attendance
97%

ODRs

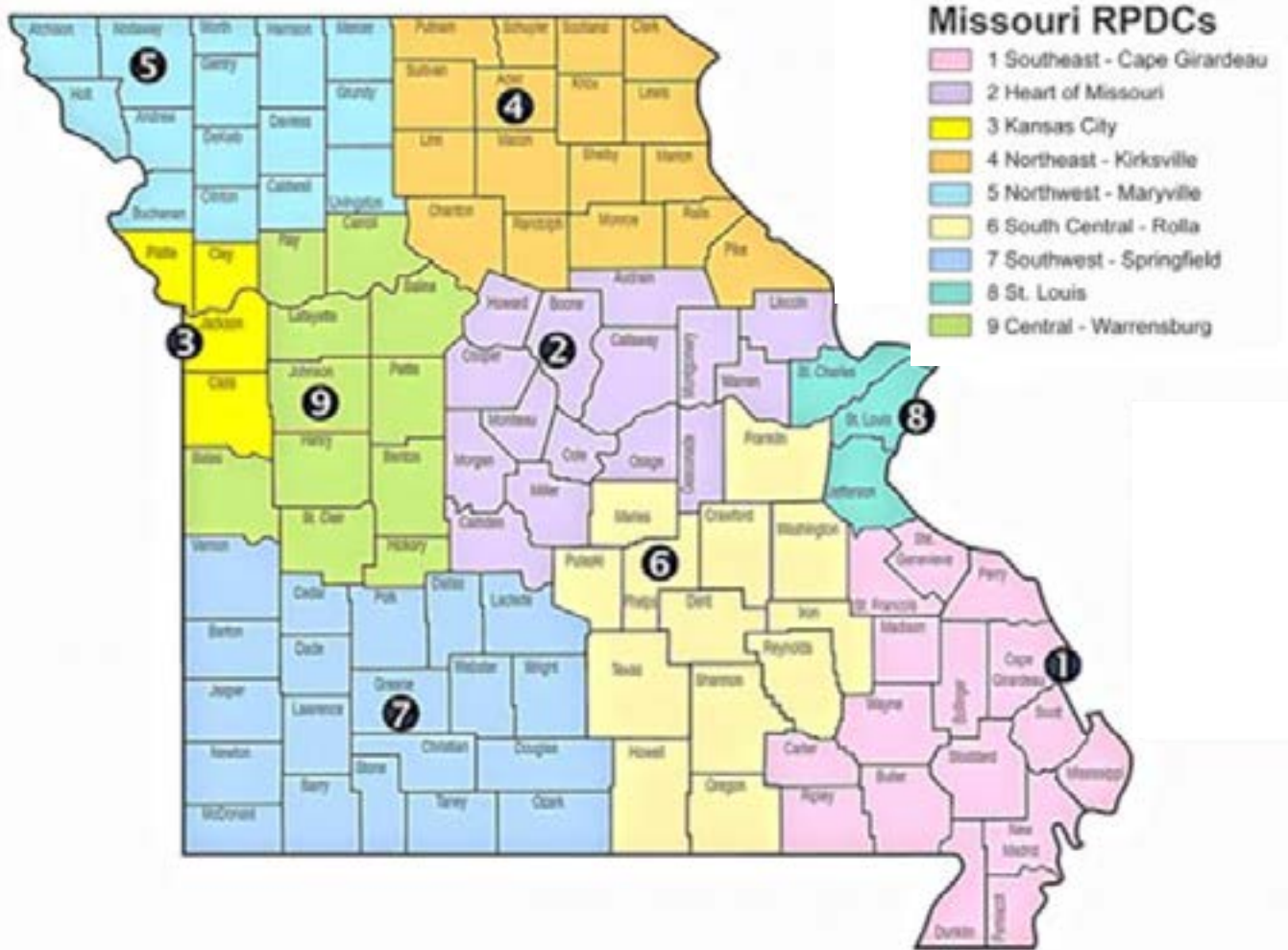
90% - 0-1 ODRs

6% - 2-5 ODRs

4% - 6+ ODRs



Two students who earned 200 Dragon dollars chose to spend them on cutting Dr. Hirschi's tie during our Spring assembly.



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: AGENCY FOR TEACHING, LEADING AND LEARNING

education.missouristate.edu/atll

REGION 8: EDPLUS RPDC

www.edplus.org/Special%20Education/sped_landing.html

REGION 9: CENTRAL RPDC

ucmo.edu/rpdc



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573 751 0187

Center for SW PBS College of Education

University of Missouri
Townsend Hall
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573 882 1197

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