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POSITIVE FOCUS

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You Reap What You Sow

Walk into a typical classroom, and regardless of the age of the students, you will observe that most of the students are focused on what the teacher wants them to do, but you will also notice that there are a handful of students who are having difficulty following the teacher’s direction. Their unexpected behaviors may range from quietly distracted to highly disruptive. Where is the teacher spending most of his/her time? Which students are getting his/her attention? Typically, you will notice that the teacher’s time and attention is predominately being spent on the students whose behavior is disruptive, giving them the very attention they crave! In the meantime, the students who are actively engaged and focused on the task at hand receive little to no attention from the teacher.



The focus of this month’s newsletter is on the MO SW-PBS’ fifth Essential Component—Encouraging Expected Behaviors. SW-PBS includes a component for developing a schoolwide system to encourage expected behavior because research has shown that teaching alone is insufficient for success in learning appropriate social behavior. It is important to acknowledge the demonstration of desired behavior with consequences that are reinforcing to most students. Below is a list of some reinforcers that should be included in your schoolwide recognition system.

- **Adult Non-contingent and Contingent Attention:** There are two types of adult attention that have a positive impact on school climate and student-teacher relationships. Non-contingent attention is attention provided regardless of student behavior. Greeting students as they enter your classroom, asking students about an interest they have, and handing out free smiles can all set a positive tone and strengthen your



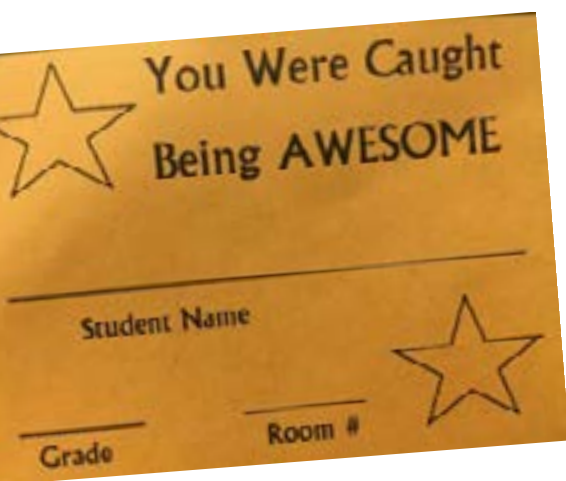
The mission of Missouri Schoolwide Positive Behavior Support (MO SW PBS) is to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.

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



You Reap What You Sow *(continued)*



relationships with students (Decker, Dona, & Christenson, 2007). Contingent attention is given after the desired behavior has occurred. Research shows that contingent attention increases academic performance (Good, Eller, Spangler, & Stone, 1981) and on-task behavior (Sutherland, Wehby, & Copeland, 2000).

- **Specific Positive Feedback:** The use of specific positive feedback increases the likelihood that the student will repeat the desired behavior. Effective specific positive feedback: 1) specifically describes the behavior, 2) provides reasons or rationales, 3) should be tied to your schoolwide expectations, and 4) can be paired with a tangible consequence (reward ticket or earn an activity/privilege reinforcement). Examples of specific positive feedback might sound like this: "Sue, I noticed you have been getting to class on time. That shows respect for your teachers and shows that you are taking responsibility for your classwork."
- **4:1 Ratio:** While incorporating adult attention contingent on the desired behavior will help to build or maintain that behavior, it is also important to note that the frequency of this attention is critical to its success at leading to sustainability. Reavis, Jenson, Kukic, and Morgan (1993) recommend a ratio of 4:1—four positive responses to desired behavior to one response to student misbehavior.
- **Tangible Reinforcement System:** Tangible reinforcers are typically in the form of a ticket or coupon that students can earn as they demonstrate desired behaviors and expectations. While students do respond favorably to receiving a tangible, it is important to note that the true purpose of tangibles is to prompt adults to provide positive feedback at the most impactful ratio (4:1) to lead to sustainability of desired behaviors. Tangible reinforcers often get a bad rap, but research has indicated no evidence of detrimental effects of rewards on intrinsic motivation. In fact, extrinsic motivators are a critical piece to include when developing an effective reinforcement system that will facilitate students towards eventual self-regulation (intrinsically motivated).

References

Decker, D. M., Dona, D. P., & Christenson, S. L. (2007). Behaviorally at-risk African American students: The importance of student-teacher relationships for student outcomes. *Journal of School Psychology, 45*(1), 83-109.

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Reavis, H. K., Jenson, W. R., Kukic, S. J., & Morgan, D. P. (1993). Utah's BEST project: Behavioral and educational strategies for teachers. Salt Lake City: Utah State Office of Education.

Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders, 8*, 2-8.

If you're struggling to keep students on task and wish you could reduce the effects of disruptive behaviors in your classroom, ask yourself which behaviors are receiving reinforcement through your actions and words. If you find yourself spending more time responding to inappropriate behaviors than appropriate ones, try "flipping the script." Pay more attention to the behavior you want to see and less to the behavior that's getting in the way of learning. As the saying goes, "You will reap what you sow." Sow in a few seeds of consistent positive reinforcers and enjoy a harvest of improved student performance and school climate! For more information on how to encourage expected behavior, check out [Chapter 5 of the MO SW-PBS Tier 1 Workbook](#).

50+ Ways to Encourage

Check out this Youtube video with 50+ ways people are encouraged in everyday life!

<https://www.youtube.com/watch?v=By6mRH-DIBc&feature=youtu.be>

Trauma Informed Connections



The Substance Abuse and Mental Health Services Administration's (SAMHSA) trauma-informed framework is focused on 6 principles (safety; trustworthiness; peer support; collaboration and mutuality; empowerment, voice and choice; and cultural, historical, and gender issues) that can be more succinctly combined into three pillars: creating a safe environment, building relationship & connectedness, and supporting & teaching emotional regulation. Encouragement plays a strong part in not only helping to build relationships and connectedness but also in supporting the development of emotional regulation.

By establishing and maintaining a strong system of encouragement, we can proactively and strategically develop a system that focuses on opportunities to provide feedback about behavior progress (making sure that we are providing explicit opportunities to provide students with encouragement and reinforcement when expected behaviors are demonstrated) while also nurturing supportive environments that provide opportunities to celebrate success and increase the likelihood that students will experience a higher frequency of positive reinforcement than that of error correction.

Think about your own experiences as an adult and the environments in which you are connected. To which environments do you feel more connected? What are the characteristics of those environments? What type of feedback do you receive from those environments - higher rates of positive reinforcement or higher rates of error correction? For the vast majority of us, we feel more inexplicably connected to environments where there are opportunities for us to receive positive reinforcement. When we feel connected, we are more likely to engage with that community and have a positive value of self-worth and self-image. The same is true for students who have experienced trauma; maybe even more so! A student who has or is experiencing abuse at home may be internalizing that behavior and developing a negative self-image (e.g., feelings of fault or blame of self, low self-esteem, isolation). Focusing on encouragement can help develop those opportunities to invite students into the classroom/school community - providing opportunities for students to feel recognized and value for their contribute.

Adaptations

Early Childhood Adaptations



All too often, we tend to ignore children who are playing quietly and following the rules in an Early Childhood classroom, but by doing so we lose a great opportunity to reinforce those behaviors we want to see again and again! The goal is for adults to spend more time using Specific Positive Feedback and less time correcting inappropriate behavior. While saying “Good job” might sound positive, it does little to change behavior. Specific Positive Feedback lets the child know exactly what they did right... whether it be successful completion of a difficult task or improved effort. Incorporating the use of tangibles in this process will serve as a reminder for the adults in the building to “catch” students engaged in desired behaviors. The key to successful use of tangible reinforcers is pairing them with Specific Positive Feedback – it should always be clear to the child why they are receiving the sticker or toy. However, it is the positive adult attention and the specific feedback that holds the power for change... not the tangible alone.

For our young learners, this process needs to be immediate as well as specific. If a child has to wait until the end of the day or even to the end of the activity before receiving the attention and feedback, the child may not remember what they were doing correctly and the reinforcement won't be as effective. Early Childhood teachers can become masters at seamlessly inserting specific positive feedback, lots of positive attention (from adults and peers), and possibly a trip to the Treasure Box into classroom activities such as Circle Time and Centers.

There are a variety of options for reinforcers that would appeal to pre-school-aged students, including:

- Special helper/job for the day
- Sitting in a special chair
- Spending time with a preferred adult
- Holding a stuffed animal
- Choosing a game or activity for the class
- Tokens to exchange for a trinket from the Treasure Chest
- Group Contingencies – turn earned tokens in for class reward
- Stamps, stickers, wrist bands, certificates, etc.

Don't forget to include families! Think of the opportunities for even more positive adult attention when a child has earned a tangible that can be taken home. The Specific Positive Feedback that the teacher provided when giving the tangible will make it more likely that the child can tell their parent exactly what awesome thing they accomplished that day!

Secondary Adaptations

Any of this sound familiar? Maybe that's because it is partly true! We know, developmentally, that there is a huge difference between elementary students and secondary students. We have also found that there is a huge difference between what reinforced us adults (as students) and what current students may find reinforcing. Those all create potential obstacles for implementation at the secondary level and therefore we have to be creative with how we problem-solve.

Secondary Adaptations *(continued)*

*Tickets just don't work
in a secondary school.*

*They should want to do well,
we shouldn't have to
reinforce them.
The students just don't care
about the incentives!*

As students get older, their ability to articulate with adults becomes more pronounced. Capitalize on this and use it to your advantage! Rather than assuming the adults know what students want ... **ASK THEM!** Develop opportunities for your team to solicit ideas for reinforcement from the students - ask representatives to be apart of your PBIS leadership team, invite students to plan events, survey the students, etc. Find ways to find out what they find reinforcing and incorporate them into your continuum of reinforcement. Some students have commented that they liked getting a ticket or token from a teacher, but that "They just kind of quit doing it." Whatever encouragement and recognition your school decides to use, be sure to consistently use it.

Some schools have also experienced success (not just at the secondary level) in shifting from token economies to shared, social experiences (e.g., class parties, pajama days, principal sleeps on the roof). These types of reinforcers can help shift the focus from the individual toward a larger, collective goal. Now, there are some caveats that are worth mentioning:

1. There is not such thing as a universal reinforcer. What many find reinforcing, some may not. So it is important to have a continuum of reinforcement options which may include tangibles! We also have to be willing to modify and intensify opportunities for reinforcement when needed - some students will need more opportunities to be reinforced.
2. Token economies and other reinforcers cannot replace specific feedback. One trap of secondary implementation is the philosophy that students know what they should be doing and therefore adults shouldn't have to use reinforcing language. We still have to use the language so that we are clear in articulating our feedback.

In the end, a schedule of reinforcement works regardless of age; as an adult, I actively engage in certain behaviors to get stars from Starbucks. The trick is making sure that we are coupling that reinforcement with specific feedback and that we're taking time to identifying and utilize things that are actually reinforcing.

SAVE THE DATE STATEWIDE EVENTS

Call for proposals for Poster and Film Fest

Deadline to submit is February 22, 2019
Check the website for more details:
<http://pbissmissouri.org/>

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 |
|--|---|--|
| <ul style="list-style-type: none"> Facilitate effective SW-PBS team meetings Establish plan for how and when SW-PBS 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, long-term subs, student teachers, lunch/playground supervisors, etc.) Plan for and conduct new student orientation to SW-PBS Identify and staff training needs, schedule with Regional Consultant if applicable Discuss if anyone is going to attend Summer Institute (June 11-13, Tan-Tar-A Resort, Osage Beach, MO) | <ul style="list-style-type: none"> 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 Consider applying for recognition with MO SW-PBS | <ul style="list-style-type: none"> 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 Submit your BIP to you consultant for feedback Consider applying for recognition with MO SW-PBS |
| <h3>Data</h3> | <h3>Data</h3> | <h3>Data</h3> |
| <ul style="list-style-type: none"> 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 Self-Assessment Survey (SAS) Coordinate administration of Tiered Fidelity Inventory (TFI) as applicable Generate reports from the TFI and implement the DBDM process for action planning | <ul style="list-style-type: none"> Make a plan with your Tier 2 and Tier 1 Teams to complete the Tiered Fidelity Inventory - contact your Regional Consultant with questions Be sure all team members complete the Self-Assessment Survey (SAS) Conduct monthly review of existing school data for student ID Follow Decision Making Flow -Chart for students receiving Tier 2 Interventions | <ul style="list-style-type: none"> Make a plan with your Tier 2 and Tier 1 team to complete the Tiered Fidelity Inventory - contact your Regional Consultant with questions Be sure all team members complete the Self-Assessment Survey (SAS) 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 info./training |
| <h3>Practices</h3> | <h3>Practices</h3> | <h3>Practices</h3> |
| <ul style="list-style-type: none"> Reflect on January booster/bootcamp Develop/revise/implement/teach: <ul style="list-style-type: none"> schoolwide non-classroom procedures pre-correcting and recognition of classroom rules/procedures schoolwide system for response to inappropriate behavior Encourage staff to implement schoolwide/classroom Recognition System Plan/conduct schoolwide/classroom celebrations as needed | <ul style="list-style-type: none"> Review your Intervention Essential Features document <ul style="list-style-type: none"> Do any parts need clarification or updates? 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 <ul style="list-style-type: none"> Are students ready to graduate from interventions? Be sure to plan a celebration to recognize their achievement and continue relationships with intervention alumni | <ul style="list-style-type: none"> Communicate with teachers, parents, and students with BIPs Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan <ul style="list-style-type: none"> Are students ready for fading and graduation from their plan? Plan for celebration of their achievement |
| <h3>Tier 1 Workbook</h3> | <h3>Tier 2 Workbook</h3> | <h3>Tier 3 Workbook</h3> |



Rebecca Roberts

Missouri Schoolwide
Positive Behavior Support
Regional Consultant

REGION 6: SOUTH CENTRAL RPDC

<http://rpdcmst.edu/>

Rebecca has been in education 30+ years and she has taught from Maryland to Texas with several stops in Missouri. Throughout her educational journey, she has served as a classroom teacher, an instructional coach, and an administrator.

Rebecca's "why" is always students. At the South Central Region, consultants are always asked, "What have you done for students today?" She wants to help schools create an accepting culture, where all students can succeed and feel welcome. She hopes, every single day, that she has made a difference in a student's life.



Regional Exemplar Stories



Region 6 - South Central

Salem Upper Elementary School

The Salem Upper Elementary is a rural, public school serving over 355 elementary school students in grades 2 through 5. Salem Upper Elementary has worked hard to implement SW-PBS for 8 years. Our Tier 1 team works hard to develop a fun theme that all classrooms follow throughout the year. Students receive Tiger Tickets for being safe, respectful and responsible learners. Once they get 100 individual Tiger Tickets, they are rewarded with an announcement, a certificate and recognition on a bulletin board in the hallways. They can then build on those tickets and rewards by earning tickets in increments of 100 individually. As a class, students collect 150 Tiger Tickets to earn rewards for their classes and recognition on another school wide bulletin board. Everyone in the building participates in handing out Tiger Tickets to recognize students who are being safe, respectful and responsible. Salem Upper Elementary also holds monthly celebrations including: movie day, outdoor recess, scavenger hunts on the Tiger Trail, electronics day, dress themed days, etc.

Our Tier 2 team has been working hard the past couple of years on building our Tier 2 interventions, which include: CI-CO, small groups, RtI and mentoring. We have seen great success with CI-CO, specifically. This intervention has been a powerful way to build self-confidence and belief in oneself. One fifth grade teacher states, "Thank you, PBS team, for taking time and creating a plan for my student. To some, he may just be a face in the crowd, but to me—he's my kiddo! I appreciate you all for making a difference in his daily school routine and not only encouraging expected behaviors and motivation, but instilling intrinsic motivation for a fifth grader!"

Encouraging Expected Behavior is important to the faculty, staff, and administration at Salem Upper Elementary. We begin the year with an assembly in which we introduce or act out, through a skit, the three expectations of being safe, respectful and responsible. Following that, our classroom teachers then teach the traits to the students with a Promethean flipchart that was created by members of the PBS team. We celebrate individual and classroom accomplishments over the intercom and by displaying them on bulletin boards throughout the building. We encourage expected behaviors throughout the year and re-teach the moments that need to be addressed. After our winter break, we have the teachers teach the expectations to the students again and review each building area matrix with the students for a refresher.

Salem Upper Elementary has worked to use data to drive decision making. In the past 8 years, student attendance has increased to and remained at 97% or above. Office referrals have decreased from 183 per year to 105 per year, and the percentage of students with one or more referrals has decreased from 94% to 91%. In-school suspensions are down by .05%, and out-of-school suspensions are down by .04%

<http://www.salem.k12.mo.us/upper-elementary.html>

School Demographics

Administrator - 1
Teaching Staff - 30
Support Staff - 8

Students Served - 355

White - 91.7%
Black - 0.28%
Latinx - 3.14%
Asian - 0.28%
Multi-racial - 4.6%

Student Outcomes

Average Daily Attendance
97%

ODRs - 66
96.7% - 0-1 ODRs
3% - 2-5 ODRs
3% - 6+ ODRs



Pictured Above: Mrs. Piatt's 5th graders getting ready to go on a scavenger hunt, which was a PBS celebration.



A group of 5th graders visiting William Lynch's Best of Show with the Trustworthy Tiger. These students have all exhibited being safe, respectful and responsible learners throughout their years at SUES and were chosen to attend the Best of Show to be acknowledged.

Region 6 - South Central

Stoutland High School



Stoutland High School is a rural, public school serving over 211 junior high and high school students. Stoutland High School has worked hard to implement SW-PBS for two years. As we progress through our PBS journey, we have continuously sought out progressive and unique methods concerning the application of positive disciplinary measures in our school. We have seen numerous positive outcomes with Encouraging Expected Behavior. Specifically, we have seen the most success with the implementation of ROAR into our classroom lesson plans. ROAR is an acronym for: respectful, assertive, on-task, responsible. We adopted this as our guiding principle for encouraging expected behavior among our students, and have now utilized it as a training tool in our classrooms. Students are reminded of these expectations through daily bell ringers, classroom discussions, quizzes, and written exercises. Faculty, staff, and administration handout ROAR bucks when they witness students meeting or exceeding the expectations. Specific, positive feedback is given to the student as they receive the ROAR buck. Two times a month, students can exchange the ROAR bucks for items in our ROAR store.

Through dedication and consistency, many of our most challenging classrooms have taken a positive turn towards an uninterrupted learning environment. This has required not only the training of these concepts into our classroom curriculum, but strong praise for our students when they have performed these expectations daily. These steps, in conjunction with our PBS training, have had a considerable impact in creating a learning environment in which students are given positive behavioral expectations, trained daily in how to incorporate these expectations into the classroom, and given positive praise and reinforcement for achieving them.

Stoutland High School has worked to use data to drive decision making. In the past two years, student attendance has increased from 95.06% to 97.47%. Office referrals have decreased from 325 to 213, and the percentage of students with one or more referrals has decreased from 13% to 9.9%. In school suspensions are down by 33%, and out of school suspensions are down by 38%

<http://www.stoutlandschools.com/>

School Demographics

Administrator - 1
Teaching Staff - 20
Support Staff - 21

Students Served - 211

White - 94%
Black - 1%
Latinx - 1%
Asian - 1%
Multi-racial - 3%

Free/Reduced - 66%

Student Outcomes

Average Daily Attendance
97.47%

ODRs

85.3% - 0-1 ODRs
8.06% - 2-5 ODRs
6.64% - 6+ ODRs



September Students of the Month - Each student receives a \$5 Wal Mart gift card.



A friendly hula hoop competition/team building activity during a SW-PBS Assembly.



Juniors won the hula hoop contest.



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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