



## IN THIS ISSUE

Connections .....	6
Adaptations .....	6
Coaches Corner .....	9
Regional Consultant Bios.....	10
Regional Exemplar Stories.....	13

# POSITIVE FOCUS

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“Stop it!”  
 “Don’t hit!”  
 “Stop running!”  
 “Quit talking!”

## “WILL YOU PLEASE JUST STOP!”

### Discouraging Unexpected Behavior

#### Alternatives to Suspension

We’ve all been there; that student (or group of students) that keeps engaging in the same unexpected behaviors; maybe we have even said one (or more) of the above statements once (or twice). However, as a staff member at a Schoolwide Positive Behavior Support school, we know better than to simply tell students to stop behaving in a certain way. If we really want to change their behavior, we must teach them what to do instead.

The same is true for the adults in our buildings. We know that if we want adults to stop using an ineffective behavior management strategy, such as yelling, scolding, using clip charts, or relying on suspension, simply telling them to stop is insufficient. Rather, we must give them something to do instead! This is why we emphasize teaching expectations to students; why we stress reinforcing expected behaviors; and why we have a continuum of responses to unexpected behaviors. We don’t take a strategy away from adults without giving them something more effective to use instead! The intent of this article is to make the case for limiting our reliance on exclusionary discipline, such as in-school or out-of-school suspension, as a response to office managed behaviors, and to provide administrators with more effective options that they can use instead.

Years of research tells us that relying solely on exclusionary discipline is ineffective, and may even harm students. Exclusionary discipline, which runs the gamut from a brief time out to expulsion, does not, by itself, teach students how we want them to behave (Brooks, Schiraldi, & Ziedenberg, 1999; Gregory & Weinstein, 2008 ; Morgan-D’Atrio, Northrup, LaFleur, & Spera, 1996; Raffaele Mendez & Knoff, 2003; Rosen, 1997; Skiba, Peterson,



*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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## Discouraging Inappropriate Behavior *(continued)*

& Williams, 1997). Exclusionary discipline sends a clear message to students that they are not valued members of the classroom or school communities. Sole reliance on exclusionary discipline does not account for the function of the student's behavior, and therefore may even inadvertently reinforce behaviors motivated by a desire to avoid or escape a situation the student finds aversive!

Furthermore, research has identified a number of negative effects that are associated with exclusionary discipline. There is some evidence that use of exclusionary discipline actually increases the rate of unexpected behaviors (Tobin, Sugai, & Colvin, 1996). Schools that rely heavily on exclusionary discipline have lower academic achievement at the school (Davis & Jordan, 1994; Rausch & Skiba, 2005) and individual student levels (Arcia, 2006; Raffaele Mendez, Knoff, & Ferron, 2002; Rocque, 2010). Heavy reliance on suspension is related to lower scores on State accountability tests (Rausch & Skiba, 2005), lower reading achievement (Arcia, 2006), poorer grades (Rocque, 2010) and lower writing achievement (Raffaele Mendez, Knoff, & Ferron, 2002). Indeed, by removing students from the learning environment, suspension denies students the opportunity to learn (Gregory, Bell, and Pollock 2014; Skiba, Arredondo, and Williams 2014). In addition, suspension is a predictor of dropping out. For example, researchers have found that one suspension in the 9th grade increases the risk of dropping out of school from 16% to 32%. Two suspensions in the 9th grade increases the drop-out risk to 42%. Moreover, 50% of students with 3 or more suspensions on their record end up dropping out (Balfanz, Byrnes, and Fox, 2014)! Suspension is a better predictor of dropping out of school than GPA or SES (Suh and Suh, 2007). Furthermore, Students suspended for discretionary offenses are nearly 3 times more likely to encounter law enforcement. In addition, incarcerated individuals are over 8 times more likely to have dropped out of school than to have graduated (Christle, Jolivet, & Nelson, 2005). Although there is not necessarily a causal relationship between suspension and incarceration, there are definite relationships between suspension and dropping out, and dropping out and incarceration!

In addition, these harmful effects disproportionately affect students of color. There is a large body of research that shows that minorities, especially African Americans, are suspended on average 3-4 times more often than are white students. Being African American and male increases the rate of suspension even further. And, African American males with a disability are up to 5 ½ times more likely to be suspended than all other students (Losen, et al., 2015). These relationships also exist even when researchers controlled for SES and behaviors (Skiba, Nardo, Michael, and Peterson 2002; Skiba, et al., 2014; Blake, Butler, Lewis, & Darenbourg, 2011; Gregory, & Weinstein, 2008; Peguero & Shekarkhar, 2011; Raffaele Mendez, & Knoff, 2003; Skiba,

et al., 2002; Skiba, Horner, Chung, Rausch, May & Tobin, 2011).

Furthermore, while there is evidence that low frequency severe behaviors are more likely to result in suspension (Skiba, et al., 2011), most students are suspended for relatively minor, non-violent offenses (Children's Defense Fund, 1975; Raffaele Mendez & Knoff, 2003). Even more disturbing, African American students are more likely to be suspended for so-called discretionary behaviors, such as defiance, disruption and disrespect (Skiba, Nardo, Michael, and Peterson 2002; Bain & MacPherson, 1990; Cooley, 1995; Raffaele Mendez & Knoff, 2003; Skiba et al., 1997; Gregory & Weinstein, 2008; Brooks, Schiraldi, & Ziedenberg, 1999; Dupper & Bosch, 1996; Skiba et al., 1997). These behaviors tend to be subject to interpretation on the part of the referring teacher or administrator.

The point of all this is not to suggest that we should not hold students accountable when they engage in unexpected behavior. Honestly, the point is not even to suggest that we should never suspend students. Indeed, there are times when a suspension may be an appropriate response to a serious behavior infraction, especially one that compromises the safety of students or staff. What we are arguing for, however, is school administrators to increase the number of tools in their toolbox to include strategies that will reduce the frequency of unexpected behaviors in the future, and reduce the overall reliance on suspension as a response to office-managed behaviors.

The first of these tools for addressing office-managed behaviors is to prevent them from occurring in the first place. This can best be achieved by implementing a framework of evidence based practices and tiered interventions of support such as (you guessed it) Schoolwide Positive Behavior Support (SW-PBS).

However, once the behaviors occur, administrators must respond with a consequence. Before getting into what these consequences look like, it is important to note that some, or all, of our staff members may need to rethink how they define a consequence. A consequence doesn't have to inflict pain or extract revenge. A consequence is merely an action that occurs in response to a behavior that decreases the likelihood of that behavior recurring. While a consequence may be aversive, it is just as important, if not more so, that it teach what we want the student to do instead!

Furthermore, administrators need to be able to respond to a behavior in kind. By this, we mean that the intensity of the response should match the intensity of the behavior. What we are proposing is for schools to select a variety of instructional consequences, and incorporate them into a menu of consequences for office-managed behavior, leveled according to the severity of the behavior. This would provide administrators with a variety of options at

## Discouraging Inappropriate Behavior *(continued)*

each behavior level. These options allow administrators to select a consequence that matches the intensity of the behavior infraction, that is logically tied to the behavior, that teaches the appropriate replacement behavior, and that does not inadvertently reinforce the unexpected behavior.

In addition to teaching replacements, addressing a variety of functions, and being logically tied to the behavior, options should allow student to maintain or improve academic skills, restore relationships or the environment to the way they were before the behavior incident, and include a plan for future behavior. The following are just a few examples of consequences that can be included in a leveled menu of instructional consequences to office-managed behaviors. Feel free to select other options that meet the criteria stated above.

One option is to assign students to complete a teacher-made mini-module that addresses the specific behavior. These mini-modules can address how the problem behavior harms others, teach the desired replacement behavior, and provide students with opportunities to practice the desired replacement. Students can be required to complete these mini modules during non-instructional times. Modules can include demonstrations, opportunities to practice, cues and prompts, and homework. Administrators can use data to identify common office-managed behaviors, and recruit teachers to create modules that address these behaviors, thereby establishing a bank of lessons that can be assigned as needed.

A similar option might be to assign students to create a lesson or presentation over their behavior. Like the teacher made module, this lesson or presentation would address why the behavior is not expected, who was harmed by this behavior, the appropriate replacement behavior, and the rationale for using this replacement behavior. Where appropriate, the student might be required to present their lesson to other students.

Alternative programming is a category of consequences that can provide administrators additional options that can be adapted to address specific functions of behavior. Examples of alternative programming are alternative lunch times and alternative passing times. A student whose behavior is related to attention from peers might be temporarily assigned to either an alternative lunch, an alternative passing time, or both, depending on when and where the behavior occurs. Alternative programming should be combined with instruction and practice in the expected replacement behaviors, as well as any needed social skills instruction.

Administrators can also assign additional learning opportunities to students as a way for them to make up for lost instructional time resulting from office-managed behavior. After school study hall or Saturday school are two exam-

ples of additional learning opportunities. For this to be effective, additional learning opportunities should provide students with tutoring and/or social skills instruction to improve academic skills and increase the students' use of appropriate replacement behaviors. They should not be used as a holding pen, where students must "do" their time.

Some student behaviors signal that they might benefit from counseling or mentoring. Counseling is assigned for students who require social skills instruction, such as appropriate strategies to initiate friendships or managing anger. Similarly, mentoring helps students learn strategies to cope with challenges that may be contributing to the unexpected behavior. For example, a student who is missing school to avoid being bullied might benefit from mentoring that helps the student learn appropriate coping skills (we should emphasize that the bullying behavior must also be addressed, and the student engaged in bullying behavior receive appropriate consequences).

Some alternatives to suspension fall in the category of restorative practices. Restorative practices are strategies that restore property, the environment, or relationships to where they were before the unexpected behavior occurred. Restorative practices fit nicely into a SW-PBS framework. Two of them, community service and restitution, will be discussed below. However, other restorative practices can backfire if implemented inappropriately. Therefore, we urge anyone interested in implementing these practices to contract with a reputable trainer in restorative practices. More information about restorative practices can be found by visiting <https://www.wested.org/> or <https://www.iirp.edu/>.

The two related restorative practices that we will discuss, here, focus on restoring property and/or the environment (although they also can help restore relationships). Community service involves assigning a task that "gives back" to the community that was harmed. For example, the student may be assigned to pick up trash or read to a younger student. Similarly, restitution involves repairing or compensating for damages caused by the behavior. A student assigned restitution may be required to pay for lost, stolen or damaged property. Alternatively, he or she may be required to clean graffiti. Both community service and restitution can (and should) be crafted in a way that is logically tied to the unexpected behavior.

Finally, administrators in schools implementing tiered interventions should remember that these interventions are also consequences of behavior. Administrators can refer students who meet decision rule for either Tier 2 or Tier 3 supports to the appropriate team. This can either be the primary consequence, or it can be used as a way to assist the student to reintegrate into the school community and support the student's future behavior.

# Discouraging Inappropriate Behavior *(continued)*

## Putting it all together

Once you have selected a variety of instructional consequences to office-managed behaviors, you can incorporate them into a leveled menu of instructional consequences. This is a two-step process. First, group behaviors into levels according to their intensity or severity. Three to five levels should be adequate. Second, group and arrange the consequences so that they correspond with a behavior intensity level. The intensity of the response should match the intensity of the behavior. There may be some consequences that can be adapted to address more than one intensity level, and therefore can be replicated at more than one level. Engaging staff, the staff bargaining unit, and possibly even parents in this process of leveling behaviors and consequences can help you to gain support for this new way of approaching consequences, and limit push-back from staff or parents who feel that a specific consequence is unexpected for a specific offense.

The following is an example of a leveled menu of instructional consequences for office-managed behaviors. In this example, suspension is still an option, but only for the most serious behavioral offenses.

One final word about a leveled menu of instructional alternatives to suspension: make this your document for your school. By adapting a leveled menu of consequences to fit the unique context of your school, you will increase the effectiveness of this addition to your administrative toolbox.

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Level	Examples	Consequences Available
Level I:	Low level bullying; dangerous behavior; Chronic minor behavior; Vandalism	Alternative Programing Behavior Monitoring Behavior Plan; Community Service; Coordinated Behavior Plans Counseling Mini-course; Parent Supervision; Problem Solving/Behavior Contracting; Referral to child study team Restitution
Level II:	Sexual or racial harassment; Bullying; Fighting; Look alike weapons;	Alternative Programing Behavior Monitoring Coordinated Behavior Plans Counseling; ISS with behavior lessons and academic; Problem Solving/Behavior Contracting; Restitution Restorative Justice
Level III:	Unprovoked assault with intent to harm; Sexual or racial harassment that is unresolved at Level II Sexual Misconduct	ISS with behavior and academic lessons; OSS
Level IV: Violent crimes	Sexual Assault; Unprovoked Assault with inten to cause serious bodily harm	Expulsion and contact law enforcement

## Discouraging Inappropriate Behavior (continued)

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## SAVE THE DATE STATEWIDE EVENTS

### Self-Assessment Survey Tiered Fidelity Inventory

Window open until March 29, 2019

<https://www.pbisapps.org/Pages/Default.aspx>

### 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

### Recognition Application & Supporting Materials

Due: April 15, 2019

### Summer Institute 2019

June 11 - 13, 2019

Tan Tar A Resort

Osage Beach, MO

# Connections to Discouraging Inappropriate Behavior



## Trauma Informed Connections

Within the intersection of our frameworks, we have a notion that we will create safe, welcoming environments that support all students; where students are laughing, smiling, doing regular check-ins with their teachers or other staff on pro-social behaviors as well as their emotional and mental health. These are beautiful images, but we also need to be prepared that we are still going to have situations where teachers get frustrated and kids are demonstrating poor behaviors or coping skills. This doesn't mean that our PBS or our trauma-informed framework(s) aren't working; instead, it is just a reminder that everyday we have a choice. The first time a student doesn't respond the way we hope, we do not give up; mistakes will be part of the journey. It takes determination to keep it going, even when some days are really hard. The focus of our implementation is not to 'fix' the kids, but to support them as they grow.

Focusing specifically on how we respond to behavior through a lens of discouraging future occurrences asks us to seek a deeper understanding of the contexts (antecedents, consequences) that surround the behavior so that we can ascertain the conditions and ultimately the related function. Our end goal of discouragement strategies is to introduce consequences (those things that we do after the behavior has manifested) that are going to extend teaching opportunities for behavioral correction while decreasing the likelihood of future occurrences of the behavior. There is no lock-step progress of appropriate consequence strategies (meaning if a student does x, we do y) because behavior can be complex. Instead, aligning the PBS and trauma-informed frameworks allows us to make data-based decisions regarding discouragement strategies - what actions can the adults do when the behavior is manifested that does not reinforce the related function; what strategies can we offer to the student that are more appropriate but meet the same function and how are we going to teach and reinforce those behaviors, perhaps at a higher intensity or frequency; and how are we going to make sure our responses are calm, instructional, and show dignity, compassion, and respect.

## Early Childhood and Secondary Adaptations for Discouraging Inappropriate Behavior

### Early Childhood Adaptations

#### Time For Time-Out?

Is the use of "time-out" a part of your building's continuum for responding to challenging behaviors? Time-out is a process in which a child is removed from teacher/peer attention for a short time to give him the opportunity to calm down before rejoining the class.

Time-out can be an effective strategy, but there are some important things to keep in mind when implementing:

- Consider the function! Time-out may be used if the problem behavior serves the purpose of gaining teacher or peer attention, but not if the child is attempting to escape an activity or interaction.

## Early Childhood Adaptations *(continued)*



- Have a clear definition - agreed upon by all staff - of what behaviors should result in a time-out.
- Make a plan for where the time-out space will be (within the classroom - away from the “action” but visible to the adults), how time-out will be monitored, and what the roles of the adults in the room will be during time-out. Each teacher should have a clearly defined sequence of events for the process.
- When it is determined that a child needs a time-out, calmly escort the child to the pre-arranged area without any interaction other than a brief explanation (“You cannot hit your friends, so you need to sit in time-out until you’re calm.”).
- Individual differences should be considered, but time-out should typically only last three to four minutes. The child is ready to rejoin their classmates once they are calm.
- Teaching the class as a whole what their role will be when a student is in time-out is important (“The best way we can help our friends calm down when in time-out is to leave them alone and get on with our play. As soon as our friends come back, we can have fun with them.”).

Alternatives to time-out (*e.g., prompts, re-directs, re-teaching, planned ignoring, proximal praise*) should be used whenever possible.

Once the child is calm and is ready to rejoin his classmates, the teacher can briefly problem-solve with the student by discussing the problem behavior and what should have been done instead; offering options for increased practice and support.

### Reference: \_\_\_\_\_

“The Role of Time-Out in a Comprehensive Approach for Addressing Challenging Behaviors of Preschool Children” August 2004; G. Dunlap, L. Fox, M.L. Hemmeter, P. Strain

## Secondary Adaptations

*“Students will not meet high academic expectations without good instruction. Good instruction cannot occur in the absence of effective classroom management ... effective classroom management will focus on increasing pro-social behavior and not the attempted elimination through punishment or student removal - strategies too often found in high school classrooms.”*  
*(Lewis, 2009, p. 60)*

Codes of conduct or discipline policies exist in most, if not all, of our schools. In secondary schools, across the school day, no one educator is responsible for a single student and his/her success; these codes/policies are usually implemented in the hopes of bringing clarity and consistency for students and staff around behavioral expectations. These codes/policies often have a similar format - student will receive an identified consequences for breaking a rule; further infractions result in harsher consequences. While many students may engage in appropriate behavior as a response to the potential of punishment or occasional access to punishment, a growing number of students respond differently or not at all to punishment strategies. By definition, for a punishment to be effective, it has to decrease manifestation of the undesired behavior, otherwise it isn't punishment and therefore other strategies or a different approach needs to be taken.

Research tells us that typical punishments (e.g., referral, detention, suspension) alone are not enough to change behavior; rather, assessment, instruction, and feedback should be utilized for more substantive behavioral changes and that we can intensify those components to individualize support as needed based upon data. This leads to a critical need for adaptation in secondary schools: re-working codes of conduct/discipline policies and the systems within which they operate to reflect a pro-active, instructional problem solving focus.

Our secondary schools need to adapt discouragement practices that:

1. utilize data to monitor schoolwide, classwide, and individual responses to expectations and universal pro-social teaching.
2. approach behavioral errors like academic errors and couple manifestations with increased opportunities for teaching that includes opportunities for direction instruction - explain, model, guided practice, independent practice.
3. increase opportunities for students to receive feedback - recognition for demonstration of appropriate behaviors and continued access to instructional correction if behavioral errors persist.

Incorporation of these effective classroom management practices can decrease the likelihood that students will be removed from classrooms for behavioral reasons thus increasing the opportunity to access quality instruction and the likelihood that students can meet high academic expectations.

### Reference:

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Tier 1 Systems	Tier 2 Systems	Tier 3 Systems
<ul style="list-style-type: none"> <li>Facilitate effective SW PBS team meetings</li> <li>Establish plan for how and when</li> <li>SW PBS updates will be communicated with all stakeholders (staff, students, families) throughout the year</li> <li>Register/attend regional trainings</li> <li>Plan for and conduct new staff orientation</li> <li>Plan for and conduct new student orientation to SW PBS</li> <li>Identify and staff training needs, schedule with Regional</li> <li>Consultant if applicable</li> <li>Discuss if anyone is going to attend Summer Institute (June 11-13)</li> <li>Generate and be able to print/email/project Big 5 data for team meeting</li> </ul>	<ul style="list-style-type: none"> <li>Conduct regular Tier 2 Team meeting following agenda</li> <li>Attend regional trainings</li> <li>Review Tier 2 Action Plan and complete any necessary items</li> <li>Send documents (IEF, Agendas, Action Plan, etc.) to your consultant for feedback</li> <li>Consider applying for recognition with MO SW PBS</li> <li>Identify the team member who will complete the Intervention Outcomes information for Tier 2 if you are applying for recognition</li> </ul>	<ul style="list-style-type: none"> <li>Attend regional trainings</li> <li>Conduct regular Tier 3 Core</li> <li>Team meetings</li> <li>Form Tier 3 Action Team(s) if needed</li> <li>Monitor Tier 3 Action Plan and complete items as needed</li> <li>Use the FBA/BIP rubric to evaluate plans developed for identified students</li> <li>Submit your BIP to your consultant for feedback</li> <li>Consider applying for recognition with MO SW PBS</li> <li>Identify the team member who will complete the Intervention Outcomes information for Tier 3</li> <li>if you are applying for recognition</li> </ul>
<p style="text-align: center;"><b>Data</b></p> <ul style="list-style-type: none"> <li>Lead team in DBDM using Big 5 data</li> <li>Develop a Solution Plan</li> <li>Generate reports from the SAS and implement the DBDM process for action planning</li> <li>Generate reports from the TFI and implement the DBDM process for action planning</li> </ul>	<p style="text-align: center;"><b>Data</b></p> <ul style="list-style-type: none"> <li>Make a plan with your Tier 2 and Tier 1 Teams to complete the Tiered Fidelity Inventory contact your Regional Consultant with questions surveys must be completed by 3/29/19</li> <li>Be sure all team members complete the Self Assessment</li> <li>Survey (SAS) surveys must be completed by 3/29/19</li> <li>Conduct monthly review of existing school data for student ID</li> <li>Follow Decision Making Flow</li> <li>Chart for students receiving Tier 2</li> <li>Interventions</li> </ul>	<p style="text-align: center;"><b>Data</b></p> <ul style="list-style-type: none"> <li>Make a plan with your Tier 2 and Tier 1 team to complete the Tiered Fidelity Inventory contact your Regional Consultant with questions</li> <li>Be sure all team members complete the Self Assessment</li> <li>Survey (SAS) survey must be completed by 3/29/19</li> <li>Ensure regular progress monitoring of students with BIPs             <ul style="list-style-type: none"> <li>Advanced Tiers Spreadsheet</li> </ul> </li> <li>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</li> <li>Consultant for info/training</li> </ul>
<p style="text-align: center;"><b>Practices</b></p> <ul style="list-style-type: none"> <li>Develop/revise/implement/teach school-wide non classroom             <ul style="list-style-type: none"> <li>Procedures</li> <li>pre correcting and recognition of classroom rules/procedures</li> <li>schoolwide system for response to inappropriate behavior</li> </ul> </li> <li>Encourage staff to implement school-wide/classroom</li> <li>Recognition System</li> <li>Plan/conduct             <ul style="list-style-type: none"> <li>schoolwide/classroom</li> <li>celebrations as needed</li> <li>student/family engagement</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Practices</b></p> <ul style="list-style-type: none"> <li>Follow Intervention Essential</li> <li>Features document and</li> <li>Communication Plan for students, parents, and teachers participating in the interventions</li> <li>If you're applying for Silver level recognition, you will need to submit 2 IEF documents for research based interventions</li> <li>Assess fidelity and social validity of any intervention within 2 weeks of implementing, and again as recorded in your IEF document</li> <li>Are students ready to graduate from interventions? Be sure to plan a celebration to recognize their achievement and continue relationships with intervention alumni</li> </ul>	<p style="text-align: center;"><b>Practices</b></p> <ul style="list-style-type: none"> <li>Communicate with teachers, parents, and students with BIPs</li> <li>Monitor fidelity and social validity of all BIPs regularly as designated in the Action Plan</li> <li>Are students ready for fading and graduation from their plan? Plan for celebration of their achievement</li> <li>Will your students with BIPs participate in standardized testing, or will your school experience schedule changes due to testing? Begin thinking about how supports can be offered for the student if substantial changes occur for extended periods of time</li> </ul>
<p style="text-align: center;"><b>Tier 1 Workbook</b></p>	<p style="text-align: center;"><b>Tier 2 Workbook</b></p>	<p style="text-align: center;"><b>Tier 3 Workbook</b></p>



# State Leadership Bios



**Susanna Hill, M.S.**

Missouri Schoolwide Positive Behavior Support Regional Consultant

**REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING**

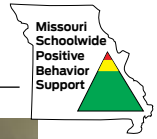
<https://education.missouristate.edu/>

Susanna Hill became a SW-PBS Tier 1 consultant at the Agency for Teaching, Leading, and Learning in Springfield in December of 2008, after working 25 years in public education as an art teacher and a school counselor. Her certifications include K-12 Art and K-12 Guidance and Counseling. She also worked through MU to coordinate networking and training for Early Childhood Program-wide Positive Behavior Support implementation, and spent a year working as a MO SW-PBS Coach. Susanna is currently back at the Agency for Teaching, Leading, and Learning working primarily with MO SW-PBS Tier 2 and Tier 3 schools.

Susanna really wishes she would have known what she knows now when she was a beginning teacher... SW-PBS would have made her a MUCH better educator! She can't go back in time, but she can help today's educators to create a safe, predictable learning environment and give them the tools to be a more effective teacher through SW-PBS implementation.



# State Leadership Bios



Jordan was a Special Educator for 5 years. He earned his Master’s Degree in Special Education from Missouri State University. While in the classroom, Jordan worked in the self-contained emotional behavior disorder setting. Jordan has been at the Agency for Teaching, Leading, and Learning since January of 2018. Jordan is a Tier 2/3 consultant but works with schools at the Tier 1 level when possible.



**Jordan Polittle, M.S.**

Missouri Schoolwide  
Positive Behavior Support  
Regional Consultant

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<https://education.missouristate.edu/atll/>





# State Leadership Bios



## Andrea Rockney, M.E.

Missouri Schoolwide Positive Behavior Support Regional Consultant

### REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING

<https://education.missouristate.edu/atll/>

Andrea Rockney is a Regional School-Wide PBS Consultant and School Improvement Consultant with the Agency for Teaching, Leading, and Learning (formally SW-RPDC), located on the MSU campus in Springfield, Missouri. She relocated to Southwest Missouri with a U-Haul and a professional bag packed with 28 years of experience as a professional educator (grades 3-6) in Wisconsin. Her various teaching experiences in diverse educational settings in concert with her school leadership roles and most recent RPDC experiences with on-site school consulting, instructional coaching, and collaborating in a variety of teaming opportunities, pack a powerful bag to unpack and share with Southwest Missouri educators and school leaders. Specific to Positive Behavior Support, she was actively involved with the building-level cohort of middle school educators, designing for implementation the behavior matrix of expectations for all educational settings within the rural Wisconsin middle school building. She worked collaboratively to develop a school-wide approach to discipline and a process with a focus on enhancing the capacity to educate all students by developing research-based, school wide, and classroom discipline systems. Andrea's personal bags are packed frequently for the many miles she puts on the road or in the air to spend treasured time with her family in Wisconsin, her daughter fulfilling her MD residency through Emory University School of Medicine in Atlanta, GA, or her other daughter, an attorney in Houston, Texas. If you know Andrea, you know she also has a "fun" bag packed and ready to go to the lake to enjoy boating, kayaking, lakeside reading, or simply enjoying the beautiful sunsets and serenity of Table Rock Lake.

What's her why? Helping to "build" and create supportive, predictable, positive environments for students' academic/social emotional success and building collective teacher efficacy to empower those creating the supportive, predictable, positive environments.



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LEADING AND LEARNING

## Buffalo Mallory Elementary School

Mallory Elementary School is a rural, public school serving over 660 pre-k and elementary school students. Mallory Elementary has worked hard to implement SW-PBS for 3 years. Mallory is currently completing their second full year of implementation (Tier 1 Advanced). The Tier 1 team is comprised of a teacher from each grade level, a Specials teacher, and a special education teacher. The building's assistant principal also serves as a member of the team, and collects and assembles data. Each teacher is provided a M-PBS Handbook, complete with lessons and pertinent information. The handbook is revised at the end of each year, and changes are made if the data supports changes. The Tier 1 Team has also started exploring different strategies to assist the Tier 2 and Tier 3 students, and to help better prepare the future Tier 2 Team in their tasks.

Discouraging Inappropriate Behavior is important to the faculty, staff, and administration at Mallory Elementary School. Students are able to earn Bison Tokens for demonstrating "Mallory's 3 Bs". Tokens are collected and drawn from, daily, to assist building admin with special tasks, such as daily announcements. At the end of each quarter, students that have demonstrated positive behavior are rewarded with "Mallory's Big Event", which is a grand celebration. Past Big Events have involved bounce houses, cook outs and trips to the park.

Mallory Elementary School has worked to use data to drive decision making. In the past 3 years, student attendance has remained steady at near 95%. Office referrals have decreased from 530 at the end of the 2015-2016 SY to 392 at the end of the 2017-2018 SY, and the percentage of students with one or more referrals has decreased by 21.7% during the same time frame. While in-school suspensions have increased due to the addition of a Focus Room on Campus, out of school suspensions have decreased by a total of 26.5%. The number of students seen in the office has reduced by 46.8% since the 2015-16 School Year.



<https://www.bisonpride.org/mallory>

### School Demographics

Administrator - 2  
Teaching Staff - 46  
Support Staff - 1

Students Served - 663

White - 91.5%  
Black - 1.6%  
Latinx - 3.6%  
Asian - 0%  
Multi-racial - 2.4%

### Student Outcomes

Average Daily Attendance  
76%

ODRs - 95.24  
94.7% - 0-1 ODRs  
4.7% - 2-5 ODRs  
.6% - 6+ ODRs

# Regional Exemplar Stories

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## Nixa Inman Intermediate School

*2019 PBIS National Film Festival Finalist*

*Song created by Blake and Kaitlyn Richter*

Inman Intermediate is a suburban school serving over 400 fifth and sixth grade students. Inman has been implementing the PBIS program for ten years. This year, Inman is celebrating national recognition of the PBIS song created by Blake and Kaitlyn Richter. The PBIS video has been nominated as a finalist in the 2019 PBIS National Film Festival and will be viewed at the National Conference in Washington DC.

Inman Intermediate has worked hard to implement SW-PBS for 10 years. At the beginning of the school year, Inman kicked off the PBIS program with a “You Belong” theme focusing on building positive relationships between teachers and students throughout the building. Teaching and modeling universal practices throughout the building helped to build a sense of safety and security for all students. A focus on restorative practices has increased students’ social communication and problem solving skills. Using SOAR (Safe, Outstanding Learner, Always Respectful and Responsible) tickets, teachers positively reinforce appropriate behaviors. Students use their SOAR tickets to make purchases on “Inmanzon”, an idea generated and presented by two students last year. Students may also use their tickets to attend the “Big Event” at the end of each quarter.

Discouraging Inappropriate Behavior is important to the faculty, staff, and administration at Inman Intermediate. This year, Inman has placed a focus on helping teachers become

reflective practitioners through ongoing professional development. The PD centered on behavioral interventions using the PBIS program and strategies as the foundation. The first half of the school year, the teacher PD zeroed in on the Eight Effective Classroom Practices and understanding Trauma Informed Care. Currently, teachers are diving deeper into the diverse needs of our most volatile and fragile students. Teachers use their “detective lens” to observe and analyze the function of the behavior. In small focus groups, teachers meet and discuss interventions and strategies to address behavioral difficulties. This reflective practice has empowered our teachers in having a better understanding of the “communication” of a behavior and how to help a child develop socially appropriate replacement behaviors. Teachers have developed a better understanding of diverse needs and identifying the root of the problem.

In addition, Inman Intermediate is implementing restorative practices when addressing behavioral difficulties. If a problem behavior occurs in the classroom, teachers use a “Take 5” procedure to allow a student time to self-reflect and self-regulate. The teacher then conferences privately with the student to discuss the situation. Using a guided set of questions, teachers are encouraged to take an active listening role to understand the child’s perspective. This has been an effective strategy for helping students increase communication and problem solving skills. If needed,

<https://www.nixapublicschools.net/Domain/11>

**School Demographics**  
Administrator - **2**  
Teaching Staff - **34**  
Support Staff - **10**

Students Served - **412**  
White - **95%**  
Black - **1%**  
Latinx- **0%**  
Asian - **1%**  
Multi-racial - **3%**

Free/Reduced – **34%**

**Student Outcomes**  
Average Daily Attendance  
**95.60%**

**ODRs**  
**87%** - 0-1 ODRs  
**13%** - 2-5 ODRs  
**0%** - 6+ ODRs

the student is allowed to visit the Reset Room to allow more time to self-regulate and problem solve. The Reset Room is also used to provide Tier 2 and Tier 3 interventions for students including Social Skills, Check In/Check Out, Self-Monitoring and Scheduled Breaks.

Through the development of these universal procedures to address behavior, Inman staff and students have seen a reduction in major behaviors. When comparing last school year to this year, office referrals have decreased 48%. In school suspensions are down by 40% and out of school suspensions are down by 60%.

## REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING

### Reeds Spring Middle School



Reeds Spring Middle School is a rural, public school serving over 280 middle school students. Reeds Spring Middle School has worked hard to implement SW-PBS for over ten years focusing on developing a culture where students feel safe and are provided a learning environment where they want to attend. Throughout the ten year process, RSMS has moved through the stages of Tier 1, 2, and 3 implementation providing structured interventions for students who need additional support. The culture has continued to evolve to include student leadership opportunities through elective class curriculum and opportunities for students to provide input into school decisions. Periodic school-wide events allow students to celebrate successes while recognizing student achievements.

Focusing on creating a positive learning environment is important to the faculty, staff, and administration at Reeds Spring Middle School as they face the challenges associated with middle school behaviors. Much of the focus, along with classroom and school-wide expectations, centers on developing positive relationships with students and providing a support system for students who are in need academically or emotionally. Academic interventions along with social skills interventions are provided for students during a systematic and fluid intervention structure built into the school day.

Reeds Spring Middle School continues to find ways to streamline the use of data to help make decisions both academically and logistically. Over the past six years, RSMS has utilized behavior data to better identify behavioral needs and concerns. Attendance is consistently monitored and provided for students in goal-making challenges while helping identify individual student needs that might be negatively affecting daily attendance.

Implementation of a more consistent and specific behavior referral system has allowed discipline referrals to be monitored and analyzed for logistical modifications. Student office referrals have decreased by more than 20% over the past six years while data shows the students' perception of school culture has improved during this same time span.

The process of Positive Behavior Support implementation at RSMS has been a driving factor in our yearly focus of developing a "Great Place to Learn."



The RSMS Leaders of the Pack student leadership class prepares and presents information on the Seven Habits of Highly Effective Teens each month during our student led Character Assemblies.

<https://ms.rs-wolves.com/>

#### School Demographics

Administrator - 2  
Teaching Staff - 25  
Support Staff - 12

Students Served - 282  
White - 93.24%  
Black - 1.42%  
Latinx - 2.85%  
Asian - 1.07%  
Multi-racial - 1.78%  
American Indian - 1.42%

Free/Reduced – 64%

Student Outcomes  
Average Daily Attendance  
95.21%



Students are celebrating #KindnessMatters week by showing appreciation to our school secretaries.



**REGION 1: SOUTHEAST RPDC**

[www.semo.edu/rpdc/](http://www.semo.edu/rpdc/)

**REGION 2: HEART OF MISSOURI**

[www.homrpdc.com/](http://www.homrpdc.com/)

**REGION 3: KANSAS CITY RPDC**

[education.umkc.edu/community\\_centers\\_and\\_programs/regional\\_professional\\_development\\_center/](http://education.umkc.edu/community_centers_and_programs/regional_professional_development_center/)

**REGION 4: NORTHEAST RPDC**

[rpdc.truman.edu](http://rpdc.truman.edu)

**REGION 5: NORTHWEST RPDC**

[nwmissouri.edu/rpdc](http://nwmissouri.edu/rpdc)

**REGION 6: SOUTH CENTRAL RPDC**

[rpdc.mst.edu](http://rpdc.mst.edu)

**REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING**

[education.missouristate.edu/atll](http://education.missouristate.edu/atll)

**REGION 8: EDPLUS RPDC**

[www.edplus.org/Special%20Education/sped\\_landing.html](http://www.edplus.org/Special%20Education/sped_landing.html)

**REGION 9: CENTRAL RPDC**

[ucmo.edu/rpdc](http://ucmo.edu/rpdc)



**Office of Special Education Effective Practices**

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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

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