POSITIVE FOCUS

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Missouri Schoolwide Positive Behavior Support

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.
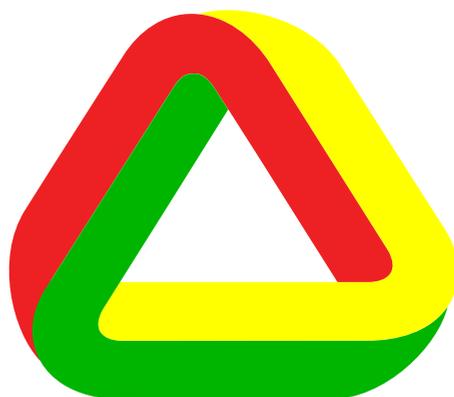
A New Angle on the Triangle

We, here, at MO SW-PBS love our triangles. We put triangles in our slides, triangles on our website and triangles on our shirts. We occasionally eat triangle shaped pizza, and drink coffee from mugs with triangles painted on them. I won't mention names, but one of us even has a triangle tattoo! In keeping with our love of triangles, this article discusses how we also use the triangle as a verb, as in "to triangulate."

The term "triangulation" comes from navigation, and refers to the use of three or more fixed points, such as stars, to determine one's location, and to set a course from there. In SW-PBS, we also triangulate data to determine where we are, where we want to go, and to set a course to get there. More specifically, we identify a desired student outcome, and then use multiple data points to identify causal relationships. We use this information to select adult actions that we can leverage to directly address these causal relationships, and which, therefore, will help us to achieve our desired outcomes for our students.

Let's start with a non-SW-PBS example many of us are a little too familiar with: keeping our weight under control. Say your goal is to keep your weight within 5 pounds of your ideal weight. You measure your weight every day, and calculate your average daily weight for each week (this accounts for random fluctuations). You notice that over that past two

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On the web at: PBISMissouri.org

months, your average daily weight per week has been creeping up, and now you are averaging 15 pounds over your ideal. What's going on?

If the only data point you are looking at is your average daily weight per week, you really have no idea what has caused your weight to creep up. You may have some good guesses; you may even act on these guesses; but you don't know for certain if you are really addressing the cause of your creeping weight gain. However, if you pull in some other data points, say the average number of steps from your fitbit and your average caloric intake, you may get a clearer picture of the possible cause of your weight gain. Your average caloric intake shows that you have actually consumed slightly less than average during the last two months. But your fitbit shows that you have averaged 3000 fewer steps per day than your goal (darn that polar vortex)! So, rather than restrict an already stoic caloric intake even further, you make a commitment to get back on track with your steps.

Consider what just happened; you had a goal (maintain ideal weight); you monitored the desired outcome (average daily weight per week); you compared your outcome data to two sources of implementation fidelity (caloric intake and steps); by doing this, you are able to identify a possible cause (not enough steps), and develop a plan of action that directly addresses the cause (recommit to getting in steps).

Not only is spring the perfect time for getting back on track with your steps, it happens to be the perfect time to triangulate your schoolwide behavior data. This is because in the spring, you start getting a variety of summative student outcome and implementation fidelity data reports that you can use to set goals and lay out a plan for the coming school year. End of year student outcome data includes summative Big 5 Office Discipline Referral Reports (Big 5 ODRs), suspension and expulsion reports, equity discipline reports, summative attendance, and graduation rates, to name a few. In addition, a number of SW-PBS implementation fidelity surveys will be completed by March 29, and reports will then be available on April 1. These include the Tiered Fidelity Inventory (TFI), and the Self-Assessment Survey (SAS). In addition, you may have recently contracted with your regional consultant to complete a School-wide Evaluation Tool (SET).

So, let's triangulate some student outcome data! Say that you set an annual goal for 2018-2019 of reducing ODRs by 10%. You look at your End of Year Big 5 Data Report, and see that you have met your goal. However, your students are still not experiencing the behavioral outcomes necessary for them to be successful. So, you set a new goal for 2019-2020 to reduce annual ODRs by another 10%. So far, we know what our current student outcomes are, and have set a goal for next year. But, we still have not identified a causal relationship between adult actions and our current reality. Nor have we identified adult actions that we can leverage to meet our new goal.

So, we decide to triangulate our data by analyzing our TFI, SAS, and SET data. On examining this data, we notice a contradictory trend. The TFI, which is a self-evaluation by the SW-PBS leadership team, indicates that the team has determined that all Tier 1 systems are in place. If we stopped here, we might decide to just keep doing what we are doing and hope for the best. However, by looking at the SAS report, a measure of staff perceptions, we notice that the staff members self-identify that they are not implementing SW-PBS with fidelity in their classrooms. Furthermore, the SET, an external evaluation of

Tier 1 implementation, suggests that in many classrooms, rules are not stated positively, and are not always aligned with the schoolwide expectations. Finally, the End of Year Big 5 Data report indicates that the majority of ODRs are coming from classrooms. The team concludes that, while they have much to celebrate in terms of achieving their 2018-2019 goal, they still have room for improvement and identified inadequate classroom implementation as a leverage point to help them meet their 2019-2020 goal.

Triangulating the outcome and implementation data leads the team to conclude that, although they have developed systems related to classroom implementation, they need to do a better job of supporting teachers to implement SW-PBS practices in their classrooms. They, therefore, determine that they will provide booster training in the Effective Teaching and Learning Practices for behavior (formerly known as the Effective Classroom Practices). They will follow up this training with coaching and feedback. Finally, they will ask the principal to include "look-fors" related to the Effective Teaching and Learning Practices for Behavior in her walkthroughs, and to provide reinforcement for individuals and all staff if they meet their implementation goals.

In this example, the team looked at student outcome data (End of Year Big 5 ODR report) to monitor progress toward achieving their goal and to set a new goal. They triangulated this data with implementation fidelity (TFI, SAS, and SET) and contextual data (location data from Big 5 ODR Report). This analysis led them to identify a possible causal relationship between adult actions and their current reality (inadequate classroom implementation), and to identify action steps (increase support for classroom implementation) they could take to address the cause and help them to achieve their 2019-2020 goal.

So, if you want to show your support for SW-PBS in your school or district, go ahead! Get that triangle tattoo! But, if you want to establish cycles of continuous improvement for your students, use the triangle to compare outcome and implementation data, to identify likely causes of your current reality, and to select high leverage adult actions that will help you to achieve your student outcome goals!

Connections to Ongoing Monitoring

"How do we know if we are doing this and what impact is it having?"

Trauma Informed Connections

Data is critical in monitoring your implementation of MO SW-PBS and the same is true for implementing a trauma-informed framework - if your school/district is going to invest the resources in implementing a trauma-aware framework, then it should be strategically asking, "How do we know if we are doing this and what impact is it having?" The good news is that the concepts in a trauma-informed framework can usually be measured by many of the tools/data points that schools are already using (e.g., school climate data assessments that include questions around safety, collaboration, environment, and relationships; tracking school level data around discipline and attendance). Think about the following offered by Substance Abuse and Mental Health Services Administration's (SAMHSA) 2017 publication:

School Level Data:

Discipline - track and analyze data for suspensions, expulsions, in-school detentions/suspensions, and referrals out of the classroom. For each of these areas, disaggregate data by student, how often, what infractions, which teachers are making referrals, and for what they are referred. Use a data analysis protocol to look for patterns or significant points in the data to help your team decide priorities.

Attendance - analyze attendance data, disaggregating by which student, how often, and reasons for absence (students experiencing trauma may exhibit high rates of absenteeism).

Mental health and counselor referrals - track number of referrals to onsite and offsite support, identifying which students are referred for mental health services or sent to school support services for further intervention, identifying patterns of concerns and gaps in support.

Onsite supportive spaces - determine the presence of onsite or safe spaces and the numbers of students and teachers accessing those services and space (e.g., safe spaces for students and staff to regulate and restore).

Staff and Teacher Data:

Teacher attendance - track staff attendance. Notice if the data show areas of concerns, such as potential staff that are showing signs of compassion fatigue or burnout; this may highlight staff wellness needs.

Staff turnover, retention, and burnout - measure overall job satisfaction (e.g., the ProQOL is one example of an instrument that measures the negative and positive effects - psychosocial functioning - of helping others who experience suffering and trauma).

Staff attitudes - measure of professional and paraprofessional attitudes toward a trauma-informed system (e.g., could be gleaned from simple survey data or more complex instruments like the ARTIC).

All School Environmental Scan:

School climate - used to measure perceived relationship quality (adult-adult and adult-student) and perceived safety by students and staff (e.g., EDSCLS; PBISApps Climate Surveys are both examples).

Consider conducting focus groups of students, families, and staff with questions specifically targeted towards the principles of trauma-informed environment (e.g., do students feel that they have a voice in the classroom; do they feel curricula are relevant and culturally responsive; do they feel that positive relationships between adults and students are prioritized or valued? Do staff feel like a culture of self-care is explicitly valued? Do families feel included in decision-making?

Progress toward Trauma-Informed - assessments to determine where your organization is at in the process of becoming trauma-informed (e.g., Trauma Responsive School Implementation Assessment; Trauma-Sensitive Schools Checklist; Standards of Practice for Trauma Informed Care in Educational Settings).

Review of written policies, practices, and documents - assessments used to reflect on how well some organizational elements align with trauma-informed care values (e.g., Review Tool for School Policies, Protocols, Procedures and Documents: Examination Through a Trauma-Informed Care (TIC) Lens).

These different data points can be included into a comprehensive monitoring plan that should be part of a regular, on-going cycle of data-based decision-making that all stakeholders review, create shared meaning, and determine priorities for next steps in a school's journey.

Reference:

Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and guidance for a trauma-informed approach (HHS Publication No. SMA 14-4884). Rockville, MD: Author. Retrieved from http://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884

Early Childhood Adaptations
for Ongoing Monitoring

Why should we collect behavioral data in Early Childhood? Just like in K-12 settings, having a system in place to collect and manage data is important to help determine if the universals are solidly in place and to identify settings of concern, difficult times of the day, behaviors of concern and triggers for those behaviors so we know when to re-teach procedures and routines and make changes in the environment. Data will allow us to identify students who need more targeted and intensive supports, and best of all... celebrate things that are going well!

In many EC settings, the majority of behaviors are handled by the classroom teacher so there are very few Office Discipline Referrals (ODRs). If this is the case, the data collection and decision making process will focus more on the classroom - activities, transition times, and the physical environment. Discussions might include:
- What behaviors do we document (what is above and beyond "average" in classrooms)?
- Are there clear definitions on what behaviors are Developmentally Appropriate for each age?
- What environmental conditions do we note (time, location, activity, trigger, etc.)?
- Where do we send the behavioral reports?
- How do we monitor the reports and use them in team decision making?

A Behavior Incident Report (BIR) can be a useful tool to gather information about classroom-managed behavior. Examples of various BIRs can be found at http://pbismissouri.org/early-childhood/. The information gathered from the BIR can be used to know where to focus efforts (re-teaching expectations, rules, procedures, increase recognition of students showing appropriate behaviors); to communicate information about the children's behavior to parents and staff members; to provide information about children who need extra support; and to target areas for PD for the staff to better meet the needs of the children. The BIR data will help teachers plan for how to make changes to the environment, the activity, the materials, or the requirements and instructions to help all of their students be successful.

Finally, every team needs a good system to organize the BIR data into graphic form for easier analysis. A great **FREE** tool is available for this purpose! Check out the Early Childhood Data Collection Tool on the website!

Tier 1	Tier 2	Tier 3
Systems	**Systems**	**Systems**

Tier 1 — Systems

- Facilitate effective SW-PBS team meetings
- Maintain the plan for how and when SWPBS updates will be communicated with all stakeholders (staff, students, families)
- 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 SW-PBS
- Identify and staff training needs
- Make plans to attend Summer Institute (June 11-13)
- Decide if your school will apply for recognition if you are
- Emerging and up, submit by April 15, 2019
- Prepare for and submit
- Reconfirmation paperwork to your Regional Consultant by April 15, 2019

Tier 1 — Data

- Generate and be able to print/email/project Big 5 data for team meeting
- Lead team in DBDM using Big 5 data
- Develop a Solution Plan
- Generate reports from the SAS and implement the DBDM process for action planning
- Generate reports from the TFI and implement the DBDM process for action planning

Tier 1 — Practices

- Develop/revise/implement/teach
  - schoolwide nonclassroom procedures
  - teaching, precorrecting 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
  - activities/processes for student/family engagement

Tier 2 — Systems

- Check to see if your school's
- Reconfirmation packet has been completed and returned DUE APRIL 15
- Conduct regular Tier 2 Team meeting following agenda
- Review Tier 2 Action Plan and complete any necessary items
- Consider applying for recognition with MO SW-PBS
- Identify the team member who will complete the Intervention
- Outcomes information for Tier 2 and send the information to your
- Regional Consultant

Tier 2 — Data

- Make a plan with your Tier 2 and
- Tier 1 Teams to complete the
- Tiered Fidelity Inventory
- Is there a plan to review and share with staff the results of the
- SelfAssessment Survey (SAS)?
- Conduct monthly review of existing school data for student ID
- Follow Decision Making Flow
- Chart for students receiving Tier 2 Interventions

Tier 2 — Practices

- Review your Intervention Essential Features document if you are applying for Silver level recognition, you will need to submit 2 IEF documents for research based interventions
- Follow IEF document and communication Plan for students, parents, and teachers participating in the interventions
- Assess fidelity and social validity of any intervention within 2 weeks of implementing, and again as recorded in your IEF document
- Are students ready to graduate from interventions? Be sure to plan a celebration to recognize their achievement and continue relationships with intervention alumni

Tier 3 — Systems

- Check to see if your school's
- Reconfirmation packet has been completed and returned DUE APRIL 15
- Attend regional trainings
- Conduct regular Tier 3 Core Team meetings
- 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 your consultant for feedback
- Consider applying for recognition with MO SW-PBS
- Identify the team member who will complete the Intervention
- Outcomes information for Tier 3 and send it to your Regional Consultant

Tier 3 — Data

- Make a plan with your Tier 2 and Tier 1 team to complete the Tiered Fidelity Inventory contact your Regional Consultant with questions
- Is there a plan to review and share with staff the results of the
- SelfAssessment Survey (SAS)?
- Ensure regular progress monitoring of students with BIPs

Tier 3 — Practices

- 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
- Will your students with BIPs participate in standardized testing, or will your school experience schedule changes due to testing? Begin thinking about how support can be offered for the student if substantial changes occur for extended periods of time

[Tier 1 Workbook](#)	[Tier 2 Workbook](#)	[Tier 3 Workbook](#)

Missouri
Schoolwide
Positive
Behavior
Support

Jeff Burkett, M.Ed.

Missouri Schoolwide Positive
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https://www.edplus.org/

Jeff is currently engaged in his 40th year as a professional educator. Those 40 years have been filled with wonderful experiences through a variety of roles, which have included work as a fifth-grade teacher, high school varsity basketball coach, elementary school principal, middle school principal and now a SW-PBS consultant. He was recognized by the Illinois Basketball Coaches' Association to serve on the All-State Selection Committee. The Southwest Region of the Illinois Principals' Association honored him with the 2013 Middle School Principal of the Year Award, and then again in 2014 with the Herman Graves Award, their most distinguished accolade.

Jeff always says that he never had to go to work, that his role as an educator was simply a labor of love. Upon retirement from his position as a middle school principal in 2016, he desperately searched for a role where his experiences could benefit schools and students. Jeff's work as a consultant on the MO SW-PBS team allows him to continue his labor of love and to hopefully benefit faculty, administrators and especially students as they provide the framework for schools to create a positive climate and culture.

State Leadership Bios

Deb Childs has worked with PBIS for 10 years as a Tier 2/3 consultant, helping schools develop small group and individual supports for at-risk students. She has over 35 years' experience in education. She has been a classroom teacher, special education coordinator, administrator, and professor before she turned her attention to PBIS.

Deb believes she can make the biggest impact for students by improving the environment of their school. Through her work with PBS, she hopes to change the attitudes of teachers and administrators concerning discipline to an attitude of support and compassion. Deb also hopes to improve the school environment by helping those who interact with students to create an accepting learning community with extra supports for those who struggle. Public schools must become the equalizer of opportunity for ALL students in order to produce successful, contributing adults. We have the power to change the world and make it a better place.

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Shaw Hoon Teo, M.S.

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Shaw Hoon Teo graduated with a Bachelor of Science from the National University of Singapore, Postgraduate Diploma in Education and Departmental Management from the National Institute of Education in Singapore, Benjamin Franklin International Certificate of Education, University of Pennsylvania, PA, and a Masters of Arts in Education from the Maryville University in St Louis. She has worked as a Vice Principal in The Republic of Singapore, Head of Department for Student Development and Programs in the IB Singapore International School in Hong Kong and Assistant Principal/International Baccalaureate Coordinator at the St Louis Language Immersion School. In the course of her career, she had the opportunity for educational diplomacy in Switzerland, Italy, and the Eastern and Western belts of the United States. Shaw is a recipient of the National Day Commendation Medal of the Republic of Singapore for educational leadership.

The school is an ideal place to build strong foundation for a child to live independently and well in a society. Shaw believes a positive thinking mindset and culture makes the world a better place and she is proud to be a member of a team that promotes this.

State Leadership Bios

Lindsay Schmidt comes to Education Plus with ten years of classroom teaching experience in urban St. Louis City and North St. Louis County. She previously taught pre-kindergarten through fourth grade and holds a Master's degree in Special Education, Advanced Certificate in Science Education, and an Elementary Math Specialist COE Award. Prior to coming to Education Plus, she facilitated teacher professional development on a variety of topics. As a previous PBIS Data Chair and Leadership Team member, it became apparent that her passion is helping staff improve student behavior. Lindsay looks forward to continuing her professional learning and collaborating with district and school personnel.

Lindsay is proud to be a part of the MO-PBS team. During her ten years as a classroom teacher, she lived and breathed PBIS and had many opportunities to see the positive impact it made upon students and teachers. Throughout this time, she learned that ALL students can be successful with clear expectations, reinforced behavior, predetermined routines, engagement strategies, and opportunities for choice. One of Lindsay's favorite aspects of PBIS is its inclusive and proactive nature where children are valued and respected. Her passion is to use her applicable classroom experiences to assist administrators and staff with improving overall student success. She is excited to continue collaborating with PBIS teams and to support the implementation of positive behavior systems in buildings, ultimately increasing student academic, social, and emotional achievement.

Lindsay Schmidt, M.Ed.

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Karen Westhoff, M.S.

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Karen Westhoff has been a SW-PBS Consultant in the St. Louis Region since 2008. Karen holds a B.S. in Special Education and a M.S. in Education. Prior to joining the St. Louis RPDC, Karen taught both regular and special education in urban and rural districts. She also held positions as a Pre-School Director, and an At- Risk Coordinator. She developed and implemented an At-Risk Behavior Program that was designed to foster student growth by creating positive environments to promote learning. The goal was to utilize strategies and interventions to meet the individual needs at the secondary and tertiary levels with a strong emphasis on Sensory Integration, Social Skills and Check In/Out. As a School Improvement Consultant she provides expertise on various topics such as SW-PBS, Classroom Management, Student Organizational Skills, Social Skills, Improving School Climate, the De-Escalation Cycle and Sensory Integration.

Karen's mission as a SW-PBS Consultant is to help schools to create nurturing environments that promote growth and challenge our youth. Her hope is to empower independence, self- reliance and confidence in others by being a positive and supportive role model.

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Vineland Elementary School

Vineland Elementary School is a rural, public school serving almost 800 elementary school students in grades K-6th. Vineland has worked hard to implement SW-PBS for six years. The PBIS teams meet regularly to discuss data, ideas, resolutions, and celebrations. The counselors work hard monthly to provide lessons to classrooms as a strategy for success. When needed, students are given opportunities to relax in a chill zone or even take a break in a buddy room. Many of the staff also lend themselves to be a "check in/out" person for students when needed. In addition, all staff members do a great job of providing positive student recognition and celebrating student success through stars and positive praise referrals. Students are also involved in a monthly student leadership team in which they work collaboratively with multi-grade level students and teachers on a specific focus area such as photography, technology, community, building beautification, media, etc.. Lastly, building wide, staff work diligently to recognize students for having high attendance, following noise levels, and for simply being kind to one another. Vineland Elementary is proud of all the hard work everyone has put forth to make their SW-PBS system a huge success!

Ongoing Monitoring is important to the faculty, staff, and administration at Vineland Elementary School. Their teams meet to discuss and analyze data for the solution plan each month. The team also works together to monitor attendance by providing incentives for grade levels, classes, and even individuals. The school's Support and PBIS Teams are used consistently to collaborate with others in the building to help develop a plan for students, as needed. Students also advocate for themselves by using a self-monitoring system, check in/out, individualized behavior plans and charts, scheduled breaks, or by even being a part of a social group. At Vineland, they believe ongoing monitoring as well as preventative strategies are effective and essential for student success!

Vineland Elementary School has worked to use data to drive decision making. In the past six years, student attendance has increased from 94% to 96%; during that same time period, staff absences have decreased by over 100 occurrences.

Student Leadership Teams work hard to complete a task for the day while working with multi-grade level students and staff. Each month students are eager and excited to get together to complete a new task!

The wall in the front door foyer represents the beliefs at Vineland Elementary. Each student and staff completed a puzzle piece which ultimately came together to complete a puzzle.

School Demographics
http://desoto73ves.ss7.sharpschool.com/

Administrator - **2**
Teaching Staff - **63**
Support Staff - **20**

Students Served - **790**
White - **95%**
Black - **3%**
Latinx - **1.25%**
Asian - **.25%**
Multi-racial - **.125%**
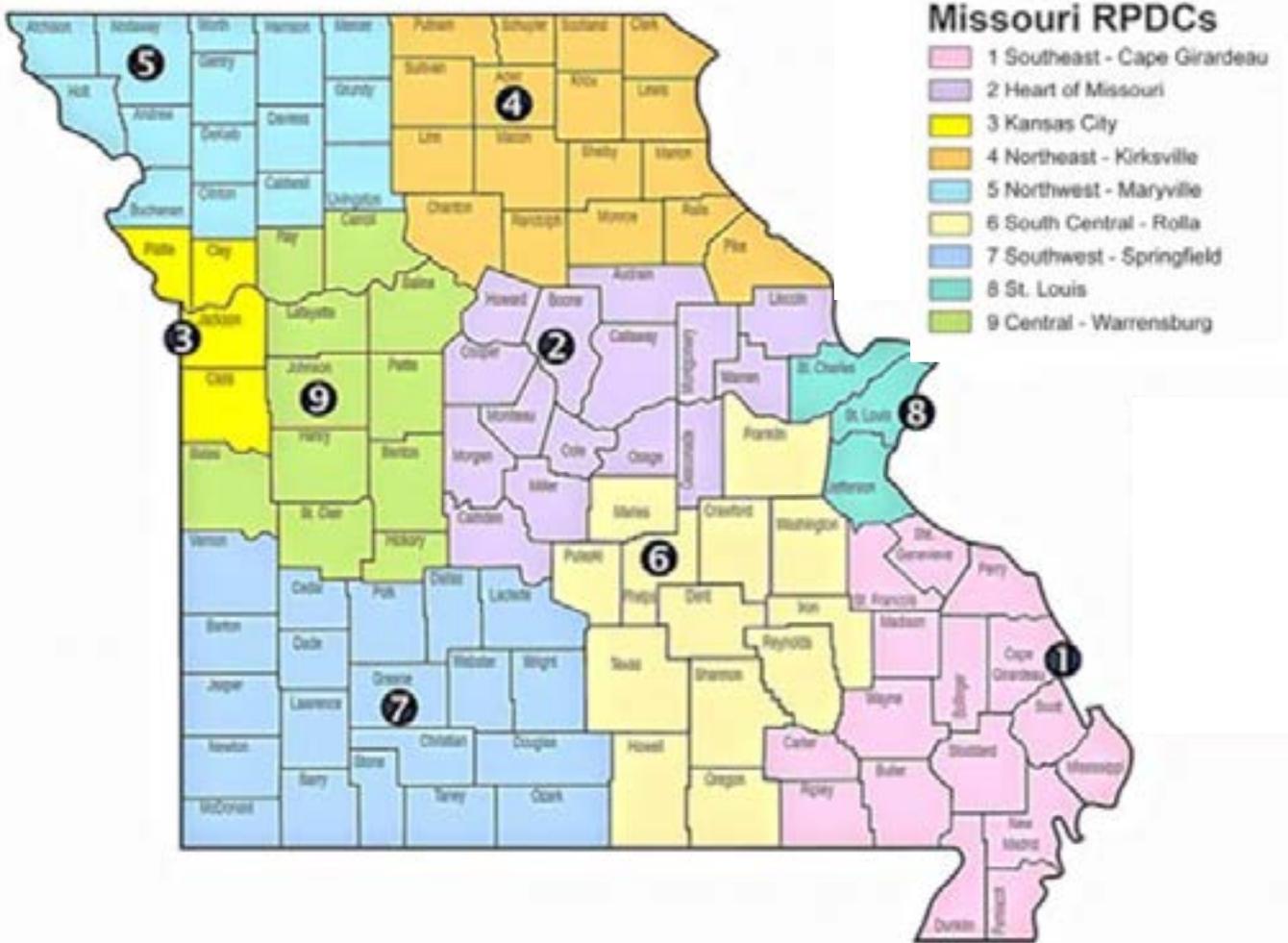
Free/Reduced – **52%**

Student Outcomes
Average Daily Attendance
93%

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

Missouri RPDCs

- 1 Southeast - Cape Girardeau
- 2 Heart of Missouri
- 3 Kansas City
- 4 Northeast - Kirksville
- 5 Northwest - Maryville
- 6 South Central - Rolla
- 7 Southwest - Springfield
- 8 St. Louis
- 9 Central - Warrensburg

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 CENTRALRPDC
rpdc.mst.edu

REGION 7: AGENCY FOR TEACHING, LEADING AND LEARNING
education.missouristate.edu/atll

REGION 8: EDPLUS RPDC
https://www.edplus.org/

REGION 9: CENTRAL RPDC
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