



# POSITIVE FOCUS

## MISSOURI SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT



### WHAT'S NEW AT MO SW-PBS?

To enhance the MO SW-PBS curriculum, we have designed a **SW-PBS HANDBOOK!** This handbook is intended to give readers background content knowledge of MO SW-PBS. It can be accessed on our website, [pbissmissouri.org](http://pbissmissouri.org) or by clicking here...**HANDBOOK**

### PROFESSIONAL DEVELOPMENT

Research has identified **8 Effective Teaching and Learning Practices** that are shown to increase the likelihood of appropriate behavior and decrease problem behavior while increase academic learning time. Learn more about these practices in the [Effective Teaching and Learning Practices](#) page of the website.

We all know that time is one of our most valuable resources. In order to ensure participants' time is being honored, here are **5 Elements of Effective PD:** research-based, consistent & on-going, convenient, relevant, and differentiated. You can read more about this in the [Effective Professional Learning](#) chapter!

How can **COACHING** in the classroom become a standard component when designing and planning for professional development? 95% of participants will be able to demonstrate knowledge, demonstrate new skills in training, and use the new skills in classroom when the training includes demonstration, practice with feedback and coaching!

### IN THE SPOTLIGHT

The **Dr. Mary Miller Richter Award** is presented each year to a school & district that exemplifies the ideals, principles, and practices of positive behavior support. The award recipients demonstrate a firm commitment to improving the lives of students, the educators who teach them, and the community in which the school resides through innovation, creativity, and/or a firm commitment in staying the course despite barriers.

The 2018-2019 district recipient was awarded to **INDEPENDENCE 30 SCHOOL DISTRICT!** Find out how ISD uses data to make decision and allocate resources...[Sharing Our Learning Journey in Establishing a PBIS District Leadership Team.](#)

**REEDS SPRING PRIMARY** received the Dr. Mary Miller Richter School of Distinction Award!

### SUMMER INSTITUTE

The 2019 Summer Institute was a huge success! Over 1,000 educators from all over the globe learned from over 80 sessions designed to help participants scale up the implementation of effective Positive Behavior Supports for all students.

Missouri continues to lead the nation with nearly 100 schools across Missouri who were recognized for their accomplishments through the **REGIONAL RECOGNITION CEREMONIES.**

#### TEAMS...Rooting for Each Other

This year's Summer Institute is going to be bigger and better than ever!! **Save the date**—**June 9-11, 2020**—and join hundreds of educators from around the globe who are ready to make a difference for students and staff!

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback in Training	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

(Joyce & Showers, 2002)





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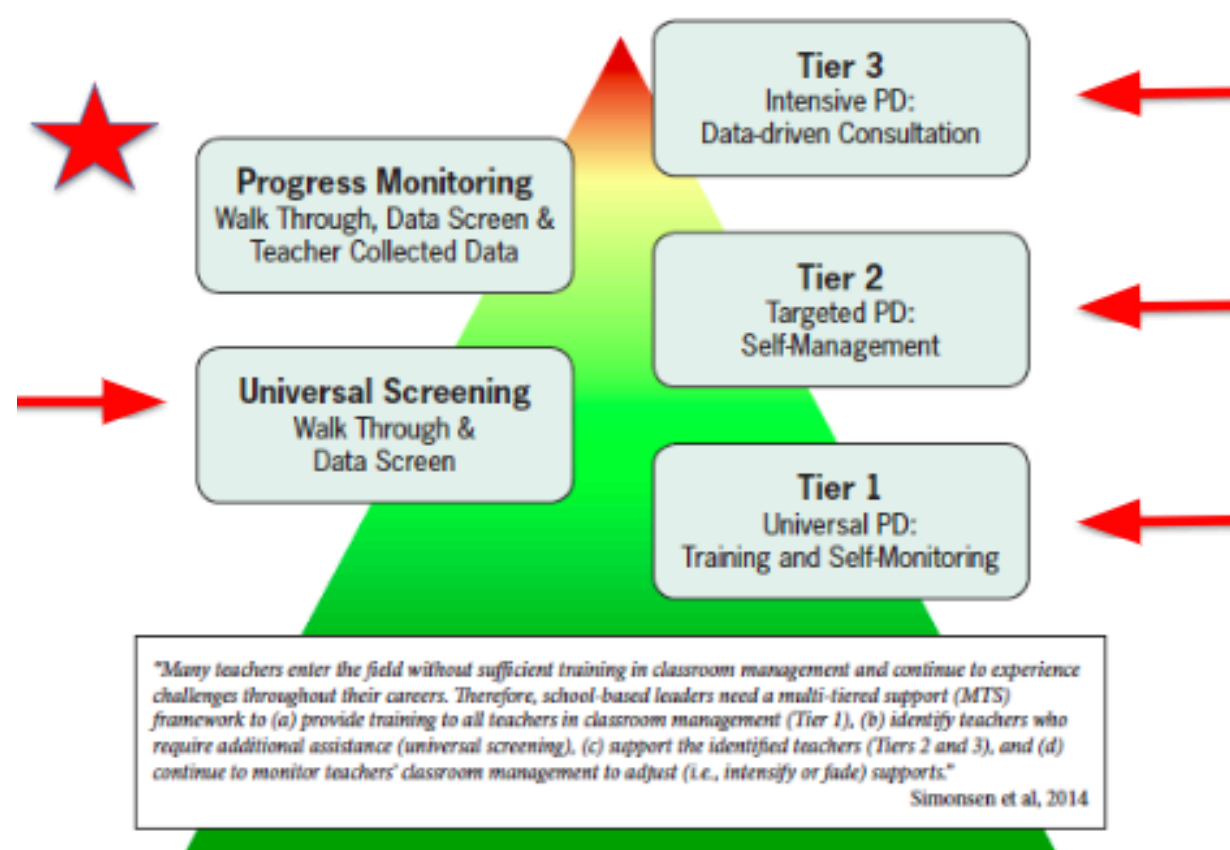
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### COACHING

“Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers’ classroom management to adjust (i.e., intensify or fade) supports.”  
(Simonsen et al, 2014, p. 180).

#### THE ROLE OF THE COACH IN SW-PBS



Adapted from: Simonsen, E., MacIago-Gage, A. S., Brien, D. E., Freeman, J., Myers, D., Scott, T. M., & Sugi, G. (2014). Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers. *Journal Of Positive Behavior Interventions*, 16(3), 179-190.

**DATA-BASED DECISION MAKING** is one of the key elements to effective teaming structures. As a coach of a PBIS Leadership Team, how do you support your team through the 4 steps outlined in the **DBDM/Solution Plan**?

1. **IDENTIFY A PROBLEM**...As we look through our data, what patterns and trends are we noticing?
2. **DETERMINE WHY THE PROBLEM EXISTS**...Thinking about those patterns and trends, what might be some potential reasons for those?
3. Develop a schoolwide “Solution Plan”...What action steps are necessary to support staff, students, and stakeholders with implementing an effective teaching and learning practice that impact our outcomes?
4. **Progress monitor/evaluate the plan**...What data will we commit to reviewing to ensure our action steps were implemented with fidelity?

COACHES...click here for access to the

**COACHES CORNER... TIER 1 TIER 2 TIER 3**

### DATA-BASED DECISIONS

Are you looking for a way to get a pulse for the climate of your building? To help teams determine risk and protective factors within the school, staff can complete the *School Safety Survey*, available at [pbisassessment.org](http://pbisassessment.org)

With the end of the quarter quickly approaching, how does the SW-PBS team analyze the data? Identifying trends in what problem behaviors are occurring, when, where, and by whom can help teams develop an action plan in order to be responsive to the data. The **DBDM/Solution Plan** is an efficient tool guides teams step by step through a data analysis that leads to the selection of evidence based practices that improve student behavior. Click for access to the automated [DBDM/Solution Plan](#)!



Collecting and analyzing data is a critical step in seeing positive outcomes within the building. Be sure to add the **MO SW-PBS Data Collection** dates to your master calendar. [2019-2020 Data Calendar](#)