POSITIVE FOCUS
MISSOURI SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

WHAT'S NEW AT MO SW-PBS?

The **Eight Effective Teaching and Learning Practices** (ETLPs) are evidence-based practices that help schools create *a positive school culture and environment*, *prevent future unexpected behavior*, and *increase academic learning time*. Since we know teacher's use of effective teaching and learning practices is a high predictor of student success, supporting teachers in implementing these practices with **consistency, fidelity, and equity** is critical. As teachers build their skills, gaining competence and confidence in their use, they should also see an increase in student success. The use of a **self-assessment (SA) and practice profile (PP)** is one way to support teachers in consistent implementation of the ETLPs. The self-assessment is a tool that provides the space for personal reflection and goal-setting. The practice profile clarifies a continuum of implementation. The MO SW-PBS Handbook offers a SAPP for each of eight ETLPs. These can be printed out of the handbook and taken by certified staff, non-certified staff, administrators, and/or support personnel. Results from the assessment can be used for personal reflection, personal goal-setting, summary results could be used to drive building / district professional development needs and/or team action planning. The SAPPs can be found starting on page 115 of the MO SW-PBS Handbook.

IMPORTANT DATES

- **January 24, 2020**
  - Quarterly Data Submission
- **January 27, 2020 – March 31, 2020**
  - PBISapps Survey window
- **February 24, 2020**
  - Summer Institute Poster Proposal
  - Summer Institute Film Festival Proposal
- **April 15, 2020**
  - Recognition Application & Supporting Materials
- **June 9-11**
  - Summer Institute, Tan-Tar-A Osage Beach

PROFESSIONAL DEVELOPMENT

Welcome to a new semester! The start of a fresh calendar year provides a natural time to provide both staff and students with **REFRESHER TRAINING**. Re-teaching is providing additional instruction and practice on each of the steps required to correctly exhibit the behavior. As some students struggle to learn the expected social behavior, it is important to provide *additional practice* and *recognition* to them as they make progress toward correctly exhibiting the behavior. Approaching behavior with a **growth mindset** is just as important as valuing growth in academic skills.

- How might classroom teachers reteach expectations with students, both in the classroom and in non-classroom settings, to set students up for a successful semester?
- How can you engage student leaders and/or upper-classmen to take ownership in the reteaching process?

In an elementary building, are there student leaders who would be able to reteach non-classroom setting expectations to students from younger grades? For example, a small group of fifth grade students could explain cafeteria expectations to kindergarten through fourth grade classes. Another group of fifth grade students could be modeling the expected behavior as their peers explain and teach the expectations. If younger students are given the time to practice the expectations, the fifth graders could then provide positive specific feedback to those practicing.

In a secondary setting, could you engage groups of students to use technology to produce videos, PowerPoint presentations, announcements, Flip grid videos, email campaign, or social media posts to reteach expectations with their peers? Additionally, to inform stakeholders, students could teach parents, board members, and community members how to meet school and classroom expectations.

Refer to page 99 in the MOSWPBS Handbook for a "Booster Lesson Plan Template"

Does your building / district have **dedicated professional learning time** for SWPBS implementation? It's never too early to start thinking about and planning for the next school year!

- What action steps can the building and/or district team take to begin planning for and holding space on the **SY20-21 Professional Development calendar** for SWPBS implementation?
- In order to use data to drive decision making, how does the **Data Collection schedule** align with the professional development calendar?
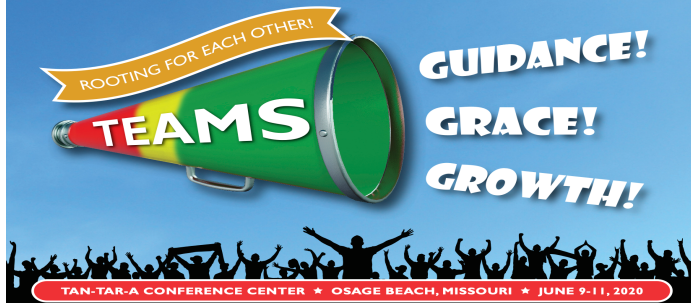
SUMMER INSTITUTE

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! We are pleased to announce our keynote speakers for SI 2020, **DR. BARBARA MITCHELL** and Mr. Tim Miles.

Dr. Barbara Mitchell is an Assistant Research Professor and Co-Director for the MU Center for SW-PBS. Her work focuses on School-wide Positive Behavior Support, Emotional and Behavioral Disorders, and Tier 2 Interventions for behavior.

Mr. Tim Miles is a best-selling author and highly sought after public speaker. Mr. Miles has been helping organizations build and sustain effective teams and positive energy that support their work for 25 years. He is the author of *Good Company: Making It, Keeping It, Being It* and *Brand Your Own Business*. You can read more about Mr. Miles here on his website, timmilesandco.com

We look forward to being inspired by these two outstanding speakers as they talk about being part of a team and offering guidance, grace, and growth!

MISSOURI SW-PBS SUMMER INSTITUTE
ROOTING FOR EACH OTHER!
TEAMS
GUIDANCE! GRACE! GROWTH!
TAN-TAR-A CONFERENCE CENTER ★ OSAGE BEACH, MISSOURI ★ JUNE 9-11, 2020

POSITIVE FOCUS
MISSOURI SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

COACHING

As a Schoolwide Positive Behavior Support Coach, you can maximize your impact utilizing the essential functions of school based implementation coaching (SBIC): 1. develop and maintain coaching relationships; 2. provide effective feedback; 3. develop a strategic and differentiated coaching plan; 4. use solution dialogue; 5. progress monitor implementation of effective educational practices.

With the window of PBIS surveys opening soon on pbisapps.org, **providing feedback to staff** following the administration of these fidelity surveys can help to **increase buy-in** amongst staff, **acknowledge participation** and **reinforce the expectation and urgency** around the surveys.

How might you, as the SW-PBS coach, provide *informal positive feedback* to staff immediately after the completion of the PBIS surveys?

After analyzing the survey data, a proactive step as the SW-PBS coach would be to share specific feedback with staff, both *verbally and in written format*. Starting with positive feedback, focusing on specific examples that indicate **STRENGTHS** of practice help to increase climate and culture within the building. Following the reaffirmation of the positive, collectively identify **AREAS FOR IMPROVEMENT** within the data results for the action planning process.

As you support action planning, how do you use solution dialogue to move your colleagues to become more **REFLECTIVE PRACTITIONERS** and **UNIFIED** in meeting the building's goals?

When using solution dialogue you will want to support suggestions for change in practice by modeling and/or providing examples of the content or practice in use. You will also want to offer opportunities or resources for guided practice and facilitate identifying the next steps.

Lastly, a key piece to ensuring your building's goals are met will be to support your staff in **progress monitoring** the implementation of effective practices.

For more resources and information on School Based Implementation Coaching and solution dialogue, visit http://www.moedu-sail.org/

School-Based Implementation Coaching

Essential Functions

Educators:
1. Develop and maintain coaching relationships.
2. Provide effective feedback.
3. Develop a strategic and differentiated coaching plan.
4. Use solution dialogue.
5. Progress monitor implementation of effective educational practices.

The Research

Adding Peer Coaching Increases Implementation

95%

10% Workshop/Training
13% Workshop/Training & Modeling
16% Workshop/Training, Modeling & Practice
19% Workshop/Training, Modeling, Practice & Feedback
95% Workshop/Training, Modeling, Practice, Feedback & Peer Coaching

(Joyce & Showers, 2002)

COACHES...click here for access to the

COACHES CORNER... TIER 1 TIER 2 TIER 3

DATA-BASED DECISIONS

DATA SYSTEMS
- How might your district and/or school data systems enable **continuous decision making** and feedback for individual schools and summary data for district level decision making?
- Is a data collection schedule included within your district/school data system?
- How might your building / district team utilize an assessment and evaluation schedule to determine the **extent to which teams are implementing** SWPBS?
- How might the data collection system be used to show SWPBS implementation is improving student outcomes?
- To what extent does your team use survey data to **drive the team's action plan**?

MOSW-PBS Data Collection calendar for SY19-20.

SURVEYS
Three common spring assessments for data collection are:
- **SELF ASSESSMENT SURVEY (SAS)**
- **TIERED FIDELITY INVENTORY (TFI)**
- **SCHOOL CLIMATE SURVEY (SCS)**

Click here for an in-depth dive into the who, what, when, where, why, and how for each of these assessments.

NEXT STEPS
- How can the SWPBS team use data to drive decision making for professional development and/or action planning?
- What data does your team hope to impact?
- What data is your team currently collecting?
- Does the data give you the information you need to make decisions?
- What additional data does your team need to collect?

The **DBDM/Solution Plan** is an efficient tool that 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!

January 2020