



# POSITIVE FOCUS

## MISSOURI SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT



### RETURNING TO SCHOOL 2020

The Covid-19 public health crisis has made the return to school for the 2020-2021 school year one for the history books! As we welcome students back in-person, virtually, or a combination of both, Center on PBIS outlines 3 recommendations for returning to school during and after a pandemic.

1. PROVIDE SUPPORT THROUGHOUT THE IMPLEMENTATION CASCADE
2. LEVERAGE EXISTING SYSTEMS
3. BACK TO BASICS, DO WHAT WORKS AND DO IT WELL

Read more here...[RETURNING TO SCHOOL AMIDST COVID-19](#) and access the [complete guide from Center on PBIS](#) here.

### PROFESSIONAL DEVELOPMENT

#### Going Virtual with SW-PBS

The possible implementation of virtual instruction has gone from theory to reality for many Missouri educators during this evolving time of crisis. The unexpected transition to virtual learning has educators asking many questions, including how to best implement Positive Behavior Supports in their digital classroom. Consider the practices that help build a positive atmosphere during in-person learning. The same principles applied in face-to-face learning also apply to virtual learning.

**LEVERAGING TECHNOLOGY** to continue implementation of SW-PBS within virtual classrooms is essential.

- Encourage families to take ownership of the *foundational components* of SW-PBS at home.
- Consider the Eight Effective Classroom Practices and how they can still be applied.
- Have students collaborate to develop a virtual classroom matrix that is aligned to the schoolwide matrix.
- Make virtual procedures routine by providing **specific, consistent feedback**. Consider a virtual positive point system.
- Class Dojo (when used for positive points) can also inform families of student progress.
- Explore methods to provide **STUDENT CHOICE** such as creating incentive or academic Choice Boards.

Building classroom community (and relationships) is perhaps the most influential strategy that teachers can explore, and going virtual means having to develop new ideas and activities. Team building activities should be frequent, engaging, and allow for student interaction.

*Here are a few resources to explore:*

- Virtual Scavenger Hunt
- Selfie Kahoot Graphic Organizer
- Dice Talk
- Community Building
- Community Builders
- Would You Rather

This will be a year of new and exciting opportunities for educators, students, and families as the terms of education switches gears to the virtual classroom. Stay positive, implement best practices, and embrace the opportunity for change and professional growth!

### IN THE SPOTLIGHT

In honor of Mary Richter, Missouri's founding Director of the Schoolwide Positive Behavior Support (SW-PBS) initiative, the **Dr. Mary Miller Richter Awards** are presented each year to honor one school and one district that exemplify 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.

Congratulations to the 2019-2020 district recipients awarded to **FULTON 58 SCHOOL DISTRICT** and **NORTH KANSAS CITY SCHOOLS!!** Find out how ISD uses data to make decision and allocate resources...

**NORTHGATE MIDDLE SCHOOL** received the Dr. Mary Miller Richter School of Distinction Award!

[Click here](#) to read more about the award recipients!

### VIRTUAL PBIS CONFERENCES

Save the dates for two upcoming **NATIONAL VIRTUAL PBIS CONFERENCES!** Going virtual has its advantages...you now have the opportunity to "attend" these critically acclaimed conferences without the time and expenses of traveling.

#### National PBIS Leadership Forum, October 21-23

The Center on PBIS will be hosting the National PBIS Leadership Forum virtually this year. This three-day virtual forum for school, state, district, and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. **DR. GEORGE SUGAI**, Senior Advisor for Center on PBIS, will be delivering an inspiring keynote address titled "*PBIS Framework & Just & Equitable Learning Environments*". Breakout sessions will include topics such as strengthening your framework during and after a crisis, equity, mental health, district leadership, PBIS Implementation across the tiers, and much more!

**Register** by October 16th! Registration fee is \$50 per person.

[Click here](#) for the detailed session information

[Click here](#) to register on-line

Bookmark the [Forum website](#) and follow on [Facebook](#) and [Twitter](#) to stay informed

#### 18th International Conference on Positive Behavior Support, March 17-19

The Association for Positive Behavior Support (APBS) is asking for your feedback as they begin planning for a virtual conference experience that will include live and pre-recorded sessions, ignite sessions, poster session, film festival, and more.





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### STAKEHOLDER ENGAGEMENT

#### Welcoming and Supporting Families as we Transition Back to School

As educators, when we engage in creating positive and proactive systems of support, we need to think about the importance of the alignment and communication of our goals and practices we are using with our families and community agencies. As we welcome back students and their families, a few quick strategies that will be helpful when supporting our staff, students, families, and community agencies are sharing what the new expectations, routines, and procedures will be for all, some, and a few.

#### DISTRICT AND BUILDING LEVEL LEADERSHIP:

- What are the expectations, routines, and procedures that all classrooms will be held accountable for during a time of uncertainty?
  - How will these be communicated across various groups of stakeholders?
- How will you be accessing and providing professional learning experiences that can help your staff and stakeholders to better understand those new expectations, routines, and procedures?
  - How can staff and families work together to teach and respond to expected and unexpected behaviors?
  - Is there a means for providing this professional learning to your families and community members, so that they can align their strategies at home to what is happening throughout schools?
- Who can you partner with to meet your goals of sharing out this information with your staff and stakeholders in a timely manner?

*“To cut down on behavior problems, families and caregivers can mimic school routines with their children and set up times for learning, exercise, and play. It’s helpful if these routines are similar to what students are already familiar with from school.”*

#### Classroom Educators and Support Staff:

- With your building and classroom expectations, routines, and procedures looking differently than they have in the past, how can you partner with families and community agencies to *teach and reinforce* those expected behaviors?
  - Can students and families create short videos of how they are demonstrating those expectations, routines, and procedures at home?
  - Can your community agencies support your expectations, routines, and procedures by posting visuals with similar language?
  - Can your school provide tickets to a local grocery or convenience store to reinforce those expectations, routines, and procedures?
- When working with your families and partner agencies, how will you share your *plan for addressing unexpected behaviors*, so those strategies can be applied in homes and in your local community?

#### Additional Resources:

[Supporting Families with PBIS at Home](#)

[Family and Community Engagement in a Tiered System of Support](#)

### COACHES CORNER

Click on each Tier below for a single-page document with a checklist for data, systems, and practices for August and September.

[TIER 1](#)

[TIER 2](#)

[TIER 3](#)

### DATA-BASED DECISIONS

#### Data-Based Decision Making in the time of COVID-19

The purpose of MO SW-PBS data submission and [School of Excellence Awards](#) have always been to encourage best practice and to ensure schools have the data that they need to make decisions that benefit students. The 2020/2021 school year is shaping up to be one of uncertainty and unprecedented challenges. While SW-PBS Systems, Data, and Practices can help schools meet these challenges, we anticipate school staff will be extremely stressed as they plan how they will address these challenges. We are, therefore, modifying expectations for data submissions of our partner schools.

#### Modified expectations include:

- Submit DMDB / Solution Plan / Big 5 Report four times
- School Climate Survey or School Safety Survey
- Tiered Fidelity Inventory (no walkthrough)
- Student Intervention Outcome Data (Tiers 2 and 3)
- SAS (optional)
- MO SW-PBS Artifacts (submit as needed for feedback)

[Click here](#) for detailed descriptions of the modifications.

We hope that these scaled back data submission expectations will provide you the flexibility and grace to meet the coming challenges, while still encouraging you to implement the best practices that will help you to meet

these challenges head on! For the [2020/2021 DATA SCHEDULE](#), click [here](#).