

Positive Focus

Quarter 2



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SUSTAINING SUPPORTS DURING UNEXPECTED CIRCUMSTANCES

Not a single school or district is unaffected, in some manner, by the current global Covid-19 pandemic. Some districts are providing instruction entirely face-to-face, some are offering instruction in a hybrid fashion, while some are providing all instruction virtually. In every case there are expectations and rules and procedures and routines that have been reviewed, updated and needed and disseminated to all community members. The heavy lifting is ensuring that these updated expectations and rules, as well as procedures and routines are implemented with fidelity,

Schools are telling us that clear and concise communication with all stakeholders in the community, with families in particular, has been a key to a smooth transition back to school. As schools and districts continue into the school year, sustaining the Essential Components of their SW-PBS systems will be critical to keeping all members of the community safe while learning occurs. Doing so creates the predictability that students and adults alike need right now.

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SUMMER INSTITUTE 2021

JUNE 8-9, 2021

Next summer, we are coming to you!! The MO SW-PBS Annual Summer Institute is going VIRTUAL! Save the dates, June 8-9, 2021 and make plans to join hundreds of educators who are ready to make a difference for students and staff! Our annual conference is the state’s premier conference on Schoolwide Positive Behavior Support (SW-PBS) and is consistently attended by educators nationwide. We are working hard to build a program that will offer state and national experts, as well as exemplar schools from all over Missouri. Attendees will advance their knowledge and skills related to SW-PBS systems and practices and take away practical solutions and strategies to further improve outcomes for all students. Be sure to follow us on Facebook and Twitter for more details and announcements.



TWO HEART OF MISSOURI MIDDLE SCHOOLS MAKING A DIFFERENCE FOR THE MIDDLE LEVEL STUDENT

JOHN B. LANGE MIDDLE SCHOOL IN COLUMBIA, MO AND SOUTHERN BOONE MIDDLE SCHOOL IN ASHLAND, MO ARE USING MO SW-PBS PRACTICES TO MEET THE NEEDS OF SECONDARY STUDENTS.

John B. Lange has 640 students in grades 6-8, 55% minority, 65% Free and reduced lunch. Lange Middle has shown a decrease in discipline referrals over the last 3 years with the focus on common SW-PBS language - Safe, Respectful and Responsible.

Southern Boone Middle School has 421 students in grades 6-8, they are 17% free and reduced lunch, and 11% minority. SW-PBS has been very successful for Southern Boone Middle, as they were recognized with Silver Level achievement this summer and continue to work hard for middle level students.

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PROFESSIONAL DEVELOPMENT

SUPPORTING STAFF IN A TIME OF NEED

As the school year progresses, your district may make decisions that cause your staff and students to transition back and forth between in-person, hybrid, and/or virtual classes based on the needs around your community. This can be challenging for not only students, but staff as well. To help make those transitions more smooth, it is important to consider what basic SW-PBS practices can be emphasized to remain consistent, regardless of the learning mode.

1. Identifying Area of Focus

To help identify which teaching and learning practice to prioritize, the team can use data to drive their decisions. Questions to consider when identifying which teaching and learning practice to prioritize:

- What trends can we identify in our office discipline referral data?
- What trends can we identify within our attendance data?
- What trends can we identify in our walkthrough data?
- If your staff completed the Self-Assessment Survey (SAS), what trends do you notice within that data?
- If your team completed the Tiered Fidelity Inventory (TFI), what trends do you notice in this data?
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After analyzing your data and identifying an area for improvement, which effective teaching and learning practice can your staff intensify to help meet the needs of the staff and students?

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MEETING CHALLENGES OF VIRTUAL INSTRUCTION WITH SW-PBS AND DBDM

This year, educators have had to dramatically change the way they teach in order to keep students, staff and families safe during the pandemic. For many educators, this involves providing some or all instruction virtually. While virtual instruction has made it possible to continue instruction even as shelter in place orders have been implemented, it has also brought with it many challenges. Schoolwide Positive Behavior Support (SW-PBS) in general and Data-Based Decision-Making (DBDM) in particular can help schools to effectively address these challenges. What follows are some tips for implementing SW-PBS and engaging in DBDM efficiently and effectively when providing virtual instruction.

First, as you develop and implement your SW-PBS systems and practices, and begin engaging in DBDM, treat the virtual environment the same way you would a physical location in your school. Just as the gym, cafeteria, and classroom each require a unique set of behavioral expectations, so, too, does the virtual classroom. If you have not done so already, consider adding the virtual classroom to your matrix, and identifying behaviors that define your expectations in this setting.

Second, remember: SW-PBS is a framework. The principles of SW-PBS are always the same. The way these principles are implemented will vary with the environment. In addition to clarifying those behaviors that define the expectations in the virtual classroom, consider the following: What are the procedures students need to learn in order to prevent unexpected behaviors?

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STRATEGIES TO INCREASE COLLABORATION BETWEEN SCHOOLS AND FAMILIES

“Family-school collaboration in PBIS includes defining collaboration at Tier I, Tier II, and Tier III” (Garbacz, Rose, Weist, & McIntosh, 2018). A few strategies that the National Center on PBIS offers are to: create clear roles for what family-school collaboration looks like at each tier, be proactive in communicating with families, ensuring the school environment is welcoming and inviting to families, ensuring two-way communication is taking place regularly, and providing various opportunities for families to collaborate on efforts to enhance systems and practices within the school.

Listed below are some simple strategies that you, your building and / or district leadership teams can use during these ever fluid and challenging times when schools are having to deliver content and educational experiences through multiple avenues.

Create Clear Roles for Families:

- How is family-school collaboration clearly defined and shared with families?
 - By involving families in the process of creating this definition, it allows them to have a voice in what their part may look and sound like in supporting the PBIS systems and practices in your school.
 - What are families’ roles for in person learning compared to virtual settings?

Be Proactive In Communicating with Families:

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