

Positive Focus

Quarter 4



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SYSTEMS: ACTION PLANNING FOR THE 21-22 SCHOOL YEAR

What systems do districts and buildings utilize to implement and evaluate Positive Behavior Supports?

Funding / Resource Alignment

How does your district / school allocate funds that support the implementation of Effective Teaching and Learning practices for behavior?

Stakeholder Engagement

What are your district / school's one- and two-way communication structures that allow for stakeholders to provide input and support decision-making?

Policy

What policies impact behavior support and interventions utilized by personnel? How does the leadership team ensure policies align with Effective Teaching and Learning Practices?

Workforce Capacity

How does the leadership team create a differentiated training and coaching plan that is aligned to the eight Effective Teaching and Learning Practices and data-based decision making to support all personnel based on their roles and responsibilities?

Leadership Teaming

How are leadership teams using data to make decisions to increase the alignment of resources and funding that support the implementation of Positive Behavior Supports?

Training

How is your district / school using fidelity and student outcome data to identify and plan for professional development for topics and opportunities related to Effective Teaching and Learning Practices for next school year?

Coaching

How is your district / school using fidelity and student outcome data to identify and plan for coaching supports for topics and opportunities related to the implementation of Effective Teaching and Learning Practices?

Data-Based Decision Making

How might your district / building leadership team use implementation fidelity and student outcome data to action plan for the upcoming school year?

Local Implementation Demonstration

How is your district / school planning for the use of model demonstration sites (schools or classrooms) to create observation and networking opportunities when implementing Effective Teaching and Learning Practices and using data to make decisions?

Coaches Corner

Tier 1

Tier 2

Tier 3

Practices: Back to School Orientation

Summer is a great time to build your Back to School Orientation that outlines how your staff will define, teach, model, and reinforce your district- and school-wide expectations, and systems to reinforce expected behaviors and positively correct unexpected behaviors across personnel based on roles and responsibilities.

What might new staff need to know compared to veteran staff? Go to www.pbissmissouri.org for more resources on effective implementation of PBIS.

Effective Teaching and Learning Practices			
Expectations and Rules	Procedures and Routines	Encouraging Expected Behaviors	Discouraging Unexpected Behaviors
Is the matrix aligned to 3-5 school-wide rules and includes language that is positively stated and consistently used across settings?	What procedures and routines need to be defined, taught, modeled and reinforced across settings during the upcoming year?	How was the system for encouraging expected behaviors used across settings? What changes might make it even better in the coming school year?	How was the system for discouraging unexpected behaviors used across settings? What changes might make it even better in the coming school year?
Active Supervision	Opportunities to Respond	Activity Sequencing and Choice	Adjusting Task Difficulty
How will your team plan for staff to increase the use of moving, scanning and interacting across settings to increase the use of active supervision?	How will your team plan for staff to increase the use of non-verbal and verbal strategies along with wait time strategies to promote expected behaviors across settings?	How will your team plan for staff to increase the use of activity sequencing, task dispersal, behavior momentum, and student choice to increase expected behaviors?	How will your team plan to train staff on the concepts behind equity, input and response modes to increase the use of adjusting task difficulty to better support all students?

SAEGER MIDDLE SCHOOL

STUDENTS AT SAEGER MIDDLE ARE GIVEN A SIGNIFICANT ROLE IN ESTABLISHING A POSITIVE CLIMATE. THE STUDENT SPARTAN SHIELD DEVELOPED AND PRODUCED VIDEOS BASED ON THE MONTHLY BIG 5 BEHAVIOR TREND AND SHARED THEM AT LEAST ONCE MONTHLY TO THE SCHOOL POPULATION. THE INCREASED STUDENT VOICE HAS SIGNIFICANTLY CONTRIBUTED TO THE OVERALL POSITIVE SCHOOL CLIMATE IT HAS MAINTAINED THROUGHOUT THE YEAR!



MO SW-PBS PRACTICES SHOUT-OUTS

SHOUT
outs

MAPLE GROVE ELEMENTARY

THE TEAM AT MAPLE GROVE CREATED A STUDENT LED PBIS TEAM. THE STUDENT TEAM PROVIDES INPUT AND IDEAS ON LESSONS, MATRIX, AND QUARTERLY REWARDS.



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Data: Reflect and Plan

With the 2020-2021 school year coming to a close, how will District and Building Leadership Teams use learnings and applications from this year to plan for the 2021-2022 school year? Some things to consider when action planning are:

Start with fidelity data that your district/buildings are using:

- Self-Assessment Survey (SAS) - personnels' perspective of implementation of effective teaching and learning practices across various settings
- Tiered Fidelity Inventory (TFI) - Building Leadership Team's perspective of teaming structures, implementation of Tier 1, 2, and 3 practices, and use of data to make decisions

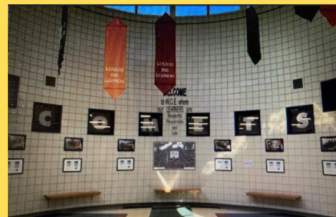
Follow that analysis with student outcome data that your district/buildings are using:

- Attendance
- Office Discipline Referrals
- Minor Incident Reports
- Tier 2/3 intervention outcome data

These data sources can help leadership teams identify gaps in teaming structures, effective teaching and learning practices, and the use of data to make decisions.

WILLIAM CAPPEL ELEMENTARY

TEACHERS ARE GIVEN THE 8 EFFECTIVE CLASSROOM PRACTICES CHECKLIST TO RATE THEMSELVES IN EACH OF THE CATEGORIES. TEACHERS WERE ENCOURAGED TO FOCUS ON 1-2 AREAS IN WHICH THEY CAN GROW OR MAKE IMPROVEMENTS. TEACHERS WERE CHALLENGED TO RE-EXAMINE THEMSELVES EACH QUARTER AND SELECT NEW AREAS OF FOCUS TO CONTINUE SELF-IMPROVEMENT.



MO SW-PBS DATA SHOUT-OUTS

SOUTH ELEMENTARY SCHOOL

DUE TO COVID-19, SOUTH ELEMENTARY MADE SOME CHANGES THIS YEAR. AFTER LOOKING AT THEIR PREVIOUS DATA, THEY SAW A NEED FOR BEHAVIOR ASSISTANCE ON THE BUS. CARES ACT FUNDS ALLOWED THEM TO HIRE A BUS MONITOR FOR EACH BUS. COMPARING MONTH-BY-MONTH, THEIR BUS REFERRALS WENT FROM 102 REFERRALS IN '18-'19 TO ONLY 2 REFERRALS CURRENTLY IN '20-'21. CONSIDERING THEY HAD BUSES HIRING THE ENTIRE SCHOOL YEAR, THESE OUTCOMES ARE TREMENDOUS.

MO SW-PBS DATA SHOUT-OUTS



H. BYRON MASTERSON ELEMENTARY SCHOOL

WITHIN THE PAST TWO YEARS, MASTERSON ELEMENTARY HAS SEEN A 60% DECREASE IN THEIR OFFICE DISCIPLINE REFERRALS DUE TO THEIR COMMITMENT TO SW-PBS IMPLEMENTATION. THEY HAVE BEEN DILIGENT IN RESPONDING TO THEIR DATA MONTHLY, WHICH HAS RESULTED IN A TRULY POSITIVE OUTCOME.

MO SW-PBS DATA SHOUT-OUTS



SHOUT *outs*

SHOUT

outs

BELTON MIDDLE SCHOOL

TO FURTHER AID THEIR VIRTUAL STUDENTS, THE BELTON MIDDLE SCHOOL TEAM PROVIDED PEER MENTORS WHEN THEY REALIZED MANY STUDENTS WERE HAVING DIFFICULTY BEING SUCCESSFUL COMING BACK TO SCHOOL AFTER A FIVE MONTH BREAK. WHEN THEIR VIRTUAL STUDENTS RETURNED, THEY ATTENDED A SOCIAL SKILLS GROUP TO LEARN THE STRATEGIES OF STAYING ON TASK, PRIORITIZING TASKS, AND DETERMINATION TO BE SUCCESSFULLY ACADEMICALLY. THESE UNIQUE FEATURES WERE ADDED TO BELTON MIDDLE SCHOOL'S DAILY SCHEDULE AND PROVIDED SUCCESS FOR MANY STUDENTS. 7TH GRADE STUDENT MATH AVERAGES INCREASED FROM 50% TO 74%. 8TH GRADE STUDENT MATH AVERAGES INCREASED FROM 41% TO 56%.

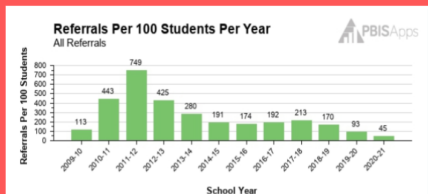


MO SW-PBS OUTCOMES SHOUT-OUTS

MIDWAY ELEMENTARY SCHOOL

THE TEAM AT MIDWAY DEVELOPED THE ULTIMATE UPSTANDER PROGRAM. WHEN A STUDENT DOES SOMETHING UPSTANDING SUCH AS STANDING UP AGAINST BULLYING, HELPING TO MEDIATE A PROBLEM INTO A WIN-WIN, OR SIMPLY DOES THE OPPOSITE OF BEING A BYSTANDER, OTHER STUDENTS CAN RECOGNIZE THEIR BEHAVIOR. STORIES ARE SHARED AT REGULAR ASSEMBLIES.

MO SW-PBS PRACTICES SHOUT-OUTS



CLEARVIEW ELEMENTARY

**CLEARVIEW
ELEMENTARY
PBS**
(Positive Behavior Support)



Do you ROCK?
Respect
Ownership
Commitment
Kindness

THE LEADERSHIP TEAMS THAT WE IMPLEMENTED HAVE BEEN A VERY POSITIVE EXPERIENCE FOR ALL INVOLVED. OUR STUDENTS LOVE WORKING WITH STUDENTS FROM OTHER GRADE LEVELS AND THE STAFF MEMBER THAT WAS THE LEADER OF THEIR TEAM. THEY FELT SUCH A PART OF THE CLEARVIEW FAMILY BECAUSE THEY WERE DOING SOMETHING TO MAKE THEIR SCHOOL A GREAT ENVIRONMENT. THE STAFF ENJOYED WORKING WITH FORMER AND FUTURE STUDENTS AND SEEN THE VALUE OF GIVING THE STUDENTS OWNERSHIP OF THEIR TEAM. THE PARENTS HAD NOTHING BUT POSITIVE COMMENTS TO SAY ABOUT THE LEADERSHIP TEAMS AND WISHED WE COULD PARTICIPATE IN THEM MORE OFTEN. THIS IS ONE OF THE BEST PROGRAMS THAT WE HAVE IMPLEMENTED HERE AT CLEARVIEW.

Clearview
Elementary
PBS Purpose

The purpose of the commitment to PBS at Clearview Elementary is to establish school-wide expectations that encompass Respect, Ownership, Commitment, and Kindness that creates a safe environment which promotes academic excellence.

MO SW-PBS OUTCOMES SHOUT-OUTS

PURDY ELEMENTARY SCHOOL

THE PURDY TEAM DECIDED TO SEPARATE FROM THE SECONDARY MATRIX TO CREATE A MORE DEVELOPMENTALLY APPROPRIATE ELEMENTARY MATRIX INCLUDING VISUAL GRAPHICS AND THEN CREATED A COLORFUL, VERY SPECIFIC VOICE LEVEL CHART ALIGNED TO THE MATRIX

Eagles Always S.O.A.R.
Voice levels

0 - silent	1 - whisper	2 - table talk	3 - class	4 - excited
• independent work • safety drills • when a teacher is talking	• buddy reading • conferencing with a teacher • partner work	• cafeteria (lunch and breakfast) • small group work • 3-4 students together	• presenting to the class • inside recess • inside PE • reading to the class	• outside playground • emergency

MO SW-PBS SYSTEMS SHOUT-OUTS

HELEN M. DAVIS STATE SCHOOL

ONE PRACTICE UTILIZED AT HIGH LEVELS OF FIDELITY INCLUDES TEACHING SCHOOLWIDE, CLASSROOM AND INDIVIDUAL EXPECTATIONS TO ALL STUDENTS. WITH THAT PRACTICE IN MIND, STAFF HAVE DEVELOPED A VARIETY OF ACTIVITY PLANS GEARED TOWARD OUR SCHOOL MATRIX. NEW ACTIVITY PLANS ARE SPECIFIC TO MEET KEY NEEDS OF SKILL REQUISITION SURROUNDING THE CURRENT COVID PANDEMIC SUCH AS "GOING ON A BEAR HUNT WHILE SOCIAL DISTANCING" OR "HEROES WEAR MASKS, ELMO'S SUPER ADVENTURES". THE INITIAL TEACHING AND THEN CONTINUAL RE-TEACHING OF SKILLS OCCURS FREQUENTLY BASED ON THE SIGNIFICANT NEEDS OF STUDENTS.

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PBS visuals at Helen Davis

PBS visual at Helen Davis

MONROE ELEMENTARY SCHOOL

EVERY STAFF MEMBER AT MONROE ELEMENTARY BELONGS TO A SW-PBS COMMITTEE. THIS SYSTEMIC TEAMING STRUCTURE HAS GIVEN EVERYONE A SHARED OWNERSHIP AND A PLATFORM TO BE ACTIVELY INVOLVED IN BUILDING A POSITIVE SCHOOL CLIMATE.

MO SW-PBS SYSTEMS SHOUT-OUTS



Virtual Summer Institute

Meet our Keynote Speakers

Join us virtually during the month of June, as each week we will highlight a different focus area:

June 9-10 Equity,

June 16-17 Data,

June 23-24 School-wide/Classroom, and

June 30-July 1 District-wide implementation

To register: <https://na.eventscloud.com/21si>

EQUITY WEEK

June 9-10, 2021

June 9, 9:00-10:15

KEYNOTE SPEAKER



Ambra L. Green, Ph.D.
Assistant Professor of
Special Education,
University of Texas

Ambra L. Green, Ph.D. is an Assistant Professor of Special Education within the Department of Curriculum and Instruction at The University of Texas at Arlington. Dr. Green is a national scholar with publications and research focused on students of color with and at-risk for disabilities, issues related to inequitable school practices experienced by students of color (i.e., disproportionality in special education and discipline practices), behavior disorders, positive behavioral interventions and supports, discipline policies, and teacher use of evidence-based practices. She is the Primary Investigator on an U.S. Department of Education Office for Special Education Programs (OSEP) personnel preparation grant which provides rigorous training for master's level students in special education and social work to support K-12 students with disabilities and high intensity needs. Dr. Green also has experience working within the U.S. Department of Education Office for Special Education Programs (OSEP) and serves on the OSEP National Technical Assistance Center on PBIS Equity workgroup.

DATA WEEK

June 16-17, 2021

June 16, 9:00-10:15

KEYNOTE SPEAKER



Heather Hatton, Ph.D.
Assistant Research Professor,
University of Missouri
MU Center for School-wide PBS

Heather Hatton, Ph.D. joined the Special Education Department at the University of Missouri as an Assistant Research Professor in 2015. She previously worked at Texas A&M's Center on Disability and Development and has experience teaching in public schools. She conducts research on positive behavior interventions and supports and teacher training. Additionally, she uses meta-analysis to identify evidence-based practices.

SCHOOLWIDE & CLASSROOM WEEK

June 23-24, 2021

June 23, 9:00-10:15

KEYNOTE SPEAKER



Kelsey Morris, Ed.D.
Assistant Teaching Professor,
University of Missouri
MU Center for Schoolwide PBS

Kelsey Morris, Ed.D. is an Assistant Research Professor in the Department of Special Education at the University of Missouri and Co-Director of the MU Center for School-wide Positive Behavior Support (PBS). He is a national scholar with technical assistance, publications, and research focused on positive behavioral interventions and support, classroom management and evidence-based practices, targeted interventions, supporting students with disabilities, data-based decisions, and district-wide implementation of PBIS. Dr. Morris is also a member of the Association for Positive Behavior Support (APBS) Board of Directors and serves as an implementation partner for the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) funded by the U.S. Department of Education and the Offices of Special Education Programs and Elementary and Secondary Education.

DISTRICTWIDE WEEK

June 30-July 1, 2021

June 30, 9:00-10:15

KEYNOTE SPEAKER



Tim Lewis, Ph.D.
Curators' Distinguished Professor of
Special Education, MU
Co-Director, OSEP Center for PBIS
Director, MU Center for Schoolwide PBS

Dr. Tim Lewis has been involved in special education for 35 years. Dr. Lewis has taught students with emotional and behavioral disorders in high school, elementary, and self-contained psychiatric settings. At present, Dr. Lewis is a Curators' Distinguished Professor of Special Education at the University of Missouri. Dr. Lewis is past Co-Editor of the journal *Behavioral Disorders*, Associate Editor of the *Journal of Positive Behavioral Interventions*, and a member of 13 editorial boards. During his 30-year career in higher education Dr. Lewis has served multiple terms as department chair and associate dean for research. Dr. Lewis has been involved with developing school-wide systems of behavioral support for over 25 years. He has worked directly with school teams around the world, secured over \$80 million in grants to support his research and demonstration efforts, and is a frequent contributor to the professional literature examining various aspects of Positive Behavior Support. Dr. Lewis directs the University of Missouri Center for School-wide Positive Behavior Support, is Co-Director of the national OSEP Center for Positive Behavioral Interventions and Supports and former Co-Director of the Center for Adolescent Research in Schools. His specialty areas include social skill instruction, functional assessment, and proactive school-wide discipline systems.

For more information and session details, visit <https://pbissmissouri.org/summer-training-institute/>