

Welcome to  
DISTRICTWIDE WEEK!  
June 30-July 1

MISSOURI SW-PBS  
SUMMER INSTITUTE

VIRTUAL CONFERENCE  
SUMMER 2021



THANK YOU FOR JOINING  
THE KEYNOTE ADDRESS

Keynote Speaker –  
Tim Lewis, Ph.D.

Comprehensive District  
Multi-Tiered System of  
Supports

Begins at 9:00 a.m.

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#MOSWPBS

#SI2021

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Your microphone will  
be muted for this  
session.

Your camera will be  
off for this session.

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# Comprehensive District Multi- Tiered System of Supports

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Tim Lewis, Ph.D.

University of Missouri

[Pbis.org](http://Pbis.org)

[Pbissmissouri.org](http://Pbissmissouri.org)



# This Morning



Quick review of rationale  
and logic of District-wide  
MTSS



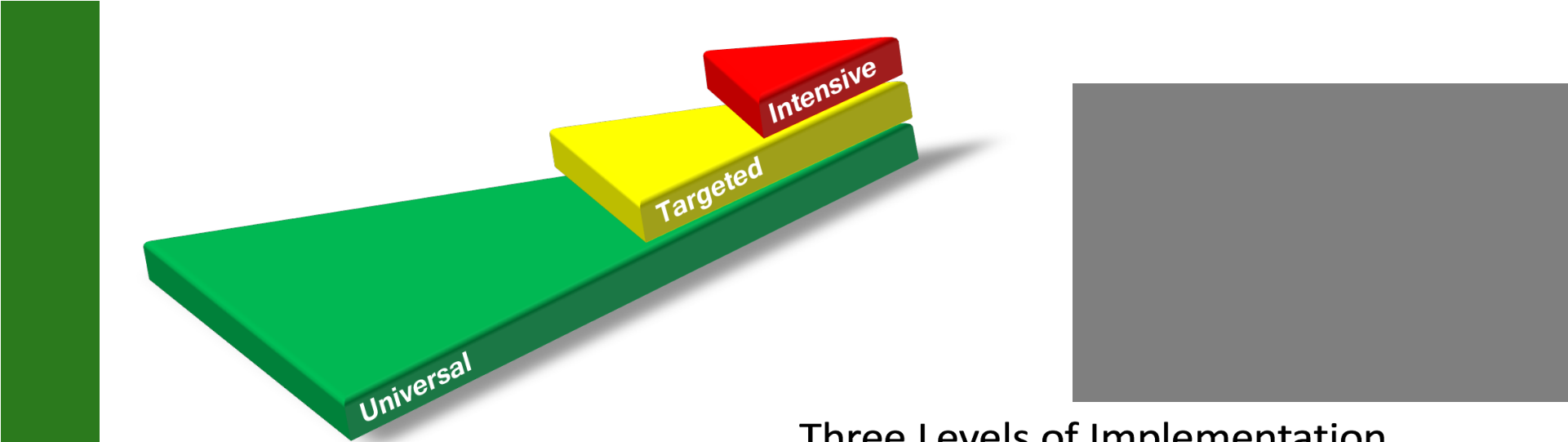
Identifying evidence-based  
practices



System considerations



Starting the “new” school  
year



## Three Levels of Implementation

A Continuum of Support for All

### Academic Systems

- Tier Three**
- Individual Students
  - Assessment-based
  - High Intensity

- Tier Two**
- Some students (at-risk)
  - High efficiency
  - Rapid response

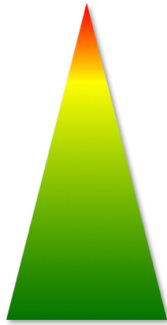
- Tier One**
- All students
  - Preventive, proactive

### Behavioral Systems

- Tier Three**
- Individual Students
  - Assessment-based
  - Intense, durable procedures

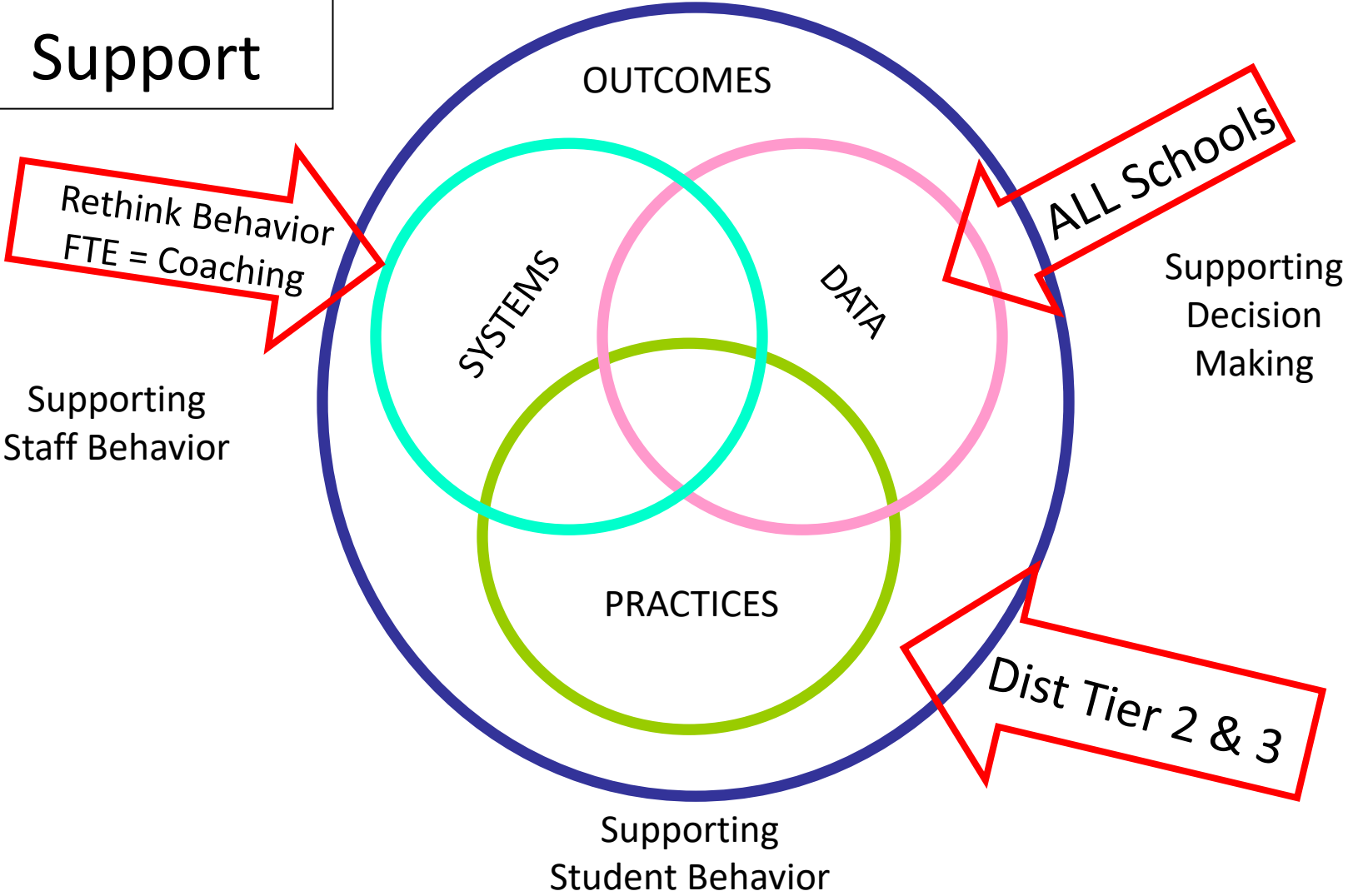
- Tier Two**
- Some students
  - High efficiency
  - Rapid response

- Tier One**
- All settings, all students
  - Preventive, proactive



SW-Positive  
Behavior  
Support

Social Competence &  
Academic Achievement



OUTCOMES

Rethink Behavior  
FTE = Coaching

ALL Schools

SYSTEMS

DATA

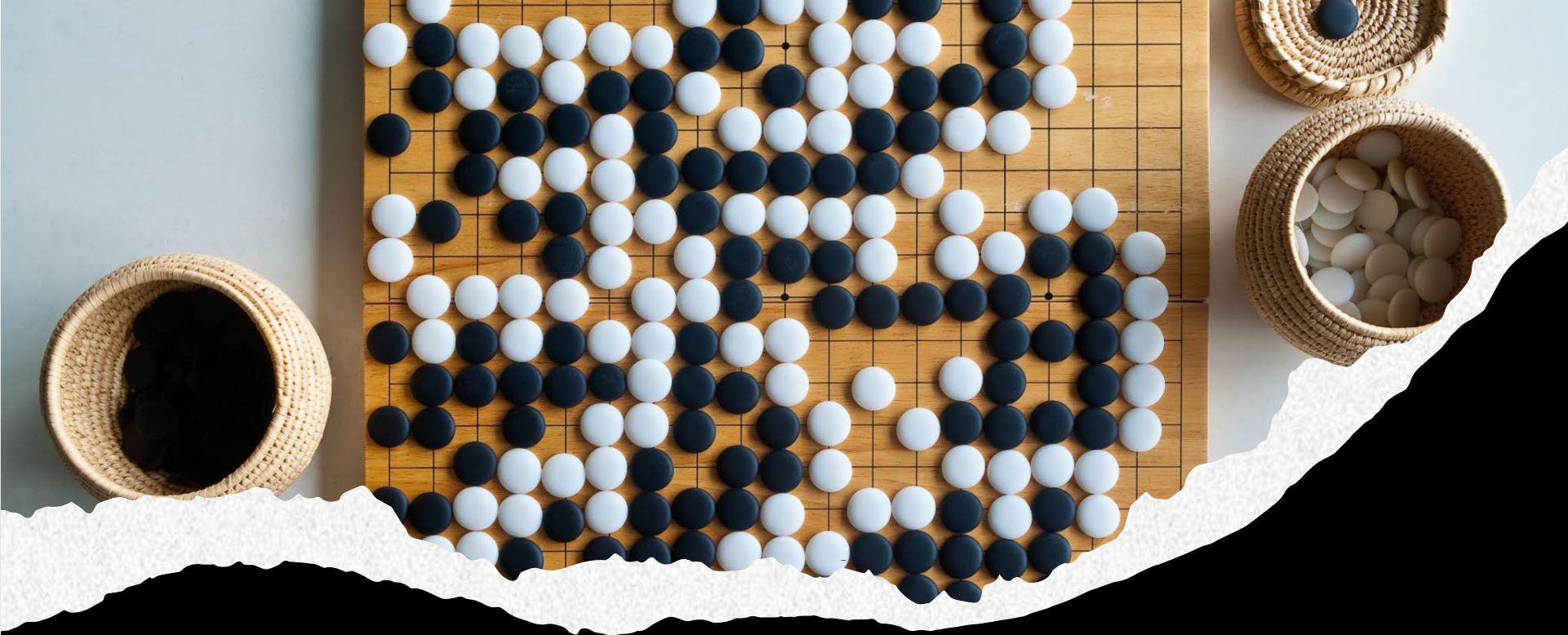
Supporting  
Decision  
Making

Supporting  
Staff Behavior

PRACTICES

Dist Tier 2 & 3

Supporting  
Student Behavior



# District-Wide Logic

# Will Require

- Core academics plus differentiated instruction and accommodations
- Core social, emotional, behavioral skills plus differentiated instruction and environmental/community supports
- **Alignment across all systems, personnel, and community partners**





# Consideration of core factors when aligning initiatives

- Funding requirements
  - Features that must be in place to receive funding
- Mandatory program requirements
  - Features that are mandated for implementation of the program
- Critical features that define practice
  - Features that are critical to fidelity of implementation



## Worksheet for Aligning District Initiatives: Braiding Around Multi-tiered System of Support (MTSS)

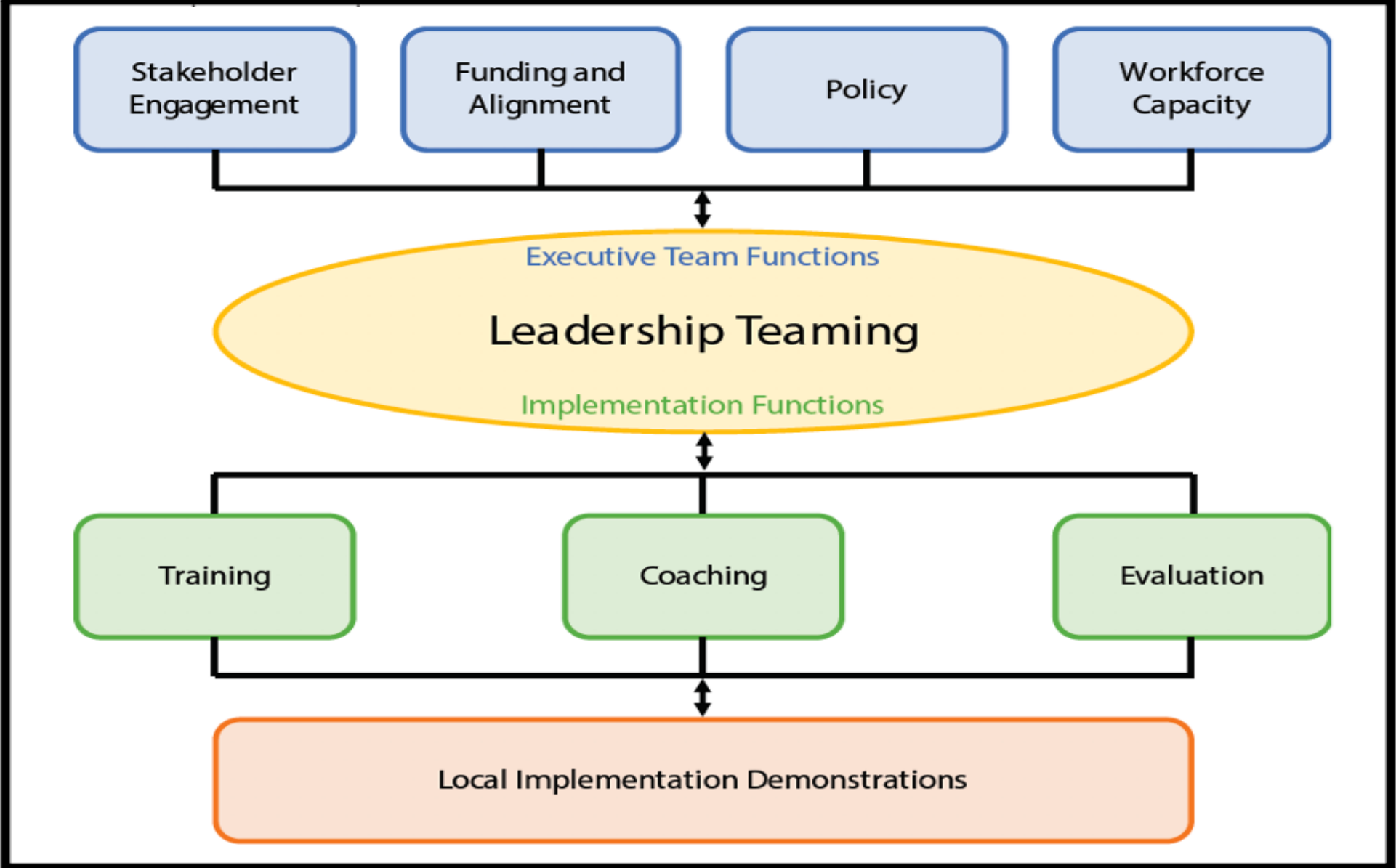
District Initiative	Purpose/Target Group	Expected Outcome	Mandated/ Regulatory Activity?  Yes/No	Level of Understanding & Communication across District  1 = low 5 = high	Financial Commitment  1 = low 5 = high	Relation to District Mission & Strategic Plan  1 = low 5 = high	Level of Success  1 = low 5 = high
MiBLSi	Systemized methodology for increasing student success with reading and behavioral skills	Local schools will better meet the needs of students via increased and intentional targeted support in reading and behavior	No	4	4	5	4
Response to Intervention	Changing the focus of how we intervene with struggling students to an early, targeted, explicit methodology vs. identification as Sp Ed at a later age	Many students will not become identified as sped and will increase their achievement due to early targeted intervention	No	4	4	5	2
School Improvement	Define goals for the ESD related to the students within the schools	The ESD staff will implement procedures that increase achievement of students within local districts	Yes	3	2	4	2
Positive Behavior Support	State enacted policy approach to managing student behavior	Students with behavioral difficulties will learn strategies, procedures etc to increase skills related to appropriate behavior. Adults will respond to student behavior in a proactive manner vs. reactive	Yes?	3	2	4	3
Universal Screening/ Progress Monitoring (DIBELS/Aims)	Data driven screening for reading	Improve reading skills	No	4	3	5	3
Literacy Best Practice	Teacher PD, K-8 all students	Improve reading skills	No	3	3	5	3
Great Lakes Fisheries Grant	???	???	No	?	?	?	?



# District-Wide Basic Logic

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- All schools receive training & support to implement essential Universal behavior support practices and systems
- District develops (and revises based on need) a standard Tier 2 and 3 system
- A percentage of current behavioral expertise will move from traditional case by case, to supporting school team Tier 2 and 3 systems



# Identifying Practices

A decorative white torn paper edge runs horizontally across the bottom of the slide, with irregular, jagged edges that give it a hand-torn appearance. The rest of the slide is a solid black background.

# Identifying EBPs

(Torres, Farley, & Cook, 2012)

## Determine

- Determine student environmental and instructor characteristics
  - Student age
  - Classroom set up

## Search

- Search for available EBP from reliable sources
  - Peer reviewed
  - Trusted agencies and organizations
  - IES What Works Clearinghouse

## Select

- Select an EBP
  - Match to student and classroom

# Reducing Behavior Problems in the Elementary School Classroom



**NCEE 2008-012**  
**U.S. DEPARTMENT OF EDUCATION**

# Implementing EBP

## 1. Identify essential components of the selected EBP

- Task analyze
- Fidelity checks

## 2. Implement within District-wide Process

- Training & Technical assistance for implementers
- “Pilot” within a targeted class, grade level, school



# Implementing EBP

3. Monitor implementation fidelity




4. Progress monitor student outcomes

5. Adapt the practice if necessary  
when desired outcomes not observed

6. Make instructional decisions based  
on data

7. Become a leader & advocate /  
Embed in District-wide Process

# Follow the Stages of Implementation

Focus	Stage	Description
 <p>Should we do it!</p>	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
 <p>Work to do it right!</p>	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
 <p>Work to do it better!</p>	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

# A Big Short-Term Investment....

- American Rescue Plan; Education Emergency Relief (2021)
  - \$122 Billion
  - State plans due June 7
- The Coronavirus Aid, Relief, and Economic Security Act: Elementary and Secondary School Emergency Relief Fund (2020)
  - \$13.2 Billion
- $\$135,200,000,000 / 130,930 \text{ U.S. schools} = \$1,032,612$  per school

<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>



## Leveraging Short Term Funding to Build Long Term Capacity

The recent passage of the *American Rescue Plan Act of 2021* (H.R. 1319), specifically the [Education Stabilization Fund](#), along with prior related pandemic federal funding including the *Elementary and Secondary Emergency Relief Act of 2020* under the *Coronavirus Aid, Relief, and Economic Security Act* (CARES Act; PL 116-136) present educators an unprecedented opportunity to promote the social, emotional, and behavioral (SEB) well-being of students in response to the well documented impact of recent global health pandemic. Unfortunately, like all relief funding acts, there is a finite amount of additional funding and time provisions in which it must be spent. We strongly advise SEA and LEA leadership teams to carefully and strategically link funding targets to their current multi-tiered system support (MTSS) action plan, or to create a comprehensive multi-year plan that focuses both on key academic and SEB student outcomes through a continuum of supports (see [Why Prioritize Behavior Support](#)). For those SEA and LEAs with active positive behavioral interventions and supports (PBIS) or other social, emotional, and behavioral initiatives in place, the problem-solving framework can be applied to determine how best to use the funds. For those SEA and LEAs without a PBIS or MTSS leadership te

- <https://www.pbis.org/resource/leveraging-short-term-funding-to-build-long-term-capacity>

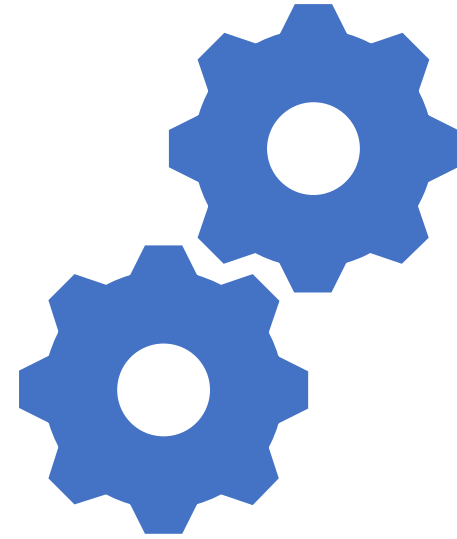
# Recommendations



1. Keep long-term student and staff outcomes in mind with all fiscal decisions.
2. When making short-term decision to meet immediate need include plans to embed into on-going systems of support.
3. Create an evaluation plan with clear measurable outcomes and a timeline to sample impact to ensure the investment is leading to your targeted student and staff outcomes.
4. Be good consumers.

# District System

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# Steps

## Review district data

- Self-Assessment
- Fidelity
- Student outcomes

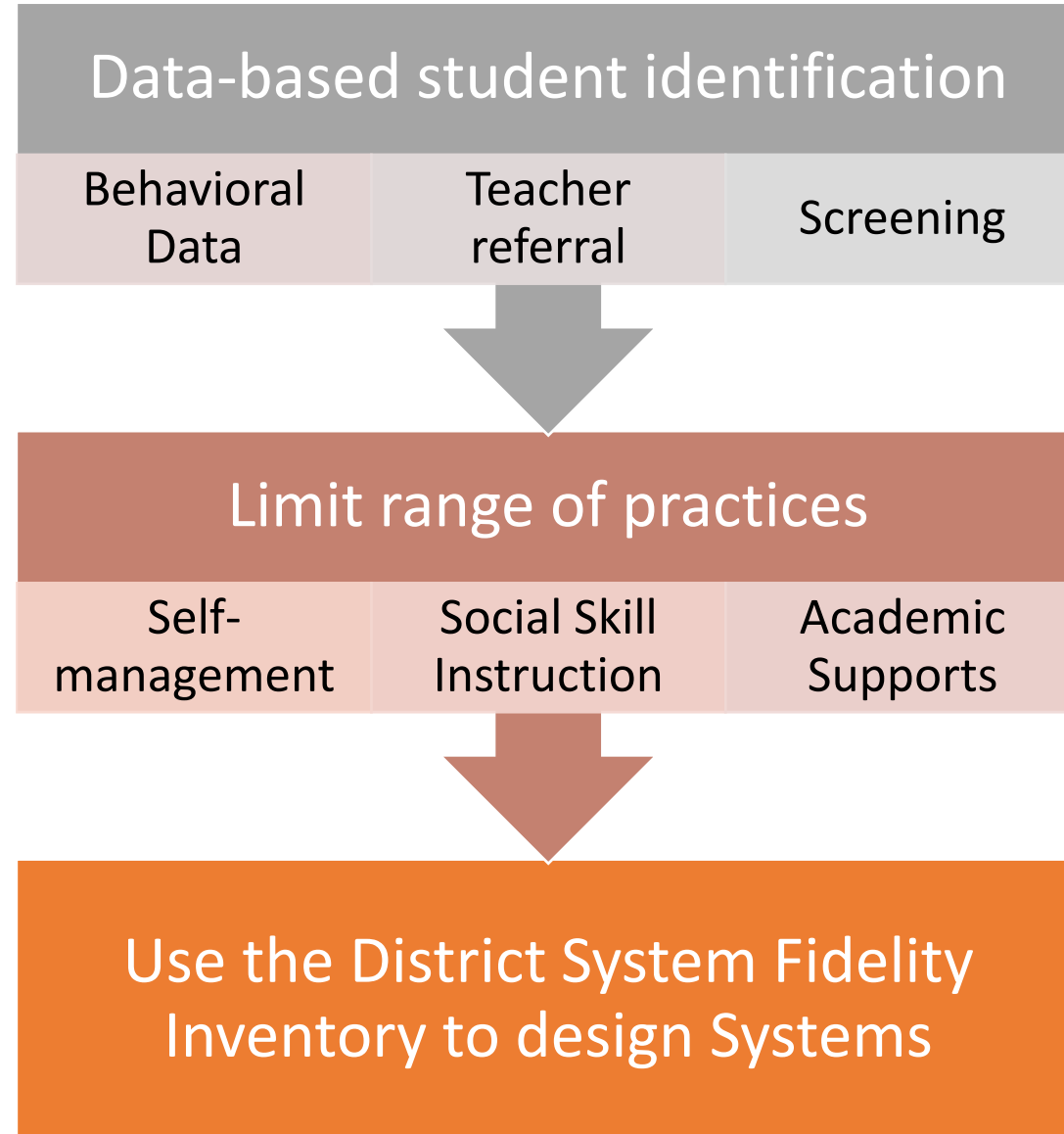
## Designate a “build team”

- Identify readiness criteria
- Outline steps in the Tier 2/3 process
  - Data Decision rules
  - Systems / Fidelity Checks
- Identify practices
  - Limited number (elem/sec)

## PD for school teams

## PD for “coaches”

District/Region  
Tier 2 & 3  
System







[pbis.org](http://pbis.org)  
"Tools"

**Positive Behavioral Interventions and  
Supports  
Implementation Blueprint:  
PBIS District Systems Fidelity Inventory  
(DSFI)**

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 0.2 2020 September 28



# Starting the “New” School Year

Last Years Data?

Supporting Teachers

Technical Assistance – Performance Feedback

On-going Social Issues



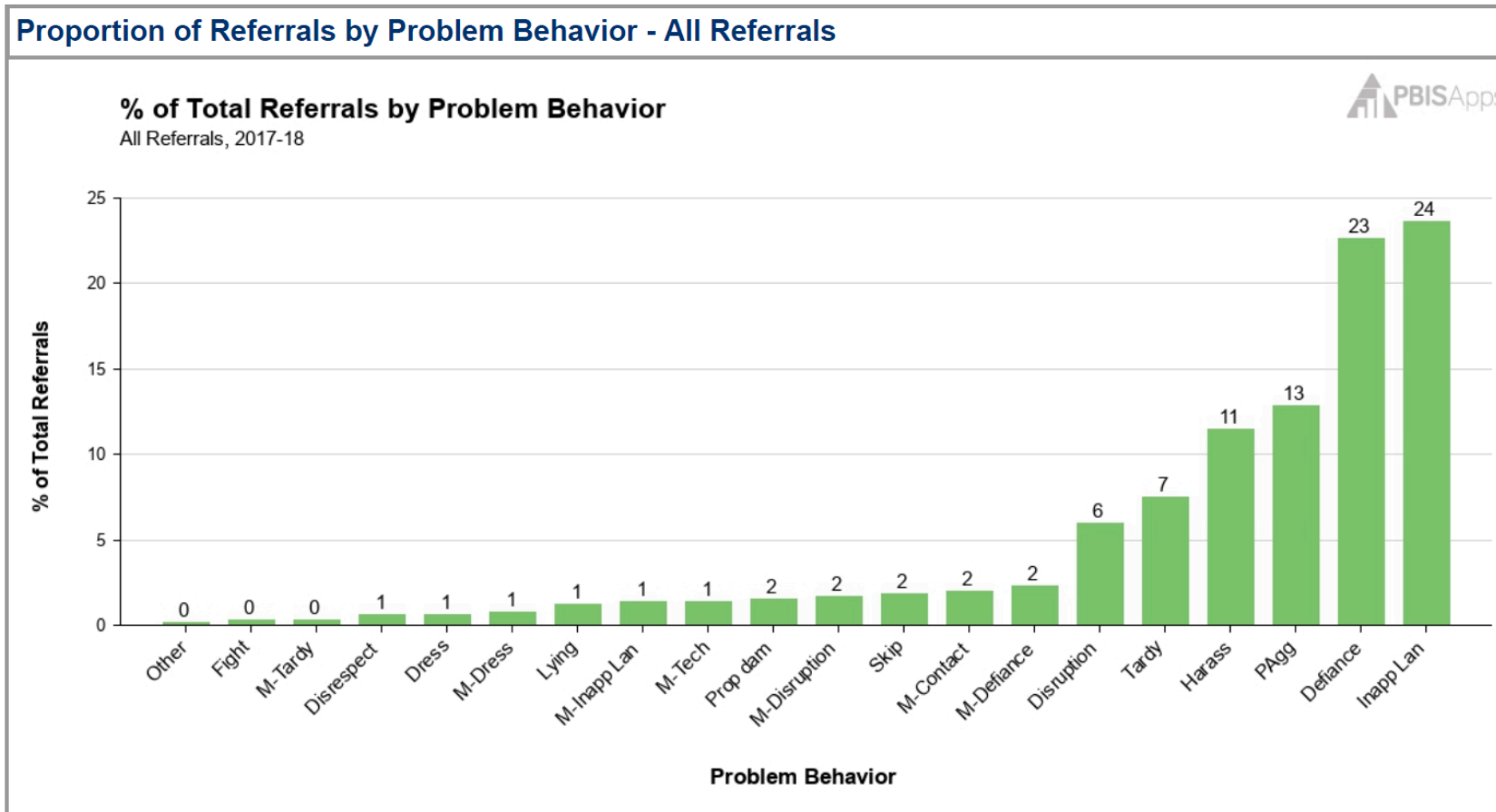
Data

# TFI & SAS Comparison To Target Professional Development and Coaching

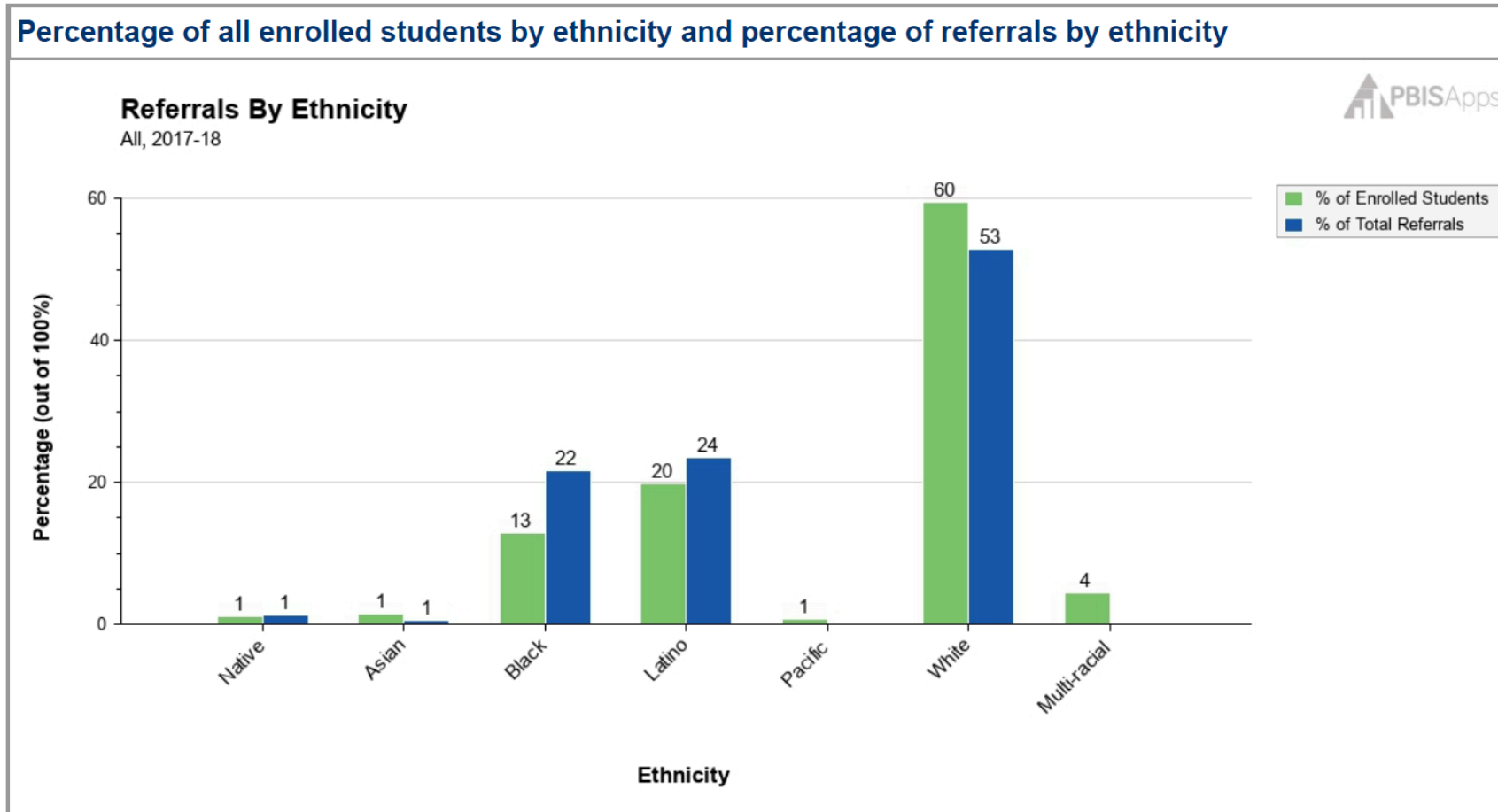
District Level TFI & SAS Data – At a Glance  
2017-2018

TFI Total & Scale Scores					SAS System Scores			
	TFI Total	Tier 1	Tier 2	Tier 3	School-wide	Non-classroom	Classroom	Individual
	70%	93%	65%	53%	89%	90%	85%	77%
	66%	80%	69%	50%	55%	51%	61%	46%
	79%	73%	85%	79%	38%	32%	40%	31%
	74%	73%	73%	76%	58%	46%	60%	53%
	53%	90%	50%	24%	57%	58%	54%	44%
	66%	97%	69%	35%	73%	75%	71%	65%
	71%	90%	65%	59%	66%	62%	63%	60%
	72%	83%	62%	71%	62%	62%	61%	61%
	32%	77%	12%	9%	58%	54%	44%	50%
	60%	87%	42%	50%	55%	63%	58%	37%
	47%	57%	38%	44%	63%	47%	58%	48%
	56%	43%	65%	59%	56%	52%	65%	60%
	29%	40%	38%	12%	65%	57%	78%	60%
	72%	87%	69%	62%	76%	76%	83%	85%
	51%	60%	58%	38%	56%	47%	60%	78%
	99%	97%	100%	100%	86%	87%	85%	72%
	79%	97%	69%	71%	78%	87%	70%	75%
	70%	93%	69%	50%	64%	69%	52%	49%
	46%	60%	35%	41%	61%	64%	57%	45%
	80%	100%	69%	71%	86%	89%	89%	78%
	70%	100%	69%	44%	78%	83%	75%	52%
	67%	67%	65%	68%	84%	80%	90%	84%
	43%	50%	46%	35%	54%	57%	58%	55%
	48%	63%	38%	41%	58%	54%	62%	45%
	38%	40%	46%	29%	56%	58%	63%	44%
	57%	67%	50%	53%	59%	58%	58%	44%
	74%	100%	58%	65%	86%	80%	66%	81%
	69%	90%	69%	50%	73%	61%	72%	65%
	59%	70%	46%	59%	60%	57%	61%	56%
	48%	57%	54%	35%	66%	75%	73%	51%
	77%	97%	73%	62%	89%	95%	88%	87%
	57%	53%	54%	62%	59%	59%	54%	55%
	97%	97%	96%	97%	96%	93%	97%	97%
	59%	100%	54%	26%	81%	72%	81%	79%
	58%	47%	58%	68%	68%	63%	62%	50%

# Year End Report – Problem Behavior



# Year End Report – Ethnicity



# Data Recommendations

- Use what you have
- Put a big asterisk by last years fidelity data
- Be prepared for a return to pre-pandemic levels of disciplinary infractions
- Pay close attention to risk related data across last year and first quarter of 2021
  - Attendance
  - Achievement
  - Mental Health

# Support Classroom Teachers





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# The Impact of “Ineffective” Instruction

(Sanders & Rivers, 1996)

- Defined “effective” classrooms based on the academic gains of students.
- Compared various sequences of student assignment to classrooms ranging from three consecutive “ineffective” to three consecutive “effective.”
- *Differences in student achievement of 50 percentile points were observed as a result of ineffective classroom sequence after only three years.*

# System of Support for Teachers

Clear Expectations for Instruction & Management	Brief Professional Learning Sessions	Structured Observations	Regular Performance Feedback
---	--------------------------------------	-------------------------	------------------------------

# Resources - pbissmissouri.org

Behavior Support Framework | moswpbs@missouri.edu

Twitter Facebook

MO SW-PBS  
Missouri School-Wide Positive Behavior Support

Home About Tier 1 Tier 2 Tier 3 Topics SI Profile


- Tier 1 Overview
- Tier 1 Readiness
- Tier 1 Effective Classroom Practices
- Tier 1 Courses
- Tier 1 Workbook & Resources
- Tier 1 Data Tools

**Improving outcomes for all students.**

**Positive, proactive, preventative behavior supports.**

**New to MO SW-PBS?**

[missouri.org/tier-1-overview/](https://missouri.org/tier-1-overview/)



# Supporting and Responding to Behavior



Evidence-Based Classroom Strategies  
for Teachers

[PBIS.org](https://pbis.org)

highleveragepractices  
.org

# HIGH-LEVERAGE PRACTICES



# IN SPECIAL EDUCATION

## Accommodation vs. Modification

- Changes to how academic content is presented or assessed
- Accommodations do not change what the student is expected to master
- Modifications change what the student is expected to master



## Rethinking Technical Assistance

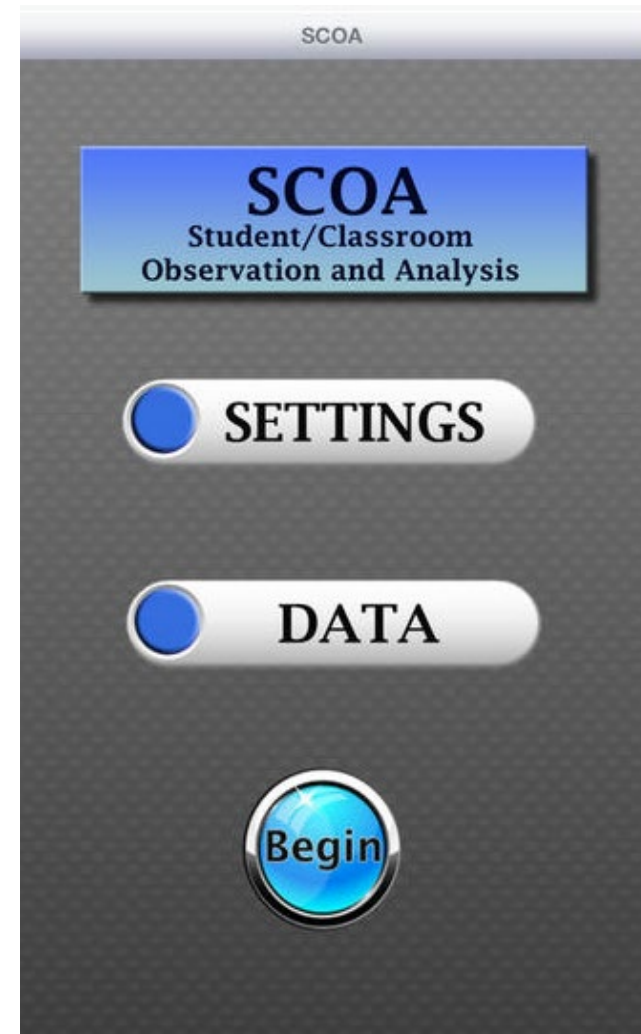
Moving from a case by case expert model to building “expertise” in the school

Primary focus of TA is on teaching the school team to solve problems or address challenges for themselves

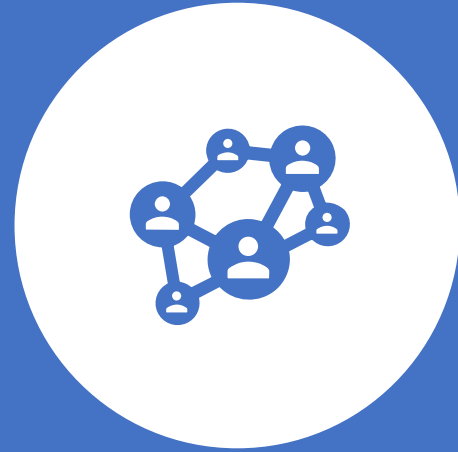
High rates of performance-feedback technical assistance following professional development

# PD/TA Logic

- Teach
  - Brief in-service
  - Use of virtual modules
  - Review sections from workbooks or district tier 2/3 handbook
- Practice w/performance feedback
  - Peer coaching
  - Administrators / content coaches







# On-going Social Issues

“In 46 weeks this year, there  
have been 45 school shootings”

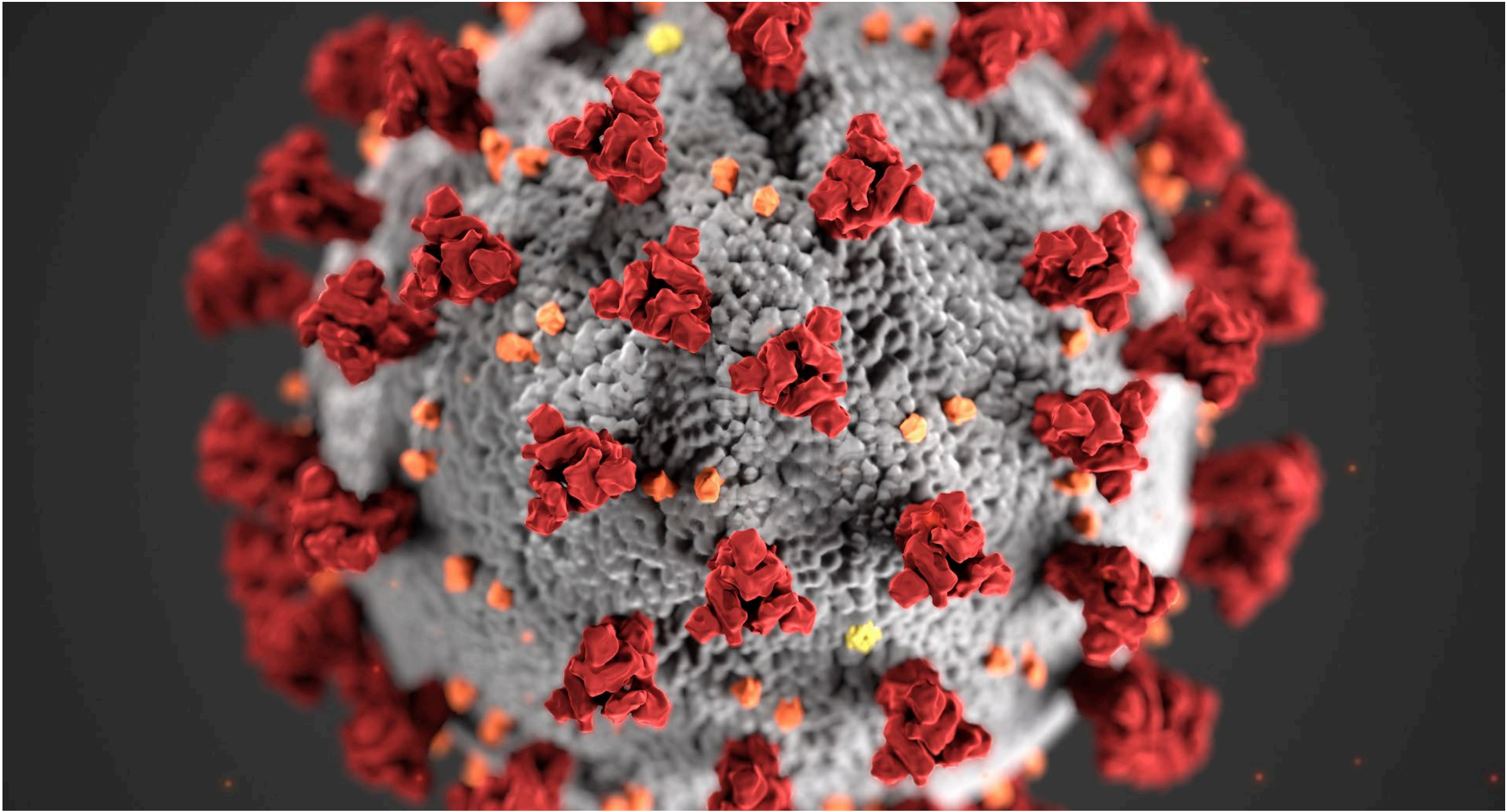
CNN

November 19, 2019



**2020 was the deadliest gun  
violence year in decades. So far,  
2021 is worse.**

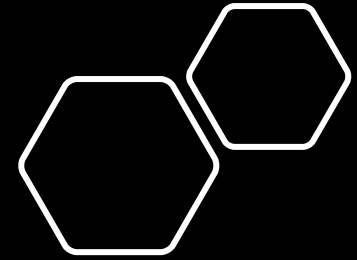
- Washington Post, June 14, 2021







## ROUTINES AND PROCEDURES















Be Respectful

Be Responsible

If I could  
only teach  
one social  
skill....

Empathy

*“The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.”*

Be Kind

Be Caring





It is time to have  
honest difficult  
conversations...

*In which most of us listen*

# A Commitment to Racial Equity from the Center on PBIS

June 1, 2020

School behavior support systems can serve to perpetuate oppression or be a force for dismantling systemic racism and promoting equity. At the Center on PBIS, we are committed to improving outcomes for each student, and given centuries of oppression, violence, and segregation, we must increase our commitment to improving outcomes for each Black student. To dismantle systemic racism, we must:

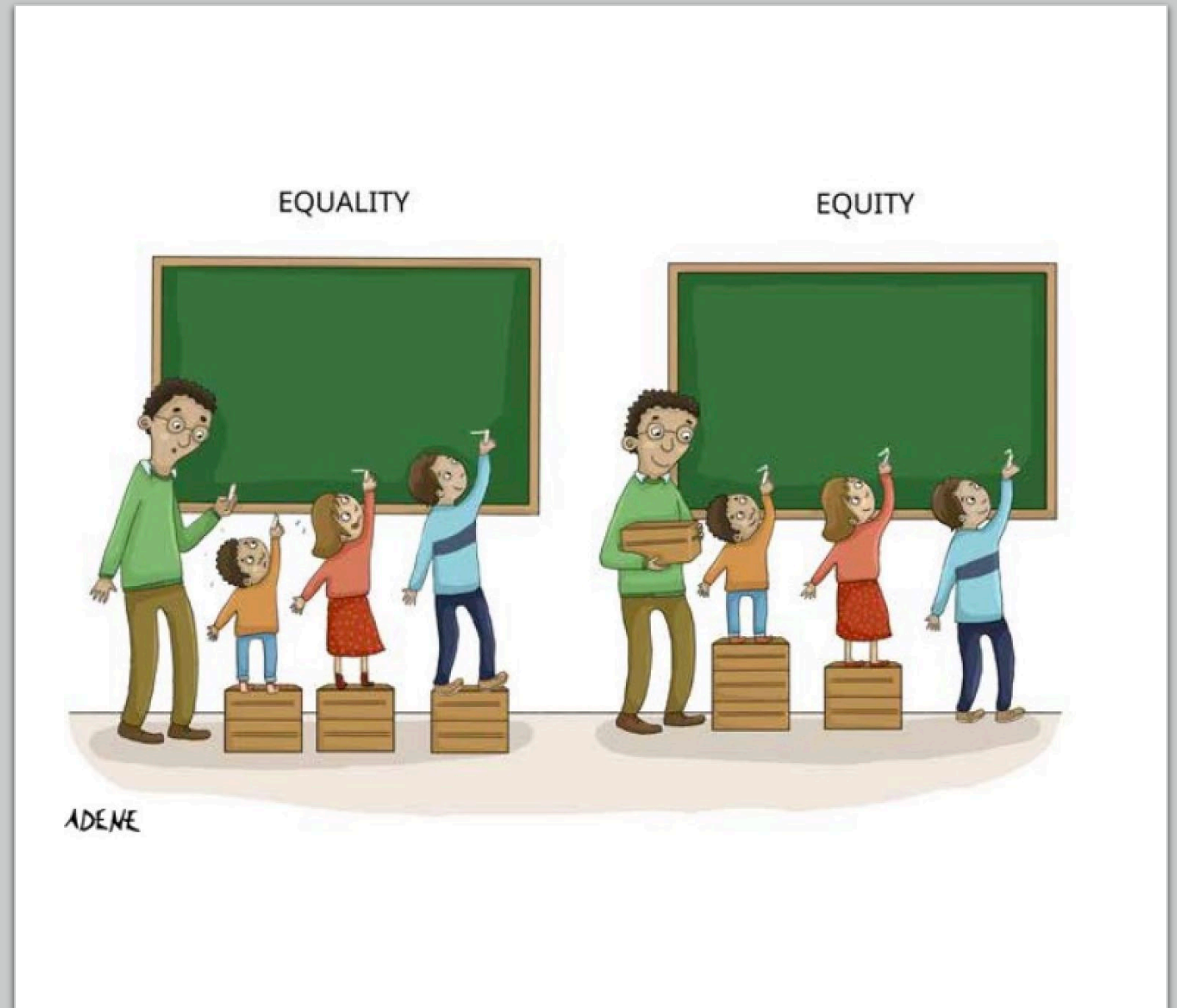
- Increase the [voice](#) of students and families in their educational systems
- Use [strategies](#) to make every student feel safe and welcome
- [Examine](#) school-wide expectations and teaching matrices for hidden biases and to increase cultural responsiveness
- Disaggregate [data](#) to assess and address disproportionality in exclusionary discipline
- Use [engaging instruction](#) that builds on students' prior knowledge
- Support educators in replacing exclusionary responses to problem behavior with [instructional responses](#)
- Revise punitive [policies](#) that disproportionately harm students who are Black, Indigenous, and people of color
- Identify our own [biases](#) about student behavior and replace deficit thinking with a strengths-based approach

The Center on PBIS is committed to partnering with the Black community and providing resources to help educators make Black lives matter.



# Essential

- Disaggregate data across groups of students
  - Race/ethnicity
  - Disability
  - Gender
  - Sexual orientation
- Embed strategies across the continuum to create equitable environments
  - Fair = all are given the supports they need to succeed



# PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Levenson<sup>1</sup>, Kent Smith<sup>1</sup>, Kent McIntosh<sup>2</sup>, Jennifer Rose<sup>3</sup>, Sarah Pinkelman<sup>4</sup>

1: Wisconsin RTI Center; 2. University of Oregon; 3. Loyola University of Chicago; 4. Utah State University

## Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

Kent McIntosh, Cody Gion, & Eoin Bastable  
University of Oregon

## Key Elements of Policies to Address Discipline Disproportionality: A Guide for District and School Teams

Ambra Green, Rhonda Nese, Kent McIntosh, Vicki Nishioka, Bert Eliason, & Alondra Canizal Delabra



On a personal  
note

- Shared common history of racial inequity across the western world
- We are a young country with an opportunity to chart a new future



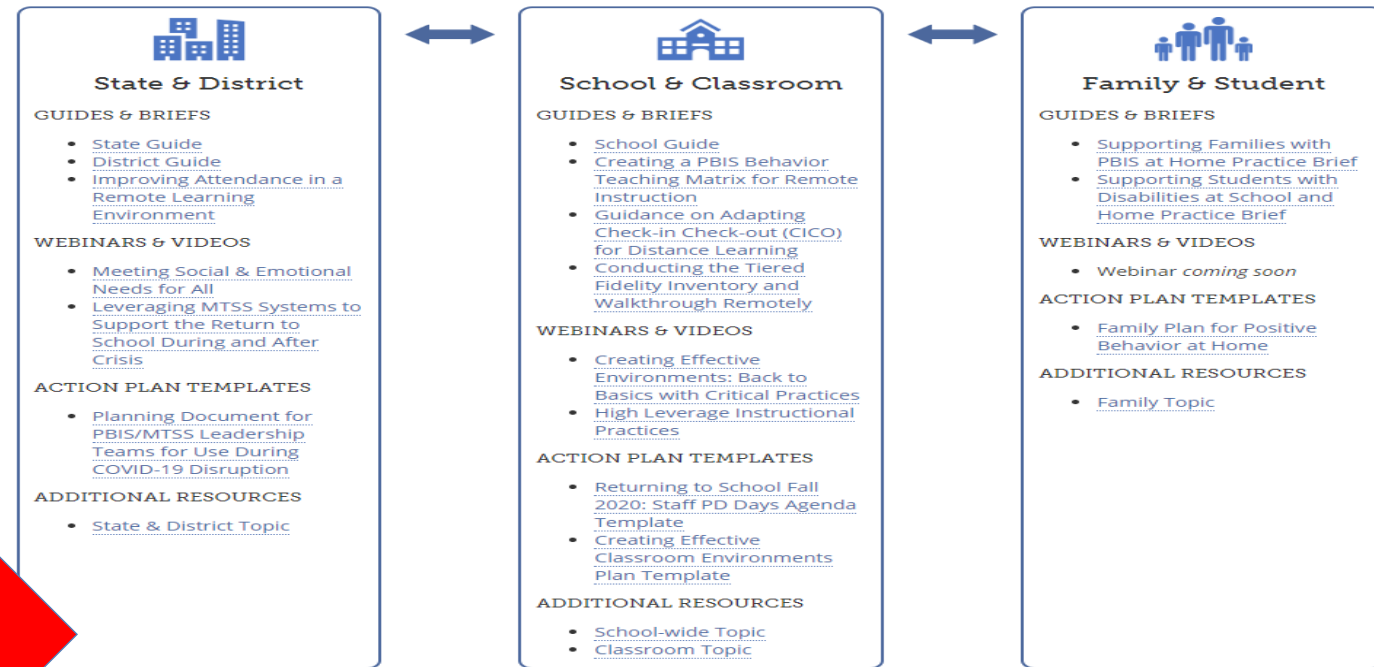
Other Resources

# Supporting Schools During and After Crisis

## Key Recommendations

### 1. Provide Support throughout the Implementation Cascade

To maximize student benefit, provide coordinated support and learn from feedback loops throughout the implementation cascade.



Positive Behavioral Interventions & Supports  
 SISEP  
 MTSS  
 Lead 4 Literacy

## RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
 STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER  
 NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK  
 NATIONAL CENTER ON IMPROVING LITERACY  
 LEAD FOR LITERACY CENTER

June 2020

More resources continue to be added!

CENTER ON PBIS Positive Behavioral Interventions & Supports  
 National Center on INTENSIVE INTERVENTION  
 at American Institutes for Research  
 I-MTSS RESEARCH NETWORK

## SUPPORTING STUDENTS WITH DISABILITIES AT SCHOOL AND HOME: A Guide for Teachers to Support Families and Students

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
 NATIONAL CENTER ON INTENSIVE INTERVENTION  
 NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK

May 2020

National Center on INTENSIVE INTERVENTION  
 at American Institutes for Research  
 CENTER ON PBIS Positive Behavioral Interventions & Supports  
 I-MTSS RESEARCH NETWORK

## RETURNING TO SCHOOL: CONSIDERATIONS FOR STUDENTS WITH THE MOST INTENSIVE BEHAVIORAL NEEDS

A Guide to Supporting Students With Disabilities, Their Families, and Educators During the 2020-21 School Year

NATIONAL CENTER ON INTENSIVE INTERVENTION  
 CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS  
 INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK

September 2020

CENTER ON PBIS Positive Behavioral Interventions & Supports  
 in collaboration with Center for Parent Information & Resources

## SUPPORTING FAMILIES WITH PBIS AT HOME

CENTER ON PBIS  
 CENTER FOR PARENT INFORMATION & RESOURCES

March 2020

SISEP State Implementation and Scaling up of Evidence-based Practices  
 CENTER ON PBIS Positive Behavioral Interventions & Supports  
 at American Institutes for Research

## Four Key Actions for State Education Agency Teams to Support Implementation of Multi-Tiered Systems of Support

Goodman, S., Ward, C. & McIntosh, K.

Many statewide initiatives fail due to the lack of developing local implementation capacity that is aligned, coordinated, and supported at the state level. Limited personnel and resources from the state level necessitate the need to leverage regional and district structures. Investment in local capacity also helps to address unique contextual features of local settings. The figure below illustrates SEA supports for districts and schools.

SEA Supports for Districts and Schools


```

      graph TD
        SEA[SEA] --> A[Provide Guidance Resource Coordination]
        SEA --> B[Invest in local Capacity]
        A --> Districts[Districts]
        Districts --> Schools[Schools]
        B --> Schools
        Schools --> MTSS[MTSS Implementation]
        MTSS --> Students[Students]
    
```

A variation of this illustration would be the addition of intermediate or regional educational units that support local districts and schools.

UNC FRAME POSTER SERIES CHILD DEVELOPMENT INSTITUTE

PBIS.ORG



**CENTER ON PBIS** Positive Behavioral Interventions & Supports
 August 2020


**Improving Attendance in a Remote Learning Environment**

The purpose of this brief is to adapt the suggestions and strategies provided in [Improving Attendance and Reducing Chronic Absenteeism](#) to guide practice during remote instruction. Strategies from both briefs will be helpful during hybrid instructional models.

**Attendance Policy**

In the current context barriers to student attendance and engagement have only increased. Schools and districts are encouraged to emphasize a supportive multi-tiered model for supporting student and staff engagement and attendance rather than punitive attendance or truancy policies. Leadership teams will need to be aware of and adjust policy and practice in response to local trends related to infection rates, food insecurity, and homelessness.


**CENTER ON PBIS** Positive Behavioral Interventions & Supports



**CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION**

CENTER ON PBIS

March 2020


**CENTER ON PBIS** Positive Behavioral Interventions & Supports



**ADJUSTING PBIS FOR STUDENTS NEW TO SCHOOL: STARTING THE YEAR WITH INCREASED SUPPORT**

ANGUS KITTELMAN, SLOAN STORE,  
ROBERT H. HORNER, & WENDY MACHALICEK

June 2020



**CENTER ON PBIS** Positive Behavioral Interventions & Supports




**SUPPORTING STUDENTS WITH DISABILITIES IN THE CLASSROOM WITHIN A PBIS FRAMEWORK**

BRANDI SIMONSEN, ROBERT F. PUTNAM, KIMBERLY VANEK, LAUREN L. EVANOVICH, SACHAKI G. SHAW, CYNTHIA SHUTTLETON, KELSEY MORRIS, BARBARA S. MITCHELL

September 2020


**PBIS** Positive Behavioral Interventions & Supports  
OSDP TECHNICAL ASSISTANCE CENTER



**USING THE PBIS FRAMEWORK TO ADDRESS THE OPIOID CRISIS IN SCHOOLS**

SEAN C. AUSTIN, CAMILLE C. COPEL, SLOAN STORE, KATHERINE W. BROMLEY,  
DANA COHEN, LISMAN, JONATHAN L. ROCHELLE, PAUL MENG, & JOHN R. SEELEY

January 2020

PBIS.ORG

# Considerations for 2021-22 School Year

- Build in “refresher” professional development opportunities in your calendar ASAP
  - Basics of SW-PBS
  - Classroom instruction and management
  - “Screening” for student risk
- Take time at start of school year to teach and practice on-going and new school routines and procedures (make it fun)
- Monitor student risk across schools and respond accordingly
  - Push in additional district resources based on early patterns of student behavior







**Save the Date!**

**Virtual**

**October 26-28, 2021**

**PBIS Leadership Forum**

**More information [pbis.org](https://pbis.org)**

Welcome to  
**DISTRICTWIDE WEEK!**  
June 30-July 1

**MISSOURI SW-PBS  
SUMMER INSTITUTE**

VIRTUAL CONFERENCE  
SUMMER 2021



THANK YOU FOR  
JOINING US!

Please complete the  
[Evaluation Survey](#).

Session 1 will start at

10:45 a.m.

Use this Zoom link to join.