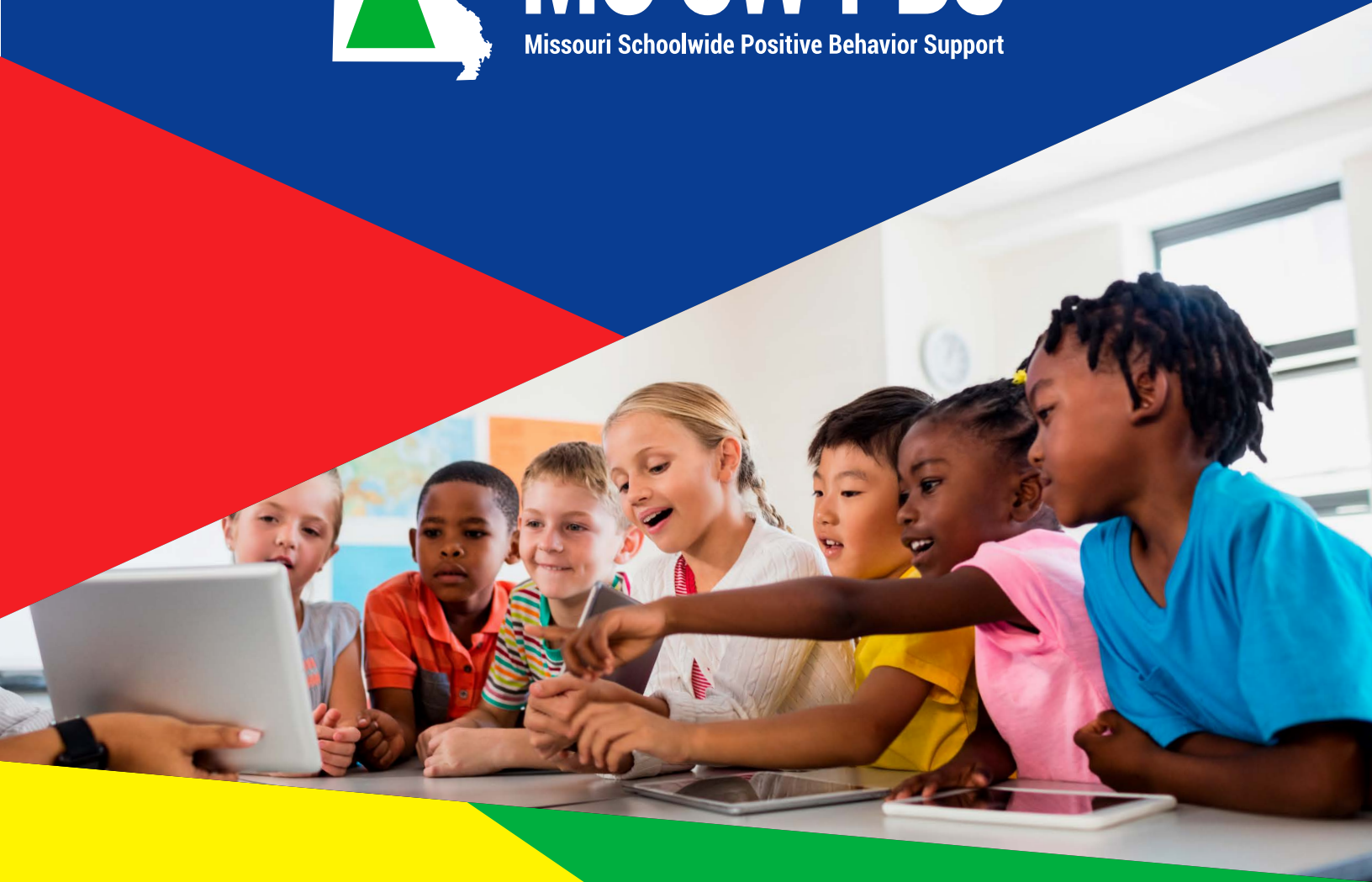# MO SW-PBS

Missouri Schoolwide Positive Behavior Support

2020-2021
ANNUAL REPORT

ABOUT

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) has a goal to improve behavioral outcomes for ALL students in Missouri one district, school, and classroom at a time. This Annual Report is structured to address 5 critical areas as outlined by the PBIS Evaluation Blueprint[1]: Reach, Process, Capacity, Fidelity and Outcomes.
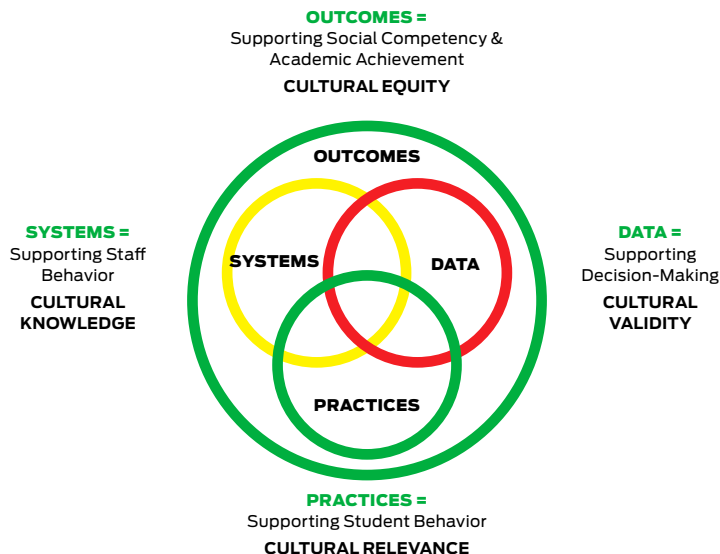
The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.

The vision of MO SW-PBS is to be the premiere resource for efficient and effective systems of behavior support for schools and districts.

MO SW-PBS is committed to actively assisting the Missouri Department of Elementary and Secondary Education (The DESE) to meet the state's "Show Me Success" mission to guarantee the superior preparation and performance of every child in school and in life. MO SW-PBS also assists all stakeholders in meeting many of the State Performance Plan (SPP) Part B indicators identified through The DESE in conjunction with the U. S. Department of Education, Office of Special Education Programs (OSEP).

MO SW-PBS has provided training and support to **building leadership teams** (BLTs) and **district leadership teams** (DLTs) for over 15 years. During the Covid 19 Pandemic, the implementation of schoolwide positive behavior supports (SW-PBS) has been more urgently needed than ever before. The framework of the **four interconnected elements of systems, data and practices**, which when implemented with fidelity, consistency and equity result in **desired outcomes**, has proven durable and vital.

FOUR INTERCONNECTED ELEMENTS OF SW-PBS[2]

OUTCOMES =
Supporting Social Competency &
Academic Achievement
CULTURAL EQUITY

SYSTEMS =
Supporting Staff Behavior
CULTURAL KNOWLEDGE

DATA =
Supporting Decision-Making
CULTURAL VALIDITY

OUTCOMES

SYSTEMS   DATA

PRACTICES

PRACTICES =
Supporting Student Behavior
CULTURAL RELEVANCE

STRATEGIC PLAN

Improve behavioral outcomes for all students

Sustain materials to implement DCI

· Sustain handbook/ implementation guide/ resources
· Sustain virtual learning platform
· Sustain MO SW-PBS website

Build capacity of stakeholders to implement DCI

· Internal: Implement & sustain DCI
· Internal: Provide feedback on DCI
· External: Support DCI coaching knowledge and skills
· External: Provide training and TA
· External: Differentiate coaching support

Build systems for DBDM

· Audit of partner data
· Coach focusing on data collection and submission
· Engage in explicit cycles of DBDM

ABOUT

Academic Systems
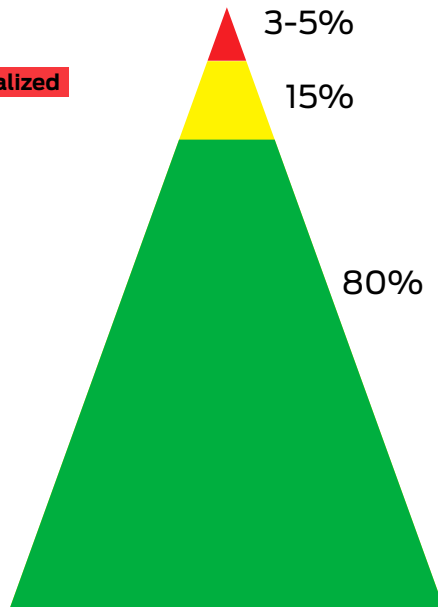
Tier 3 - Intensive / Individualized
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

Tier 2 - Targeted / Group
- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Tier 1 - Universal / All
- All Students
- Preventative, Proactive

3-5%

15%

80%

Behavioral Systems

Tier 3 - Intensive / Individualized
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

Tier 2 - Targeted / Group
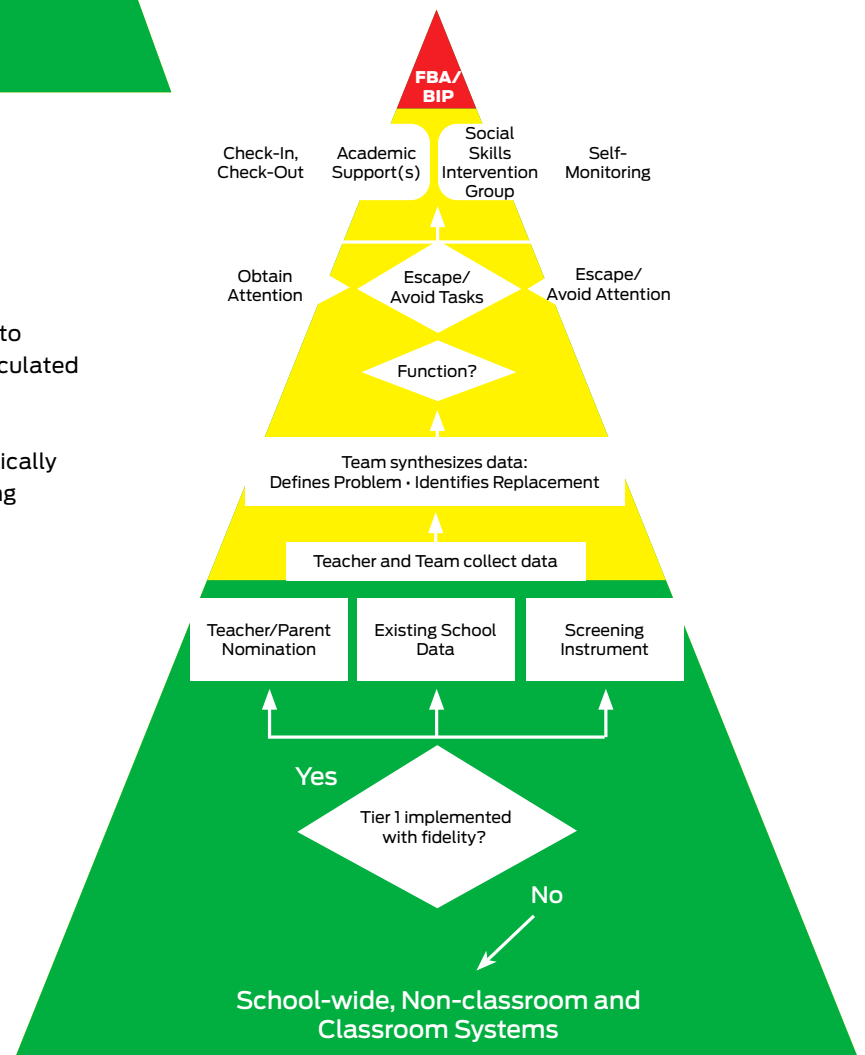- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Tier 1 - Universal / All
- All Students
- Preventative, Proactive

MO SW-PBS STUDENT SUPPORT MODEL*

MO SW-PBS trains and provides technical assistance to partners for implementation of tiered supports as articulated by Walker et al. (1996), with an emphasis on universal supports for all. The universal or Tier 1 supports, when implemented with fidelity, consistency and equity, typically results in 80% of students successful in demonstrating expected behaviors. Targeted small group or Tier 2 interventions are provided to 10-15% of students and in some cases intensive and individualized or tier 3 interventions are needed for 3-5% of students.[3]

FBA/BIP

Check-In, Check-Out · Academic Support(s) · Social Skills Intervention Group · Self-Monitoring

Obtain Attention · Escape/Avoid Tasks · Escape/Avoid Attention

Function?

Team synthesizes data: Defines Problem · Identifies Replacement

Teacher and Team collect data

Teacher/Parent Nomination · Existing School Data · Screening Instrument

Yes

Tier 1 implemented with fidelity?

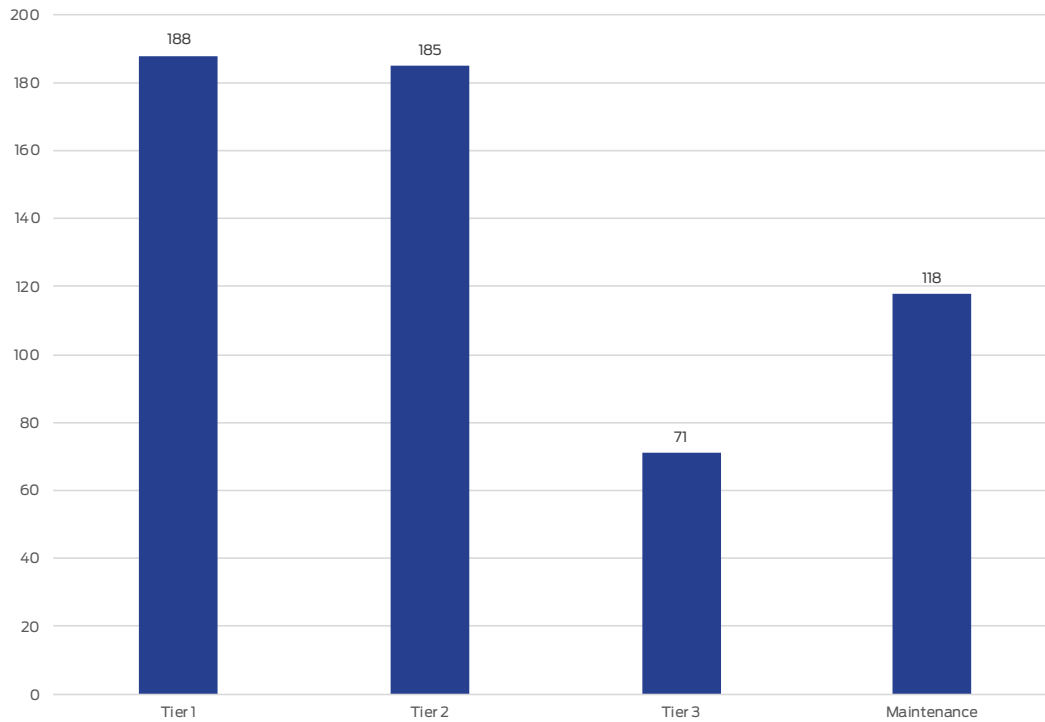No

School-wide, Non-classroom and Classroom Systems

Not to scale, size adjusted to illustrate support provided.

REACH

Who is participating in PBIS/SW-PBS?[1]

2021 Participating Schools by Training Tier

Tier 1	Tier 2	Tier 3	Maintenance
188	185	71	118

2021 Participating Schools by Grade Configuration

Early Child	Elementary	Middle/Jr. High	High School	Alternative	K-8/K-12	Career/Technical
26	346	102	57	21	7	3
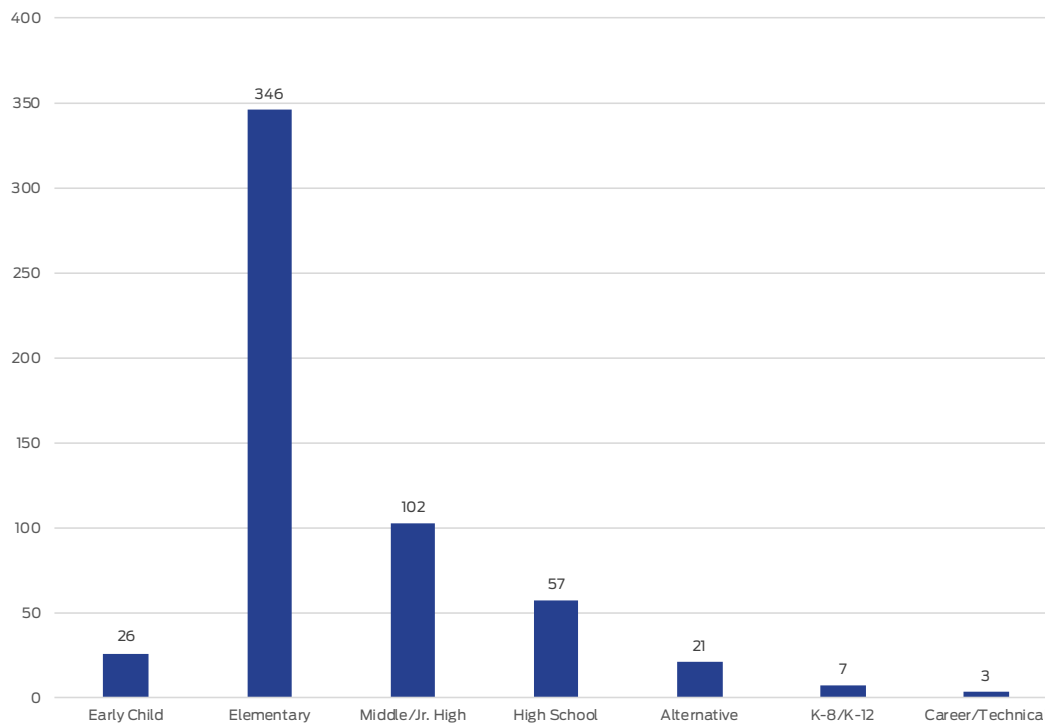
REACH

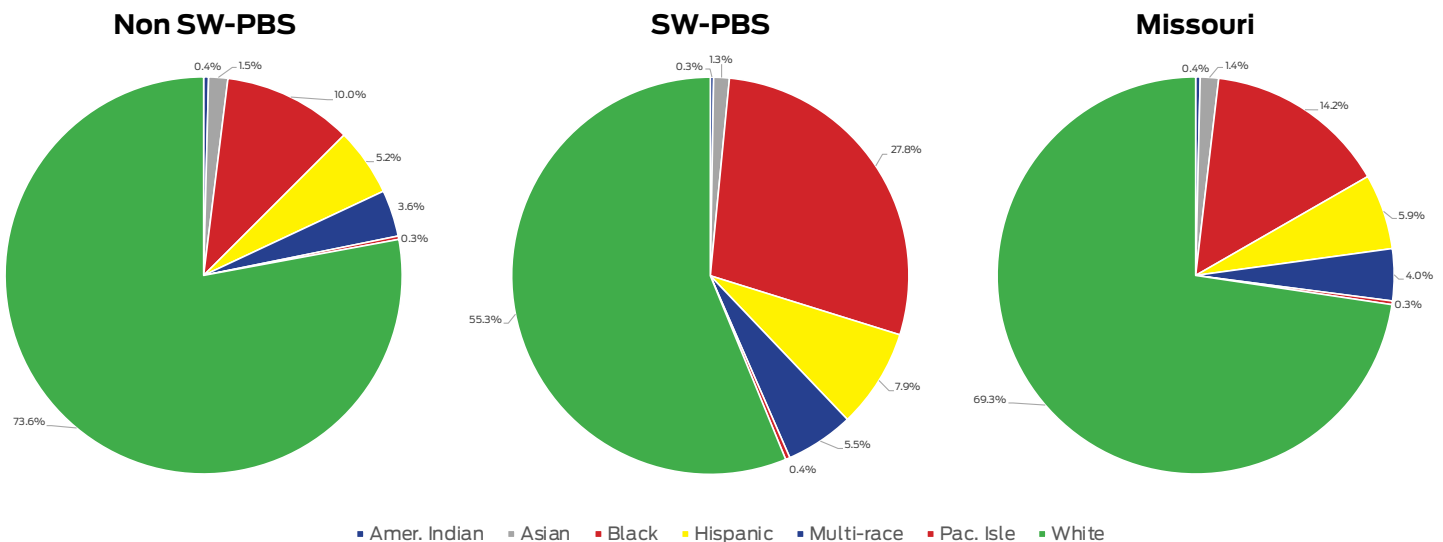## Who is participating in PBIS/SW-PBS?[1]

SCHOOLS/DISTRICTS

| **562** **SCHOOLS** 24% of MO Schools | **2020-2021 PARTICIPATION** | **154** **DISTRICTS** 28% of MO Districts |

DEMOGRAPHICS

Non SW-PBS

- 0.4%
- 1.5%
- 10.0%
- 5.2%
- 3.6%
- 0.3%
- 73.6%

SW-PBS

- 0.3%
- 1.3%
- 27.8%
- 7.9%
- 5.5%
- 0.4%
- 55.3%

Missouri

- 0.4%
- 1.4%
- 14.2%
- 5.9%
- 4.0%
- 0.3%
- 69.3%

■ Amer. Indian ■ Asian ■ Black ■ Hispanic ■ Multi-race ■ Pac. Isle ■ White

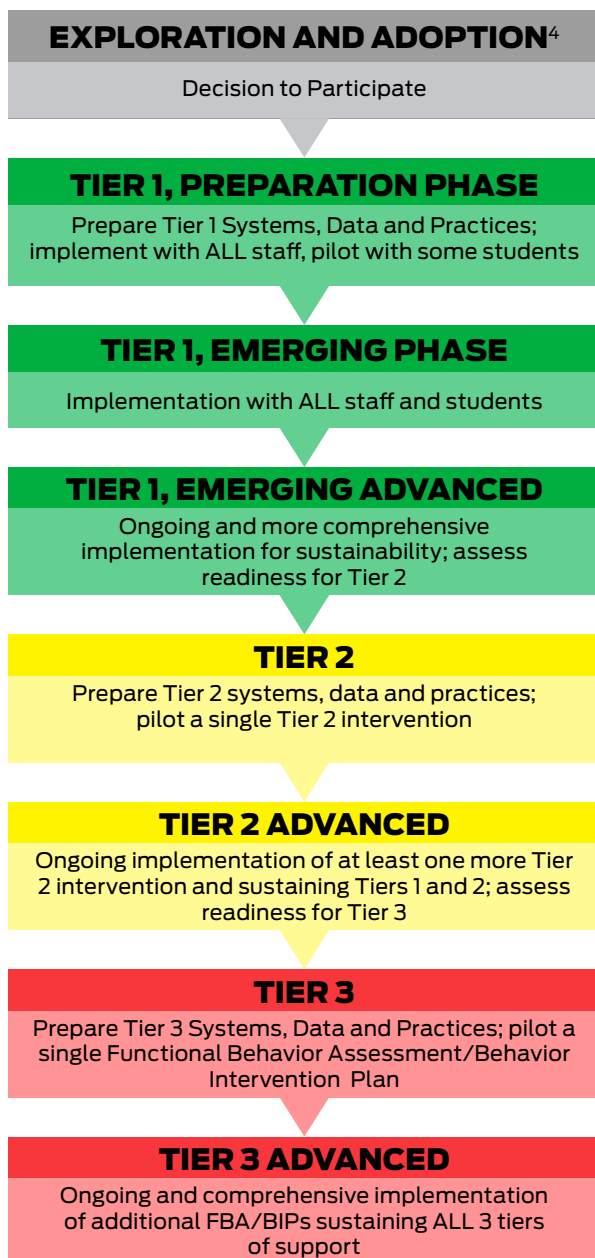| **Non SW-PBS**	**SW-PBS**	**Missouri**
16.2 % Students w/ IEPs	**16.8 %** Students w/ IEPs	**16.3 %** Students w/ IEPs
44.3 % Students F/R Lunch	**59.3 %** Students F/R Lunch	**47.8 %** Students F/R Lunch

TAKEAWAY

MO SW-PBS schools are more ethnically and racially diverse, and serve greater percentages of students at risk, as measured by poverty (i.e., eligibility for Free / Reduced Lunch) and/or delivery of individualized education plans (IEPs).
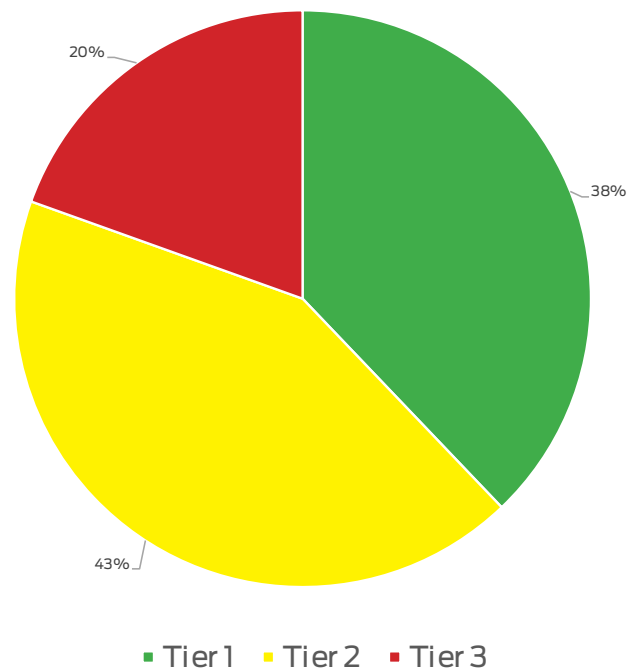
PROCESS

What is the status of the PBIS/SW-PBS Initiative?[1]

TRAINING PHASES

Under the historic model, BLTs received training and support following a specified progression through Tiers 1, 2 and 3.

EXPLORATION AND ADOPTION[4]
Decision to Participate

TIER 1, PREPARATION PHASE
Prepare Tier 1 Systems, Data and Practices; implement with ALL staff, pilot with some students

TIER 1, EMERGING PHASE
Implementation with ALL staff and students

TIER 1, EMERGING ADVANCED
Ongoing and more comprehensive implementation for sustainability; assess readiness for Tier 2

TIER 2
Prepare Tier 2 systems, data and practices; pilot a single Tier 2 intervention

TIER 2 ADVANCED
Ongoing implementation of at least one more Tier 2 intervention and sustaining Tiers 1 and 2; assess readiness for Tier 3

TIER 3
Prepare Tier 3 Systems, Data and Practices; pilot a single Functional Behavior Assessment/Behavior Intervention Plan

TIER 3 ADVANCED
Ongoing and comprehensive implementation of additional FBA/BIPs sustaining ALL 3 tiers of support

2021 SW-PBS Standard Training Delivered by Tier

20%

38%

43%

- Tier 1   - Tier 2   - Tier 3

Over 97%
of survey respondents agreed that BLT training was valuable, engaging, and would impact their work with students

PROCESS

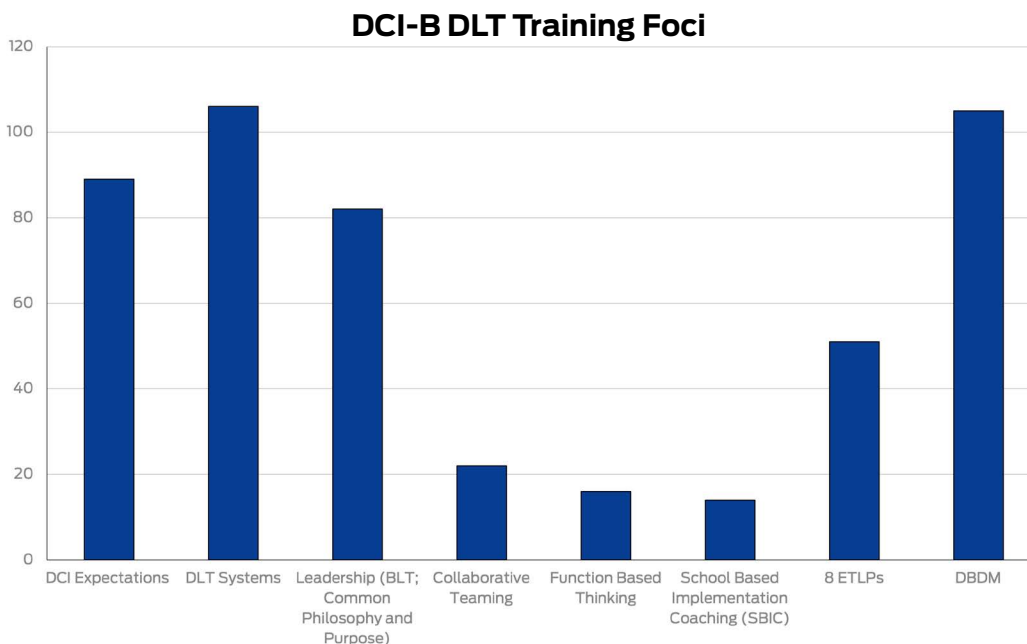## What is the status of the PBIS/SW-PBS Initiative?[1]

Stakeholder Engagement	Policy	Funding & Alignment	Workforce Capacity

EXECUTIVE FUNCTIONS
LEADERSHIP TEAMING
IMPLEMENTATION FUNCTIONS

Training	Coaching & Technical Assistance	Evaluation

Local Implementation Demonstrations

Under the ***district continuous improvement for behavior*** (DCI-B) framework, training and support is provided primarily to DLTs. The training and coaching focus for DLTs are the components of the ***District Systems Fidelity Inventory (DSFI)***

The goal of DCI-B is to grow internal DLT capacity for provision of BLT level professional learning curriculum and supports that are differentiated based on data and DLT priorities for districtwide cohesion.

DCI-B DLT Training Foci

Categories (x-axis): DCI Expectations, DLT Systems, Leadership (BLT; Common Philosophy and Purpose), Collaborative Teaming, Function Based Thinking, School Based Implementation Coaching (SBIC), 8 ETLPs, DBDM

174

Total DLT Training/ Coaching Interactions

Delivery Mode:
18% In Person
5% Phone
63% Virtual
14% Email

Attendees:
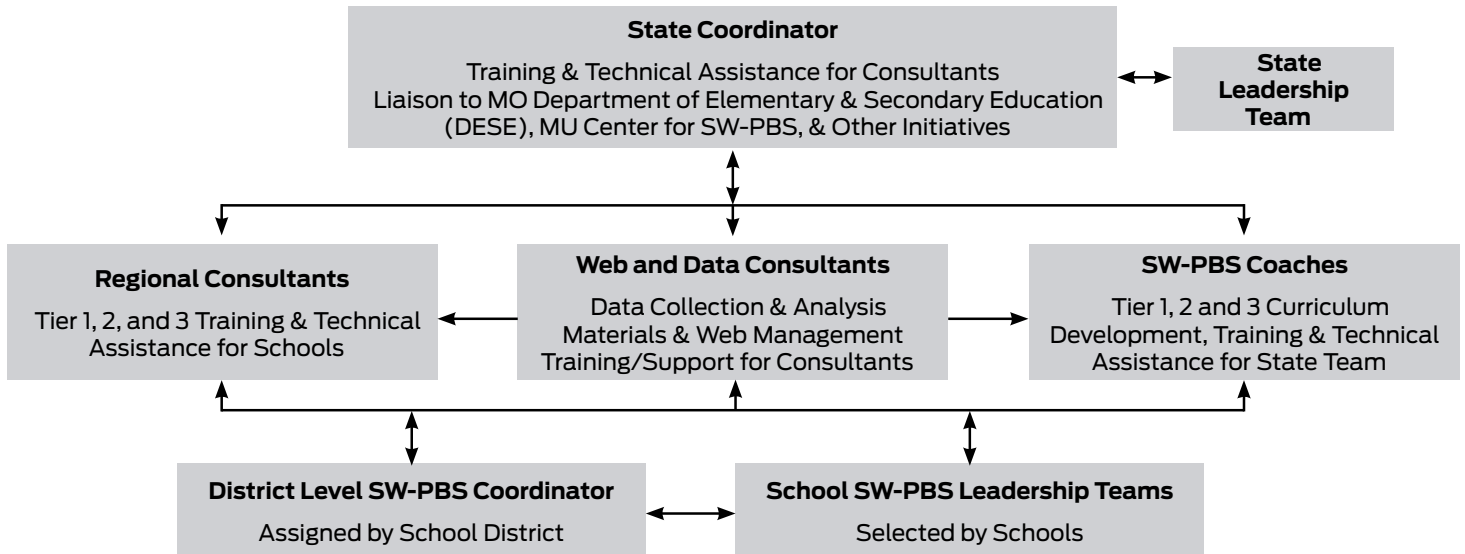28% Superintendent
73% DLT Member
17% BLT Member

TAKEAWAY

MO SW-PBS provides training content that is informed by the research in applied behavior analysis and tiered systems of support and the National Center on PBIS Blueprints and assessments. In addition, the building leadership team training progression follows a continuum based on implementation science.

CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?[1]

MO SW-PBS ORGANIZATIONAL CHART

State Coordinator

Training & Technical Assistance for Consultants
Liaison to MO Department of Elementary & Secondary Education
(DESE), MU Center for SW-PBS, & Other Initiatives

State Leadership Team

Regional Consultants

Tier 1, 2, and 3 Training & Technical Assistance for Schools

Web and Data Consultants

Data Collection & Analysis
Materials & Web Management
Training/Support for Consultants

SW-PBS Coaches

Tier 1, 2 and 3 Curriculum Development, Training & Technical Assistance for State Team

District Level SW-PBS Coordinator

Assigned by School District

School SW-PBS Leadership Teams

Selected by Schools

31
State Team Members

23.65
FTE Dedicated to SW-PBS

817
Total Years in Education

CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?[1]

MATERIALS & RESOURCES
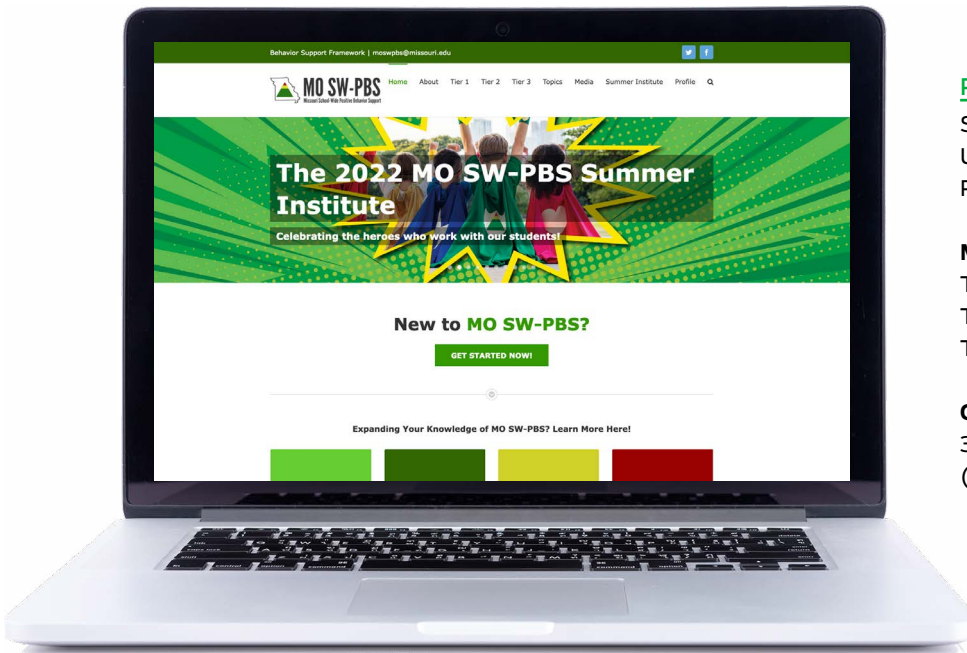
PBISMissouri.org
Sessions: 54,135
Users: 29,082 in 167 countries
Page views: 299,970

Most Frequently Viewed Pages
Tier 1 Effective Classroom Practices
Tier 2 Workbook and Resources
Tier 1 Workbook and Resources

Online Courses
381 Unique Visitors
(At least one online course)

Resources
- MO SW-PBS Handbook
- Tier 1 Implementation Guide
- Tier 2 Workbook
- Tier 3 Workbook
- Tier 1 Online Courses
- Tier 2 Online Courses

Tools
- Big-5 Generator
- Data Collection Tool
- EC Data Collection Tool
- DBDM Solution Plan
- DBDM Solution Plan for Google
- SAS/TFI Triangulation Spreadsheet
- Advanced Tiers Spreadsheet
- Advanced Tiers Spreadsheet for Google Sheets
- BIP-IT
- Tier 2-3 Meeting Planner

Social Media

Facebook
575 Followers
10,023 Impressions

Twitter
2,200 Followers
82,649 Impressions

Newsletter
PBIS Positive Focus Quarterly
2,000 deliveries per quarter,
average open rate of 480 (24%)

TAKEAWAY

MO SW-PBS provides a network of highly skilled professional learning consultants, and has developed resources and training materials that are valued, adopted and adapted by other states and countries.

CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?[1]

GROWTH & PARTICIPATION

MO SW-PBS SCHOOLS BY DISTRICT

2006-2007
86 DISTRICTS

2020-2021
154 DISTRICTS

Active PBS schools | 0 | 1-2 | 3-6 | 7-10 | 11-30
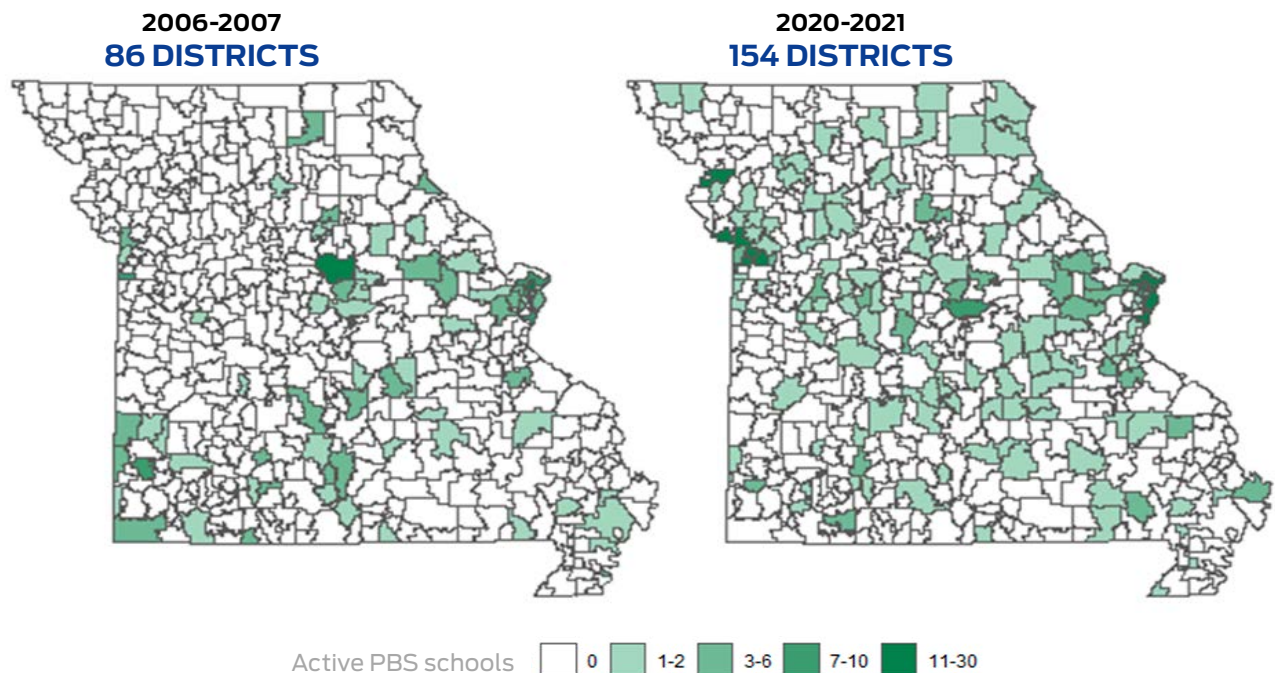
1388

Schools participating in at least 1 year of training since 2007

53%

14 year Retention Rate

238

Schools completed Tier 3 Advanced Training (7 years of training) since 2007 (17%)

878

Schools went inactive at least once during their implementation journey

139

Schools participated in 2021 after having gone inactive at least once since 2007

FIDELITY

Are the core features of PBIS/SW-PBS being implemented?[1]

Schoolwide Evaluation Tool (SET) > External validation of implementation fidelity Tier 1

Tiered Fidelity Inventory (TFI) > Building leadership team perception of fidelity Tiers 1, 2, & 3

Self-Assessment Survey (SAS) > ALL staff perception of fidelity Tiers 1, 2 & 3

SCHOOLWIDE EVALUATION TOOL (SET) & TIERED FIDELITY INVENTORY (TFI)

218
Schools Measured Tier 1 Fidelity w/ SET or TFI

193
Schools that Met Tier 1 Fidelity Criteria

SELF-ASSESSMENT SURVEY (SAS) ALL TIERS COMPLETION AVERAGE

74.7%
Schoolwide In Place

77.6%
Non-Classroom In Place

75.2%
Classroom In Place

66.6%
Individual Students In Place

TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS

42%
Eligible completed Tier 1 Scale*

89% ≥ 70% on Tier 1 Scale*

*513 Eligible = Training Emerging through Maintenance

50%
Eligible completed Tier 2 Scale*

72% ≥ 70% on Tier 2 Scale

*374 Eligible = Training Tier 2 through Maintenance

48%
Eligible completed Tier 3 Scale*

67% ≥ 70% on Tier 3 Scale

*189 Eligible = Training Tier 3 through Maintenance

Note: Participation in assessment of fidelity was significantly depressed during the 2019-2020 school year and we suspected this would be the case for the 2020-2021 implementation year. Schools reported that with the added demands of the Covid-19 pandemic, the priority was on the physical and mental health of all staff when weighing the time needed for survey completion. We were pleased to find that 2020-2021 rates for participation were nearing the previous trend of around 50%.

FIDELITY

Are the core features of PBIS/SW-PBS being implemented?[1]

2021 Percentage of MO SW-PBS Partners by Recognition Level

9%
8%
6%
4%
73%

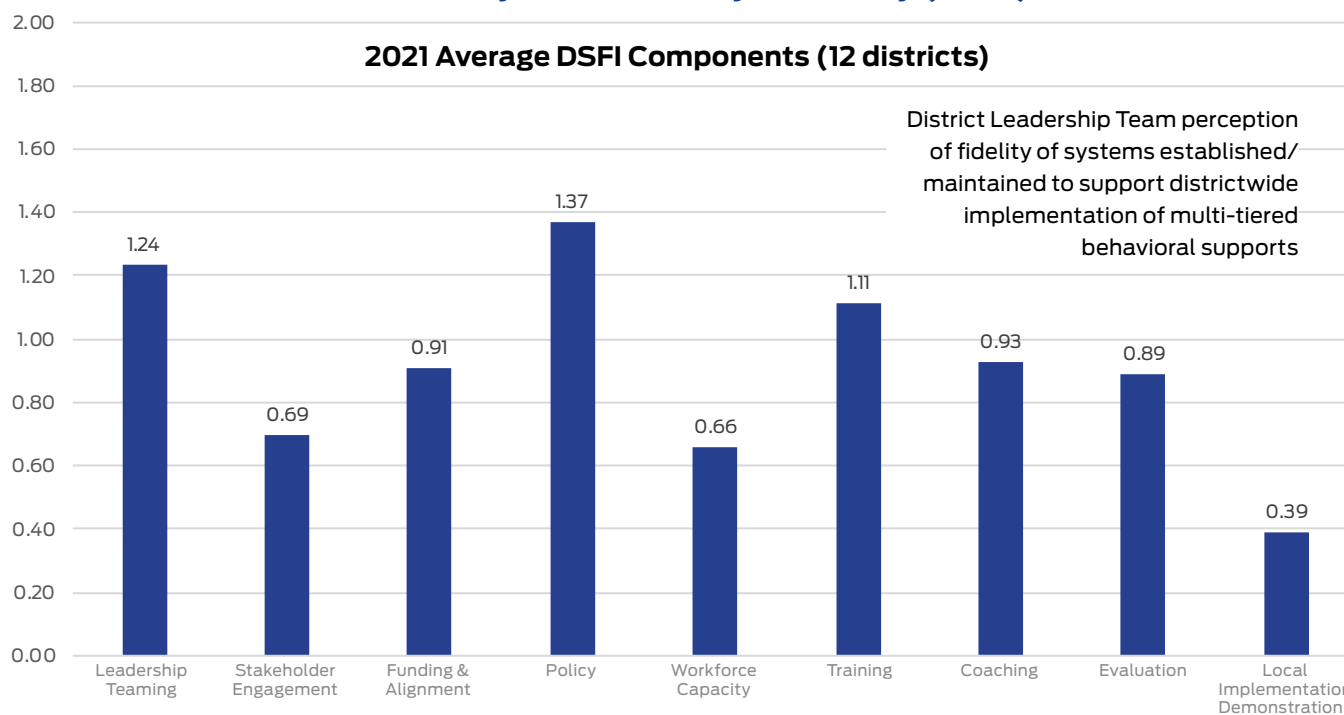- Preparation
- Implementing
- Bronze
- Silver
- Gold
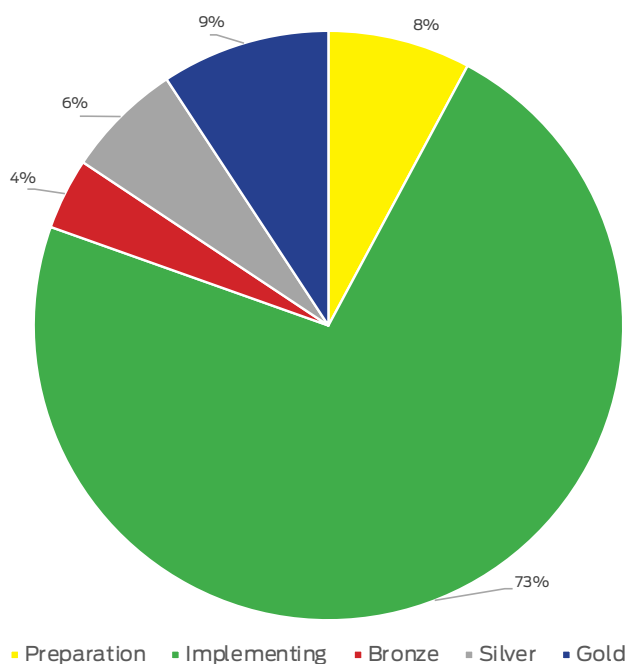
110
Schools earned
recognition in 2021

39
Schools earned
recognition 10 or
more years

2
Schools earned
recognition
all 15 years

District Systems Fidelity Inventory (DSFI)

2021 Average DSFI Components (12 districts)

District Leadership Team perception
of fidelity of systems established/
maintained to support districtwide
implementation of multi-tiered
behavioral supports

Component	Value
Leadership Teaming	1.24
Stakeholder Engagement	0.69
Funding & Alignment	0.91
Policy	1.37
Workforce Capacity	0.66
Training	1.11
Coaching	0.93
Evaluation	0.89
Local Implementation Demonstrations	0.39

FIDELITY

Are the core features of PBIS/SW-PBS being implemented?[1]

AWARD OF EXCELLENCE

Also known as "Recognition", the Award of Excellence is a voluntary opportunity for participating teams to engage in an ongoing process of data and artifact submissions with regional consultants in order to receive ongoing progress monitoring feedback from an external expert.

Preparation: 1st year of partnership
Implementing: Partnering at Tiers 1, 2 & and/or 3 but not applying for recognition

BRONZE
Implementing Tier 1 @ fidelity

SILVER
Implementing Tier 1 & 2 @ fidelity

GOLD
Implementing Tier 1, 2 & 3 @ fidelity

Tiered Fidelity Inventory (TFI) By Recognition Levels

110
Bronze, Silver, & Gold
99% completed Tier 1 Scale
99% ≥ 70% on Tier 1 Scale

88
Silver & Gold
100% completed Tier 2 Scale
98% ≥ 70% on Tier 2 Scale

52
Gold
100% completed Tier 3 Scale
90% ≥ 70% on Tier 3 Scale

TAKEAWAY

Participation and fidelity ratings are returning to pre-pandemic levels. Across all participating school teams, fidelity scores are close to or above criterion as articulated by the National Center on PBIS (e.g., SAS Schoolwide at 80% and TFI Tier 1 at 70%). For school teams who earn Recognition the fidelity scores far exceed the criterion thresholds.
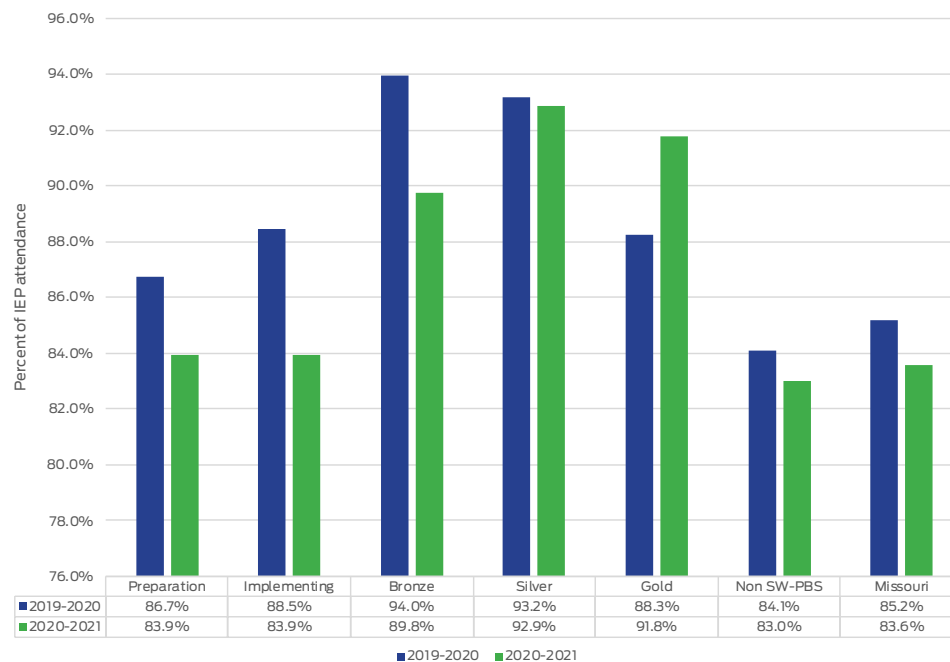
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

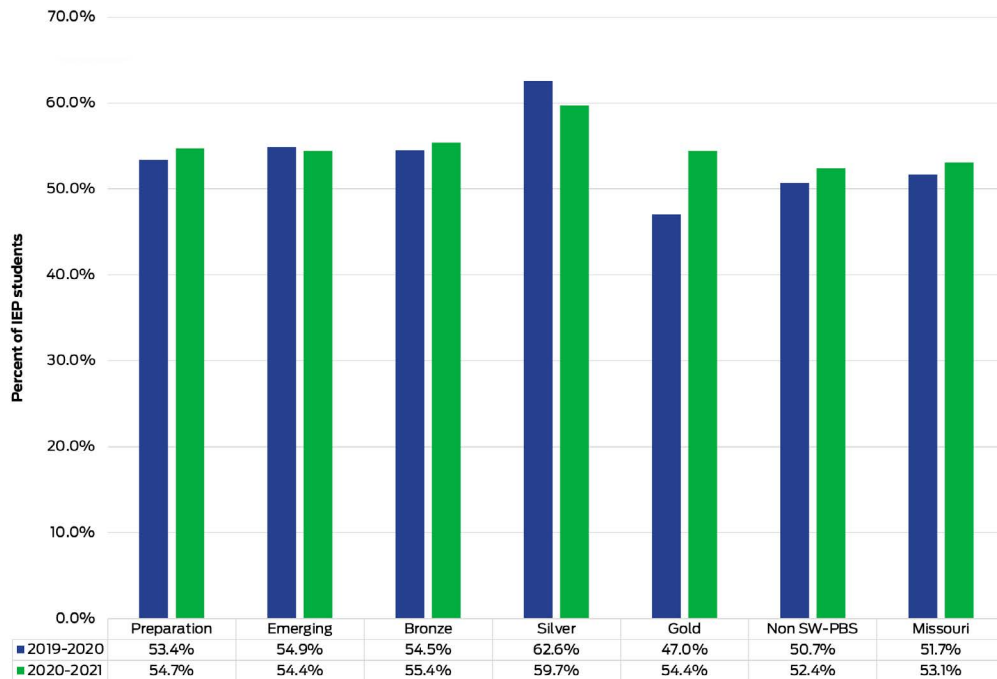### 2021 Attendance for all Students by SW-PBS Implementation

	Preparation	Implementing	Bronze	Silver	Gold	Non SW-PBS	Missouri
2019-2020	88.0%	89.5%	94.8%	94.3%	89.4%	85.4%	86.5%
2020-2021	85.1%	84.8%	91.3%	94.3%	92.9%	84.4%	84.9%
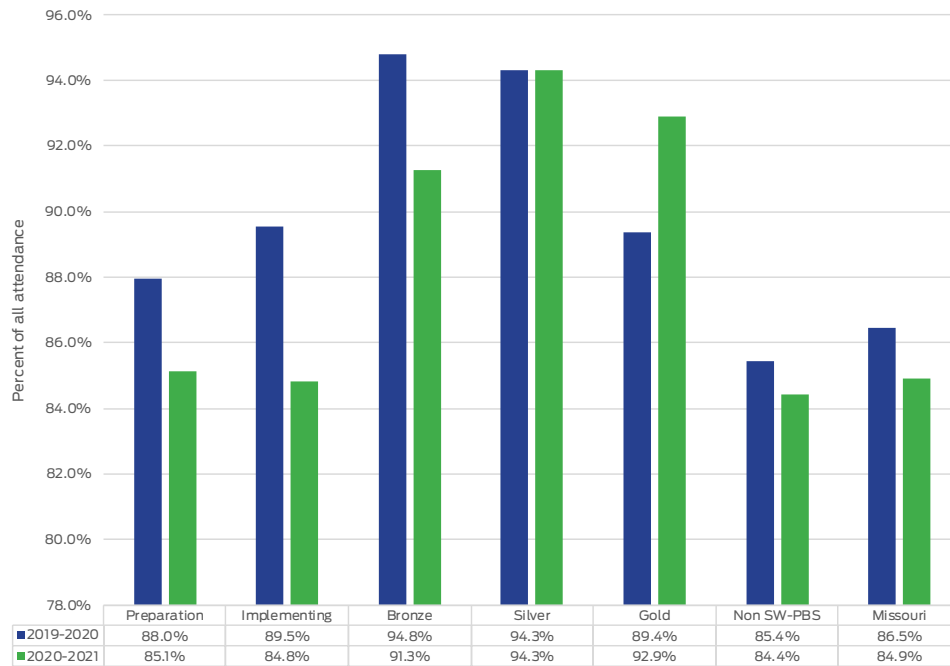
2021 Attendance for Students with IEPs by SW-PBS Implementation

	Preparation	Implementing	Bronze	Silver	Gold	Non SW-PBS	Missouri
2019-2020	86.7%	88.5%	94.0%	93.2%	88.3%	84.1%	85.2%
2020-2021	83.9%	83.9%	89.8%	92.9%	91.8%	83.0%	83.6%

■ 2019-2020   ■ 2020-2021

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

% of Students with IEPs spending ≥ to 79% or more of time in gen ed classrooms

	Preparation	Emerging	Bronze	Silver	Gold	Non SW-PBS	Missouri
2019-2020	53.4%	54.9%	54.5%	62.6%	47.0%	50.7%	51.7%
2020-2021	54.7%	54.4%	55.4%	59.7%	54.4%	52.4%	53.1%

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

Out of School Suspensions (OSS) Per 100 Students without IEPs by Participation Status in 2021 & Number of Years Earning MO SW-PBS Recognition
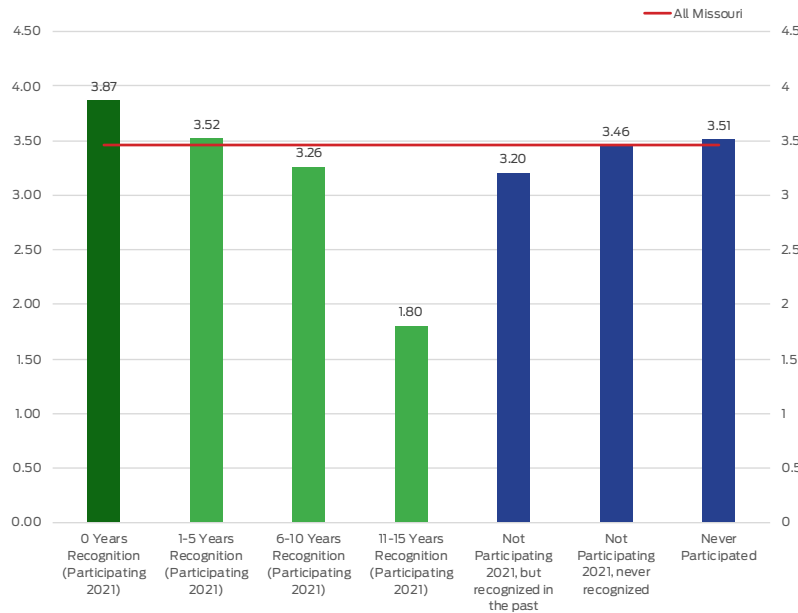
OSS Per 100 Students with IEPs by Participation Status in 2021 & Number of Years Earning MO SW-PBS Recognition
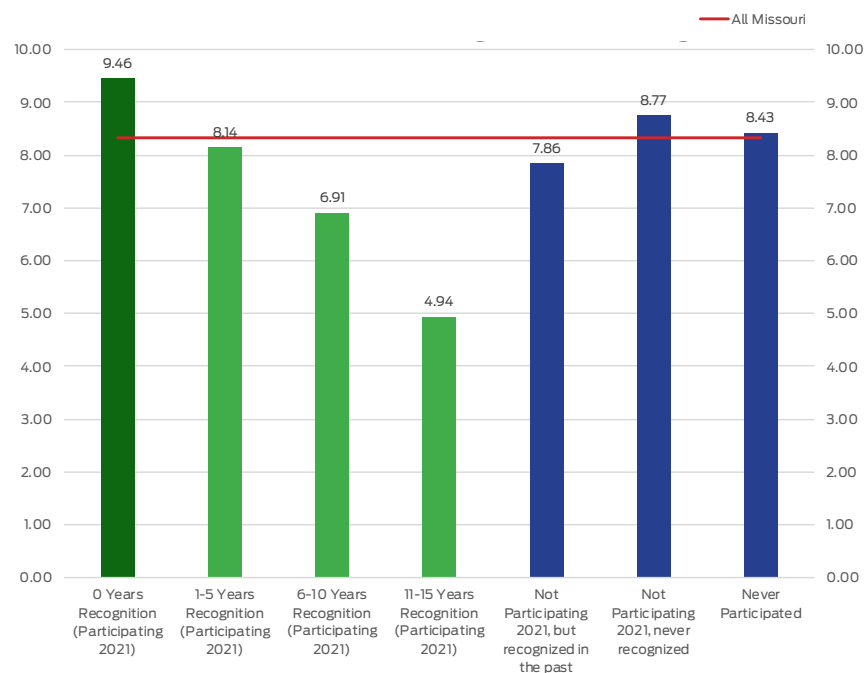
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

Tier 2 Interventions Delivered 2020-2021
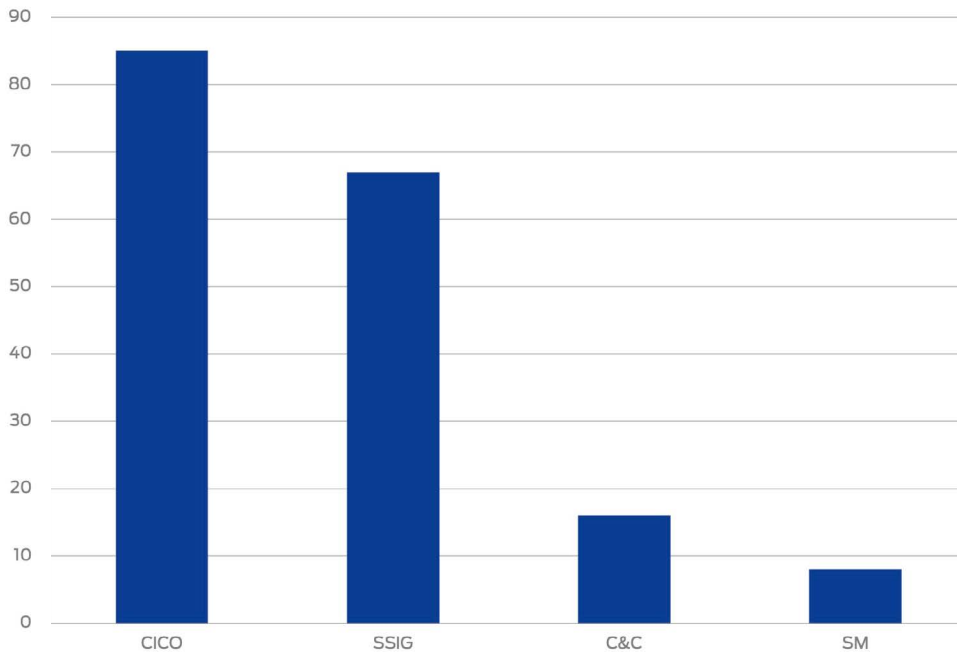
Most frequently used Tier 2 interventions were Check-In, Check-Out (CICO) and Social Skills Intervention Groups (SSIG).

A limited number of schools used Check & Connect (C&C) or Self Monitoring (SM).

Tier 2 Interventions Participation & Outcomes 2021
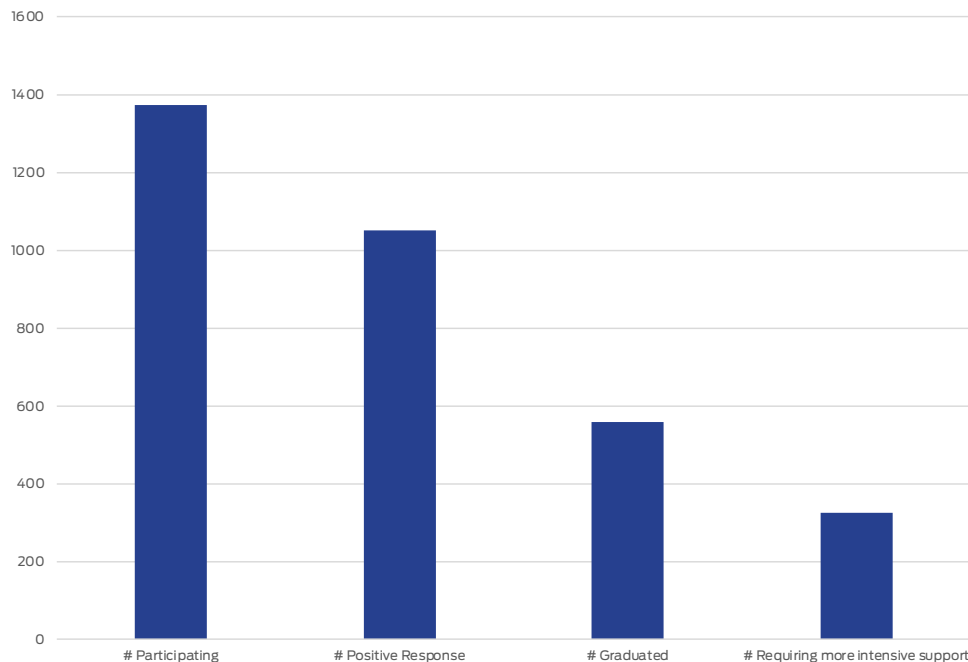
75% who participated demonstrated Improvements.

39% graduated from the intervention.

(Data was submitted by March 30, 2021.)

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

**Tier 3 Functional Behavioral Assessment (FBA) and
Behavioral Intervention Plan (BIP) Delivery and Outcomes**
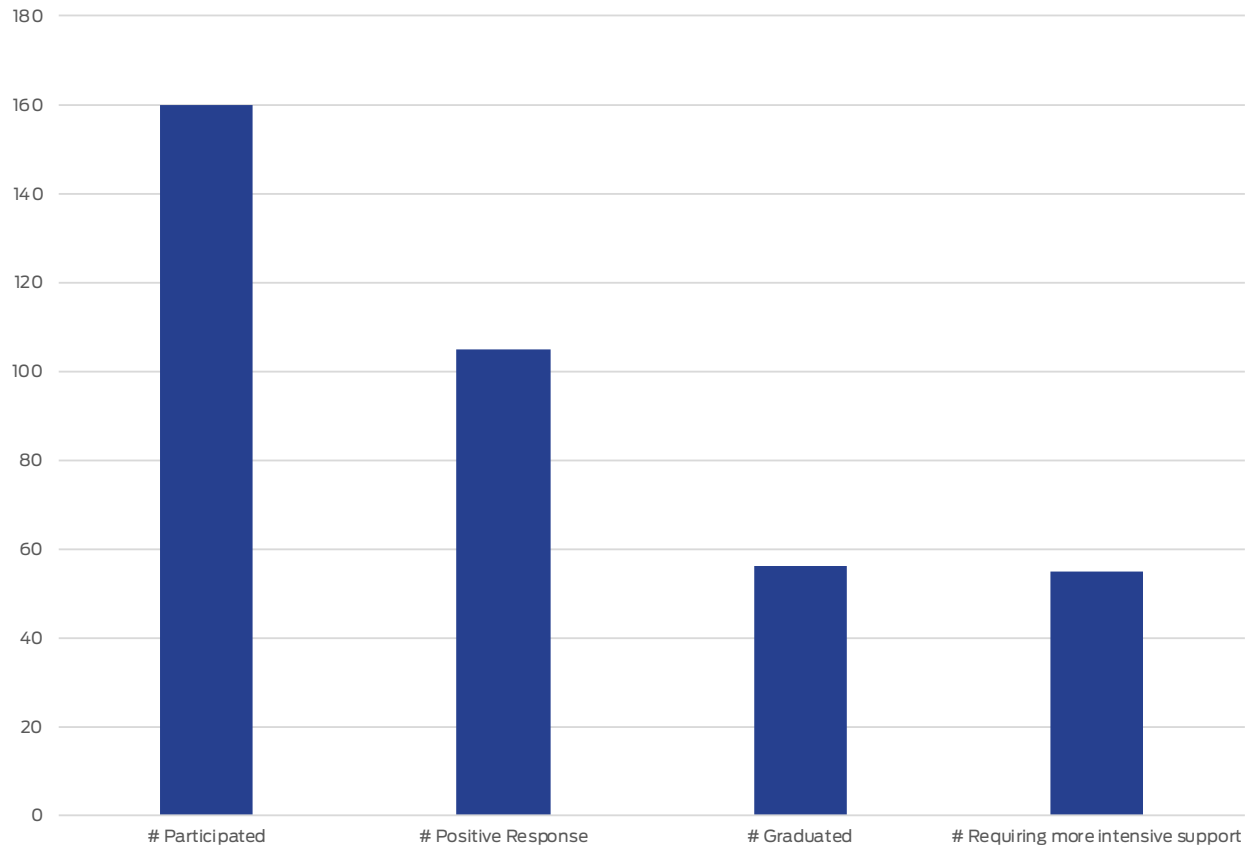
66% who participated demonstrated Improvements. 35% graduated from the BIP (data was submitted by March 30, 2021).

The Missouri Legislature suspended the state accountability test (Missouri Assessment Program) for the second year in a row, due to the ongoing pandemic. Therefore, there are no academic outcomes to report for the 2020-2021 school year.

TAKEAWAY

Students with and without disabilities attending MO SW-PBS schools spend more time in school and in the regular classroom than students attending non implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time. Student outcome data for office discipline referrals (ODRs) had primarily been reported by schools using the Schoolwide Information System (SWIS) and in recent years fewer schools are using SWIS. In addition, with the pandemic and reduced participation in Recognition there has been diminished reporting of ODR data. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

TEAM
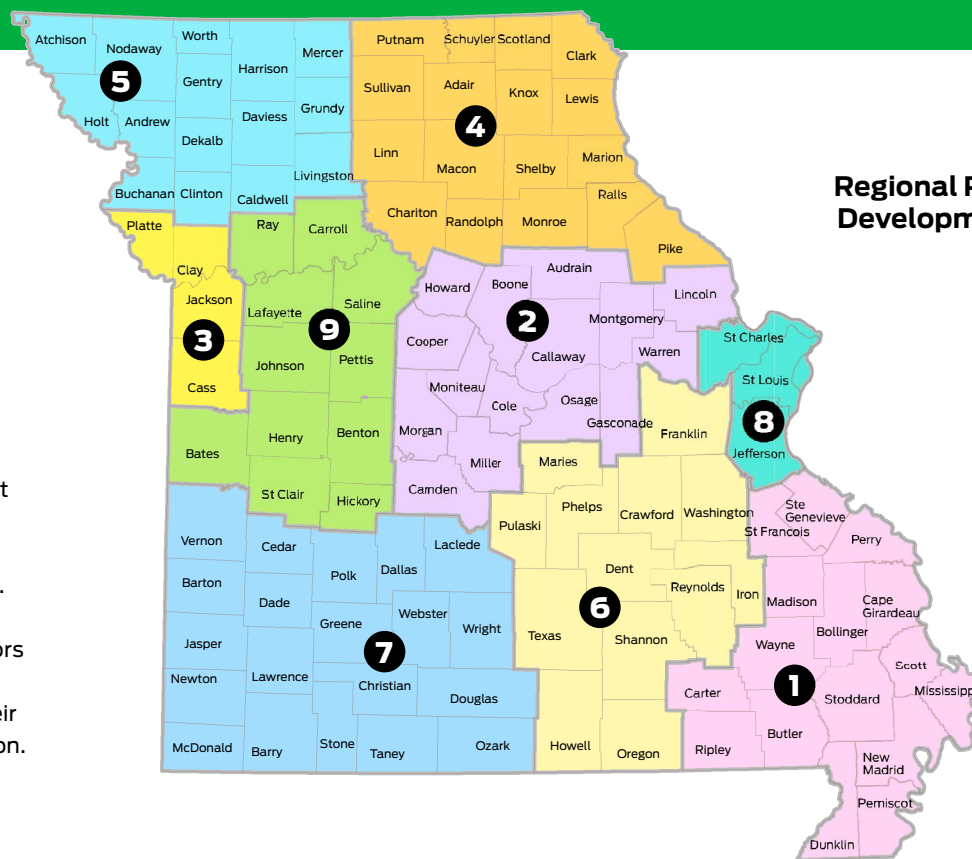
Regional Professional Development Centers (RPDC)

A school district may choose to utilize services from any RPDC.

State supervisors are assigned to the RPDC in their respective region.

Regional Consultants

Region 1: Southeast - Cape Girardeau
Maria Allen, Deborah Lintner, Cindy Rodgers

Region 2: Heart of Missouri
Christie Lewis, Sherri Thomas

Region 3: Kansas City
Jeff Freeland, Kathy Growney, Emily Howell, Christie Rice

Region 4: Northeast - Kirksville
Sandy Daniels

Region 5: Northwest - Maryville
Carolyn Hall, Karen Wigger

Region 6: South Central - Rolla
Jeanie Carey, Rebecca Roberts

Region 7: Southwest - Springfield
Susanna Hill, Jordan Politte, Andrea Rockney

Region 8: St. Louis
Deb Childs, Jeff Burkett, Lindsay Schmidt, Shaw Teo, Karen Westhoff

Region 9: Central - Warrensburg
Joe Beydler, Nancy Rogers

State Leadership Team

- **State Coaches and DCI-B Facilitators:** Jody Baker, Chrissy Crolly, Laura Shaw, Daniel Rector
- **State Web and Data Consultant:** Gordon Way
- **State Director:** Nanci Johnson

MU Center for SW-PBS

- **Timothy J. Lewis,** Professor, Co-Director OSEP Center for PBIS; Director University of Missouri Center for School-wide PBS
- **Jamie Grieshaber,** Research Assistant
- **Trisha Guffey,** Senior Research Associate
- **Heather Hatton,** Assistant Research Professor
- **Barbara Mitchell,** Assistant Research Professor
- **Sarah Moore Loeb,** Research Assistant
- **Kelsey Morris,** Assistant Teaching Professor, Co-Director University of Missouri Center for School-wide PBS
- **Lisa Powers,** Senior Research Associate
- **Danielle Starkey,** Senior Research Assistant

MO SW-PBS
Missouri Schoolwide Positive Behavior Support

[1]Center on Positive Behavioral Interventions and Supports (December 2020). Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint. University of Oregon. www.pbis.org. pgs. 11-12

[2]Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. Journal of Positive Behavior Interventions, 13(4), 219–229.

[3]Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. Journal of Emotional and Behavioral Disorders, 4, 194–209.

[4]Fixsen, D., Naoom, S.F., Blase, D.A., Friedman, R.M., Wallace, F. (2005). Implementation research: A synthesis of the literature. University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

This report is a joint effort of the Missouri School-wide Positive Behavior Support (MO SW-PBS) team. It encompasses information relating to training and support provided to schools and districts participating in MO SW-PBS during the 2020-2021 school year. The report is a review of progress and a reflection on outcomes to guide continued improvement efforts. Thank you to all partners who contributed to the success of MO SW-PBS during the 2020-2021 school year.