

Positive Focus

Quarter 4

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MO SW-PBS AWARD OF EXCELLENCE

The MO SW-PBS Award of Excellence Applications are now closed. This year, 117 schools have applied for the awards. Applications and supporting documentation are currently being scored. Notification of awards will be sent out the week of May 13. This year, schools that earn the Award of Excellence will be honored at regional recognition ceremonies. Contact your regional consultants for more information.

SW-PBS is an evidence based practice that has been shown to improve behavioral outcomes for students. There is emerging evidence that schools that meet the rigorous criteria for earning the MO SW-PBS Award of Excellence have better *academic* and *behavioral* outcomes for *all* students and students with disabilities than do schools that have either never implemented Schoolwide Positive Behavior Support (SW-PBS), or have implemented SW-PBS but have not yet earned the Award. In addition, regional consultants use the MO SW-PBS Award of Excellence application process to provide formative feedback to partner schools, and to identify model demonstration sites that can be used to provide exemplars to schools that are new to SW-PBS, or are looking for strategies to strengthen their own SW-PBS implementation.

If your school has not yet applied for the MO SW-PBS Award of Excellence, consider planning now to put the systems and practices in place for your building to earn a MO SW-PBS Award of Excellence in 2022/2023.

DR. MARY MILLER-RICHTER AWARD

In honor of Mary Richter, Ph.D., Missouri's founding Director of the Schoolwide Positive Behavior Support (SW-PBS) initiative, one school and one school district will be honored annually that exemplify the ideals, principles, and practices of positive behavior support. An award committee composed of SW-PBS associates from the University of Missouri Center for SW-PBS will review nominations and present the awards at the Summer Institute. Parents or community members, SW-PBS Consultants, school or district leadership, and school or district SW-PBS teams are encouraged to nominate deserving schools and districts. The award recipients will demonstrate a firm commitment and dedication to improving the lives of students, the educators who teach them, and the community in which the school or district resides through innovation, creativity, and/or a firm commitment in staying the course despite barriers.

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Tier 1

Coaches Corner
Tier 2

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Tier 3

TIERED FIDELITY INVENTORY (TFI)

The Tiered Fidelity Inventory (TFI) is a comprehensive and empirically-validated measure of SWPBS implementation fidelity (McIntosh et al., 2017; Mercer et al., 2017). It is recommended that building leadership teams use the survey results to action plan, focusing on one to three areas for improvement. Progress monitoring of that action plan should then be completed every three to four months. Teams are encouraged to review their action plan each month during their team meeting to determine whether progress was being made in implementing critical features with fidelity and whether other items should be added to the action plan.

A recently published article has shown the TFI has a strong content validity in capturing items associated with SWPBS implementation, is highly reliable across raters and over time, has strong internal consistency across tiers and produces scores strongly related to other measures of SWPBS implementation (McIntosh et al., 2017).

Click here to read the entire brief published on OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Once your team has completed the TFI, how is the data accessed? Registered team members can log into PBISapps and choose between 5 report options...total, scale, subscale, items, and download. The total report shows overall implementation percentage, calculating scores for all 3 tiers. The scale report shows the average within each applicable tier. The subscale report breaks the implementation percentage into 3 subscales for each tier – teams, implementation, and evaluation. The items report shows each feature with the given score. Downloading allows you to export the data in an Excel spreadsheet to allow the team to sort and chart the data to meet their needs.

Using the subscale report the team can celebrate the subscales that meet or exceed the 80% implementation threshold and identify any subscales below 80% implementation fidelity. For those identified subscales, you can then look deeper into the items report. Once those items are located, the team can choose 1 or 2 high leverage items to create an action plan. When action planning, remember these key features: articulate the action steps, identify who is responsible for each task, what is the targeted timeline, and what data will be used to measure success. Check out the PBISapps website for more information, videos, and support around the TFI.



References:

Kittelman, A., Eliason, B.M, Dickey, C.R., & McIntosh, K. (2018). How are Schools Using the SWPBIS Tiered Fidelity Inventory (TFI)? OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

McIntosh, K., Massar, M.M., Algozzine, R.F., George, P. G., Horner, R. H., Lewis, T. J., & Swain-Bradway, J. (2017). Technical adequacy of the SWPBIS tiered fidelity inventory. *Journal of Positive Behavior Interventions*, 19, 3-13.

Mercer, S.H., McIntosh, K., & Hoselton, R. (2017). Comparability of fidelity measures for assessing tier I schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 19, 195-204.

The annual MO SW-PBS Summer Institute is back to the Tan-Tar-A Conference Center in Osage Beach, Missouri! Make plans now to take off those superhero capes for a little while and recharge your super powers!

SAVE THE DATE - June 1-2, 2022 - and join hundreds of educators from around the state who are ready to make a difference for students and staff!

Registration rate is \$250. Reserve your spot today: <https://na.eventscloud.com/ereg/index.php?eventid=665865&> Special room rates of \$132.87 will be available.

You will be inspired by our keynote speaker, Mr. Darrion Cockrell, Missouri’s 2021 Teacher of the Year and NEA’s 2021 Horace Mann Friend of Education award winner. Mr. Cockrell, or Mr. DC, as he likes to be called, teaches physical education at Crestwood Elementary School in St. Louis, Missouri. He has nine years of teaching experience and has been at Crestwood since 2015. He has an inspiring story to tell of how teachers impacted his own life and how to foster relationships that create schools students want to attend.

ADVANCED TIERS ACTION PLANNING

Are your Tier 2/3 teams ready for spring action planning? The following table gives ideas and suggestions for teams to continue their action plan. On the left side of the table, you will find guiding questions for teams to process while thinking with the future in mind. The other side gives suggestions for effective action planning session(s). Having continual protected time with your team to plan allows for continuous improvement.

The data your team uses during action planning aligns to the level of implementation for your specific team. Note this is a list of possible data sources, your teams may or may not use the entire list. Not sure what serviceable base rate is? Follow this link to read about it on page 17. Reach out to your regional MO SW-PBS consultant(s) for questions or concerns around action planning!

Coaching Questions for Action Planning	What Do We Need When We Action Plan?
<div><input type="checkbox"/> What have we accomplished this year?</div> <div><input type="checkbox"/> What 1-2 items or goals can we focus on next year for Tier 2?</div> <div><input type="checkbox"/> What 1-2 items or goals can we focus on next year for Tier 3?</div> <div><input type="checkbox"/> What are our students' needs (practices/interventions)?</div> <div><input type="checkbox"/> What are our staff needs (systems)?</div> <div><input type="checkbox"/> What are our data needs?</div>	<div><input type="checkbox"/> Protected Time<div><input type="checkbox"/> PD Day</div><div><input type="checkbox"/> Workday</div><div><input type="checkbox"/> Release Time</div><div><input type="checkbox"/> Sub Coverage</div></div> <div><input type="checkbox"/> Possible Data Needed<div><input type="checkbox"/> TFI (Tiered Fidelity Inventory)</div><div><input type="checkbox"/> SAS (Self-Assessment Survey)</div><div><input type="checkbox"/> Social Validity</div><div><input type="checkbox"/> Fidelity Checklists</div><div><input type="checkbox"/> Outcome Data</div><div><input type="checkbox"/> Check Serviceable Base Rate</div><div><input type="checkbox"/> Other Relevant School Data (Attendance, Office Discipline, Academic Data etc)</div></div>



ALIGNMENT OF ANNUAL REPORTS TO STAKEHOLDERS

It is imperative for District Leadership Teams to remain transparent and be inclusive of all stakeholders to create and promote positive learning environments for all students and staff. As the school year comes to a close, many District Leadership Teams are creating or providing annual reports to share growth and accomplishments with various stakeholder groups.

The District Systems Fidelity Inventory (DSFI) defines stakeholders as anyone who has an interest in the success of a school or district. The State Systems Fidelity Inventory (SSFI) expands the DSFI’s definition of stakeholders to include: students, family members, community groups, and agency employees. “Research has shown that engaging these stakeholders improves school climate, supports families by providing services, and connects families to support within the school district and community; ensuring internal and external partnerships will assist students in becoming successful at school and in their community as they become adults” (Epstein et al., 2009).

Outlined below and on the next page is a table that includes items from the (SSFI), (DSFI), and Tiered Fidelity Inventory (TFI). Based on your roles and responsibilities with your current position, think about how you and members from your leadership team can utilize the considerations to create an inclusive and informative annual progress report to stakeholders to promote the positive impacts of PBIS across your schools and classrooms and even the larger community.

Reference:
Epstein, J.L., Sanders, M.G., Sheldon, S., Simon, B.S., Salinas, K.C., Jansorn, N.R., Van Voorhis, F.L., Martin, C.S., Thomas, B.G., Greenfield, M.D., Hutchins, D.J., & Williams, K.J. (2009). School, family, and community Partnerships: Your handbook for Action, 3rd ed. Thousand Oaks, CA: Corwin Press.

	Fidelity Survey Items	Considerations
State-level Missouri School Improvement Plan (MSIP) Items	Climate and Culture DB3: The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.	How is your state leadership team identifying and promoting a process for district and school leadership teams to utilize when implementing a data collection tool that supports ongoing efforts to increase school climate and culture?
	Collaborative Partnerships CC4: The school system	What strategies or resources are state systems using to intentionally engage
	intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.	stakeholder groups such as parents or guardians to support establishing and maintaining effective partnerships that promote positive outcomes for all students across districts, schools, and classrooms?

CONTINUED...ALIGNMENT OF ANNUAL REPORTS TO STAKEHOLDERS

District-level District Systems Fidelity Inventory (DSFI) Items	Stakeholder Engagement: 2.2 Information Dissemination: District Leadership Team develops one or more tools for communicating information, data, and accomplishments targeted to broad stakeholder groups at least annually	<p>When creating a process or tool to communicate updates, key data points, and accomplishments across schools, District Leadership Teams may want to first identify what information will be shared and the format for disseminating it to stakeholder groups.</p> <p>Sharing highlights or successes of school and student progress, district-wide data scores, and the impact of PBIS on students can help stakeholders understand and find value in the implementation of PBIS within the district, schools, classrooms, and larger community.</p>
	Evaluation: 8.9 Annual Evaluation Annual progress reports tailored to external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation.	<p>As District Leadership Teams collect data reports from school-based fidelity tools such as the Tiered Fidelity Inventory (TFI), it is important to consider what data points from the survey would external stakeholders find valuable and how they would best receive that information? There are multiple data reports that can be generated from one tool. However, not all of the information from that one survey needs to be included within the Annual Evaluation report to external stakeholders. Use the answers your team generated from the questions in Stakeholder Engagement to help your District Leadership Team generate an annual progress report to share your schools, classrooms, students, and community's accomplishments from the year.</p> <ol style="list-style-type: none"> 1. What items from the TFI would your external stakeholders find valuable? 2. The TFI prompts school leadership
		<p>teams to utilize possible data sources to measure items across Tiers 1, 2, and 3. Could the District Leadership Team identify a few model demonstration schools to highlight their work related to the implementation of Tiers 1, 2 or 3 in the annual evaluation report to external stakeholders (e.g. Tier 1 Handbook, student outcome data, staff, student, and family survey results)?</p>
School-level Tiered Fidelity Inventory (TFI) Items	Tier 1: 1.15 Annual Evaluation: Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including yearby-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	<p>Building Leadership Teams establish an annual process for the evaluation of implementation of PBIS at least annually to be able to share outcomes with stakeholders. Items such as the school's Tier 1 handbook, TFI results, performance outcomes, and celebrations.</p>