Why it's Prudent and Practical to Implement Schoolwide Positive Behavior Support (SW-PBS)

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School districts must carefully consider which initiatives will best fit their needs and district characteristics. This Fact Sheet may be useful to administrators when considering the benefits of utilizing SW-PBS.

[Every Student Succeeds Act (ESSA)](#) Compliance:

- Provides for increased likelihood of a safe school climate
- Encourages parental involvement
- Addresses equitable achievement across ethnic, cultural and socio-economic status (SES) groups
- Supports improved academic achievement
- Utilizes scientifically-based principles and practices
- Create safe and supportive learning environments free from bullying and harassment.
- Support students' mental and behavioral health.
- Implement effective discipline policy and practice.
- Multi-tiered Systems of Support (MTSS) for behavior
    - Importantly, ESSA recognizes the effectiveness of MTSS. States and districts can use various funding streams (e.g., Title I, Title II, and Title IV) to support the implementation of MTSS and provide all school staff with the necessary and ongoing professional development.
- [Missouri's Every Student Succeeds Act (ESSA) Consolidated Plan](#)

[Individuals with Disabilities Education Improvement Act (IDEA) 2004](#) Compliance:

- Increases the likelihood of accurate identification of students eligible to receive special education services
- Structures prevention and intervention on a multi-tiered systems of support model that includes principles of RTI (response to intervention)
- Supports least restrictive environment (LRE) guidelines
- Supports free appropriate public education (FAPE) guidelines
- Provides research-based recommendations for early intervention
- Instructs school personnel in the implementation and maintenance of proactive discipline systems
- Reduces disproportionate numbers of students identified due to:
    - Lack of appropriate instruction
    - Ethnicity
    - SES status

 * Measured for Continuous Improvement Report (Every 3 Years)
** Measured for Student Performance Report (Yearly)

Leadership

L1 - The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.

L2 - The local board and administration conduct school system business in an ethical, legal, and transparent manner.

*L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.

L5 - The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.

L6 - The local board employs a superintendent/chief executive officer to manage school system operations and evaluates their job performance.

L7 - The local board and administration use sufficient and accurate data to make decisions and regularly evaluate district programs, practices, procedures, and attainment of the school system vision, mission, and goals.

L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.

L9 - The local board and administration provides sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.

L10 - The district actively addresses school safety and security in all facilities.

Collaborative Culture and Climate

CC1 - The school system provides an environment in which all are treated with respect and have a sense of safety and ownership of their work and learning.

*CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.

*CC4 - The school system provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children, at all ages, and to participate constructively in their children's education.

CC5 - The school system ensures the equity of educational experiences for all students.

Evaluation / Data-based Decision Making

DB1 - The school system submits data required by the department in an accurate and timely manner.

*DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote

academic success so each student can meet the changing demands of the world around them.

*DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.

*DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

Effective Teaching and Learning

TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.

TL2 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.

TL3 - The school system ensures all students successfully complete high school.

TL4 - The school system ensures the success of student preparation for postsecondary work and education.

TL5 - The school system ensures the birth through pre kindergarten population has access to high-quality early learning experiences.

TL6 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.

TL7 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.

TL8 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.

TL9 - Evidence-based instructional practices are implemented to ensure the success of each student.

TL10 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.

TL11 - Professional learning activities support effective instructional practices in the school system.

TL12 - The school system ensures that technology effectively supports teaching and learning.

TL13 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.

TL14 - Library Media Services (LMS) support instruction.

TL15 - The school system ensures class-sizes are consistent with grade-level and program standards.

Alignment of Standards, Curriculum, and Assessment

*AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments

Achievement

EA2 - The school system ensures all students successfully complete high school.

EA3 - The school system prepares all students and identified groups of students for postsecondary success.

EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.

Missouri State Performance Plan (SPP) Indicators Alignment:
- SW-PBS helps to create school environments in which students are more likely to be successful in general education classroom environments (#3 & #5) to graduate (#1), and to be successful in meeting their post-secondary goals (#13 & #14) and who are less likely to be suspended, expelled or to drop out (#2 & #4)
- SW-PBS includes programs for preschool aged children (#6 & #7)
- Parental involvement is an integral component of SW-PBS (#8)
- SW-PBS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

Missouri Comprehensive Guidance Curriculum Alignment:
- CG 1: Understanding self as an individual and as a member of diverse local and global communities
- CG 2: Interacting with others in ways that respect individual and group differences
- CG 3: Applying personal safety skills and coping strategies
- CG 4: Applying skills needed for educational achievement
- CG 5: Applying the skills of transitioning between educational levels
- CG 6: Developing and monitoring personal educational plans
- CG 9: Applying skills for career readiness and success

Learning Forward (National Staff Development Council) 2022 Standards for Staff Development:
- **Rigorous Content for Each Learner**
  - **Equity Practices** - Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
  - **Curriculum, Assessment, and Instruction** - Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
  - **Professional Expertise** - Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
- **Transformational Processes**

- ○ **Equity Drivers -** Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.
  - ○ **Evidence** - Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
  - ○ **Learning Designs** - Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
  - ○ **Implementation -** Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
- ● **Conditions for Success**
  - ○ **Equity Foundations** - Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
  - ○ **Culture of Collaborative Inquiry** - Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
  - ○ **Leadership** - Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
  - ○ **Resources** - Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Multi-tiered Systems of Support and Response to Intervention (RTI) Alignment:
- ● SW-PBS is structured on a multi-tiered model of prevention and intervention related to the implementation and sustainability of systems, practices and data- based decision-making. Dr. Hill Walker and colleagues at the University of Oregon published one of the original conceptualizations of a tiered model of support in education as early as 1996.
- ● The RTI Action Network has provided further guidance associated with the integration of academic and social/behavioral strategies.
- ● The evidence-base for SW-PBS's effectiveness in establishing proactive school environments where the services provided to students appropriately match their needs and abilities is substantial. (See numerous resources at the OSEP Technical Assistance Center on Positive Behavior Interventions and Supports' website).

Academic Achievement and SW-PBS:
- ● The 2021-2022 MO SW-PBS Annual Report shares data on academic outcomes for all students, and to a lesser degree students with disabilities, in partner schools in Missouri implementing SW-PBS with fidelity (as measured by MO SW-PBS Award of Excellence).
- ● Recent studies have highlighted the interconnectedness of academic and social/behavioral outcomes including most recently IES MTSS-B Trial: Key Takeaways for District and State Leaders (McIntosh, Herman, Bradshaw & Simonsen, 2023)
- ● Studies and reports across the fields of general and special education have recognized the relationship between students' academic failure and increased incidents of inappropriate behavior (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Lassen, Steele, & Sailor, 2006; Mayer, 1995; O'Neill, Johnson, O'Donnell, & McDonnell, 2001; Porch & Protheroe, 2002; Praisner, 2003; Smith & Katsiyannis, 2004).

Training to Assist High School Students to Successfully Transition to Post-Secondary Environments:
- In-depth studies and presentation resources have highlighted the importance of appropriate social and behavioral skills for students, particularly those who have been served through special education, to successfully transition to post-secondary employment and training (Lombardi & Freeman 2014; Mazzotti, Rowe, Kwiatek, et al., 2016; Mazzotti, Rowe, Sinclair, et al., 2021).
- The MO SW-PBS MTSS framework aligns to the processes for training and implementation of the [College and Career Competency Wheel,](#) and the individual competencies are frequently aligned to the behavioral expectations on individual secondary school matrices.

Improved Teacher Satisfaction and Retention:
- Teachers who receive adequate support, particularly related to issues of classroom management and discipline, have higher rates of satisfaction regarding inclusion of students with special social/behavioral or academic needs and are more likely to remain in the field of education (Bradshaw, Koth, Thornton, & Leaf, 2009; Charles, 1999; Cook, Semmel & Gerber, 1999; DiPaola & Walter-Thomas, 2003; Gersten, Keating, Yovanoff, & Harniss, 2001; Grayson & Alvarez, 2008; Oliver & Reschly, 2010; Richards, 2003; White & Mason, 2006).

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