

Positive Focus



DISTRICT CONTINUOUS IMPROVEMENT CYCLE

LOCAL IMPLEMENTATION AT THE DISTRICT, SCHOOL AND CLASSROOM LEVELS

USING DATA TO IDENTIFY EXEMPLAR DISTRICTS, SCHOOLS AND CLASSROOMS

SUMMER INSTITUTE

LOCAL IMPLEMENTATION AND EVALUATION FOR ADVANCED TIERS

COACHES CORNER

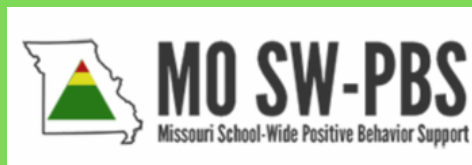
MO SW-PBS AWARDS & ANNUAL REPORT

DISTRICT CONTINUOUS IMPROVEMENT: IMPLEMENT, EVALUATE, REVISE, REPEAT

Building district-level capacity for PBIS is a primary goal of district continuous improvement and supports the ongoing efforts of local implementation among schools and/or grade levels within the district. Upon the initial successful creation of a leadership team, with much time and attention given to understanding and connecting the *Executive Functions* and *Implementation Functions*, a strong district team will look at how they can sustain implementation over time, not only at individual building levels, but ultimately across the district. As such, district leadership teams must continuously monitor components of executive and implementation functions, and make necessary adjustments as part of a cycle of continuous improvement.

Districts leadership teams can evaluate the fidelity of the implementation of PBIS districtwide (DW) using the District Systems Fidelity Inventory (DSFI). Additional measures for DW evaluation would logically be chosen based on the comprehensive school improvement plan (CSIP) that is in place. Typical CSIP outcome measures include staff retention, student and staff attendance, student discipline, and academic outcomes. What measures are you currently collecting that align to your CSIP? Who collects and generates graphs of these measures, who analyzes the information, how do the results get used for data-based decision making and how are the results and decisions shared?

Cycles of evaluation is a key component of maintaining sustainability. It is the means by which a district leadership team can measure the effectiveness of initiatives, programs, and processes. “Data-based decision making is a defining feature of PBIS (Horner et. al., 2014; McIntosh et. al., 2017).” Using valid and reliable measures allows districts to consistently analyze key aspects of performance such as: fidelity of use, improved practices, and improved social and academic outcomes for students. (Center on PBS, 2021)



The mission of Missouri School Wide Positive Behavior Support is to assist schools and districts in establishing and maintaining school environments where the school culture and behavioral supports needed to be an effective learning environment are in place for all students.

A CASE FOR LOCAL MODEL DEMONSTRATORS

“As the District Leadership Team (DLT) guides school teams in their implementation of PBIS, equal attention should be on how to sustain implementation over time (Center on PBIS, 2021). One possible step in sustaining implementation fidelity over time is to grow internal (within district) capacity by providing the opportunity for members of the DLT, in addition to PBIS team members at the school level that are currently implementing, to serve as within district, local model demonstrators. Creating this opportunity allows for school teams to hear/see what is occurring within other schools in the district while creating a cycle for continuous internal capacity building.

What systems does your district or building have to identify local model demonstrators who can serve as district trainers and coaches? What schoolwide Essential Functions, classroom Effective Teaching and Learning Practices (ETLPs) or advanced tiers systems, data and practices implementation is taking place at an exemplary level, and how do you know? How can you leverage your internal experts to become the internal trainers and coaches to help sustain exemplary implementation, and fuel ongoing improved outcomes for students?



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USING DATA TO IDENTIFY EXEMPLAR SCHOOLS

Finding a school or schools that can serve as model demonstration sites can greatly speed up a districtwide scale up of School-wide Positive Behavior Support (SW-PBS). Such schools are often your early adopters. They provide other schools in the district with valuable information regarding lessons learned from adapting the SW-PBS framework to their unique context. This information can streamline the process for other schools by helping them avoid pitfalls and find solutions to the challenges of adopting and adapting the SW-PBS framework.

Obviously, you can't just select any school to serve as your model demonstration site; you need a school that meets implementation fidelity criteria and is demonstrating good or improving outcomes for students. We recommend using three sources of data to identify these schools: The **Tiered Fidelity Inventory (TFI)**, the **Self-Assessment Survey (SAS)**, and **behavioral outcomes** related to the school's improvement plan.

The **TFI** includes 45 items divided over three scales corresponding to the three tiers of implementation. Three of the items of the Tier 1 scale are informed by a walkthrough which is recommended be conducted by someone external to the building and knowledgeable in SW-PBS. The team completes the survey, preferably with assistance from an external facilitator. We recommend that a minimum score of $\geq 70\%$ on the relevant tiered scale be used to select schools to serve as a model demonstration site for a specific tier.

The **SAS** is a survey that contains 46 items covering four areas of implementation: Schoolwide, Non-classroom, Classroom, and Individual Systems. The SAS is completed by individual staff members, and their perspective provides a nice balance to the leadership team's perspective on the TFI. A score of $\geq 80\%$ on the Schoolwide, Non-classroom and classroom sections of the SAS indicate fidelity at Tier 1. A score of $\geq 80\%$ on the Individual Systems section provides the minimal criteria for use of the school as a Tier 2 or Tier 3 model demonstration site.

Finally, we recommend that model demonstration sites be selected from schools that are demonstrating positive or improving **behavioral outcomes** for students. These outcomes should be selected from the buildings improvement plan, and can include good or improving attendance, low or decreasing office discipline referrals, low or decreasing in and out of school suspension, or a low or narrowing of discipline disproportionality gaps, to name a few. In addition, schools that will be used as model demonstration sites should demonstrate overall positive responses to Tier 2 and Tier 3 interventions. After all, improved behavioral outcomes for our students is what this work is all about!

➤ **LEARN MORE ABOUT THE
PBIS APPS SURVEYS BY VISITING:**

[Tiered Fidelity Inventory \(TFI\)](#)
[Self-Assessment Survey \(SAS\)](#)



RESERVE YOUR ROOM

Summer Institute 2023 will be in-person at the beautiful Tan-Tar-A Conference Center in Osage Beach, MO. We hope you make plans to join us
May 31-June 1, 2023.

Reserve your room now for **early bird discounted rate** of \$135.96 with state tax exempt letter!

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REGISTRATION

Registration is open!



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Over 60 Breakout Sessions
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Keynote Speaker
Mark Wheatley, Assistant Commissioner
Missouri Department of Elementary & Secondary Education

PROGRAM STRANDS

School-wide and Classroom

Guidelines and examples of systems work and implementation practices for school-wide and classroom implementation.

Districtwide Implementation

Guidelines and examples of systems work and implementation practices for districtwide implementation.

Data Systems & Decision Making

Guidelines and examples of data collection systems and tools for data-based decision making.

Tier 2 & Tier 3 SW-PBS

Guidelines and examples of systems work and implementation practices for Tier 2 and Tier 3.

Special Interest Topics

Topics related to SW-PBS that target a specific topic or audience. Potential topics may include, but are not limited to, Early Childhood, Stakeholder Engagement, Leadership, or Equity.

Multi-Tiered System of Support (MTSS)

Guidelines and examples of effective systems for the integration of academic and behavior supports for student

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OUR COACHING GUIDES ARE RESOURCES TO SUPPORT
LEADERSHIP TEAMS TO ESTABLISH SYSTEMS
THAT PROMOTE DATA-BASED DECISION MAKING
TO IDENTIFY EFFECTIVE TEACHING AND LEARNING PRACTICES
TO INCREASE OUTCOMES FOR ALL STUDENTS AND STAFF!
CLICK ON A TIER BELOW TO ACCESS MO SW-PBS COACHING GUIDES

TIER 1**TIER 2****TIER 3**

Dr. Mary Miller Richter Award

Each year, MO SW-PBS in partnership with the MU Center on Positive Behavior Support honors one school and one district with the Dr. Mary Miller Richter Awards. These awards were named after the first director of MO SW-PBS and honor a school and district that exemplify the ideals, principles, and practices of positive behavior support, and Dr. Richter's commitment to Missouri's school children. (Learn more about Mary) The award recipients demonstrate a firm commitment to improving the lives of students, the educators who teach them, and the community in which the school resides through innovation, creativity, and/or a firm commitment in staying the course despite barriers.

All active participating schools and districts are eligible for these awards.

Nominations for the Dr. Mary Miller Richter Awards must include a nomination letter and up to 4 letters of support. Nomination letters and letters of support may be written by regional consultants, district leadership personnel, school SW-PBS teams, teachers, classified staff, school board members, family members, students, or other members of the school community.

To nominate a school or district, go to the Dr. Mary Richter Award page of the MO SW-PBS website <https://pbissmissouri.org/dr-mary-richter-award/>

- *Use the Practice Form to collate the nomination information*
 - *School Practice Nomination Form*
 - *District Practice Nomination Form*
- *Open the form and enter your collated information and then:*
- *Use the upload link to*
 - *submit the nomination letter, and additional letters of support*
 - *submit up to 3 pictures exemplifying your school or district's work with students.*
- *Or, you may email letters and pictures as attachments to moswpbs@missouri.edu*

Missouri SW-PBS Awards of Excellence

The MO SW-PBS Awards of Excellence require evidence of rigorous implementation of School-wide Positive Behavior Support (SW-PBS). The 2022 MO SW-PBS Annual Report provides evidence that schools that earn the MO SW-PBS Awards of Excellence have improved outcomes for students with and without disabilities, and these effects are amplified when schools earn these awards over time (e.g. OSS data, below)! These are meaningful awards, and schools that earn them have the right to be proud!

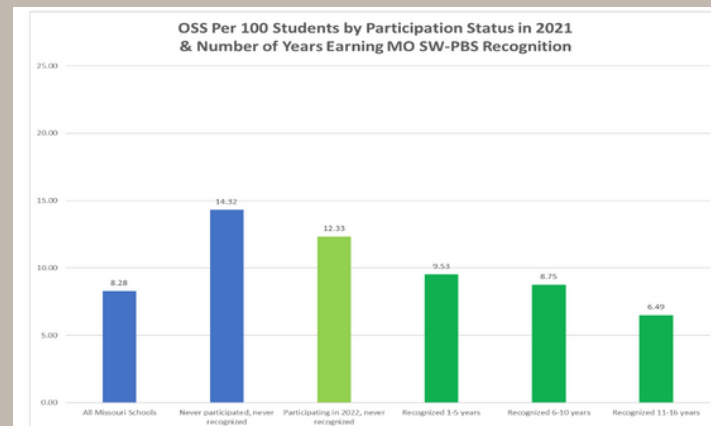
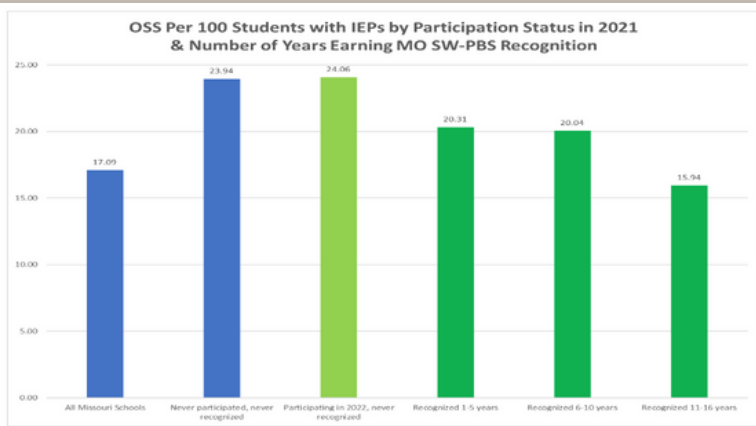
MO SW-PBS encourages all Missouri schools implementing with students to apply! The application process creates a feedback loop between you and your regional consultant(s) that will help you to improve your SW-PBS implementation. This, in turn, will lead to improved student outcomes, which is really what this work is all about!

The application for the Awards of Excellence is live now. Information about the Awards is located on the MO SW-PBS Award of Excellence page of our website <https://pbissmissouri.org/recognition-application/>.

The application deadline is April 17, 2023.



IMPLEMENTATION MATTERS...Our DATA shows that schools who implement with **FIDELITY have improved **OUTCOMES** for students. To read more, click here to view our **2021-22 ANNUAL REPORT****



REFERENCES

Center on PBIS. (January 2021). PBIS District Leadership Team Practice Guide for Implementation Using the District Systems Fidelity Inventory (DSFI). University of Oregon. www.pbis.org.

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