

Missouri Schoolwide Positive Behavior Support

POSITIVE FOCUS

New Staff Onboarding and ALL Staff Orientation



Summer and early fall are the perfect time to provide onboarding for new staff, and refresher training for returning staff. Leadership teams at the district and/or building level need to provide clear, concise and consistent messaging regarding why SW-PBS is “the way we do school for 180 days”. Then provide access to the organizational expectations for staff to implement and expectations for what students should do in each and every setting from the cafeteria to the classroom and everywhere in between.

All staff need support in what and how to **teach and model** for students, a consistent process for **providing positive specific feedback** when students demonstrate expected behaviors, and clear and consistent guidelines on how to **respond to unexpected behaviors** including what, if any, reporting procedures there are related to different kinds of unexpected behaviors.

All teachers will need reminders/assistance in **developing classroom expectations** that are aligned to schoolwide expectations, and an outline of how to **teach, model, and provide ongoing feedback in the classroom** during the crucial first weeks of school and beyond.

PREPARING YOUR SYSTEMS FOR A NEW YEAR

- *Staff Onboarding & Orientation*
- *MO SW-PBS Data Expectations*
- *ETLP's as Foundations to Target or Intensify*
- *DIY Professional Learning*
- *Summer Institute Updates*
- *Coaches' Corner*

Tier 1 Resources for School Teams to Teach & Coach

Schoolwide Tier 1 Resources

- Common Philosophy & Purpose
- Clarifying Expected Behaviors
- Teaching Expected Behaviors
- Encouraging Expected Behaviors
- Discouraging Unexpected Behaviors

Classroom Tier 1 Resources

- Expectations & Rules
- Procedures & Routines
- Encouraging Expected Behaviors
- Discouraging Unexpected Behaviors



MO SW-PBS
Missouri School-Wide Positive Behavior Support

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.

MO SW-PBS Data Expectations



**Data? Artifacts?
What do we
need??**

TFI

SAS

Solution
Plan

SCS

Student
Outcomes

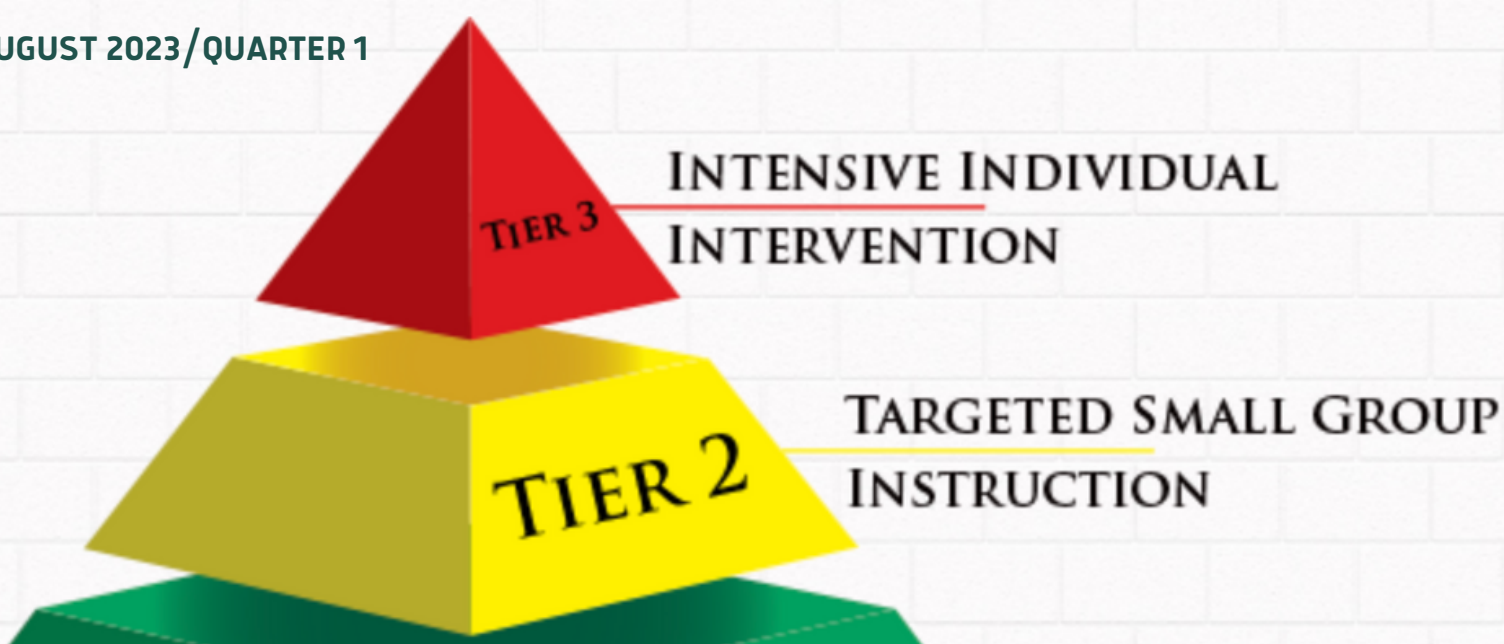
Artifacts

Big
5

As you know, data based decision-making (DBDM) is a critical component of Schoolwide Positive Behavior Support (SW-PBS). Research conducted by McIntosh and his colleagues at the University of Oregon (McIntosh, Kim, Mercer, Strickland-Cohen, & Horner 2015; Mathews, McIntosh, Frank, & May, 2014) has demonstrated that use of data for decision making and sharing data with stakeholders are both causally related to sustainable implementation of SW-PBS. Use of survey data is used in a DBDM process to ensure the components of SW-PBS are implemented with fidelity. Use of office discipline data and related contextual information (i.e., the Big 5) in a DBDM process establishes cycles of continuous improvement that improves both school climate and behavioral outcomes for students. For these reasons, adhering to MO SW-PBS data expectations and using this data for decision-making are among the *most important criteria* for schools to meet in order to earn the MO SW-PBS Award of Excellence!

To be sure, preliminary results of analysis by the MU Center for SW-PBS comparing schools that earn the MO SW-PBS Award of Excellence to those that never implement or implement but were not recognized finds that recognition schools have better academic and behavioral outcomes. Furthermore, descriptive analysis of OSS and attendance data show a relationship between the number of years that Missouri schools earn the Award of Excellence and positive outcomes for students (see the [2021](#) and [2022](#) MO SW-PBS Annual Reports). A large portion of these positive outcomes can be attributed to the effective use of data by Award of Excellence schools.

The [2023/2024 MO SW-PBS Data Schedule](#) has been posted on the pbissmissouri.org website. All partner schools that are considering applying for the 2024 MO SW-PBS Award of Excellence should carefully read and follow these expectations. But more importantly, if you want to create a positive school climate and achieve positive academic and behavioral outcomes for your students, we urge you to adhere to the data expectations calendar and use the data for decision making. After all, isn't improving outcomes for students what this work is really about?



ADVANCED TIERS

ETLP'S as the Foundational Practices to Target or Intensify

As we come back to school from summer break, the eight Effective Teaching and Learning Practices that are included within the SW-PBS framework are essential to include in all classrooms and non-classroom settings within your schools.

In the relatively short history of SW-PBS, practices were developed and first implemented schoolwide and in non-classroom settings. It was believed if staff could create positive learning environments in those settings, teachers would generalize the same effective strategies into their classrooms. However, studies continue to tell us that in many classrooms, up to half of the school day is lost to discipline and other non-instructional activities (Reinke, Herman & Stormont, 2012; Walberg, 1988; Karweit, 1988). The tie between the Effective Teaching and Learning Practices (ETLPs) and academic achievement is clear. Academic learning time, or the amount of time that students are actively and productively engaged in learning, is a strong determinant of achievement (Fisher & Berliner, 1986; Denham & Lieberman, 1980; Brophy & Good, 1986; Lewis, Newcomer, Trussell, & Richter, 2006).

Think about how your staff and students have opportunities or time built into your back-to-school schedule to provide specific time to **define, teach, model, and reinforce** those **expected behaviors** across **all school settings**.

Are there common lesson plans or activities that staff can use to teach and model your schoolwide and classroom expectations, procedures, and routines?

- Do you have dedicated time built into your first few weeks to allow for those lessons to take place?
- Do you have new staff that could benefit from observing your veteran staff teach and model those schoolwide expectations, procedures, and routines?
- If yes, how can you support your staff with peer-to-peer observations?
- How will you help encourage one another to continue to teach, model, and positively reinforce those expectations, rules, procedures, and routines after the first few weeks of school?



D.I.Y. Professional Learning

Over the years, MO SW-PBS has developed training resources that have not only been used to train our partner schools here in Missouri but have been adopted by other states and countries, as well. Now, we are nearing the end of a yearslong effort to develop our content into a series of virtual Professional Learning Modules located on the pbissmissouri.org website.

These resources include course and lesson descriptions, pre and post assessments, learning content in the form of a brief (10-20 minute) narrated video, useful handouts, opportunities to engage with the content, PowerPoint slide decks covering all content in the courses, and suggestions for next steps. At this time, courses related to all [Tier 1 Essential Components](#) have been posted. Courses over content from the MO SW-PBS Handbook and content related to our Effective Teaching and Learning Practices for the classroom are currently under development. Furthermore, we anticipate beginning to update or develop and post new [Tier 2](#) content beginning in the Fall of 2023.

There are a variety of ways that educators can take advantage of this virtual content. Individual educators can dip into courses and lessons for self-paced professional learning. Buildings or districts can assign courses or lessons based on school or district improvement goals. Similarly, buildings or districts can use courses or lessons in conjunction with the available slide decks to “flip” instruction, or flip instruction in coordination with training provided by regional professional development consultants. Finally, schools or districts can use the PLMs as part of their onboarding orientation for new staff or team members.

With these possibilities in mind, we encourage building or district leadership teams (BLTs or DLTs) to take a systematic approach to using this content. Consider reviewing and analyzing your implementation and outcome data to identify areas of need and/or possible implementation gaps. Identify those opportunities to improve that are most pressing for your organization. Determine which of the available courses can best help you to address the areas of need that you have identified, making sure that your goals are achievable in the time frame available. Determine the professional learning approach (see above suggestions) that works best for your context. Then, incorporate these decisions into your building or district professional development plan. Be sure to include your target audience, target completion dates, methods of conveying information, and individuals responsible for making sure the professional learning occurs. Finally, be sure to plan how you will follow up with coaching, feedback, and opportunities to practice.

Regardless how you choose to use these courses, we are confident that you will find them a valuable addition to your approach to professional learning. Visit the [Tier 1](#) and [Tier 2](#) course landing pages to view the offerings and register for these free courses!



Plans are in motion for **Summer Institute 2024** which will be on **June 4-5, 2024** at Tan-Tar-A Conference Center, Osage Beach, MO. The theme is **“Rock Your Role - Working Together to Build a Culture of Belonging.”** Mark your calendars and get ready to have a rockin’ & rollin’ great time!!

**Congratulations to our 2023
Dr. Mary Miller Richter Award
Recipients!**

***District of Distinction Recipient
Center 58 School District, Kansas City
&
School of Distinction Recipient
Clarence Lawson Elementary,
Jefferson City***

This past May 31-June 1, 908 educators from 6 states gathered together to network with and learn from one another at our 2023 Summer Institute! Feedback from attendees has been overwhelmingly positive. Over 90% of survey respondents rated the overall conference favorably, while 95% of survey respondents reported that the ideas, skills, and strategies gained will be useful in their work this next school year.

We would like to extend a special thank you to our keynote speaker, Mark Wheatley, for kicking off SI 2023 with an inspiring message around “Feedback for All.” We are also so appreciative of all the breakout, poster, and film presenters, as well as our facilitated discussion group panelists who intentionally designed engaging and applicable learning experiences for all of our participants. And, lastly, thank you to all our participants who joined us! Be sure to visit our website at pbissmissouri.org/summer-training-institute/si-schedule/ where you will find resources linked to all of the breakout sessions.

**WHERE
CAN YOU
FIND US?**



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<https://pbissmissouri.org/>

MO SW-PBS COACHES' CORNER



MO SW-PBS COACHES' CORNER IS A QUARTERLY GUIDE FOR OUR CONSULTANTS & LEADERSHIP TEAMS TO SEEK INFORMATION IN ESTABLISHING SYSTEMS THAT PROMOTE DATA-BASED DECISION MAKING. *CLICK ON A NUMBER BELOW TO GET STARTED!*

1

2

3

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