

# POSITIVE FOCUS

## Monitoring Tier 1 Data, Systems & Practices Throughout the Year



The importance of implementation with fidelity, consistency and equity cannot be overstated when it comes to Universal or Tier 1 Systems, Data and Practices. The [\*Essential Components of Tier 1\*](#) are the foundation for all other supports or interventions a team decides to implement. Teams and individual teachers cannot *target*, *individualize* or *intensify* what is not already in place (the logic of Tier 2 is “Targeted” interventions and Tier 3 is “Intensive / Individual” interventions). In addition to schoolwide Essential Components, individual classroom teachers will want to self-assess their preparation for and delivery of the [\*8 Effective Teaching & Learning Practices\*](#) (ETLPs). As such, Building Leadership Teams (BLT) should create a layered and multi-faceted approach to ongoing, Tier 1 progress monitoring. As a BLT, reflect on which of the progress monitoring tools / processes you already have in place? Which components could you easily layer in to improve your ongoing progress monitoring of Tier 1 implementation fidelity? How would improved progress monitoring lead to improved student outcomes, and how would you know? Learn more about an annual implementation fidelity assessment schedule by referring to the [\*MO SW-PBS Data Collection Schedule\*](#). See the chart on the following page for Tier 1 progress monitoring tools used by MO SW-PBS.

## DATA GUIDES OUR WORK

- *Tier 1 Progress Monitoring*
- *DBDM in Action Planning*
- *New Recognition Criteria*
- *Sharing Data with Stakeholders*
- *In the Spotlight: DCI-MTSS*
- *Coaches Corner-Quarter 2*
- *Summer Institute 2024*



# MO SW-PBS Tier 1 Progress Monitoring Tools

Source	What It Tells You	Who & When to Gather
<a href="#"><u>Tier 1 Universal Action Planning Checklist</u></a>	Did we create the systems and/or artifacts necessary for Tier 1 Implementation with fidelity?	BLT > Any time during the year, consider a quarterly check-up.
<a href="#"><u>Tier 1 Artifacts Rubric</u></a>	Do Tier 1 systems and/or artifacts meet proficiency criteria?	BLT > Any time during the year, consider a quarterly check-up.
<a href="#"><u>Self-Assessment Survey 4.0 (SAS)</u></a> <a href="#"><u>PBISAPPS.org</u></a>	Perception of staff regarding implementation of DataEssential Components of SW-PBS schoolwide, in the classroom, and in Tiers 2/3.	All Staff > Annually in spring.
<a href="#"><u>Tiered Fidelity Inventory (TFI)</u></a> <a href="#"><u>PBISAPPS.org</u></a>	Perception of BLT regarding implementation of Essential Components of SW-PBS in Tier 1, Tier 2, and Tier 3.	BLT > Fall of first year when beginning a new training or implementation phase, and annually in the spring.
<a href="#"><u>Classroom Walkthrough (District Developed)</u></a>	Fidelity of implementation of ETLPs in all classrooms, with all students, by all instructional staff.	BLT > As a progress monitoring process conducted schoolwide; used at any time.
<a href="#"><u>8 ETLP Teacher Tools (zip folder)</u></a>	Each ETLP Teacher Tool includes information on the practice, plus resources for individual educators to assess their planning and delivery of ETLPs w/ a Self-Assessment, and self-rating of their proficiency w/ a Practice Profile.	Teachers > Any time, or as directed by BLT for schoolwide monitoring.
<a href="#"><u>MO SW-PBS Award of Excellence</u></a>	BLT engages in a year-long dialog around fidelity with a MO SW-PBS Regional Consultant and submits evidence of implementation each spring for a formal review.	BLT > Consider quarterly check-ins and submit annually in the spring.

# Begin with the End in Mind: Action Planning & Recognition



The MO SW-PBS Award of Excellence is not just about earning well-deserved accolades for your efforts in Schoolwide Positive Behavior Support (SW-PBS); evidence is mounting to show that schools that meet the MO SW-PBS Award of Excellence criteria demonstrate better academic and social outcomes for students than do non-implementers or schools that implemented but did not earn one of the awards. Furthermore, there is evidence that maintaining the high levels of implementation fidelity required to earn recognition amplifies these effects on students, over time. It is for these reasons that we encourage all Missouri schools participating in SW-PBS to work toward meeting the criteria to earn the awards in the 2023/2024 school year.

The director of MO SW-PBS, Dr. Nanci Johnson, likes to say that recognition is a process, not an event. By this, she means it is a yearlong, iterative process, wherein schools clearly understand the criteria that they are working toward, create a yearlong plan to meet these criteria, and work with regional consultants to establish feedback loops to ensure that they stay on track to reach the criteria by the April 15th application deadline.

In this spirit of backward design, it is critical that teams clearly understand the criteria they are working toward at the beginning of the school year! These criteria can be found on the [MO SW-PBS Award of Excellence Page](#) of our website.

Participation in the MO SW-PBS Award of Excellence is limited to teams who are active participants with MO SW-PBS. For more information on how to engage in this year-long process, reach out to your Regional Consultant.

## WHERE CAN YOU FIND US?



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<https://pbissmissouri.org/>



**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.

## **Recognition--NEW for 2023/2024!**

There are two rather **significant changes** to the **2023/2024 Awards of Excellence**: **1)** the Awards have been “rebranded” and, **2)** the Tier 1 and Tier 2 Narratives are being replaced by a Building Walk and Interviews conducted by Regional Consultants. These changes are not expected to change the criteria that must be met, but rather change how the awards are interpreted and the process for assessing the quality of implementation.

### **Re-Brand**

**The labels used to differentiate the three awards have changed.** The formerly used labels of Bronze, Silver, and Gold implied a difference in quality that was never intended. Rather, they were intended to represent the layering on of tiered supports. As such, MO SW-PBS is rebranding the awards as follow:

**Tier 1 Award of Excellence: High quality implementation of Tier 1.**

**Tier 2 Award of Excellence: High quality implementation of Tiers 1 and 2.**

**Tier 3 Award of Excellence: High quality implementation of Tiers 1, 2, and 3.**

### **Building Walk and Interviews**

The second change for 2023/2024 is the replacement of the Tier 1 and Tier 2 narratives in favor of a Building Walk and Interviews. The reasons for this are four-fold: **1)** removing the narratives will reduce the length of the application and the time required to complete it; **2)** narratives measure one individual’s writing ability more so than the quality of the implementation; **3)** the building walks and interviews get consultants into buildings, giving them better information with which to assess implementation and provide feedback and coaching; and, **4)** the building walks and interviews provide consultants with first-hand observations of the unique and exemplary ways that teams are implementing SW-PBS. These observations and examples serve as models that can be used to assist other teams to meet implementation challenges. More information about these changes is available on the **MO SW-PBS Award of Excellence** page of the **[pbissmissouri.org](http://pbissmissouri.org)** website.

MO SW-PBS encourages all partner buildings to become familiar with and work toward the criteria for earning the award of excellence. We believe that the *process* of pursuing one of the awards will improve your implementation and lead to better outcomes for your students.



EMPOWER

ENHANCE

ENGAGE

ENABLE

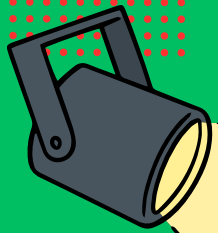
## Sharing Data with Your Stakeholders

Research by McIntosh, et al., (2014) has shown a direct link between sharing data with stakeholders and sustainability of PBIS practices. The ***District Systems Fidelity Inventory (DSFI)*** defines a Stakeholder as “anyone who has an interest in the success of a school district.” This may include internal and external stakeholders, in the form of individuals, groups, and organizations. PBIS district and building leadership teams (e.g., DLTs and BLTs respectively) are encouraged to strategically include representatives from a diverse range that can include families, general education, special education, school board, mental health, and local community organizations. Two-way communication is encouraged to solicit feedback on implementation progress and provide a link to district outcomes. Data can help tell your story!

Sharing implementation fidelity and outcome data with appropriate stakeholders is part of our DBDM process to review and recognize positive outcomes as well as focus on areas for continued improvement in implementation of PBIS systems and practices. Communication about your data and listening to feedback from stakeholders helps District Leadership Teams and Building Leadership Teams increase buy-in, set goals, develop policy, align resources and practices, and increases awareness, understanding of and participation in PBIS interventions and activities at all tiers.

How does your team connect with stakeholders? How and when do you share data with stakeholders to celebrate, review, and plan? Can your team set a goal this year to begin or improve data sharing with stakeholders? Consider what ways improving engagement with families, boards of education or community organizations may enhance your PBIS practices.



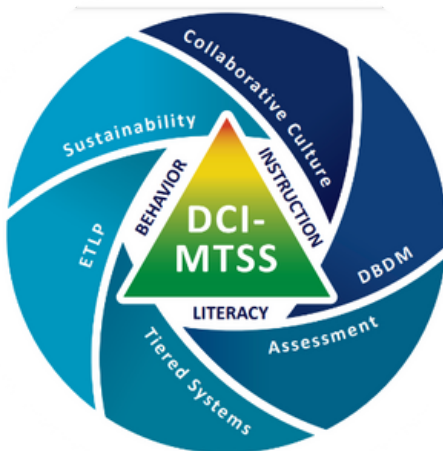


## ***IN THE SPOTLIGHT!!***

# **DCI-MTSS: WHAT'S BEHIND THE NEW FRAMEWORK?**

Our MO SW-PBS State Team is excited to share that we are partnering with Missouri's Department of Elementary and Secondary Schools (DESE) to support ten school districts as they begin to explore, adopt, and implement practices within a District Continuous Improvement Multi-Tiered System of Support (DCI-MTSS) framework to increase literacy outcomes for all students. The mission of Missouri's MTSS framework is, "To improve literacy outcomes for all students, especially students with disabilities, by providing high quality professional development focused on district- and building-level implementation of evidence-based instructional and behavioral practices and systems, with an emphasis on evidence-based literacy instructional practices, within a multi-tiered system of support."

Missouri's MTSS framework has **six key components** for leadership teams and staff to focus on.



**Collaborative Culture and Climate**  
**Data-Based Decision Making**  
**Assessment**  
**Tiered Systems**  
**Effective Teaching and Learning Practices**  
**Sustainability**



OCTOBER 2023/QUARTER 2

# COACHES CORNER



**MO SW-PBS COACHES' CORNER IS A QUARTERLY GUIDE FOR OUR CONSULTANTS & LEADERSHIP TEAMS TO SEEK INFORMATION TO ESTABLISH SYSTEMS THAT PROMOTE DATA-BASED DECISION MAKING.**

**CLICK ON A TIER TO GET YOUR 2ND QUARTER PLAYS!**







# Summer Institute 2024

## CALL FOR BREAKOUT PROPOSALS

The theme for SI 2024 is "**Rock Your Role - Working Together to Build a Culture of Belonging.**" We will be at the **Tan-Tar-A Conference Center in Osage Beach, MO.** Save the date and make plans to join us **June 4-5, 2024.**

**CALL FOR PROPOSALS IS NOW OPEN!** Everyone in a school or district plays an important role when implementing PBIS. We hope you will consider sharing how you build capacity among your staff, students, and families focused on creating and sustaining cultures where everyone feels valued, respected, and cared for.

### Breakout Session Details - Deadline for Submission is November 30, 2023

- 75 minute presentation with time allotted for engagement activities.
- 1 **FREE** registration if your breakout proposal is accepted.
- Please use this hyperlink to access the proposal form: [2024 Breakout Proposal Form](#). You can also access the proposal form on our website: [Call for Proposals](#)
- If your proposal is accepted, you will be notified in December 2023.

We are excited to give your school or district a platform to share your story with other implementers. If you have any questions regarding proposal submissions, please consult with your Regional SW-PBS Consultant, or email **Jody Baker at [bakerjod@missouri.edu](mailto:bakerjod@missouri.edu).**

## REFERENCES

McIntosh, K. Kim, J., Mercer, S., Strickland-Cohen, M. K., & Horner, R. (2015). Variables associated with enhanced sustainability of school-wide positive behavioral interventions and supports. *Assessment for Effective Intervention*, 40(3) 184-191



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