

Missouri Schoolwide Positive Behavior Support

POSITIVE FOCUS

Fitting the Pieces Together: Systems, Data, Practices



With prevention as a top priority, PBIS can also be utilized as a problem-solving framework (Lewis & Sugai, 1999). Following the identification of key social-emotional-behavioral goals within an individual school or across all schools within a district, leadership teams carefully review pieces of data to guide evidence-based practice adoption and progress monitor, then build systems to ensure all staff can implement identified practices with high fidelity.

FITTING THE PIECES TOGEHTER: SYSTEMS, DATA, PRACTICES

- *Revisiting & Intensifying Tier I Systems in the New Year*
- *Stakeholder & Partner Engagement Plan Example*
- *2022-23 Annual Report Update*
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This edition of Positive Focus will offer insight into the various ways your team can look at the systems, data and practices you already have in place and/or can create, as well as timeframes for implementation and evaluation to ensure fidelity of practice. Collecting data and using it to make informed decisions is key.



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.

Revisiting & Intensifying Tier 1 Systems in the New Year



Upon **returning to school** after a long break, it is important to **revisit our universal, effective teaching and learning practices** to ensure that all students and staff have time to adjust back to schoolwide expectations and rules and procedures and routines. Oftentimes, when students transition from home to school, the structures can look and sound different. Therefore, we need to **be proactive** when providing them with time and space to practice what we expect them to do in school and classroom settings.



Thoughts for administrators and coaches... This is also a great time of the year for staff to **model, teach, practice, and reteach** the expectations and rules and procedures and routines through encouraging expected behaviors with behavior specific praise (**4 positives to 1 corrective response**) and discouraging unexpected behaviors using the common language that is included in your schoolwide matrix. **How might you use an observation tool** to provide your staff with behavior specific feedback on best practices to promote a positive culture and climate in your school? Check out our **8 Effective Teaching & Learning Practices** for more info and ideas.

Schoolwide Elementary

- Create a schedule for all classes to revisit schoolwide matrix expectations in non-classroom settings such as cafeteria, playground, hallways, & restrooms
- Create a schedule to practice all procedures & routines in non-classroom settings such as dismissal & transitions

Schoolwide Secondary

- Create a schedule to revisit schoolwide matrix expectations & rules such as the cafeteria, hallways, lockers & restrooms
- Create a schedule to practice all procedures & routines for non-classroom settings such as arrival, dismissal, lunch, & transitions

Classroom Elementary

- Create a schedule to revisit classroom matrix expectations & rules, as well as those in the special area classrooms
- Create a schedule to practice all procedures & routines within your classroom, such as arrival, dismissal, & transitions

Classroom Secondary

- Create a schedule to re-visit the classwide matrix expectations & rules in the classroom (e.g., a bell warm-up or exit ticket)?
- Create a schedule to practice all procedures & routines within your classroom such as arrival, dismissal, lunch, & transitions

Stakeholder/Partner Engagement

Using Fidelity Measurement Tools to Identify Steps for Action Planning



Stakeholder or Partner Engagement is a **critical component** of the PBIS Framework. A stakeholder can be considered internal (teachers, students, paraprofessionals, support staff) or external (parents, police, community support agencies, and community mental health providers) to a school or district. Informing and regular communication with all partners about a PBIS plan increases the likelihood of consistency and effectiveness in implementation at all Tiers, and thus better outcomes for students.

One Missouri District's recent focus on engagement can serve as an example of how using fidelity measurement tools can help a team identify Stakeholder/Partner Engagement as a focus in action planning. The District Leadership Team analyzed their District Systems Fidelity Inventory (DSFI) and Tiered Fidelity Inventory (TFI) and made the decision to include engagement as a goal in their PBIS strategic plan. The team identified DSFI item 2.2 Information Dissemination (which aligns with TFI item 1.11 "Student/Family/Community Involvement") as a starting point to action plan around engagement.

They established 2 **strategic plan goals** using a S.M.A.R.T. Goal format:

1. By November 2023, the District Leadership Team for PBIS will have developed and formalized a Stakeholder Engagement plan and process for communicating social-emotional-behavioral accomplishments, general PBIS/MTSS information, and district aggregate social-emotional behavioral data.
2. By February 2024, the District Leadership Team for PBIS will have begun to use its Stakeholder Engagement plan and process to disseminate accomplishments, information, and data to broad stakeholder groups.

A subcommittee was formed to drill down and create Tier 1 goals, objectives, and action steps:

Tier 1 goal - Families are informed of school activities in a variety of ways to maximize the number of parents and caregivers who are aware of and understand PBIS in the schools and what they can do to support positive behavior at home Pre K - grade 12.

Tier 1 objective - Utilize a variety of communication methods such as newsletters, emails, social media, and the school website to ensure that PBS information reaches parents and caregivers with different preferences for receiving updates

The subcommittee created a **list of potential action steps** to achieve the goal of increased and consistent communication with all PBIS Partners:

- Create a monthly calendar for PBIS topics for the district digital newsletter
- Create a PBIS calendar for school newsletters
- Create a social media calendar to highlight PBIS
- Update district handbooks to include a PBIS overview
- Update school website to have a PBIS section
- Display PBIS expectations prominently in public spaces within the school
- Display PBIS expectations prominently within the community.
- Share information about PBIS expectations through partnerships with local organizations and school events outside of school hours
- Distribute the annual District Climate Survey. Use data from surveys of families and other informal data collection activities to inform PBIS plans and activities
- Form a Parent Advisory Committee that meets regularly to discuss school activities, PBIS initiatives, and ways to enhance family engagement. Actively involve committee members in decision-making processes
- Create list of events where families are invited to attend PBIS recognitions
- Conduct workshops specifically focused on creating home matrices. Provide templates and guidance on how families can implement positive behavior strategies at home. Offer ongoing support for families as they develop and refine these tools

Finally the DLT completed an **audit of current communication practices** to determine which ones were already in place, and what could be adjusted to increase awareness and understanding of PBIS, without adding additional expectations for those in charge of communication. Reviewing data and feedback from all stakeholders will ensure the team is able to provide "**just in time, just as needed**" information for partners to know all about how PBIS is supporting students and creating positive outcomes for them.

Work is just wrapping up on the **2022-2023 MO SW-PBS Annual Report**. As we analyze the outcomes, we do so with an understanding that collectively, MO SW-PBS participating schools have a greater percentage of students in the DESE Student Groups (e.g., historically underperforming students including low income, students with disabilities [SWD], English Learners [EL], and the state's major racial and ethnic groups [Black and Hispanic]).

As in years past, we observe **trends in improved outcomes** for students in buildings that participate in and earn the MO SW-PBS Award of Excellence process have continued:

- **Student Behavior Indicators** are above the state average and the average for students in non-participating schools, the improvements are amplified over time:
 - **Increased attendance** for students w/out IEPs as well as students with IEPs in schools earning Silver and Gold, this increase is amplified by successive years earning any level of "recognition".
 - **Decreased incidence of Out of School Suspensions (OSS)** for students w/out IEPs and students with IEPs, this decrease is amplified by successive years earning "recognition" at any level.
- **Student Academic Indicators are more mixed:**
 - For **students w/out IEPs** the percentage of students proficient and above in both Communication arts and Math is above the state average and the average for students in non-participating schools
 - For **students with IEPs** the percentage of students proficient and above in both Communication Arts and Math is similar or above the state average and the average for students in non-participating schools.

Learn more about the implementation story of MO SW-PBS participating schools on our [Publications Page](#) online!



LESSONS LEARNED FROM THE 2022-2023 ANNUAL REPORT

Click here to learn more about the
MO SW-PBS Award of Excellence
a.k.a. "Recognition"



Evaluation Time is Drawing Near...Are you Ready?

The whole reason for implementing Schoolwide Positive Behavior Support is to get positive outcomes for our students! For this reason, we need to do **implementation fidelity checks at least annually**. MO SW-PBS recommends use of the [Tiered Fidelity Inventory \(TFI\)](#) and the [Self-Assessment Survey \(SAS\)](#) to perform these checks. With the annual Spring Survey window nearly upon us ([January 29-March 31](#)), it's time to begin preparing to complete these surveys and develop a plan to use the respective reports to improve implementation.

The [TFI](#) is completed by the team and entered into [PBISAssessments](#). It provides the [team's perceptions](#) of the systems that are in place. PBISAssessments provides Total Score Reports, Scale Reports, Subscale Reports, and items. A good rule of thumb is to start broad with the scale report and use each report to narrow your focus to quickly identify opportunities for growth within each Tier.

The [SAS](#) is completed by the staff, and therefore gives [staff perceptions](#) of SW-PBS systems and practices that are in place. This is important because it provides an opportunity to [compare what the staff feels is in place to what the team feels is in place](#). Teams can compare scores between the two assessments to identify misalignment. For example, if the team has developed procedures for responding to unexpected behavior, but the staff says this is not in place, the team may need to consider providing additional training and coaching to staff on this system. This process of [triangulation](#) just got a whole lot easier. PBISAssessments just released the [SAS 4.0](#) which incorporates parallel construction to the TFI. The scales are directly aligned, as are most of the items.

Your regional consultant can help you to use these reports to identify opportunities to celebrate your efforts as well as opportunities to improve your SW-PBS implementation.

Completing the Surveys

The [TFI](#) usually includes a [walkthrough](#) prior to the team completing the TFI.

Anyone on the team can conduct the building walk. However, because a building walk and interview is a requirement for the [2024 MO SW-PBS Award of Excellence \(Recognition\)](#), you may want to reach out to your regional consultant. They can kill two birds with one stone by conducting the TFI walkthrough and the recognition building walk and interview during the same visit.

We also recommend the team that works with a specific tier complete the scale for that tier. Once all three scales are complete, one person with Team Member level access in PBISAssessments can enter scores for all three scales at one time. This team member can also run the TFI reports, available 24 hours after the survey window has closed. If you are unsure who on your team has "Team Member" access in PBISAssessments, contact your regional consultant to get set up.

The [SAS](#) is completed by individual staff members via a link that is unique for your school and the survey window. An individual with Team Member level access to PBISAssessments can log into assessments, copy the link, and send it out to all staff members. Strategies for getting all staff to complete the survey might include one of the following: **1**) have all staff gather in the computer lab as part of the monthly faculty meeting, and complete all at once; **2**) instruct staff to run off the "Thank You" page after they submit the survey, and turn this in to the principal for an incentive (i.e., cold soft drink); **3**) Inform staff that if a critical number of staff complete the survey, there will be a whole school incentive for all staff (i.e., Jeans Day or catered lunch).

A parting thought: no plan can succeed if it is not implemented as intended; by taking the TFI and SAS, you can ensure that you are implementing SW-PBS with fidelity and make any needed adjustments so that you get the best behavioral outcomes for your students.



Rock Your Role!

Working Together to Build a Culture of Belonging

Missouri SW-PBS Summer Institute • Tan-Tar-A Conference Center • June 4-5, 2024

Summer Institute 2024 Update

We hope you make plans to join us **June 4-5, 2024**, at the beautiful **Tan-Tar-A Conference Center** in Osage Beach, MO. Reserve your room now for an **early bird discounted rate of \$141.11** with a state tax exempt letter! Book your room by calling **1-800-826-8272** or clicking this link [Tan Tar A Conference Center](#) Enter code: **PBSS**

The Call for Poster Proposals and Film Fest Proposals is now open! We would like to invite you to share your SW-PBS journey and accomplishments with our attendees. You will need to **ACT FAST!** The **deadline for submissions is February 9, 2024.**

POSTER DETAILS

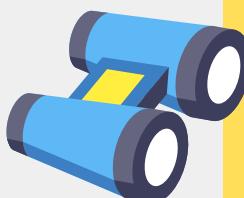


- Your school will receive ONE FREE registration upon acceptance of your poster proposal.
- Posters are usually freestanding trifold boards. Content may include pictures/photos, text that is easy to read, graphics, such as charts, graphs, or tables.
- A few schools have used digital media, such as a looping slideshow, to further illustrate their topic. A word of caution - the WIFI is very spotty and we will have limited access to electrical outlets.
- Link > [POSTER PROPOSAL](#)



FILM FEST DETAILS

- The Film Fest is a fun breakout session where you will have the opportunity to share a video that you have created that supports your implementation or instruction of SW-PBS systems and practices.
- Film submissions are usually short videos that depict your practices. Content may include teaching expectations to students and communicating your SW-PBS systems and practices with staff or families.
- Many schools use student actors in their videos. It is strongly recommended that student actors model positive examples of behavior expectations, while adult actors model non-examples of behavior expectations.
- During the Film Fest, you will have an opportunity to share how you created your video and how it has been used to support your students and staff.
- Most schools already have videos created, so there is no registration compensation.
- Link > [FILM FEST PROPOSAL](#)



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<https://pbismissouri.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!



REFERENCES

Center on Positive Behavioral Interventions and Supports (2020). Positive Behavioral Interventions and Supports District Systems Fidelity Inventory (DSFI)-Version 0.2. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

Lewis, T.J. and Sugai, G. (1999). Effective behavior support: A systems approach to proactive schoolwide management. *Focus on Exceptional Children*, 31(6), 1-24.



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