MO SW-PBS

Missouri Schoolwide Positive Behavior Support

2022-2023
ANNUAL REPORT

ABOUT

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) has a goal to improve behavioral outcomes for ALL students in Missouri one district, school, and classroom at a time. This Annual Report is structured to assess support that MO SW-PBS provides districts, schools and classrooms across 5 critical areas as outlined by the PBIS Evaluation Blueprint[1]: *Reach, Process, Capacity, Fidelity and Outcomes.*
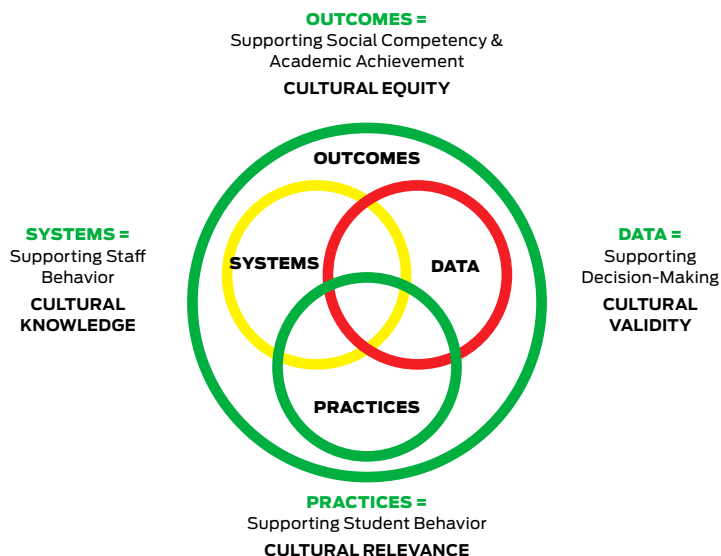
The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.

The vision of MO SW-PBS is to be the premiere resource for efficient and effective systems of behavior support for schools and districts.

MO SW-PBS is committed to actively assisting the Missouri Department of Elementary and Secondary Education (The DESE) to meet the state's "Show Me Success" mission to guarantee the superior preparation and performance of every child in school and in life. MO SW-PBS also assists all stakeholders in meeting many of the State Performance Plan (SPP) Part B indicators identified through *The DESE* in conjunction with the U. S. Department of Education, Office of Special Education Programs (OSEP).

MO SW-PBS has provided training and support to building leadership teams (BLTs) and district leadership teams (DLTs) for over 16 years. Since the Covid 19 Pandemic, the implementation of schoolwide positive behavior supports (SW-PBS) has been more urgently needed than ever before. The framework of the four interconnected elements of **systems, data and practices**, which when implemented with fidelity, consistency and equity result in desired **outcomes**, has proven durable and vital.

FOUR INTERCONNECTED ELEMENTS OF SW-PBS[2]

OUTCOMES =
Supporting Social Competency & Academic Achievement
CULTURAL EQUITY

SYSTEMS =
Supporting Staff Behavior
CULTURAL KNOWLEDGE

DATA =
Supporting Decision-Making
CULTURAL VALIDITY

PRACTICES =
Supporting Student Behavior
CULTURAL RELEVANCE

STRATEGIC PLAN

Improve behavioral outcomes for all students

Sustain materials to implement School or Districtwide Positive Behavior Support (SW/DW PBS)

- Sustain handbook/ implementation guide/resources
- Sustain virtual learning platform
- Sustain MO SW-PBS website

Build capacity of stakeholders to implement SW/DW PBS

- Internal: Implement & sustain SW/DW PBS*
- Internal: Provide feedback on SW/DW PBS*
- External: Support SW/DW PBS coaching knowledge and skills**
- External: Provide training and TA**
- External: Differentiate coaching support**

Build systems for DBDM

- Audit of partner data
- Coach focusing on data collection and submission
- Engage in explicit cycles of DBDM

Internal: District and Building Personnel

**External: MO SW-PBS State Team Personnel*

ABOUT

Academic Systems

Tier 3 - Intensive / Individualized
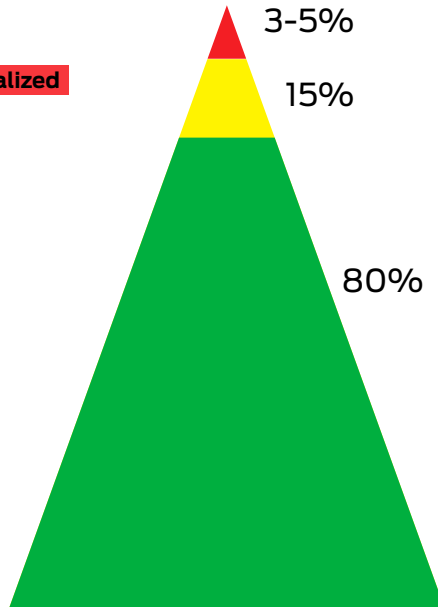· Few Students (High-Risk)
· Assessment-Based
· High Intensity

Tier 2 - Targeted / Group
· Some Students (At-Risk)
· High Efficiency
· Rapid Response

Tier 1 - Universal / All
· All Students
· Preventative, Proactive

3-5%

15%

80%

Behavioral Systems

Tier 3 - Intensive / Individualized
· Few Students (High-Risk)
· Assessment-Based
· High Intensity

Tier 2 - Targeted / Group
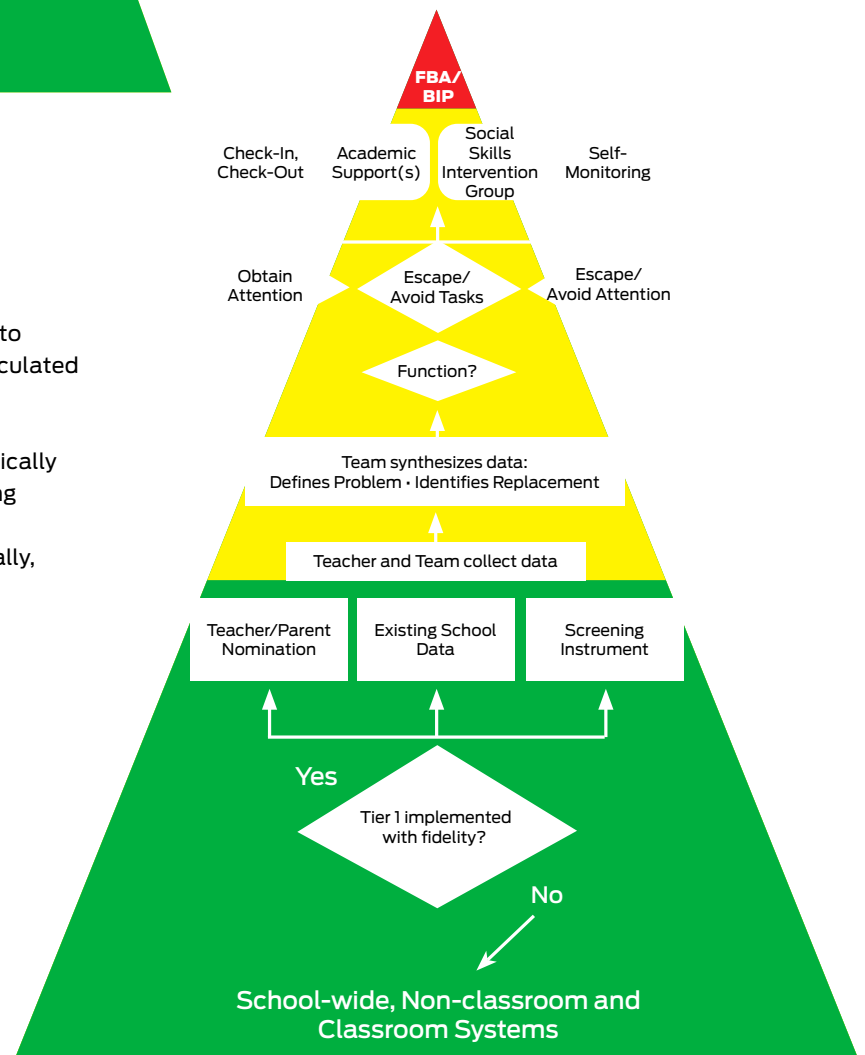· Some Students (At-Risk)
· High Efficiency
· Rapid Response

Tier 1 - Universal / All
· All Students
· Preventative, Proactive

MO SW-PBS STUDENT SUPPORT MODEL*

MO SW-PBS trains and provides technical assistance to partners for implementation of tiered supports as articulated by Walker et al. (1996), with an emphasis on universal supports for all. The universal or Tier 1 support, when implemented with fidelity, consistency and equity, typically results in 80% of students successful in demonstrating expected behaviors. Targeted small group, or Tier 2 interventions, are provided to 10-15% of students. Finally, in some cases intensive and individualized, or Tier 3 interventions, are needed for 3-5% of students.[3]

FBA/BIP

Check-In, Check-Out · Academic Support(s) · Social Skills Intervention Group · Self-Monitoring

Obtain Attention · Escape/Avoid Tasks · Escape/Avoid Attention

Function?

Team synthesizes data:
Defines Problem · Identifies Replacement

Teacher and Team collect data

Teacher/Parent Nomination · Existing School Data · Screening Instrument

Yes

Tier 1 implemented with fidelity?

No

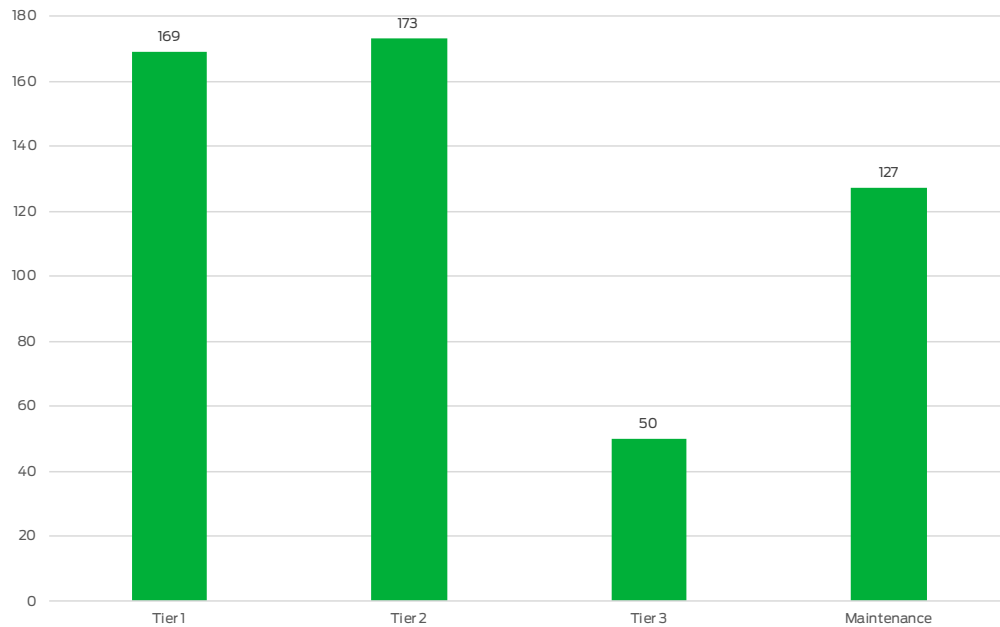School-wide, Non-classroom and Classroom Systems

Proportions are not to scale, size adjusted to illustrate support provided.

REACH

Who is participating in PBIS/SW-PBS?[1]

2023 Participating Schools by Training Tier

Tier	Count
Tier 1	169
Tier 2	173
Tier 3	50
Maintenance	127

2023 Participating Schools by Grade Configuration

Grade Configuration	Count
Pre School	22
Elementary	307
Mid/Jr	90
High	49
K-8/K-12	8
Alternative	42
Career/Tech	1
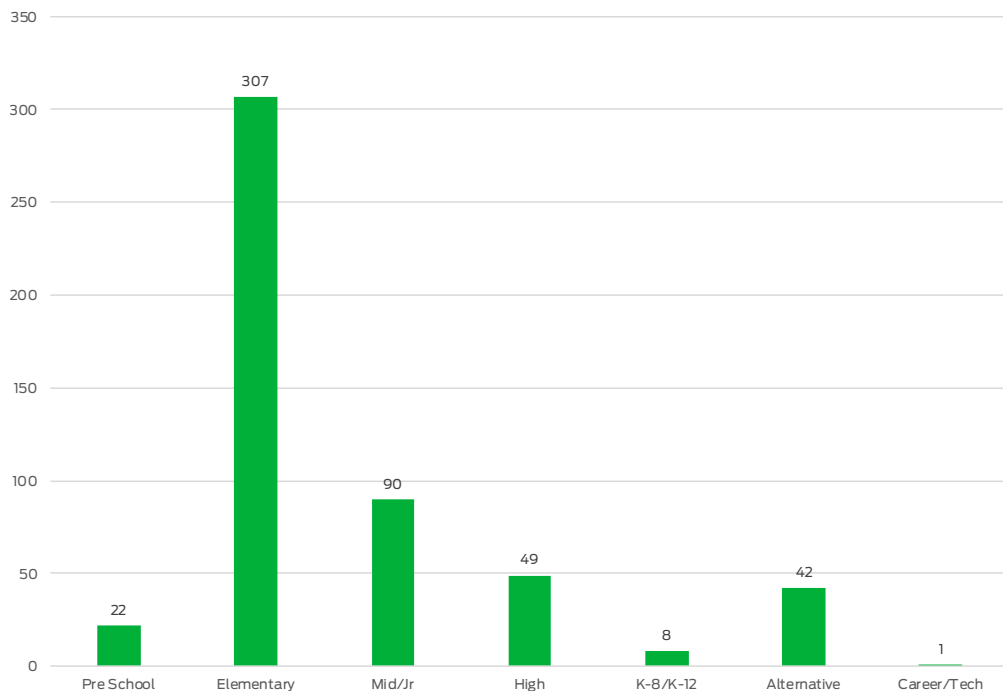
REACH

Who is participating in PBIS/SW-PBS?[1]

SCHOOLS/DISTRICTS
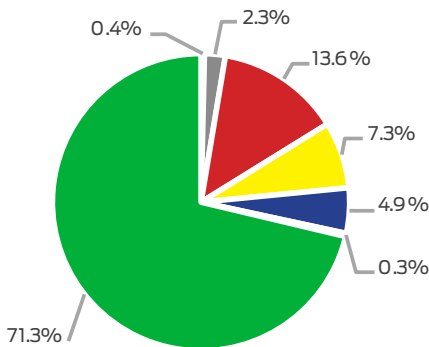
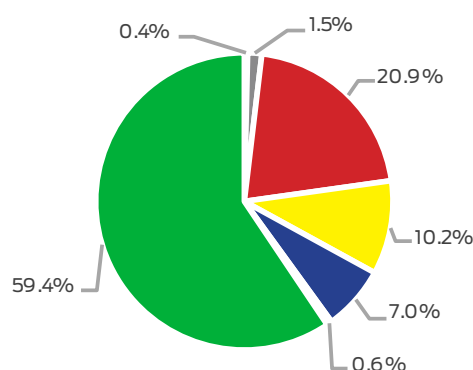**519 SCHOOLS**
21.6% of MO Schools

2022-2023 PARTICIPATION
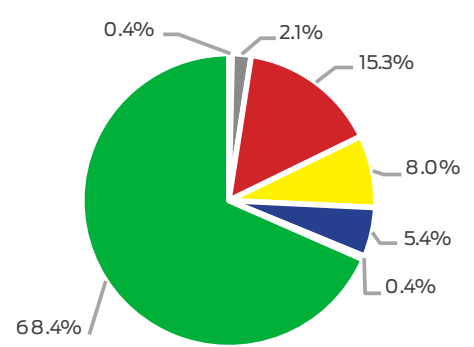
136 DISTRICTS
24.1% of MO Districts

DEMOGRAPHICS

Non SW-PBS

0.4%
2.3%
13.6%
7.3%
4.9%
0.3%
71.3%

SW-PBS

0.4%
1.5%
20.9%
10.2%
7.0%
0.6%
59.4%

Missouri

0.4%
2.1%
15.3%
8.0%
5.4%
0.4%
68.4%

■ Indian ■ Asian ■ Black ■ Hispanic ■ Multi-Racial ■ Paclsl ■ White

Non SW-PBS	SW-PBS	Missouri
14.1 % Students w/ IEPs	**14.3 %** Students w/ IEPs	**14.2 %** Students w/ IEPs
43.8 % Students F/R Lunch	**56.3 %** Students F/R Lunch	**46.8 %** Students F/R Lunch

TAKEAWAY

MO SW-PBS schools are more ethnically and racially diverse, and serve greater percentages of students at risk, as measured by poverty (i.e., eligibility for Free/Reduced Lunch). Over the past several years, the percentage of students with individual education plans (IEPs) in SW-PBS schools has been decreasing. In 2022-2023, the percentage of students with IEPs in SW-PBS schools is virtually identical with the Missouri average.

PROCESS

What is the status of the PBIS/SW-PBS Initiative?[1]

TRAINING PHASES

Under the historic model, BLTs received training and support following a specified progression through Tiers 1, 2 and 3. In recent years, the training includes the historic content, but the rate of progression is more individualized, taking into consideration the systems, data and practices that are pre-existing, and focusing on refining current components and adopting components not in place to ensure all necessary elements of the framework are implemented with fidelity, consistency and equity.

EXPLORATION AND ADOPTION[4]

Decision to Participate

TIER 1, PREPARATION PHASE

Prepare Tier 1 Systems, Data and Practices; implement with ALL staff, pilot with some students

TIER 1, EMERGING PHASE

Implementation with ALL staff and students

TIER 1, EMERGING ADVANCED

Ongoing and more comprehensive implementation for sustainability; assess readiness for Tier 2

TIER 2

Prepare Tier 2 systems, data and practices; pilot a single Tier 2 intervention

TIER 2 ADVANCED

Ongoing implementation of at least one more Tier 2 intervention and sustaining Tiers 1 and 2; assess readiness for Tier 3
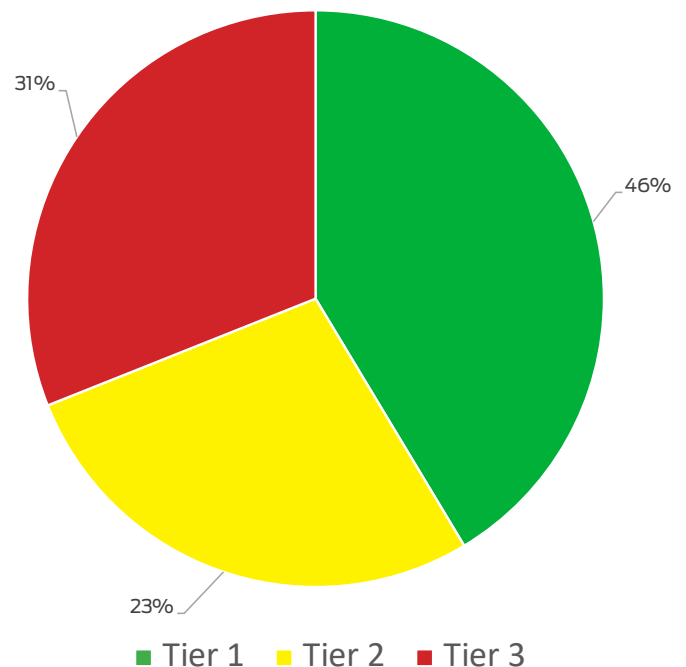
TIER 3

Prepare Tier 3 Systems, Data and Practices; pilot a single Functional Behavior Assessment/Behavior Intervention Plan

TIER 3 ADVANCED

Ongoing and comprehensive implementation of additional FBA/BIPs sustaining ALL 3 tiers of support

2023 SW-PBS Standard Training Delivered by Tier
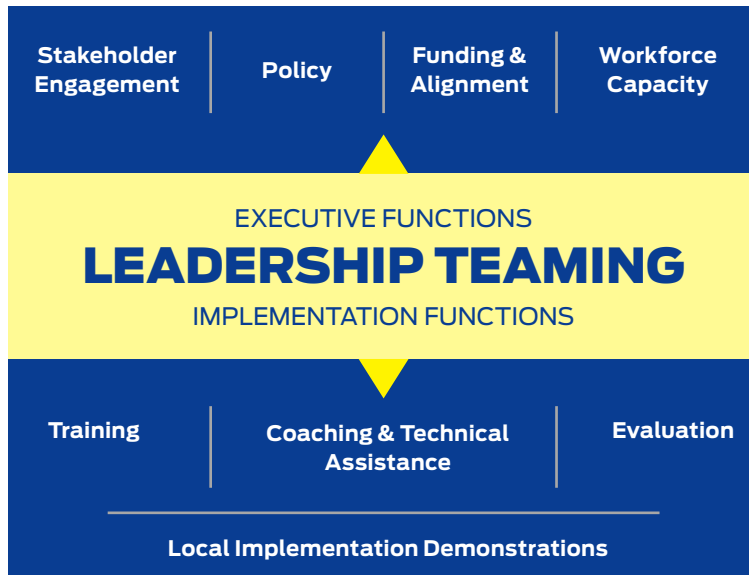
31%

46%

23%

■ Tier 1   ■ Tier 2   ■ Tier 3

Over 90%

of survey respondents agreed that BLT training was valuable, engaging, and would impact their work with students
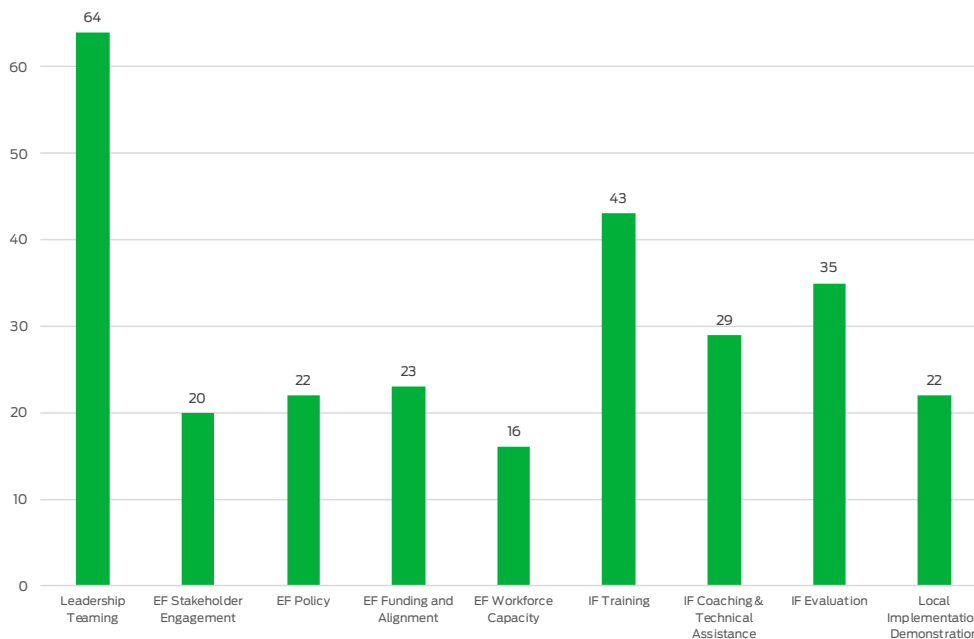
PROCESS

What is the status of the PBIS/SW-PBS Initiative?[1]

Stakeholder Engagement	Policy	Funding & Alignment	Workforce Capacity

EXECUTIVE FUNCTIONS
LEADERSHIP TEAMING
IMPLEMENTATION FUNCTIONS

Training	Coaching & Technical Assistance	Evaluation

Local Implementation Demonstrations

Under the *district continuous improvement for behavior* (A.K.A. DW-PBS) framework, training and support is provided primarily to DLTs. The training and coaching focus for DLTs are the components of the *District Systems Fidelity Inventory (DSFI)*[5].

The goal of DW-PBS is to grow internal DLT capacity for provision of BLT level professional learning curriculum and supports that are differentiated based on data and DLT priorities for districtwide cohesion. In most cases, the historic **Training Phases** progression is used to guide decision making on BLT training in this new delivery model.

2023 DW-PBS FOUNDATIONAL PROCESSES TRAINED

Category	Value
Leadership Teaming	64
EF Stakeholder Engagement	20
EF Policy	22
EF Funding and Alignment	23
EF Workforce Capacity	16
IF Training	43
IF Coaching & Technical Assistance	29
IF Evaluation	35
Local Implementation Demonstration	22

Training Leads

17.8% MO SW-PBS Facilitator Only

35.3% Co-Facilitated with District Internal and External Facilitator(s)

5.8% District Internal Facilitator Only

5.0% Co- Facilitated with MO SW-PBS Facilitator and CST

36.0% CST Only

254
Total DLT Training/ Coaching Interactions

EF = Executive Function
IF = Implementation Function

TAKEAWAY

MO SW-PBS provides training content for both building leadership teams (BLTs) and district leadership teams (DLTs) that is informed by the research in applied behavior analysis and tiered systems of support, the National Center on PBIS Blueprints, research based PBIS APPs assessments and implementation science research[4].
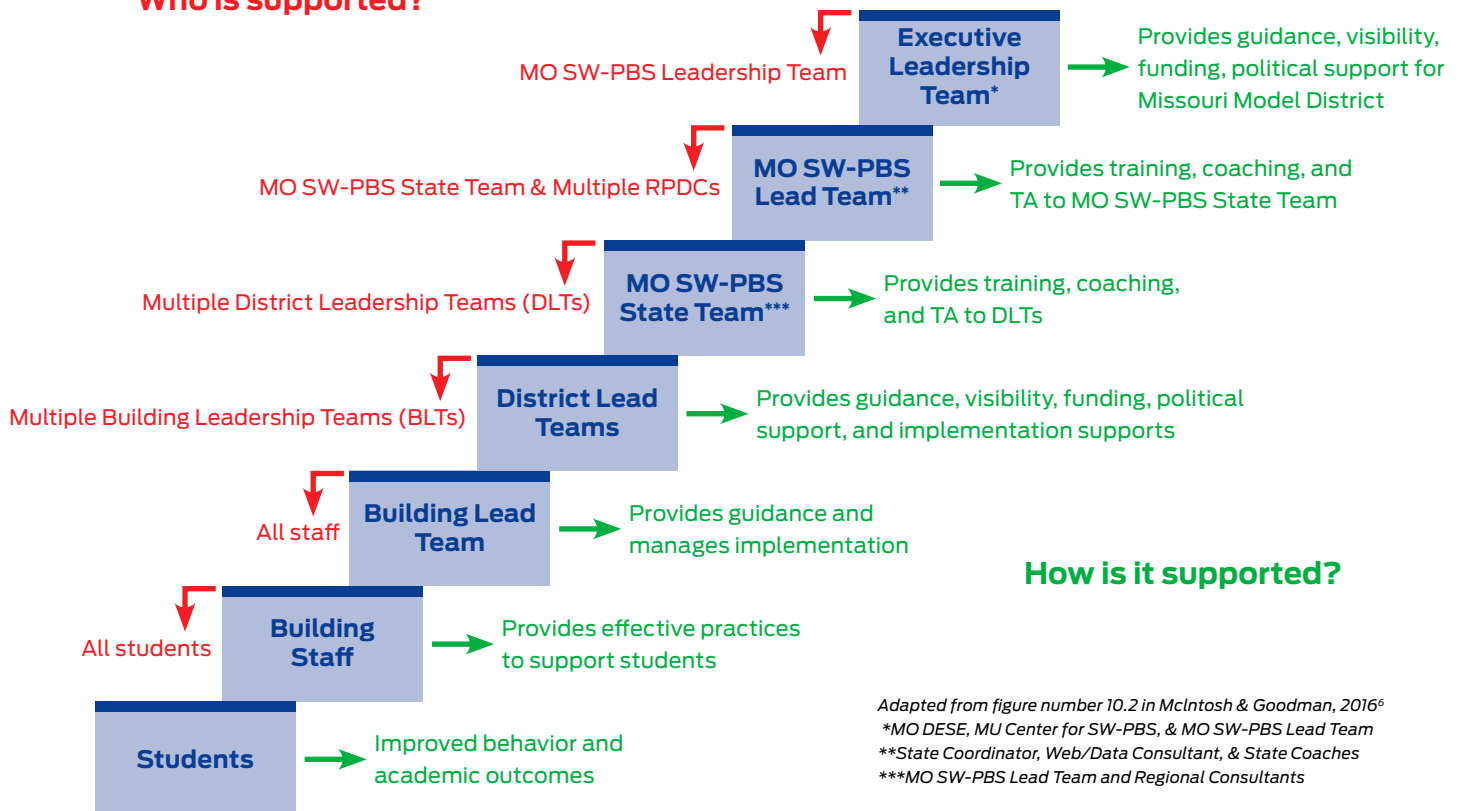
CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?[1]

THE CASCADE MODEL OF SUPPORT

This figure is adapted from McIntosh & Goodman, 2016[6], and is designed to be viewed starting at the bottom left corner, then following the cascade up to the Executive Leadership. Beginning with student outcomes in mind, backwards designing a cascading system of support that flows from the state department of education to all classrooms and all students.

Who is supported?

MO SW-PBS Leadership Team → **Executive Leadership Team*** → Provides guidance, visibility, funding, political support for Missouri Model District

MO SW-PBS State Team & Multiple RPDCs → **MO SW-PBS Lead Team*** → Provides training, coaching, and TA to MO SW-PBS State Team

Multiple District Leadership Teams (DLTs) → **MO SW-PBS State Team*** → Provides training, coaching, and TA to DLTs

Multiple Building Leadership Teams (BLTs) → **District Lead Teams** → Provides guidance, visibility, funding, political support, and implementation supports

All staff → **Building Lead Team** → Provides guidance and manages implementation

How is it supported?

All students → **Building Staff** → Provides effective practices to support students

Students → Improved behavior and academic outcomes

Adapted from figure number 10.2 in McIntosh & Goodman, 2016[6]
*MO DESE, MU Center for SW-PBS, & MO SW-PBS Lead Team
**State Coordinator, Web/Data Consultant, & State Coaches
***MO SW-PBS Lead Team and Regional Consultants

31
State Team Members

27.2
FTE Dedicated to SW-PBS

776
Total Years in Education

CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?[1]

MATERIALS & RESOURCES

PBISMissouri.org
Sessions: 58,507
Users: 34,420
Pageviews: 300,647

Most Frequently Viewed Pages
Home page
Classroom ETLPs
Tier 2 Workbook and Resources
Summer Institute
Tier 1 Workbook and Resources

Online Courses
Registered Users: 3,286
Unique Visitors: 413
(viewed at least one online course)

Resources
- MO SW-PBS Handbook
- Tier 1 Implementation Guide
- Tier 2 Workbook
- Tier 3 Workbook
- Tier 1 Online Courses
- Tier 2 Online Courses

Tools
- Big-5 Generator
- Data Collection Tool
- EC Data Collection Tool
- DBDM Solution Plan
- DBDM Solution Plan for Google
- SAS/TFI Triangulation Spreadsheet
- Disproportionality Calculator
- Advanced Tiers Spreadsheet
- Advanced Tiers Spreadsheet for Google Sheets
- BIP-IT
- Tier 2-3 Meeting Planner

Social Media

Facebook
576 Followers
7,934 Reach
802 Page Visits

X (F.K.A. Twitter)
2,223 Followers
9,734 Impressions

Newsletters
2,481 Average Recipients
41% Average Unique Open Rate

TAKEAWAY

MO SW-PBS provides a network of highly skilled professional learning consultants, and has developed resources and training materials that are valued, adopted and adapted by other states and countries.
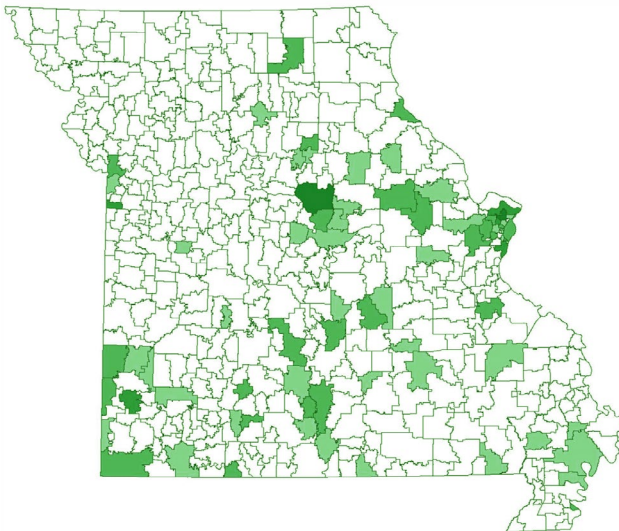
CAPACITY

What is the ability of the organization to implement and sustain PBIS/SW-PBS?[1]
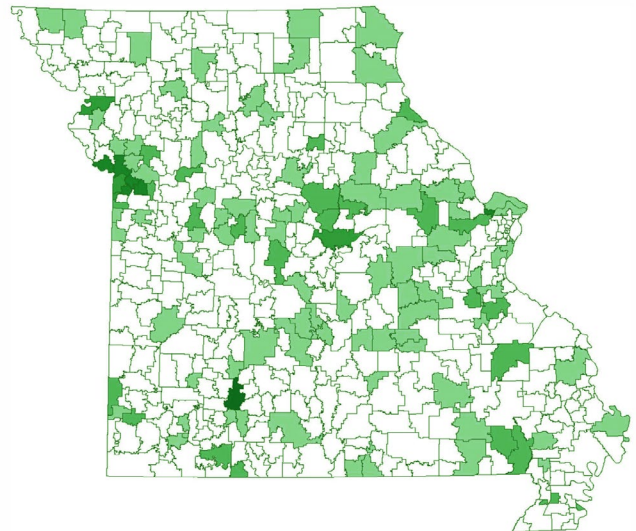
GROWTH & PARTICIPATION
MO SW-PBS SCHOOLS BY DISTRICT

2006-2007
86 DISTRICTS

2022-2023
136 DISTRICTS

Number of active PBS schools: 0 | 1-2 | 3-6 | 7-10 | 11-30 | 31-40

1,381
Schools participating in at least 1 year of training since 2007

41.7%
16 year
Retention Rate

246
Schools completing at least 1 year of Tier 3 Advanced training

790
Schools went inactive at least once since 2007

117
Schools participated in 2023 after having gone inactive at least once since 2007

FIDELITY

Are the core features of PBIS/SW-PBS being implemented?[1]

Tiered Fidelity Inventory (TFI) > Building leadership team perception of fidelity Tiers 1, 2, & 3 [7]

Self-Assessment Survey (SAS) > ALL staff perception of fidelity Tiers 1, 2 & 3 [8]

SELF ASSESSMENT SURVEY (SAS) & TIERED FIDELITY INVENTORY (TFI)

269
Schools Measured Tier 1 Fidelity with the TFI
(SET was retired in 2022-2023)

222
Schools Met Tier 1 Fidelity Criteria

SELF-ASSESSMENT SURVEY (SAS) STAFF PERCEPTIONS OF SYSTEMS IN PLACE (EMERGING THROUGH MAINTENANCE)

78.9%
Schoolwide In Place

79.4%
Non-Classroom In Place

77.2%
Classroom In Place

69.6%
Individual Students In Place

TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS

86.9%
of respondents scored ≥ 70% on Tier 1 Scale*

49.1% Eligible completed Tier 1 Scale*

*450 Eligible = Training Emerging through Maintenance

84.3%
of respondents scored ≥ 70% on Tier 2 Scale*

40.3% Eligible completed Tier 2 Scale*

*350 Eligible = Training Tier 2 through Maintenance
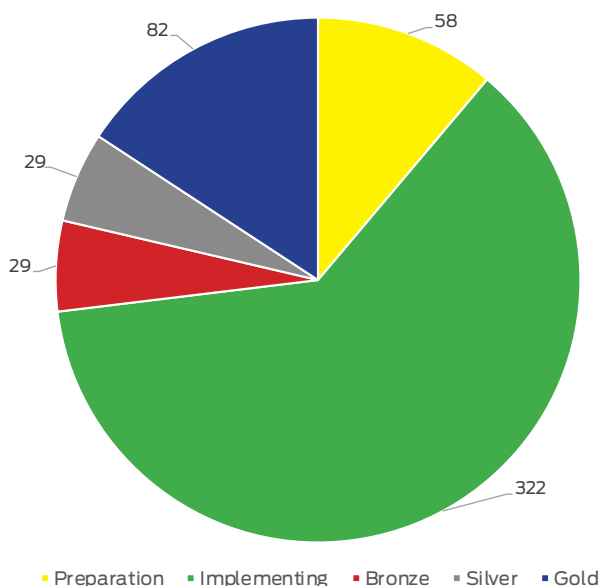
92.3%
of respondents scored ≥ 70% on Tier 3 Scale*

44.1% Eligible completed Tier 3 Scale*

*177 Eligible = Training Tier 3 through Maintenance

FIDELITY

Are the core features of PBIS/SW-PBS being implemented?[1]

2023 Recognition Levels

Pie chart values: 82 (Gold), 58 (Preparation), 322 (Implementing), 29 (Bronze), 29 (Silver)

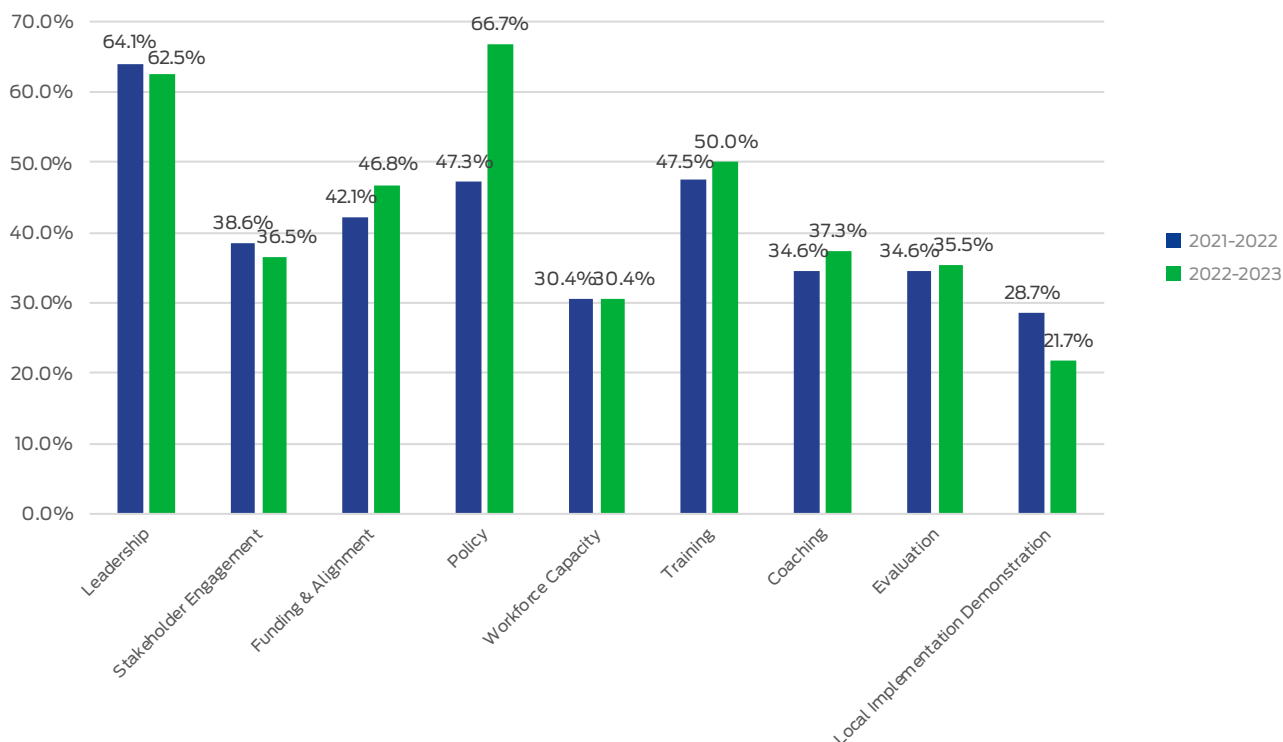Legend: ■ Preparation ■ Implementing ■ Bronze ■ Silver ■ Gold

140 Schools earned recognition in 2023

49 Schools earned recognition 10 or more years

5 Schools earned recognition 16 years

District Systems Fidelity Inventory (DSFI)

2022-2023 Average DSFI Components (8 districts)

Component	2021-2022	2022-2023
Leadership	64.1%	62.5%
Stakeholder Engagement	38.6%	36.5%
Funding & Alignment	42.1%	46.8%
Policy	47.3%	66.7%
Workforce Capacity	30.4%	30.4%
Training	47.5%	50.0%
Coaching	34.6%	37.3%
Evaluation	34.6%	35.5%
Local Implementation Demonstration	28.7%	21.7%

FIDELITY

Are the core features of PBIS/SW-PBS being implemented?[1]

AWARD OF EXCELLENCE

Also known as "Recognition", the Award of Excellence is a voluntary opportunity for participating teams to engage in an ongoing process of data and artifact submissions with regional consultants in order to receive ongoing progress monitoring feedback from an external expert.

Preparation: First year of partnership; may be implementing with students; not eligible for recognition
Implementing: Partnering at Tiers 1, 2, and/or 3, but either did not apply for or was not eligible for recognition

BRONZE
Implementing
Tier 1 @ fidelity

SILVER
Implementing Tiers
1 & 2 @ fidelity

GOLD
Implementing Tiers
1, 2 & 3 @ fidelity

Tiered Fidelity Inventory (TFI) By Recognition Levels

131
Bronze, Silver, & Gold
93.6% Completed the Tier 1 Scale
100% ≥ 70% on the Tier 1 Scale

101
Silver & Gold
91.8% Completed the Tier 2 Scale
100% ≥ 70% on the Tier 1 Scale

63
Gold
76.8% Completed the Tier 3 Scale
96.8% ≥ 70% on the Tier 1 Scale

TAKEAWAY

Participation in the recognition process lagged in 2021-2022, but returned to pre-pandemic levels in 2022-2023. Across all participating school teams, fidelity scores are close to or above criterion as articulated by the National Center on PBIS (e.g., SAS Schoolwide at 80% and TFI Tier 1 at 70%). For school teams who earn Recognition, the fidelity scores far exceed the criterion thresholds.
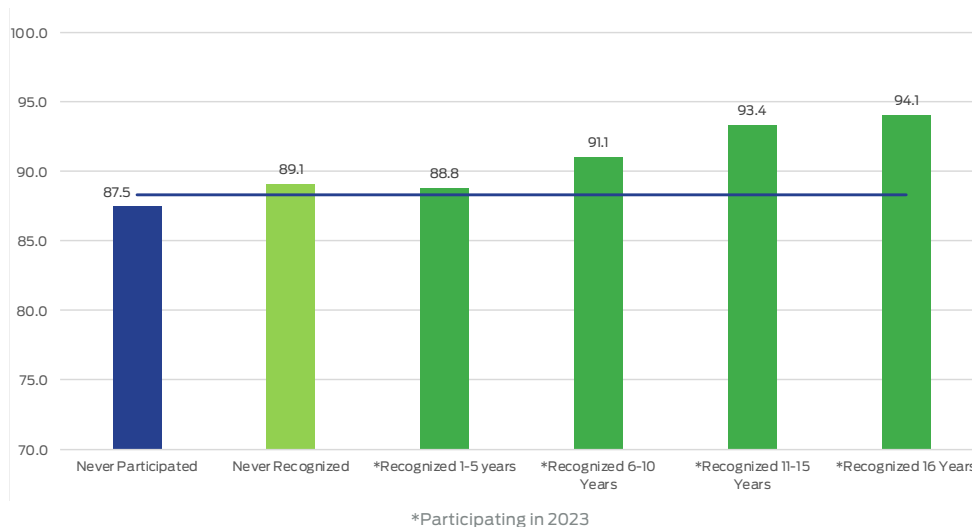
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

2023 Attendance for Students without IEPs

Legend: 2022-2023 (green bars), Missouri (blue line)

Values: Preparation 83.7%, Implementing 89.4%, Bronze 83.2%, Silver 92.6%, Gold 91.6%, Non SW-PBS 87.1%

2023 Attendance for Students Without IEPs by Years of Recognition

Values: Never Participated 87.5, Never Recognized 89.1, *Recognized 1-5 years 88.8, *Recognized 6-10 Years 91.1, *Recognized 11-15 Years 93.4, *Recognized 16 Years 94.1

*Participating in 2023
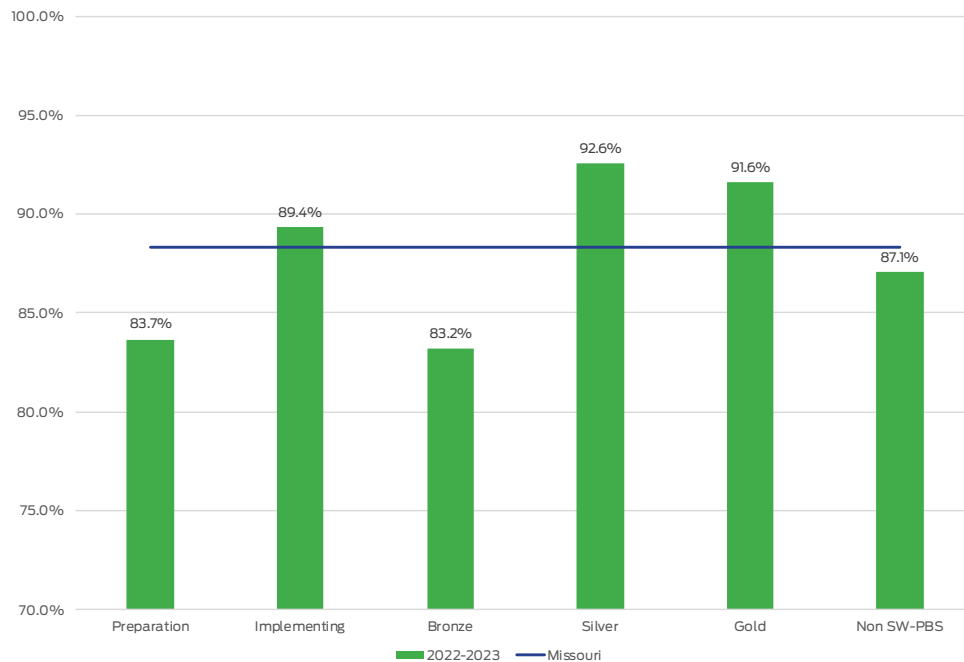
Note: Higher attendance is the preferred outcome.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

2023 Attendance for Students with IEPs

| | 2022-2023 | Missouri |
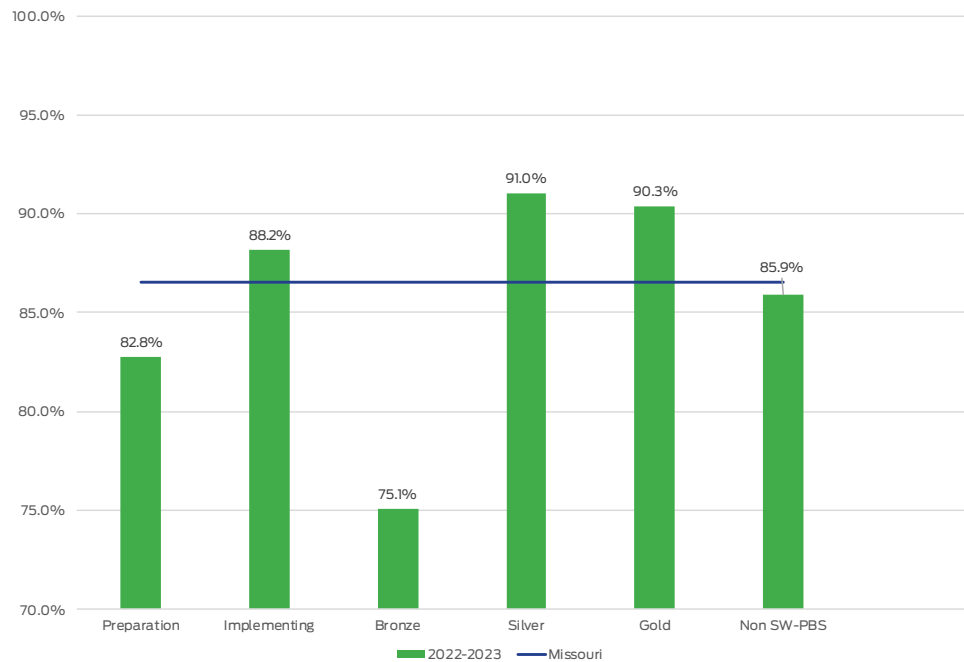
2023 Attendance for Students with IEPs by Years of Recognition
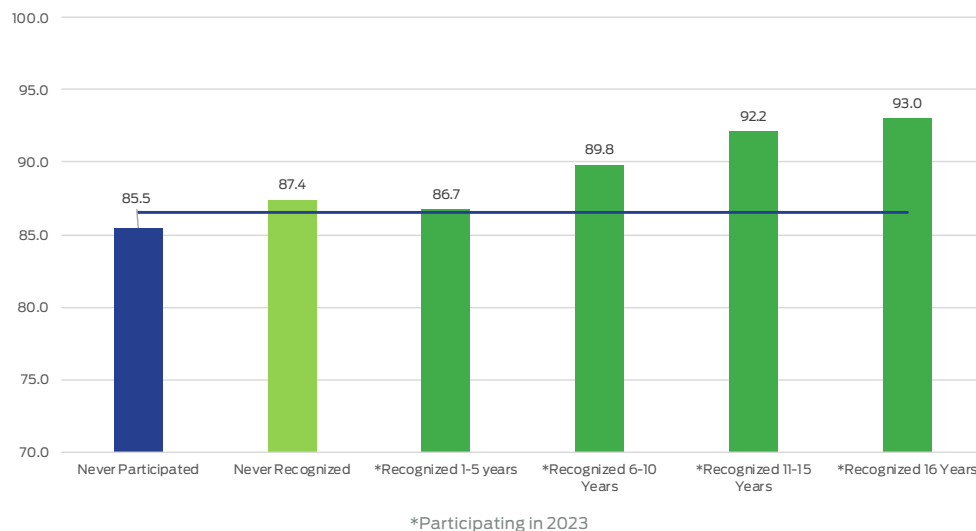
*Participating in 2023

Note: Higher attendance is the preferred outcome.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

**2023 Percent of Students with IEPs spending ≥ 79% in Regular Classrooms by SW-PBS Implementation**

Bar chart showing:
- Preparation: 38.4%
- Implementing: 54.8%
- Bronze: 44.8%
- Silver: 54.4%
- Gold: 52.8%
- Non MO SW-PBS: 52.6%

Legend: 2022-2023, Missouri
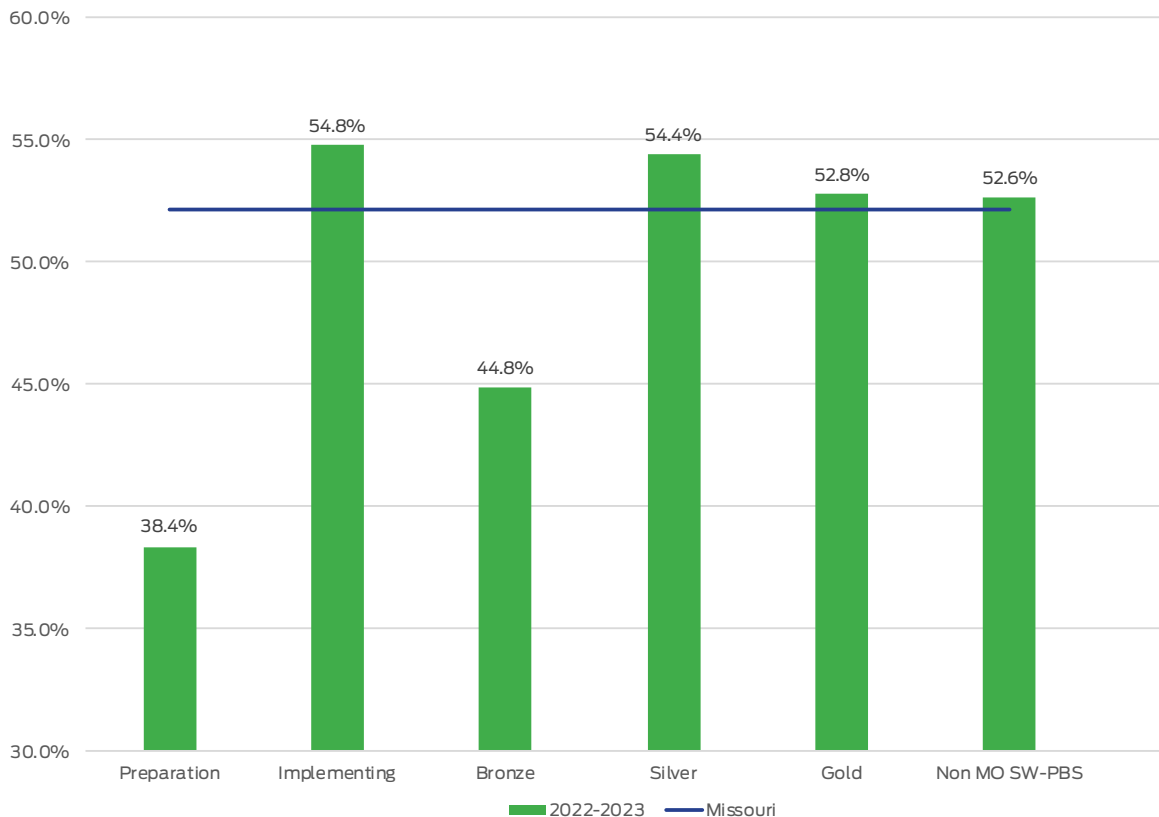
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

2023 OSS Per 100 Students Without IEPs by Years of Recognition

*Participating in 2023
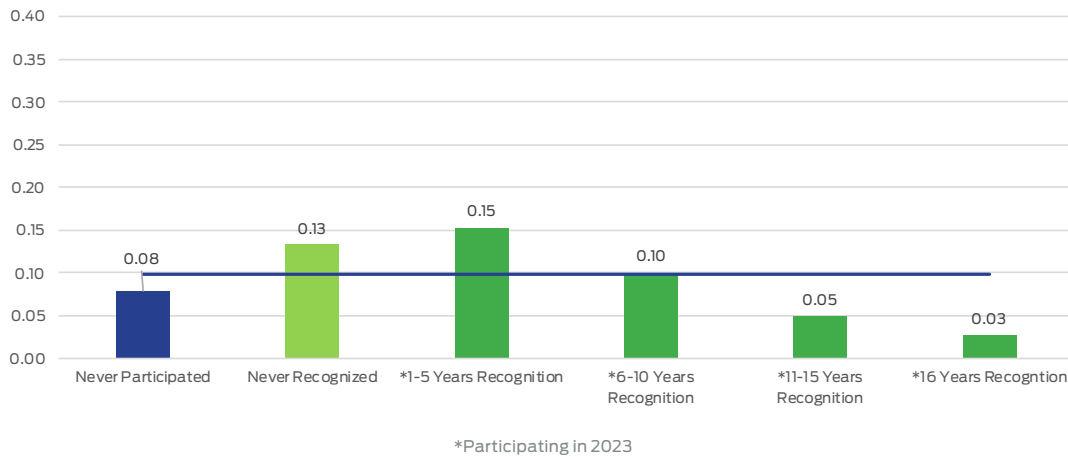
2023 OSS Per 100 Students with IEPs by Year of Recognition

*Participating in 2023
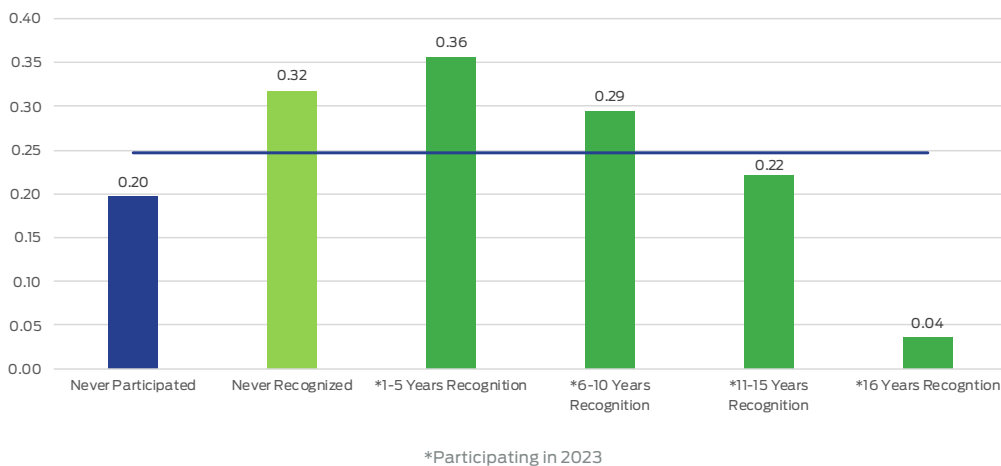
Student outcome data for behavior was traditionally measured by office discipline referrals (ODRs) and had primarily been reported by schools using the Schoolwide Information System (SWIS). In recent years fewer schools are using SWIS. In addition, with the pandemic and reduced participation in Recognition there has been diminished reporting of ODR data. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

In recent years, due to limited access to ODR data MO SW-PBS has used Out of School Suspensions (OSS) as a metric to assess implementation impacts on student behavior. In Missouri, schools must report any OSS of more than half a day.

Note: Lower out of school suspension is the preferred outcome.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]
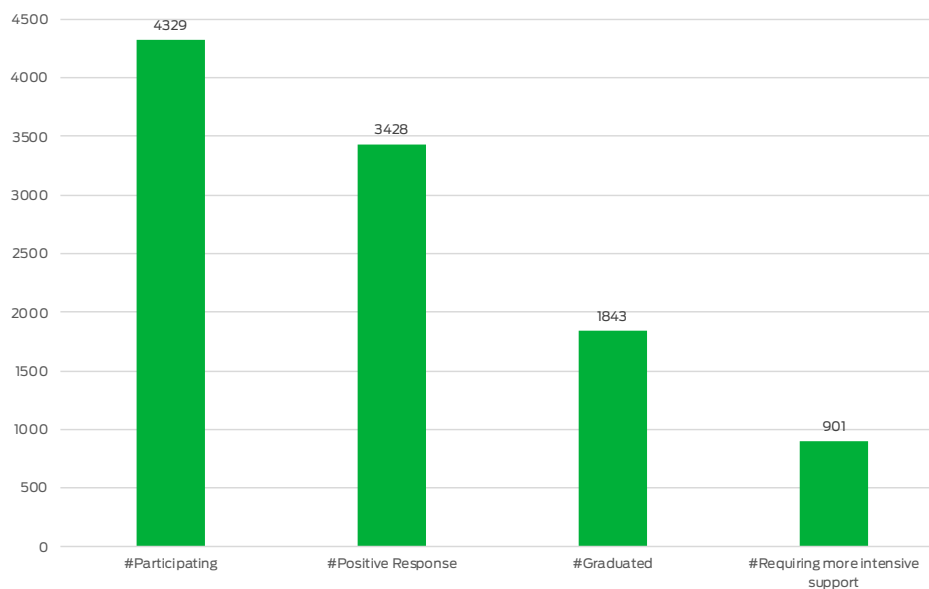
2023 Tier 2 Interventions Delivered (Number of Schools)
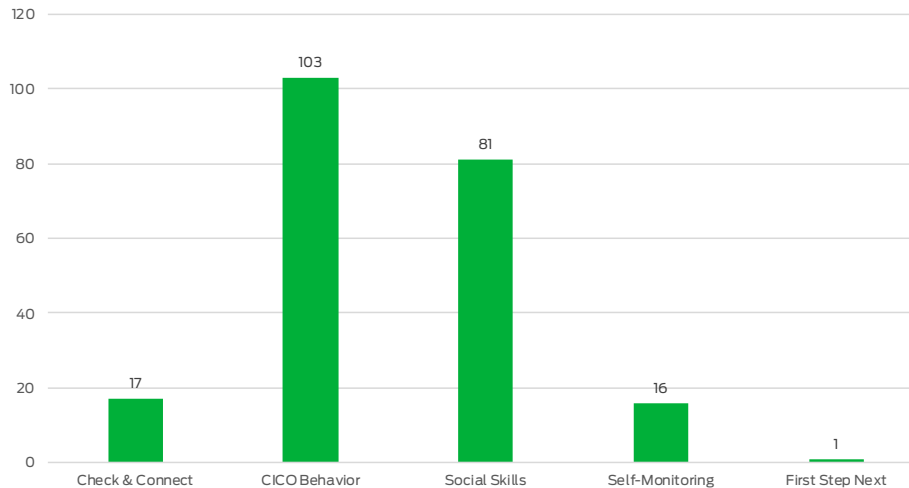
Most frequently used Tier 2 interventions were **Check-In, Check-Out (CICO)** and **Social Skills Intervention Groups (SSIG)**.

A limited number of schools used **Check & Connect (C&C) or Self Monitoring (SM).**

2023 Tier 2 Intervention Participation and Outcomes (Students)

More than 4,300 students received Tier 2 supports.

79.2% who participated demonstrated Improvements.

42.6% graduated from the Intervention.

20.8% required more intensive support.

Data regarding Tier 2 interventions, participation and outcomes was submitted by June 30, 2023, but some data may have been submitted as early as March, thereby representing a partial year's outcomes. In addition, reporting for Tier 2 and Tier 3 intervention delivery is *strongly encouraged, but only required for Recognition*. The intervention and outcome data reported reflects a subgroup of all participating Tier 2 and Tier 3 partner buildings.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

Tier 3 Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Delivery and Outcomes

Over 500 students received Tier 3 supports.

65% who participated demonstrated Improvements.

26% graduated from the BIP.

35% required more intensive support.
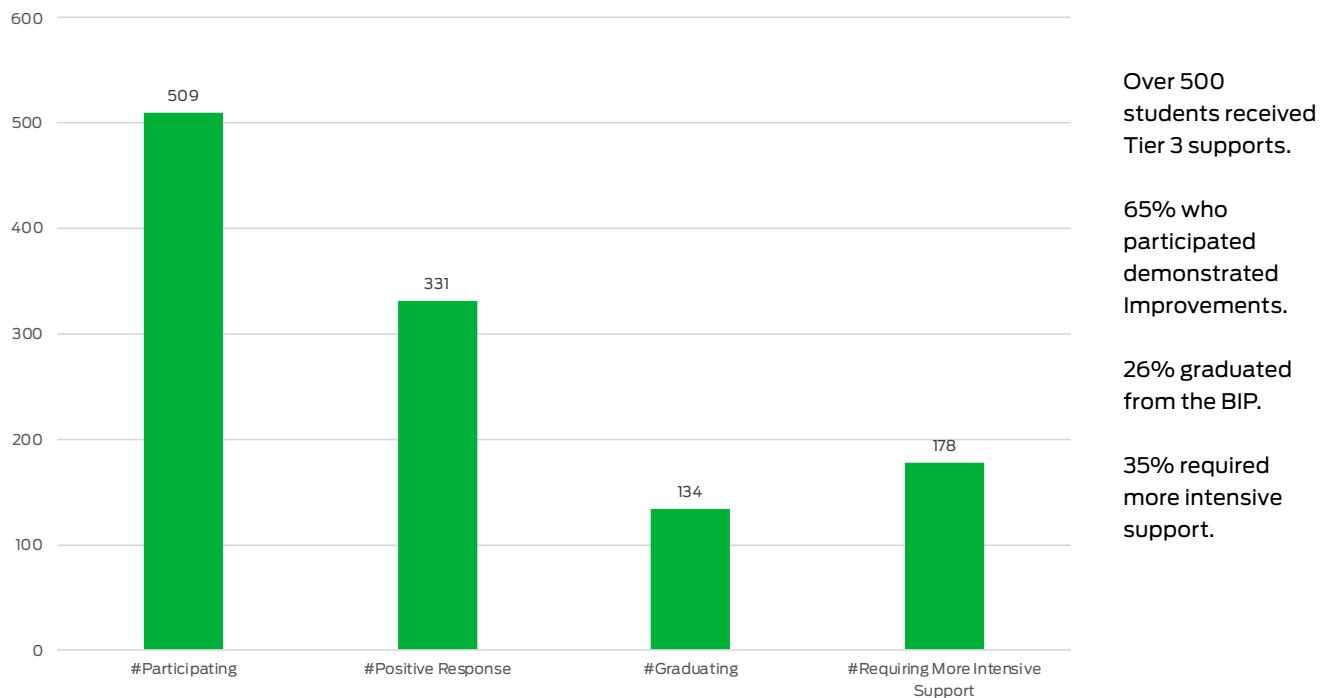
Data regarding Tier 3 interventions, participation and outcomes was submitted by June 30, 2023, but some data may have been submitted as early as March, thereby representing a partial year's outcomes. In addition, reporting for Tier 2 and Tier 3 intervention delivery is **strongly encouraged, but only required for Recognition**. The intervention and outcome data reported reflects a subgroup of all participating Tier 2 and Tier 3 partner buildings.
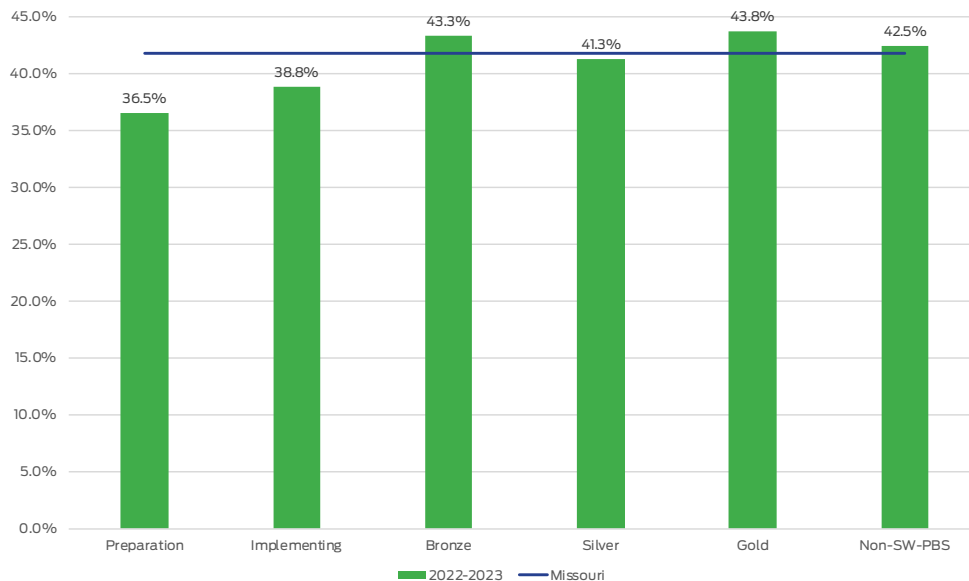
TAKEAWAY

Students with and without disabilities attending MO SW-PBS schools spend more time in school and in the regular classroom than students attending non implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time.
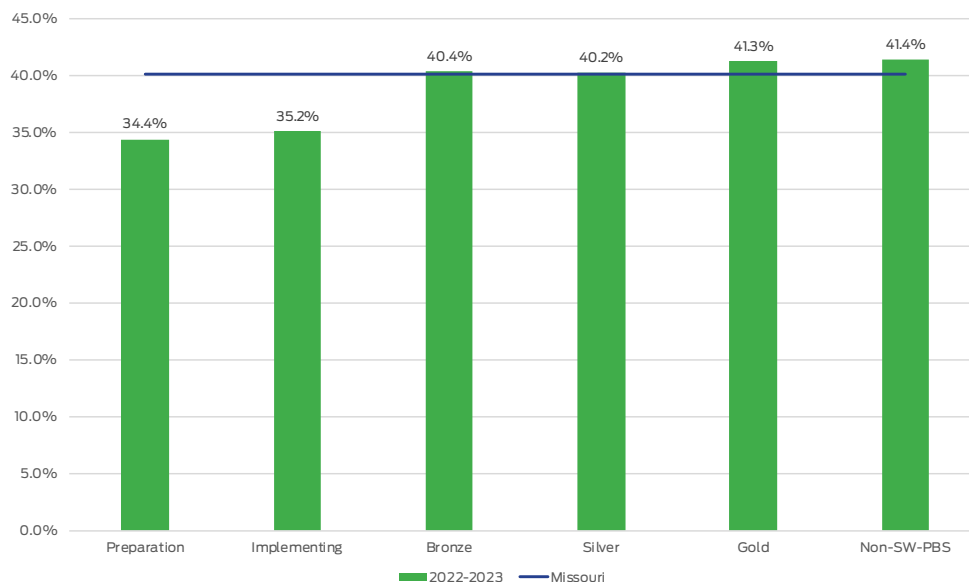
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

In 2020-2021 The DESE reinstituted the administration of the Missouri Assessment Plan (MAP) state standardized assessments for Communication Arts and Mathematics after a pause put in place during the pandemic. The data shows a progression of improved scores in both domains for all students and for students with IEPs corresponding to levels of MO SW-PBS Recognition.

2023 Percentage of Students Without IEPs Scoring Proficient and Advanced in Communication Arts on the MAP by Implementation

	Preparation	Implementing	Bronze	Silver	Gold	Non-SW-PBS
2022-2023	36.5%	38.8%	43.3%	41.3%	43.8%	42.5%

Legend: ■ 2022-2023 — Missouri

2023 Percentage of Students Without IEPs Scoring Proficient and Advanced in Mathematics on the MAP by Implementation

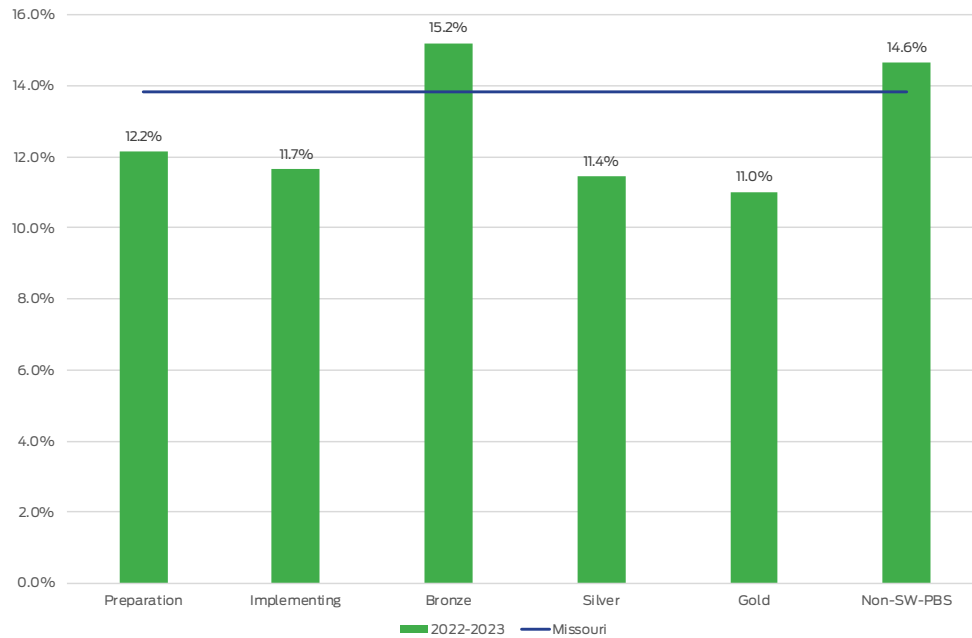|	Preparation	Implementing	Bronze	Silver	Gold	Non-SW-PBS
2022-2023	34.4%	35.2%	40.4%	40.2%	41.3%	41.4%

Legend: ■ 2022-2023 — Missouri

Note: Higher percentages of students scoring in "Proficient" and "Advanced" on the MAP test is the preferred outcome.
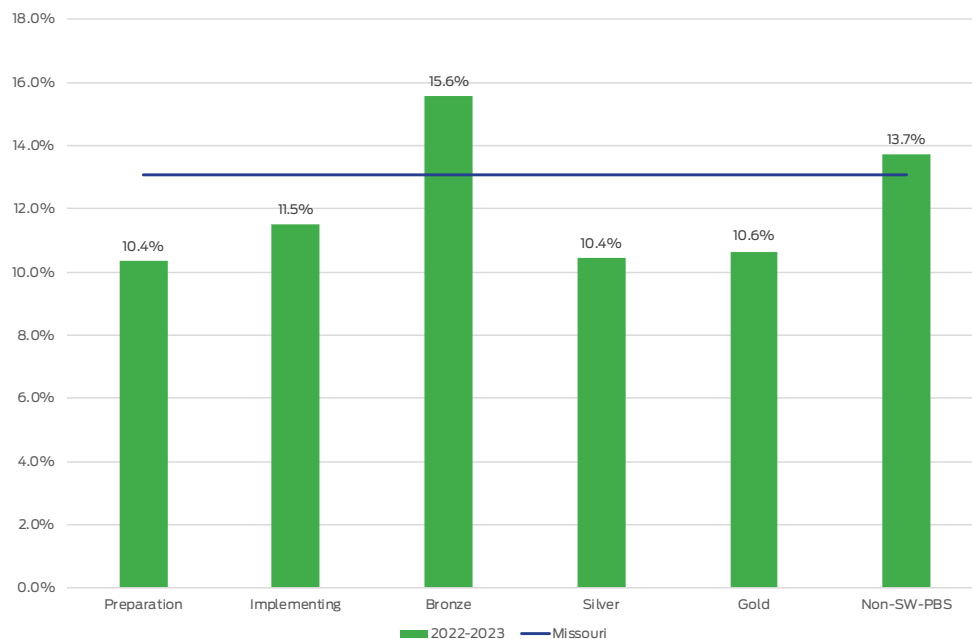
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

2023 Percentage of Students with IEPs Scoring Proficient and Advanced in Communication Arts on the MAP by Implementation

Chart legend: 2022-2023, Missouri

Values shown: Preparation 12.2%, Implementing 11.7%, Bronze 15.2%, Silver 11.4%, Gold 11.0%, Non-SW-PBS 14.6%

2023 Percentage of Students with IEPs Scoring Proficient and Advanced in Mathematics on the MAP by Implementation

Chart legend: 2022-2023, Missouri

Values shown: Preparation 10.4%, Implementing 11.5%, Bronze 15.6%, Silver 10.4%, Gold 10.6%, Non-SW-PBS 13.7%

Note: Higher percentages of students scoring in "Proficient" and "Advanced" on the MAP test is the preferred outcome.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?[1]

TAKEAWAY

Students with and without IEPs attending MO SW-PBS schools who achieve Recognition status spend more time at school (attendance) and spend more time in the classroom (OSS) than students attending non-implementing schools and in all Missouri schools, with the exception of Bronze Recognition schools. These positive outcomes for attendance and OSS appear to be amplified in schools that have maintained high levels of implementation fidelity over time, as measured by Recognition.

The number of students reported as participating in Tier 2 and Tier 3 interventions have increased or remained close to the 2021-2022 school year and double the Covid Era levels. An overwhelming percentage of students experienced improvements in behavior with a smaller percentage meeting criteria for graduation.

Overall, students in participating schools that earned recognition tend to have more students without IEPs scoring in proficient and advanced on the MAP test than did schools that did not earn recognition. For students with IEPs, only students attending Bronze recognition schools scored scored more students in proficient and advanced than did non SW-PBS schools.

The direction and magnitude of relationships have not yet been statistically verified.

[1]Center on Positive Behavioral Interventions and Supports (December 2020). Positive Behavioral Interventions and Supports (PBIS) Evaluation Blueprint. University of Oregon. www.pbis.org. pgs. 11-12

[2]Vincent, C.G., Randall, C., Cartledge, G., Tobin, T.J & Swain-Bradway, J. (2011). Toward a conceptual integration of cultural responsiveness and schoolwide positive behavior support. Journal of Positive Behavior Interventions, 13(4), 219–229.

[3]Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. Journal of Emotional and Behavioral Disorders, 4, 194–209.

[4]Fixsen, D., Naoom, S.F., Blase, D.A., Friedman, R.M., Wallace, F. (2005). Implementation research: A synthesis of the literature. University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network.

[5]Center on PBIS. (January 2023). PBIS District Systems Fidelity Inventory (DSFI). University of Oregon. www.pbis.org.

[6]McIntosh, K., & Goodman, S. (2016) Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York:The Guilford Press.

[7]Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

[8]Sugai, G., Horner, R.H., & Todd, A.W. (2003). Effective behavior support self-assessment survey (Version 2.0). Eugene, OR: University of Oregon, Educational and Community Supports. Retrieved from pbis. org/evaluation/evaluation_tools.aspx

TEAM

Regional Professional Development Centers (RPDC)
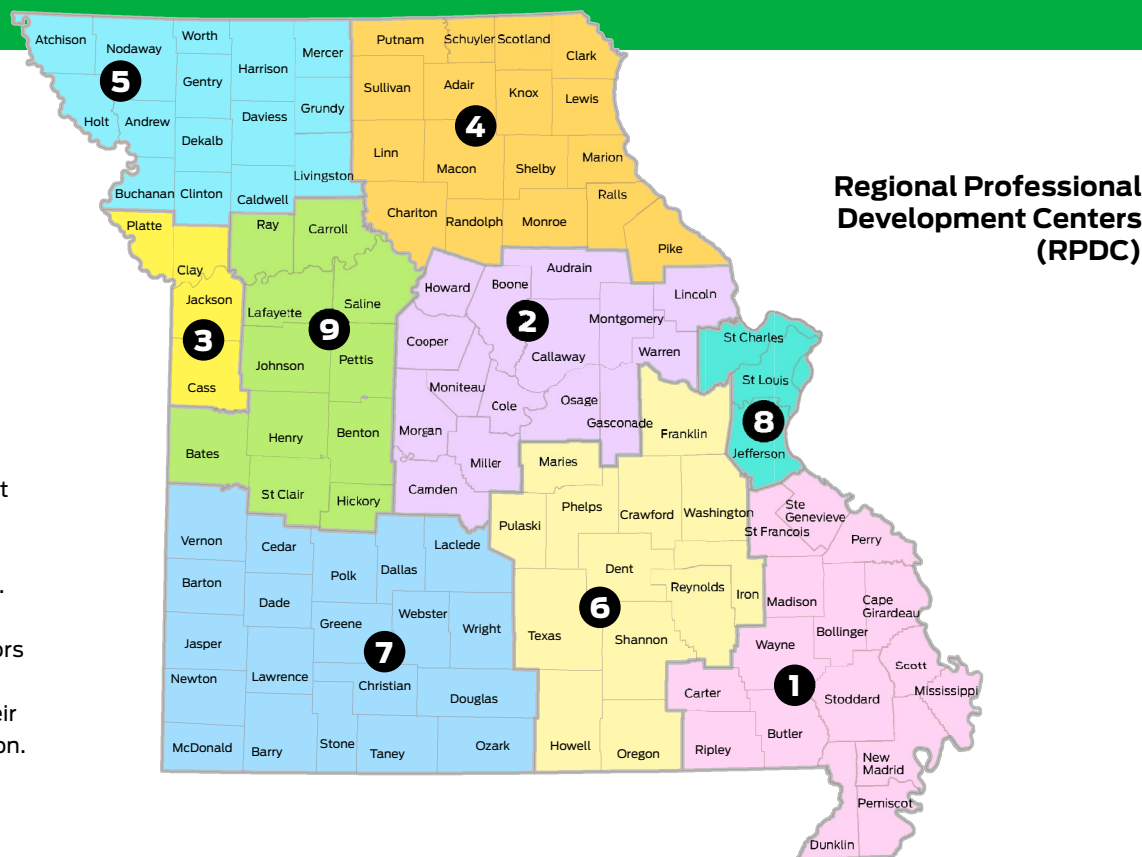
A school district may choose to utilize services from any RPDC.

State supervisors are assigned to the RPDC in their respective region.

Regional Consultants

Region 1: Southeast - Cape Girardeau
Maria Allen, Chelsea Harrington

Region 2: Heart of Missouri
Kali Binkley, Sherri Thomas

Region 3: Kansas City
Renee Bradshaw, Jeff Freeland, Kathy Growney, Christie Rice

Region 4: Northeast - Kirksville
Kelly O'Laughlin

Region 5: Northwest - Maryville
Carolyn Hall, Karen Wigger

Region 6: South Central - Rolla
Becky Boggs, Jeanie Carey

Region 7: Southwest - Springfield
Susanna Hill, Jordan Politte, Andrea Rockney

Region 8: St. Louis
Jeff Burkett, Cori McIntire, Lindsay Schmidt, Shaw Teo, Karen Westhoff

Region 9: Central - Warrensburg
Jeff Kramer, Nancy Rogers

State Leadership Team

- **State Coaches and DW-PBS Facilitators:** Jody Baker, Neeley Beliveau, Chrissy Crolly, Daniel Rector
- **State Web and Data Consultant:** Gordon Way
- **State Director:** Nanci Johnson

MU Center for SW-PBS

- **Timothy J. Lewis,** Professor, Co-Director OSEP Center for PBIS; Director University of Missouri Center for School-wide PBS
- **Jamie Grieshaber,** Research Assistant
- **Sara Estrapala,** Assistant Research Professor
- **Heather Hatton,** Assistant Research Professor
- **Kelsey Morris,** Assistant Research Professor, Co-Director University of Missouri Center for School-wide PBS
- **Lisa Powers,** Senior Research Associate

MO SW-PBS
Missouri Schoolwide Positive Behavior Support