



Reviving SW-PBIS in the Middle School

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Session Outcomes



#1

- ★ Walk away with practical strategies for effective SW-PBS implementation in middle school settings.

#2

- ★ Develop skills in utilizing behavioral data to inform decision-making processes, which allow for continuous improvement in SW-PBS implementation at the middle school level.



01

03

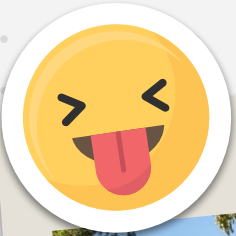
Which song
best
describes
your
current
feelings?



02

04





About Me...

16th year in education

Taught Family & Consumer Sciences

3rd year in administration

Cassville Middle School

- ★ 400-410 students grades 6th-12th
- ★ 18.4% Mobility Rate
- ★ 53.5% Free & Reduced Lunch
- ★ 18:1 Student-Teacher Ratio

Why PBIS?

- ★ Remains of the old system
- ★ Driven by CSIP work-
 - Goal to decrease referrals
 - Provided multi-tiered systems of support
- ★ Struggling with student discipline



Where to begin?

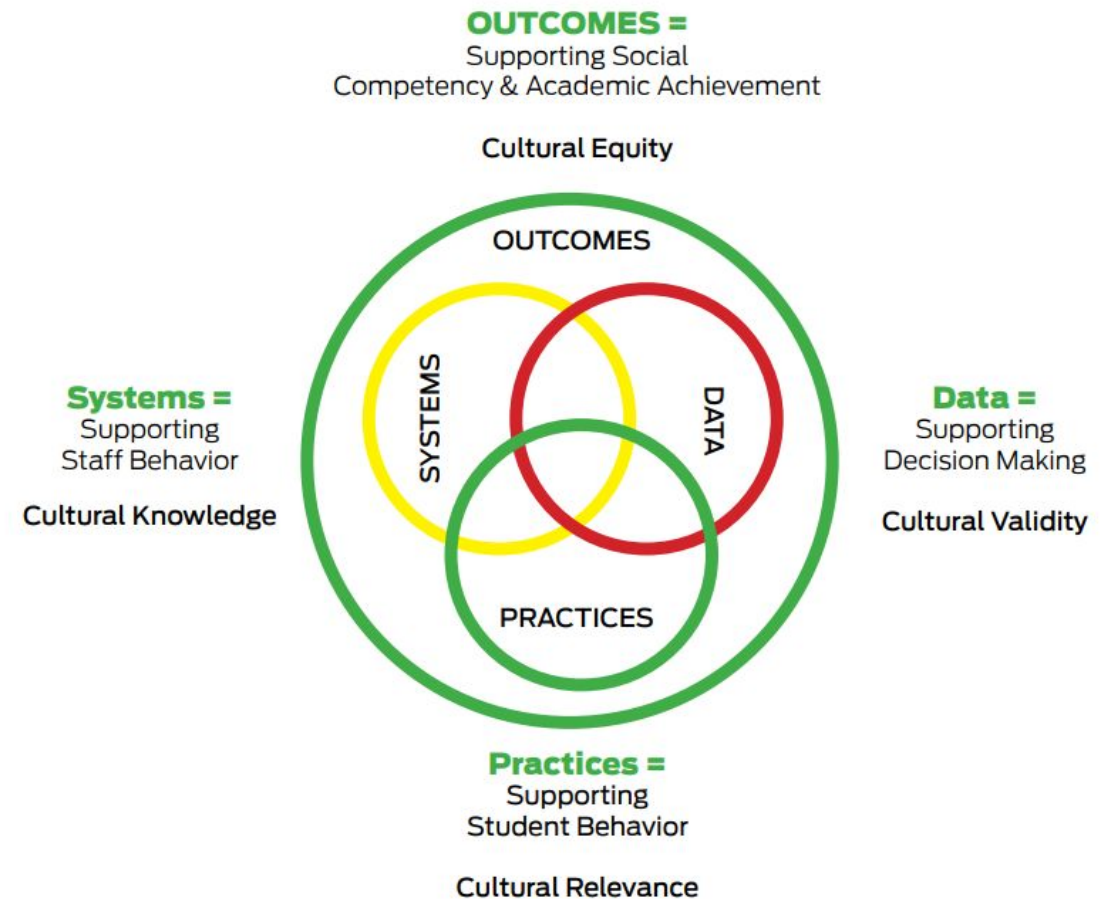
Data: Where are we currently? What is our starting point?

Practices: What practices do we have in place to teach and reinforce student behavior?

Systems: What systems do we have in place to support staff, students etc. to ensure that practices can occur?

Outcomes: Is it working? What is our desired outcome? Have we met it?

The Four Interconnected Elements of SW-PBS



Vincent et al., 2011

Surviving
not thriving
and that's okay!

Heart and Mind Teaching

**Lots of good things.
Lots of hard work.
Little progress.**

Tiers

Tier 1- Universal

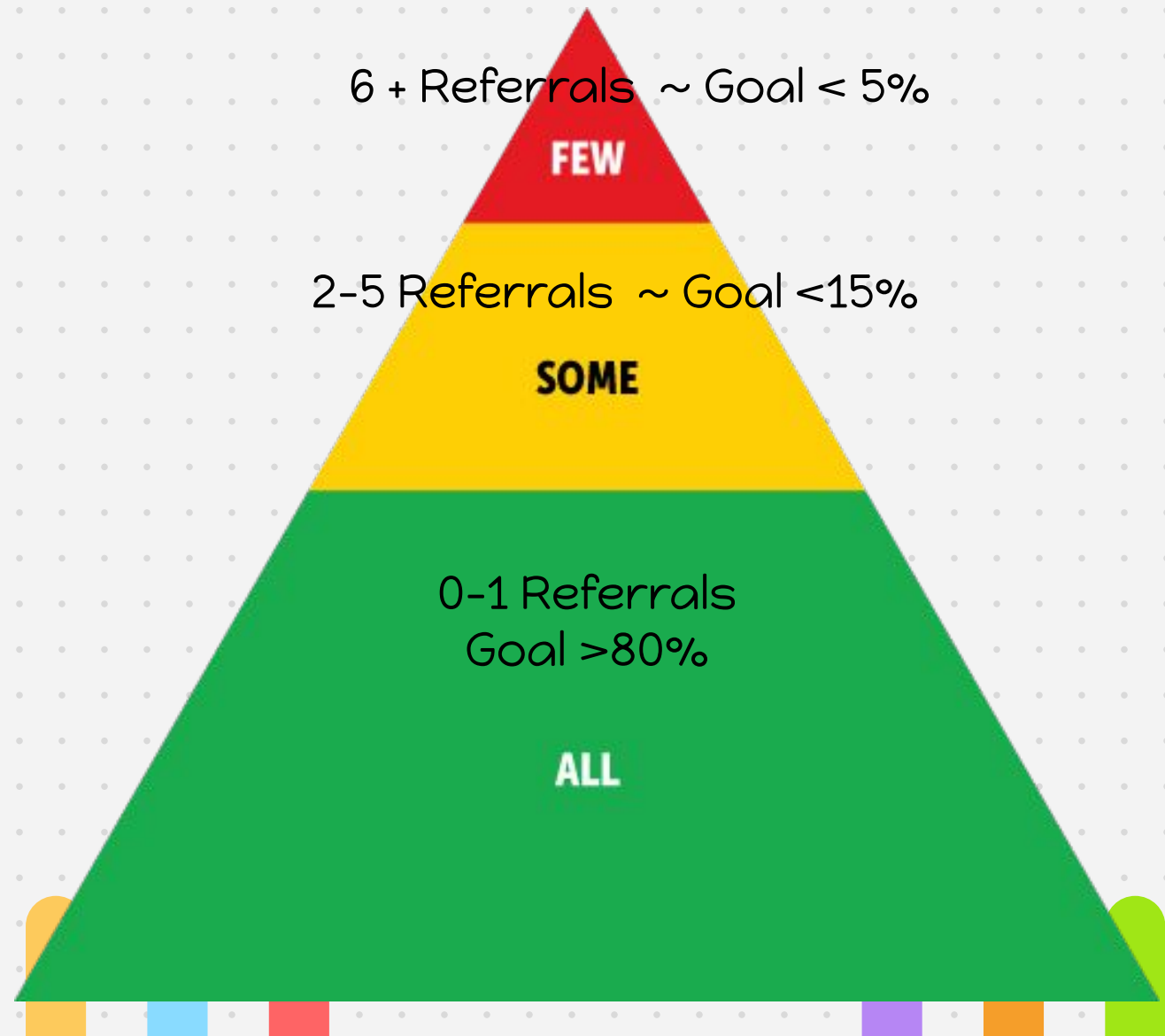
- All students
- All settings
- Preventive, proactive

Tier 2- Targeted Group

- Some students (At-risk)
- High efficiency
- Rapid response

Tier 3- Targeted Individual

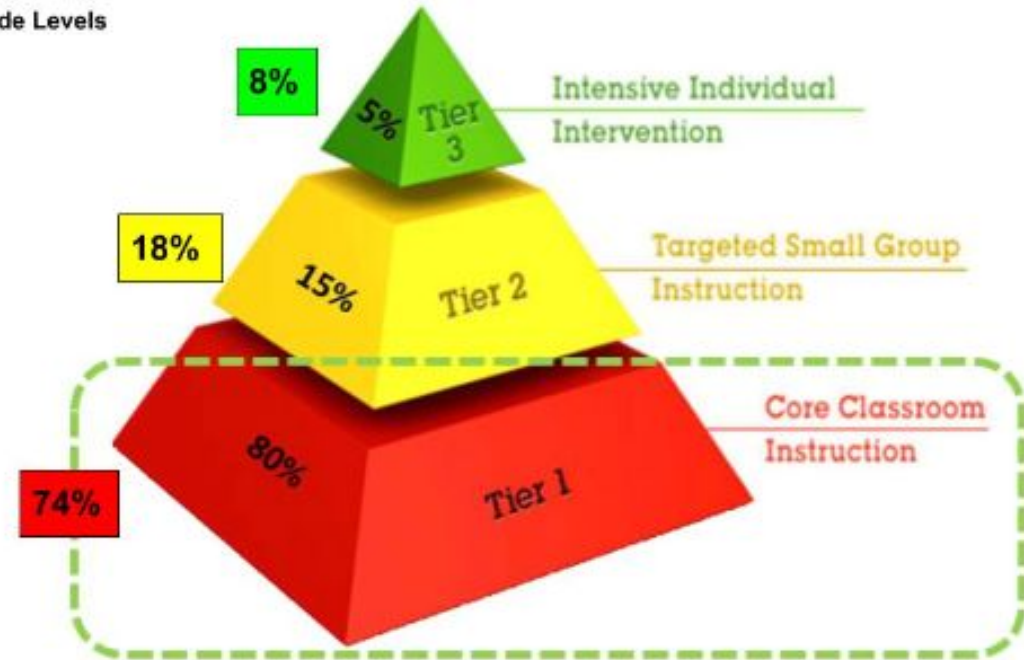
- Individual students
- Assessment-based
- Intense, durable interventions



22-23 Data

All Grades (477)		
0-1 Referral	354	74%
2-5 Referrals	86	18%
6+ Referrals	37	8%
6th Grade (148) **ON TARGET**		
0-1 Referral	129	87%
2-5 Referrals	17	12%
6+ Referrals	2	1%
7th Grade (162)		
0-1 Referrals	108	67%
2-5 Referrals	31	19%
6+ Referrals	23	14%
8th Grade (167) OFF TO HS		
0-1 Referral	117	70%
2-5 Referrals	38	23%
6+ Referrals	12	7%

All Grade Levels



22-23 Data

Top 5 Behaviors

#1	Tardies	127
#2	Inappropriate Behavior	82
#3	Disrespect	70
	Defiance	58
#4	Bus Conduct	48
#5	Out of Assigned Area	37

Administrative-Managed		Teacher-Managed	
Total Referrals	693	6th Grade	
IEP	121	Total	54
Non-IEP	572	IEP	2
6th Grade		Non-IEP	52
Total Referrals	84	7th Grade	
IEP	23	Total	258
Non-IEP	61	IEP	22
7th Grade		Non-IEP	236
Total Referrals	349	8th Grade	
IEP	57	Total	106
Non-IEP	292	IEP	10
8th Grade		Non-IEP	96
Total Referrals	260		
IEP	41		
Non-IEP	219		

Next Step...

Spring 2023

- ★ Connected with area SW-PBIS experts- Andrea, Karen & Jordan from ATLL
- ★ Developed a Tier 1 Team- volunteer not voluntold
 - 1st Meeting (link): Reviewed data, set goals, and created a to-do list for moving forward.
- ★ Collaborated with our feeder school > what do they already have in place that students are familiar with?
- ★ Tier 1 Priority
 - Behavior Matrix
 - Getting the adults on the same page

Behavior Matrix

Spring 2023

01

Tier 1 Team- research and steal, set the framework

02

Students filled in the middle- created 1st Draft

03

1st Draft sent to staff for review and recommendations- created 2nd Draft

04

Tier 1 Team reviewed 2nd Draft & finalized



Cassville Middle School

School-Wide Behavior Expectations



Spring 2023

<i>CMS Learners will be...</i>	All Settings	Classrooms	Hallways	Cafeteria & Courtyard	Bathrooms	Digital Citizenship	Bus	Assemblies
Responsible	<ul style="list-style-type: none"> Be on time Be appropriate Follow directions the 1st time given Keep track of belongings 	<ul style="list-style-type: none"> Be on time Bring all required materials to class Pay attention Follow directions Participate and be productive Ask for help/ offer help 	<ul style="list-style-type: none"> Head up and pay attention Manage time wisely 	<ul style="list-style-type: none"> Clean up any messes you make Use the restroom before/ after lunch 	<ul style="list-style-type: none"> Act in an appropriate manner Clean up any messes you make Return to class promptly 	<ul style="list-style-type: none"> Use chromebook at approved times Charge chromebook nightly Bring your chromebook to school everyday Report damage immediately 	<ul style="list-style-type: none"> Follow bus expectations Be a role model for good behavior Watch for your stop Take all of your belongings 	<ul style="list-style-type: none"> Be on time Monitor your own behavior Sit in a designated area
Respectful	<ul style="list-style-type: none"> Use appropriate language Be inclusive Show empathy and compassion for others Respond in an appropriate manner 	<ul style="list-style-type: none"> Listen politely when others are speaking Use indoor voices Follow directions Raise hand to speak 	<ul style="list-style-type: none"> Use kind language Help others Be courteous Keep traffic flowing 	<ul style="list-style-type: none"> Use an indoor voice Be aware of people and surroundings Be kind and courteous 	<ul style="list-style-type: none"> Respect others' privacy Keep walls and stalls clean 	<ul style="list-style-type: none"> Treat your chromebook with care. Carry chromebook with two hands and lid closed 	<ul style="list-style-type: none"> Listen and follow directions Use appropriate language Be polite Do what the driver requests 	<ul style="list-style-type: none"> Participate Listen Be attentive Use appropriate responses/ applause Voices off when someone is speaking
Safe	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Be where you belong Pay attention Report any issues to an adult Be an upstander-speak up 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Use materials as intended 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Be violence-free Manage your space 	<ul style="list-style-type: none"> Eat only your own food Keep food on your tray Remain in your seat 	<ul style="list-style-type: none"> Be sanitary Use the facility in an appropriate manner 	<ul style="list-style-type: none"> Only view school appropriate images and videos Think before you post Report issues to a trusted adult Keep passwords and account information private 	<ul style="list-style-type: none"> Stay in your seat Report any issues to an adult Use indoor voices Wait for the bus to come to a complete stop before standing 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Walk with your teacher/ class

Getting the Adults on Board

Spring 2023

Biggest Obstacle >> CONSISTENCY

- ★ Every teacher, Every classroom, Every time
- ★ Expectations across the school building - every setting
- ★ Common language
- ★ Train the adults to train the students
 - Intensity Chart
 - Behavior Flow Chart
 - Conferencing Card



Cassville Middle School

Spring 2023

Classroom Behavior Intensity Levels Teacher Reference Chart

Level	Behaviors: (Minor & Major)	Intensity	Possible Motivation /Function	Adult Response/ Interaction	Documentation
Level 1	<ul style="list-style-type: none"> • Refusal to follow directions • Refusal to do work • Talking/blurting • Disrespectful tone, attitude, body language 	<ul style="list-style-type: none"> • Behavior is confined only on the focus student- does not affect others 	<ul style="list-style-type: none"> • Task avoidance • Obtain adult/peer attention • Avoid attention • Obtain sensory, tangible 	<ul style="list-style-type: none"> • Ignore • Proximity • Nonverbal signals • Ensure task or material is at appropriate level • Increase pre-corrects • Reteach 	<ul style="list-style-type: none"> • No documentation required <p>** Note: If behavior is not rectified, move to Level 2 response and documentation</p>
Level 2	<ul style="list-style-type: none"> • Making disruptive noises • Name calling • Inappropriate language • Unsafe or rough play • Repetitive Level 1 behavior 	<ul style="list-style-type: none"> • Behavior disrupts others in the student's immediate area 	<ul style="list-style-type: none"> • Task avoidance • Obtain adult/peer attention • Avoid attention • Obtain sensory, tangible 	<ul style="list-style-type: none"> • Proximity • Redirect • Reteach • Provide choice • Ensure effective classroom practices are in place • Student conference 	<ul style="list-style-type: none"> • Record as Teacher-Managed in Lumen • Teacher-Student Conference (Dialogue Sheet) • Parent Contact • Restorative Practices when appropriate
Level 3	<ul style="list-style-type: none"> • Cheating or dishonesty • Throwing objects at others • Yelling, screaming, tantrum • Open defiance of adult's directions • Refusing to complete work on a consistent basis • Elopement/ leaving campus • Safety threats (display of weapons, assault on others, abusive language, sexual misconduct, harassment, drugs/alcohol/tobacco, bullying, vandalism...) 	<ul style="list-style-type: none"> • Behavior disrupts everyone in class, other classrooms or common areas. • Student does not respond to adult interactions & behavior continues • Behavior causes or threatens to cause physical injury to self or others. 	<ul style="list-style-type: none"> • Avoid Task • Obtain adult/peer attention • Avoid attention • Avoid sensory, tangible • Obtain sensory tangible 	<ul style="list-style-type: none"> • Proximity, redirect, reteach, provide choice • Conference w/student • Intensify classroom practices • safe/calm spot • Assess student's level of escalation • Use response strategies or environmental supports to de-escalate • Parent contact • Restorative Practices • Implement the safety plan (if a safety threat) • (Example: Access safety of all involved parties to determine to remove student or class) 	<ul style="list-style-type: none"> • Record as Admin Managed in Lumen-Office Referral • Home contact made by the office. • Consider restitution if student is ready and does not trigger a cycle of misbehavior • Restorative Practices



Cassville Middle School Behavior Flow Chart



Observe & identify problem behavior.

Teachers/Staff Managed Behaviors

Office Managed Behaviors

Step 1:
 *Nonverbal cue/prompt
 *Re-Direct
 *Reteaching of expectations
 *Practice Skill
 *Give behavior choice
 *Move within the group
Questions to ask:
 *How can I help you?
 *Do you understand?
 *Do you need time?

Step 1:
Action by the teacher:
 *Complete a Lumen administrative-managed referral



Step 2:
 *Removal from the activity
 *Removal to a safe spot in the classroom.
 *Reteaching of expectations
 *Student given the opportunity for reintegration.

Step 2: Completed by Administrator
 *Office visit
 *Repair the harm
 *Discipline assigned
 *Parent contact
 *Follow up with staff
 *Documented in Lumen.

Teachers/Staff Managed Behaviors	Office Managed Behaviors
<ul style="list-style-type: none"> Inappropriate language (not person directed) Teasing Lying/ dishonesty Minor disruption Minor aggression (grabbing items, etc.) Rough play/ Horse play Misusing property Loud or disrespectful tone Not completing class work Inappropriate use of technology- minor Out of seat 	<ul style="list-style-type: none"> Inappropriate language (person directed) Inappropriate use of technology- major Aggressive physical contact Bullying/ harassment Property destruction Theft Elopement- classroom or school building Credible threats Possession of a weapon Chronic teacher-managed behavior

If the behavior continues-

Step 3:
Action by the teacher:
 *Teacher- Student Conference
 *Record as teacher-managed in Lumen.
 *Parent Contact

Step 3: Completed by Administrator
 *If behavior continues & interventions are not modifying behaviors, refer to **PBS Team for Tier 2** or **Mrs. Wenger for small groups.**

If the behavior continues-

Did the behavior change?

YES

NO

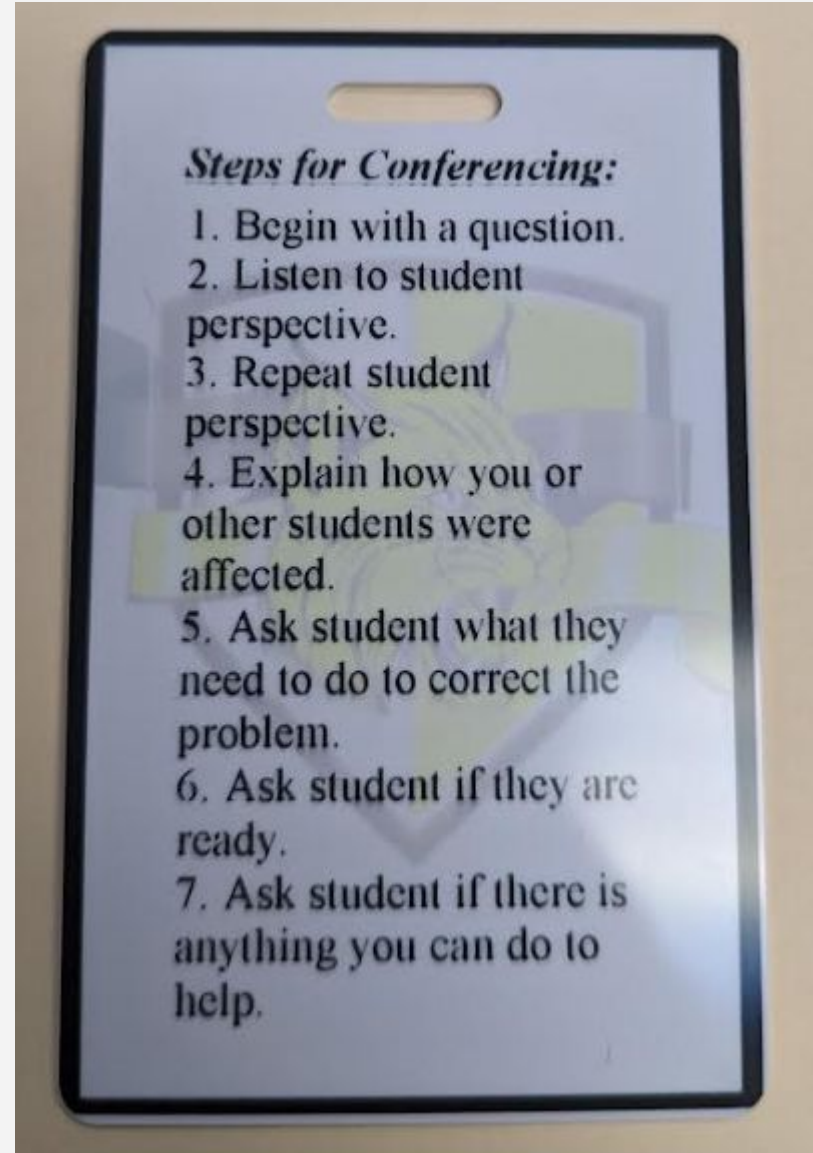
CRISIS INCIDENT
 Is when a student is in immediate danger of harming self or others.
CALL THE OFFICE FOR IMMEDIATE ASSISTANCE

Step 4:
Action by the teacher:
 *Notice and reward correct behavior.

Step 4:
Action by the teacher:
 *Complete a Lumen administrative-managed referral

Step 4 Completed by Administrator
 *If behavior continues, reconvene with PBS team to review data regarding interventions. refer for **Tier 3.**

Spring 2023

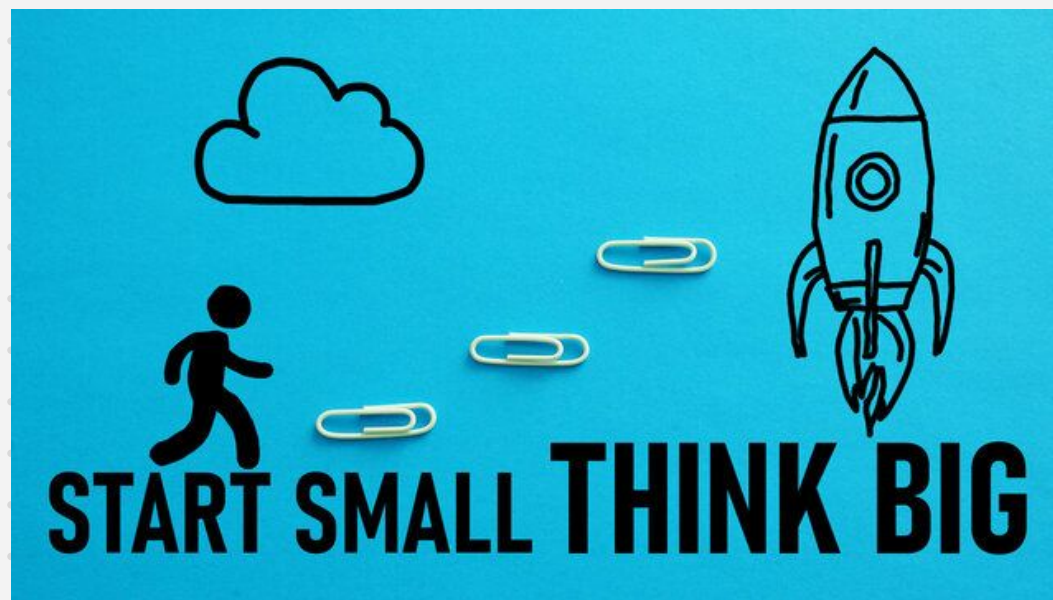




Summer 2023

Summer Institute

Members of our team attended Summer Institute with the focus of Tier 1 implementation.



Next Step ...

Summer 2023

- ★ How do we train our staff?
 - Back to school professional development & ongoing
- ★ How do we Teach Expected Behavior?
 - Lessons 1st & 2nd Quarter
 - Easy for teachers to pick up and run with
 - Short, engaging, use humor
- ★ How do we Encourage Expected Behavior?
 - Incentives- frequent, intermittent, occasional

Staff Training

Summer- Fall 2023

- ★ Make sure it all flows >>> handbooks, handouts, practices, systems
- ★ Cohesive & Consistent
- ★ Beginning of the Year Teacher Training
 - Used the **CMS Positive Behavior Support Handbook (Link)** as a one-stop shop
 - Led by the Tier 1 Team

Ongoing Training:

- PBIS Behavior Data & Update at staff meetings

Signage & Displays

- Hallway Banners
- Classroom Posters

Cassville Middle School School-Wide Behavior Expectations								
	All Settings	Classrooms	Hallways	Cafeteria & Courtyard	Bathrooms	Digital Citizenship	Bus	
Responsible	<ul style="list-style-type: none"> ● Be on time ● Be appropriate ● Follow directions the 1st time given ● Keep track of belongings 	<ul style="list-style-type: none"> ● Be on time ● Bring all required materials to class ● Pay attention ● Follow directions ● Participate and be productive ● Ask for help/ offer help 	<ul style="list-style-type: none"> ● Head up and pay attention ● Manage time wisely 	<ul style="list-style-type: none"> ● Clean up any messes you make ● Use the restroom before/ after lunch 	<ul style="list-style-type: none"> ● Act in an appropriate manner ● Clean up any messes you make ● Return to class promptly 	<ul style="list-style-type: none"> ● Use chromebook at approved times ● Charge chromebook properly ● Bring your chromebook to school everyday ● Report damage immediately 	<ul style="list-style-type: none"> ● Follow bus expectations ● Be a role model for good behavior ● Watch for your stop ● Take all of your belongings 	
Respectful	<ul style="list-style-type: none"> ● Use appropriate language ● Be inclusive ● Show empathy and compassion for others ● Respond in an appropriate manner 	<ul style="list-style-type: none"> ● Listen politely when others are speaking ● Use indoor voices ● Follow directions ● Raise hand to speak 	<ul style="list-style-type: none"> ● Use kind language ● Help others ● Be courteous ● Keep traffic flowing 	<ul style="list-style-type: none"> ● Use an indoor voice ● Be aware of people and surroundings ● Be kind and courteous 	<ul style="list-style-type: none"> ● Respect others' privacy ● Keep walls and stalls clean 	<ul style="list-style-type: none"> ● Treat your chromebook with care. ● Carry chromebook with two hands and lid closed 	<ul style="list-style-type: none"> ● Listen and follow directions ● Use appropriate language ● Be polite ● Do what the driver requests 	
Safe	<ul style="list-style-type: none"> ● Keep hands, feet and objects to yourself ● Be where you belong ● Pay attention ● Report any issues to an adult ● Be an upstander-speak up 	<ul style="list-style-type: none"> ● Keep hands, feet and objects to yourself ● Use materials as intended 	<ul style="list-style-type: none"> ● Keep hands, feet and objects to yourself ● Be violence-free ● Manage your space 	<ul style="list-style-type: none"> ● Eat only your own food ● Keep food on your tray ● Remain in your seat 	<ul style="list-style-type: none"> ● Be sanitary ● Use the facility in an appropriate manner 	<ul style="list-style-type: none"> ● Only view school appropriate images and videos ● Think before you post ● Report issues to a trusted adult. ● Keep passwords and account information private 	<ul style="list-style-type: none"> ● Stay in your seat ● Report any issues to an adult ● Use indoor voices ● Wait for the bus to come to a complete stop before standing 	<ul style="list-style-type: none"> ● Keep hands, feet and objects to yourself ● Walk with your teacher/ class

Cassville Middle School Positive Behavior Support Handbook



Cassville R-IV Mission
The mission of the Cassville R-IV School District is to provide a safe and collaborative learning environment that empowers individual success.

Cassville R-IV Vision
The vision of the Cassville R-IV School District is to engage and inspire a community of Learners for success in life.

CSIP: Continuous School Improvement Plan Goal 4.2: The district will reduce office-managed discipline referrals by 2-3% annually.

BIP: Building Improvement Plan Goal #1: Reduce the number of Administrative managed discipline referrals by 3% from the previous school year.

Teaching Expected Behavior

Summer- Fall 2023

- ★ Focused on teaching the Behavior Matrix
- ★ Targeted the Top 5 Behaviors from previous year
- ★ Lesson template, all Google Slides based
- ★ List of lesson topics ~ Tier 1 Team divide & conquer
- ★ Schedule in PBS Handbook included links to lessons & updated
- ★ Lessons taught on Monday's during Homeroom
- ★ All Lesson Plans & Materials housed in a Shared Google Drive

CASSVILLE MIDDLE SCHOOL HOMEROOM SCHEDULE

2023-2024 SCHOOL YEAR

Monday PBS Lesson Announcements	Tuesday IXL Diagnostic Arena- Math Grade Checks	Wednesday IXL Diagnostic Arena- ELA Grade Checks
Thursday Study Hall Missing Assignments AR Reading	Friday Flexible Time Missing Assignments Incentives	11:15-11:58 6th Grade Homeroom > Lunch 7th/8th Grade Lunch > Homeroom

Teaching Expected Behaviors

The Big 5 Behaviors to Focus on for the 2023-2024 School Year

1. Excessive Tardies
2. Inappropriate Behavior
3. Disrespect & Defiance
4. Bus Conduct
5. Out of Assigned Area

2023-2024 PBS Teaching Schedule					
Date	Lesson	Created By	Date	Lesson	Created By
8/22 Tues.	1st day of School- Homeroom Packets & Behavior Matrix	Cosper	10/16 Mon.	Lesson- Disrespect (Big 5 Behavior)	Seymour
8/23 Wed.	Lesson- All Settings	Wenger	10/23	Red Ribbon Week	-----
8/24 Thurs	Chromebook Rollout	-----	11/6	Lesson- Out of Assigned Area (Ditching Class)	Cupps/ Halterman
8/25 Fri.	Lesson- Classrooms	Barnes	11/13	PBS Review	Cosper
8/28 Mon.	Lesson- Cafeteria	Barnes	11/20	PBS Quiz - prizes for those scoring 14/15	Cosper
8/29 Tues.	Lesson- Courtyard	Halterman			
8/30 Wed.	Lesson- Hallways	Cupps			
8/31 Thurs	Lesson- Bathroom	Chappell			
9/1 Fri.	Lesson- Bus (Big 5 Behavior- Bus Misconduct)	Cosper			
9/11 Mon.	Lesson- Digital Citizenship	Seymour			
9/18 Mon.	Lesson- Arriving on Time (Big 5 Behavior- Excessive Tardies)	Hall			
10/2 Mon.	Lesson- Appropriate Behavior (Big 5 Behavior)	Smith			
10/9 Mon.	Lesson- Defiance (Big 5 Behavior)	Cosper			

WILDCAT NATION: WEEK 2 LESSON PLANS

AREA: CAFETERIA

TIME ALLOTTED: 10-15 minutes

MATERIALS: [Lunchroom Matrix – Lesson PPT](#)

Cafeteria Expectations

Safe	Respectful	Responsible
Eat only your own food	Use an indoor voice	Clean up any messes you make
Keep food on your tray	Be aware of people and surroundings	Use the restroom before/ after lunch
Remain in your seat	Be kind and courteous	Own your actions

TEACH	<p>1. Overview of the lesson:</p> <ul style="list-style-type: none"> ★ "Today we are going to talk about how we are safe, respectful and responsible in the lunchroom." <p>2. Learning Target:</p> <ul style="list-style-type: none"> ★ I understand the expectations while in the cafeteria and can demonstrate examples of both appropriate and inappropriate behaviors. <p>3. Definition of The Wildcat Way for the Cafeteria: (See above matrix for expectations.)</p> <ul style="list-style-type: none"> ★ Show the matrix and walk through the expectations. ★ Discuss the details of the expectations with students.
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MODEL	<p>1. Demonstration of NOT following expectations.</p> <ul style="list-style-type: none"> ★ Show slide 4 to the students ★ Discuss what behaviors being exhibited do not follow our matrix ★ Write down student observations ★ Discuss why these behaviors are not appropriate <p>2. Examples of following the expectations.</p> <ul style="list-style-type: none"> ★ Slide 6 shows examples of SAFE: Eat only your own food, Keep food on your tray, Remain in your seat ★ Slide 7 shows examples of Respectful: Use an indoor voice, Be aware of people and surroundings, Be kind and courteous ★ Slide 8 shows examples of Responsible: Clean up any messes you make, Use the restroom before/ after lunch, Own your actions ★ Discuss each slide and example with the students, clarifying the expectations
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FORMATIVE ASSESSMENT	<p>1. Discussion:</p> <p>"Tell me what "Safe, Respectful and Responsible look, feel, or sound like in the Cafeteria."</p> <p>2. Debrief:</p> <p>"Are there any questions you have about being Safe, Respectful and Responsible while in the Cafeteria?"</p>
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Encouraging Expected Behavior

Fall 2023

Frequent ~ Daily

- ★ Caught Being Good Coins- teachers give students a coin, they trade it in at the office for a treat.
- ★ Sometimes we are very intentional about what we are giving coins for. For Example:
 - On task working
 - Clean lunch table
 - Walking in the hallway
 - Picking up trash
 - Helping a classmate
- ★ Sweet treat bucket and trinket bucket
- ★ Quick & timely reinforcement



Encouraging Expected Behavior

Fall 2023

Intermittent ~ Monthly

- ★ Monthly Word of Value- teachers nominate a student who exhibits that word of value.
- ★ Teacher fills out nomination card and turns it in. Student receives an invitation to the Pancake Breakfast at the end of the month.
- ★ Students eat pancakes, nomination cards are read & they take a photo with the teacher who nominated them.
- ★ Photos are sent home to parents with a letter.
- ★ Photo collages are put up in the hallway.

CMS Word of Value

(Teachers: Please base your "Student of the Month Nominations" on the "value" of the month)

August	<i>Value</i>	Showing someone or something through respectful words and actions that they are important.
September	<i>Empathy</i>	Having the ability to understand someone else's needs and share their feelings
October	<i>Integrity</i>	The quality of being honest and fair and having strong moral values
November	<i>Tolerance</i>	Willingness to accept feelings, habits, or beliefs that are different from your own
December	<i>Compassion</i>	A feeling of wanting to help a person in need
January	<i>Responsibility</i>	The moral obligation to behave fairly in consideration of self and others
February	<i>Self-Confidence</i>	A feeling or belief in your own power and ability
March	<i>Optimism</i>	A mindset that good things will happen in the future
April	<i>Perseverance</i>	The quality of continuing to try even if things are difficult
May	<i>Courage</i>	The ability to overcome fear in order to do something

VALUES SPOTLIGHT



February Word of Value: *Self-Confidence*
A feeling or belief in your own power and ability.

I would like to nominate:

Mackenzie Alexander

Because: *She always advocates for others. Mackenzie has an unwavering support for her peers, especially in moments of distress or bullying. It is truly inspiring to witness that compassion, self-confidence, and empathy. Thank you Mackenzie. We are proud of you.*

Nomination made by:

Mrs. Wenger

Encouraging Expected Behavior

Spring 2024

Intermittent ~ Monthly

- ★ Pop Up Events: these are surprise events. Staff know it's coming but students do not.

February - Arriving on Time Less than 2 tardies for the semester.	Students received a large chocolate chip cookie prepared by our Food Service Staff.
March- Attendance 95% or better	Dance in the gym last period of the day- March Madness themed.
April- Responsibility Passing all classes	Popsicles and free time outside
May- Responsibility No referrals for the year	Pizza and soda- sponsored by Casey's



Encouraging Expected Behavior

Occasional ~ Quarterly

★ Incentive Day- Trip away from school

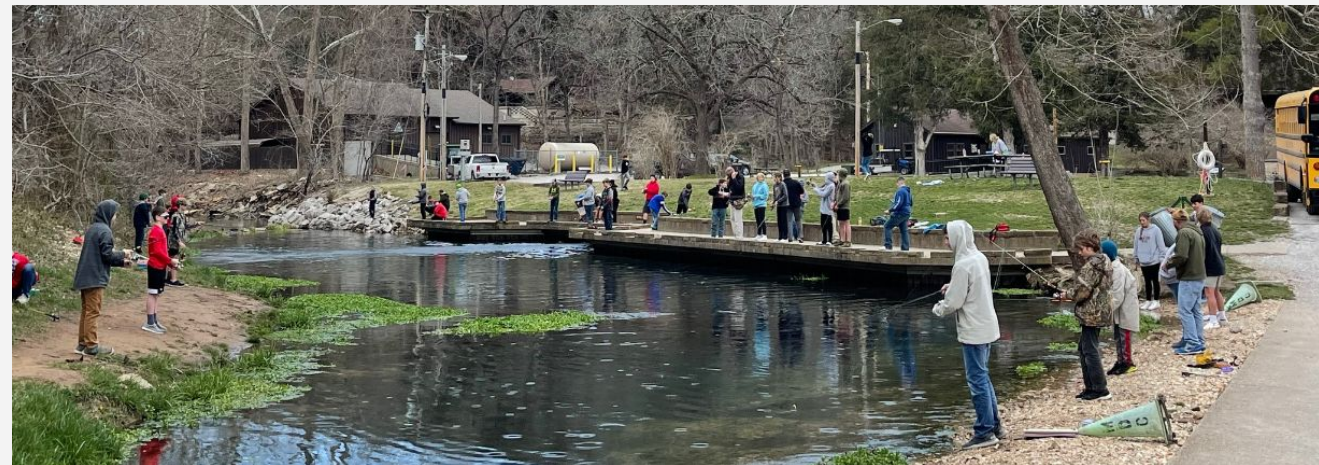
★ To Qualify:

- No ISS/ OSS, <5 detentions
- No D/ F's
- 80% or better attendance

★ Trip Ideas:

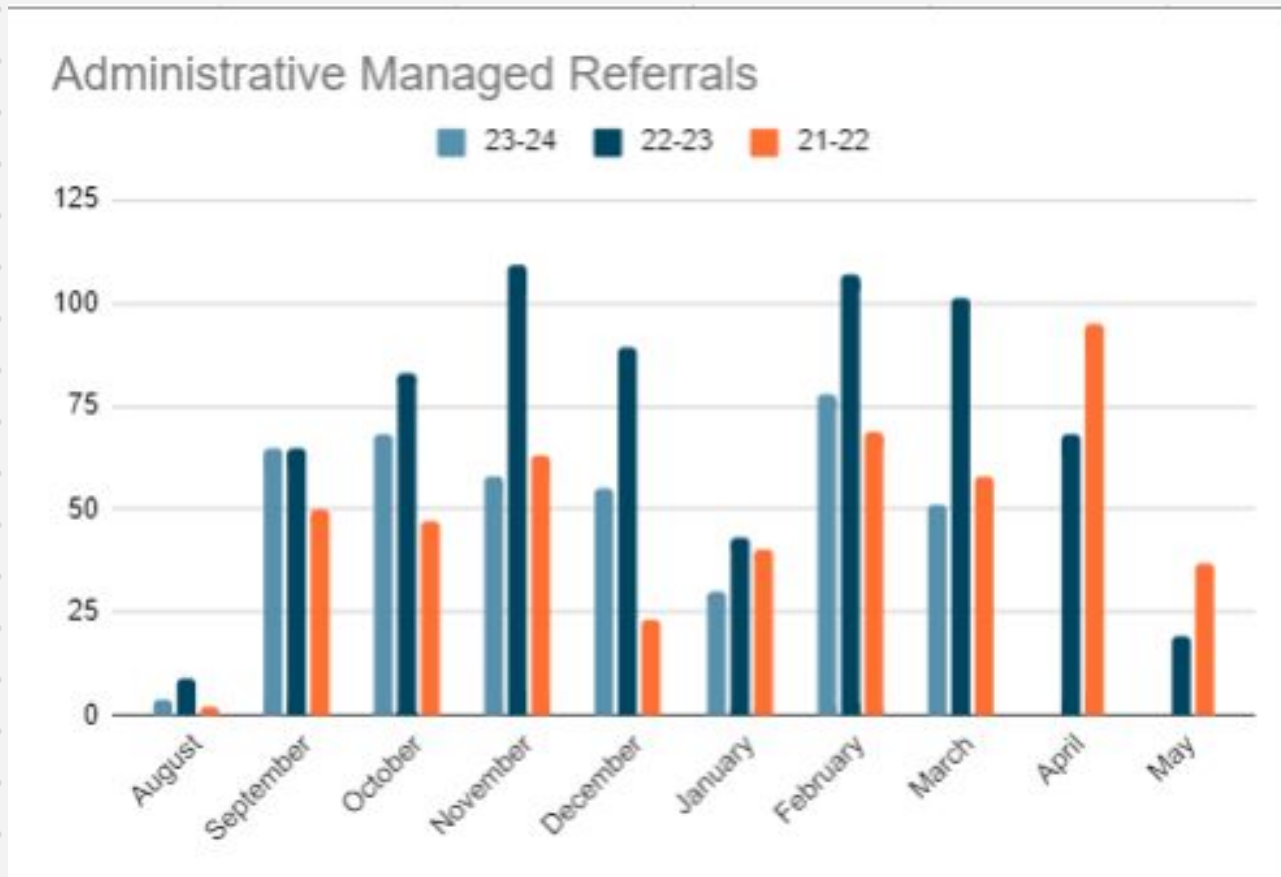
- Local YMCA, City Park
- Hosted events at school in classrooms- Smash Bros Tournament, Spike Ball, etc.
- Miniature Golf, Movies
- Fishing, Hiking

Been doing for years



23-24 Data Comparison

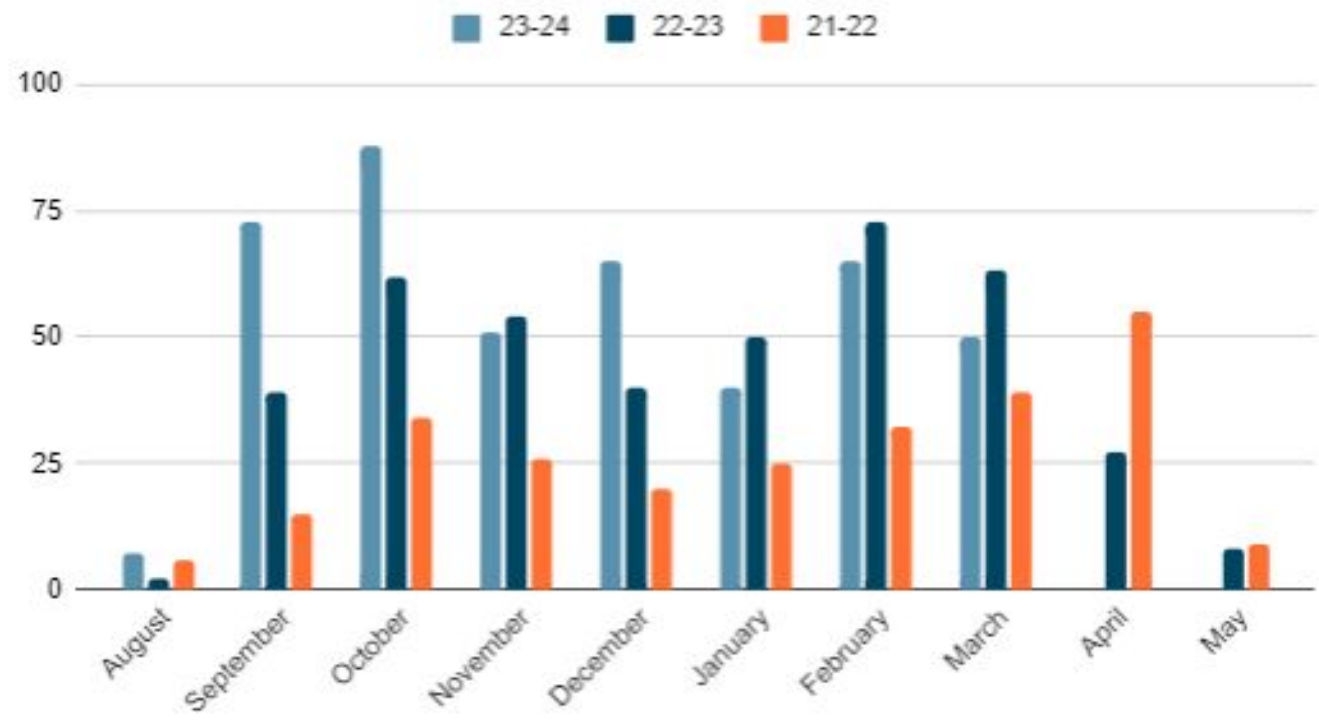
A	B	C	D	E	F	G	H	I	J	K	L	M
	August	September	October	November	December	January	February	March	April	May	Total	
23-24	4	65	68	58	55	30	78	51	0	0	409	
22-23	9	65	83	109	89	43	107	101	68	19	693	
21-22	2	50	47	63	23	40	69	58	95	37	484	



23-24 Data Comparison

	August	September	October	November	December	January	February	March	April	May	Total
23-24	7	73	88	51	65	40	65	50			439
22-23	2	39	62	54	40	50	73	63	27	8	418
21-22	6	15	34	26	20	25	32	39	55	9	261

Teacher Managed Referrals



Why is teacher-managed documentation so important?

- ★ Illustrates a pattern among various classes
- ★ Allows for intervention prior to an office referral
- ★ Ensures parent communication is happening
- ★ Provides for greater accountability & meaningful conversation for discipline & restorative practices



Helpful Links

- ★ [PBS Handbook](#)
- ★ [Tier 1 Team Meetings Agendas & Minutes](#)
- ★ [Lesson Plans & Teaching Materials](#)
- ★ <https://pbissmissouri.org/>

Thank You!

Do you have any questions?

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