



2023-2024
ANNUAL
REPORT



MO SW-PBS
Missouri Schoolwide Positive Behavior Support

ABOUT

Missouri Schoolwide Positive Behavior Supports (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 address 5 critical areas as outlined by the PBIS Evaluation Blueprint¹: *Reach, Process, Capacity, Fidelity and Outcomes*.

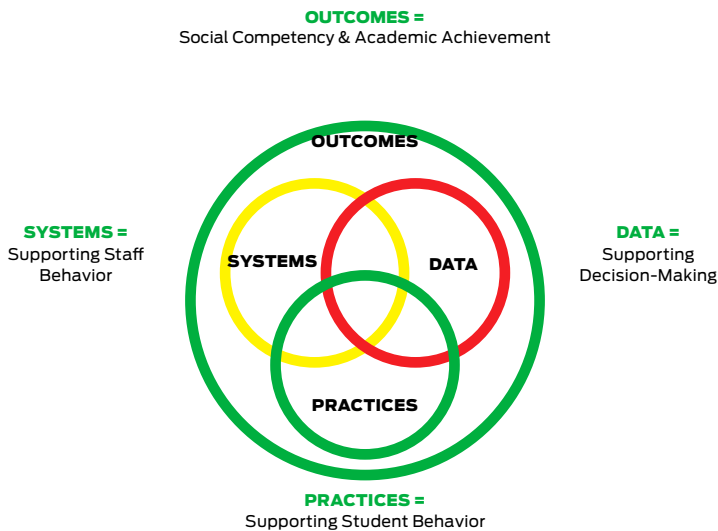
The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and consistency for all students.

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 (MO 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 17 years. Since the Covid 19 Pandemic, the implementation of Schoolwide Positive Behavior Supports (SW-PBS) and Districtwide Positive Behavior Supports (DW-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 and consistency, result in desired **outcomes** and has proven durable and vital.

FOUR INTERCONNECTED ELEMENTS OF SW-PBS²



STRATEGIC PLAN

Improve behavioral outcomes for all students

Sustain materials to implement School and Districtwide Positive Behavior Supports (SW-PBS and DW-PBS)

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

Build capacity of stakeholders to implement SW-PBS and 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

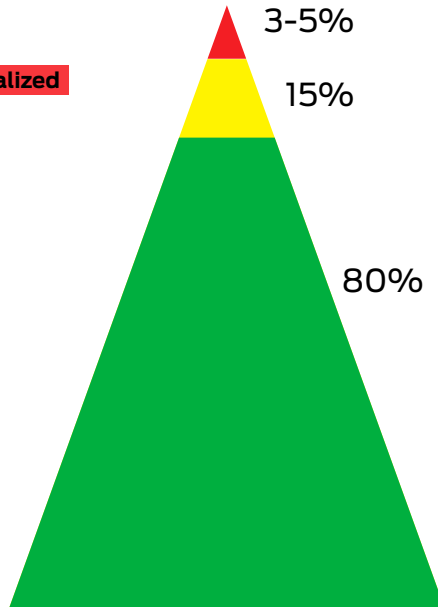
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

Tier 2 - Targeted / Group

- Some Students (At-Risk)
- High Efficiency
- Rapid Response

Tier 1 - Universal / All

- All Students
- Preventative, Proactive



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

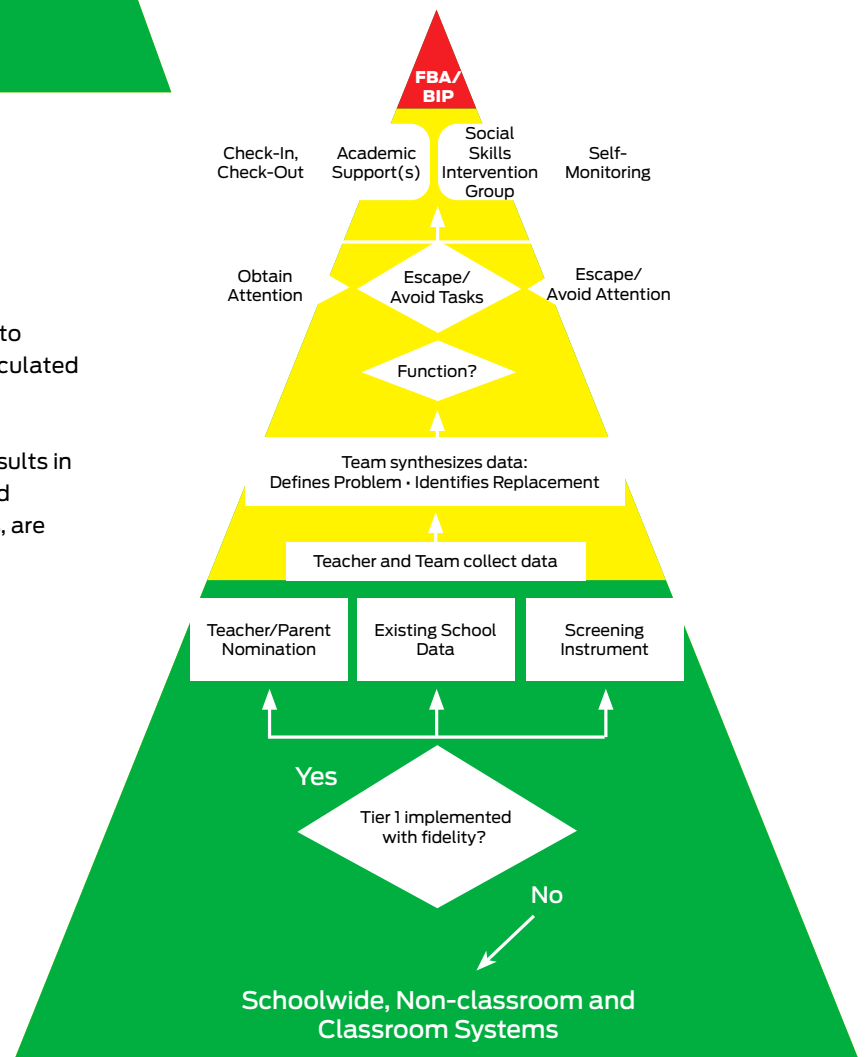
Tier 1 - Universal / All

- 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 supports, when implemented with fidelity and consistency, 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, and in some cases intensive and individualized, or Tier 3 interventions, are needed for 3-5% of students.³

The work of Missouri Schoolwide Positive Behavior Supports is made possible by funding and support in kind by the following:

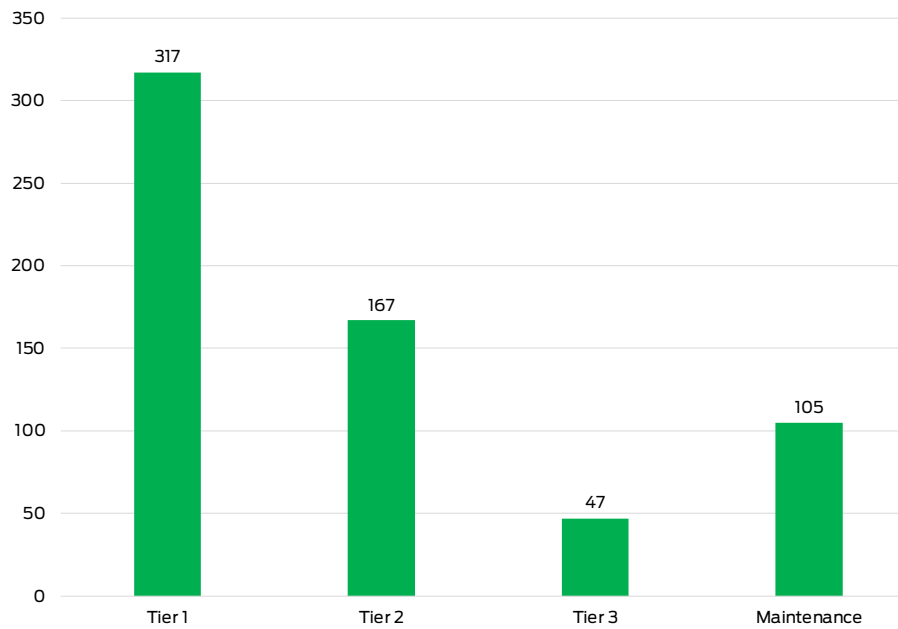


*Proportions are not to scale, size adjusted to illustrate support provided.

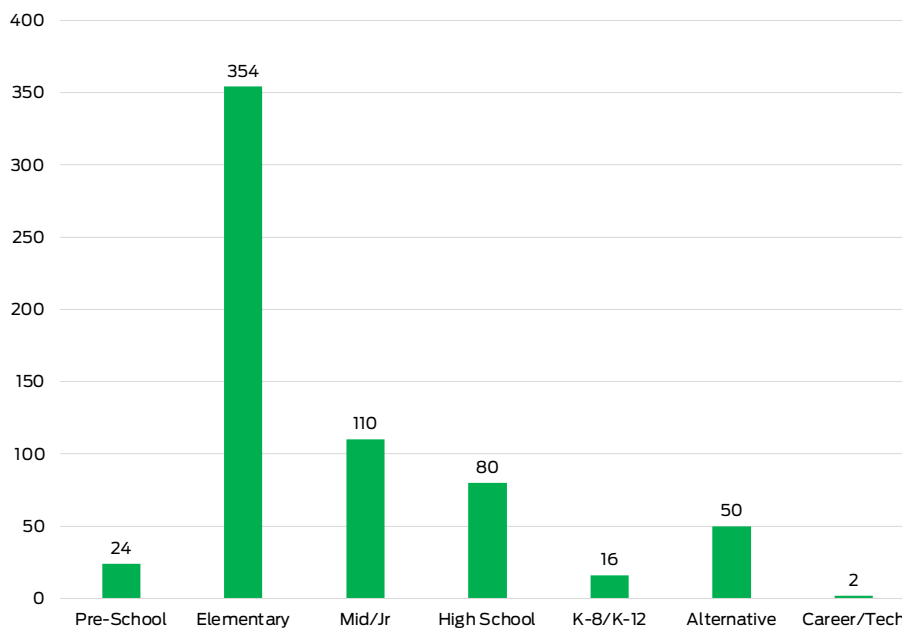
REACH

Who is participating in PBIS/SW-PBS?¹

2024 Participating Schools by Training Tier



2024 Participating Schools by Grade Configuration



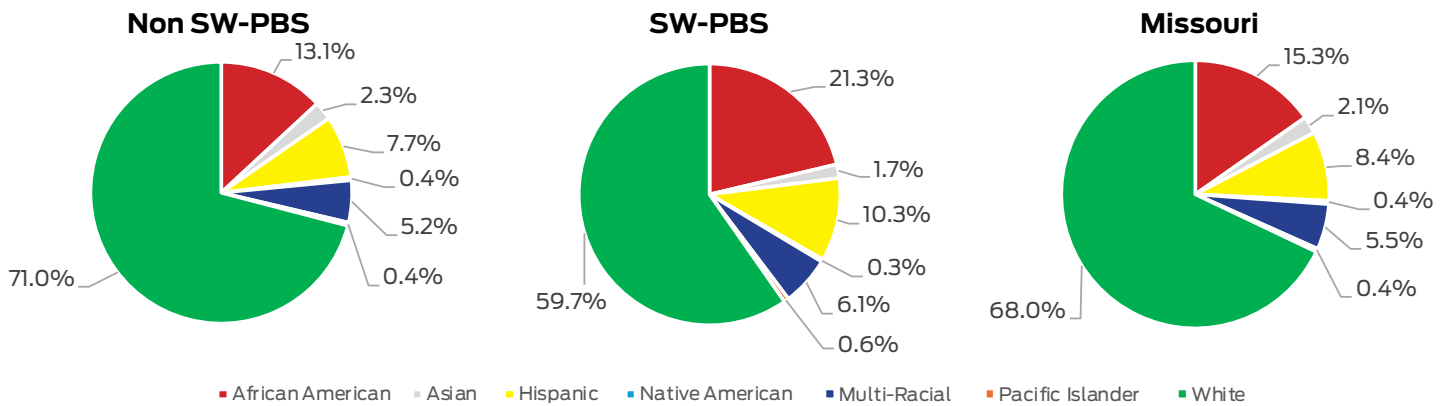
REACH

Who is participating in PBIS/SW-PBS?¹

SCHOOLS/DISTRICTS

636 SCHOOLS 26.7% of MO Districts	2023-2024 PARTICIPATION	157 DISTRICTS 27.9% of MO Districts
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DEMOGRAPHICS



Non SW-PBS
14.7%
 Students w/ IEPs

42.7%
 Students F/R Lunch

SW-PBS
14.4%
 Students w/ IEPs

58.8%
 Students F/R Lunch

Missouri
14.6%
 Students w/ IEPs

47%
 Students F/R Lunch

TAKEAWAY

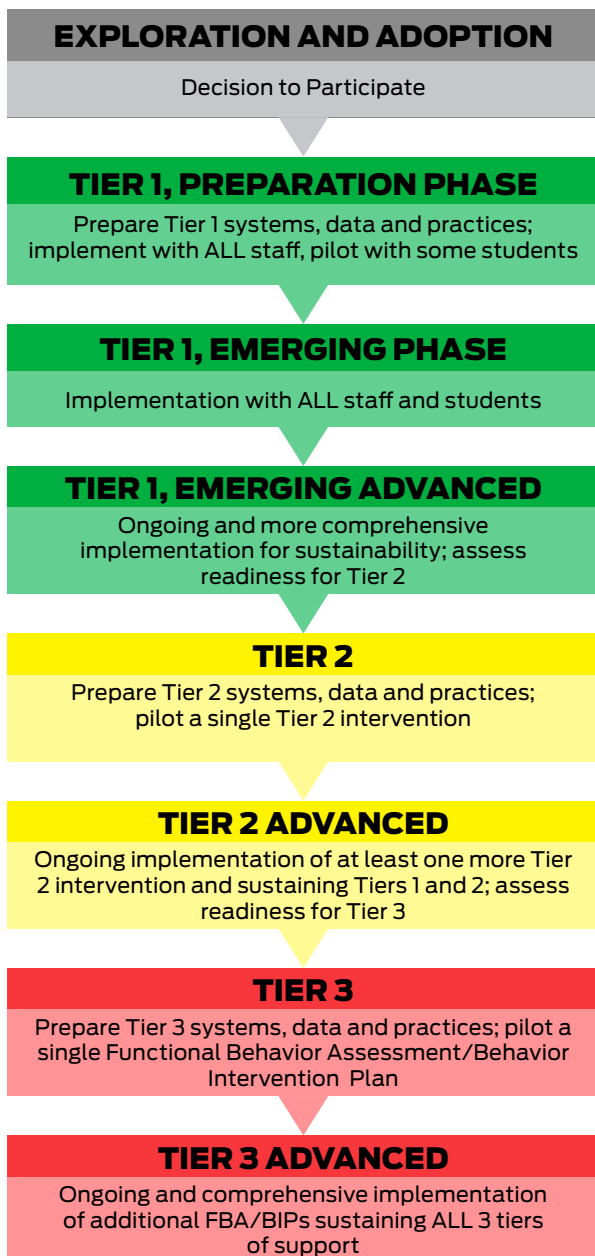
MO SW-PBS schools continue to serve greater percentages of students whose achievement is historically lower than the state average (i.e., eligibility for Free / Reduced Lunch, students with disabilities, and students who are African American, and/or Hispanic), a group typically referred to as “Student Groups” in all reporting to DESE. Although there have been occasional years showing substantially lower proportions of African American students in MO SW-PBS schools (17.4% in 2016, 14.2% in 2018, and 13.2% in 2023), the percentage of this population in MO SW-PBS schools has otherwise remained above 20% of the population. In addition, the percentage of Hispanic and Multi-Racial students served by MO SW-PBS schools continues the upward trend observed since 2016. Finally, while non SW-PBS schools had a slight decrease in the percentages of students eligible for Free or Reduced Priced Lunch (F/R Lunch), the percentage of students eligible for F/R lunch served by MO SW-PBS schools increased for the second consecutive year, and remains higher than in non SW-PBS schools and Missouri schools, more broadly.

PROCESS

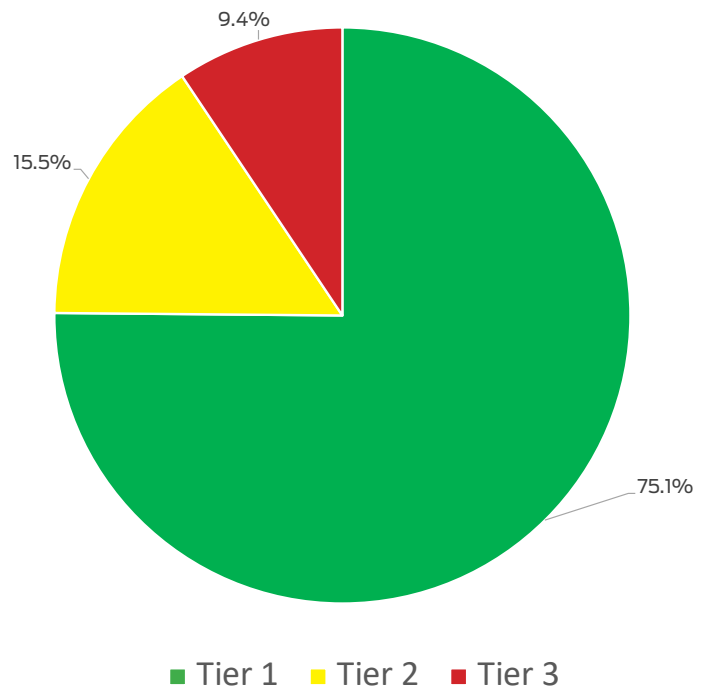
What is the status of the PBIS/SW-PBS Initiative?¹

TRAINING PHASES

Under the historic model, building leadership teams (BLTs) received training and support following a specified progression through Tiers 1, 2 and 3⁴. In recent years, the training includes the historic content, but the rate of progression and content 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 SW-PBS framework are implemented with fidelity and consistency.



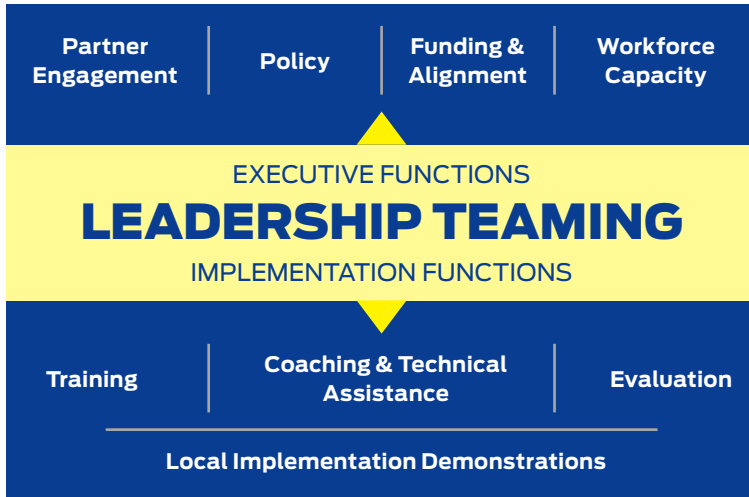
2024 Percentage of Training by Tier (Single Buildings)



Over 89%
of survey respondents
agreed that BLT training
was valuable, engaging,
and would impact their
work with students

PROCESS

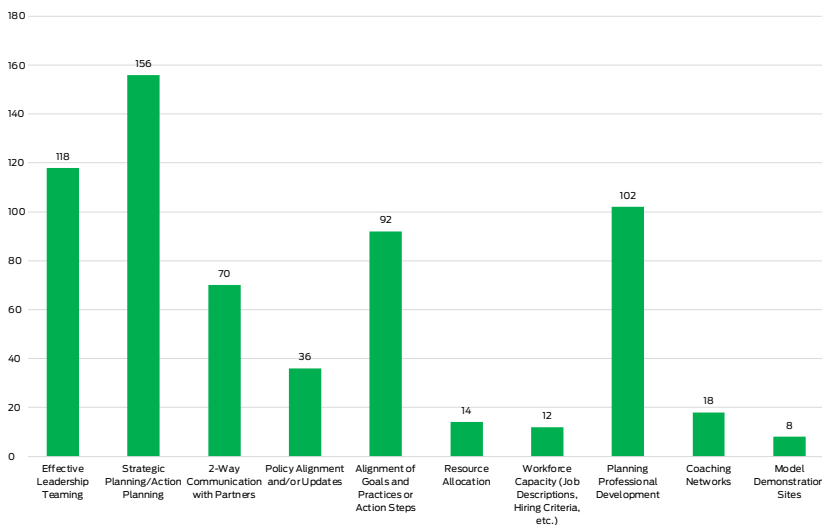
What is the status of the PBIS/SW-PBS Initiative?¹



Under the **Districtwide Positive Behavior Supports (DW-PBS) framework**, training and support is primarily provided to district leadership teams (DLTs), and is grounded in 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.

2024 DW-PBS FOUNDATIONAL PROCESSES TRAINED



Each DLT Interaction could have more than one Foundational Process trained.

467

Total DW-PBS Training / Coaching Interactions

225 Total DLT Training / Coaching Interactions

DLT Interaction Leads

Internal Only = 7.6%

Internal & External = 68.5%

External Only = 11.6%

242 total BLT Training / Coaching Interactions

BLT Interaction Leads

Internal Team Lead(s) only 17.23%

External CST and Internal Team Lead(s) 48.83%

External CST only 34.45%

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 (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)⁴. Co-Facilitation between MO SW-PBS external personnel and DLT or BLT internal personnel was up 30% compared to the previous year, demonstrating a growth in either capacity, self-efficacy or both in DLT and BLT personnel.

CAPACITY

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

This figure is adapted from McIntosh & Goodman, 2016, and was designed with student outcomes in mind, showing the systems of support in place to achieve these outcomes.

MO SW-PBS SYSTEM OF SUPPORT



30

State Team Members



26.2

FTE Dedicated to SW-PBS



770

Total Years in Education

Adapted from figure number 10.2 in McIntosh & Goodman, 2016, p. 313⁶

*MO DESE, MU Center for SW-PBS, & MO SW-PBS LEAD Team

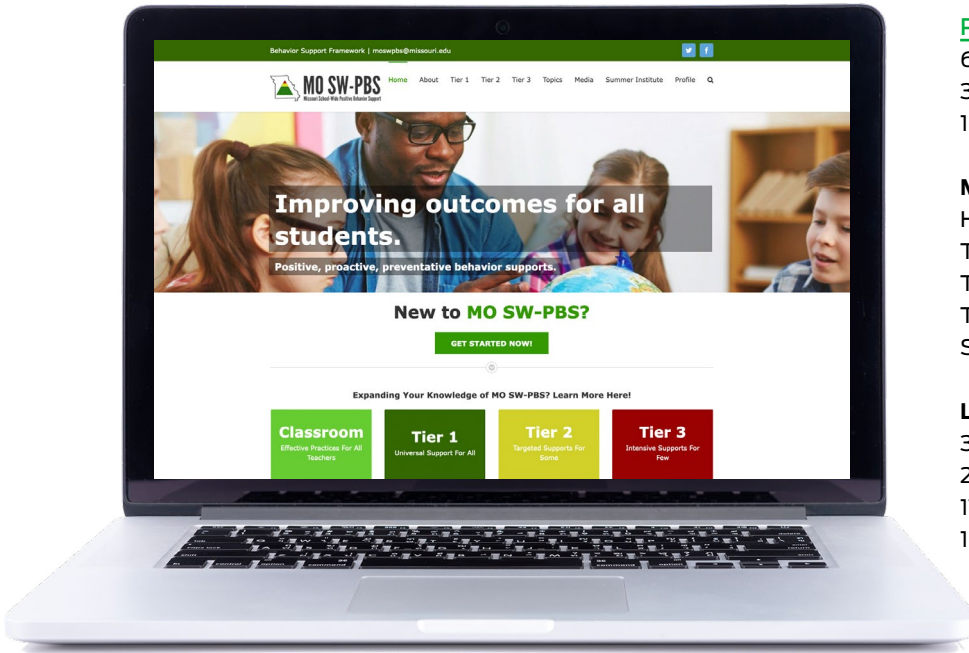
**State Coordinator, Web / Data Consultant, & State Coaches

***MO SW-PBS LEAD Team and Regional Professional Development Center (RPDC) Consultants

CAPACITY

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

MATERIALS & RESOURCES



[PBISMissouri.org](https://pbismissouri.org)

61,091 Sessions

32,172 Active Users

160,647 Page Views in 2023-2024

Most Frequently Viewed Pages

Home page

Tier 1 Workbook and Resources

Tier 1 ETLPs

Tier 2 Workbook and Resources

Summer Institute

LearnDash

3,328 Unique Registered Users

280 Courses Started

11 Courses Completed

1,075 Last Logged in during 2023-2024

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](#)
- [National Center Climate Surveys modified for MSIP-6](#)
- [Base Rate Calculator](#)

Facebook

760 Followers

7,403 Reach

1,113 Visits

Newsletter

2,475 Average Recipients

52.4% Unique Open Rate

TAKEAWAY

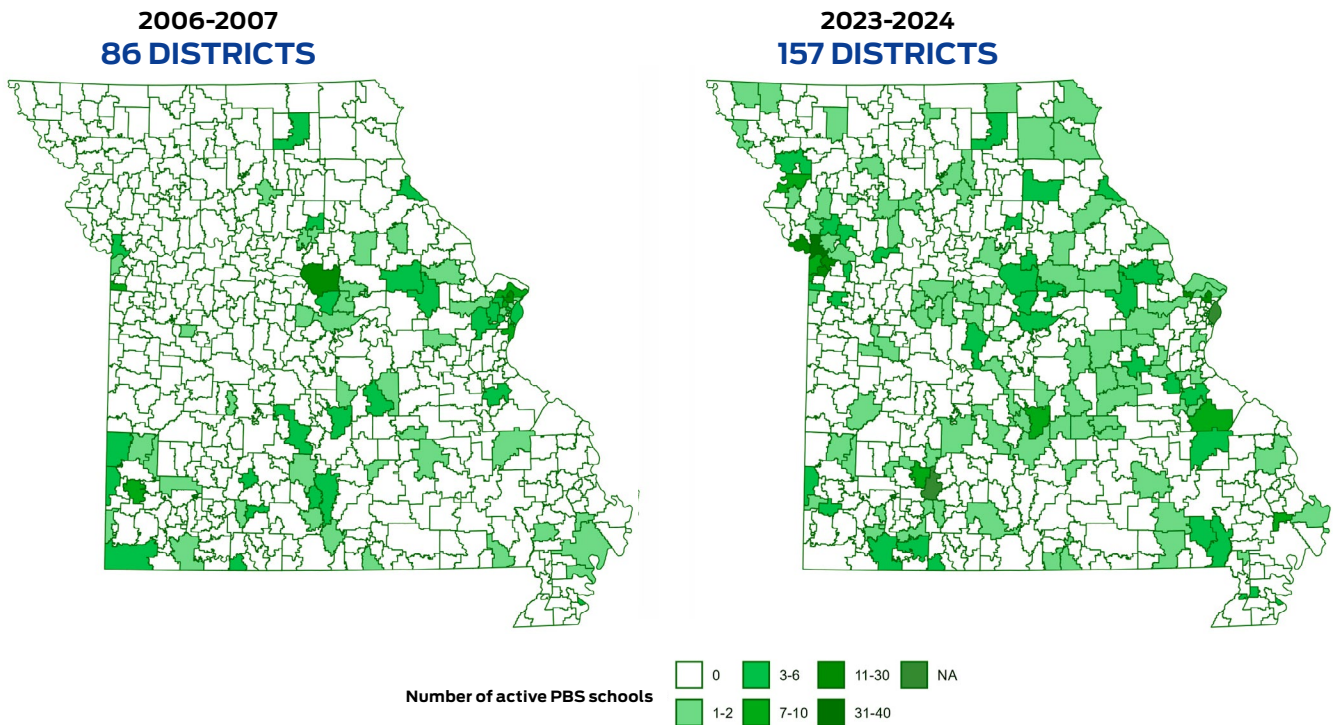
MO SW-PBS provides a network of highly skilled professional learning consultants, and has developed resources and training materials that are valued, adopted and adapted by other states and countries.

CAPACITY

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

GROWTH & PARTICIPATION

MO SW-PBS SCHOOLS BY DISTRICT



1,139

Schools trained in Tier 1 at least once

833

Schools trained in Tier 2 at least once

445

Schools completing at least 1 year of Tier 3 Advanced training

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, & 3⁷

Self-Assessment Survey (SAS) > ALL staff perception of fidelity Tiers 1, 2 & 3⁸

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

256

Schools Measured Tier 1 Fidelity with the TFI
204 met TFI Tier 1 Criteria

253

Schools Measured Tier 1 Fidelity with the SAS
208 met SAS Tier 1 Criteria for Schoolwide "In Place"
246 met SAS Tier 1 Criteria for Classroom "In Place"

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

84.9%

Schoolwide
In Place

91.1%

Classroom
In Place

76.7%

Tier 2
In Place

69%

Tier 3
In Place

TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS

79.7%

of respondents scored
≥ 70% on Tier 1 Scale

52.6% of those eligible
completed the Tier 1 Scale.*

*487 Eligible = Emerging
through Maintenance

89.9%

of respondents scored
≥ 70% on Tier 2 Scale

53.0% of those eligible
completed the Tier 2 Scale.*

*319 Eligible = Tier 2
through Maintenance

86%

of respondents scored
≥ 70% on Tier 3 Scale

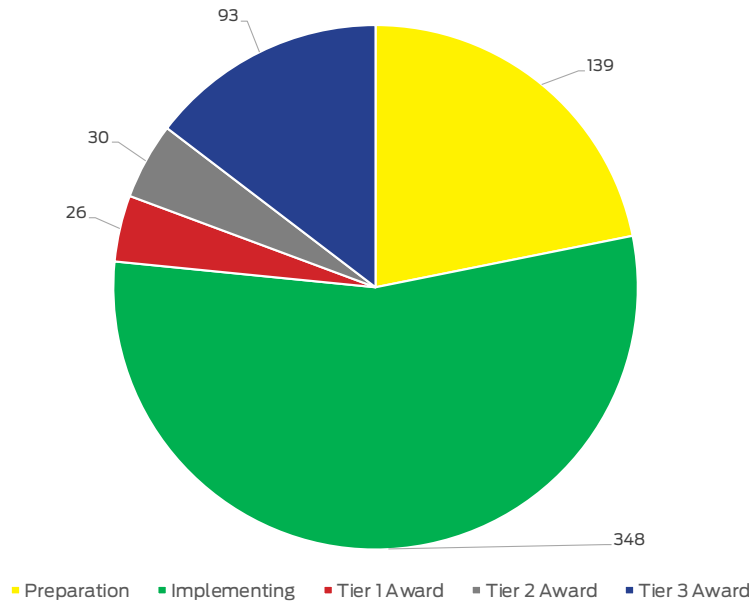
56.6% of those eligible
completed the Tier 3 Scale.*

*152 eligible = Tier 3
through Maintenance

FIDELITY

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

2024 Recognition Levels

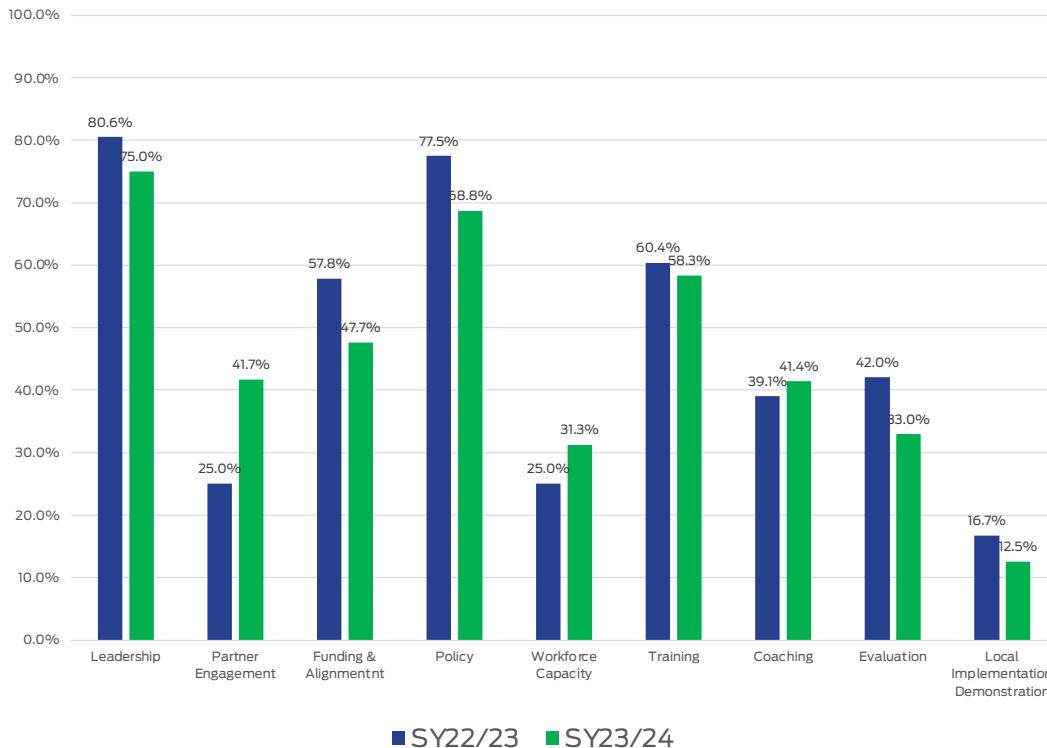


149
Schools earned recognition

58
Schools earned recognition 10 or more years since 2007

4
Schools earned recognition 17 times since 2007

2023-2024 District Systems Fidelity Inventory (DSFI) by Component⁵



FIDELITY

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

Also known as "Recognition," the Award of Excellence is a voluntary opportunity for participating teams to engage in an iterative process of data and artifact submissions with regional consultants in order to receive ongoing progress monitoring feedback from an external expert. In addition, the Award of Excellence encourages BLTs to implement SW-PBS at exemplary levels.



AWARD OF EXCELLENCE

Preparation: 1st year of partnership

Implementing: Partnering at Tiers 1, 2 & and/or 3 but not applying for or not earning recognition



TIER 1 AWARD
Tier 1 @ fidelity



TIER 2 AWARD
Tiers 1 & 2 @ fidelity



TIER 3 AWARD
Tiers 1, 2 & 3 @ fidelity

Tiered Fidelity Inventory (TFI) By Recognition Levels

149

Tier 1, 2, and 3 Awards

100% Completed the Tier 1 Scale
98.7% \geq 70% on the Tier 1 Scale

123

Tier 2 and 3 Awards

99.2% Completed the Tier 2 Scale
100% Scored \geq 70% on the Tier 1 Scale

93

Tier 3 Awards

98.9% Completed the Tier 3 Scale
100% Scored \geq 70% on the Tier 1 Scale

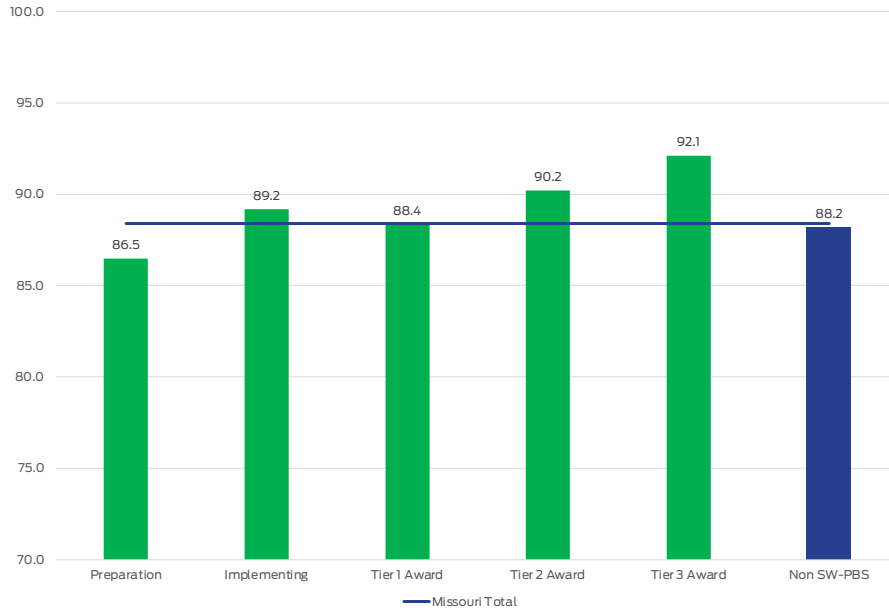
TAKEAWAY

Participation in the MO SW-PBS Award of Excellence and Fidelity measures dropped a bit in 2020, but returned to pre-pandemic levels in 2023, and continued this upward trend in 2024. Across all recognition schools, fidelity scores are near or above criterion as articulated by the National Center on PBIS (e.g., SAS Schoolwide and Classroom at 80% and TFI Tier 1 at 70%). MO SW-PBS set the minimum criteria on the SAS for a school to earn recognition at 70% (80% preferred) in the Schoolwide and Classroom scales, respectively. As such, we are reporting the percentage of schools that score at or above 70% on the schoolwide and classroom scales of the SAS.

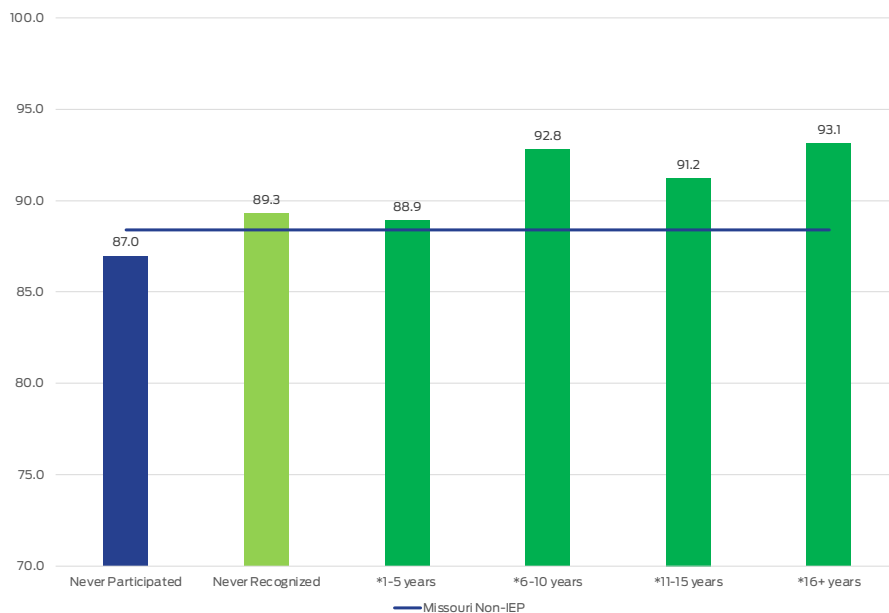
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2024 Attendance Rate for All Students by Recognition



2024 Attendance Rate for All Students by Years of Recognition

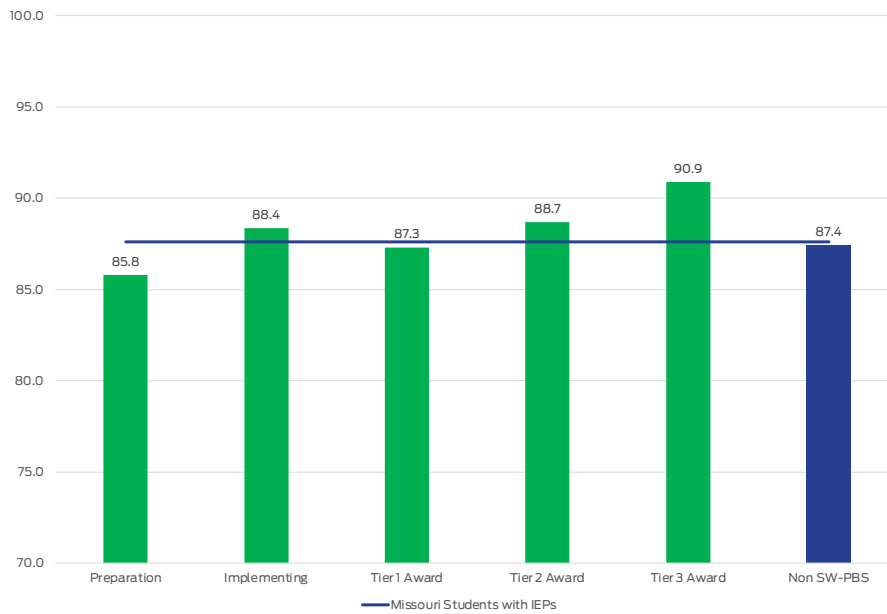


*Participated in 2024

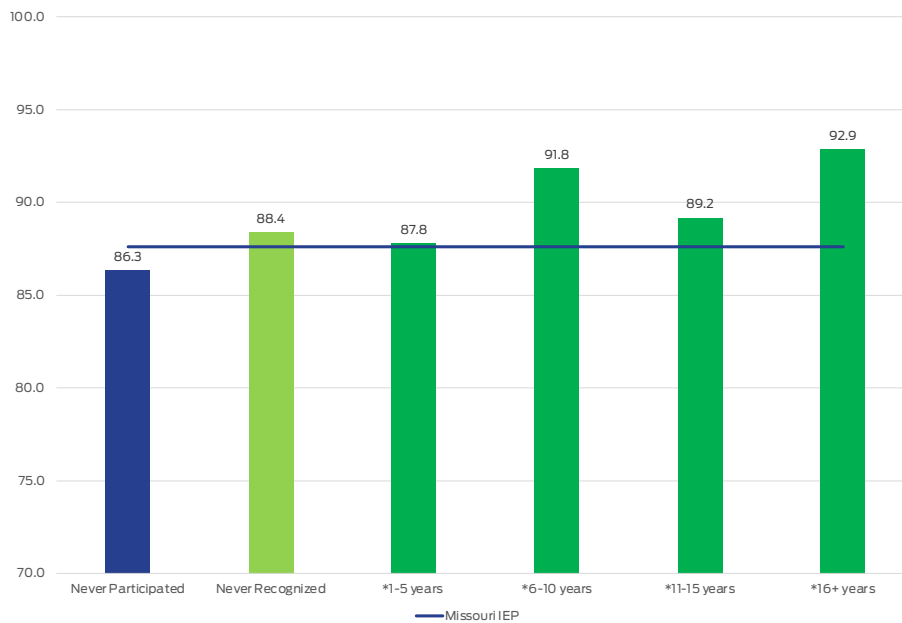
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2024 Attendance Rate for Students with IEPs by Recognition



2024 Attendance Rate for Students with IEPs by Years of Recognition

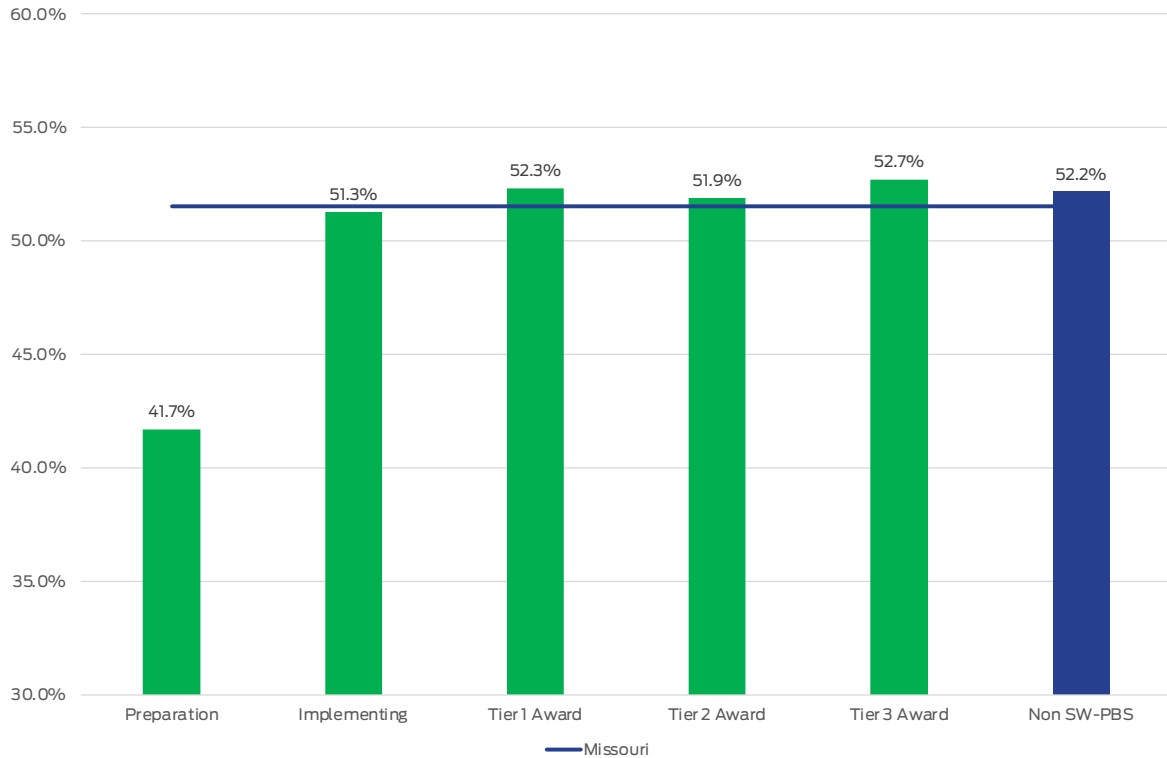


*Participated in 2024

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

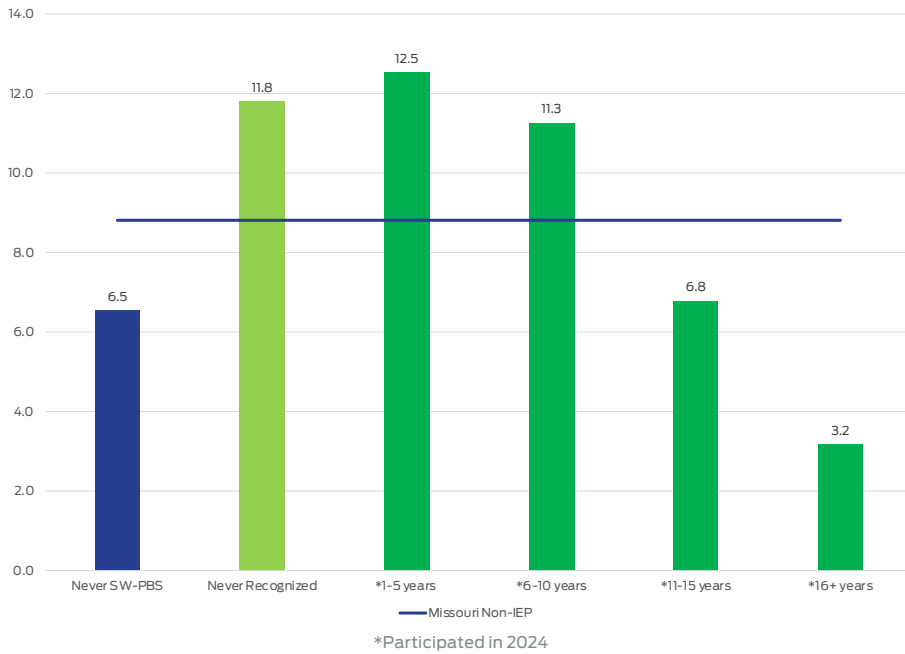
2024 Percentage of Students with IEPs inside the Regular Classroom \geq 75% of the Time



OUTCOMES

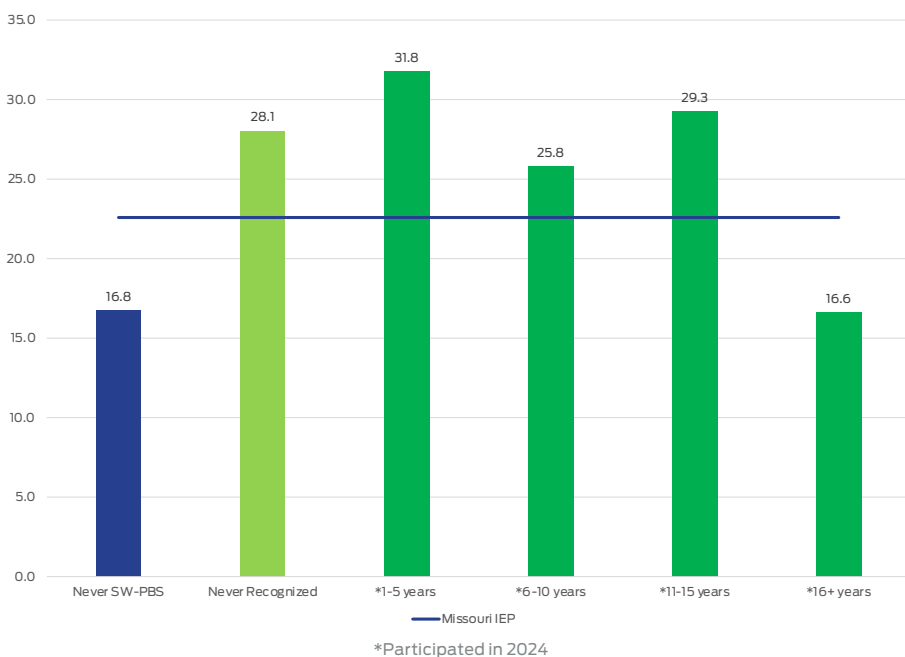
Is the initiative achieving valued outcomes and worth sustaining?¹

2024 OSS Per 100 Students without IEPs by Years of Recognition



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, schools are not required to report ODRs to the DESE as part of their core data requirements. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

2024 OSS Per 100 Students with IEPs

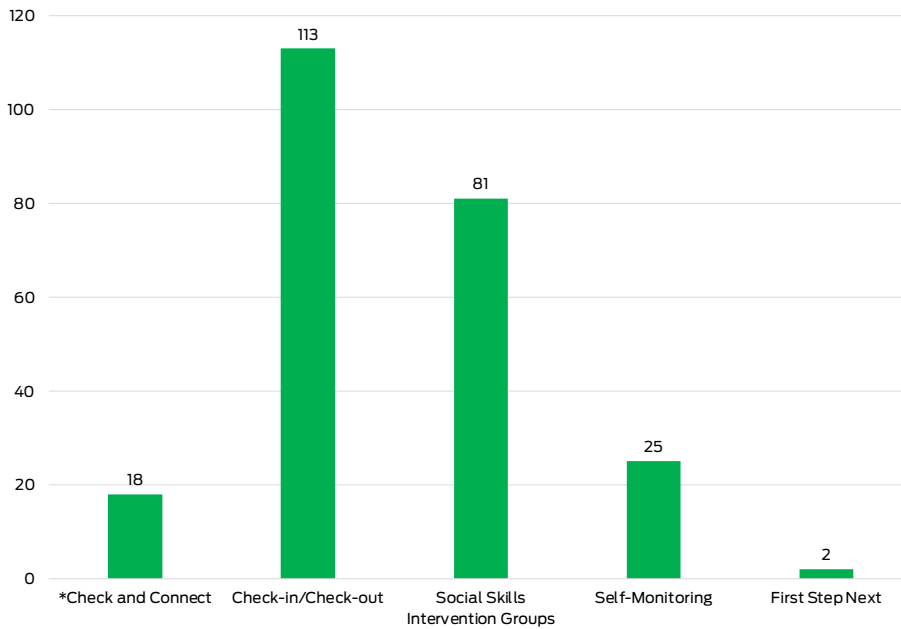


However, because schools are required to report the number of students receiving Out of School Suspensions (OSS) lasting more than one half of the school day, MO SW-PBS has recently begun using (OSS) as a metric to assess the impact of SW-PBS on student behavioral outcomes.

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

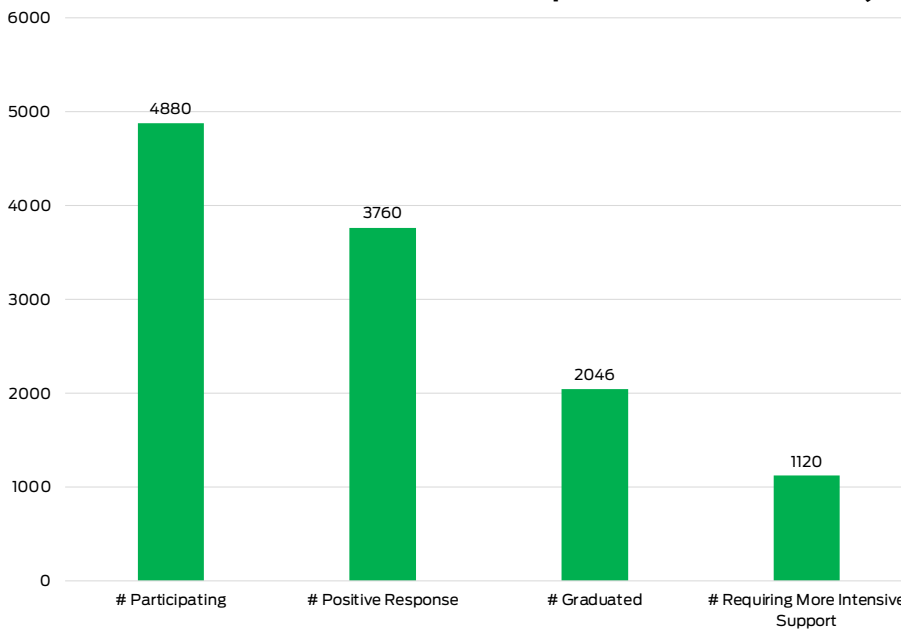
2024 Tier 2 Interventions Delivered (Number of Schools)



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)



Over 4,800 students received Tier 2 supports.

77% who participated demonstrated Improvements.

41.9% graduated from the Intervention.

23% required more intensive support.

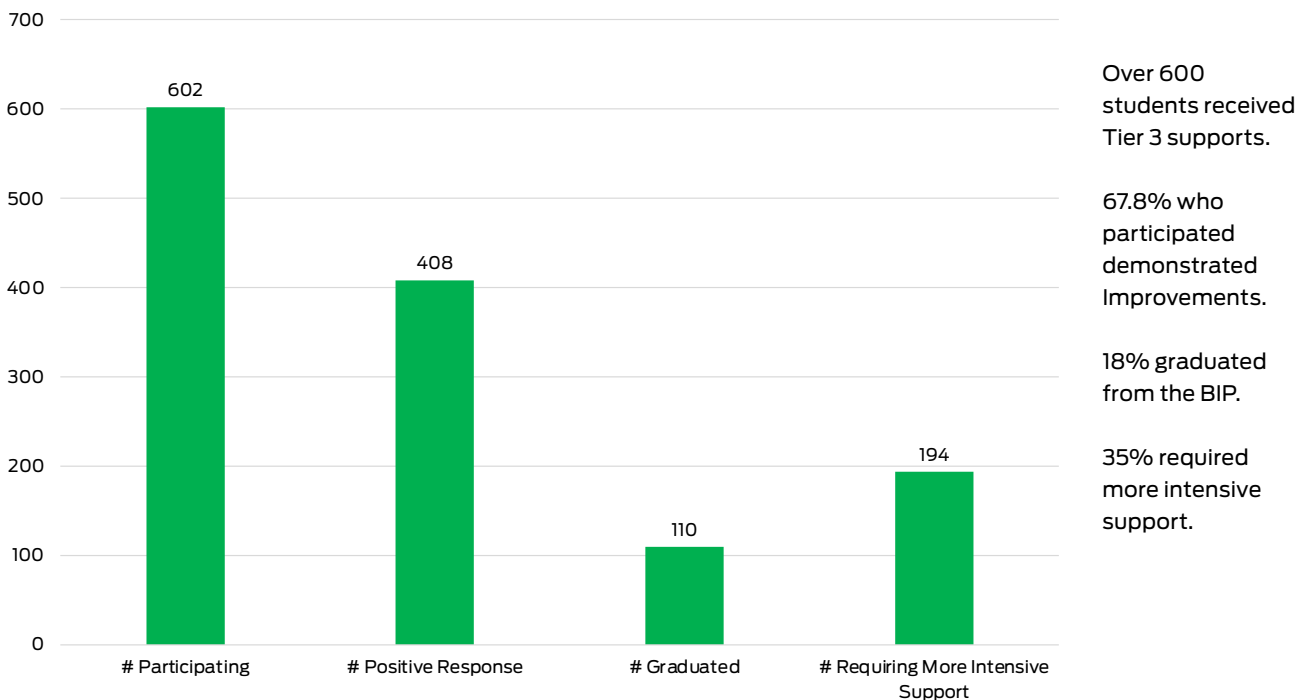
Data regarding Tier 2 interventions, participation and outcomes was submitted by June 30, 2024, but some data may have been submitted as early as March, thereby representing a partial year's outcomes.

In addition, reporting for Tier 2 and Tier 3 intervention delivery is **strongly encouraged** for all schools implementing at Tiers 2 and 3, **but only required for Recognition**. As such, 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

2024 Tier 3 Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Delivery and Outcomes (Number of Students)



Data regarding Tier 3 interventions, participation and outcomes was submitted by June 30, 2024, 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** for all MO SW-PBS schools implementing Tier 2 and Tier 3, **but only required for Recognition**. As such, the intervention and outcome data reported reflects a subgroup of schools implementing at Tier 2 and/or Tier 3.

TAKEAWAY

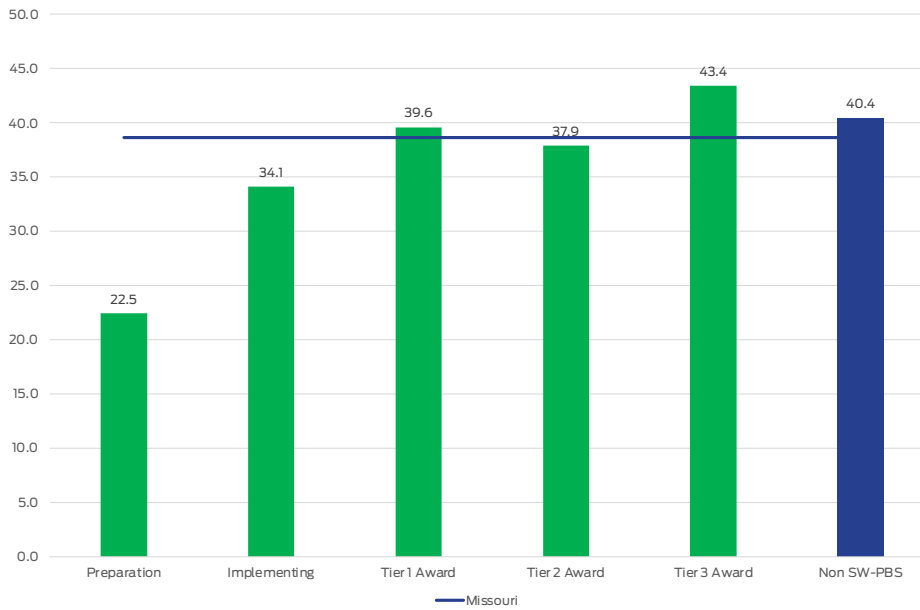
Students with and without disabilities attending MO SW-PBS schools attend school at a higher rate, spend more time in classrooms and more time in the regular classroom than students attending non-implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over multiple years. These outcomes are potentially even more significant given the larger percentage of individuals in the "Student Groups" attending MO SW-PBS participating schools compared to non-participating schools.

OUTCOMES

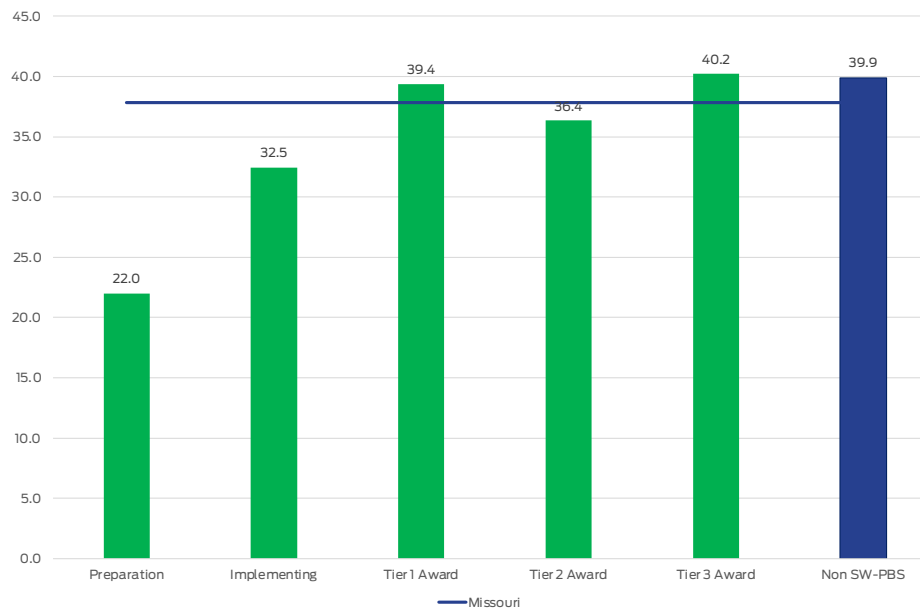
Is the initiative achieving valued outcomes and worth sustaining?¹

In 2020-2021 The DESE reinstated 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.

2024 Percentage of Students without IEPs Scoring Proficient and Advanced on the MAP in Communication Arts by Implementation



2024 Percentage of Students without IEPs Scoring Proficient and Advanced on the MAP in Mathematics by Implementation

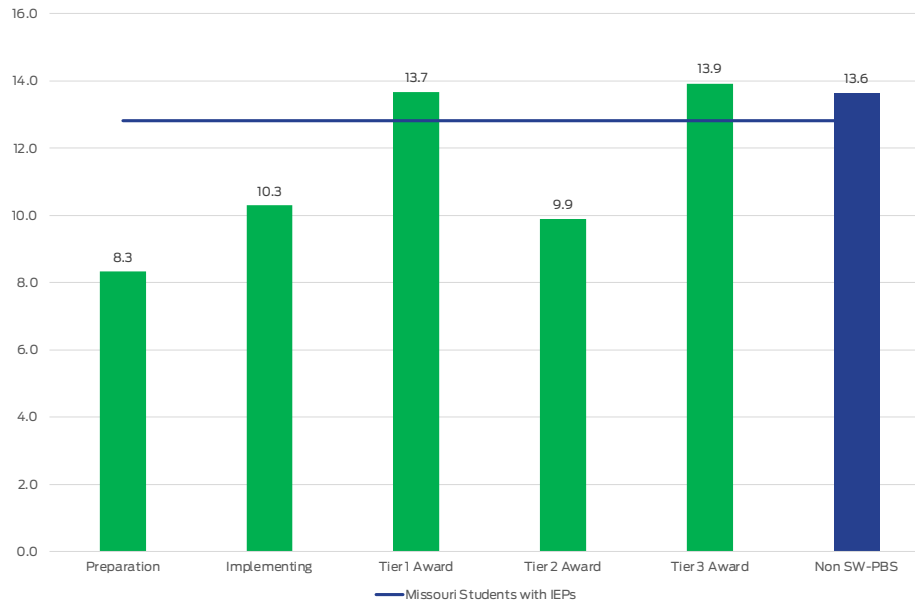


Note: Higher percentages of students scoring in "Proficient" and "Advanced" on the MAP test is the preferred outcome.

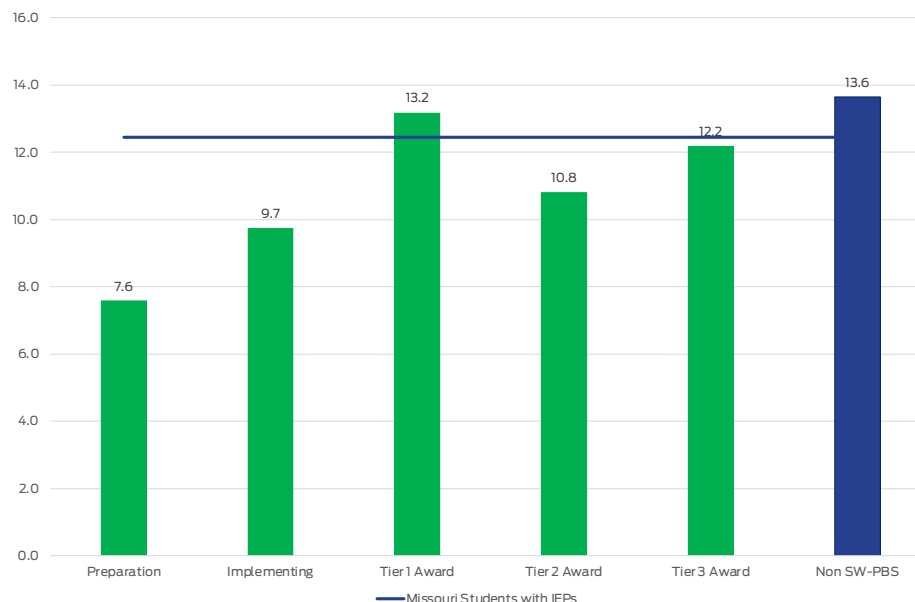
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2024 Percentage of Students with IEPs Scoring Proficient and Advanced on the MAP-A in Communication Arts by Implementation



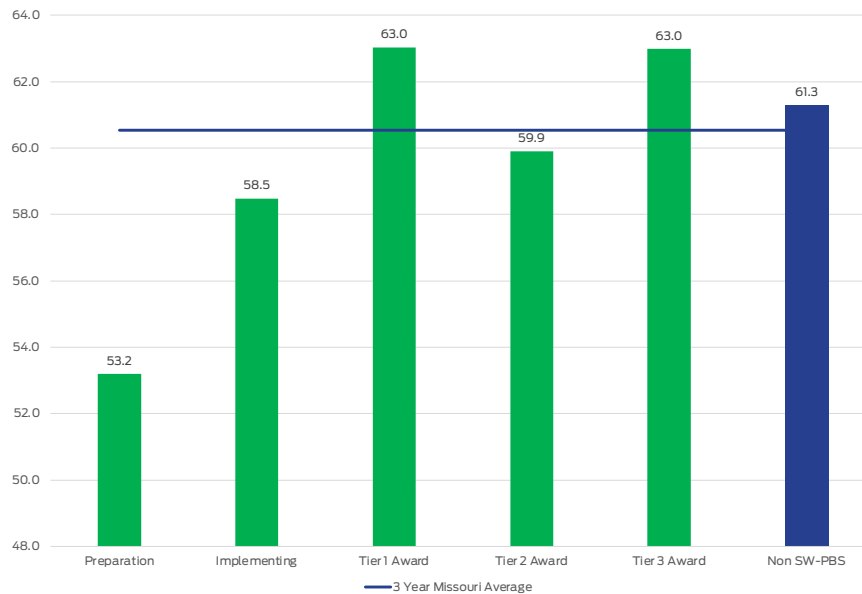
2024 Percentage of Students with IEPs Scoring Proficient and Advanced on the MAP-A in Mathematics by Implementation



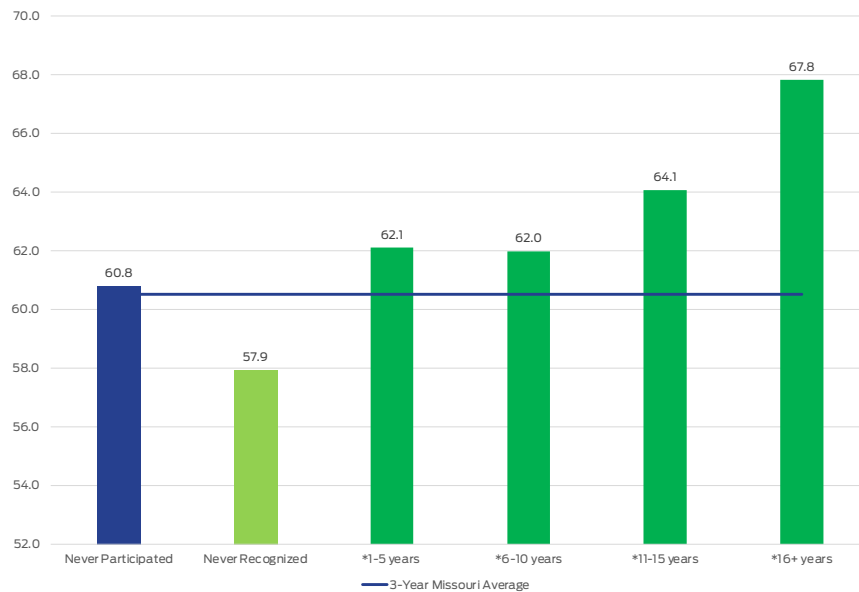
Note: Higher percentages of students scoring in "Proficient" and "Advanced" on the MAP test is the preferred outcome.

STAFF RETENTION

2024 3-Year Staff Retention Rate by Implementation Level



2024 3-Year Staff Retention by Years of Recognition



*Participated in 2024

TAKEAWAY

While MO SW-PBS has historically focused on student outcomes, three year staff retention rates post-Covid era were available. There appears to be a correlation between staff retention by training level (which typically corresponds to years of participation) and a stronger correlation between staff retention and the number of years a MO SW-PBS school earns Recognition (implementation with fidelity).

OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

TAKEAWAY

Students with and without IEPs attending MO SW-PBS Recognition schools:

- 1) spend more time at school (attendance)
- 2) spend more time in the classroom (OSS)

than students attending MO SW-PBS partner schools that do not earn recognition or non-implementing 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.

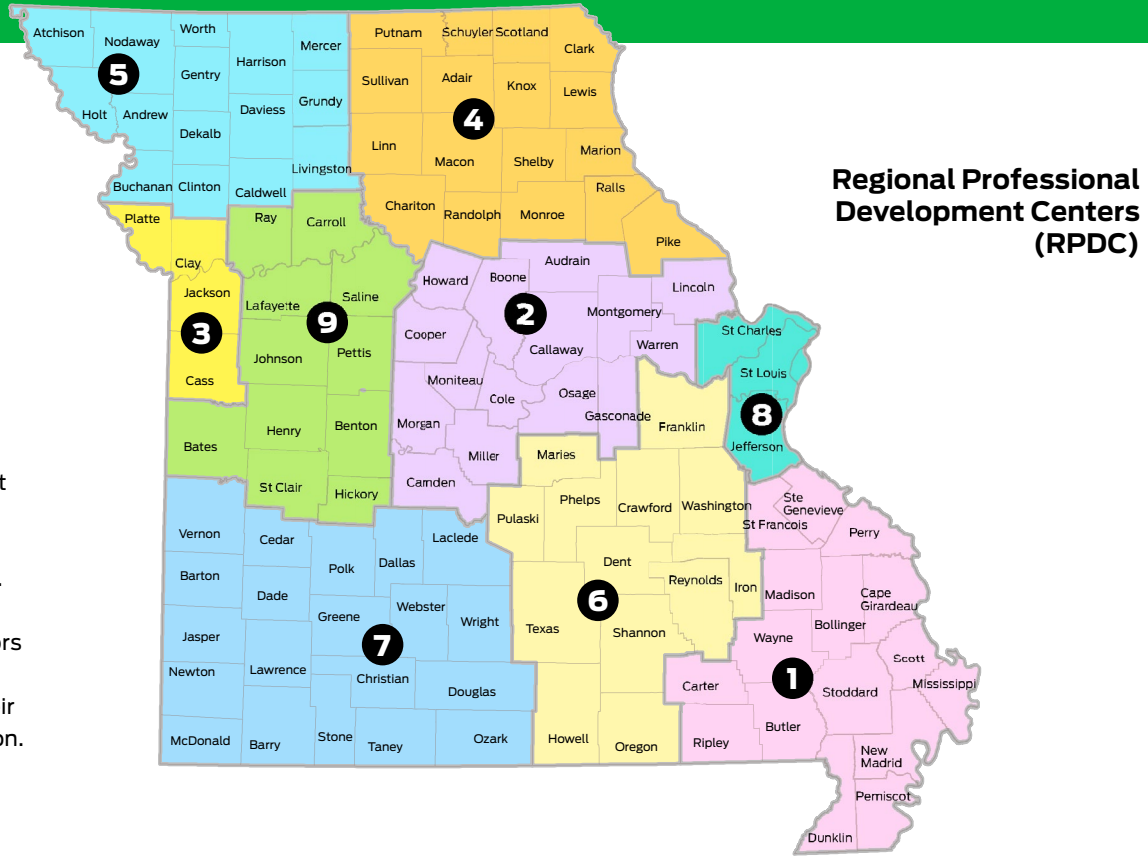
The number of students reported as participating in Tier 2 and Tier 3 interventions have increased compared to the 2022-2023 school year and are double the Covid Era levels. An overwhelming percentage of students experienced improvements in behavior with a smaller percentage meeting criteria for graduation.

Overall, more students in MO SW-PBS Recognition schools, with or without IEPs, scored in the proficient and advanced categories on the Missouri Assessment Program (MAP) annual assessment as compared to those in non-implementing and All Missouri schools.

Although the statistics presented in this annual report are descriptive and only depict *possible* relationships, a recently published statistical analysis of data from Missouri schools has begun to show a causal relationship between implementation fidelity of SW-PBS and improved student outcomes (Gage, Lewis, Johnson, & Way, 2024⁹). Using propensity score matching to pair MO SW-PBS schools to contextually similar non-implementing Missouri schools, Gage, et al., found lower rates of Office Discipline Referrals (ODRs) and OSS in MO SW-PBS schools that earned Recognition than in contextually similar non-implementing Missouri schools, and these findings were statistically significant.

Finally, data presented in this annual report describes a relationship between SW-PBS implementation fidelity and staff retention that appears to be amplified with fidelity of implementation over time. While this data merely demonstrates a correlation, the results are intriguing, suggesting a possible causal relationship between implementation of SW-PBS with fidelity and improved school climate. Research is needed to demonstrate causality and the magnitude of any such relationship.

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, Denise Cunningham, Cindi Flannegin, Christie Rice
- Region 4: Northeast - Kirksville**
Kelly O'Laughlin, Angella Taylor
- Region 5: Northwest - Maryville**
Tanya Dalrymple, Carolyn Hall, Jennifer Patterson
- Region 6: South Central - Rolla**
Becky Boggs, Jeanie Carey
- Region 7: Southwest - Springfield**
Karen Murray, Jordan Politte, Andrea Rockney
- Region 8: St. Louis**
Shara Evans, Cori McIntire, Lindsay Schmidt, Karen Westhoff
- Region 9: Central - Warrensburg**
Jeff Kramer, Nancy Rogers

State Leadership Team

- **State Coaches and DCI-B Facilitators:**
Jody Baker, Neeley Beliveau, Chrissy Croll, Angela Maseman
- **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 Schoolwide PBS
- **Jamie Grieshaber**, Research Assistant
- **Lisa Powers**, Senior Research Associate

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MO SW-PBS

Missouri Schoolwide Positive Behavior Support

This report is a joint effort of the Missouri Schoolwide Positive Behavior Support (MO SW-PBS) team. It encompasses information relating to training and support provided to schools and districts participating in MO SW-PBS during the 2023-2024 school year. The report is a review of progress and a reflection on outcomes to guide continued improvement efforts. Thank you to all partners who contributed to the success of MO SW-PBS during the 2023-2024 school year.

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