Missouri Schoolwide Positive Behavior Support Awards of Excellence 2025

Criteria and Instructions for Application
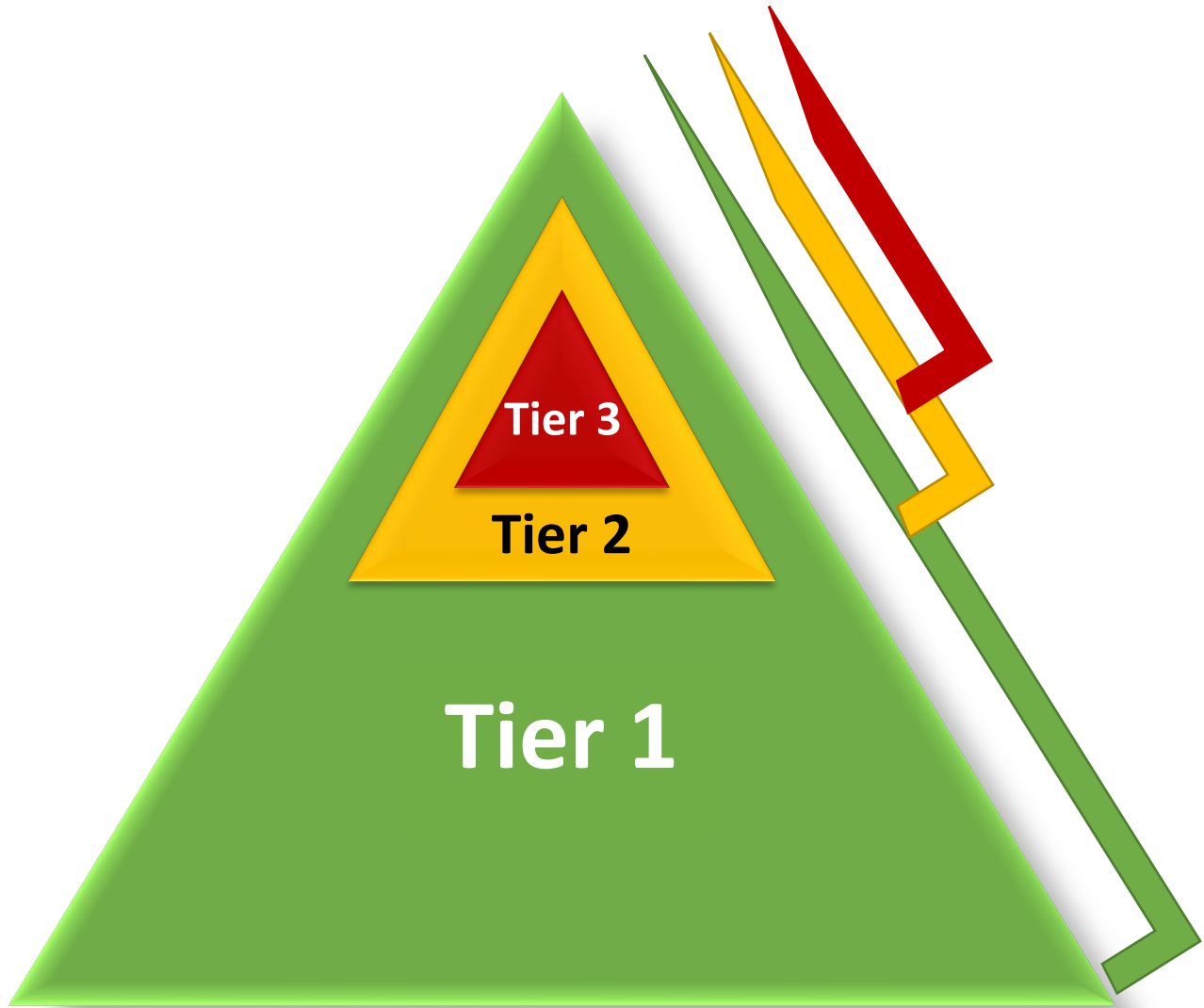

Image adapted from PBIS*Apps*

Contents

Introduction

The Missouri Schoolwide Positive Behavior Support Awards of Excellence were created to recognize schools that achieve positive outcomes for students through exemplary implementation of Schoolwide Positive Behavior Support (SW-PBS). In addition, the Awards of Excellence:

1. promote an evidence-based, systems approach that improves outcomes for students.
2. reinforce staff efforts in implementing SW-PBS.
3. provide a continuous feedback loop to improve SW-PBS implementation.
4. identify exemplary schools serving all age and demographic groups to serve as model demonstration sites.

Criteria are based on effective implementation of the essential components outlined by the National Center on Positive Behavioral Interventions and Supports (http://www.pbis.org). The criteria are intentionally rigorous. Each recognition level typically requires two to three years of intense work to achieve these criteria. This intense groundwork produces sustainable systems and practices that result in positive outcomes for students (see for example Gage, Lewis, Johnson and Way, 2024).

Who is Eligible?

Any Missouri organization working with children and young adults in an educational setting that is *implementing* SW-PBS *and* is partnering with MO SW-PBS is eligible to apply for the Awards of Excellence. Organizations that are in the preparation phase and not yet implementing, are not eligible. While an organization in it's first year of implementation can apply for and achieve recognition, it can be difficult to meet all recognition criteria.

Recognition Levels

The MO SW-PBS Awards of Excellence were rebranded in 2023-2024 to better reflect what the awards represent. The awards are as follow:

Tier 1 Award of Excellence: (formerly known as "Bronze") Recognizes organizations that implement with high quality at the universal (Tier 1) level.

Tier 2 Award of Excellence: (formerly known as "Silver") Recognizes organizations that implement with high quality at the universal (Tier 1) and targeted (Tier 2) levels.

Tier 3 Award of Excellence: (formerly known as "Gold") Recognizes organizations that implement with high quality at the universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) levels.

10-Year Recognition: Organizations that earn recognition for 10 years, consecutively or non-consecutively, *at any level*.

15-Year Recognition: Organizations that earn recognition for 15 years, consecutively or non-consecutively, *at any level*.

Recognition Awards

- **MO SW-PBS Award of Excellence Banner:** awarded the first year of recognition, only.
- **MO SW-PBS Tier 1 Award of Excellence Plaque:** awarded each year that the organization earns the Tier 1 award.
- **MO SW-PBS Tier 2 Award of Excellence Plaque:** awarded each year that the organization earns the Tier 2 award.
- **MO SW-PBS Tier 3 Award of Excellence Plaque:** awarded each year that the organization earns Tier 3 award.
- **MO SW-PBS Award of Excellence 10-Year Banner:** awarded the first year the organization earns their 10th Award of Excellence at any level (need not be consecutive). This is in addition to the Award of Excellence plaque for the recognition level earned.
- **MO SW-PBS Award of Excellence 15-Year Plaque:** awarded the fifteenth year a school earns recognition at any level (need not be consecutive). This is in addition to the Award of Excellence plaque for the recognition level earned.

Process

The following methods will be used for providing information to demonstrate exemplary implementation at Tiers 1, 2, and 3:

1. Artifact review (AR)
2. Survey completion (S)
3. Building walk (BW)
4. Interviews (staff, students, and admin/team member) (I)
5. Application (APP)

Please note that as the criteria for each award are described, below, the initials of the process used to gather the information will follow in parentheses (i.e., "AR" for artifact review, "S" for survey, etc.,). Also, the following criteria are organized around *Outcomes, Data, Systems* and *Practices*. But the criteria are listed according to the information source in the appendices at the end of this document.

Award of Excellence Criteria

Tier 1 Award Criteria

Applicants must complete and submit the contact, demographic and Tier 1 sections of the MO SW-PBS Award of Excellence Application. In addition, they must meet the following criteria:

Outcomes

SW-PBS is *outcomes driven.* Schools submit outcomes to demonstrate that SW-PBS is having the desired impact on students.

> ☐ Submit a *Triangle ODR Report* indicating the number of students with 0-1 ODRs, the number with 2-5 ODRs, and the number with 6 or more ODRs (App).
>
> *-and-*
>
> ☐ ≥ 80% of students grades 3-12 complete the School Climate Survey (SCS) in PBIS Assessments (S).
>
> *-or-*
>
> ☐ ≥ 80% students in grades 3-12 complete a climate survey selected by the school or district (S).

Note: Schools that serve students in early childhood or primary grade settings (Prek-2) may meet this requirement by administering the SCS or a district selected climate survey to staff (≥ 80% response) and/or families (≥ 20% response). Also, note that if the school meets MSIP-6 climate survey criteria, they automatically meet the MO SW-PBS Award of Excellence criteria. However, keep in mind that meeting the MO SW-PBS Award of Excellence criteria does not necessarily meet MSIP-6 criteria.

Data

SW-PBS schools use data and a data-based decision-making process to improve outcomes for students.

> ☐ Submit a current ***Implementation Improvement Plan*** (formerly known as "Tier 1 Action Plan;" the Implementation Improvement Plan is also evidence of *Systems*).
> - Aligned to district CSIP
> - Data Sources Include:
>   - Implementation Fidelity
>   - Student Outcomes
> - Plan includes all of the following:
>   - Outcome/S.M.A.R.T. Goals
>   - Strategy/Practice
>   - Action Steps
>   - Responsible Party
>   - Timeline

o   Evaluation/Evidence

-and-

☐ *At least **one** Solution Plan* form must be submitted ***per quarter*** (note that for the purposes of the Award of Excellence criteria, this means that three *Solution Plans* should be submitted by the time of the application deadline). *Solution Plans* must include the following:

- Outcome (based on ODR data)
- Precision problem statement (based on drill-down)
- Strategies that address each "Solution Component" (prevent, teach, reinforce, and consistently correct)
- Progress monitoring data
  - implementation fidelity
  - student outcomes
- Person responsible
- Target date
- communication plan
- Professional learning needs

Solution Plans submitted through the MO SW-PBS website do not need to be resubmitted (AR).

Note: New for 2024-2025, Big 5 data reports and meeting minutes will no longer be accepted in lieu of a Solution Plan. You do not need to submit the *MO SW-PBS Solution Plan*, provided the criteria in the above bulleted list are met.

-and-

☐ Describe how the team has used a data based decision-making process identify target behavior and replacement behavior, and intensify/target Tier 1 practices (I).

Systems

SW-PBS schools put *Systems* in place to support adults in implementing evidence-based practices with students.

☐ Expectations and Rules posted in at least 5 places throughout the building (BW)

-and-

☐ Administrator and/or team member can describe systems in place related to each of the following (I):
- Leadership Team meets at least monthly.
- System for teaching behavior expectations to students
- System for discouraging unexpected behavior
- Staff receives training on SW-PBS systems and practices
  - Function Based Thinking (FBT)
  - Schoolwide behavior expectations

- Schoolwide system for encouraging expected behavior
- Schoolwide System for discouraging expected behavior

-and-

☐ ≥ 80% of *certified* staff completes the Self-Assessment Survey 4.0 and score ≥ 80% on Schoolwide and Classroom (Tier 1) Sections (S).

-and-

☐ Building leadership team completes the Tier 1 Scale of the Tiered Fidelity Inventory and score ≥ 70% on the Tier 1 scale (S).

-and-

☐ Score 80% or better with no 0's on the Tier 1 Artifact Rubric (See Appendix 4) (AR)

    ☐ Staff Communication (AR)
    ☐ Family Communication (AR)
    ☐ Matrix (AR)
    ☐ Social Skills Lessons (AR, I)
    ☐ Year-long Social Skills Teaching Schedule (AR, I)
    ☐ Encouragement System (AR, I)
    ☐ Discouragement System (AR, I)

Artifacts may be submitted to regional consultants throughout the year, for feedback; artifacts that are submitted prior to **April 15** and meet the criteria need not be resubmitted.

Artifacts may be viewed and scored during the Building Walk & Interviews.

Artifacts may be submitted with your application, using the upload link on the online application, or emailed to moswpbs@missouri.edu.

Except for the *Implementation Improvement Plan* (formerly "Tier 1 Action Plan"), which must be current for the schoolyear, artifacts that were submitted in prior years and met criteria ***need not be resubmitted*** unless one of the following conditions exist:

    i.   The artifact has been modified.
    ii.   The lead building administrator has changed.
    iii.   The building SW-PBS leadership team has had significant (≥ 50%) turnover.
    iv.   There has been significant (≥ 25%) building staff turnover.

Practices

SW-PBS schools put evidence-based practices in place to support students in following behavior expectations.

☐ Staff members know the behavioral expectations (≥ 90% of sample can name ≥ 67% of the expectations) (I).

☐ Staff members have taught the behavioral expectations (≥ 90% of sample state that expectations have been taught) (I).

☐ Staff members have reinforced the behavioral expectations (≥ 90% of staff have given schoolwide reinforcement in the last 2 months) (I).

☐ Students know the behavioral expectations (≥ 70% of students can name ≥ 67% of the schoolwide expectations) (I).

☐ Students have received reinforcement for following behavioral expectations (≥ 50% of students have received the schoolwide reinforcement in the last 2 months) (I).

Tier 2 Award of Criteria

Meet *all* Tier 1 Award of Excellence criteria to demonstrate that students receiving Tier 2 supports have had access to Tier 1 support, and to demonstrate Tier 1 sustainability.

Outcomes

Tier 2 targeted interventions are evidence-based practices that are intended to improve outcomes for students at-risk, and who are not responding to Tier 1 universal support.

☐ Intervention outcomes through March 31 of the application school year for **two** Tier 2 targeted standard protocol interventions (App); include:

- Number of students participating
- Number of students that graduated from the intervention
- Number of students requiring more intensive supports Complete

Data

SW-PBS schools use data and a data-based decision-making process to improve outcomes for students.

☐ Complete the Tier 2 scale of the TFI.

☐ Can describe data collected and criteria measures used to identify students for a possible Tier 2 Targeted Intervention(I). This must include two of three of the following:

- Criteria measures (required)
- Nomination Form (option 1)
- Name of Universal Screener (option 2)

☐ Can describe process and assessment used to determine the student's possible function of behavior(I). This must include the following:

- FACTS part 1 or similar functional behavior assessment

☐ Can describe data decision rules for determining response to intervention. This should include the following (I):

- Data decision rules for determining a positive response
- Data decision rules for determining the need to modify or intensify an intervention
- Decision rules for determining when to graduate a student from an intervention

Systems

☐ Score 80% or better with no 0's on the Advanced Tiers Artifact Rubric (See Appendix 6) (AR)

  ☐ Criteria Measures (required) (AR)

  ☐ Nomination Form (option 1) (AR)

  ☐ Name of Universal Screener (option 2) (I)

  ☐ DPR (AR)

  ☐ Advanced Tiers Meeting Agenda (AR)

☐ Describe frequency of progress monitoring for Tier 2 Interventions (I)

☐ Describe the functions that each implemented intervention addresses (I)

☐ Describe system for communication of Tier 2 interventions and data with staff (I)

☐ Describe process used for fading, generalization and maintenance (I)

Practices

☐ Implement at least two (2) evidence-based, standard protocol Tier 2 Targeted Interventions with students.

- Check & Connect (C&C; MO SW-PBS no longer provides training on this intervention, but will accept it as an evidence-based Tier 2 intervention)
- Check-in/Check-out (CICO)
- Social Skills Intervention Groups (SSIG)
- Self-Monitoring (SM)
- First Step Next (FSN; MO SW-PBS no longer provides training on this intervention, but will accept it as an evidence-based Tier 2 intervention)
- Other (must meet "What Works Clearinghouse" criteria for "evidence-based" and align with function based thinking and the science of behavior)

Tier 3 Award Criteria

Meet *all* Tier 1 and Tier 2 Award of Excellence criteria to demonstrate that students receiving Tier 3 supports have had access to Tier 1 and Tier 2 supports and demonstrate Tier 1 and Tier 2 sustainability.

Outcomes

Tier 3 individualized and intensive interventions are evidence-based practices that are intended to improve outcomes for students who are not responding to Tier 1 universal and Tier 2 targeted supports.

☐ Provide intervention outcomes for FBA/BIP or other evidence-based Tier 3 practices (i.e., Wrap Around, RENEW, or other Tier 3 individual and intensive intervention that meets "What Works Clearinghouse" criteria as "evidence-based" and aligns with function based thinking and the science of behavior) through March 31 of the application school year (App).

- Number of students participating (App).
- Number of students that graduated from the intervention (App).
- Number of students requiring more intensive supports (App).

Data

SW-PBS schools use data and a data-based decision-making process to improve outcomes for *all* students.

☐ Describe process for using behavior observations to develop the BIP (I)

☐ FACTS 1-9 (or acceptable alternative) for a student (deidentified)

Systems

☐ Complete the Tier 3 Scale of the TFI (S)

☐ Describe creation and composition of action teams (I)

Practices

☐ Submit a completed FBA/BIP (student name redacted), and score ≥ 80% with no 0's in any section on the Advanced Tiers Artifact Rubric (see Appendix 6) (AR)

-or-

☐ Complete the *alternative* FBA/BIP, and score ≥ 80% with no 0's in any section on the Advanced Tiers Artifacts Rubric (See Appendix 6) (AR)

The MO SW-PBS Application is located at https://pbismissouri.org/recognition-application/

All application materials and completed application are due on **April 15** of the application school year. If April 15th falls on a weekend, materials will be due on the next weekday.

Appendix 1: Data Submission and Assessment Requirements At-A-Glance

Appendix 1: Data Submission and Assessment Requirements At-A-Glance

Tier 1 Award of Excellence

Interconnected Elements	Criterion	AR	S	BW	I	App
Outcomes	Triangle Data (# 0-1 ODRs; # 2-5 ODRs; and # 6+ ODRs)					✓
	Climate Survey (School Climate Survey or district selected survey) • ≥ 80% of respondents (students grades 3 or above; staff in schools serving pk-2 grades)		✓			
Data	Implementation Improvement Plan (F.K.A. "Action Plan")	✓				
	Solution Plans (1 per quarter)	✓				
Systems	Team Meets Regularly				✓	
	Expectations & Rules clarified and Posted (Matrix) in 5 Locations					
	Self-Assessment Survey (SAS 4.0) • ≥ 80% of staff complete • Score ≥ 80% on Schoolwide and Classroom Scales		✓			
	Tiered Fidelity Inventory (TFI) • ≥ 70% on the Tier 1 Scale		✓			
	System for Teaching Expectations • Administrator can describe • Social Skills Lessons • Teaching Schedule	✓ ✓			✓	
	System for Encouraging Expected Behavior	✓			✓	
	System for Discouraging Unexpected Behaviors • Major/Minor Lists & Definitions • ODR form • Flow Chart/Levels Chart • Procedures for Documenting	✓ ✓ ✓ ✓				
	Professional Learning	✓			✓	
	Staff Communication	✓				
	Family Communication	✓				
Practices	Expectations and Rules Taught				✓	
	Expected Behaviors Encouraged				✓	

Tier 2 Award of Excellence

Interconnected Elements	Criterion	AR	S	BW	I	App
Outcomes	Submit intervention outcomes for two evidence-based Tier 2 interventions • Number of students that participated • Number of students that graduated • Number of students that required additional support					✓
Data	*Criteria measures for eligibility for advanced tiers intervention	✓			✓	
	*Description of advanced tier intervention data decision rules (maintain, intensify, or fade an intervention)				✓	
Systems	*Description of two or more evidence-based Tier 2 interventions • Address 2 or more functions • Review behavior data bi-weekly • System to communicate with staff re Tier 2 Interventions • Strategies used to generalize and maintain behavior • Families involved in Tier 2 Intervention selection & Implementation				✓ ✓ ✓ ✓ ✓ ✓	
	*Advanced tier meeting agenda	✓				
	*Criteria measures (required)	✓			✓	
	*Nomination form (option 1)	✓			✓	
	*Name of Universal Screener (option 2)				✓	
	*DPR	✓			✓	
	*FACTS Sections 1-6 or acceptable alternative	✓				
	Complete Tier 2 scale of the Tiered Fidelity Inventory (TFI)		✓			
Practices	*Implementing at least two Tier 2 targeted interventions with students. • Check & Connect (C&C) • Check-in/Check-Out (CICO) • Social Skills Intervention Groups (SSIG) • Self-Monitoring (SM) • Other evidence-based Tier 2 intervention				✓	✓

Tier 3 Award of Excellence

Interconnected Elements	Criterion	AR	S	BW	I	App
Outcomes	Submit intervention outcomes for FBA/BIP • Number of students that participated • Number of students that graduated • Number of students that required additional support					✓
Data	FACTS 1-9 (or acceptable alternative; student name redacted)	✓				
	*Behavior observations used to develop BIP				✓	
Systems	Complete Tier 3 Scale of the Tiered Fidelity Inventory (TFI)		✓			
	*Describe creation and composition of action teams (I)				✓	
Practices	*Submit a completed FBA/BIP (student name redacted), and score ≥ 80% with no 0's in any section on the Advanced Tiers Artifact Rubric (see Appendix 6)	✓				
	Or Complete the *alternative* FBA/BIP, and score ≥ 80% with no 0's in any section on the Advanced Tiers Artifact Rubric (See Appendix 6 & 7)	✓				

*indicates change in criteria

Note: All artifacts (AR) submitted for the Award of Excellence that have met criteria do not need to be resubmitted in subsequent years *except* for the *Implementation Improvement Plan* (must be for the current school year) and Solution Plans (must be for current quarter).

AR: Artifact Review
S: Survey
BW: Building Walk
I: Interview
APP: Application

Appendix 2: Required Surveys

Tier 1

The following Surveys and suggested survey windows are expectations for Tier 1:

Name of Survey	Criteria for Award	Where to Complete it	Window	Notes
School Climate Survey (SCS) or District selected survey	≥ 80% of students or staff complete or ≥ 20% of families complete	PBIS*Apps* (if administering the SCS)	Jan 27-Mar 31	The SCS from PBIS*Apps* does not meet MSIP-6 criteria, but does meet Award of Excellence criteria
Tiered Fidelity Inventory (Tier 1 Scale)	Complete the Tier 1 Scale; ≥ 70% on the Tier 1 Scale	PBIS*Apps*	Jan 27-Mar 31	BLT completes; Regional consultants can open a survey window
Self-Assessment Survey (SAS)	≥ 80% of staff complete; ≥ 80% on the Schoolwide and Classroom Scales, respectively	PBIS*Apps*	Jan 27-Mar 31	All staff completes

Tier 2

Meet Tier 1 criteria. The following Survey and survey window is expectation for Tier 2 Award:

Name of Survey	Criteria for Award	Where to Complete it	Window	Notes
Tiered Fidelity Inventory	Complete the Tier 2 scale	PBIS*Apps*	Jan 27-Mar 31	BLT completes; Regional consultants can open a survey window

Tier 3

Meet Tier 1 and 2 survey criteria. The following Survey and survey window is expectation for Tier 3 Award:

Name of Survey	Criteria for Award	Where to Complete it	Window	Notes
Tiered Fidelity Inventory	Complete the Tier 3 Scale	PBIS*Apps*	Jan 27-Mar 31	BLT completes; Regional consultants can open a survey window

Appendix 3: The MO SW-PBS Awards of Excellence Application Preparation Worksheet

This worksheet is intended to assist you as you gather necessary documentation and data to complete your application

Appendix 3: Missouri SW-PBS School Recognition Application Preparation Worksheet

The MO SW-PBS Award of Excellence Application requires that the applicant enter certain demographic and student outcome data. This form is to assist you to gather the information prior to beginning the application.

Instructions:

Complete and submit the Recognition Application Google Form. You may use the application form to upload artifacts and other supporting documentation. Alternatively, you may complete *this* practice form and email it, along with any required artifacts, to moswpbs@missouri.edu.

Any material submitted to consultants during the school year **do not need to be resubmitted** unless the consultant notifies you that it did not meet recognition criteria. Solution Plans and monitoring meeting forms completed using the [DBDM/Solution Plan link](#) located on the [pbismissouri.org](#) website **do not need to be resubmitted**. Tier 1 Artifacts submitted in *prior years* that met criteria and have not been subsequently modified **do not need to be resubmitted** unless the school has experienced significant administrator, team, or staff turnover, or the document has been subsequently changed.

Applications and supporting documents and artifacts are due by midnight on **April 15** (If April 15 falls on a weekend or holiday, the deadline will fall on the following business day).

Notification of the award will be made by **May 20**.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS MODEL DEMONSTRATION SITES FOR SW-PBS.

Model demonstration sites *may* be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and/or attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on our website.

To be considered for the Missouri SW-PBS School Award of Excellence, the application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.

Contact Information

Name of School: _____

Name of District: _____

Name of Applicant: _____

Applicant's Email: _____

Name of
Administrator: _____

Administrator's
Email: _____

RPDC Region: _____

Award for which you
are applying:
☐ Tier 1 Award of Excellence (Tier 1 at exemplary levels)
☐ Tier 2 Award of Excellence (Tiers 1 and 2 at exemplary levels)
☐ Tier 3 Award of Excellence (Tiers 1, 2, and 3 at exemplary
Levels)

School Information

Program Setting:
☐ Urban
☐ Suburban
☐ Rural
☐ Charter

Grades Served:
☐ Pre K
☐ Elementary
☐ Middle/Jr.
☐ High School
☐ K-8/K-12
☐ Other _____

Enrollment

School Enrollment Total _____

NUMBER of students who are:

African American ___
Asian/Pacific Islander ____
Latinx _____
Multi-Racial _____
Native American _____
White _____

NUMBER of students:

With IEPs _____
Qualify for F/R Lunch ____

General Impact

Climate Survey

Select one
☐ PBIS*Apps* School Climate Survey (survey ≥ 80% of *eligible students)
☐ District Selected/Created Survey (survey ≥ 80% of *eligible students)
☐ Staff or family climate survey (survey ≥ 80% of *eligible staff, or ≥ 20% response rate of family members)

*It is preferred that schools administer their chosen climate survey to students; however, there are some instances where it is appropriate and more practical to survey staff or parents (i.e., early childhood settings or MSSD schools). PBIS*Apps* offers School Climate Surveys for personnel and families, respectively.

If your district selected an alternative survey, enter the name of the survey here: _____

If your district created the survey, please have a blank copy of the survey ready for upload. Be sure to name the survey using the following format: "School_Name_District_Name_Name_of_Survey."

Did at least 80% of the eligible respondents complete the survey?

☐ Yes
☐ No

Triangle Data (as of March 31)

Number of students with 0 ODRs	
Number of students with 1 ODR	
Number of students with 2-5 ODRs	
Number of students with ≥ 6	

Tier 1 Award of Excellence

Tier 1 Artifacts

The following is a list of all Tier 1 artifacts that must be submitted for a complete application. Please note that schools that are implementing SW-PBS with fidelity should have all of these artifacts as part of their SW-PBS systems. An item such as a staff handbook that includes multiple artifacts (i.e., matrix, lessons, etc.) *meets* the criteria for all included artifacts. Artifacts submitted to regional consultants throughout the school year that meet criteria need not be resubmitted. Artifacts that were submitted in prior years that met criteria need not be resubmitted unless they have been modified or there has been substantial administrator, team, or staff turnover. Otherwise, you may include any needed artifacts with this application. Artifacts include the following:

☐ Tier 1 Implementation Improvement Plan

☐ Staff Communication

☐ Family Communication

☐ Matrix

☐ Social Skills Lessons

☐ Year-long Social Skills Teaching Schedule (initial teaching and reteaching based on data)

☐ Encouragement System

☐ Discouragement System

☐ *Solution Plans showing use of data to improve outcomes for students for first three quarters of the school year (if you use the DBDM/Solution Plan for Google, or if you submit your quarterly solution plans to your regional consultant, you need not resubmit).

*Schools do not need to submit *the* MO SW-PBS Solution Plan; rather, an action plan describing who will do what by when, that relies on a precision problem statement, and intensifies/targets the evidence based practices of prevention, reteaching expected replacement behavior, increasing reinforcement of expected replacement behavior, and using instructional strategies to correct the targeted unexpected behavior will suffice.

Tier 2 Award of Excellence

Tier 2 Artifacts

Required Tier 2 artifacts demonstrate that Tier 2 systems have been developed. Artifacts submitted to regional consultants throughout the school year and that meet criteria need not be resubmitted. All other artifacts should be included with this application. Any item such as a staff handbook that includes multiple artifacts can meet this requirement. The following artifacts are required to meet the Tier 2 Award of Excellence criteria:

☐ Advanced Tiers Meeting Agenda
☐ Criteria Measures (required)
☐ Nomination Form (option 1)
☐ *Name* of Universal Screener (option 2)
☐ DPR (Daily Progress Report)
☐ FACTS or other acceptable form (sections 1-6 for Tier 2, sections 1-9 for Tier 3)

 If you chose option 2, above, what is the name of your Universal screener? _____

***Note**: **The Intervention Essential Features will no longer be required.**

Impact

Instructions: If you are applying for the Tier 2 or Tier 3 Awards, select two of the MO SW-PBS Tier 2 Targeted Standard Protocol Interventions from the table, below, that your school is implementing, and enter student intervention outcomes data for those interventions.

Tier 2 Targeted Intervention (complete for two interventions)	Number of students participating in the intervention	Number of students who graduated from the intervention	Number of students who required additional Support
*Check & Connect			
Check-in/Check-out			
Social Skills Intervention Groups			
Self-Monitoring			
*First Step Next			
†Other			

*MO SW-PBS no longer trains in these evidence-based interventions but wish to honor that some Missouri schools continue to use these interventions to provide Tier 2 support for students.

†Must meet What Works Clearinghouse criteria for "evidence-based" and align with function based thinking and the science of behavior.

Tier 3 Award of Excellence Applicants

Tier 3 Artifacts

Tier 3 artifacts provide evidence that Tier 3 systems and practices exist. Artifacts emailed to consultants throughout the year that meet criteria need not be resubmitted. All other artifacts may be submitted with this application.

☐ FACTS 1-9 (or acceptable alternative) (students name redacted)
☐ BIP (student's name redacted) or Alternative BIP (see Appendix 7)

Missouri SW-PBS School Recognition Application Preparation Worksheet

Implementation

Instructions: Complete an FBA/BIP on a student WITH NAMES REDACTED. Be prepared to upload with the application, or you may submit to your regional consultant

Outcomes

Instructions: If you are applying for the Tier 3 Award of Excellence, complete intervention outcomes for students participating in FBA/BIP. Special School District Schools (only) have the option of entering intervention outcomes for RENEW or Wrap-Around as an alternative to the FBA/BIP

Tier 3 Targeted Intervention (complete for two interventions)	Number of students participating in the intervention	Number of students who graduated from the intervention	Number of students who required additional Support
FBA/BIP			
*RENEW			
*Wrap-Around			

*MO SW-PBS does not train teams in these evidence-based interventions, but wishes to honor those Missouri schools that use them to provide Tier 3 support for students.

Appendix 4: The Tier 1 Artifacts Rubric

The following scoring guide lists the Artifacts and scoring criteria that must be submitted for Tier 1 Award of Excellence Applicants

MO SW-PBS Tier 1 Artifacts Rubric (updated July 2024)

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		

Implementation Improvement Plan	**Current Plan includes *all* of the elements:**
	☐ Alignment to BSIP
	☐ Informed by both
	    ☐ Implementation Fidelity
	    ☐ Student Outcomes
	☐ Outcome/S.M.A.R.T. Goals
	☐ Strategy/Practice
	☐ Action Steps
	☐ Responsible Party
	☐ Timeline
	☐ Evaluation/Evidence
		Plan must include:
		☐ Alignment to BSIP
		Data Sources Include *either*:
		    ☐ Implementation Fidelity
		    ☐ Student Outcomes
		Plan includes *at least the first 3*, but not all:
		    ☐ Outcome/S.M.A.R.T. Goals
		    ☐ Strategy/Practice
		    ☐ Action Steps
		    ☐ Responsible Party
		    ☐ Timeline
		    ☐ Evaluation/Evidence
			A Current Plan is not available or does not include necessary elements to meet Developing criteria.	2	1	0

Staff Communication (e.g. Handbook)	**Includes documentation of:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook form, website, etc.)	**Documented communication includes some, but not all:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors but not all.	**No documented communication, or SW-PBS not included.**	2	1	0
Student/Family Communication (e.g. Handbook, website, student planner, etc.)	**Includes documentation of:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors	**Documented communication: includes some, but not all:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors, but not all.	**No documented communication, or SW-PBS not included.**	2	1	0
Solution Plan (in Response to Current ODR Data)	**Documentation of team plan includes:** ☐ Outcome Goal identified by Big 5 ODR Report ☐ Team Drill Down to Precision Statement ☐ All Solution Components (prevent, teach, reinforce, correct) ☐ Progress Monitoring (Fidelity & Outcomes) ☐ Includes Who, Timeline, PD Needs & Communication Plan	**Documentation of team plan includes:** ☐ Outcome Goal identified by Big 5 ODR Report **and three or fewer of the following:** ☐ Simple Problem Statement ☐ At least 1 Solution Components (prevent, teach, reinforce, correct) ☐ Progress Monitoring (Fidelity or Outcomes) ☐ Includes Who & Timeline	**Minutes/Big 5 ODR Report and or no Plan**	2	1	0

Appendix 4: MO SW-PBS Tier 1 Artifacts Rubric

Artifact	Proficient (2 points) *	Developing (1 point)	Not in Place (0 points)	Score		
Schoolwide Expectations Matrix	**All behaviors listed are:** ☐ Observable ☐ Measurable ☐ Positively Stated ☐ Understandable ☐ Always Applicable Includes Columns for: ☐ All Settings ☐ Non-Classroom Settings	**50% or more behaviors listed align with 3-4 of the following criteria:** ☐ Observable ☐ Measurable ☐ Positively Stated ☐ Understandable ☐ Always Applicable All Settings and Non-classroom Settings and classroom.	Fewer than 50% of behaviors listed align with 3 or more OMPUA guidelines and/or all settings and/or non-classroom settings are not defined.	**2**	**1**	**0**
Social Skills Lesson †Required at elementary. *Required at secondary.	**Includes documentation of all:** ☐ Clear description of behavior & rationale †* ☐ Location in which skill is to be used†* ☐ Teach† ☐ Tell† ☐ Show† ☐ Practice† ☐ Pre-correct/Remind†* ☐ Supervise†* ☐ Feedback†* ☐ Re-teach† Video lessons meet criteria for "Tell, Show, Location, & Rationale	**At least half (5 elementary, 3 secondary), but not all required items present.** ☐ Clear description of behavior & rationale †* ☐ Location in which skill is to be used†* ☐ Teach† ☐ Tell† ☐ Show† ☐ Practice† ☐ Pre-correct/Remind†* ☐ Supervise†* ☐ Feedback†* ☐ Re-teach†	Fewer than half (≤4 elementary, ≤2 secondary) of required items are present.	**2**	**1**	**0**
Year-long Teaching Schedule	☐ Year-long teaching plan that includes initial teaching of expectations at the beginning of the year, & reteaching based on data for remainder of year.	☐ Teaching plan includes initial teaching of expectations at the beginning of the year, but NO reteaching based on data for remainder of year.	No teaching schedule exists.	**2**	**1**	**0**
Schoolwide System to Encourage Expected Behaviors	**Includes documentation of all:** ☐ Name ☐ Resources ☐ Description & Criteria ☐ When, Where & How presented ☐ Info to Staff ☐ Goals ☐ Celebrations ☐ Coordinator	*Schoolwide System to Encourage Expected Behavior in place with 4-7 of the components met.*	No Schoolwide System to Encourage Expected Behavior is evident or includes fewer than 4 features.	**2**	**1**	**0**
Schoolwide System to Discourage Unexpected Behavior	**Includes documentation of all:** ☐ Major and Minor lists w/ operational definitions ☐ Office Discipline Referral (ODR) Form ☐ Adult Response (e.g., flowchart or behavior levels chart) ☐ Procedures for documenting majors & minors	*Schoolwide System to Discourage Unexpected Behavior exists but includes 2-3 of the criteria.*	*Schoolwide System to Discourage Unexpected Behavior is not evident or meets 1 or fewer criteria.*	**2**	**1**	**0**

Appendix 5: Building Walk and Administrator and Team Member(s) Interview

Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School: _____   Date: _____

District: _____   State: _____

Data Collector: _____

Name of Schoolwide Expectations: Schoolwide Expectations:

_____

1. _____
2. _____

Name of Acknowledgment System:

3. _____
4. _____

_____

5. _____

Staff Questions (Interview 10% or at least 5 staff members)				Student Questions (at least 10 students)		
	What are the school expectations? Record the # of expectations known.	Have you taught the school expectations/ behaviors to students this year?	Have you given out any _____ since _____? (last 2 mos.)		What are the school expectations? Record the # of expectations stated correctly	Have you received a _____ Since _____? (last 2 mos.)	If yes, why did you receive a _____?
1		Y N	Y N	1		Y N	Y N
2		Y N	Y N	2		Y N	Y N
3		Y N	Y N	3		Y N	Y N
4		Y N	Y N	4		Y N	Y N
5		Y N	Y N	5		Y N	Y N
6		Y N	Y N	6		Y N	Y N
7		Y N	Y N	7		Y N	Y N
8		Y N	Y N	8		Y N	Y N
9		Y N	Y N	9		Y N	Y N
10		Y N	Y N	10		Y N	Y N
11		Y N	Y N	11		Y N	Y N
12		Y N	Y N	12		Y N	Y N
13		Y N	Y N	13		Y N	Y N
14		Y N	Y N	14		Y N	Y N
15		Y N	Y N	15		Y N	Y N
Total				Total			

Locations expectations posted

☐ Location 1   ☐ Location 2   ☐ Location 3   ☐ Location 4   ☐ Location 5

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh & Sugai (2014)

Administrator and Team(s) Member Interview

Tier 1

Describe Tier 1 Systems, Practices, and how you use behavioral data in your building.

Response Criteria (mark if they addressed

☐ Meeting Schedule

☐ Description of how administrator(s) or the Building Leadership Team communicates expectations for staff to teach and reinforce expected behaviors

☐ Description of how administrator(s) or the Building Leadership Team communicates expectations for staff to correct unexpected behaviors

☐ Description of how students are initially taught behavior expectations

☐ Description of encouragement/acknowledgement System

☐ Description of system for documenting classroom managed (minor) vs. Office managed (major) behaviors.

☐ Description of how data is/has been used to identify the need to reteach expectations or intensify Tier 1 Practices

☐ Description of the process to monitor the use of 8 ETLPs in classrooms

Artifacts Observed During the Building Walk/Interview:
(This section is merely to provide space to indicate that you reviewed artifacts not previously submitted)

☐ Implementation Improvement Plan

☐ Matrix

☐ Social Skills Lessons

☐ Social Skills Lesson Teaching Schedule (includes initial teaching and allows space to re-teach, based on data)

☐ Student/Family Handbook/Brochure/Website

☐ Solution Plans (1 per quarter)

☐ Schoolwide system to encourage expected behavior (continuum and description of who, what, how, and when)

☐ Major/Minor Behavior Definitions

☐ Schoolwide system to discourage unexpected behavior (Flow Chart; Levels Chart)

Is the school implementing Tier 2 interventions?

☐ Yes (proceed to the next page)   ☐ No (interview is complete)

Tier 2

Describe the process for identifying a student who may benefit from advanced tiers support.

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Must include description of 2 of the following 3 methods for student identification:
- ☐ Criteria Measures (required)
- ☐ Nomination Form (option 1)
- ☐ Name of Universal Screener for Behavior (option 2)

What evidence-based Tier 2 interventions are being implemented at your school?

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☐ C&C   ☐ CICO ☐ SSIG   ☐ Self-Monitoring ☐ Other (evidence-based)

Describe the Tier 2 Interventions at your school.

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Criteria (If the respondent does not address the criteria, consultants should ask probing questions)

☐ Combined, intervention(s) cover 2 or more of the 6 functions of behavior
- ☐ Gain Adult Attention
- ☐ Gain peer attention
- ☐ Gain access to object or activity
- ☐ Gain sensory stimulation

☐ Avoid adult attention
☐ Avoid peer attention
☐ Avoid object/activity
☐ Avoid sensory stimulation

☐ Indicates that they review intervention outcome and advanced tier implementation data *frequently* (at least bi-weekly)
☐ Indicates that they review intervention outcome and advanced tier implementation data *infrequently* (every three weeks or more)
☐ Describe intervention decision rules for maintaining interventions
☐ Describe intervention decision rules for intensifying interventions
☐ Describe intervention decision rules for fading interventions
☐ Describes systems for communicating with staff about:
    ☐ Tier 2 student outcomes
    ☐ Tier 2 systems
    ☐ Tier 2 data,
    ☐ Tier 2 practices
☐ Describes strategies for generalization and maintenance of skills across all settings
☐ States that generalization and maintenance occur, but does not describe strategies
☐ Describes how families and students are involved in setting goals and selecting Tier 2 interventions
☐ Describes how families and students are informed about goals and Tier 2 Intervention, but not involved in selection.

Tier 2 Artifacts
(This section is to provide space to record artifacts that have not already been submitted to the regional consultants)
☐ Advanced Tiers Meeting Agenda
☐ Student Identification (Submit criteria measures and either nomination form or name of screener.)
    ☐ Criteria Measures (Required)
    ☐ Nomination Form (optional if they administer a Universal Screener)
☐ DPR (Daily Progress Report)
☐ FACTS or other acceptable form (sections 1-6 for Tier 2, sections 1-9 for Tier 3, student name redacted)

Is your building implementing one or more Tier 3 intervention?
☐ Yes (continue to next section)   ☐ No (interview is complete

Tier 3

Describe the process used at your school to identify students who may benefit from Tier 3 support.

☐ Describes a process that identifies students with externalizing behavior (criteria measures, nomination form, and/or non-response to Tier 2)

☐ Describes a process that identifies students with internalizing behavior (nomination form, universal screener, nurse or counselor visits, and/or non-response to Tier 2)

Describe the process for implementing a Tier 3 intervention at your school.

☐ Describes creation of Action Teams (who is invited; how are teams formed)

☐ Identifies individual who conducts behavior observations (by name or role)

☐ Describes how observations conducted

Tier 3 Artifacts

(This section is to provide space to record artifacts that have not already been submitted to the regional consultants)

☐ FACTS or other acceptable form (sections 1-6 for Tier 2, sections 1-9 for Tier 3, student name redacted)

☐ Behavior Intervention Plan (BIP), student name redacted or Alternative BIP (See Appendix 7)

Feedback to the applicant

Celebrations

Opportunities for growth

Building Walk and Administrator and Team Member(s) Interview Scoring Sheet

Tier 1

Feature	Evaluation Question	Criteria	Score: 0-2
A. Expectations Defined	**A.1.** Are the agreed upon rules & expectations publicly posted in at least 5 locations?	2 = 4-5 1 = 2-3 0 = 0-2	☐ = 2 ☐ = 1 ☐ = 0
B. Behavioral Expectations are taught	**B.1** Administrator/Team Member describes how students are initially taught behavior expectations.	2 = Describes the system for teaching Expected Behavior 0 = Does not describe the system for teaching expected behavior, even when prompted	☐ = 2 ☐ = 0
	B.2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	2 = 90-100% 1 = 51-89% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
	B.3. Can at least 70% of 15 or more students state 67% of the school expectations? (0= 0-50%; 1= 51-69%; 2= 70-100%)	2 = 70-100% 1 = 51-69% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
	B.4. Can 90% or more of the staff asked list 67% of the school expectations? (0= 0-50%; 1= 51-89%; 2=90%-100%)	2 = 90-100% 1 = 51-89% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
C. Expected Behavior Encouraged	**C.1.** Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	2 = 50-100% 1 = 26-49% 0 = 0-25%	☐ = 2 ☐ = 1 ☐ = 0
	C.2. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	2 = 90-100% 1 = 51-89% 0 = 0-50%	☐ = 2 ☐ = 1 ☐ = 0
	C.3. Administrator/Team Member can describe the systems at the school for recognizing students.	2 = Can describe the recognition system 0 = Does not describe the recognition system. Even when prompted	☐ = 2 ☐ = 0
D. Unexpected Behavior Discouraged	**D.1.** Administrator/Team Member describes system for documenting classroom managed (minor) vs. Office managed (major) behaviors.	2 = Describes system for documenting majors and minors 0 = Does not describe process for documenting majors and minors even when prompted	☐ = 2 ☐ = 0
E. Team Function	**E.1.** Administrator/Team Member describes meeting Schedule.	2 = Describes leadership team meeting schedule 0 = Does not describe meeting schedule, even when prompted	☐ = 2 ☐ = 0

Appendix 5: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Criteria	Score: 0-2
F. Professional Learning	**F.1.** Administrator/Team Member describes how Administrator(s) or the Building Leadership Team communicates expectations for staff to teach and reinforce expected behaviors, and correct unexpected behaviors at the beginning of the school year	2 = Describes communication of staff expectations to teach expectations, reinforce expectations, and discourage unexpected behavior 1 = Describes communication of staff expectations to teach expected behavior, reinforce expectations, *or* discourage unexpected behavior 0 = Does not describe communication of staff expectations to teach, reinforce, or correct	☐ = 2 ☐ = 1 ☐ = 0
	F.2. Administrator/Team Member describes process used to verify implementation of 8 ETLPs in the classrooms.	2 = Describes process of verification of implementation 0 = Does not describe process of verification of implementation, even when prompted	☐ = 2 ☐ = 0
G. Use of Data	**G.1.** Administrator/Team Member describes how data is/has been used to identify the need to reteach expectations or intensify Tier 1 Practices.	2 = Describes how use of data leads to intensification of at least one of the following Tier 1 practices (teach, reinforce, and/or correct) 0 = Does not describe how use of data leads to reteaching behavior expectations, even when prompted	☐ = 2 ☐ = 0

Total Points Earned _____

Total Points Possible ___26___

Score _____

Recognition criteria ≥ 80%

Appendix 5: Building Walk & Administrator and Team Member Interview

Tier 2

Feature	Evaluation Question	Criteria	Score: 0-2
A. Student Identification	**A.1.** Administrator/Team Member describes process for identifying students for advanced tiers supports.	2 = Describes criteria measures *and* either nomination form or universal screener 1 = Describes *only* criteria measures, *or* only describes nomination form *and* universal screener 0 = Describes *only* nomination form *or* universal screener, or discusses process *other than* criteria measures, nomination form and/or universal screener, even after prompting	☐ = 2 ☐ = 1 ☐ = 0
B. Interventions	**B.1.** Administrator/Team Member describes two or more evidence-based Tier 2 Interventions that align with SW-PBS and the science of behavior. Preferred are C&C, CICO, SSIG, SM or other evidence based Tier 2 intervention that meets What Works Criteria for evidence-based.	2 = Describes two or more evidence based, tier 2 interventions that meet WWC criteria and align with FBT and the science of behavior 1= Describes one evidence-based tier 2 intervention that meets WWC criteria and aligns with FBT and the science of behavior 0 = Either cannot describe a tier 2 intervention in place at the school, or the Tier 2 intervention(s) do not meet WWC criteria or do not align with FBT and the science of behavior	☐ = 2 ☐ = 1 ☐ = 0
	B.2. Collectively, the interventions described above address two or more functions of behavior (gain adult or peer attention, gain access to an object or activity, gain sensory stimulation, or avoid adult or peer attention, avoid access to an object or activity, or avoid sensory stimulation)	2= Collectively, Tier 2 interventions described address two or more of the identified functions of behavior. 1= Collectively, Tier 2 interventions described above only addresses one of the identified functions of behavior. 0 = Does not describe a Tier 2 intervention, or intervention(s) does/do not address any of the identified functions of behavior	☐ = 2 ☐ = 1 ☐ = 0

Appendix 5: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Criteria	Score: 0-2
C. Partner Engagement	**C.1.** Administrator/Team Member describes how families have input into goal selection and intervention	2 = Families have input into goal selection and intervention 1 = Families are informed of goal selection and intervention, but have no input 0 = Does not describe if or how families are engaged in Tier 2, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
	C.2. Administrator/Team Member describes communication with staff about Tier 2 interventions	2 = Describes communication with staff regarding Tier 2 student outcomes, systems, data, *and* practices 1 = Describes communication with staff regarding Tier 2 student outcomes, systems, data, *or* practices 0 = Does not describe communication with staff related to Tier 2 outcomes, systems, data, or practices, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
D. Progress Monitoring/ Use of Data	**D.1.** Administrator/Team Member indicates that the advanced tiers team reviews intervention implementation and outcome data at least bi-weekly for students receiving advanced tiers support	2 = Team reviews intervention implementation and outcome data at least bi-weekly 1 = Team reviews intervention implementation and outcome data less frequently than bi-weekly, or only reviews intervention implementation *or* outcome data 0 = Does not describe review of intervention implementation and/or outcome data, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
	D.2. Administrator/Team Member describes decision rules for maintaining, intensifying, and fading interventions	2 = Describes data decision rules for maintaining, intensifying, and fading interventions 1 = Describes data decision rules for maintaining, intensifying or fading interventions, but not all three 0 = Does not describe data decision rules when discussing how decisions are made related to maintaining, intensifying, of fading an intervention, even when prompted	☐ = 2 ☐ = 1 ☐ = 0

Appendix 5: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Criteria	Score: 0-2
E. Generalization & Maintenance	**E.1.** Administrator/Team Member describes strategies for generalization and maintenance across all settings	2= Describes strategies for generalization and maintenance 1= States that generalization and maintenance occur, but does not describe the strategies used 0 = Does not state that generalization and maintenance occur even when prompted	☐ = 2 ☐ = 1 ☐ = 0

Total Points Earned _____

Total Points Possible ___16___

Recognition criteria ≥ 80%

Score _____

Tier 3

Feature	Evaluation Question	Criteria	Score: 0-2
A. Student Identification	**A.1.** Administrator/Team Member describes process for identifying students for Tier 3 support that takes into account both internalizing and externalizing behaviors	2 = Describes process to identify students with internalizing **and** externalizing behaviors 1 = Describes process to identify students with internalizing **or** internalizing behavior. 0= Does not describe process for student identification even when prompted	☐ = 2 ☐ = 1 ☐ = 0
B. Action teams	**B.1.** Administrator/Team Member describes how action teams are developed, and who is included on the team	2 = Describes how action teams are developed **and** who are invited/included 1 = Describes how action teams are developed **or** who is included/invited 0 = Does not describe action teams, even when prompted	☐ = 2 ☐ = 1 ☐ = 0
C. Behavior Observations	**C.1.** Administrator/Team Member describes process for completing behavior observations to confirm function and inform BIP	2 = Describes **who** conducts behavior observations, **and how** observations are conducted 1 = Describes **who** conducts observations, **or how** observations are conducted 0 = Does not describe behavior observations even when prompted	☐ = 2 ☐ = 1 ☐ = 0

Total Points Earned _____
Total Points Possible ____6____
Score _____

Recognition criteria ≥ 80%

Appendix 6: Advanced Tiers Artifacts Rubric

MO SW-PBS Advanced Tiers Artifacts Rubric

Artifact	Proficient (2 points)	Developing (1 point)	Not in Place (0 points)	Score
Advanced Tiers Meeting Agenda	**Agenda includes all elements:** ☐ Members Present ☐ Working Agreements ☐ Review of action steps from previous meeting ☐ Review students who meet criteria measures for consideration for AT ☐ Progress Monitoring of Students	**Agenda includes 3 or 4 of the elements:** ☐ Members Present ☐ Working Agreements ☐ Review of action steps from previous meeting ☐ Review students who meet criteria measures for consideration for AT ☐ Progress Monitoring of Students	**Agenda includes 2 or fewer elements or they don't use an agenda:** ☐ Members Present ☐ Working Agreements ☐ Review of action steps from previous meeting ☐ Review students who meet criteria measures for consideration for AT ☐ Progress Monitoring of Students	2　1　0
Criteria Measures (formerly known as data decision rules)	**Includes all criteria:** ☐ Multiple data sources ☐ Criteria identified for Proficient (Tier 1), At-Risk (Tier 2) and High-Risk (Tier 3) ☐ Timeline for data review (When will the data be analyzed?)	**Includes 2 of the criteria:** ☐ Multiple data sources ☐ Criteria identified for Proficient (Tier 1), At-Risk (Tier 2) and High-Risk (Tier 3) ☐ Timeline for data review (When will the data be analyzed?)	**Includes 1 of the criteria or they do not have criteria measures:** ☐ Multiple data sources ☐ Criteria identified for Proficient (Tier 1), At-Risk (Tier 2) and High-Risk (Tier 3) ☐ Timeline for data review (When will the data be analyzed?)	2　1　0
Nomination Form (Option 1)	**Includes all criteria:** ☐ Student Demographics ☐ Academic Concerns ☐ External Behavior Concerns ☐ Internal Behavior Concerns ☐ List of previous strategies attempted	**Includes 3 or 4 of the criteria:** ☐ Student Demographics ☐ Academic Concerns ☐ External Behavior Concerns ☐ Internal Behavior Concerns ☐ List of previous strategies attempted	**Includes 2 or fewer of the criteria:** ☐ Student Demographics ☐ Academic Concerns ☐ External Behavior Concerns ☐ Internal Behavior Concerns ☐ List of previous strategies attempted	2　1　0

Artifact	Proficient (2 points)	Developing (1 point)	Not in Place (0 points)	Score
Universal Screener (Option 2)	**Includes both of the following:** ☐ Name of Universal Screener ☐ Universal Screener is evidence based	**Includes only the following** ☐ Name of Universal Screener	**Does not name a Universal Screener**	**2 1 0**
Daily Progress Report (DPR)	**DPR includes all elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores (1-3 or 0-2) ☐ Rating Key	**DPR includes 3 or 4 of the elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores (1-3 or 0-2) ☐ Rating Key	**DPR includes 2 or fewer of the elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores (1-3 or 0-2) ☐ Rating Key	**2 1 0**
Simple Functional Behavior Assessment (Simple FBA) FACTS sections 1-6 or other acceptable form Student's name redacted This may be the same FACTS	**Process includes all criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**Process includes 3 or 4 of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**Process includes 2 or fewer of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**2 1 0**

Missouri Schoolwide Positive Behavior Support

Artifact	Proficient (2 points)	Developing (1 point)	Not in Place (0 points)	Score
submitted for Tier 3.				

MO SW-PBS Advanced Tiers Artifacts Rubric for Behavior Intervention Plan (BIP)

Artifact	Proficient (2 points)	Developing (1 point)	Not in Place (0 points)	Score
*Simple Functional Behavior Assessment (Simple FBA) FACTS sections 1-9, or other acceptable form Student's name redacted This may be the same FACTS submitted for Tier 2.	**Process includes 6-8 of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement **Tier 3** ☐ Precision Antecedent Description ☐ Precision Consequence Description ☐ Updated Summary Statement	**Process includes 4 or 5 of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement **Tier 3** ☐ Precision Antecedent Description ☐ Precision Consequence Description ☐ Updated Summary Statement	**Process includes 3 or fewer of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement **Tier 3** ☐ Precision Antecedent Description ☐ Precision Consequence Description ☐ Updated Summary Statement	2 1 0
*Behavior Intervention Plan student's name redacted This BIP should align with the Simple FBA submitted for Tier 3.	**Document includes all criteria:** ☐ Competing Behavior Pathway ☐ Intervention Strategies ☐ Consequence Strategies ☐ Safety Plan (may not be needed for each student) ☐ Implementation Plan ☐ Monitoring & Evaluation Plan	**Document includes 4 or 5 of the criteria:** ☐Competing Behavior Pathway ☐Intervention Strategies ☐Consequence Strategies ☐Safety Plan ☐Implementation Plan ☐Monitoring & Evaluation Plan	**Document includes 3 or fewer of the criteria or they do not have a standard form for the BIP:** ☐Competing Behavior Pathway ☐Intervention Strategies ☐Consequence Strategies ☐Safety Plan ☐Implementation Plan ☐Monitoring & Evaluation Plan	2 1 0

*Schools that have been trained at tier 3, but do not have a student who meets criteria measures for Tier 3 identification may submit an alternative FBA/BIP to meet MO SW-PBS Award of Excellence Tier 3 Award criteria.

Appendix 7: Alternative FBA/BIP

Option available for Tier 3 Award of Excellence applicant schools where there are no students who meet decision rules indicating they might benefit from Tier 3 Interventions

Alternative FBA/BIP for Tier 3 Award of Excellence Application

This process is for schools that wish to apply for the Tier 3 Award of Excellence but do not have students who meet decision rules (non-response to tier 2, intensity criteria, number of ODRs, or teacher nomination) indicating they might benefit from a Tier 3 intervention.

1. Review Big 5 data for the year, along with other supporting information as determined by school:
   a. Does the Big 5 data report and supporting information indicate student(s) met criteria for Tier 3 support?
      i. If "Yes" – Submit a completed FBA and BIP for a student as outlined in the Tier 3 Award of Excellence criteria (name and other identifiable information removed)
      ii. If "No" – Complete Steps 2-10
2. Submit your data decision rules for nonresponse to Tier 2 intervention and intensity criteria for Tier 3 consideration.
3. Select a student currently receiving Tier 2 supports who is approaching "high-risk" status or select a student who was carried over in Tier 2 from the previous school year.
4. Just as you would for identifying a student who might benefit from a Tier 3 intervention, the core team assigns an individual to gather student record information, conduct staff, family member, and student (if appropriate) interviews, and notify action team members to begin the FBA process.
5. Schedule Action Team Meeting 1 to:
   a. Summarize information collected
   b. Identify the antecedent, behavior, and consequence for each problematic setting and generate a summary statement
   c. Determine details for completing observations:
      i. Who
      ii. When (dates and times)
      iii. Where (settings where problem behaviors occur and do not occur)
   d. Schedule meeting 2
6. During Action Team Meeting 2:
   a. Team reviews and summarizes observation data
      i. If summary statement is not confirmed, determine details for additional observations and schedule next meeting
      ii. If summary statement is confirmed
         a) Complete Competing Behavior Pathway
         b) Identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to unexpected behavior, and if needed, emergency plan
         c) Since this student does not currently meet Tier 3 criteria, complete only the Behavioral Goals column of the Implementation Plan and Monitoring Progress table
7. Stop at this point – (no need to complete Generalization and Maintenance).
8. Submit Adapted FACTS, additional FBA documents, and BIP with all student identifiable information redacted.

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9. Submit all other recognition information as outlined in this Award of Excellence Application Guide.

The goals are that by completing this process, 1) your team will determine additional information that may help the student receiving Tier 2 intervention, and 2) your team will have your systems in place when students do meet criteria for Tier 3.

If you have any questions, please contact your MO SW-PBS Tier consultants.

References

Gage, N.A., Lewis, T.J., Johnson, N.L., and Way, G.T. (2024). The impact of the Missouri School-Wide Positive Behavior Support (MO SW-PBS) on disciplinary exclusions. *Journal of Positive Behavior Intervention (online first)* pp. 1-12.