

# THE BENEFITS OF A DISTRICT-WIDE PBIS FRAMEWORK

Why should your district implement **Positive Behavior Interventions and Support (PBIS) districtwide**? A better question might be, “**why not?**” PBIS is good for kids! PBIS is an evidence-based framework that improves student behavior, improves student/teacher relationships, improves school climate, and grows the soft skills students need in order to lead happy and fulfilled lives. Don’t you want that for all of your students?

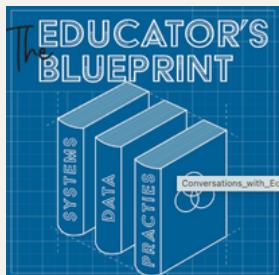
In addition, by implementing districtwide, it is **more likely that all initiatives will be aligned**. When initiatives are aligned, redundancies can be reduced or eliminated. Alignment means that transient students moving from school to school within the district will experience consistent expectations, encouragement, and consequences. Similarly, students moving from elementary into secondary schools will have **smoother transitions**, resulting in **fewer discipline problems and more successful outcomes**. This continuity can also ensure that students who benefit from advanced tiers support at the elementary or middle school levels can **continue receiving this support without interruption** in secondary school.

Furthermore, **districtwide implementation is more efficient and effective**. Districts determine what decisions are tight (top-down, non-negotiable) and loose (adapted for the unique context of each school). So-called **tight** decisions take something off the plate of site level administrators and staff. These can include **districtwide systems that support building level implementation**, such as taking into account knowledge of PBIS in hiring decisions, or considering PBIS behavior management skills in evaluations. Districts can leverage economies of scale. This does not just mean “buying in bulk,” but also **more efficient allocation of resources (i.e., money, staff, time, services, etc.)**.

Best of all, **training in DW-PBS is paid for by DESE through a Federal grant!** So, an even better question than “**why not?**” might be “**What are you waiting for?**” To get started with your districtwide scale up in 2026/2027, contact MO SW-PBS at [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu)



## Conversations that Shape Schools



Join us as we engage in meaningful conversations on the topics shaping today’s schools—behavior, instructional practices, and system-wide change.

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## REGISTRATION OPENS EARLY MARCH!

The **Call for Poster Proposals** is now open! We invite you to **share your SW-PBS journey and accomplishments** with our attendees by applying to be a presenter during our Poster Session. You will need to ACT FAST! The **deadline for submissions is February 13, 2026**.

### POSTER DETAILS:

- Your school will receive **ONE FREE registration** upon acceptance of your poster proposal.
- In an effort to accommodate a variety of schools and districts, we are limiting the number of posters that any one school building can present to 2 posters. If you submit more than 2 poster proposals, we will review them all and select the 2 posters that will enhance our poster session the best.
- [\*\*Link > POSTER PROPOSAL\*\*](#)

We are excited to give your school a platform to share your story with other implementers. If you have any questions or need any assistance, please go to our website, contact your local RPDC consultants, or contact [Jody Baker](mailto:jody.baker@umsystem.edu) at [bakerjod@umsystem.edu](mailto:jody.baker@umsystem.edu)

Don't forget to submit your quarterly data. Click [here](#) to view the Data Schedule



### Coaches Corner



**Tier 1**  
[\*\*Tier 2\*\*](#)  
[\*\*Tier 3\*\*](#)

### One Vision, One System: Building Consistency Through Districtwide Tier 1 Implementation

A single districtwide Tier 1 PBIS/MTSS system **promotes consistency** by ensuring all schools use the same expectations, language, and practices to support student behavior across a continuum.

This shared framework **helps staff apply strategies consistently**, provides students with a **predictable and supportive environment**, and **communicates a clear, unified commitment** to families and the community.

By aligning efforts and focusing on prevention at the universal level, the **district builds sustainability** through efficient use of resources, staff buy-in, and long-term positive school culture.

[\*\*The PBIS District Practice Guide: Leadership Team Planning Using the District Systems Fidelity Inventory\*\*](#) is a solid resource to explore district-wide implementation.

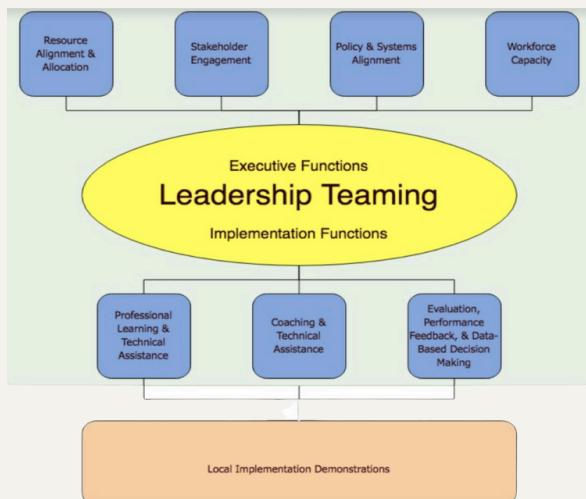


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## MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR INTERVENTIONS



### The Power of Districtwide Data: Turning Behavior Trends into Meaningful Action

Harnessing districtwide behavior data isn't just about numbers—it's about **turning patterns into practice** that supports every student and strengthens district culture.

When districts collect data consistently and analyze it together, teams can **identify trends across grade levels, campuses, and academic calendars**. This helps spotlight both areas of concern and areas of success, ensuring **decisions are rooted in evidence rather than intuition**.

Proactive conversations grounded in reliable data empower educators to **implement targeted supports, adjust strategies, and celebrate what's working**—ultimately creating safer, more predictable learning environments for students and staff.

Centralized systems and routine data reviews fuel **meaningful action**. When leaders create shared dashboards, empower staff to regularly document behavior data, and schedule consistent problem-solving time, the **entire district moves from reactive to strategic**.

The result? **Fewer behavior disruptions, improved student outcomes, and stronger school climates** built on collaboration and continuous improvement.

The mission of Missouri School Wide Positive Behavior Support is to assist schools and districts in establishing and maintaining school environments where the school culture and behavioral supports needed to be an effective learning environment are in place for all students.

### The Role of the DLT in Creating a District-wide Advanced Tiers Support System

One of the roles a District Leadership Team (DLT) has is building a **district-wide Advanced Tiers (Tier 2/Tier 3) support system**.

This initially includes setting a clear vision, purpose and developing an action plan for the tiered support system. This is achieved by **shifting the focus and moving from isolated interventions to a districtwide systematic approach** for all students by choosing evidence-based interventions for students needing more than Tier 1 support.

The DLT should create a district-wide framework so **all schools implement the system similarly** and use district-wide data to identify needs, set goals, monitor progress to determine if interventions are working.

Providing **training to all school teams strengthens sustainability** of the PBIS system. By strategically directing staff expertise to support Advanced Tiers (Tier II/Tier III) implementation, districts can **more effectively allocate resources** and reduce the need to manage large numbers of individual cases.

By building a strong Advanced Tiers infrastructure and providing clear guidance to schools, the District Leadership Team (DLT) **ensures fidelity through consistent implementation and effectiveness across the district**. The intended outcome is a data-informed, tiered system in which every student receives the appropriate level of academic and behavioral support.



By **making data accessible, transparent, and actionable**, districts turn insight into impact—proving that when we understand behavior trends together, we can **respond more effectively than ever before**.