



# MO SW-PBS

Missouri Schoolwide Positive Behavior Support



2024-2025

# ANNUAL REPORT

# ABOUT

## INTRODUCTION

MO SW-PBS is the community outreach/application arm of the MU Center for Schoolwide Positive Behavior Support and is part of the University of Missouri's College of Education and Human Development. Since 2006, MO SW-PBS has empowered educators to improve behavioral outcomes for students through the implementation of the Schoolwide Positive Behavior Support (SW-PBS) framework. This Annual Report describes the activities of Missouri Schoolwide Positive Behavior Support (MO SW-PBS) during the 2024-2025 school year. This Annual Report will provide a description of MO SW-PBS, the SW-PBS Framework, and activities organized around the five domains identified in the PBIS Evaluators' Blueprint of Reach, Process, Capacity, Fidelity and Outcomes.1.

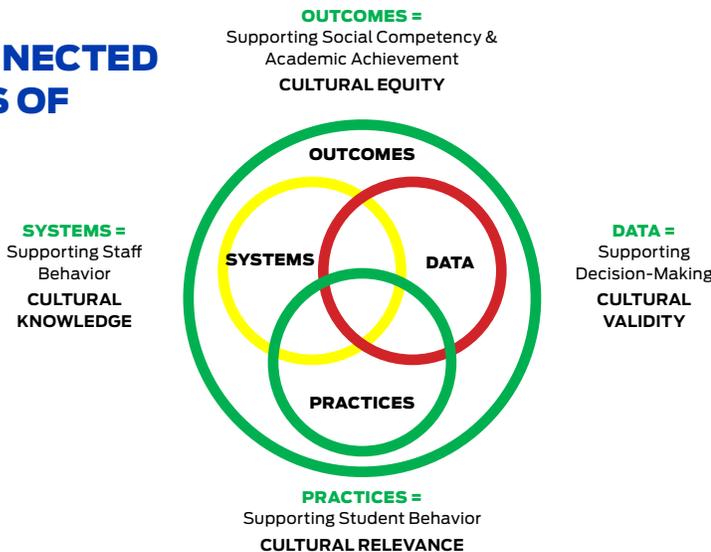
## ABOUT

The **mission** of MO SW-PBS is to facilitate the building capacity of all Missouri schools and districts to establish and sustain a research-based, multi-tiered behavioral framework that supports positive outcomes for all students.

The **vision** of MO SW-PBS is for Schoolwide Positive Behavior Support to be the behavioral framework that all Missouri schools and districts implement with consistency and fidelity to improve behavioral outcomes for ALL students in Missouri.

MO SW-PBS is supported by the Missouri Department of Elementary and Secondary Education (MO DESE) and is committed to helping achieve the goals outlined in MO DESE's "[Show Me Success](#)" strategic plan. MO SW-PBS also assists all stakeholders in meeting many of the [State Performance Plan \(SPP\) Part B](#) indicators identified by MO DESE in partnership with the U. S. Department of Education, Office of Special Education Programs (OSEP).

## FOUR INTERCONNECTED ELEMENTS OF SW-PBS<sup>2</sup>



## STRATEGIC PLAN

### GOAL 1

Sustain materials for stakeholders to implement a multi-tiered system of behavioral support.

### GOAL 2.1

Build capacity of external stakeholders across Missouri to implement a multi-tiered system of behavioral support with consistency and fidelity.

### GOAL 2.2

Build capacity of internal stakeholders across Missouri to implement a multi-tiered system of behavioral support with consistency and fidelity.

### GOAL 3

Build durable systems for DBDM that focus on monitoring implementation and equitable outcomes for all students.

# ABOUT

## Academic Systems

### Tier 3 - Intensive / Individualized

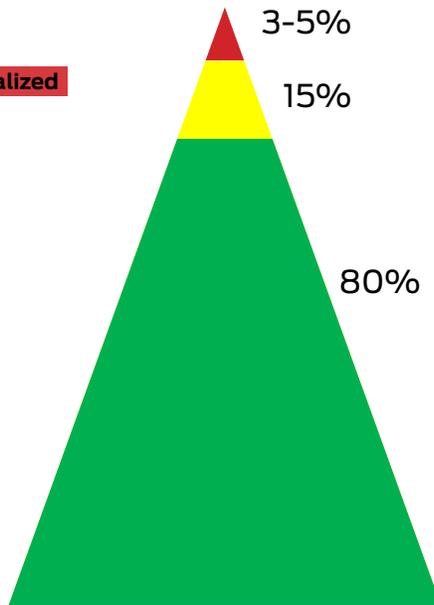
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

### 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

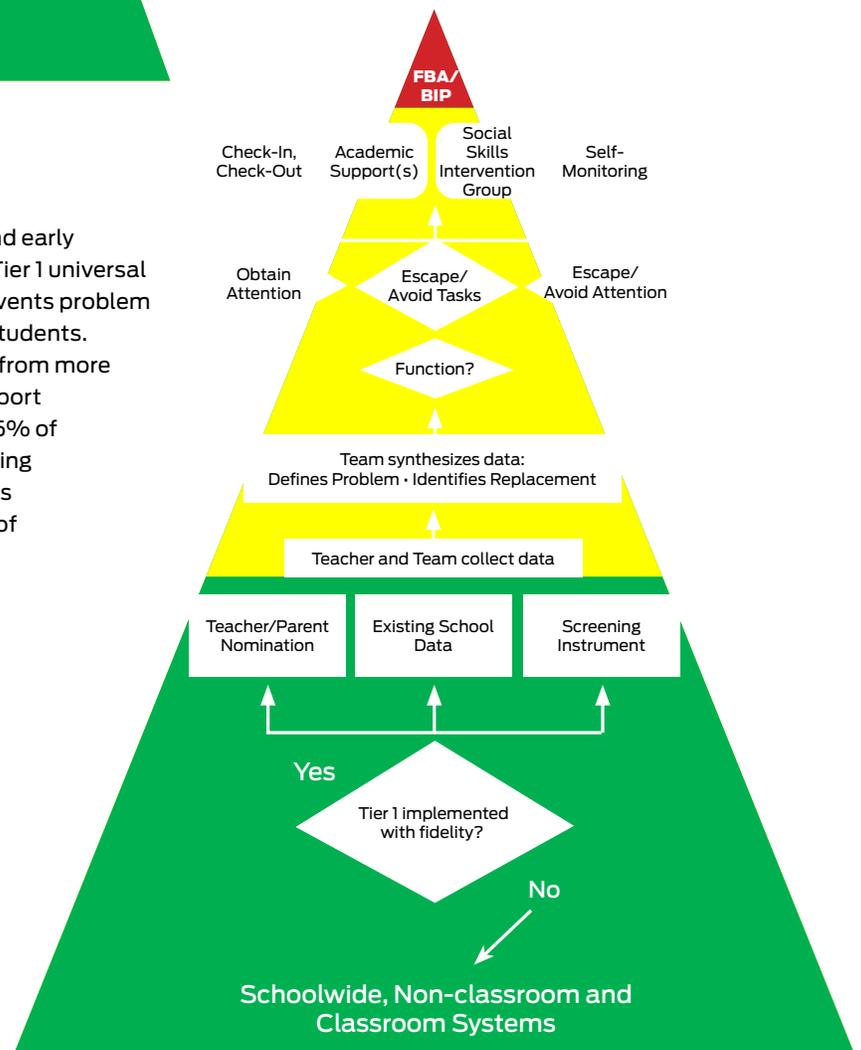
- All Students
- Preventative, Proactive

## SW-PBS

SW-PBS is a framework that focuses on prevention and early intervention through a continuum of tiered supports. Tier 1 universal support is available to all students and effectively prevents problem behaviors from developing in approximately 80% of students. However, approximately 20% of students will benefit from more intensive Tier 2 and Tier 3 support. Tier 2 targeted support provides early intervention to small groups of the 10-15% of students who are at-risk for developing more challenging behaviors. Tier 3 individualized and intensive support is provided to the 3-5% of students who are at high risk of developing challenging behaviors.<sup>2</sup>

## 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, consistency and equity, typically results in 80% of students successful in demonstrating expected behaviors. Targeted small group, or Tier 2 interventions, are provided to 10-15% of students, and in some cases intensive and individualized, or Tier 3 interventions, are needed for 3-5% of students.<sup>3</sup>

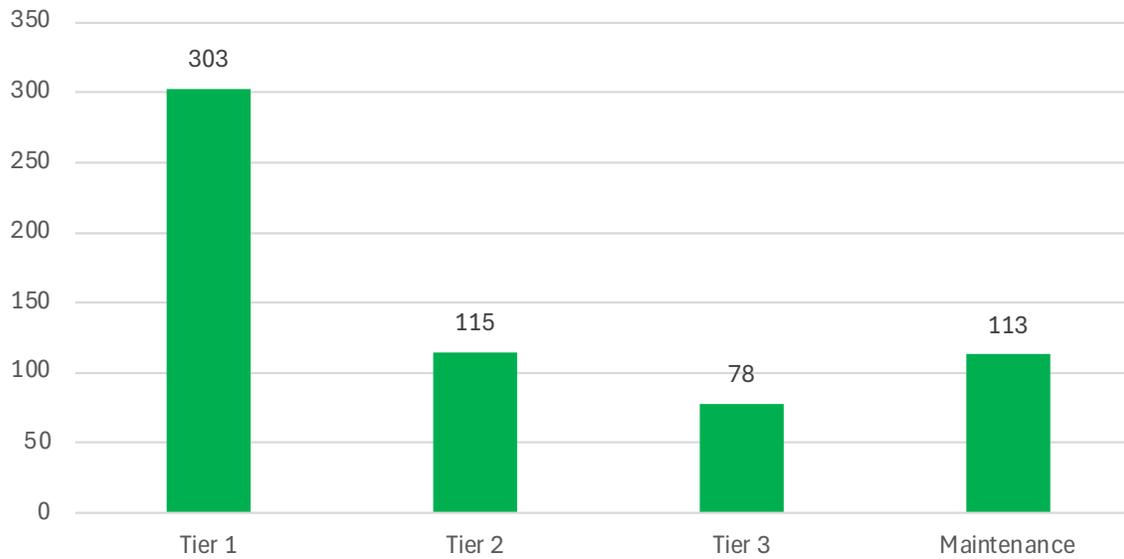


\*Proportions are not to scale, size adjusted to illustrate support provided.

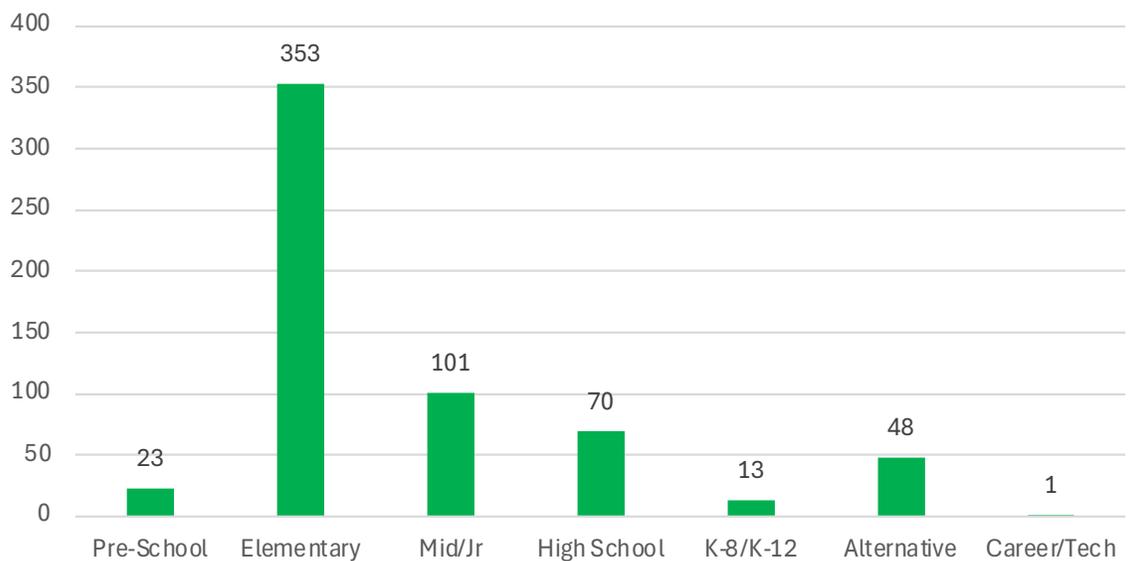
# REACH

## Who is participating in PBIS/SW-PBS?<sup>1</sup>

### 2025 Participating Schools by Training Tier



### 2025 Participating Schools by Grade Configuration



# REACH

Who is participating in PBIS/SW-PBS?<sup>1</sup>

## SCHOOLS/DISTRICTS

**636 SCHOOLS**

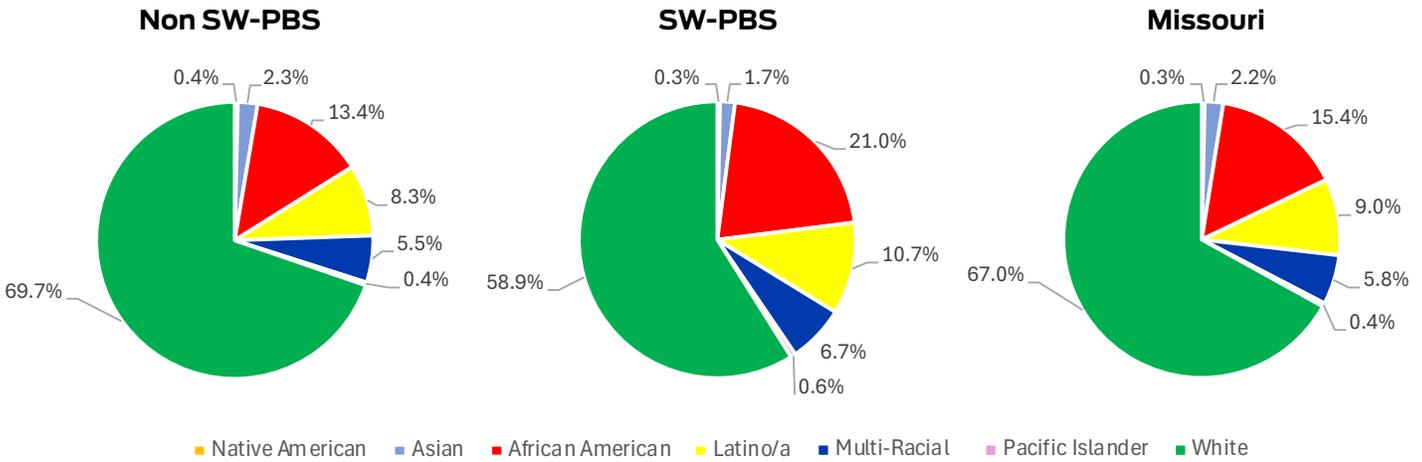
26.7% of MO Districts

2023-2024  
PARTICIPATION

**157 DISTRICTS**

27.9% of MO Districts

## DEMOGRAPHICS



Non SW-PBS

**14.8%**  
Students w/ IEPs

**44.5%**  
Students F/R Lunch

SW-PBS

**14.6%**  
Students w/ IEPs

**55.9%**  
Students F/R Lunch

Missouri

**14.7%**  
Students w/ IEPs

**47.4%**  
Students F/R Lunch

## TAKEAWAY

MO SW-PBS schools continue to serve greater percentages of historically marginalized and underserved students (i.e., eligibility for Free/Reduced Lunch, students with disabilities, and students who are African American, and/or Latino/a). 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 the enrollment African American students in MO SW-PBS schools have consistently been greater than 20% of the population. In addition, the percentage of Latino/a and Multi-Racial students served by MO SW-PBS schools continues the upward trend observed since 2016.

# PROCESS

## What is the status of the PBIS/SW-PBS Initiative?<sup>1</sup>

### TRAINING PHASES

The MO SW-PBS training scope and sequence mirrors the National Implementation Research Network's (NIRN) phases of implementation.<sup>4</sup> In recent years, MO SW-PBS has shifted from a lock-step standardized curriculum to more of a client centered approach that uses the training phases and associated curriculum as guides in order to provide training content, coaching and technical assistance that the school or district needs when they need it.

#### EXPLORATION AND ADOPTION

Decision to Participate

#### FOUNDATIONS

Preparing all staff in Behavior Foundations like Function Based Thinking & Science of Behavior

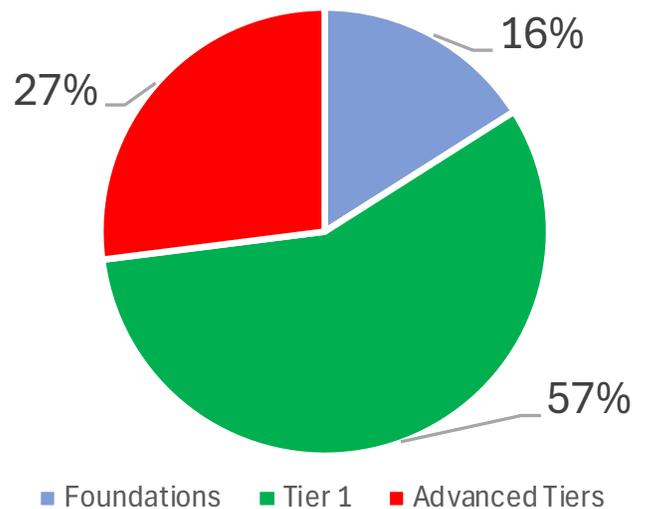
#### TIER 1

Preparation, Implementation & Ongoing Monitoring of Tier 1 systems, data & practices; assess readiness for Advanced Tiers

#### ADVANCED TIERS

Preparation, Implementation & Ongoing Monitoring of Tier 2 and/or Tier 3 systems, data & practices. Including sustaining at Tier 1, Tier 2 Intervention, and/or ongoing and comprehensive implementation of Functional Behavior Assessment/Behavior Intervention Plan

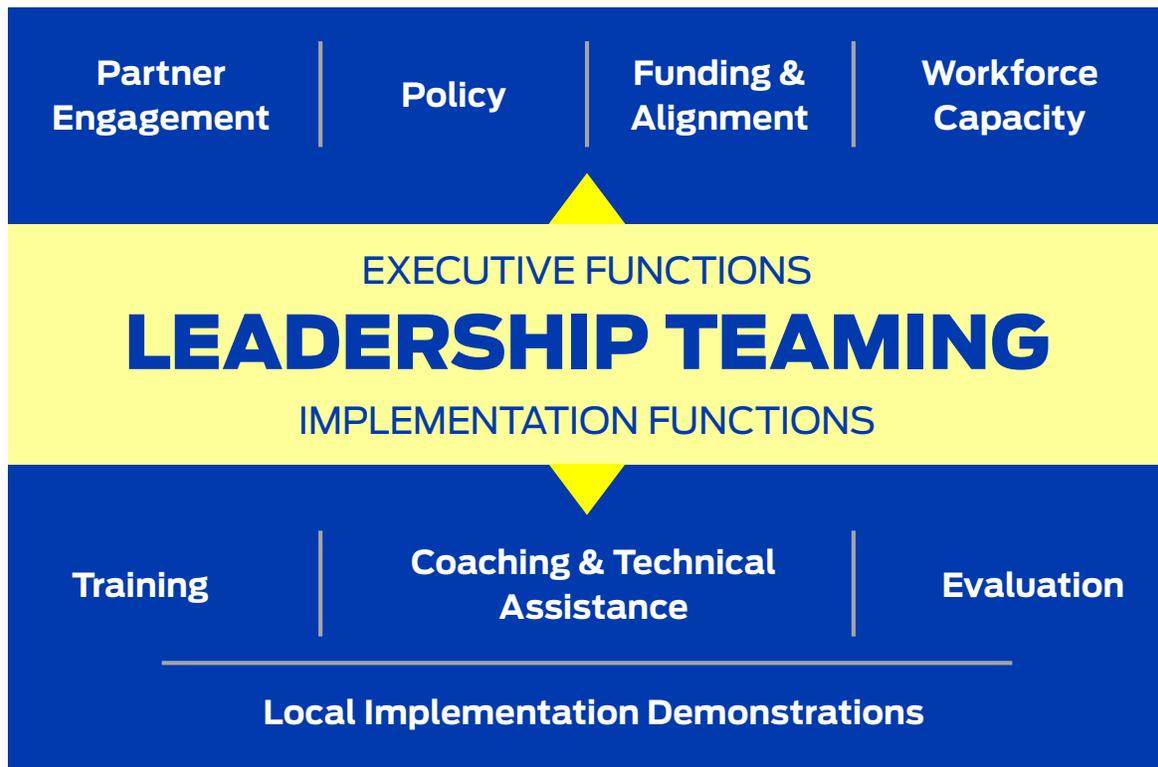
2025 Percentage of Training by Tier (Single Buildings)



**Over 97%**  
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?<sup>1</sup>



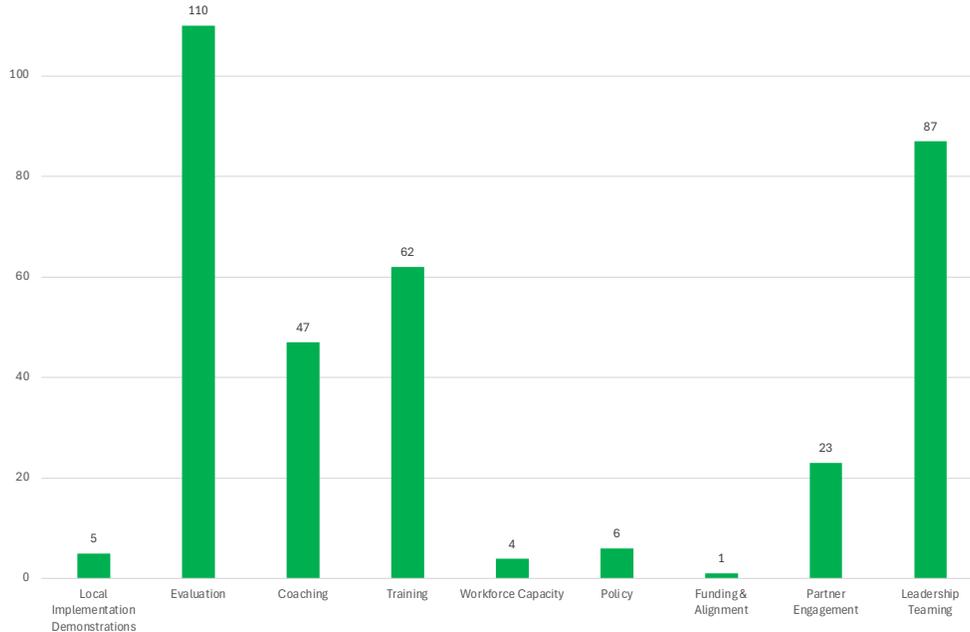
Beginning in 2018, with guidance from MO DESE, MO SW-PBS began scaling Positive Behavior Support to the district level. This shift from a building-by-building training and support model to Districtwide Positive Behavior Support (DW-PBS) is more durable and sustainable, and will ultimately enable MO SW-PBS to support more schools.

The goal of the DW-PBS is to develop the internal capacity and district level systems needed to support schools in implementing SW-PBS. MO SW-PBS Statewide Coach/Facilitators help districts identify needs and establish priorities, and provide differentiated support based on district needs and priorities. The District Systems Fidelity Inventory (DSFI)<sup>5</sup> is a Center on PBIS assessment that districts use to self-assess across nine Leadership team functions of systems implementation across contexts from the PBIS Blueprint.<sup>6</sup>

# PROCESS

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

### 2025 DW-PBS FOUNDATIONAL PROCESSES TRAINED



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

# 485

Total DW-PBS Training / Coaching Interactions

218 Total DLT Training / Coaching Interactions

**DLT Interaction Leads**

Internal Only = 8%  
Internal & External = 34%  
External Only = 27%

259 total BLT Training / Coaching Interactions

**BLT Interaction Leads**

Internal Team Lead(s) only 24.6%  
External CST and Internal Team Lead(s) 54.6%  
External CST only 20.7%

## 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,<sup>2,3</sup> the National Center on PBIS Blueprints,<sup>1,6</sup> research based PBIS APPs assessments and implementation science research.<sup>4</sup> The goal is a gradual release of responsibility for training, coaching and meeting facilitation from External MO SW-PBS Statewide Coach Facilitators and Regional Consultants to internal district personnel. This will depend in part on the time with which a district partners with MO SW-PBS. Descriptive data suggests that internal coaches are taking sole responsibility for a greater percentage of DLT events, and regional consultants are taking sole responsibility for a lower percentage of BLT events. While interesting, more information and an in-depth statistical analysis are required to draw conclusions from this data.

# CAPACITY

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

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



**27.8**

FTE Dedicated to SW-PBS



**826**

Total Years in Education

Adapted from figure number 10.2 in McIntosh & Goodman, 2016, p. 313<sup>6</sup>

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

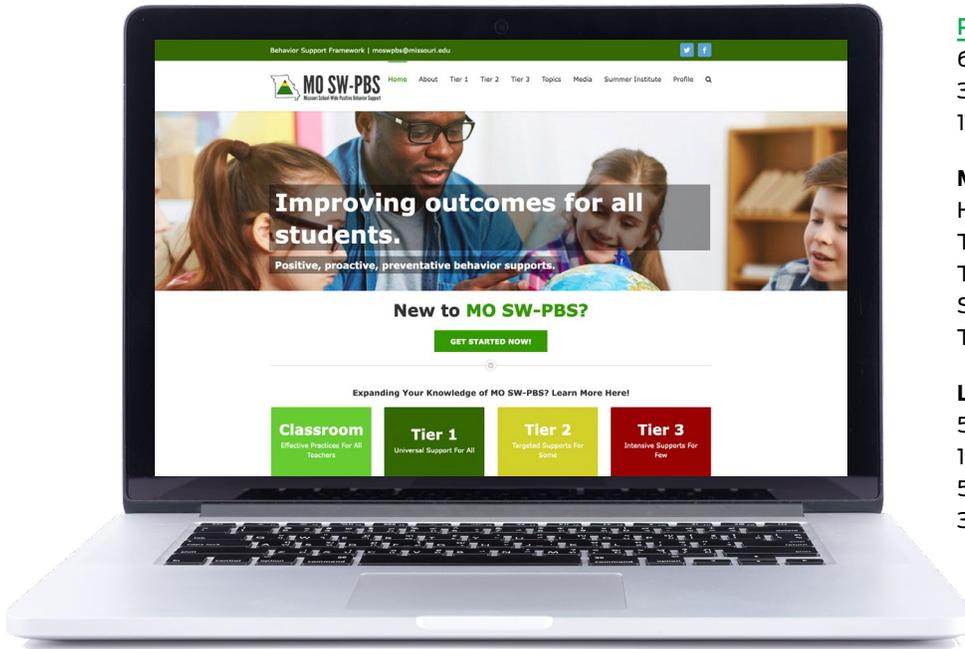
\*\*State Coordinator, Web / Data Consultant, & State Coaches

\*\*\*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?<sup>1</sup>

## MATERIALS & RESOURCES



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

60,293 Sessions

31,537 Active Users

176,064 Page Views in 2024-2025

### Most Frequently Viewed Pages

Homepage

Tier 1 ETLP's

Tier 2 Workbook & Resources

Summer Institute

Tier 1 Overview

### LearnDash

529 Unique Registered Users

1,226 Courses Started

555 Courses Completed

324 Last logged in during 2024-2025

### 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

778 Followers

8,806 Reach

812 Visits

### Instagram

31 Followers

212 Reach

134 Visits

40 Interactions

### Newsletter

1,320 Average Recipients

66.93% Unique Open Rate

## TAKEAWAY

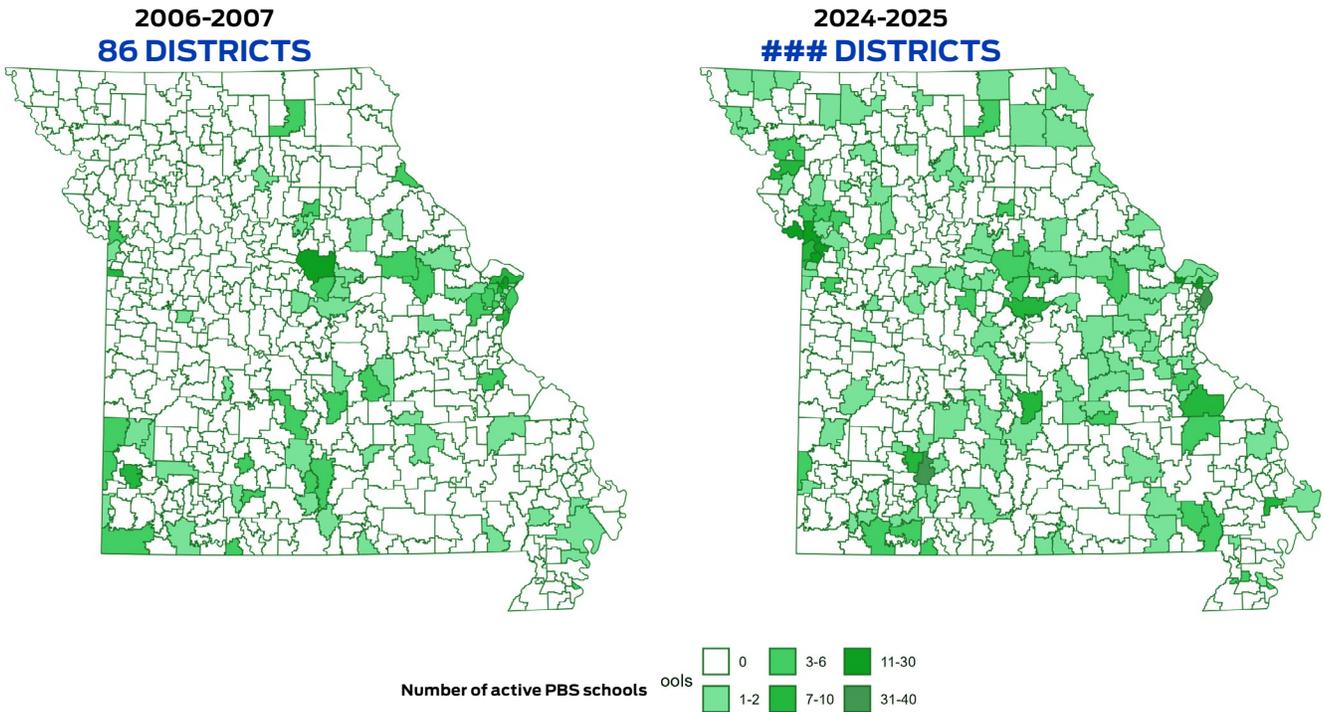
MO SW-PBS provides a network of highly skilled professional learning consultants and has developed resources and training materials that are valued and adopted and adapted by other states and countries.

# CAPACITY

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

## GROWTH & PARTICIPATION

MO SW-PBS SCHOOLS BY DISTRICT



**1,493**

Schools trained in  
Tier 1 at least once

**889**

Schools trained in  
Tier 2 at least once

**259**

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

# FIDELITY

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

Tiered Fidelity Inventory (TFI)<sup>8</sup> > Building leadership team perception of fidelity Tiers 1, 2, & 3

Self-Assessment Survey (SAS)<sup>9</sup> > ALL staff perception of fidelity Tiers 1, 2 & 3

## SELF ASSESSMENT SURVEY (SAS)<sup>9</sup> & TIERED FIDELITY INVENTORY (TFI)<sup>8</sup>

# 270

Schools Measured Tier 1 Fidelity with the SAS  
233 met SAS Tier 1 Criteria for Schoolwide “In Place”  
233 met SAS Tier 1 Criteria for Classroom “In Place”

# 270

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

## SELF-ASSESSMENT SURVEY (SAS) STAFF PERCEPTIONS OF SYSTEMS IN PLACE (EMERGING THROUGH MAINTENANCE)<sup>9</sup>

# 89.9%

Schoolwide  
in Place

# 98.3%

Classroom  
in Place

# 82.3%

Tier 2  
in Place

# 77.1%

Tier 3  
in Place

## TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS<sup>8</sup>

# 74.5%

of respondents scored  
≥ 70% on Tier 1 Scale

58.8% of those eligible  
completed the Tier 1 Scale.\*

\*500 Eligible = Emerging  
through Maintenance

# 86.7%

of respondents scored  
≥ 70% on Tier 2 Scale

49.5% of those eligible  
completed the Tier 2 Scale.\*

\*305 Eligible = Tier 2  
through Maintenance

# 85.6%

of respondents scored  
≥ 70% on Tier 3 Scale

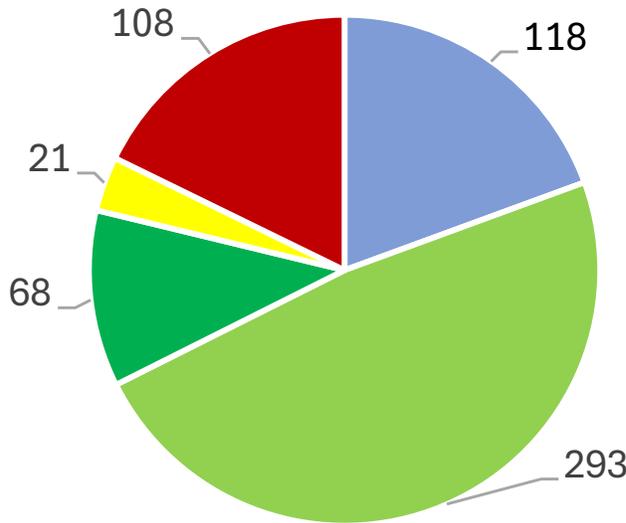
62.3% of those eligible  
completed the Tier 3 Scale.\*

\*191 eligible = Tier 3  
through Maintenance

# FIDELITY

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

2025 Recognition Levels



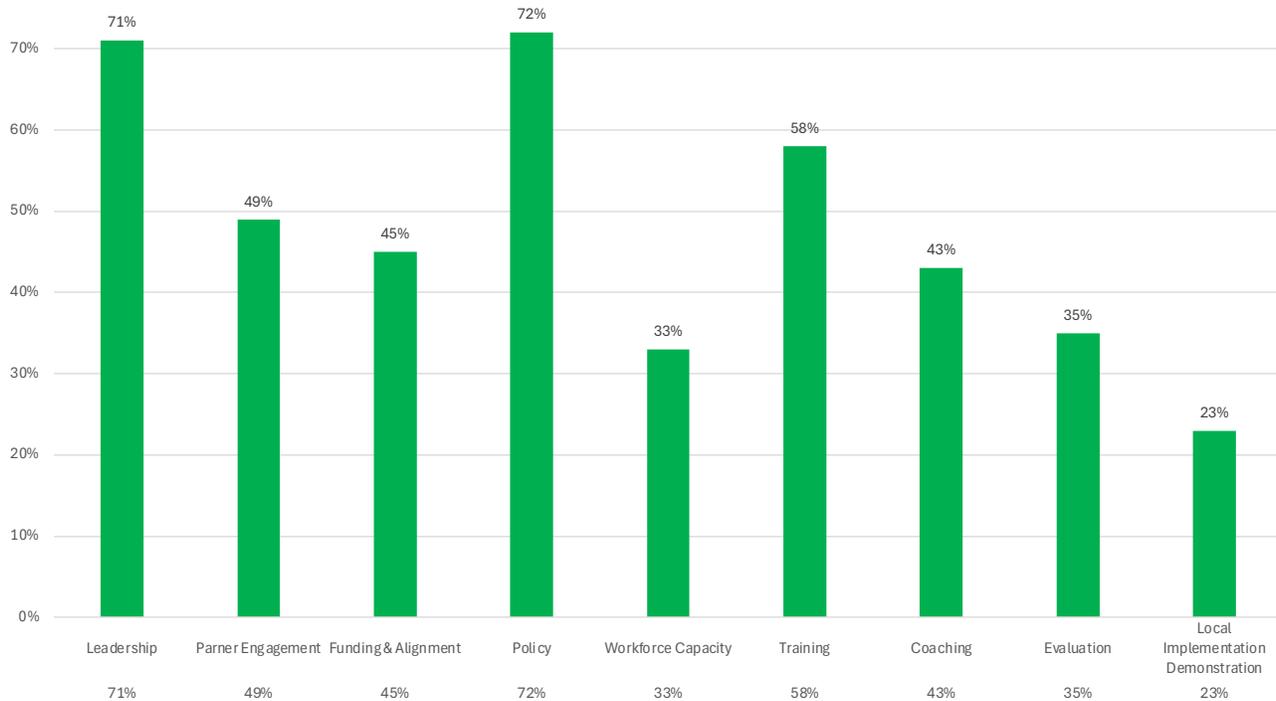
**197**  
Schools earned recognition

**57**  
Schools earned recognition 10 or more years since 2007

**3**  
Schools earned recognition 18 times since 2007

■ Preparation ■ Implementing ■ Tier 1 Award ■ Tier 2 Award ■ Tier 3 Award

2023-2024 District Systems Fidelity Inventory (DSFI) by Component<sup>5</sup>



# FIDELITY

## Are the core features of PBIS/SW-PBS being implemented?<sup>1</sup>

The MO SW-PBS Award of Excellence is a voluntary opportunity for participating teams to be recognized for exemplary implementation of SW-PBS. The process benefits schools even if they do not meet criteria for an award, as this is an iterative process in which teams submit data and artifacts to regional consultants, who then provide feedback which teams can use to improve their implementation.



### 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)<sup>8</sup> By Recognition Levels

# 197

#### Tier 1, 2, and 3 Awards

92% Completed the Tier 1 Scale  
100%  $\geq$  70% on the Tier 1 Scale

# 129

#### Tier 2 and 3 Awards

96% Completed the Tier 2 Scale  
97% Scored  $\geq$  70% on the Tier 1 Scale

# 108

#### Tier 3 Awards

96% Completed the Tier 3 Scale  
96% Scored  $\geq$  70% on the Tier 1 Scale

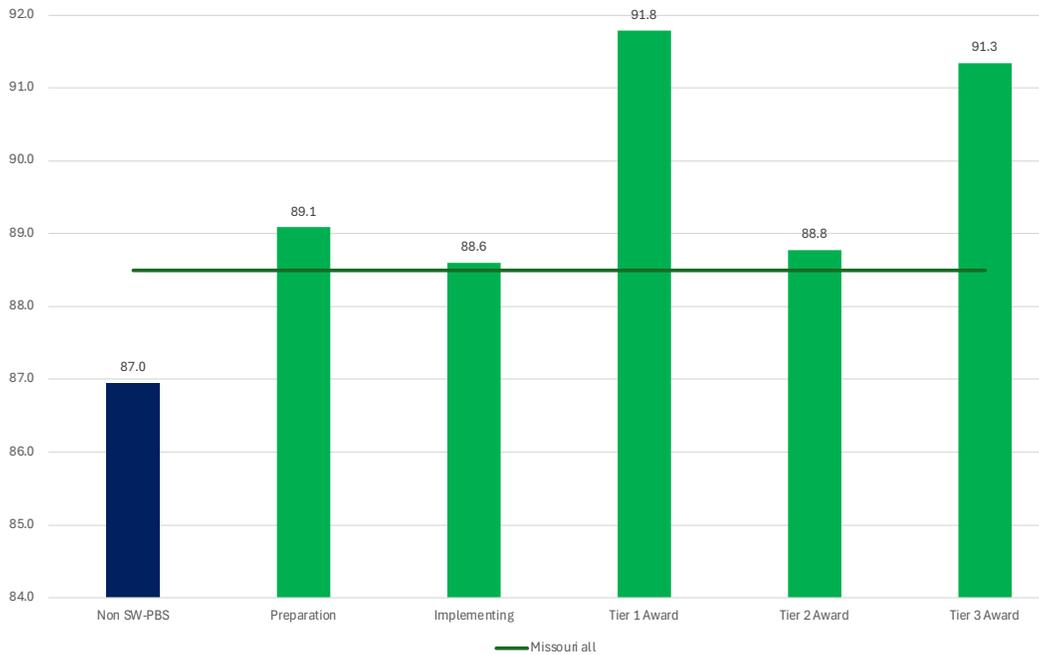
### TAKEAWAY

Participation in the MO SW-PBS Award of Excellence and Fidelity measures dropped in 2020, but began returning to pre-pandemic levels in 2023. This trend continued in 2025. Across all recognition schools, fidelity scores are near or above criteria as defined 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.<sup>8,9</sup>

# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

### 2025 Attendance Rate for All Students by Recognition



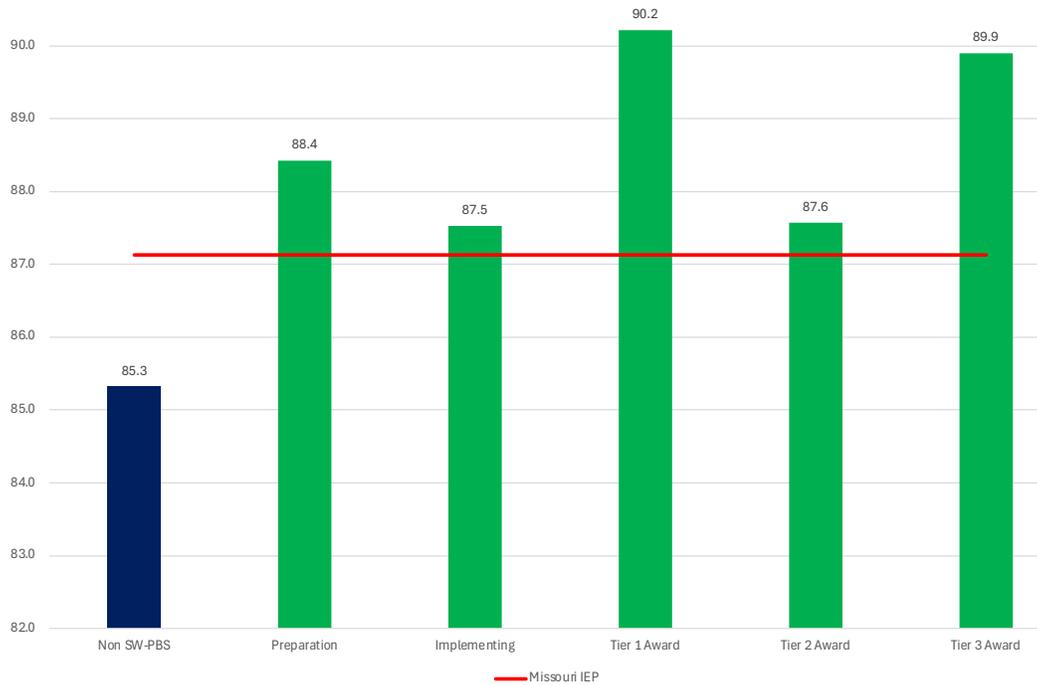
### 2025 Attendance Rate for All Students by Years of Recognition



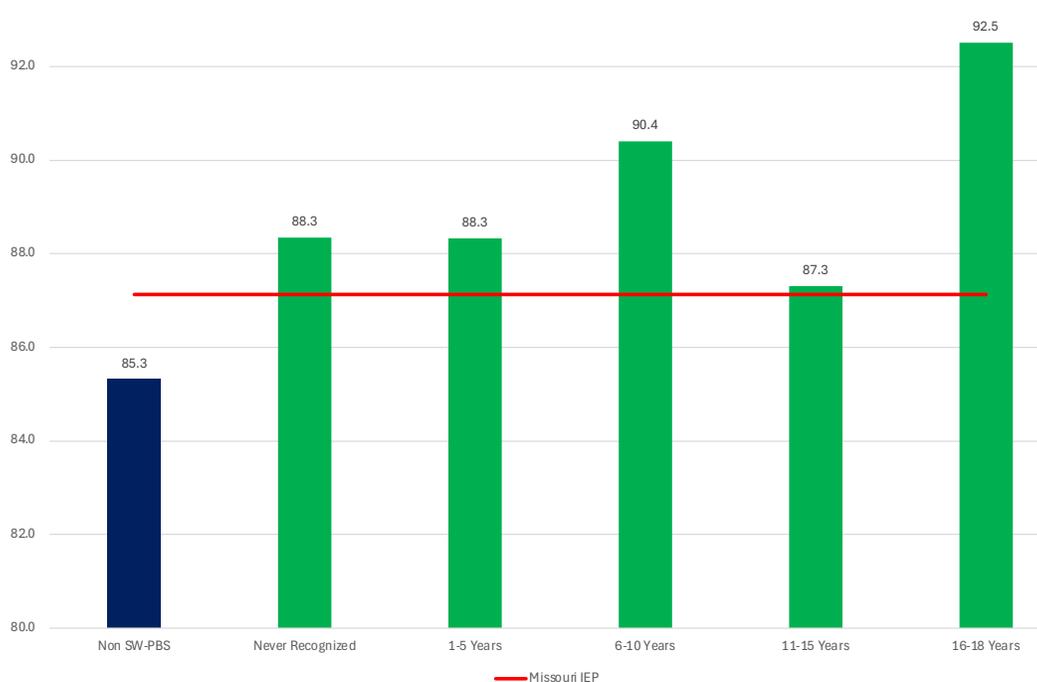
# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

### 2025 Attendance Rate for Students with IEPs by Recognition



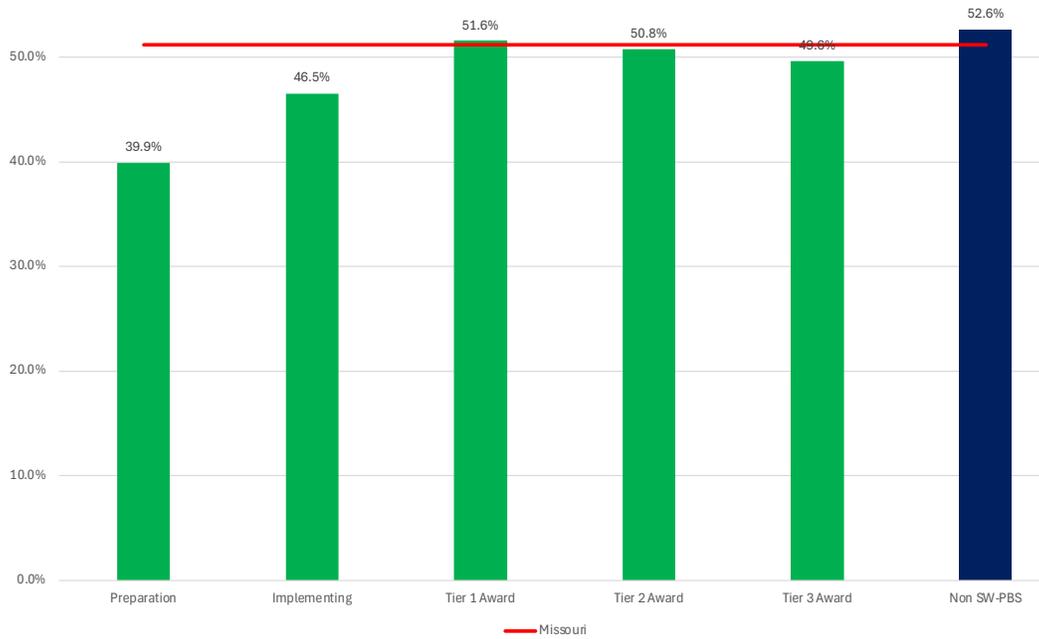
### 2025 Attendance Rate for Students with IEPs by Years of Recognition



# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

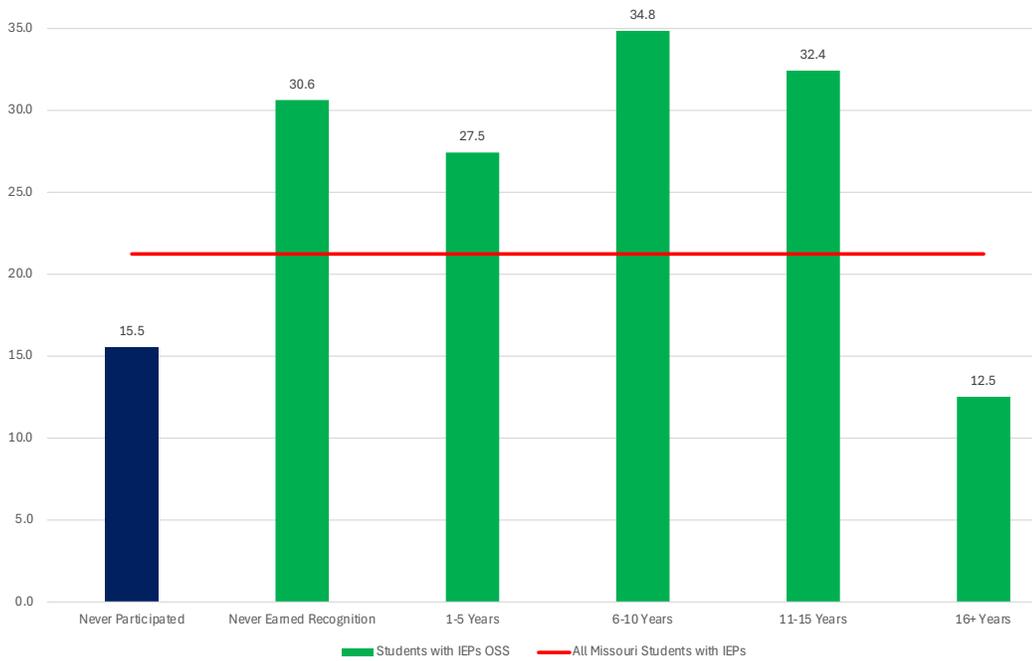
**2025 Percentage of Students with IEPs inside the Regular Classroom  $\geq$  75% of the Time**



# OUTCOMES

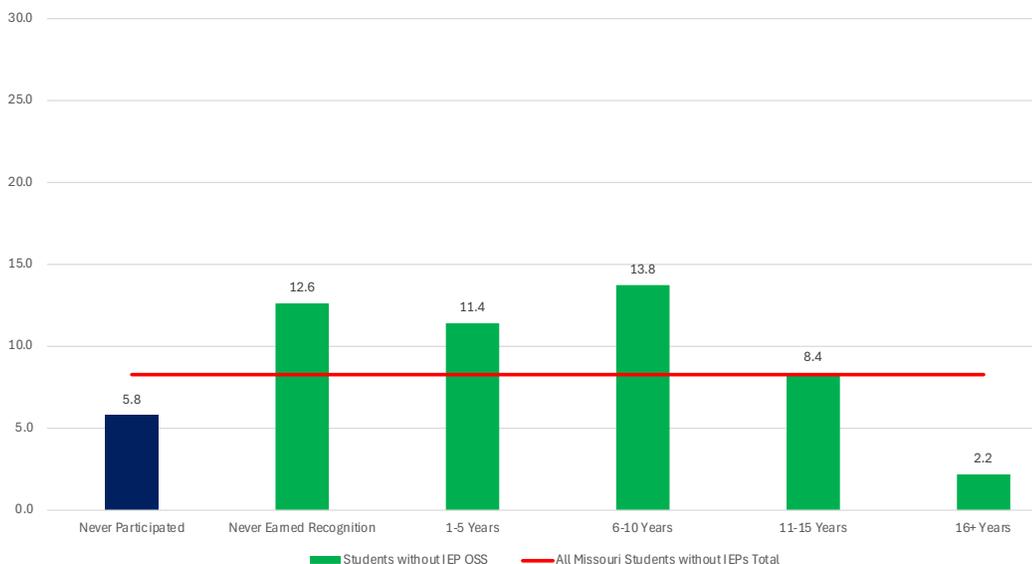
Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

### 2025 OSS Per 100 Students with 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 use SWIS. In addition, schools are not required to report ODRs to MO 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.

### 2025 OSS Per 100 Students without IEPs by Years of Recognition

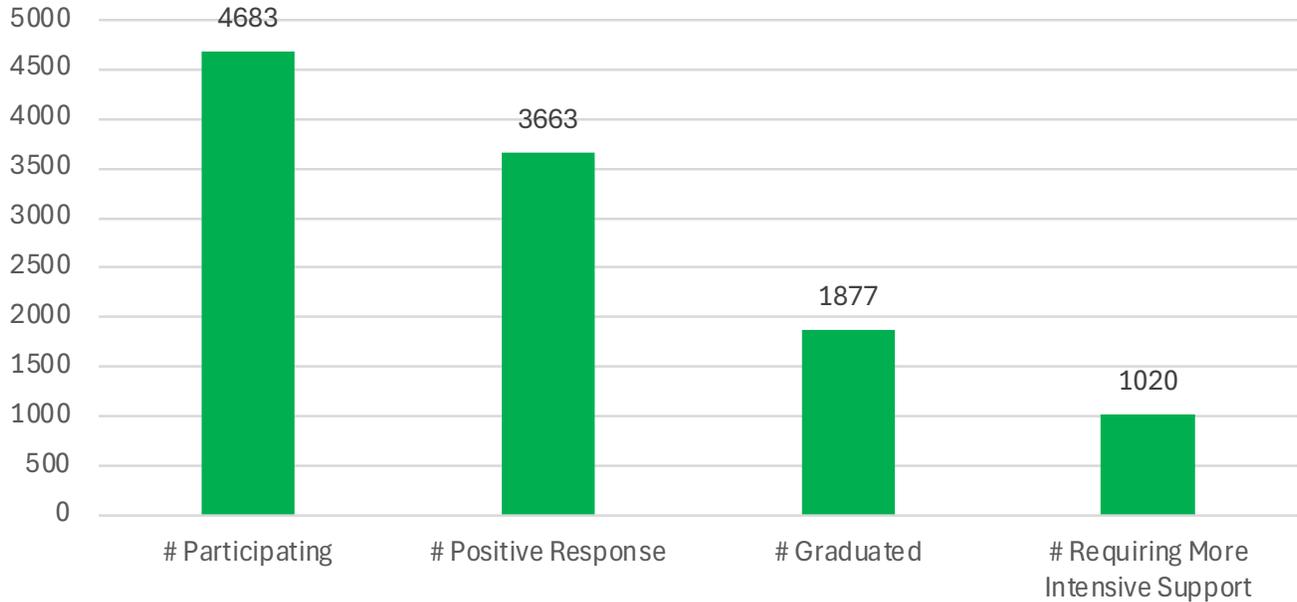


However, because schools are required to report the number of students receiving Out of School Suspensions (OSS) lasting more than one half of the school day, MO SW-PBS has recently begun using (OSS) as a metric to assess the impact of SW-PBS on student behavioral outcomes.

# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

2025 Tier 2 Intervention Participation & Outcomes (Students)



Most frequently used Tier 2 interventions were Check-In, Check-Out (CICO), and Social Skills Intervention Groups (SSIG). A limited number of schools use Check & Connect (C&C) or Self-Monitoring (SM).

Over 4,683 students received Tier 2 supports. 78.2% who participated demonstrated Improvements. 40.1% graduated from the Intervention. 21.8% required more intensive support.

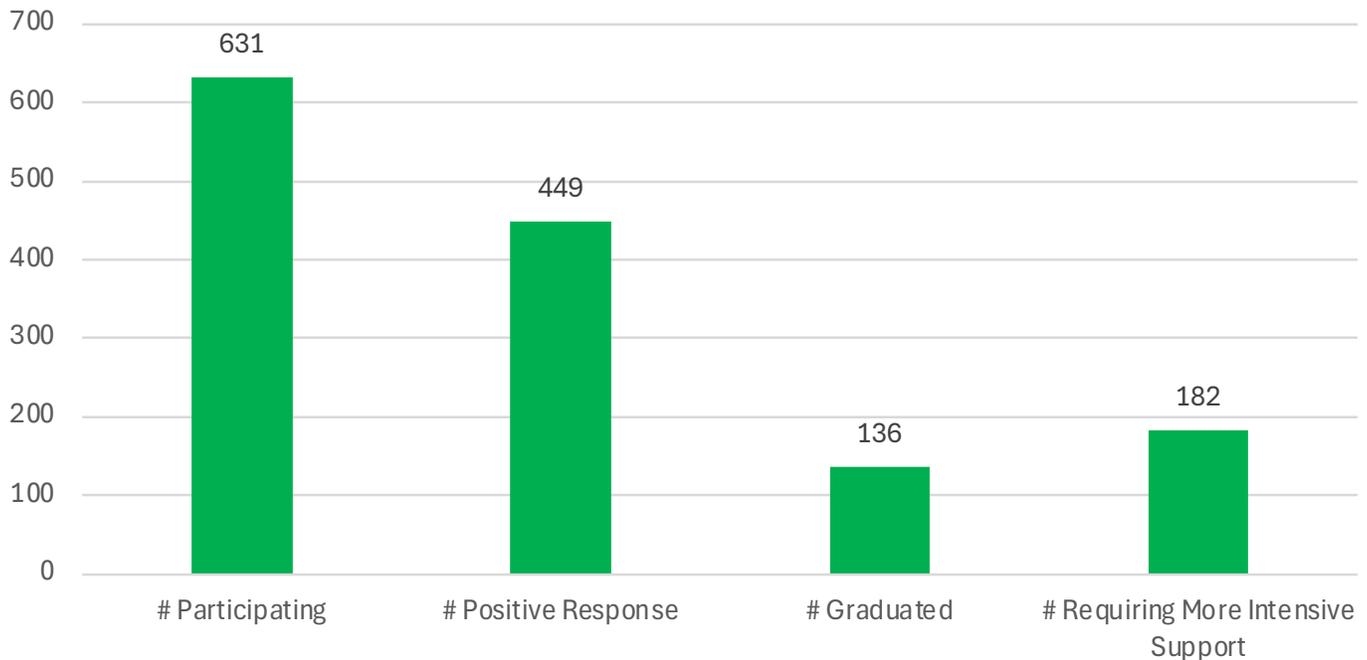
Data regarding Tier 2 interventions, participation and outcomes was submitted by June 30, 2024, but some data may have been submitted as early as March, thereby representing a partial year's outcomes.

In addition, reporting for Tier 2 and Tier 3 intervention delivery is strongly encouraged for all schools implementing 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. Although fewer students were reported as participating in Tier 2 supports in 2024-2025 compared to 2023-2024, a higher percentage showed a positive response to the intervention, and a lower percentage required more intensive support.

# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

## 2025 Tier 3 Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Delivery & Outcomes (Number of Students)



Over 631 students received Tier 3 supports. 71.2% who participated demonstrated Improvements. 21.6% graduated from the BIP. 28.8% required more intensive support.

Data regarding Tier 3 interventions, participation and outcomes was submitted by June 30, 2025, 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 Tier 2 and/or Tier 3. More students received Tier 3 support in 2024-2025, and of these a higher percentage had a positive response to the intervention, a higher percentage graduated from the Tier 3 support, and a smaller percentage required more intensive support.

## TAKEAWAY

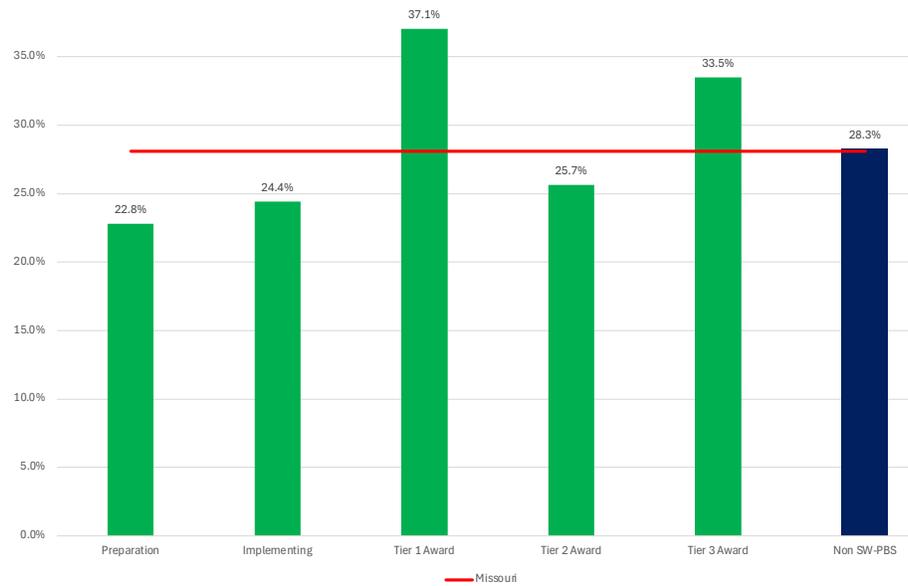
Students with and without disabilities attending MO SW-PBS schools attend school at a higher rate, spend more time in classrooms, and more time in the regular classroom than students attending non-implementing schools. These positive outcomes appear to be amplified in schools that have maintained high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

# OUTCOMES

## Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

In 2020-2021 MO DESE reinstated the administration of the Missouri Assessment Plan (MAP) state standardized assessments for Communication Arts and Mathematics after pausing accountability assessments during the pandemic. The data shows a progression of improved scores in both domains for all students and for students with IEPs that correspond with levels of the MO SW-PBS Award of Excellence.

**2025 Percentage of Students without IEPs Scoring Proficient and Advanced on the MAP in Communication Arts by Implementation**



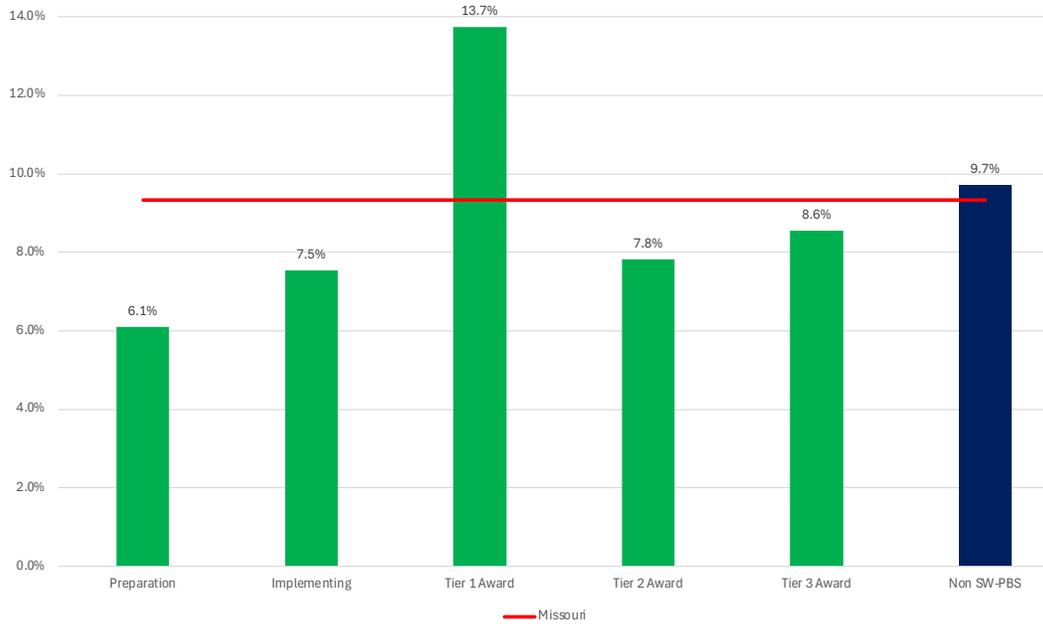
**2025 Percentage of Students without IEPs Scoring Proficient and Advanced on the MAP in Mathematics by Implementation**



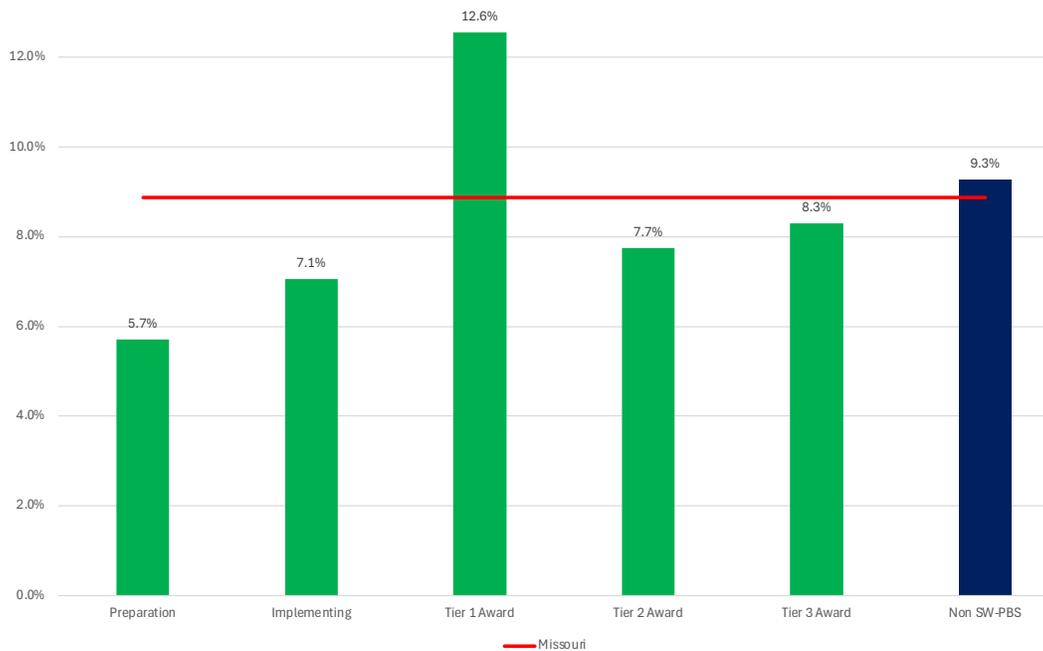
# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

**2025 Percentage of Students with IEPs Scoring Proficient and Advanced on the MAP-A in Communication Arts by Implementation**

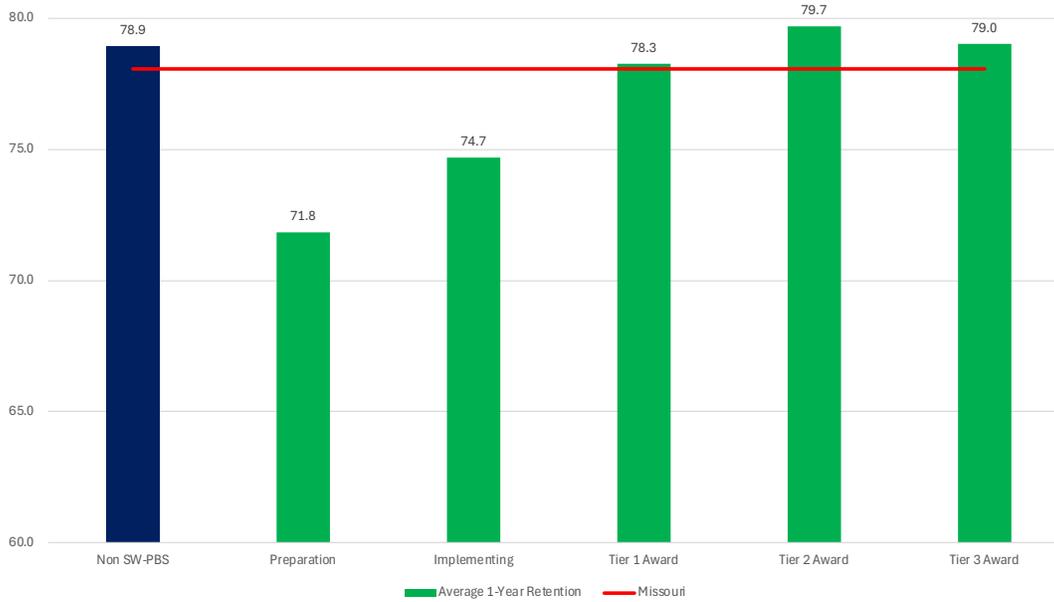


**2025 Percentage of Students with IEPs Scoring Proficient and Advanced on the MAP-A in Mathematics by Implementation**

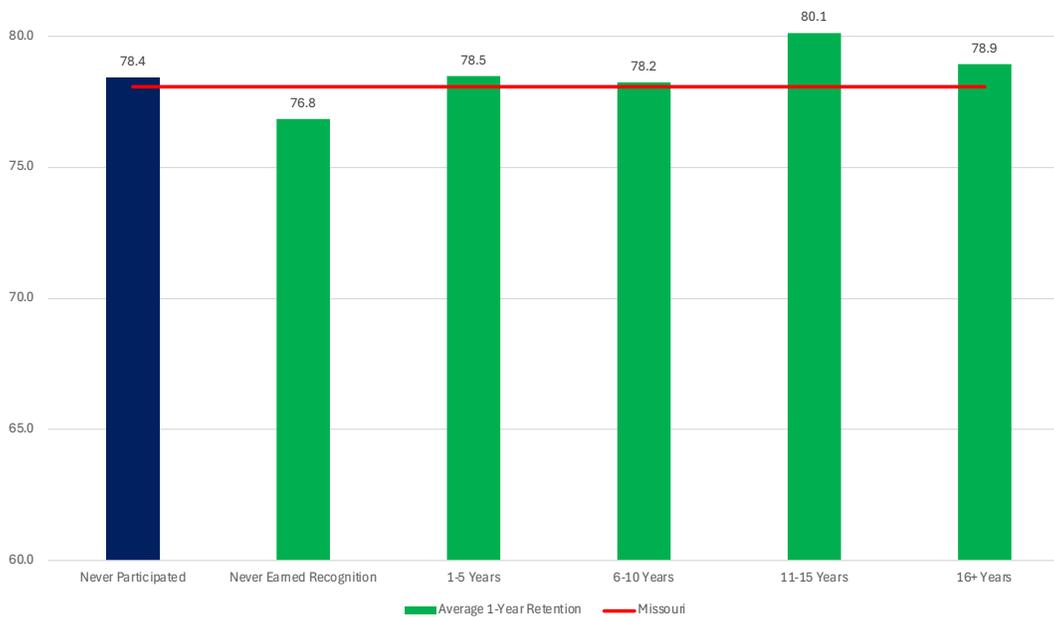


# RETENTION

## 2025 1-Year Teacher Retention

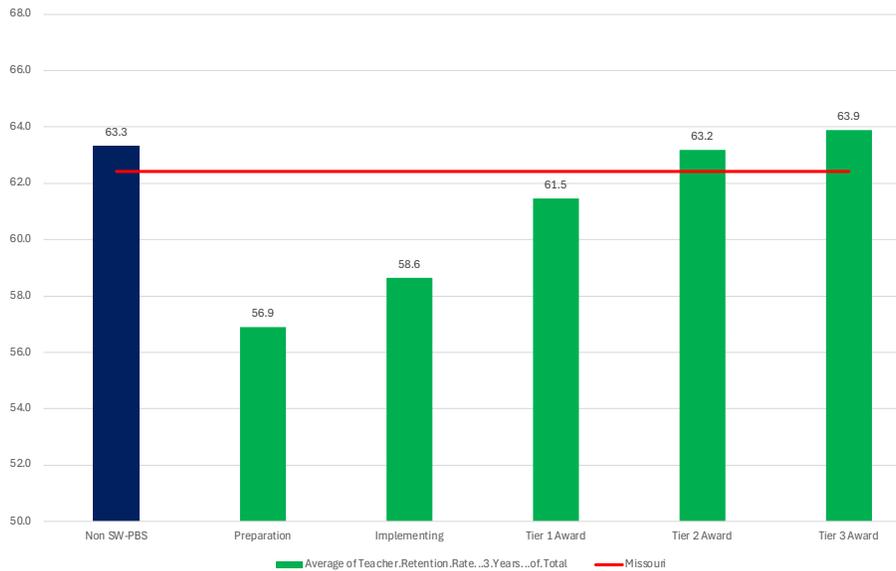


## 2025 1-Year Teacher Retention Rate by Years Earning the Award of Excellence

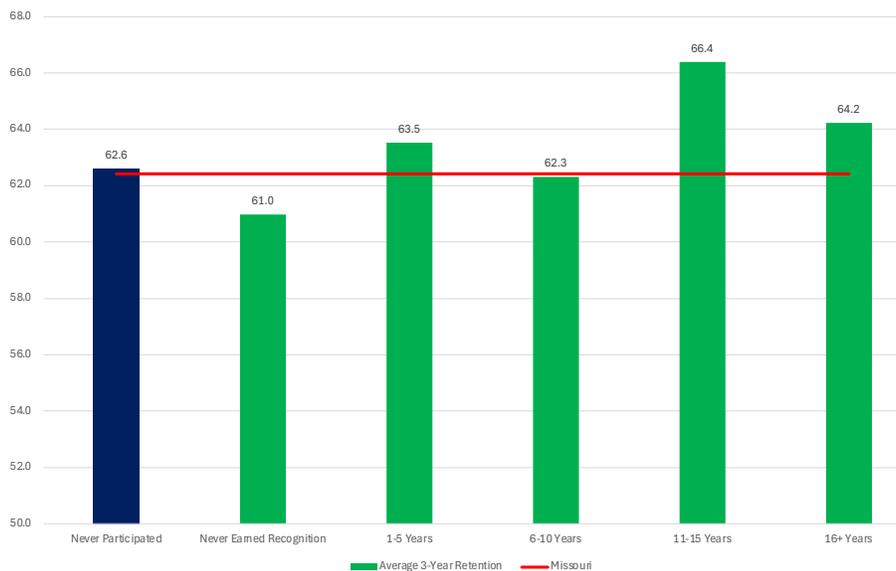


# RETENTION

### 2025 3-Year Retention Rate by Implementation Level



### 2025 3-Year Teacher Retention Rate by Years Earning the Award of Excellence



## TAKEAWAY

Staff retention has become a priority for Missouri schools. There appears to be a correlation between staff retention by implementation level (as measured by MO SW-PBS Award of Excellence level earned) and an even stronger correlation between staff retention and implementation fidelity over time (as measured by the number of years a MO SW-PBS school earns the MO SW-PBS Award of Excellence).

# OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?<sup>1</sup>

## TAKEAWAY

Students with and without IEPs attending MO SW-PBS schools that earn the Award of Excellence spend more time in school (better attendance, less OSS) than do students in schools that either do not implement SW-PBS or do not implement with high fidelity (i.e., earn the Award of Excellence). These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time, as measured by years earning the Award of Excellence. These positive outcomes translate to increased opportunities to learn for students attending MO SW-PBS schools that implement with fidelity.

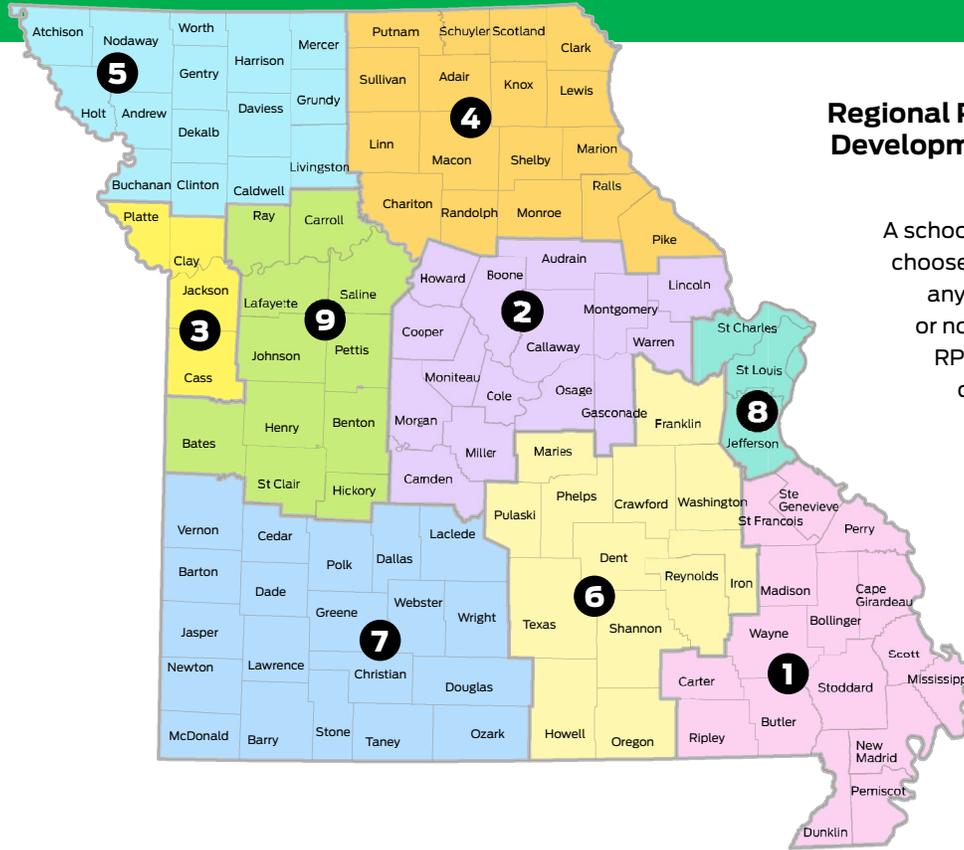
The number of students reported as participating in Tier 2 and Tier 3 interventions have increased compared to since 2023-2024 and are double the covid era levels. An overwhelming percentage of students experienced improvements in behavior with a smaller percentage meeting criteria for graduation.

Overall, more students in MO SW-PBS Award of Excellence 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. Again, this is partially explained by the fact that higher attendance and lower exclusionary discipline translates results in greater opportunities to learn.

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.<sup>10</sup> Using propensity score matching to pair MO SW-PBS schools to contextually similar non-implementing Missouri schools, Gage, et al., found higher attendance, lower rates of Office Discipline Referrals (ODRs) and fewer incidents resulting in OSS in MO SW-PBS schools that earned The Award of Excellence than in contextually similar non-implementing Missouri schools. These findings were statistically significant for students with and without disabilities.<sup>10</sup>

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 or district may choose to partner with any RPDC, whether or not they are in the RPDCs geographic catchment area.

## Regional Consultants

- Region 1: Southeast - Cape Girardeau**  
Maria Allen
- Region 2: Heart of Missouri**  
Kali Binkley, Scott Salmons, Sherri Thomas
- Region 3: Kansas City**  
Renee Bradshaw, Denise Cunningham, Christie Rice, Annette Shelton
- Region 4: Northeast - Kirksville**  
Angella Taylor
- Region 5: Northwest - Maryville**  
Tanya Dalrymple, Jennifer Patterson
- Region 6: South Central - Rolla**  
Becky Boggs, Jeanie Carey, Elissa Ternes
- 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**  
Kurt Ream, Nancy Rogers

## State Leadership Team

- **State Coaches and DCI-B Facilitators:**  
Jody Baker, Neeley Beliveau, Chrissy Croll, Jamie Grieshaber, 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
- **Aaron Campbell**, Assistant Professor, Special Education
- **Sara Estrapala**, Postdoctoral Fellow, Special Education
- **Angus Kittleman**, Assistant Professor, Special Education
- **Jamie Grieshaber**, Research Assistant
- **Lisa Powers**, Senior Research Associate

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# MO SW-PBS

Missouri Schoolwide Positive Behavior Support

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



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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