



MISSOURI SW-PBS SUMMER INSTITUTE

WHAT WE DO **MATTERS**

*Empowering Educators
and Impacting Students
for Twenty Years!*

**TAN-TAR-A
CONFERENCE CENTER**

JUNE 9-10, 2026

CONFERENCE AGENDA

MONDAY, JUNE 8

4:00 - 8:00 p.m. **Registration**

TUESDAY, JUNE 9

6:30 a.m. - 5:00 p.m. **Registration**

7:00 - 7:45 a.m. **Breakfast Buffet**

8:00 - 8:30 a.m. **Welcome and Opening Remarks**

2026 Dr. Mary Richter MO SW-PBS School and District of Distinction Awards

8:30 - 9:30 a.m. **Keynote Address**
Tim Crowley, Leadership and Resilience Expert

9:45 - 10:45 a.m. **Breakout Session 1**

11:00 a.m. - 12:00 p.m. **Breakout Session 2**

12:00 - 1:00 p.m. **Lunch and Team Time**

1:15 - 2:15 p.m. **Breakout Session 3**

2:30 - 3:30 p.m. **Breakout Session 4**

3:45 - 5:00 p.m. **Poster Session**

5:00 - 7:00 p.m. **Optional Team Time**

8:00 - 11:00 p.m. **Evening Social With Karaoke**

WEDNESDAY, JUNE 10

7:00 - 7:45 a.m. **Breakfast Buffet**

8:00 - 9:00 a.m. **Breakout Session 5**

9:15 - 10:15 a.m. **Breakout Session 6**

10:30 - 11:30 a.m. **Breakout Session 7**



REGISTRATION INFO

REGISTRATION FEES

If your online registration is received **on or before May 1**, you will receive the early registration rate of \$275. If your online registration is received **after May 1**, your registration rate will be \$325. On-site registration will be \$375. Regular registration will close on May 29. **Any registration received after May 29 will be considered an on-site registration.**

PAYMENT OF REGISTRATION FEES

Payment of fees may be made by credit card, purchase order, or check. A purchase order must be emailed within five business days of receipt of the online registration confirmation to Custom Meeting Planners at tammy@custommeetingplanners.com. If you choose to pay by check, your check must be received within five business days of your confirmed registration. Make checks payable to Custom Meeting Planners. (Purchase orders and checks may not be used as a form of payment after May 20.)

Mailing address:

Custom Meeting Planners
P.O. Box 30785
Columbia, MO 65205

REFUND POLICY

Registration fees, minus a \$50 processing fee, may be refunded **if a request is emailed to Custom Meeting Planners at tammy@custommeetingplanners.com no later than May 20.** If your payment has yet to be received at the time of your refund request, your invoice will be adjusted to reflect the administrative fee due. No refunds will be authorized after this date, but substitutions will be permitted. No cancellations will be accepted after this date, and any subsequent registrations are not eligible for refund. Full payment of fees will be expected from registrants who are

unable to attend the conference **but fail to notify Custom Meeting Planners in writing on or by May 20.**

Duplicate registrations that are canceled are also subject to the \$50 processing fee. Please email Custom Meeting Planners at tammy@custommeetingplanners.com to check whether you have already registered for the conference.

ONLINE REGISTRATION

To register, please go to na.eventscloud.com/26mopbs. Please view and/or print the online registration brochure and select the sessions you would like to attend prior to beginning online registration. Confirmation for your registration and session selections will be emailed to you immediately after completion of the online registration. If you do not receive confirmation or have questions about registration, please contact Tammy Bagley at **573-881-4849** or tammy@custommeetingplanners.com.

LODGING

Tan-Tar-A Conference Center
494 Tan-Tar-A Drive
Osage Beach, MO 65065
573-348-3131

Participants are responsible for making their own room reservations. A block of rooms at the discounted rate of \$154 per night has been reserved for the conference. A tax exemption letter must be provided to the hotel in order to receive this rate. **Based upon availability, this rate is available until May 8.**

To make your reservation, call **573-348-3131** and identify yourself as an attendee of the Summer Institute using the code **SPBS**. You may also make your reservation online by [clicking here](#). Enter your arrival and departure dates, and then click on *Check Availability*. Make your reservations early!

Tan-Tar-A Conference Center, located in Osage Beach, is a resort removed from the hustle and bustle of the outside world. Quietly nestled on 420 acres along the Lake of the Ozarks, this Midwest three-diamond resort is a haven for endless excitement or complete relaxation.

CONFERENCE GUIDE

HOW TO MAKE THE MOST OUT OF YOUR SUMMER INSTITUTE EXPERIENCE

Each session at the Summer Institute falls under one of the following strands:

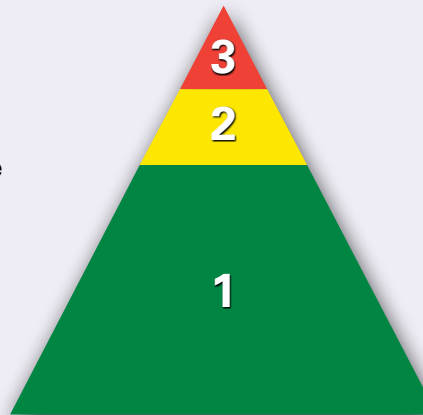
<p>Schoolwide and Classroom: This strand includes guidelines and examples of systems work/thinking and implementation practices for schoolwide and classroom implementation.</p>	<p>Districtwide: This strand includes guidelines and examples of systems work/thinking and implementation practices for districtwide implementation.</p>	<p>Data Systems and Decision-Making: This strand includes guidelines and examples of data-collection systems and tools along with systems and practices for data-based decision-making.</p>	<p>Advanced Tiers: This strand includes guidelines and examples of systems work/thinking and implementation practices for Tier 2 and Tier 3.</p>	<p>Special Interest Topics: This strand includes topics related to SW-PBS that target a specific subject or audience. Potential topics may include (but are not limited to) early childhood, stakeholder engagement, leadership, and differentiation.</p>	<p>Multi-Tiered System of Support (MTSS): This strand includes guidelines and examples of effective systems for the integration of academic and behavioral supports for students.</p>
---	---	--	---	--	--

Sessions are also organized by which tier they are applicable to:

Tier 3 – Individualized assessments and interventions for students who are at high risk of intensive behavior

Tier 2 – Strategies for some students who might benefit from targeted interventions

Tier 1 – Schoolwide strategies for all students and all staff



Special sessions:

Poster session: The poster session provides a fun and informal opportunity to see what others have done and learned while implementing SW-PBS and to generate discussion on how SW-PBS is actually working. This year's poster presentations address a variety of topics including classroom application, aligning systems, Tier 2 and Tier 3 interventions, school climate, collaborative partnerships, early childhood, alternative settings, and more!

INVITED SPEAKERS

KEYNOTE SPEAKER



DR. TIM CROWLEY has engaged, motivated, entertained, and educated audiences to change their actions and attitudes in ways proven to empower people and organizations for more than 25 years. As a college professor, trained psychologist, and leadership expert, his passion is to share transformative messages that awaken audiences to the amazing possibilities that exist in every workplace, every home, and every life. Impacting more than a million people, Crowley is trusted by institutions worldwide to deliver inspiring keynote speeches and presentations.



DR. JOHN AUGUSTINE is a postdoctoral fellow in the Department of Special Education at the University of Missouri and a member of the MU Center for SW-PBS. His research focuses on utilizing the principles of the implementation of feasible and sustainable interventions for individuals with disabilities. Additionally, his research area includes positive behavioral interventions and supports in order to implement and evaluate classroom and schoolwide interventions.



DR. AARON CAMPBELL is an assistant professor of special education in the College of Education and Human Development at the University of Missouri. Her research involves equitable intervention delivery within a multi-tiered behavioral support framework focused on preventative strategies for improving student academic, social, emotional, and behavioral outcomes particularly in culturally and linguistically diverse learners and those students being educated in underserved communities.

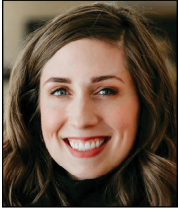


DR. SARA ESTRAPALA is an assistant professor in the Department of Special Education at the University of Missouri. Her research focuses on developing and studying school-based behavioral interventions for high school students with challenging behaviors and targeted Tier 2 self-regulation interventions. She is particularly interested in equipping teachers with simple, effective behavioral interventions that will enable students to experience emotional, behavioral, and social success in school.



DR. ANGUS KITTELMAN is an assistant professor in the Department of Special Education at the University of Missouri. His research areas include positive behavioral interventions and supports with an emphasis in high schools, implementation science and systems change, and implementing and evaluating school-based interventions for students with emotional and behavioral problems. In 2023, he received the Initial Research Award from the Association for Positive Behavior Support.

INVITED SPEAKERS



DR. ELIZABETH McCOLLOM is an assistant research professor within the Department of Special Education at the University of Missouri. She earned her doctorate in school psychology from MU and completed her postdoctoral fellowship at Southern Methodist University. Her research interests include academic and behavioral interventions, MTSS, data-based individualization, and implementation science.



DR. LISA POWERS is a senior research associate with the MU Center for SW-PBS. She has been involved in special education for the past 30 years and has taught students with emotional and behavioral disorders in elementary and middle school. She also has been an SW-PBS facilitator and an administrator. Her areas of focus include building district leadership for implementation efforts, best practices in professional learning, and connecting culturally proficient practices to a tiered-systems framework.



DR. DANIEL RECTOR has more than 15 years of experience in education having served as a teacher, building administrator, school-improvement consultant, and SW-PBS statewide coach/district facilitator. Rector currently serves as the executive director of student services for the Fulton School District, providing programmatic oversight and support to the student experience from enrollment to graduation including the district's efforts to implement SW-PBS.



ANN THOMAS is in her 10th year as the president/CEO of The Children's Place, which is Kansas City's specialized trauma-treatment organization serving the mental health needs of children ages 8 and younger. As a licensed clinical social worker and a registered play therapist supervisor, she has dedicated nearly 30 years to helping young children and their families heal from traumatic experiences. She has also shared her passion and knowledge with others, presenting workshops nationally and internationally and serving as an adjunct professor for 18 years.

WHAT WE DO MATTERS

Empowering Educators and Impacting Students for Twenty Years!

INVITED SPEAKERS

MAKE SURE YOU DON'T MISS A THING FROM OUR INVITED SPEAKERS!

- **Tim Crowley**
 - Tuesday Keynote**
 - 2A:** Multiply Your Impact
 - 5A:** Breaking the Burnout Code

- **John Augustine**
 - 6B:** Collaborative Learning and Study Support — Piloting an Integrated Tier 2 Behavioral and Academic Intervention in High School

- **Aaron Campbell**
 - 4I:** Building Better Connections — Co-Developing a Family-Engagement Measure With a School District

- **Sara Estrapala**
 - 3C:** How to Leverage Student Voice to Improve Intervention Design in High School Settings
 - 4C:** Self-Monitoring 101 — Implementing Across Elementary and Secondary Settings

- **Angus Kittelman**
 - 1E:** From Piloting to Scaling — Year Two Improvements in Implementing Check In, Check Out Across Multiple High Schools
 - 2E:** Keeping Our Champions — A Facilitated Discussion on Teacher Retention in Missouri's SW-PBS Schools
 - 3E:** The Exit Matters — When, What, and How to Fade Students From Tier 2 Interventions
 - 6B:** Collaborative Learning and Study Support — Piloting an Integrated Tier 2 Behavioral and Academic Intervention in High School

- **Elizabeth McCollom**
 - 1E:** From Piloting to Scaling — Year Two Improvements in Implementing Check In, Check Out Across Multiple High Schools

- **Lisa Powers**
 - 2E:** Keeping Our Champions — A Facilitated Discussion on Teacher Retention in Missouri's SW-PBS Schools
 - 3I:** Creating a Sense of Belonging by Redefining What Society Says Is Possible for Black and Brown Students
 - 4I:** Building Better Connections — Co-Developing a Family-Engagement Measure With a School District

- **Daniel Rector**
 - 1J:** Reinforcement Grows Up — What Works With Teenagers
 - 2J:** Building Strong Tier 1 Systems at the Middle School Level
 - 5D:** The De-Escalation Cycle
 - 6B:** Collaborative Learning and Study Support — Piloting an Integrated Tier 2 Behavioral and Academic Intervention in High School

- **Ann Thomas**
 - 4A:** Seeing, Understanding, and Responding to Big Behaviors in Classrooms Using a Trauma-Responsive Lens

BREAKOUT SESSIONS

BREAKOUT SESSION 1 JUNE 9, 9:45-10:45 A.M.

TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

1A: Smiles, Successes, and SW-PBS — Bingham's Favorite Things

Creating and maintaining a building's positive climate and culture is essential in earning buy-in from staff and students. Each year, our goal is to strengthen the foundation of what works well as we strive to keep our learning environment fresh and exciting. Representatives from Bingham Middle School are thrilled to share smiles, successes, and some of our favorite things from our school's culture and climate.

SESSION OUTCOMES:

- Experience multiple strategies for increasing opportunities to respond in any content area
- Sample our building's SW-PBS website, behavioral lessons, common language, incentive ideas, and culture
- Collaborate, plan, and ask questions as participants prepare for the upcoming school year

PRESENTERS: Sandra Hinckley, Teacher, Kay Douglas, Teacher, Matt Stacey, Principal, and Amy Hill, Teacher, Bingham Middle School, Independence School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

1B: Lead With Listening — Communicating With Adolescents Through Trust and Confidence

This session will equip participants with practical strategies to strengthen communication with adolescents by leading with listening, empathy, and calmness. Participants will learn a framework for productive conversations, explore how adolescent brain development influences interactions, and identify approaches that build trust and confidence. Through reflection and application, participants will discover how to support teens' autonomy, guide them through challenges, and respond in ways that foster resilience.

SESSION OUTCOMES:

- Be able to implement listening-centered approaches to support adolescents' autonomy, emotional growth, and confidence-building
- Identify and avoid common conversation crashers that undermine trust and confidence in teen interactions

- Learn how to apply the B.R.I.E.F. communication strategy to create calm, productive conversations with adolescents

PRESENTER: Cristin Nowak, Assistant Principal, William Chrisman High School, Independence School District

TIER 1 2 3 ADVANCED TIERS

1C: Leading Littles to Success — Tips for Implementing Successful Tier 2 Strategies in an Early Childhood Setting

Are you just starting your implementation of Tier 2 practices in your school? Are you currently implementing Tier 2 but feel it has lost some of its pizzazz? In this high-energy session, participants will hear about the most-important lessons the presenters have learned about successful Tier 2 implementation in the early childhood setting. Walk away with ideas you can use to get your Tier 2 journey started, or polish up strategies you are already using that have lost their shine.

SESSION OUTCOMES:

- Receive tips for implementing Tier 2 strategies successfully
- Explore ways participants can implement tips learned through the session
- Understand what actions to take if Tier 2 strategies are unsuccessful

PRESENTERS: Mary Beth Knueven, Tier 2-3 Coach, and Herman Blau, Principal, William Lynch Elementary School, Salem R-80 School District

TIER 1 2 SCHOOLWIDE AND CLASSROOM

1D: Empowering Powerful Pirates in a Rural School

This session will explore how SW-PBS flows in our school. Participants will discuss our school's strategies including golden ticket drawings, staff tickets, monthly incentives, family groups, SW-PBS weekly lessons, the culture of encouragement in our school, class compliments, minors and majors and how we track them, and much more. The presenters are from a rural school that supports its students in a myriad of amazing ways.

SESSION OUTCOMES:

- Identify the responsibilities of a Tier 1 team
- Learn how to use Google sources to track minors, majors, and positive office referrals
- Learn how to create incentives for each month of the school year

PRESENTERS: Samantha Long, Gifted Program/STEAM Teacher, Teagan Brock, Librarian, Nick Vaughn, Fifth Grade Teacher, and Kyla Waters, Principal, Norborne Elementary School, Norborne R-VIII School District

BREAKOUT SESSIONS (CONTINUED)

TIER 2 ADVANCED TIERS

1E: From Piloting to Scaling – Year Two Improvements in Implementing Check In, Check Out Across Multiple High Schools

This session will describe how multiple high schools moved from piloting to scaling up Check In, Check Out (CICO). The presenters will share year one and year two data highlighting changes to Tier 2 systems and core CICO features that support CICO implementation. Come discover our lessons learned related to coordination, training, and data-based decision-making that supported fidelity and student success.

SESSION OUTCOMES:

- Identify key strategies to support CICO implementation in high school
- Identify variations in implementing CICO
- Identify district-level structures and supports that facilitate consistent implementation of CICO

PRESENTERS: Angus Kittelman, Assistant Professor, Elizabeth McCollom, Assistant Research Professor, MU; Jamie Ferguson, Academy Teacher, Oak Park High School, and Lisa Friesen, District Instructional Coordinator, North Kansas City School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

1F: Understanding Trauma in School

This session will provide a basic overview of what trauma is; its effects on the brain, body, and development; and what educators can do to provide a safe, supportive, and calming environment to promote growth in students and families. Participants will complete an assessment on adverse childhood experiences to provide insight on how their own previous life experiences could be impacting their relationships and interactions. Participants will also learn what secondary trauma is, what it can look and sound like, and how to handle it if they notice symptoms within themselves or others.

SESSION OUTCOMES:

- Receive a basic overview of what trauma is, what could be a traumatic event, and the effects of trauma on the brain and development
- Understand what trauma might look like in your students, their families, or yourself
- Learn what traumatic responses are and what secondary trauma can look and sound like, along with examples of trauma-informed strategies to use within the classroom

PRESENTER: Abbi Schuh, Guidance Counselor, Vineland Elementary School, De Soto School District

TIER 1 SCHOOLWIDE AND CLASSROOM

1G: Peer Coaching for SW-PBS – Building Capacity and Self-Reflection Around Effective Teaching and Learning Practices in the Classroom

This session will introduce participants to the purpose and structure of peer coaching within SW-PBS along with how collaborative reflection strengthens both implementation fidelity and effective teaching and learning practices. Explore practical peer-coaching strategies you can use to support colleagues in refining classroom systems and instructional routines. This session will also highlight tools and resources that are designed to promote meaningful self-reflection.

SESSION OUTCOMES:

- Understand the purpose and structure of peer coaching within SW-PBS
- Learn about peer-coaching strategies that support colleagues
- Learn about resources from MO SW-PBS and tools to help participants engage in self-reflection of the effective teaching and learning practices

PRESENTER: Neeley Beliveau, MO SW-PBS Statewide Coach/District Facilitator, MU

TIER 1 2 SCHOOLWIDE AND CLASSROOM

1H: PBIM – Leading the Way

Are you looking for strategies to take your positive-behavior systems to the next level? How about ways to honor students' worth and to foster student leadership? This session will provide opportunities for leaderization, highlight successful schoolwide and community practices, and offer an efficient PDSA-cycle template for analysis and data-driven decision-making.

SESSION OUTCOMES:

- Identify opportunities to integrate SW-PBS systems with Leader in Me practices
- Be able to use a Plan, Do, Study, Act (PDSA) cycle to follow an efficient data-driven process for intervention
- Consider multiple strategies for schoolwide and community focus

PRESENTERS: Jodi Grable, Behavior Interventionist, and Joanna Brockwell, Principal, Watkins Elementary School, Springfield R-XII School District

TIER 1 2 SCHOOLWIDE AND CLASSROOM

1I: Turning Around a Middle School Culture

This session will offer some tips and successful strategies that the presenters have used to get their school's culture moving in a positive trajectory. Participants will discuss both Tier 1 and Tier 2 strategies in this session.

BREAKOUT SESSIONS (CONTINUED)

SESSION OUTCOMES:

- Consider positive elements to incorporate in schoolwide procedures
- Learn about smaller-scale behavioral interventions that discourage office discipline referrals
- Discover strategies to reduce the number of office discipline referrals year-over-year by creating a positive school culture

PRESENTERS: Brent Cook, Dean of Students, Brandi VanDelft, Principal, and Trista Hale, FACS Teacher, William Matthew Middle School, Kirksville R-III School District

TIER 1 SCHOOLWIDE AND CLASSROOM

1J: Reinforcement Grows Up — What Works With Teenagers

Reinforcement at the high school level is often met with skepticism. Many believe it is ineffective or has to be paired with a ticket system. This session will challenge that narrative. Presenters from Fulton High School will highlight the power of intentional, meaningful positive feedback and will share real examples of schoolwide practices and systems that have led to buy-in. Participants will explore how these approaches have positively impacted student behavior, engagement, and overall school climate.

SESSION OUTCOMES:

- Review how developmentally appropriate reinforcement can increase student buy-in and positive behavior at the high school level
- Receive practical reinforcement strategies and systems
- Analyze outcome data and qualitative feedback that demonstrate the impact of schoolwide reinforcement practices

PRESENTERS: Daniel Rector, Executive Director of Student Services; and Joshua Pierce, Assistant Principal, Fulton High School, Fulton School District

BREAKOUT SESSION 2 JUNE 9, 11:00 A.M.-12:00 P.M.

TIER 1 2 3 SPECIAL INTEREST TOPICS

2A: Multiply Your Impact

Every educator shapes culture. Every interaction influences belonging. This session will introduce The Bright Siders' 12 practices — proven behaviors that will build trust, deepen connection, and amplify positive impact across your entire school community.

SESSION OUTCOMES:

- Be able to apply the connection sequence in order to build authentic trust and feedback loops that drive excellence
- Identify your leadership strengths using The Bright Siders' assessment
- Design a 90-day impact plan, and deploy five micro-influence strategies for immediate use with measurable outcomes

PRESENTER: Tim Crowley, Keynote Speaker

TIER 1 3 SCHOOLWIDE AND CLASSROOM

2B: Power of Presence — Voice, Tone, and Energy in the SW-PBS Classroom

This engaging session will explore simple and effective practices to strengthen teacher-management skills within the SW-PBS framework. Participants will learn a teach-the-teacher model designed to support both new and experienced educators. Through practical strategies and reflection, this session will focus on adult-controlled elements (voice, body language, and tone) along with quick de-escalation tools, *Teflon* responses, and energy shifters that influence classroom climate. Come prepared to participate, reflect, and leave ready to share these teachable, sustainable skills.

SESSION OUTCOMES:

- Be able to apply adult-controlled techniques to positively influence classroom climate and student behavior
- Develop a teach-the-teacher plan to model and share effective SW-PBS practices with colleagues
- Identify and practice simple, teachable SW-PBS-based strategies that enhance classroom management and student engagement

PRESENTER: Denise Textor, Principal, William Chrisman High School, Independence School District

TIER 1 3 SCHOOLWIDE AND CLASSROOM

2C: That Was Easy — Lessons from a Gold-Level PK-1 School That You Can Implement Tomorrow

Are you experiencing challenges in implementing SW-PBS in your school? Are you ready to hit the *easy* button? In this information-packed session, come explore common challenges when implementing SW-PBS in an early childhood setting along with solutions that have proven to be both effective and easy. Participants will have the opportunity to reflect on their own challenges in implementing SW-PBS with fidelity and the chance to brainstorm possible solutions.

BREAKOUT SESSIONS (CONTINUED)

SESSION OUTCOMES:

- Identify common challenges to SW-PBS implementation
- Consider the challenges participants are facing currently, and brainstorm solutions to these unique challenges

PRESENTERS: Herman Blau, Principal, Mary Beth Knueven, Tier 2-3 Coach, and the Amazing SW-PBS Committee, William Lynch Elementary School, Salem R-80 School District

TIER 1 SCHOOLWIDE AND CLASSROOM

2D: Building a Culture of Recognition — SW-PBS Strategies That Go Deeper Than Rewards

Are you looking to move beyond tickets and tangible rewards? This session will explore how to build a deeper culture of recognition through relationships, rituals, and routines that uplift both students and staff. Participants will examine the limits of rewards-based SW-PBS, discover inclusive strategies for meaningful praise, and leave with ready-to-implement ideas that strengthen school climate. Whether you are refining your current system or are starting fresh, this session will offer practical tools to make recognition transformational.

SESSION OUTCOMES:

- Identify relational-, ritual-, and routine-based strategies to deepen recognition within SW-PBS frameworks
- Design actionable recognition practices that can be implemented immediately to strengthen school culture and morale

PRESENTERS: Dominique Falls, Principal, Melissa Manie, Instructional Mentor, and Angee Whitesides, Special Education Department Chair and Instructional Mentor, Lange Middle School, Columbia School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

2E: Keeping Our Champions — A Facilitated Discussion on Teacher Retention in Missouri's SW-PBS Schools

This facilitated discussion will bring educators together to explore the connections between SW-PBS implementation and teacher retention. Participants will have the opportunity to share, ask questions, and learn from others on how SW-PBS implementation efforts can support teacher retention.

SESSION OUTCOMES:

- Identify factors that contribute to teacher retention and attrition
- Reflect on how implementation efforts can support teacher retention
- Share actionable ideas for supporting educators to prevent teacher attrition

PRESENTERS: Angus Kittelman, Assistant Professor, Gordon Way, MO SW-PBS Statewide Director, MU; and Lisa Powers, Senior Research Associate, MU Center for SW-PBS

TIER 1 2 3 DATA SYSTEMS AND DECISION-MAKING

2F: TFI 3.0 Unpacked — From Fidelity Check to High-Leverage Action

The Tiered Fidelity Inventory (TFI) has evolved. Are you ready to use it to its full potential? This session will unpack the *why*, *what*, and *how* of TFI 3.0. Participants will explore the rationale behind the revision; highlight key shifts from TFI 2.1; and examine new features addressing school safety, student mental health, and classroom implementation. Learn how to interpret scoring changes, navigate common implementation challenges, and leverage TFI 3.0 results as a practical, high-impact, action-planning tool rather than just a fidelity score.

SESSION OUTCOMES:

- Be able to explain why the TFI was updated to version 3.0 and identify the major shifts from TFI 2.1
- Become familiar with the updated items and indicators
- Learn about scoring differences between versions, and be able to identify common implementation barriers

PRESENTERS: Kali Binkley, MO SW-PBS Web and Data Consultant, and Jamie Grieshaber, MO SW-PBS Statewide Coach/District Facilitator, MU

TIER 1 SCHOOLWIDE AND CLASSROOM

2G: Changing the Game — SW-PBS and the High School Experience

Creating a positive, predictable, and supportive school environment starts with strong Tier 1 systems that serve every student and staff member. In this session, participants will explore how Tier 1 SW-PBS can transform school climate, strengthen relationships, and promote consistent expectations across all settings. This session will unpack what makes Tier 1 supports effective in the unique context of high school — a place where student independence, staff collaboration, and school culture all intersect. Learn how to design a framework that defines clear expectations, teaches positive behaviors, and uses reinforcement systems to encourage success.

SESSION OUTCOMES:

- Recognize the importance of Tier 1 supports in high school
- Develop a framework for schoolwide implementation
- Create an action plan for next steps

PRESENTER: Matthew Cooley, Principal, Hallsville High School, Hallsville R-IV School District

BREAKOUT SESSIONS (CONTINUED)

TIER 1 2 3 SPECIAL INTEREST TOPICS

2H: Empowering Excellence Through Sustaining SW-PBS in Middle School

Do you feel stuck in the middle? In this session, participants will learn directly from representatives from a consecutive Gold-level school about the successful implementation of SW-PBS in middle school. Capitalize on their shared experiences from their initial years to present-day strategies. Participants will also receive an emphasis on the influence of extended training and support for educators, progressive data collection, and the validity of connective incentives to promote positive behavior.

SESSION OUTCOMES:

- Understand the systems needed to maintain SW-PBS in middle school
- Understand the data collected to guide effective SW-PBS in middle school
- Appreciate the connection between clear expectations and met expectations

PRESENTERS: Jessica Lewis, ISS/ALC Teacher, and Erica Williamson, Assistant Principal, Cuba Middle School, Crawford County R-II School District

TIER 1 2 SCHOOLWIDE AND CLASSROOM

2I: Promoting Positive Behavior — Practical Strategies With CW-FIT and Self-Monitoring

This session will introduce teachers to CW-FIT and self-monitoring, two evidence-based strategies for promoting positive behavior and increasing student engagement. Participants will learn practical ways to implement these proactive supports to create classroom environments that are more positive and well-managed.

SESSION OUTCOMES:

- Identify the core components of CW-FIT and self-monitoring, and explain how each supports positive classroom behavior and student engagement
- Describe practical steps for implementing CW-FIT and self-monitoring within participants' own classrooms and schools
- Select strategies and tools to begin using CW-FIT and/or self-monitoring to proactively address behavioral needs

PRESENTER: Jordan Politte, SW-PBS Consultant, Agency for Teaching, Leading, and Learning/Springfield

TIER 1 SCHOOLWIDE AND CLASSROOM

2J: Building Strong Tier 1 Systems at the Middle School Level

Effective SW-PBS implementation requires more than posters and

procedures. It requires intentional systems and strong adult alignment. This session will highlight how Fulton Middle School implements Tier 1 by focusing on staff training, the explicit instruction of student expectations, meaningful reinforcement systems, and purposeful teaming practices. Participants will receive practical examples of how these components work together to support consistency, improve school climate, and build a sustainable foundation.

SESSION OUTCOMES:

- Learn how Fulton Middle School trained staff to develop a shared understanding and consistent implementation of Tier 1 practices
- Examine strategies for explicitly teaching behavioral expectations and reinforcing these expectations across settings
- Identify teaming structures and routines that support ongoing collaboration, data review, and continuous improvement

PRESENTERS: Daniel Rector, Executive Director of Student Services; and Meg Plybon, Assistant Principal, Fulton Middle School, Fulton School District

BREAKOUT SESSION 3 **JUNE 9, 1:15-2:15 P.M.**

TIER 1 2 3 SPECIAL INTEREST TOPICS

3A: Integrating School Mental Health and SW-PBS — Resources and Practical Applications

This session will provide participants with background information on the state of youth mental health as well as concepts regarding the integration of student mental health and SW-PBS through MTSS via the Interconnected Systems Framework. This will include illustrations of integration through case examples. Participants will also receive practical resources to support their schools' integration of SW-PBS and school mental health initiatives.

SESSION OUTCOMES:

- Learn how school mental health supports fit within multi-tiered systems in the Interconnected Systems Framework
- Be able to describe practical examples of how school mental health and SW-PBS can be integrated
- Gain resources regarding the integration of mental health and SW-PBS

PRESENTER: Kim Selders, Senior Consultant and Research Scientist, Missouri Prevention Science Institute

BREAKOUT SESSIONS (CONTINUED)

TIER 1 2 SPECIAL INTEREST TOPICS

3B: Tension to Teamwork – Tackling Tough Conversations to Support Student Growth

During this session, participants will take a deep dive into the profound impact that strengthening family relationships can have on the success of a student. Come talk through common challenges that schools experience along with different ways to walk alongside families to help them support their children's growth. Participants will leave with clear, concrete examples of when, what, and how they can tackle this tricky topic.

SESSION OUTCOMES:

- Gain a stronger insight into the importance of school-family partnerships
- Walk away with easy-to-implement strategies to start tough conversations
- Gain confidence in the ability to work through tough topics with families to achieve better outcomes for students

PRESENTER: Chelsea Lane, Family Advocate, Early Childhood Center, Excelsior Springs School District

TIER 2 3 SPECIAL INTEREST TOPICS

3C: How to Leverage Student Voice to Improve Intervention Design in High School Settings

Adolescents thrive when given authentic opportunities to voice their opinions on important topics. However, students are rarely given the chance to make decisions associated with their own behavioral interventions. This session will include a realistic and feasible process for soliciting and using student voice to design effective behavioral interventions.

SESSION OUTCOMES:

- Identify student and intervention characteristics that are best suited for integrating opportunities for the use of student voice
- Describe how to use student voice to identify interfering and alternative behavioral targets for intervention
- Describe how to teach students to graph and evaluate their own intervention data

PRESENTER: Sara Estrapala, Assistant Professor, MU

TIER 1 SCHOOLWIDE AND CLASSROOM

3D: Fueling the Flight Beyond Bake Sales – Creative Ways to Fund Your SW-PBS Vision for High School

Are you looking for fresh and effective ways to fund your SW-PBS program without relying on the same old fundraisers? This session will showcase how Joplin High School built creative, sustainable fundraising systems that

engage students, staff, and the community. Participants will gain practical ideas, partnership strategies, and ready-to-use tools to strengthen their SW-PBS initiatives and celebrate positive behavior all year long. Learn how to align fundraising with your SW-PBS vision to help your school truly soar!

SESSION OUTCOMES:

- Identify multiple creative and sustainable fundraising strategies to support SW-PBS initiatives at the high school level
- Learn how to connect fundraising efforts directly to SW-PBS goals, rewards, and student-recognition systems
- Develop a practical action plan to launch or expand fundraising efforts

PRESENTERS: Brad Cox, Fusion Director, Amber Travis, Teacher, and Randy Oliver, Principal, Joplin High School, Joplin School District

TIER 2 3 ADVANCED TIERS

3E: The Exit Matters – When, What, and How to Fade Students From Tier 2 Interventions

Teams can struggle with knowing when to reduce or remove Tier 2 supports once students demonstrate improvements. This session will guide participants through data-based decision-making for fading Tier 2 interventions including which components to fade and how to do so systematically. Participants will learn about differences in fading approaches based on grade level and type of Tier 2 intervention.

SESSION OUTCOMES:

- Identify data decision rules for when to begin fading students from Tier 2
- Identify the components of Tier 2 interventions that can be faded
- Learn how fading decision rules might vary based on a student's grade level and the type of Tier 2 intervention

PRESENTERS: Angus Kittelman, Assistant Professor, MU; Hannah Wright, Rtl Specialist, and Tiffanie Worland, Principal, Monroe Elementary School, St. Charles R-VI School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

3F: Inclusive by Design – Strengthening SW-PBS With Trauma-Informed Mindsets

This session will explore how trauma-informed mindsets can strengthen Tier 1 SW-PBS systems to create more inclusive and supportive school environments. Participants will examine how safety, belonging, and predictability serve as foundations for positive behavior and equitable access to learning. Through practical examples and reflection, participants will learn strategies to embed trauma-responsive approaches into

BREAKOUT SESSIONS (CONTINUED)

schoolwide expectations, teaching practices, and team systems. Walk away with actionable tools and ideas you can implement immediately.

SESSION OUTCOMES:

- Identify key trauma-informed mindsets that strengthen inclusive Tier 1 SW-PBS implementation
- Apply practical strategies to design schoolwide systems that promote safety, belonging, and equitable access for all learners
- Analyze examples of inclusive, trauma-responsive practices and determine how to integrate them into participants' own schools or districts

PRESENTER: Jinny Datema, Coordinator of Social-Emotional Learning and Behavior Intervention, Springfield R-XII School District

TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT

3G: Small School, Big Impact

This session is designed for smaller school districts and offers innovative ideas and resources to facilitate meaningful change. A small PK-8 district with limited resources, North Wood R-IV is committed to enhancing its leadership, systems, and culture. This results in significant improvements for staff, students, and parents. The district's MTSS serves as a guiding framework to address academic, attendance, behavioral, and social-emotional needs through a structured approach that integrates interventions and enrichment opportunities. These concepts can be adapted for schools of any size and at any grade level, empowering educators to implement impactful strategies.

SESSION OUTCOMES:

- Recognize that MTSS offers a framework for addressing student academic, attendance, behavioral, and social-emotional needs through a structured approach
- Gain insights into how North Wood R-IV prioritizes its leadership, culture, and systems to create positive outcomes for students
- Be able to adapt or replicate successful strategies and resources to address the unique needs of participants' own districts

PRESENTERS: James Flores, Principal, and Kristina Jackson, Counselor, North Wood R-IV School District

TIER 1 2 MULTI-TIERED SYSTEM OF SUPPORT

3H: Supporting the Whole Student – Effectively Using the MTSS Process and Tiered Interventions at the Secondary Level

This session will provide participants with a practical, step-by-step guide to develop a single, cohesive MTSS framework that effectively integrates academic interventions with SW-PBS programs. Educators often struggle

with running SW-PBS and MTSS as separate, parallel initiatives. This session will address this challenge head-on by demonstrating how to eliminate silos, streamline data collection, and use a unified tiered structure to support the whole child. Learn how to create a system where academic success and behavioral health are mutually reinforcing, not competing, priorities.

SESSION OUTCOMES:

- Evaluate current academic MTSS and behavioral SW-PBS initiatives to identify overlaps, gaps, and opportunities for consolidation
- Design specific, evidence-based intervention menus that simultaneously address common academic and behavioral needs
- Learn how to use integrated data dashboards to identify students needing Tier 2 and Tier 3 support

PRESENTERS: Kristian Foster, Assistant Principal, Rob Milner, Assistant Principal, and Katie Manga, MTSS Coordinator, Park Hill South High School, Park Hill School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

3I: Creating a Sense of Belonging by Redefining What Society Says Is Possible for Black and Brown Students

This session will explore refreshing strategies for fostering a sense of belonging among Black and Brown students, challenging societal norms and redefining possibilities through culturally responsive practices within the MTSS and SW-PBS framework.

SESSION OUTCOMES:

- Explore strategies and tools to create sense of belonging for all children
- Become aware of how unfair acts and practices adversely affect Black and Brown students
- Create different examples of equitable experiences for students

PRESENTERS: Casetta Brown, Director of Culture and Climate, St. Louis School District; and Lisa Powers, Senior Research Associate, MU Center for SW-PBS

TIER 1 SCHOOLWIDE AND CLASSROOM

3J: Celebrating Our Students in All Areas

Come learn how we reward positive and expected behaviors at Monroe Elementary School. Participants will walk away with ideas on how to implement classroom rewards, schoolwide rewards, and trimester awards in low-budget ways.

SESSION OUTCOMES:

- Gain ideas for celebrating expected behaviors in the classroom

BREAKOUT SESSIONS (CONTINUED)

- Receive ideas for schoolwide celebrations
- Learn how to incorporate families into celebrations

PRESENTERS: Kelly Schneider, Special Education Teacher, and Elisha Nemens, Assistant Principal, Monroe Elementary School, St. Charles R-VI School District

BREAKOUT SESSION 4 JUNE 9, 2:30-3:30 P.M.

TIER 1 2 3 SPECIAL INTEREST TOPICS

4A: Seeing, Understanding, and Responding to Big Behaviors in Classrooms Using a Trauma-Responsive Lens

Being a child is tough especially when exposed to hurtful, scary, or chaotic situations. In Missouri, 50 percent of children will experience a traumatic event before the age of 18, and 27 percent will experience two events. Developmental delays, behavioral challenges, learning difficulties, and mental health conditions are potential consequences of unaddressed early adversity. In this session, learn how to recognize behaviors commonly associated with childhood trauma, ways to manage responses, and techniques for strengthening a healing classroom environment.

SESSION OUTCOMES:

- Receive three strategies to use to reframe one's own thoughts when managing big behaviors
- Learn two ways to shape the learning environment to promote a child's social-emotional growth
- Discover the importance of working within a child's Zone of Regulation, and learn two or more techniques to promote greater classroom harmony

PRESENTERS: Ann Thomas, President and CEO, and Tyler Johnson, Early Education Teacher, The Children's Place

TIER 1 SCHOOLWIDE AND CLASSROOM

4B: Consistency That Counts in Early Childhood

Step into a session designed to bring clarity, calmness, and confidence to your early childhood classrooms. Together, we will unpack the power of teaching expectations (safe, kind, helpful) the same way every day. This consistency will boost both positive behavior and emotional regulation. Participants will design a shared routine plan that makes transitions, common areas, and instruction predictable for every child. Participants will also craft

simple, schoolwide language so that students will hear the same supportive prompts no matter where they go. Walk away energized and equipped with practical tools to create aligned, joyful learning environments.

SESSION OUTCOMES:

- Create simple, schoolwide language that helps students hear the same prompts and expectations no matter which classroom they are in
- Define core expectations (safe, kind, helpful) and understand how consistent teaching improves student behavior and emotional regulation
- Develop a shared routine plan to ensure that transitions, common areas, and instruction are predictable for all children

PRESENTERS: Olivia McHenry, Teacher, Taylor Rusche, Teacher, and Sarah Ewing, Mental Health Specialist, Early Childhood Center, Excelsior Springs School District

TIER 2 3 ADVANCED TIERS

4C: Self-Monitoring 101 – Implementing Across Elementary and Secondary Settings

Designing and implementing self-monitoring interventions can be a daunting process for educators, which often results in low implementation of this evidence-based behavioral intervention. This session will showcase practical implementation considerations for utilizing self-monitoring interventions across elementary and secondary settings.

SESSION OUTCOMES:

- Identify student characteristics and needs that best align with self-monitoring interventions
- Understand how to design an appropriate self-monitoring intervention suited to a specific school or classroom context
- Describe how to implement a self-monitoring intervention in the classroom

PRESENTERS: Sara Estrapala, Assistant Professor, MU; and Jordan Politte, SW-PBS Consultant, Agency for Teaching, Leading, and Learning/Springfield

TIER 1 2 3 ADVANCED TIERS

4D: Precision in Practice – Advanced Tier 2 Systems for Effective SW-PBS Delivery

This advanced team session on Tier 2 will equip teams with practical strategies to strengthen staff buy-in and ensure consistent implementation of targeted supports across school settings. Participants will learn how to streamline their Tier 2 teaming processes using efficient problem-solving protocols and data-driven decision-making routines. Through hands-on analysis of a sample Tier 2 case, participants will also practice determining

BREAKOUT SESSIONS (CONTINUED)

intervention fit, monitoring student progress, and making informed decisions about when to fade or intensify supports.

SESSION OUTCOMES:

- Explore strategies to increase staff buy-in and the consistent implementation of Tier 2 supports across all school settings
- Apply advanced teaming practices to improve the speed and accuracy of Tier 2 decisions
- Analyze a sample student case to determine intervention fit, progress-monitoring steps, and criteria for fading or intensifying support

PRESENTERS: Whitney Bridgeman, Process Coordinator, Jen Harmon, Title I Math Coach, and Megan Smith, Kindergarten Teacher, Bourbon Elementary School, Crawford County R-I School District

TIER 1 2 DATA SYSTEMS AND DECISION-MAKING

4E: Tiger Tech — Using Tools to Build Multi-Tiered Systems and Enhance Data Collection

How can you use technology tools effectively to enhance your SW-PBS systems? Come learn the Tiger Way! In this session, participants will learn strategies on how to encourage teachers to use SW-PBS rewards as part of classroom management along with how students self-report their social-emotional and behavioral needs. Participants will also learn how to analyze and respond to student needs through tiered supports.

SESSION OUTCOMES:

- Discover multiple methods of collecting student social-emotional and behavioral data
- Learn how to analyze and interpret data to impact positive student outcomes
- Learn how these tools can enhance classroom management and encourage positive behavior schoolwide

PRESENTERS: Tammy Weber, SW-PBS Coordinator, Corey Miller, Assistant Principal, Ashley Jackson, Counselor, and Shonda Burke, Art Teacher, Caruthersville Middle School, Caruthersville School District

TIER 1 DISTRICTWIDE

4F: District Implementation Matters — Using District Resources to Increase Building-Level Support

District-level SW-PBS implementation in the Springfield R-XII schools has provided many opportunities for growth. Although we have been implementing for three school years, the district's leadership team continues to seek opportunities to increase its positive impact on all

school stakeholders. During this session, come learn about our district's implementation journey with a focus on data collection and use. In addition, discover a strategy that adds multilayered support at the building level.

SESSION OUTCOMES:

- Learn about district-level SW-PBS implementation at Springfield R-XII
- Gain strategies for data collection for the purpose of improving student outcomes at the building level
- Consider district-level resources to support individual schools

PRESENTERS: Cindy Webster, Executive Director – Elementary Learning, Springfield R-XII School District; Neeley Beliveau, MO SW-PBS Statewide Coach/District Facilitator, MU; and Karen Murray, SW-PBS Consultant, Agency for Teaching, Leading, and Learning/Springfield

TIER 1 2 3 DISTRICTWIDE

4G: Tips to Get Your Staff Involved and Excited About SW-PBS

Like many, our district's rewards system used to be a paper-ticket system that was not especially successful at engaging students in the SW-PBS tenets. Over the last five years, our system has evolved into a digital system focused on encouraging desirable student behavior and a staff-reward system to boost morale and promote involvement by everyone in the building.

SESSION OUTCOMES:

- Learn about a free digital system that focuses on encouraging desired student behavior along with how this system can be utilized for staff morale
- Learn about a staff-oriented system of support that increases teacher buy-in for secondary SW-PBS and ensures fidelity of the student-rewards system

PRESENTERS: Melody Paulson, Principal, Nichole Bruce, Elementary SW-PBS Coordinator, and Marie Stein, Secondary SW-PBS Coordinator, Prairie Home R-V School District

TIER 1 SCHOOLWIDE AND CLASSROOM

4H: Positive Panther Program

Discover how Park Hill South High School has implemented Tier 1 buildingwide with fidelity and achieved recognition status for multiple years in a row. Learn about our different systems for encouraging positive behavior, discouraging negative behavior, setting expectations buildingwide, and everything else related to Tier 1 through our Positive Panther Program. Walk away with ideas and motivation for how to implement SW-PBS at the high school level.

BREAKOUT SESSIONS (CONTINUED)

SESSION OUTCOMES:

- Learn about Park Hill South's comprehensive implementation of Tier 1
- Take away ideas and hard-copy files of proven strategies and practices geared toward implementing SW-PBS in high school

PRESENTERS: Megan Palmer, Teacher, and Brad Jones, Teacher, Park Hill South High School, Park Hill School District

TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

4I: Building Better Connections — Co-Developing a Family-Engagement Measure With a School District

This session will present early insights from a pilot study focused on developing a practical, family-informed measure of engagement within the SW-PBS framework. The work for this study represents ongoing collaboration among families, educators, and leaders who came together to create a tool that reflects meaningful engagement. This session will also share how the survey results can be used to intensify and differentiate effective classroom practices for students with and without disabilities along with early themes that might apply to strengthening family partnerships and guiding decision-making in SW-PBS efforts.

SESSION OUTCOMES:

- Receive a real-world example of a student- and family-engagement tool for classroom teachers
- Identify lessons learned from developing and piloting a family-engagement tool
- Reflect on how this tool can help classroom teachers differentiate and utilize intensive and effective classroom-management strategies

PRESENTERS: Aaron Campbell, Assistant Professor, MU; and Lisa Powers, Senior Research Associate, MU Center for SW-PBS

TIER 1 2 3 ADVANCED TIERS

4J: Classroom Clinician — Targeted SW-PBS That You Can Do Today

In this session, participants will learn how to design and deliver Tier 2 and Tier 3 SW-PBS interventions entirely *in-house* without a districtwide system, which is perfect for teachers who carry the work on their own. Walk through quick-entry universal screenings, targeted small-group strategies, individualized behavior contracts and functional-teaching responses, and de-escalation and restorative-repair scripts for intensive students. Participants will also practice using simple progress-monitoring tools and data sheets, create a one-page action plan for fidelity and parent collaboration, and more!

SESSION OUTCOMES:

- Learn how to design and implement low-prep Tier 2 and Tier 3 interventions that can be used immediately within the classroom
- Be able to use simple screening and progress-monitoring tools and fidelity checklists
- Create a one-page action plan and referral timeline to streamline problem-solving, escalate supports when needed, and coordinate effectively with school or district resources

PRESENTERS: Justin Orscheln, Assistant Principal, Erika Opperman, Behavior Interventionist, and Morgan Noland, Behavior Interventionist, Eagle Heights Elementary School, Smithville R-II School District

BREAKOUT SESSION 5 JUNE 10, 8:00-9:00 A.M.

TIER 1 2 3 SPECIAL INTEREST TOPICS

5A: Breaking the Burnout Code

Burnout is what happens when you give more than you recover. This session will introduce The Bright Siders' seven micro-habits — a proven daily formula that resets your mindset, refuels your energy, and reignites your purpose in fewer than 10 minutes a day. Come learn exactly what each micro-habit is, why they work, and how to make them automatic. There are no complicated systems, and no extra time is necessary. Just seven simple practices that will help you love your work while protecting your well-being.

SESSION OUTCOMES:

- Learn all seven micro-habits with 90-second protocols
- Discover strategies to restore balance and establish energy boundaries using practical scripts
- Identify which burnout factor is hitting you the hardest, and create a personalized 30-day recovery plan

PRESENTER: Tim Crowley, Keynote Speaker

TIER 3 SPECIAL INTEREST TOPICS

5B: The Power of Us — Culture Through Connection

What makes a school culture thrive isn't just programs. It's also the people. At Gerald Elementary School, our SW-PBS framework supports students by giving them meaningful ways to connect, lead, and take ownership. From peer mediation and family groups to student-led projects, clubs, and

BREAKOUT SESSIONS (CONTINUED)

traditions, these experiences help students feel valued, responsible, and part of something bigger. This session will also highlight how intentionally nurturing a positive, collaborative staff culture strengthens consistency, morale, and the impact of SW-PBS throughout the entire school community.

SESSION OUTCOMES:

- Identify ways to strengthen school culture by building intentional relationships, routines, and a shared purpose
- Learn how student-leadership opportunities (such as peer mediation, family groups, clubs, and Dutch Camp) can enhance SW-PBS implementation
- Understand how cultivating a collaborative staff culture supports consistency, improves morale, and reinforces a thriving SW-PBS framework

PRESENTERS: Randee Schatz-Morris, Teacher, Jennifer Lindemeyer, Counselor, and Randi Gehlert, Teacher, Gerald Elementary School, Gasconade County R-II School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

5C: Yoga for Adult Wellness

When educators prioritize their own wellness, they model healthy habits and emotional resilience for students. Yoga creates a culture where self-care and mindfulness are seen as valuable and necessary. Educators who practice yoga are better able to stay present with their students and colleagues, listen deeply, and respond thoughtfully instead of reactively. This session will be an opportunity to come together and engage in a mindful yoga practice. Come comfy and prepared to disengage stress and connect your mind and body in a beginner-level class.

SESSION OUTCOMES:

- Learn how yoga can foster a sense of community among educators, which strengthens collaboration, trust, and mutual support
- Discover how yoga helps regulate the body's stress response through mindful breathing, movement, and relaxation

PRESENTERS: Laura Foster, Principal, Ravenwood Elementary School; and Jessica Nolin, Principal, Eastgate Sixth Grade Center, North Kansas City School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

5D: The De-Escalation Cycle

Acting-out behaviors manifest in ways that make both classroom management and academic success challenging. In this session, the book *Managing the Cycle of Acting-Out Behavior in the Classroom* by Geoffrey T. Colvin and Terrance M. Scott will be used to provide an understanding of

acting-out behavior along with strategies educators can use to intervene proactively to prevent or minimize behavioral issues.

SESSION OUTCOMES:

- Become familiar with the acting-out cycle
- Identify strategies to use in elementary and secondary settings that can diffuse escalating behaviors

PRESENTER: Daniel Rector, Executive Director of Student Services, Fulton School District

TIER 3 SPECIAL INTEREST TOPICS

5E: SW-PBS Implementation at the Tier 3 Secondary Setting – Alternative High School

Learn about one alternative high school's work on SW-PBS programming that focuses on creating a supportive, structured environment that meets the needs of all students. In this session, participants will explore how the school has built comprehensive systems including positive acknowledgment and reinforcement, trauma-informed staff training, and effective Tier 1 and Tier 2 team development. Participants will also learn about the school's advisory system and strategies for teaching and reinforcing schoolwide expectations.

SESSION OUTCOMES:

- Dive into the realities of data collection in an alternative high school – what makes it challenging and valuable, and how it drives meaningful student support
- Discover creative ways to build and strengthen SW-PBS in alternative settings while navigating challenges with limited staffing resources
- Learn how a Tier 2 model was developed to support students who had previously been classified as Tier 3 at their former schools

PRESENTER: Megan Spaur, Behavior Interventionist, Study Alternative Center, Springfield R-XII School District

TIER 2 ADVANCED TIERS

5F: Making It Personal – Tier 2 Strategies

In this session, learn how to create a safe, structured, and encouraging environment where all students can succeed by teaching clear expectations, practicing routines, and providing consistent positive reinforcement. Using SW-PBS in physical education promotes teamwork, sportsmanship, and self-regulation while maximizing active learning time. Come discover how to help students build lifelong skills and learn the benefits of physical activity.

SESSION OUTCOMES:

- Create student-teacher relationships that are more positive

BREAKOUT SESSIONS (CONTINUED)

- Experience fewer instructional interruptions
- Foster stronger social-emotional development among students

PRESENTERS: Deron Binkley, Physical Education Teacher, CJ Chamberlin, Physical Education Teacher, and Andrew Chamberlin, Physical Education Teacher, William Chrisman High School, Independence School District

TIER 1 2 3 SPECIAL INTEREST TOPICS

5G: Mindfulness in Schools — The Connection to SW-PBS

In this session, come discover the connection between mindfulness and SW-PBS. Stress in our daily lives is a common occurrence while chronic stress greatly impacts learning and behavior. Research suggests that mindfulness meditation is a low-cost and effective intervention that can change the neuroplasticity in the brain to support self-control and reduce problem behaviors. Participants will learn some basic mindfulness techniques for the classroom and will walk away with additional resources to guide them with further implementation and practice.

SESSION OUTCOMES:

- Learn how mindfulness, SW-PBS, and social-emotional teaching are connected
- Learn how mindfulness impacts attention, emotion, immune function, and stress reduction
- Understand basic mindfulness techniques for the classroom, for individuals, and for self-care

PRESENTER: Kurt Ream, SW-PBS Consultant, Central RPDC

TIER 1 SCHOOLWIDE AND CLASSROOM

5H: One School, One System — Strengthening SW-PBS From the Ground Up in the Intermediate Setting

Join this practical and engaging session focused on building consistency and alignment within SW-PBS systems at both the schoolwide and classroom levels. Participants will explore effective strategies for creating clear expectations, reinforcing positive behaviors, and strengthening school culture. Through collaboration and shared examples, participants will leave with actionable tools and an implementation plan to bring back to their own schools to help staff and students thrive through a unified, positive, and predictable SW-PBS framework.

SESSION OUTCOMES:

- Understand key components of effective schoolwide and classroom SW-PBS systems that promote consistency and positive culture
- Explore practical strategies for implementing and sustaining SW-PBS expectations, routines, and reinforcement systems

- Develop an action plan for aligning schoolwide and classroom SW-PBS practices to support staff, students, and overall building success

PRESENTERS: Brooke Rowe, Art Teacher, and McKenna Baker, Teacher, Inman Intermediate School, Nixa School District

TIER 1 2 SCHOOLWIDE AND CLASSROOM

5I: Finding Our Wildcat Way — A Rural School's SW-PBS Journey

Embark on the adventure of discovering the Wildcat Way. This session will take participants on a journey filled with unexpected detours, like teacher turnover, and scenic overlooks, such as overcoming funding hurdles and building buy-in. Our school has navigated bumps in the road, but the view from the top has been worth it — better attendance, fewer office discipline referrals, and a more-vibrant school climate.

SESSION OUTCOMES:

- Understand how SW-PBS can be adapted effectively for the unique needs of a small, rural district
- Discover how school climate influences staff and student buy-in

PRESENTERS: Ginny Mitchell, Principal, Blair Starwalt, Music Teacher, Nate Warren, School Resource Officer, and Susanna Lewis, Third Grade Teacher, Richwoods R-VII School District

BREAKOUT SESSION 6 JUNE 10, 9:15-10:15 A.M.

TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

6A: In Our SW-PBS Era — Elevating School Culture the Van Horn Way

Explore how the Van Horn Way strengthens school culture through practical and engaging SW-PBS systems. This session will highlight effective strategies for building positive environments, showcase incentive ideas that boost student motivation, and offer tools you can take back to your school or district. Walk away with actionable approaches for enhancing SW-PBS implementation and elevating student engagement through a culture of consistency, connection, and celebration.

SESSION OUTCOMES:

- Explore strategies that strengthen school culture and increase engagement
- Be able to apply actionable tools and resources that enhance SW-PBS

PRESENTER: Kellie Larson, Assistant Principal, Van Horn High School, Independence School District

BREAKOUT SESSIONS (CONTINUED)

TIER 2 ADVANCED TIERS

6B: Collaborative Learning and Study Support — Piloting an Integrated Tier 2 Behavioral and Academic Intervention in High School

This session will highlight lessons learned from piloting an integrated Tier 2 academic and behavioral intervention designed to improve student engagement. This intervention is focused on teaching students transferable academic skills (note-taking, graphic-organization strategies) and behavioral skills (goal-setting, self-monitoring) that students use in core-content classes in high school.

SESSION OUTCOMES:

- Be able to describe how academic- and behavioral-instruction strategies can be integrated within Tier 2 frameworks to support ninth graders
- Understand how coaching can be conducted to promote student engagement and the use of newly taught study and engagement strategies

PRESENTERS: John Augustine, Postdoctoral Fellow, Angus Kittelman, Assistant Professor, MU; Joshua Pierce, Assistant Principal, Fulton High School, and Daniel Rector, Executive Director of Student Services, Fulton School District

TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT

6C: A Model for Integrating MTSS

This session will discuss important considerations for developing and implementing Integrated Multi-Tiered Systems of Support (I-MTSS).

SESSION OUTCOMES:

- Understand principles to consider when developing and implementing I-MTSS at all three tiers

PRESENTER: Gordon Way, MO SW-PBS Statewide Director, MU

TIER 1 2 3 SPECIAL INTEREST TOPICS

6D: Closing the Companionship Gap — Sustaining Human Belonging Through SW-PBS/MTSS in an AI World

As AI becomes a growing source of companionship for teens, schools and families face a widening companionship gap that threatens authentic human connection. This session will examine why youths are turning to AI for social and emotional support along with the potential risks this creates for their development and well-being. Participants will learn how the SW-PBS framework can strengthen belonging by building predictable, supportive, and relationship-centered environments.

SESSION OUTCOMES:

- Analyze key drivers behind teens' increasing use of AI for companionship

- Explore how the SW-PBS framework can be used to create supportive environments that foster authentic human connection among youths
- Commit to specific, actionable strategies to implement as an educator or parent to strengthen real-world connection and reduce reliance on AI

PRESENTERS: Jamie Grieshaber, MO SW-PBS Statewide Coach/District Facilitator, MU; Mark Henderson, Director of AI Strategy and Services, and Michelle Kruse, School Safety Academy Program Coordinator, Missouri School Boards' Association

TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

6E: Beyond Knowledge and Skills — Shaping the SW-PBS Aligned Identity of New Teachers

Many new-teacher trainings focus on the knowledge and skills of SW-PBS, yet long-term sustainability requires something deeper — shaping beliefs, values, and professional identity. This session will invite attendees to rethink onboarding by intentionally considering, “Who do we want our teachers to become, not just what do they do?” Participants will learn practical strategies on how to help new staff internalize SW-PBS aligned mindsets, develop confidence, and build habits that reflect shared values. Come explore how shifting from procedural training to identity-centered development strengthens consistency and commitment across school systems.

SESSION OUTCOMES:

- Examine how shifting from knowledge and skills to identity impacts the long-term sustainability of SW-PBS expectations
- Identify practical strategies for supporting new teachers in developing SW-PBS aligned beliefs, identity, and habits of practice
- Apply a framework for aligning environment, skills, capabilities, and identity in their districts' new-teacher trainings

PRESENTER: Rachel Bodoin, Coordinator of Professional Learning, Springfield R-XII School District

TIER 1 2 SCHOOLWIDE AND CLASSROOM

6F: The SW-PBS Data Playbook — Track Smarter, Support Stronger

Are you ready to take the guesswork out of SW-PBS? In this session, learn how to turn behavioral data into clear, confident decisions. Come explore simple tools, quick-tracking systems, and practical examples that make data collection easier, not overwhelming. Participants will walk away with a streamlined process for identifying student needs, monitoring progress, and choosing interventions that actually work. This session is your roadmap to help SW-PBS feel more consistent, more meaningful, and much less chaotic.

BREAKOUT SESSIONS (CONTINUED)

SESSION OUTCOMES:

- Learn how to collect and organize behavioral data that is meaningful, usable, and efficient
- Understand how to analyze data to identify those needing tiered supports
- Leave with ready-to-use tools and templates for tracking student progress and monitoring the effectiveness of interventions

PRESENTER: James Hunt, Assistant Principal, Poplar Bluff Middle School, Poplar Bluff R-I School District

TIER 1 SCHOOLWIDE AND CLASSROOM

6G: Every Opportunity Matters — Boosting Engagement Through Opportunities to Respond

In this session, explore how increasing opportunities to respond (OTRs) can transform classrooms into dynamic, inclusive spaces that promote active participation, improved behavior, and stronger academic outcomes. Participants will examine the research behind OTRs, learn practical strategies for increasing student responses, and receive practice techniques that elevate both teacher effectiveness and student engagement. Come discover how small, consistent adjustments in instruction can lead to meaningful improvements in cognitive, behavioral, and emotional engagement.

SESSION OUTCOMES:

- Understand how increasing OTRs enhances student engagement, improves instructional flow, and aligns with Tier 1 practices
- Examine behavioral, emotional, and cognitive engagement; and explore how each contributes to student success
- Create a personalized plan for increasing the frequency and quality of OTRs to strengthen classroom climate and improve behavioral and academic outcomes

PRESENTERS: Beth Dusin, Counselor, and Sara Becker, Instructional Coach, Graden Elementary School, Park Hill School District

TIER 2 3 ADVANCED TIERS

6H: Aligning People, Practices, and Data to Strengthen Student Interventions

Learn how to navigate consistent, reliable systems to strengthen collaboration around student academic and behavioral interventions. This session will showcase a districtwide approach to implementing Tier 2 and

Tier 3 supports through clear structures, aligned staff roles, and ongoing professional development. Participants will explore how collaborative intervention teams and shared data spreadsheets are used to monitor implementation, guide decision-making, and ensure fidelity. This creates a sustainable system that improves outcomes for students and supports staff.

SESSION OUTCOMES:

- Understand a districtwide framework for building consistent Tier 2 and Tier 3 intervention systems that improve both staff collaboration and the use of data to monitor and strengthen academic and behavioral supports
- Receive practical tools and strategies for using shared data spreadsheets to track intervention implementation and make informed decisions

PRESENTER: Kayla Taylor, District Behavior Interventionist, Pleasant Hill R-III School District

TIER 1 SCHOOLWIDE AND CLASSROOM

6I: What's Hot and What's Not — Student Voice at the Center of Reinforcement in a PK-12 Rural System

Grounded in a rural PK-12 context with limited staff and small facilities, this session will highlight practical ways to keep reinforcement systems fresh by centering student voice. Participants will learn to combat reinforcement fatigue through student co-creation. Participants will also explore practical tools like the What's Hot and What's Not Toolkit to gather student input, practice drafting culturally relevant feedback questions, and review strategies for empowering students as SW-PBS leaders. The session will conclude with actionable steps to revitalize schoolwide systems and boost long-term buy-in.

SESSION OUTCOMES:

- Be able to identify the signs of reinforcement fatigue, and learn what a team can do when students get bored or stop responding
- Explore practical strategies to renew student interest through student surveys and focus groups
- Explore structures for schoolwide events to maintain momentum and build community

PRESENTERS: Destiny Wilmes, Fourth and Fifth Grade Teacher, Gretchen Haer, Secondary Language Arts Teacher, Suzann Copeland, Special Services Director/Intervention, and Nichole Wallace, PK Teacher, Craig R-III School District

BREAKOUT SESSIONS (CONTINUED)

BREAKOUT SESSION 7 JUNE 10, 10:30-11:30 A.M.

TIER 1 2 SPECIAL INTEREST TOPICS

7A: Culture, Collaboration, and the Behavioral Fishbowl — Our Innovative Approach to SW-PBS in Early Childhood

In this session, learn how one early childhood center built a sustainable, all-in SW-PBS culture. Participants will receive practical, team-based strategies for implementing Tier 1 and Tier 2 for all early childhood students; understand how classroom programming can blend behavioral and academic supports through a co-teaching model; and get an inside look at the Tier 2 Behavior Fishbowl — a school-team problem-solving approach for addressing the most-challenging behaviors and maximizing student outcomes.

SESSION OUTCOMES:

- Learn how to create a schoolwide culture of SW-PBS utilizing an all-in, team approach to Tier 1 and Tier 2
- Witness how classroom programming can incorporate behavioral and academic supports for all students
- Discover the Tier 2 Behavior Fishbowl

PRESENTERS: Laura Willard, Early Childhood Teacher, and Ashley Scrogam, Special Education Teacher, Early Childhood Center, Grain Valley R-V School District

TIER 2 SPECIAL INTEREST TOPICS

7B: Embracing Data — Beyond Your Data-Decision Rules

Data can feel overwhelming and like busywork at times. Rather than looking at data management as just one more thing, this session will help participants look at data management as a tool that improves educators' ability to fulfill their school roles while providing positive outcomes for students.

SESSION OUTCOMES:

- Gain an understanding of the process for data collection and management
- Identify how data management for SW-PBS can impact school and student outcomes positively outside of Tier 2 interventions
- Consider how your role as data manager might enhance your official role within your district (school counselor, principal, at-risk coordinator, etc.).

PRESENTER: Jennifer Kaden, Counselor, Schuyler R-I Elementary School, Schuyler County R-I School District

TIER 1 SCHOOLWIDE AND CLASSROOM

7C: #ObserveMe — Empowering Teachers and Improving Our Practices Through Peer Observations

What if students walked by teachers' classrooms and saw signs outside the doors inviting others to observe their teaching practices? What would this tell our students? Imagine a culture of trust and collaboration in which teachers observe one another and coach one another to improve practices throughout the building. #ObserveMe is a movement that encourages a growth mindset in teachers in which teachers observe one another during the school day and provide feedback specific to each individual teacher's needs. Come explore how this process can work to enhance effective teaching and learning classroom practices.

SESSION OUTCOMES:

- Explore the #ObserveMe method of peer observations and feedback
- Learn about the process for implementing a peer-observation model aligned to specific effective teaching and learning practices

PRESENTER: Andrea Rockney, SW-PBS Consultant, Agency for Teaching, Leading, and Learning/Springfield

TIER 1 2 3 SPECIAL INTEREST TOPICS

7D: Our Voice, Our Impact

This session will open participants' eyes to developing an SW-PBS system for early childhood classrooms. Come learn about our dynamics at Green Hills Head Start and how we work to empower our children as well as our staff. Participants will gain knowledge about the program, the materials used, and the encouraging words that empower not only children and staff but parents as well.

SESSION OUTCOMES:

- Gain valuable information about SW-PBS in early childhood settings
- Receive insight into developing SW-PBS for an early childhood classroom

PRESENTER: Tina Marrs, Education/Disability Specialist, Green Hills Head Start

TIER 1 2 3 DISTRICTWIDE

7E: Your SW-PBS Districtwide Mission and Vision — How Do You Use Them to Set Your Action Plan Goals?

This session will equip district SW-PBS leaders with tools to help guide their teams in developing a clear mission and vision and in using the mission and vision to set focused, actionable goals within their districts' action plans.

BREAKOUT SESSIONS (CONTINUED)

SESSION OUTCOMES:

- Assist your districtwide SW-PBS team in identifying the team's mission and vision
- Use this mission and vision to set action-plan goals

PRESENTERS: Angie Maseman, MO SW-PBS Statewide Coach/District Facilitator, MU; and Scott Salmons, SW-PBS Consultant, Heart of Missouri RPDC

TIER 1 SPECIAL INTEREST TOPICS

7F: SW-PBS Interventions on the Bus

Bus drivers are some of the first people who see students and their homes and daily life situations. Cultivating a respectful relationship between drivers and students is crucial for both the individual student and the overall school environment. This session will outline actionable strategies that bus drivers can apply to set clear expectations, implement positive reinforcement systems, and apply proactive management techniques.

SESSION OUTCOMES:

- Walk away with some clearly defined, positively stated, and posted rules
- Understand techniques for building positive relationships with students such as greeting them and using nonverbal cues to address minor misbehavior
- Ensure that all drivers apply rules uniformly to foster fairness and trust

PRESENTER: Sherri Thomas, SW-PBS Consultant, Heart of Missouri RPDC

TIER 1 SCHOOLWIDE AND CLASSROOM

7G: Increasing the Buzz Around Behavior Through Buzz Bucks

How can you increase the buzz around positive behavior with students and staff? This session will show the positive impact a token economy has

made at Center Middle School. Discover how the system was started, which targeted behaviors were chosen, how staff buy-in was obtained, and how much interest students have shown in the token economy. Participants will also experience how recognition is given and received. Come catch the buzz of Buzz Bucks!

SESSION OUTCOMES:

- Learn how to use a token economy to achieve expected behaviors
- Consider which unwanted behaviors to change and how to facilitate that change
- Experience the recognition of expected behaviors during a presentation

PRESENTER: Michelle Goodson, Special Education Teacher, Center Middle School, Center School District

TIER 1 SCHOOLWIDE AND CLASSROOM

7H: Focusing on Tier 1 in an Early Childhood K-2 School

This session will explore the principles and practices of SW-PBS as tailored specifically for early childhood and early elementary settings. Participants will gain insight into how SW-PBS can foster a positive learning environment and support social-emotional development.

SESSION OUTCOMES:

- Understand the SW-PBS framework, its principles, and its relevance to early childhood settings
- Identify practical strategies for implementing SW-PBS in early childhood and early elementary programs
- Explore how to use data to monitor fidelity of implementation in order to make informed decisions that improve outcomes

PRESENTERS: Tanisha Staniel, Principal, Maplewood-Richmond Heights Early Childhood Center; and Lauren Weissler, MTSS Coordinator, Maplewood-Richmond Heights School District

WHAT WE DO MATTERS

Empowering Educators and Impacting Students for Twenty Years!