Missouri Schoolwide Positive Behavior Support

Awards of Excellence

Application Guide

2026–27



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Introduction

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

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

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

Who is Eligible?

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

Recognition Levels

- **Tier 1 Award of Excellence:** Recognizes high-quality implementation at Tier 1 (Universal).
- **Tier 2 Award of Excellence:** Recognizes high-quality implementation at Tiers 1 and 2 (Universal and Targeted).
- **Tier 3 Award of Excellence:** Recognizes high-quality implementation across all three tiers (Universal, Targeted, and Intensive).

Sustainability Recognition

10-, 15-, and 20-Year Recognition: Honors schools that have earned an Award of Excellence for 10, 15, or 20 years, respectively, at any tier level. **Recognition years do not need to be consecutive.**

Recognition Awards

- Award of Excellence Banner: Presented upon a school's first year of recognition.
- Tiers 1, 2, or 3 Award of Excellence Plaque: Presented annually based on the recognition level earned.

Sustainability Awards

- **10-Year Recognition:** Award of Excellence banner.
- **15-Year Recognition:** Award of Excellence plaque.
- **20-Year Recognition:** Hand-carved wooden plaque.

Sustainability awards are presented upon earning the 10th, 15th, or 20th Award of Excellence at any tier level. **Recognition years do not need to be consecutive.** These awards are presented in addition to the annual Award of Excellence plaque.

Process

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

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

As the award criteria are presented below, the initials of the corresponding evidence source are included in parentheses (e.g., AR = Artifact Review, S = Survey). While the criteria are organized by Outcomes, Data, Systems, and Practices, the appendices at the end of this document are organized by evidence source for ease of review.

Award of Excellence Criteria

Tier 1 Award Criteria

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

Outcomes

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

☐ Submit a *Triangle ODR Report* indicating the number of students with 0-1 ODRs, the number with 2-5 ODRs, and the number with 6 or more ODRs (App).

-and -

☐ ≥ 80 % of students grades 3-12 complete the School Climate Survey (SCS) in PBIS Assessments (S).

-or-

☐ ≥ 80 % students in grades 3-12 complete a climate survey selected by the school or district (S).

Note Schools serving early childhood or primary grades (PreK–2) may meet this requirement by administering either the School Climate Survey (SCS) or a district-selected climate survey to staff (≥ 80% response rate) and/or families (≥ 20% response rate). Schools that meet MSIP-6 climate survey requirements automatically meet the corresponding MO SW-PBS Award of Excellence criterion. However, meeting the MO SW-PBS Award of Excellence criterion does not necessarily satisfy all MSIP-6 climate survey requirements.

Data

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

☐ Submit a current ***Implementation Improvement Plan***,

- Aligned to district CSIP
- Data sources include:
  - Implementation Fidelity
  - Student Outcomes
- Plan includes all the following:
  - Outcomes/S.M.A.R.T. Goals
  - Strategy/Practice
  - Action Steps
  - Responsible Pary
  - Timeline
  - Evaluation/Evidence

- and -

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

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

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

Note: Big 5 data reports and meeting minutes are not accepted in lieu of a Solution Plan. You do not need to submit the *MO SW-PBS Solution Plan*, provided the criteria in the above bulleted list are met.

- and -

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

Systems

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

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

- and -

☐ Administrator and/or team member can describe systems in place related to each of the following (I):

- Leadership Team meets at least monthly.
- System for teaching behavior expectations to students
- System for discouraging unexpected behavior
- Staff receives training on SW-PBS systems and practices
  - Function Based Thinking (FBT)
  - Schoolwide behavior expectations

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

-and -

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

-and -

☐Building leadership team completes the Tier 1 Scale of the Tiered Fidelity Inventory scale (S)

Note: For 2026-27, teams need ***only complete*** the TFI 3.0. A **minimum score will not be required for application** while teams acclimate to the new version of the TFI.

-and

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

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

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

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

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

Except for the *Implementation Improvement Plan*, which must be current for the school year, artifacts that were submitted in prior years and met criteria ***need not be resubmitted*** unless one of the following conditions exist:

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

Practices

SW-PBS schools put evidence-based practices in place to support students in following behavior expectations. *For the 26-27 school year the Tiered Fidelity Inventory 3.0 will be **completion only** for recognition application; **no minimum score will be required**.*

Staff:

- ☐ **Schoolwide Expectations:** Staff know, teach, and reinforce schoolwide behavioral expectations.
- ☐ **Classroom Expectations:** Classroom teachers have defined and taught behavioral expectations for classroom routines.
- ☐ **Curriculum Integration:** Classroom teachers integrate behavioral expectations into academic and social-emotional-behavioral (SEB) curriculum and can provide examples.
- ☐ **Responding to Behavior:** Staff understand schoolwide procedures for responding to inappropriate behavior, including which behaviors are classroom-managed versus office-managed, and whether procedures are used consistently across the school.
- ☐ **School Improvement Alignment:** Staff understand how PBIS implementation supports school Improvement goals.

Students:

- ☐ **Schoolwide Expectations:** Students can identify schoolwide behavioral expectations or values and provide an example of what they look like in a specific setting or routine.
- ☐ **Acknowledgment:** Students report being recognized or rewarded for demonstrating schoolwide expectations within the past two weeks.
- ☐ **Meaningful Recognition:** Students report that the ways they are recognized or rewarded are enjoyable(elementary) or meaningful (secondary).

`

Tier 2 Award of Criteria

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

Outcomes

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

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

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

Data

☐ Complete the Tier 2 scale of the TFI.

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

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

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

- FACTS part 1 or similar functional behavior assessment

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

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

Systems

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

☐ Criteria Measures (required) (AR)

☐ Nomination Form (option 1) (AR)

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

☐ DPR (AR)

☐ Advanced Tiers Meeting Agenda (AR)

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

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

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

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

Practices

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

- Check & Connect (C&C; MO SW-PBS no longer provides training on this intervention, but will accept it as an evidence-based Tier 2 intervention)
- Check-in/Check-out (CICO)
- Social Skills Intervention Groups (SSIG)
- Self-Monitoring (SM)

- First Step Next (FSN; MO SW-PBS no longer provides training on this intervention, but will accept it as an evidence-based Tier 2 intervention)
- Other (must meet What Works Clearinghouse criteria for "evidence-based" and align with function-based thinking and the science of behavior)

Tier 3 Award Criteria

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

Outcomes

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

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

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

Data

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

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

Systems

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

☐ Describe creation and composition of action teams (I)

Practices

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

-or-

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

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

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

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

Tier 1 Award of Excellence

Interconnected Elements	Criterion	AR	S	BW	I	App
Outcomes	Triangle Data (# 0-1 ODRs; # 2-5 ODRs; and # 6+ ODRs)					✓
	Climate Survey (School Climate Survey or district selected survey) ● ≥ 80% of respondents (students grades 3 or above; staff in schools serving pk-2 grades)		✓			
Data	Implementation Improvement Plan (F.K.A. "Action Plan")	✓				
	Solution Plans (1 per quarter)	✓				
Systems	Team Meets Regularly				✓	
	Expectations & Rules clarified and Posted (Matrix) in 5 Locations					
	Self-Assessment Survey (SAS 4.0) ● ≥ 80% of staff complete ● Score ≥ 80% on Schoolwide and Classroom Scales		✓			
	Tiered Fidelity Inventory (TFI 3.0) Completed by the PBIS Building Leadership Team; ***no minimum score in 26-27***		✓			
	System for Teaching Expectations ● Administrator can describe ● Social Skills Lessons ● Teaching Schedule	 ✓ ✓			✓	
	System for Encouraging Expected Behavior	✓			✓	

	System for Discouraging Unexpected Behaviors ● Major/Minor Lists & Definitions ● ODR form ● Flow Chart/Levels Chart ● Procedures for Documenting	✓ ✓ ✓ ✓				
	Professional Learning	✓			✓	
	Staff Communication	✓				
	Family Communication	✓				
Practices	Expectations and Rules Taught				✓	
	Expected Behaviors Encouraged				✓	

Tier 2 Award of Excellence

Interconnected Elements	Criterion	AR	S	BW	I	App
Outcomes	Submit intervention outcomes for two evidence-based Tier 2 interventions ● Number of students that participated ● Number of students that graduated ● Number of students that required additional support					✓
Data	*Criteria measures for eligibility for advanced tiers intervention	✓			✓	
	*Description of advanced tier intervention data decision rules (maintain, intensify, or fade an intervention)				✓	

Systems	*Description of two or more evidence-based Tier 2 interventions ● Address 2 or more functions ● Review behavior data bi-weekly ● System to communicate with staff re Tier 2 Interventions ● Strategies used to generalize and maintain behavior ● Families involved in Tier 2 Intervention selection & Implementation				✓ ✓ ✓ ✓ ✓ ✓	
	*Advanced tier meeting process	✓				
	*Criteria measures (required)	✓			✓	
	*Nomination form (option 1)	✓			✓	
	*Name of Universal Screener (option 2)				✓	
	*DPR	✓			✓	
	*Review of existing data	✓				
	Complete Tier 2 scale of the Tiered Fidelity Inventory (TFI)		✓			
Practices	*Implementing at least two Tier 2 targeted interventions with students. ● Check & Connect (C&C) ● Check-in/Check-Out (CICO) ● Social Skills Intervention Groups (SSIG) ● Self-Monitoring (SM)				✓	✓

	● Other evidence-based Tier 2 intervention					

Tier 3 Award of Excellence

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

*Indicates change in criteria

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

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

Appendix 2: Required Surveys

Tier 1

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

Name of Survey	Criteria for Award	Where to Complete it	Window	Notes
School Climate Survey (SCS) or District selected survey	≥ 80% of students or staff complete or ≥ 20% of families complete	PBIS *Apps* (if administering the SCS)	Nov 2-Mar 31	The SCS from PBIS *Apps* does not meet MSIP-6 criteria, but does meet Award of Excellence criteria
Tiered Fidelity Inventory 3.0 (Tier 1 Scale)	Complete the Tier 1 Scale; no minimum score required for 27-26	PBIS *Apps*	Nov 2-Mar 31	BLT completes; Regional consultants can open a survey window
Self-Assessment Survey (SAS)	≥ 80% of staff complete; ≥ 80% on the Schoolwide and Classroom Scales, respectively	PBIS *Apps*	Nov 2-Mar 31	All staff completes

Tier 2

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

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

Tier 3

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

Name of Survey	Criteria for Award	Where to Complete it	Window	Notes
Tiered Fidelity Inventory	Complete the Tier 3 Scale	PBIS *Apps*	Nov 2-Mar 31	BLT completes; Regional consultants can open a survey window

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

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

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

The MO SW-PBS Award of Excellence Application requires school demographic and student outcome data. Use this practice form to gather the required information before completing your application.

Submission Options:

- **Preferred:** Complete the Recognition Application Google Form, including any required artifacts and supporting documentation.
- **Alternative:** Complete the practice application form and email it, along with required artifacts, to **moswpbs@missouri.edu**.

Artifact Submission Guidelines

Previously submitted materials **do not need to be resubmitted** under the following conditions:

- **Current-Year Artifacts:** Materials shared with Regional Consultants during the school year that met recognition criteria.
- **Solution Plans and Monitoring Forms:** Documents submitted through the DBDM/Solution Plan Google Form on the MO SW-PBS website.
- **Prior-Year Tier 1 Artifacts:** Previously approved artifacts that have not been modified, unless the school has experienced significant administrator, leadership team, or staff turnover.

Note: Materials must be resubmitted if they have been revised or if the Regional Consultant indicates they did not meet recognition criteria.

Important Dates

- **April 15:** Application and all required supporting documentation are due by midnight. If April 15 falls on a weekend or holiday, the deadline moves to the next business day.
- **May 20:** Schools will be notified of recognition decisions.

Model Demonstration Site Commitment

All Award of Excellence recipients must agree to serve as model demonstration sites for SW-PBS.

Recognized schools may be asked to:

1. Host school or district visitors, including visits to SW-PBS Leadership Team meetings.
2. Share implementation materials and resources.
3. Provide implementation data and information for publication.
4. Participate in MO SW-PBS videos or electronic tutorials.
5. Share school or district SW-PBS information for display on the MO SW-PBS website.

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

Eligibility Reminder

To be considered for the **MO SW-PBS School Award of Excellence**, schools must submit their application and required documentation by the established deadline and meet all applicable recognition criteria.

Contact Information

School Name:	District Name:	Applicant's Name:
Applicant's Email:	Administrator's Name:	Administrator's Email:

RPDC Region # _____

Award for which you are applying:

☐ Tier 1 Award of Excellence (Tier 1 at exemplary levels)
☐ Tier 2 Award of Excellence (Tiers 1-2 at exemplary levels)
☐ Tier 3 Award of Excellence (Tiers 1-3 at exemplary Levels)

School Information

☐ Urban
☐ Suburban
☐ Rural
☐ Charter

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

Enrollment Total _____

NUMBER of students who are:

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

NUMBER of students:

With IEP's _____
Qualify for F/R Lunch _____

General Impact

Climate Survey (Select ONE)

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

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

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

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

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

☐ Yes
☐ No

Triangle Data (as of March 31)

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

Tier 1 Award of Excellence

Tier 1 Artifacts

The following Tier 1 artifacts are required for a complete application and should already be part of a school's SW-PBS systems when implemented with fidelity. A single document containing multiple artifacts (e.g., a staff handbook with a matrix and lesson plans) may satisfy multiple requirements.

Previously approved artifacts do not need to be resubmitted, including those shared with Regional Consultants during the current school year or approved in prior years, **unless they have been modified or significant administrator, team, or staff turnover has occurred**. Any remaining required artifacts may be submitted with the application.

- ☐ Tier 1 Implementation Improvement Plan
- ☐ Staff Communication
- ☐ Family Communication
- ☐ Matrix
- ☐ Social Skills Lessons
- ☐ Year-long Social Skills Teaching Schedule (initial teaching and reteaching based on data)
- ☐ Encouragement System
- ☐ Discouragement System
- ☐ * Solution Plans showing use of data to improve outcomes for students for the first three quarters of the school year (if you use the DBDM/Solution Plan for Google , or if you submit your quarterly solution plans to your regional consultant, you need not resubmit).

* Schools are not required to submit the MO SW-PBS Solution Plan. An alternative action plan is acceptable if it includes a precision problem statement, identifies who will do what by when, and outlines targeted, evidence-based strategies for prevention, reteaching and reinforcing expected replacement behaviors, and using instructional responses to correct unexpected behavior.

Tier 2 Award of Excellence

Tier 2 Artifacts

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

- ☐ Advanced Tiers Meeting Agenda

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

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

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

Missouri SW-PBS School Recognition Application Preparation Worksheet

Impact

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

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

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

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

Missouri SW-PBS School Recognition Application Preparation Worksheet

Tier 3 Award of Excellence

Tier 3 Artifacts

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

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

Missouri SW-PBS School Recognition Application Preparation Worksheet

Implementation

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

Outcomes

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

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

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

Appendix 4: The Tier 1 Artifacts Rubric

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

MO SW-PBS Tier 1 Artifacts Rubric (updated October 2026)

Artifact	Proficient (2 points) *	Developing (1 point)	Not in Place (0 points)	Score		
Implementation Improvement Plan	**Current Plan includes *all* the elements:** ☐ Alignment to BSIP/CSIP ☐ Informed by both ☐ Implementation Fidelity ☐ Student Outcomes ☐ Outcome/S.M.A.R.T. Goals ☐ Strategy/Practice ☐ Action Steps ☐ Responsible Party ☐ Timeline ☐ Evaluation/Evidence	**Plan must include:** ☐ Alignment to BSIP/CSIP **Data Sources Include *either*:** ☐ Implementation Fidelity ☐ Student Outcomes **Plan includes *at least the first 3*, but not all:** ☐ Outcome/S.M.A.R.T. Goals ☐ Strategy/Practice ☐ Action Steps ☐ Responsible Party ☐ Timeline ☐ Evaluation/Evidence	**A Current Plan is not available or does not include necessary elements to meet Developing criteria.**	**2**	**1**	**0**
Staff Communication (e.g. Handbook)	**Includes documentation of:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors (Can be in handbook form, website, etc.)	**Documented communication includes some, but not all:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors but not all.	**No documented communication, or SW-PBS not included.**	**2**	**1**	**0**
Student/Family Communication (e.g. Handbook, website, student planner, etc.)	**Includes documentation of:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors	**Documented communication: includes some, but not all:** ☐ Expectations & behaviors/rules ☐ Description of Schoolwide System to Encourage Expected Behaviors ☐ Description of Schoolwide System to Discourage Unexpected Behaviors, but not all.	**No documented communication, or SW-PBS not included.**	**2**	**1**	**0**

Solution Plan (In Response to Current ODR Data)	**Documentation of team plan includes:** ☐ Outcome Goal identified by Big 5 ODR Report ☐ Team Drill Down to Precision Statement ☐ All Solution Components (prevent, teach, reinforce, correct) ☐ Progress Monitoring (Fidelity & Outcomes) ☐ Includes Who, Timeline, PD Needs & Communication Plan	**Documentation of team plan includes**: ☐ Outcome Goal identified by Big 5 ODR Report **and three or fewer of the following**: ☐ Simple Problem Statement ☐ At least 1 Solution Components (prevent, teach, reinforce, correct) ☐ Progress Monitoring (Fidelity or Outcomes) ☐ Includes Who & Timeline	**Minutes/Big 5 ODR Report and or no Plan**	**2 1 0**
Schoolwide Expectations Matrix	**All behaviors listed are:** ☐ Observable ☐ Measurable ☐ Positively Stated ☐ Understandable ☐ Always Applicable Includes Columns for: ☐ All Settings ☐ Non-Classroom Settings	**50 % or more behaviors listed align with 3-4 of the following criteria:** ☐ Observable ☐ Measurable ☐ Positively Stated ☐ Understandable ☐ Always Applicable All Settings and Non-classroom Settings and classroom.	Fewer than 50% of behaviors listed align with 3 or more OMPUA guidelines and/or all settings and/or non-classroom settings are not defined.	**2 1** 0
Social Skills Lesson † Required at elementary. *Required at secondary.	**Includes documentation of all:** ☐ Clear description of behavior & rationale † * ☐ Location in which skill is to be used † * ☐ Teach † ☐ Tell † ☐ Show † ☐ Practice † ☐ Pre-correct/Remind † * ☐ Supervise † * ☐ Feedback † * ☐ Re-teach † Video lessons meet criteria for "Tell, Show, Location, & Rationale	**At least half (5 elementary, 3 secondary), but not all required items present** . ☐ Clear description of behavior & rationale † * ☐ Location in which skill is to be used † * ☐ Teach † ☐ Tell † ☐ Show † ☐ Practice † ☐ Pre-correct/Remind † * ☐ Supervise † * ☐ Feedback † * ☐ Re-teach †	Fewer than half (≤4 elementary, ≤2 secondary) of required items are present.	**2 1 0**

Year-long Teaching Schedule	☐ Year-long teaching plan that includes initial teaching of expectations at the beginning of the year, & reteaching based on data for remainder of year.	☐ Teaching plan includes initial teaching of expectations at the beginning of the year, but NO reteaching based on data for remainder of year.	No teaching schedule exists.	**2**	**1**	**0**
Schoolwide System to Encourage Expected Behaviors	**Includes documentation of all:** ☐ Name ☐ Resources ☐ Description & Criteria ☐ When, Where & How presented ☐ Info to Staff ☐ Goals ☐ Celebrations ☐ Coordinator	***Schoolwide System to Encourage Expected Behavior in place with 4-7 of the components met.***	No Schoolwide System to Encourage Expected Behavior is evident or includes fewer than 4 features.	**2**	**1**	**0**
Schoolwide System to Discourage Unexpected Behavior	**Includes documentation of all:** ☐ Major and Minor lists w/ operational definitions ☐ Office Discipline Referral (ODR) Form ☐ Adult Response (e.g., flowchart or behavior levels chart) ☐ Procedures for documenting majors & minors	***Schoolwide System to Discourage Unexpected Behavior exists but includes 2-3 of the criteria.***	*Schoolwide System to Discourage Unexpected Behavior is not evident or meets 1 or fewer criteria.*	**2**	**1**	**0**
						0

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

Tiered Fidelity Inventory Walkthrough Interview and Observation Form

School: _____ Date: _____

District: _____ State: _____

Data Collector: _____

Schoolwide Expectations:

1. _____
2. _____
3. _____
4. _____
5. _____

Name of Schoolwide Expectations:

_____

Name of Acknowledgment System:

_____

Staff Interview Questions are asked of at least 10% of staff or at least 5 staff members in smaller schools

1. What are the schoolwide expectations or values (e.g., High 5's, 3 Be's; use the name of school acronym for the behavioral expectations if there is one)?

2. Have you taught the behavioral expectations defined in the schoolwide matrix this year?

   If staff person is a classroom teacher:

   a. Have you also defined and taught these behavioral expectations for each of your classroom routines (Classroom Matrix)?
   b. Have you integrated the schoolwide expectations into your academic and social emotional behavioral (SEB) curriculum?

   If yes, can you give an example of one way you have done this? Check any categories provided:
   - Embedding prompts for expectations during lesson introductions
   - Highlighting examples and non-examples of expectations found in curricular materials
   - Providing structured opportunities to demonstrate expectations found in curricular materials
   - Providing structured opportunities to demonstrate expectations within academic routines
   - Delivering student feedback and acknowledgement for demonstrating expectations across instructional activities

3. Have you acknowledged students for demonstrating behaviors or skills reflected on the schoolwide matrix within the last week?

4. Do you know the schoolwide procedures for handling contextually inappropriate behavior, including what behaviors are office supported vs. teacher/staff supported?

5. Are the established procedures for responding to contextually inappropriate behavior used consistently across the school?

6. Does PBIS implementation support school improvement goals? If yes, how?

Faculty/Staff Questions

	Schoolwide Expectations		Classroom Implementation (classroom teachers only)		Schoolwide Ack. (within the last week)	Contextually Inappropriate Behaviors		Support School Improvement†
	# Known	Taught	Matrix Defined/Taught	Integrated Expetations*		Know Procedures	Used Consistently	
1		Y N	Y N	Y N	Y N	Y N	Y N	Y N
2		Y N	Y N	Y N	Y N	Y N	Y N	Y N
3		Y N	Y N	Y N	Y N	Y N	Y N	Y N
4		Y N	Y N	Y N	Y N	Y N	Y N	Y N
5		Y N	Y N	Y N	Y N	Y N	Y N	Y N
6		Y N	Y N	Y N	Y N	Y N	Y N	Y N
7		Y N	Y N	Y N	Y N	Y N	Y N	Y N
8		Y N	Y N	Y N	Y N	Y N	Y N	Y N
9		Y N	Y N	Y N	Y N	Y N	Y N	Y N
10		Y N	Y N	Y N	Y N	Y N	Y N	Y N
Total:								

Student Interview Questions are asked of at least 10 students

1. What are the schoolwide expectations or values (e.g., High 5's, 3 Be's; use the school acronym for the behavioral expectations if there is one)?

2. Can you give an example of_____ (school expectation) in the _____ (current setting or routine)?

3. Have you been acknowledged (or earned) _____for demonstrating the schoolwide expectations or values in the last 2 weeks?

4. Are you acknowledged or rewarded in ways that you like (elementary) or are meaningful to you (secondary)?

Student Questions

	Schoolwide Expectations		Schoolwide Acknowledgment	
	# Known	Example?	within the last 2 weeks?	Valued?
1		Y N	Y N	Y N
2		Y N	Y N	Y N
3		Y N	Y N	Y N
4		Y N	Y N	Y N
5		Y N	Y N	Y N
6		Y N	Y N	Y N
7		Y N	Y N	Y N
8		Y N	Y N	Y N
9		Y N	Y N	Y N
10		Y N	Y N	Y N
Total:				

Administrator and Team(s) Member Interview

Tier 1

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

Response Criteria (mark if they addressed)

☐ Meeting Schedule

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

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

☐ Description of how students are initially taught behavior expectations

☐ Description of encouragement/acknowledgement System

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

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

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

Artifacts Observed During the Building Walk/Interview:

(This section is merely to provide space to indicate that you reviewed artifacts not previously submitted)

☐ Implementation Improvement Plan

☐ Matrix

☐ Social Skills Lessons

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

☐ Student/Family Handbook/Brochure/Website

☐ Solution Plans (1 per quarter)

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

☐ Major/Minor Behavior Definitions

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

Is the school implementing Tier 2 interventions?

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

Tier 2

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

Must include description of 2 of the following 3 methods for student identification:

- ☐ Criteria Measures (required)
- ☐ Nomination Form (option 1)
- ☐ Name of Universal Screener for Behavior (option 2)

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

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

Describe the Tier 2 Interventions at your school.

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

- ☐ Combined, intervention(s) cover 2 or more of the 6 functions of behavior
  - ☐ Gain Adult Attention

- ☐ Gain peer attention
- ☐ Gain access to object or activity
- ☐ Gain sensory stimulation
- ☐ Avoid adult attention
- ☐ Avoid peer attention
- ☐ Avoid object/activity
- ☐ Avoid sensory stimulation

☐ Indicates that they review intervention outcome and advanced tier implementation data ***frequently*** (at least bi-weekly

☐ Indicates that they review intervention outcome and advanced tier implementation data ***infrequently*** (every three weeks or more)

☐ Describe intervention decision rules for maintaining interventions

☐ Describe intervention decision rules for intensifying interventions

☐ Describe intervention decision rules for fading interventions

☐ Describes systems for communicating with staff about:

- ☐ Tier 2 student outcomes
- ☐ Tier 2 systems
- ☐ Tier 2 data,
- ☐ Tier 2 practices

☐ Describes strategies for generalization and maintenance of skills across all settings

☐ States that generalization and maintenance occur, but does not describe strategies

☐ Describes how families and students are involved in setting goals and selecting Tier 2 interventions

☐ Describes how families and students are informed about goals and Tier 2 Intervention but not involved in selection.

Tier 2 Artifacts

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

☐ Advanced Tiers Meeting Agenda

☐ Student Identification (Submit criteria measures and either nomination form or name of screener.)

- ☐ Criteria Measures (Required)
- ☐ Nomination Form (optional if they administer a Universal Screener)

☐ DPR (Daily Progress Report)

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

Is your building implementing one or more Tier 3 intervention?

☐ Yes (continue to next section) ☐ No (interview is complete)

Tier 3

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

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

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

Describe the process for implementing a Tier 3 intervention.

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

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

☐ Describes how observations conducted

Tier 3 Artifacts

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

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

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

Appendix 5: Building Walk & Administrator and Team Member Interview

Feedback to the applicant

Celebrations

Opportunities for growth

Appendix 6: Advanced Tiers Artifacts Rubric

MO SW-PBS Advanced Tiers Artifacts Rubric

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

Nomination Form (Option 1)	**Includes all criteria:** ☐ Student Demographics ☐ Academic Concerns ☐ Internal Behavior Concerns ☐ List of previous strategies attempted	**Includes 3 or 4 of the criteria:** ☐ Student Demographics ☐ Academic Concerns ☐ Internal Behavior Concerns ☐ List of previous strategies attempted	**Includes 2 or fewer of the criteria:** ☐ Student Demographics ☐ Academic Concerns ☐ Internal Behavior Concerns ☐ List of previous strategies attempted	**2 1 0**

Artifact	Proficient (2 points)	Developing (1 point)	Not in Place (0 points)	Score
Universal Screener (Option 2)	**Includes both of the following:** ☐ Name of Universal Screener ☐ Universal Screener is evidence based	**Includes only the following** ☐ Name of Universal Screener	**Does not name a Universal Screener**	**2 1 0**
Daily Progress Report (DPR)	**DPR includes all elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores ☐ Rating Key	**DPR includes 3 or 4 of the elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores ☐ Rating Key	**DPR includes 2 or fewer of the elements:** ☐ School-wide expectations ☐ Focused Behaviors for the student ☐ Circling of ratings rather than narrative ☐ Narrow range of scores ☐ Rating Key	**2 1 0**

Review of Existing Data to Infer Function Ex: FACTS sections 1-6 or other acceptable form Student's name redacted This may be the same FACTS submitted for Tier 3.	**Process includes all criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**Process includes 3 or 4 of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**Process includes 2 or fewer of the criteria:** ☐ Description of strengths and concerns ☐ Record Review ☐ Context Analysis ☐ Setting Events ☐ Summary Statement	**2 1 0**

MO SW-PBS Advanced Tiers Artifacts Rubric for Simple Functional Behavior Assessment (FBA) & BehaviorIntervention Plan (BIP)

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

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

Appendix 7: Alternative FBA/BIP

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

Alternative FBA/BIP for Tier 3 Award of Excellence Application

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

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

7. Stop at this point – (no need to complete Generalization and Maintenance).
8. Submit Adapted FACTS, additional FBA documents, and BIP with all students' identifiable information redacted.
9. Submit all other recognition information as outlined in this Award of Excellence Application Guide.

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

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

References

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