

# Missouri Schoolwide Positive Behavior Support



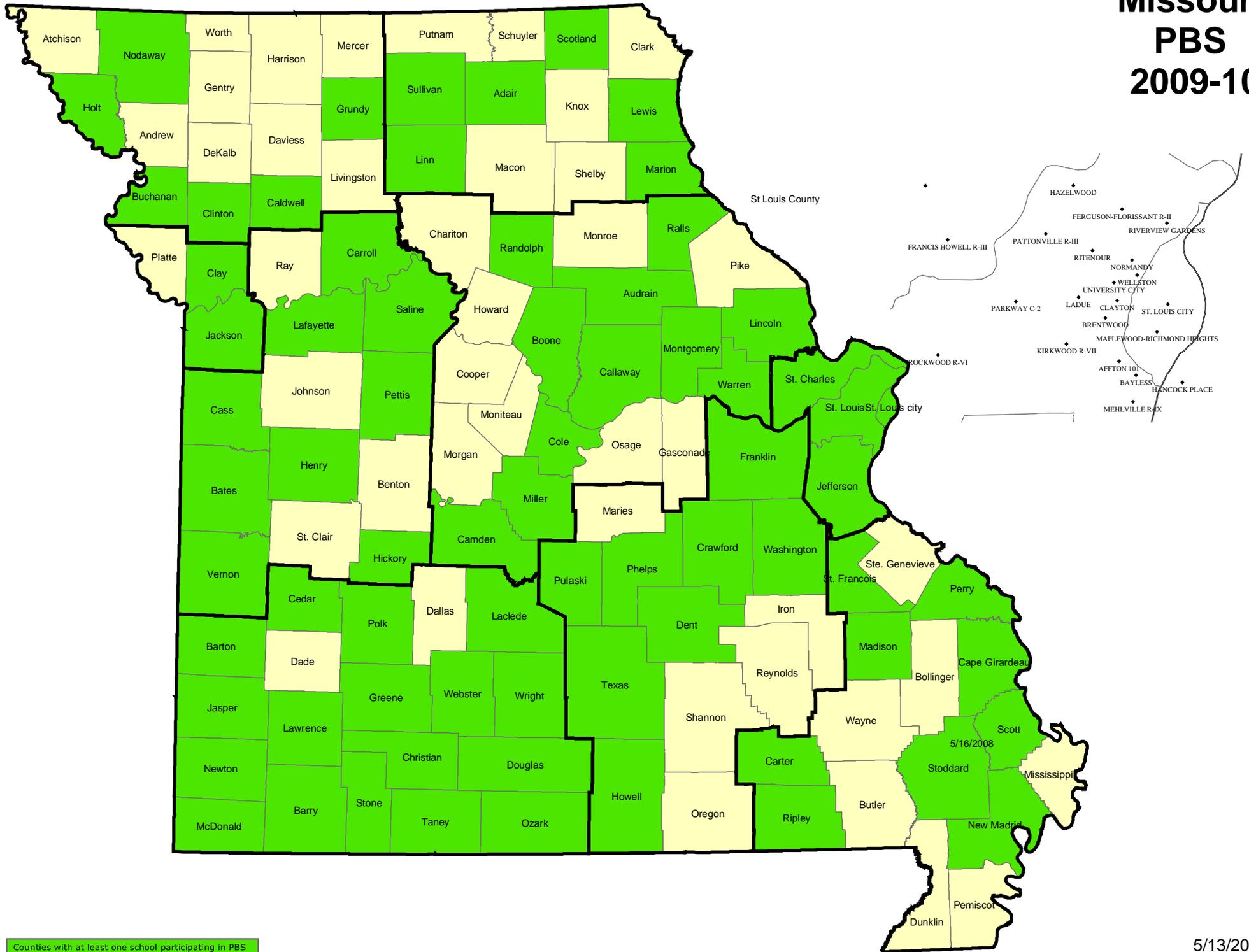
**Special Education  
Advisory Panel (SEAP)**

**September 10, 2009  
9:00 a.m. – 10:00 a.m.**

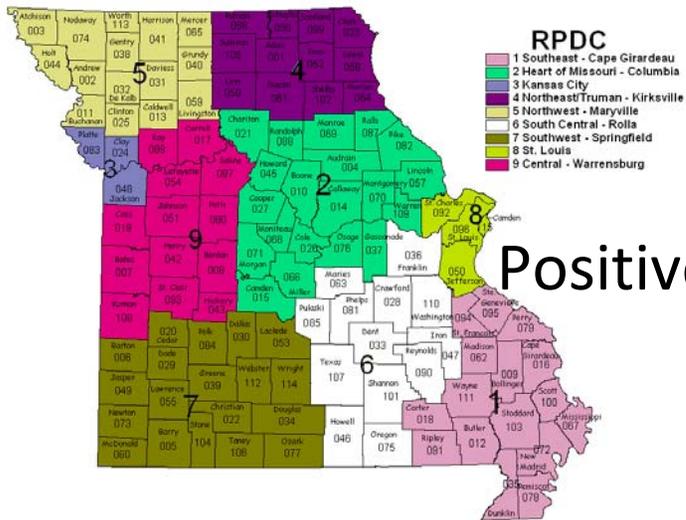
**393 Truman Building  
Jefferson City, Missouri**

**Department of Elementary and Secondary Education / Division of Special Education**

# Missouri PBS 2009-10



Counties with at least one school participating in PBS



## Positive Behavior Support Consultants

Region	Last Name	First Name	Email Address	Office Phone
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3	Johnson	Judy	<a href="mailto:johnsonjk@umkc.edu">johnsonjk@umkc.edu</a>	816-235-6129/800-555-9048
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7	Hill	Susanna	<a href="mailto:susannahill@missouristate.edu">susannahill@missouristate.edu</a>	417-895-1380
8	Westoff	Karen	<a href="mailto:kwesthoff@csd.org">kwesthoff@csd.org</a>	314-692-9758
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**Why it's Prudent and Practical to Implement School-wide Positive Behavior  
Support (SW-PBS)**

Mary Richter, Ph.D.

September 29, 2008

*School districts must carefully consider which initiatives will best fit their needs and district characteristics. Below is Fact Sheet that may be useful to district administrators when considering the benefits of utilizing SW PBS.*

**No Child Left Behind (CLB) Compliance:**

- Provides for Increased Likelihood of a Safe School Climate
- Encourages Parental Involvement
- Addresses Equitable Achievement across Ethnic and socio-economic status (SES) Groups
- Supports Improved Academic Achievement

**Individuals with Disabilities Education Improvement Act (IDEA) 2004 Compliance:**

- Increases the Likelihood of Accurate Identification of Students Eligible to Receive Special Education Services
- Structure of SW-PBS is Based on a Response to Intervention (RTI) Model
- Supports least restrictive environment (LRE) Guidelines
- Supports free appropriate public education (FAPE) Guidelines
- Provides Research-based Recommendations for Early Intervention
- Directly Instructs School Personnel in how to Implement and Maintain Proactive Discipline Systems
- Reduce Disproportionate Numbers of Students Identified Due To:
  - o Lack of appropriate instruction
  - o Ethnicity
  - o SES status

**MSIP (Missouri School Improvement Plan) Alignment:**

- 12 Indicators are supported through SW-PBS:
  - o 6.2 (use of data for decision-making)
  - o 6.3 (effective instructional programs, practices and procedures)
  - o 6.5 (positive climate for learning)
  - o 6.6 (orderly and safe schools)
  - o 6.7 (intensive, appropriate, on-going professional development)
  - o 7.1 (comprehensive and appropriate *services* for all children)
  - o 7.2 (gifted/talented differentiated instruction suitable for their intellectual and social maturity)
  - o 7.3 (effective transition to the workplace or continuing education)
  - o 7.5 (parental opportunities to learn about developmental needs)
  - o 7.7 (adherence to regulations associated with state and federal programs)
  - o 8.1 (regularly scheduled reviews & reports of goals and objectives)
  - o 8.2 (ongoing plan related to vision and belief statements; analysis of student performance; and specific, measurable goals)

### **Missouri State Performance Plan (SPP) Indicators Alignment:**

- SW-PBS helps to create school environments in which students are more likely to be successful in general education classroom environments (#5) to graduate (#1), and to be successful in meeting their post-secondary goals (#13 & #14) and who are less likely to be suspended, expelled or to drop out (#2 & #4)
- SW-PBS includes programs for pre-school aged children (#6 & #7)
- Parental involvement is an integral component of SW-PBS (#8)
- SW-PBS addresses issues of disproportionality and participation in general education settings through creating proactive school environments (#5, #9 & #10) where appropriate social and behavioral skills are directly taught and reinforced, and where inappropriate social and behavioral skills are directly addressed and remediated.

### **Missouri Comprehensive Guidance Curriculum Alignment:**

- CG 1: understanding self as an individual and as a member of diverse local and global communities
- CG 2: interacting with others in ways that respect individual and group differences
- CG 3: applying personal safety skills
- CG 4: applying skills needed for educational achievement
- CG 5: applying the skills of transitioning between educational levels
- CG 6: developing and monitoring personal educational plans
- CG9: applying employment readiness skills and the skills for on-the-job success

### **National Staff Development Council Standards for Staff Development:**

- Context Standards (# 1, #2, #3): organizing adults into learning communities with skillful leadership and required resources provided
- Process Standards (#4, #5, #6, #7, #8, #9): using multiple sources of information and data, preparing educators to apply research to decision-making, applying knowledge about human learning and change, provide educators with knowledge & skills to collaborate
- Content Standards (#10, #11, #12): understand and appreciate all students while creating safe & orderly environments with high expectations, provide educators with research-based instructional strategies, provide educators with knowledge & skills to involve families and stakeholders

### **Response to Intervention (RTI) Alignment:**

- SW-PBS is structured on a three-tiered model of prevention and inter<sup>v</sup>ention related to the implementation and sustainability of systems, practices and data-based decision-making. The evidence-base for SW-PBS's effectiveness in establishing proactive school environments where the services provided to students appropriately match their needs and abilities is growing. (See numerous resources at the OSEP Technical Assistance Center on Positive Behavior Interventions and Supports' website: [www.pbis.org](http://www.pbis.org) )

### **Academic Achievement and SW-PBS:**

- Recent studies have highlighted the interconnectedness of academic and social/behavioral outcomes.
- Studies and reports across the fields of general and special education have recognized the relationship between students' academic failure and increased incidents of inappropriate behavior (Mayer, 1995; O'Neill, Johnson, O'Donnell, & McDonnell, 2001; Porch & Protheroe, 2002; Praisner, 2003; Smith & Katsivannis, 2004).

### **Training to Assist High School Students to Successfully Transition to Post-Secondary Environments:**

- Two in-depth studies have highlighted the importance of appropriate social and behavioral skills for students, particularly those who have been served through special education, to successfully transition to post-secondary employment and training. These studies are; (1) The National Longitudinal Transition Study 2 Fact Sheets, and (2) The Social Security Administration's Efforts to Promote Employment for People with Disabilities: New Solutions for Old Problems.

### **Improved Teacher Satisfaction and Retention:**

- Those teachers who receive adequate support, particularly related to issues of classroom management and discipline, have higher rates of satisfaction regarding inclusion of students with special needs and are more likely to remain in the field of education (Charles, 1999; Cook, Semmel, & Gerber, 1999; DiPaola & Walter-Thomas, 2003, Gersten, Keating, Yovanoff, & Harniss, 2001; Richards, 2003).

## **References**

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- Social Security Administration. (2005). *The Social Security Administration's Efforts to Promote Employment for People with Disabilities: New Solutions for Old Problems* <http://www.ncd.gov/newsroom/publications/2005/ssa-promoteemployment.htm>

## Missouri Schoolwide Positive Behavior Support (MO SW-PBS)

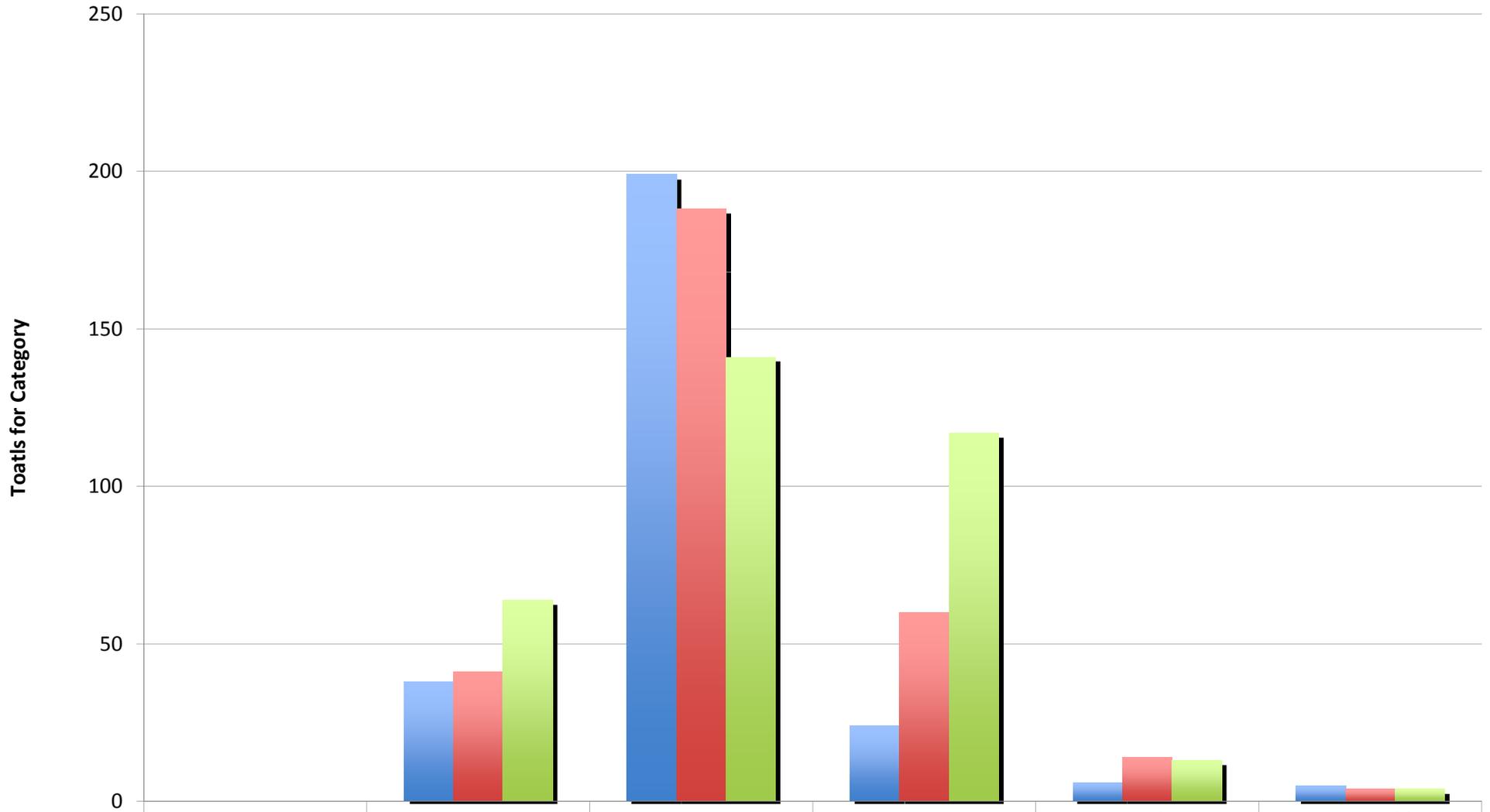
### School Data Profile Information

MO SW-PBS, in conjunction with the Missouri Department of Elementary and Secondary Education (DESE) is pleased to announce the development and implementation of the SW-PBS web-based state data profile. The fields of data (factors) selected for inclusion in the profile were identified through a review and alignment with guiding documents from the OSEP Technical Assistance Center for Positive Behavioral Interventions and Supports (National PBIS Center). The Implementers' Blueprint (2004) and the Evaluation Template (2005) may be found on the National PBIS Center website at [www.pbis.org](http://www.pbis.org). These factors, when viewed in tandem, can be valuable across SW-PBS stakeholders.

This data profile will be utilized for multiple purposes including guidance for the following:

- *School and District Level*
  - Development and assessment of an annual action plan
  - Decision-making throughout the year to prioritize best use of resources and personnel
  - Identification of specific factors which may be impacting progress toward increased academic and behavioral achievement
  - Assessment of areas of strength
  - Development of reports and graphs to report progress to families, the community, school boards, and staff
- *Regional SW-PBS Consultants Level*
  - Prioritization of on-site assistance for schools/districts
  - Identification of most relevant training topics and materials
  - Assessment of types and/or levels of technical assistance needed for new and experienced schools
- *State Level*
  - Development and assessment of state's annual SW-PBS action plan
  - Assessment of potential SW-PBS factors supporting school/district progress
  - Prioritization of types and levels of training and support needed for regional consultants
  - Identification of schools meeting requirements for annual state recognition awards
- *National Level*
  - Awareness of the progress Missouri schools, districts and regions are making in implementing and sustaining SW-PBS
  - Assessment of the adequacy of national center technical support & materials for states and districts
  - Identification of research priority topics

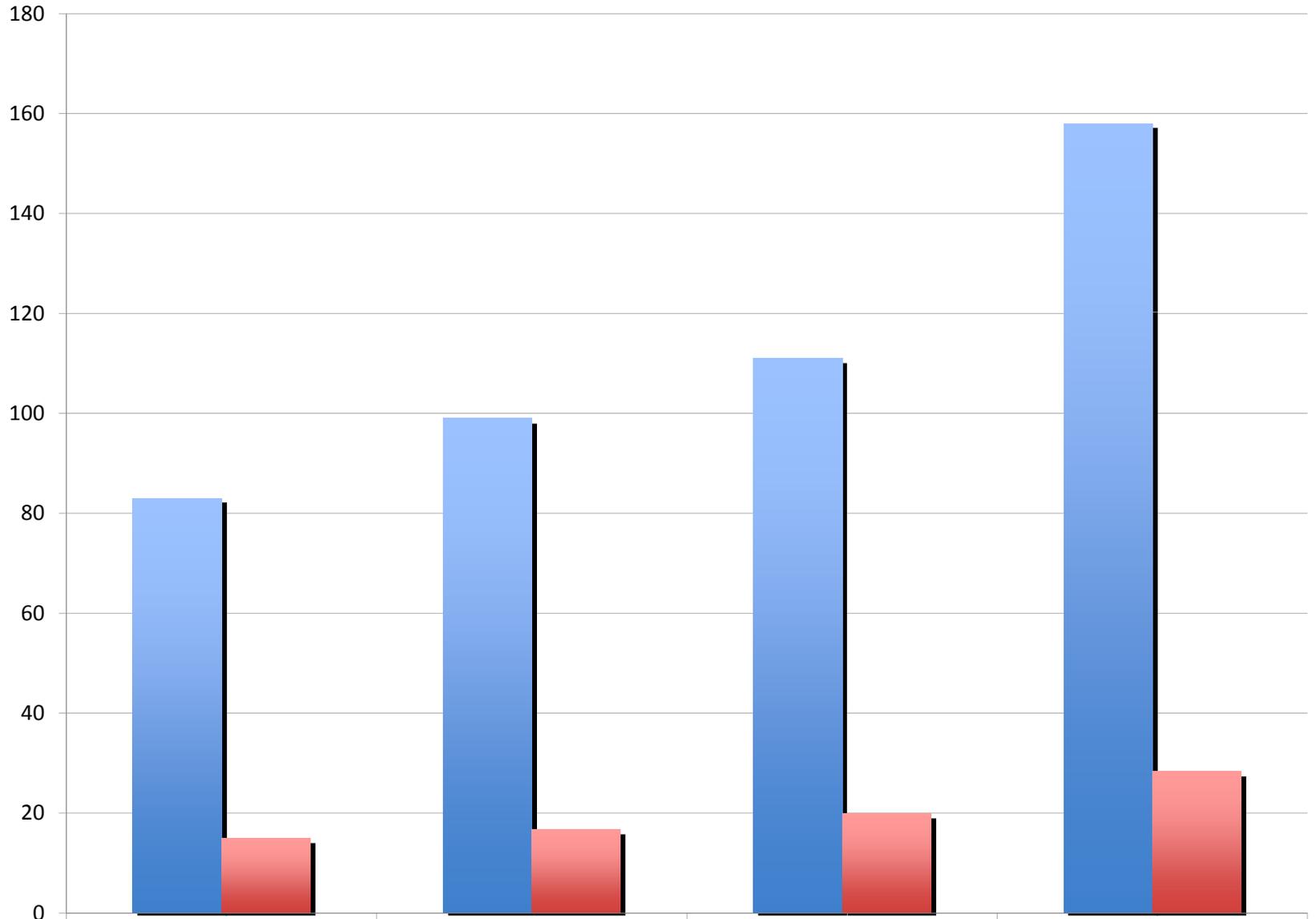
## Missouri SW-PBS Schools By Recognition Category



	0.5 - Prep	01 - Emerging	02 - Bronze	03 - Silver	04 - Gold
2006-2007	38	199	24	6	5
2007-2008	41	188	60	14	4
2008-2009	64	141	117	13	4

# Missouri SW-PBS Active Districts

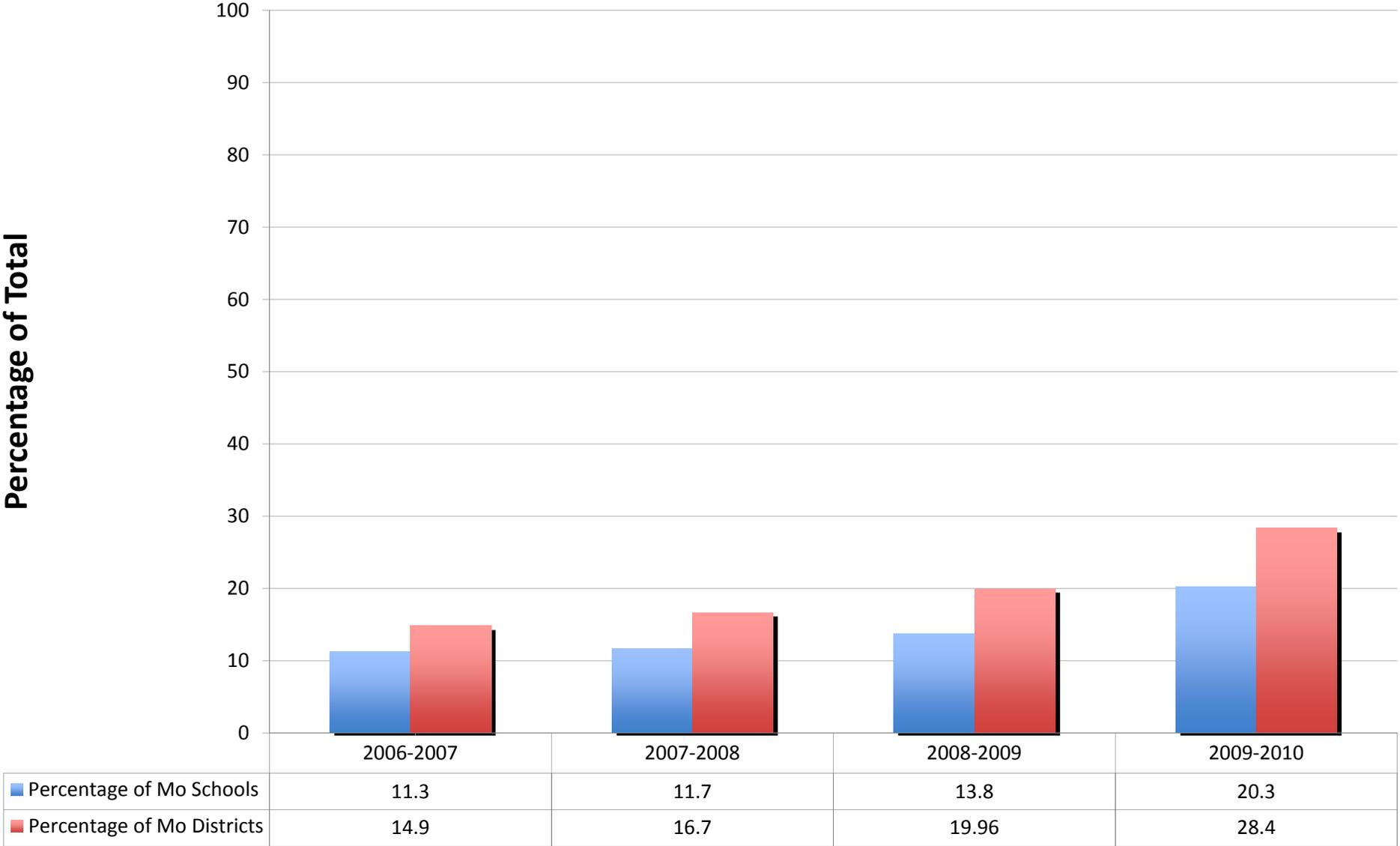
## 082809



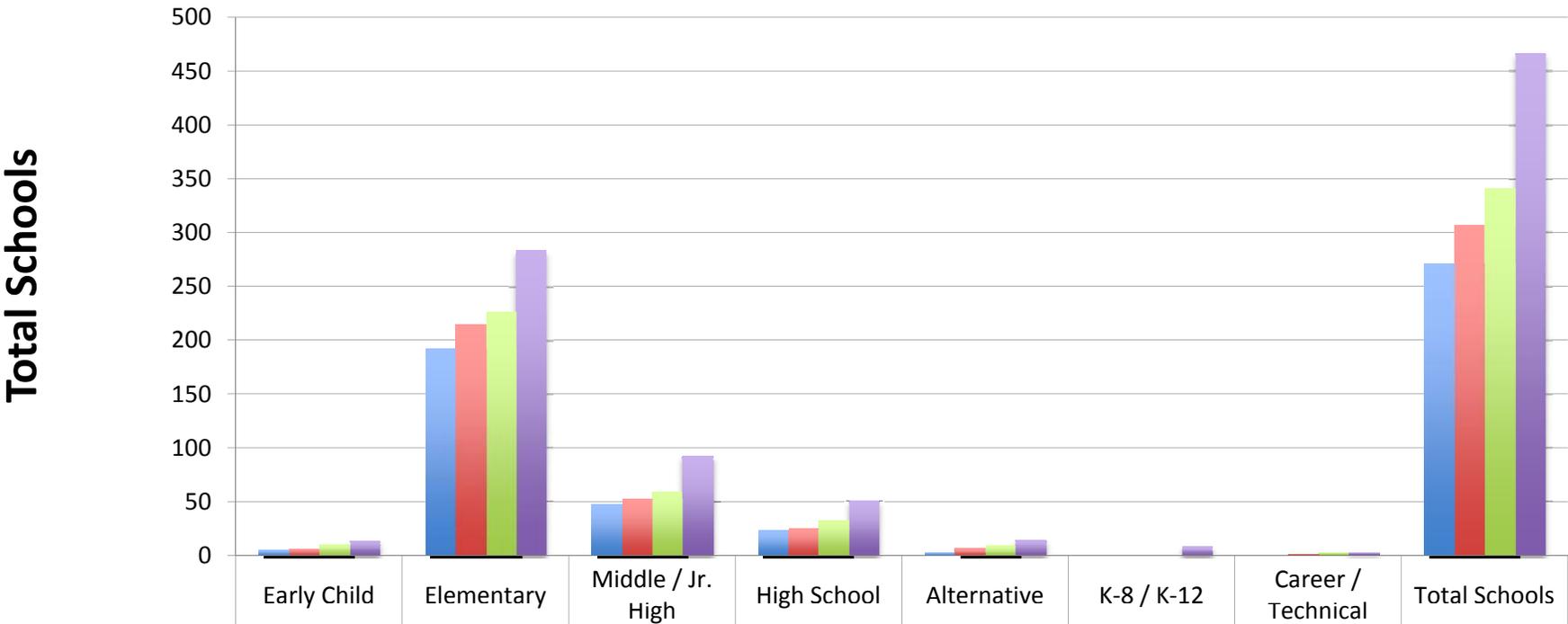
■ Total Districts	83	99	111	158
■ Percentage of Mo. Districts	14.9	16.7	19.96	28.4

# Missouri SW-PBS Active Schools and Districts

(082809)

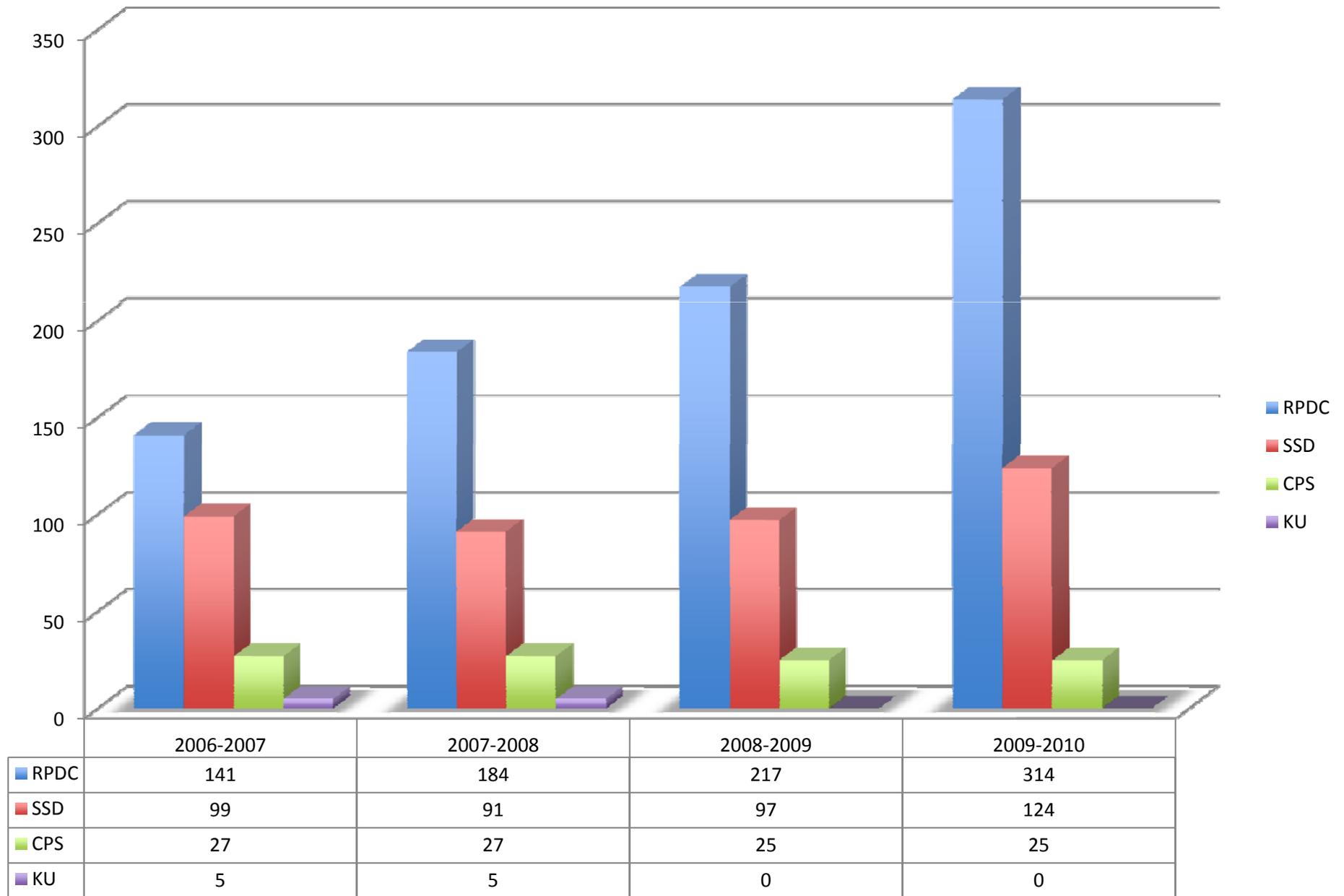


# Missouri SW-PBS Schools By Grade Level (082809)



	Early Child	Elementary	Middle / Jr. High	High School	Alternative	K-8 / K-12	Career / Technical	Total Schools
2006-2007	5	193	48	23	3		0	272
2007-2008	6	215	53	25	7		1	307
2008-2009	10	227	59	33	9		3	341
2009-2010	14	284	92	51	15	8	3	467

## Mo SW-PBS by Support Source



# Mo SW-PBS Data Collection Participation

(149 of 157 RPDC Supported Schools Above Preparation Reporting)

