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# Rock Your Role!



## Working Together to Build a Culture of Belonging



Missouri SW-PBS Summer Institute



Tan-Tar-A Conference Center • June 4-5, 2024



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# Conference Agenda

## Monday, June 3

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

## Tuesday, June 4

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**  
Nanci Johnson, Ph.D.,  
MO SW-PBS State Director

**2024 Dr. Mary Richter MO SW-PBS School and District of Distinction Awards**  
Dr. Tim Lewis, Curators' Distinguished Professor,  
MU Center for SW-PBS

8:30 - 9:15 a.m. **Keynote Address**  
Jason Sefrit, Superintendent, and  
Rodney Lewis, Associate Superintendent,  
St. Charles R-VI School District

9:30 - 10:45 a.m. **Breakout Session 1**

11:00 a.m. - 12:15 p.m. **Breakout Session 2**

12:15 - 1:15 p.m. **Lunch and Team Time**

1:30 - 2:45 p.m. **Facilitated Discussion Groups**

3:00 - 4:15 p.m. **Breakout Session 3/Film Festival**

4:15 - 5:30 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 5

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

8:00 - 9:15 a.m. **Breakout Session 4**

9:30 - 10:45 a.m. **Breakout Session 5**

11:00 a.m. - 12:15 p.m. **Breakout Session 6**

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# Registration Info

## Registration Fees

If your registration is received **on or before May 1**, you will receive the early registration rate of \$225. If your online registration is received **after May 1**, your registration rate will be \$275. On-site registration will be \$325.

## 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 Tammy Bagley at [tammy@custommeetingplanners.com](mailto:tammy@custommeetingplanners.com). If you prefer to pay by check in lieu of submitting a purchase order, your check must be received within five business days of your confirmed online registration. **Make checks payable to Custom Meeting Planners.**

### Mailing address:

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

## Refund Policy

Registration fees, minus a \$25 processing fee, may be refunded **if a request is emailed to Custom Meeting Planners at [tammy@custommeetingplanners.com](mailto:tammy@custommeetingplanners.com) no later than May 10**. 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 10**.

## Online Registration

To register, please go to [na.eventscloud.com/24si](http://na.eventscloud.com/24si). Please view and/or print the online registration brochure and select the sessions you would like to attend prior to beginning online registration. A confirmation letter for your registration and session selections will be emailed to you immediately after completion of the online registration. If you do not receive a confirmation letter or have questions about registration, please contact Tammy Bagley at **573-881-4849** or [tammy@custommeetingplanners.com](mailto:tammy@custommeetingplanners.com).

## Lodging

Tan-Tar-A Conference Center  
490 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 \$141.11 per night has been reserved for the Summer Institute. 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 3.**

To make your reservation, call **573-348-3131** and identify yourself as an attendee of the Summer Institute using the code **PBSS**. You can also [click on this link](#) to reserve your room. 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:

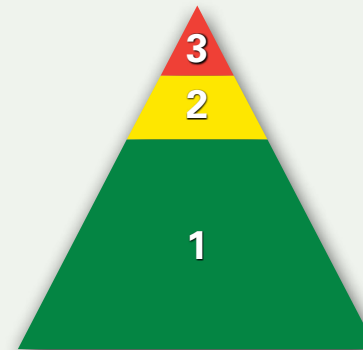
<b>Schoolwide and Classroom:</b> This strand includes guidelines and examples of systems work/thinking and implementation practices for schoolwide and classroom implementation.	<b>Districtwide:</b> This strand includes guidelines and examples of systems work/thinking and implementation practices for districtwide implementation.	<b>Data Systems and Decision-Making:</b> This strand includes guidelines and examples of data-collection systems and tools along with systems and practices for data-based decision-making.	<b>Tier 2 and Tier 3:</b> This strand includes guidelines and examples of systems work/thinking and implementation practices for Tier 2 and Tier 3.	<b>Special Interest Topics:</b> 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 equity.	<b>Multi-Tiered System of Support (MTSS):</b> This strand includes guidelines and examples of effective systems for the integration of academic and behavioral supports for students.
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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!

**Facilitated discussion groups:** The facilitated discussion groups are in response to feedback received from past attendees to have a specific time and place for networking with schools that are similar in structure and need. Attendees will have the opportunity to learn from exemplar administrators and teachers while also engaging in dialogue with one another.

# Invited Speakers

## KEYNOTE SPEAKER



**DR. JASON SEFRIT** has a passion for teaching and leadership that was kindled in a household in which both of his parents dedicated their lives to public education. With a career spanning 28 years, his journey through the educational landscape has been marked by diverse and impactful roles. Currently at the helm of the St. Charles R-VI School District for six years, Sefrit takes immense pride in leading a school district rich in both tradition and excellence.



**DR. SARA ESTRAPALA** is an assistant research 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. 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.



**DANIELLE STARKEY** is the multi-tiered systems of support for behavior (MTSS-B) supervisor for the Omaha Public Schools. Her district serves nearly 52,000 students across 95 schools and programs. Starkey has been involved with multi-tiered behavioral supports for more than a decade and previously served as a senior research associate for the MU Center for SW-PBS.

## KEYNOTE SPEAKER



**DR. RODNEY LEWIS** is an educational thought leader, speaker, and author who has inspired countless students and young adults. He is energetic about personal leadership; Guts, Resilience, Intensity, and Tenacity (G.R.I.T.); and learning outcomes. He believes all children have the opportunity to attain greatness if educators direct them toward the right path. Lewis currently serves as associate superintendent of human resources for the St. Charles R-VI School District.



**JAMIE GRIESHABER** is a senior research associate with the MU Center for SW-PBS. Prior to MU, she worked as a trainer, coach, and facilitator in planning and development with the Special School District of St. Louis County. She has worked on interdisciplinary teams across diverse settings to support, advocate for, and give voice to families and youth. For the past 14 years, she has worked with schools to embed a strengths-based approach to partnering with youth and families across all tiers.



**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 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.

# Invited Speakers

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**REVIEW THE CHECKLIST BELOW WHEN SELECTING YOUR SESSIONS, AND MAKE SURE YOU DON'T MISS A THING FROM OUR INVITED SPEAKERS!**

- Jason Sefrit**                      **Tuesday Keynote**
  
- Rodney Lewis**                      **Tuesday Keynote**
  
- Sara Estrapala**                      **2B: Adapting Tier 2 Interventions for High School Implementation**
  
- Jamie Grieshaber**                      **4B: Getting Ready – Utilizing Implementation Phases to Jump-Start a Districtwide Approach to MTSS and SW-PBS**  
**5B: Getting Started and Getting Better – Implementing and Improving Process and Impact to Sustain and Scale Districtwide MTSS and SW-PBS**
  
- Lisa Powers**                      **4B: Getting Ready – Utilizing Implementation Phases to Jump-Start a Districtwide Approach to MTSS and SW-PBS**  
**5B: Getting Started and Getting Better – Implementing and Improving Process and Impact to Sustain and Scale Districtwide MTSS and SW-PBS**
  
- Daniel Rector**                      **1E: The De-Escalation Cycle – Overview**  
**2E: The De-Escalation Cycle – Strategies for Elementary Schools**  
**5F: The De-Escalation Cycle – Strategies for Secondary Schools**
  
- Danielle Starkey**                      **3D: Districtwide Capacity-Building Through Strategic Evaluation, Training, and Coaching**  
**4D: Classroom Implementation – The Key to Success**

# Breakout Sessions

## Breakout Session 1 June 4, 9:30-10:45 a.m.

### **TIER 1 SCHOOLWIDE AND CLASSROOM**

#### **1A: Rock Your School With Classroom and Schoolwide Incentives**

Attend this session and learn how Union Chapel Elementary School is working to recognize and incentivize individual students, as well as classrooms, in all areas of the building. Participants will learn about our new quarterly schoolwide incentives that offer students voice and choice along with our exciting students vs. staff assemblies. Discover the simple ways we track and display classroom progress and the data we use to determine student participation in schoolwide incentives.

#### **SESSION OUTCOMES:**

- Learn how to incentivize students individually and as class inside and outside the classroom, including on the playground and in the cafeteria
- Generate ideas for schoolwide incentives and discover how to plan and implement them
- Receive ideas for schoolwide celebrations and student recognitions

**PRESENTERS:** Sara Becker, Second Grade Teacher, Beth Dusin, School Counselor, and Lynsey Peck, Second Grade Teacher, Union Chapel Elementary School, Park Hill School District

### **TIER 1 SCHOOLWIDE AND CLASSROOM**

#### **1B: Harmonizing and Fine-Tuning SW-PBS Foundations**

One of the most-important components in developing a successful SW-PBS program is putting the voice of stakeholders at the forefront. This session will be an opportunity to hear about one high school's experience in developing its foundational SW-PBS processes. Come walk through the process we followed to develop a schoolwide mission and vision statement and behavior matrix. Participants will learn how we included opportunities for input and feedback from staff, students, and parents.

#### **SESSION OUTCOMES:**

- Learn how to create a schoolwide mission and vision statement
- Learn how to create a schoolwide behavior matrix

**PRESENTERS:** Sara Wickham, Principal, and Allison Neumann, English Teacher, Excelsior Springs High School, Excelsior Springs School District

### **TIER 1 DISTRICTWIDE**

#### **1C: SW-PBS Systems That Support Every Student and Staff Member in a Small District**

What began as another ticket reward system has evolved into a digital program that encompasses all aspects of our small, rural school district. It even engages our secondary students in the SW-PBS tenets. Come learn how our successful reward system boosts morale, promotes staff involvement, and gets office staff members out from behind their desks and interacting with the school community.

#### **SESSION OUTCOMES:**

- Discover two systems of support that focus on encouraging desired student behaviors and involvement within the school setting
- Learn about a staff-oriented system of support that boosts morale and increases teacher buy-in, which ensures the fidelity of our student reward system

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

### **TIER 2 3 TIER 2 AND TIER 3**

#### **1D: Too Many Kids, Not Enough Intervention — An Approach to Tier 2 Intervention Work at the Secondary School Level**

Our building has 1,400 students, and finding a way to systematically intervene with them while not overburdening staff has been a challenge. We have evolved into a system that targets one schoolwide intervention per semester with at least two rounds of intervention focused on academic performance. In this session, participants will examine our system, our timeline, our data tracking, the training of our staff, and our communication with students and their families.

#### **SESSION OUTCOMES:**

- Examine a Tier 2 buildingwide process and procedure structure
- Look at data-tracking processes and staff communication tools
- Receive examples of intervention instructions and staff training tools

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

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **1E: The De-Escalation Cycle — Overview**

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 an explanation of how educators can intervene proactively in order to prevent or minimize behavioral issues.

#### **SESSION OUTCOMES:**

- Become familiar with the acting-out cycle
- Identify areas within the cycle that can diffuse escalating behaviors

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

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **1F: From Plan to Action — Transforming School Culture by Implementing SW-PBS in an Urban School**

Northeast High School is home to one of the most-diverse student populations in the Kansas City School District. More than 50 languages are spoken in our hallways, comprising several groups of marginalized students including immigrants; refugees; and multiple races, genders, and economic backgrounds. This session will unfold our success story of SW-PBS implementation that transformed our urban school's culture. Come learn how we celebrate student success in all areas by creating a safe, inclusive, and equitable environment.

#### **SESSION OUTCOMES:**

- Learn about our successful implementation of Tier 1, Tier 2, and Tier 3
- Gain strategies to involve the voices of students and teachers to build a positive school culture and increase equity
- Learn how to identify the critical components of cultural shift by listening to these voices

**PRESENTERS:** Ami Ladhawala, Special Education Teacher, Ricky Maltbia, Band Director, and Maricccia Spearman-Kaki, Science Teacher, Northeast High School, Kansas City School District

## **TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

### **1G: SW-PBS Framework Using Multiple Systems at the Same Time**

In an effective middle school, various systems like response to intervention, professional learning communities, data-driven instruction,

and curriculum-embedded performance assessments are seamlessly integrated. This synergy ensures a comprehensive approach to academic and behavioral support. SW-PBS acts as the cohesive thread and fosters a positive school culture. An integrated framework empowers educators to address individual learning needs, collaborate efficiently, and maintain a nurturing environment conducive to both academic and personal growth.

#### **SESSION OUTCOMES:**

- Identify the power of utilizing multiple systems to help students in the SW-PBS framework
- Use flowcharts to follow an efficient process
- Consider the outcomes of a tiered approach with behavior and academics

**PRESENTERS:** Brian Witt, Principal, and Tara Eikermann, Teacher, Bourbon Middle School, Crawford County R-I School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **1H: Reviving SW-PBS in the Middle School**

This session will focus on reviving SW-PBS at the middle school level. Participants will deepen their understanding of tailored SW-PBS principles and will leave with practical strategies to foster a positive school culture. Discover essential data-driven decision-making skills that continuously improve SW-PBS implementation. Do not miss this opportunity to rejuvenate your SW-PBS practices and create a positive impact on student behavior and school climate.

#### **SESSION OUTCOMES:**

- Walk away with practical strategies for effective SW-PBS implementation in middle school settings
- Develop skills in utilizing behavioral data to inform decision-making processes, which allow for continuous improvement in SW-PBS implementation at the middle school level

**PRESENTER:** Samantha Cosper, Assistant Principal, Cassville Middle School, Cassville R-IV School District

## **TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

### **1I: The Power of MTSS**

Welcome to our Early Childhood Learning Center jungle — where we thrive, not just survive, MTSS. In this session, participants will hear about our journey in organizing and implementing resources that allow us to teach the whole child and to follow best practices. Come learn how



# Breakout Sessions (Continued)

our collaborative team took the Missouri Early Learning Standards and created individual developmental continuums for each priority standard. Whatever it takes, our children are worth it!

## **SESSION OUTCOMES:**

- Learn how to implement different instructional strategies through MTSS with a Tier 1 buildingwide approach
- Learn how to collect MTSS data and how the data affect instructional and behavioral decisions

**PRESENTERS:** Melissa Klocke, Director, Lynn Kizzire, Itinerant Teacher, Mikki Cowan, Special Education Teacher, Brandi Slaughter, Educational Diagnostician, and Jill Scheurer, Special Education Teacher, Early Childhood Learning Center, Kirksville R-III School District

## **TIER 2 3 TIER 2 AND TIER 3**

### **1J: The Missing Piece — Partnering With Community Resources to Strengthen Student Support Services**

During spring 2023, Lange Middle School partnered with the R.I.S.E. initiative as a means to address the needs of students who had not been successful with traditional Tier 2 interventions. R.I.S.E. works with students and families on building awareness of the dangers of criminal thinking, building self-esteem, setting goals, creating healthier relationships, and raising awareness of victims. Within its first year of implementation, the program has helped participating students significantly decrease negative behaviors, increase attendance, and improve academic achievement.

## **SESSION OUTCOMES:**

- Learn how Lange Middle utilized a community-based resource as an intervention for students who were not seeing success
- Discover how Lange Middle used a mix of qualitative and quantitative data to measure the program's impact

**PRESENTERS:** Joseph Lauchstaedt, Assistant Principal, Dominique Falls, Principal, Lange Middle School, Columbia School District; Lonnie Lockhart Bey, Co-Founder, and Julian Jackman, Co-Founder, R.I.S.E.

## **TIER 1 DATA SYSTEMS AND DECISION-MAKING**

### **1K: The Principal's Advisory Committee — Using Data and Student Voice to Address Building Concerns**

During her second year of being a head principal, this session's presenter realized that her school needed more student buy-in on processes and policies and also needed more student ownership of behavior. To

address these issues, she started a principal's advisory committee in which student representatives could bring student voices to the table with administrators. In this session, participants will learn how the committee operates in conjunction with her school's SW-PBS goals and how the committee has positively impacted the school.

## **SESSION OUTCOMES:**

- Discover a different way of using data to address concerns and improve behavior on a Tier 1 level
- Understand the importance of student voice and buy-in with SW-PBS processes and behavioral expectations

**PRESENTER:** Stephanie Jewett, Principal, Hardin Middle School, St. Charles R-VI School District

## *Breakout Session 2*

*June 4, 11:00 a.m.-12:15 p.m.*

## **TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

### **2A: Building MTSS Is Hard — We're Here to Help Make It Easier**

Do you need a clear and effective MTSS process on referring students for support? Do you need to leverage leaders and experts in your building for planning and implementing interventions? Do you need a tool for monitoring student progress? In this session, participants will see a fifth and sixth grade intermediate school's approach to meeting students' behavioral, academic, executive-functioning, and social-emotional needs. Participants also will walk away with actionable tools and resources to put in place in their own buildings. (Please bring an electronic device.)

## **SESSION OUTCOMES:**

- Learn how a core team can manage MTSS and how this team can coordinate collaboration when planning interventions
- Witness a process used in determining an appropriate pathway of interventions based on teacher referrals
- Walk away with tools designed to drive cycles of intervention, record data, debrief for progress-monitoring, and communicate effectively with parents and guardians

**PRESENTERS:** Emily Myers, Assistant Principal, Catherine Livesay, Instructional Coach, and Alysia Ackerman, Principal, Summit Intermediate School, Nixa School District

## **TIER 2 3 TIER 2 AND TIER 3**

### **2B: Adapting Tier 2 Interventions for High School Implementation**

In this session, discover the importance of implementing Tier 2 interventions at the high school level. Participants will receive a brief overview of readiness, screening, and teaming. Then, they will learn strategies targeted at improving buy-in across faculty, staff, students, and parents. Participants also will partake in an in-depth discussion of adaptations (specific to high schools) for improving both fidelity and outcomes for Check In, Check Out; self-management; and small-group social-skills instruction.

#### **SESSION OUTCOMES:**

- Receive strategies for improving buy-in across faculty, staff, students, and parents
- Learn how to adapt three common, evidence-based Tier 2 interventions for the high school context
- Discover how to collect and analyze progress-monitoring, fidelity, and social-validity data

**PRESENTERS:** Sara Estrapala, Assistant Research Professor, and Lindsey Mirielli, Doctoral Candidate, MU

## **TIER 1 MULTI-TIERED SYSTEM OF SUPPORT**

### **2C: MTSS at the Universal Level – A Model for Seamlessly Integrating Academic and Behavioral Instruction**

Academic and behavioral outcomes are interrelated, and both must be addressed in order to ensure positive student outcomes. This process begins in Tier 1. In this session, participants will receive a model for use in seamlessly integrating academic and behavioral instruction at the universal tier.

#### **SESSION OUTCOME:**

- Discover a framework for seamlessly integrating academic and behavioral instruction

**PRESENTER:** Gordon Way, MO SW-PBS Web and Data Consultant, MU

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **2D: Systems for Success – The First Two Weeks of School**

With a big sigh of relief, everyone is closing out the 2023-24 school year. But wait! School starts again in just two months? Don't panic! Come explore how Lincoln College Preparatory Academy Middle School starts its school year with a two-week plan in which teachers deliver lessons

to students around schoolwide procedures, routines, and classroom expectations — all while building a classroom community. In this session, participants will learn how our school creates unified learning around our schoolwide and classroom matrices to ensure that all students are set up for (and achieve) behavioral and academic success.

#### **SESSION OUTCOMES:**

- Evaluate components that contribute to a strong start to the school year
- Explore systematic elements that contribute to effective procedures and routines at the classroom and schoolwide levels

**PRESENTER:** Melissa Zirkel, Vice Principal, Lincoln College Preparatory Academy Middle School, Kansas City School District

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **2E: The De-Escalation Cycle – Strategies for Elementary Schools**

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 elementary educators can use to prevent or minimize behavioral issues.

#### **SESSION OUTCOMES:**

- Review the acting-out cycle
- Identify strategies to use in elementary settings that can diffuse escalating behaviors

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

## **TIER 2 3 DISTRICTWIDE**

### **2F: A District Approach to the Student Assistance Team Process**

In this session, learn how the presenter's shift from building administrator to district administrator allowed her to support both building and district leaders in streamlining the student assistance team process, which increased students' access to Tier 2 and Tier 3 interventions that match their needs.

#### **SESSION OUTCOMES:**

- Understand how a districtwide approach to student assistance teams can support educators when identifying Tier 2 and Tier 3 interventions
- Be able to collaborate and network with other educators and leaders to create a districtwide approach to student assistance teams

**PRESENTERS:** Emily Turner, Director of Early Childhood Special Education, Warren County R-III School District; and Chrissy Crolly, MO SW-PBS Statewide Coach/District Facilitator, MU

## **TIER 1 DATA SYSTEMS AND DECISION-MAKING**

### **2G: This Is How We Roll — Building Buy-In and Procedures to Take SW-PBS Further in Your Building**

Buy-in, tiered systems, and shared leadership are key components to any successful organization. As educators, we want to be successful and want our students to thrive educationally, socially, and emotionally. At Bourbon Elementary School, we have a framework that allows for levels of success in our SW-PBS system and would love to share what we do with you. Join this session as we explain our method to student growth within SW-PBS.

#### **SESSION OUTCOMES:**

- Receive a framework on how you can create a buildingwide SW-PBS system
- Receive examples of the data-tracking processes that have helped our school become more data-specific in the SW-PBS system
- Review examples of ideas for incentives that have been influential in our building

**PRESENTERS:** Joe Bozic, Principal, and Taylor Arand, Teacher, Bourbon Elementary School, Crawford County R-I School District

## **TIER 1 2 SPECIAL INTEREST TOPICS**

### **2H: The Alternative View — How One Urban Alternative School Finds Calm Among the Chaos**

Center Academy for Success is a grades 7-12 alternative school in south Kansas City. Our school has worked hard during the past several years to create a positive change in its culture by shifting from a punitive mindset to restorative practices and by increasing collaboration among teachers and staff. Join this session to learn more about what we do and to share what you do as well.

#### **SESSION OUTCOMES:**

- Learn how to increase collaboration among teachers and staff at your school
- Understand how switching to restorative practices from a punitive mindset can help create a positive culture

**PRESENTERS:** Matt Woolf, Principal, and David Moore, Science Teacher, Center Academy for Success, Center School District

## **TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

### **2I: Rocking Your Role in Early Childhood School Shoes**

Early childhood is the foundation and springboard for embedding positive behavioral supports in order to propel social and emotional skills. Have you ever wondered how you might adapt SW-PBS strategies in early childhood? Wonder no more! The Early Childhood Learning Center has been identified as a Gold level exemplar school for the past 15 years. In addition to adapting SW-PBS strategies, we will teach you how to encourage all personnel to “rock their role” by using the Eight Effective Teaching and Learning Practices.

#### **SESSION OUTCOMES:**

- Investigate strategies and tools used in the early childhood setting at the Tier 1, Tier 2, and Tier 3 levels
- Review the Eight Effective Teaching and Learning Practices in the early childhood setting

**PRESENTERS:** Michelle Stonecipher, Behavior Interventionist, Christy Snelling, School Based Social Worker, and Jill Scheurer, Special Education Teacher, Early Childhood Learning Center, Kirksville R-III School District

## **TIER 1 SPECIAL INTEREST TOPICS**

### **2J: We Are Family!**

Have you ever felt like your large school is losing some of the community and closeness that makes learning meaningful and fun? Our school looked at its large population, Big 5 data, and culture. We decided it was time for a change — time to create community and to make our school a family. Family meetings give our K-4 students a chance to be part of a smaller community that comes together to learn, connect, and celebrate. Come learn how to identify families and build strong roots in your building to support behavior, attendance, learning, and community.

#### **SESSION OUTCOMES:**

- Learn how to use SW-PBS to create community across grade levels in a K-4 elementary school
- Identify methods to teach social-emotional learning topics in a fun, engaging way across multiple grade levels
- Hear options for using the SW-PBS team to support the Portrait of a Graduate initiative in an elementary school

**PRESENTERS:** Amber Martin, School Counselor, Robin Hammons, Behavior Interventionist, and Kristy Richart, Assistant Principal, North Elementary School, Ozark R-VI School District

## **TIER 1 2 SCHOOLWIDE AND CLASSROOM**

### **2K: Filling the Gaps for Freshmen – An Introduction to a Freshman Focus Class**

This session will provide implementation examples of the Freshman Focus course at Lebanon High School. This course was designed specifically to help freshman students as they transition from middle school to high school. In this session, participants will discover how this course is used to provide students with practical support in the areas of time management, organization, study skills, and schoolwide expectations. Freshman Focus also supplies social-emotional lessons to help students as they navigate the waters of high school.

#### **SESSION OUTCOMES:**

- Understand how to develop a required class for freshmen to assist with the transition from middle school to high school
- Receive examples of the curriculum and social-skills lessons designed to support the social-emotional needs of freshmen

**PRESENTERS:** Ashley Bateman, College and Career Advisor, and Jordan Campbell, Teacher, Lebanon High School, Lebanon R-III School District

## *Facilitated Discussion Groups* *June 4, 1:30–2:45 p.m.*

These groups are in response to feedback received from past attendees to have a specific time and place for networking with schools that are similar in structure and need.

In each group, participants will have the opportunity to learn from exemplar administrators and teachers while also engaging in dialogue and networking with one another.

### **FD1) Baby Shark – SW-PBS at the Early Childhood Level**

Join this group to learn from an exemplar panel of early childhood schools that are implementing SW-PBS Tier 1 with fidelity.

### **FD2) Schoolhouse Rock – SW-PBS at the Elementary School Level**

Join this group to learn from an exemplar panel of elementary schools that are implementing SW-PBS Tier 1 with fidelity.

### **FD3) Stuck in the Middle With You – SW-PBS at the Middle School Level**

Join this group to learn from an exemplar panel of middle schools that are implementing SW-PBS Tier 1 with fidelity.

### **FD4) Teenage Dream – SW-PBS at the High School Level**

Join this group to learn from an exemplar panel of high schools that are implementing SW-PBS Tier 1 with fidelity.

### **FD5) Another Brick in the Wall – SW-PBS at the District Level/MTSS**

Join this group to learn from an exemplar panel of school districts that are implementing SW-PBS and MTSS with fidelity.

### **FD6) I'm Still Standing – The Role of Administrators and Instructional/Behavioral Coaches in an SW-PBS System**

Join this group to learn from an exemplar panel of administrators and instructional/behavioral coaches who have leveraged their roles within an SW-PBS system to maximize success.

### **FD7) Lean on Me – The Role of School Counselors, Social Workers, and Support Staff in an SW-PBS System**

Join this group to learn from an exemplar panel of school counselors, social workers, and support staff who have leveraged their roles within an SW-PBS system to maximize success.

### **FD8) Harper Valley P.T.A. – The Role of Families and Community in an SW-PBS System**

Join this group to learn how to engage families and the community to gain support for SW-PBS systems and practices.

### **FD9) Don't Stop Thinking About Tomorrow – Strengthening and Sustaining Systems and Practices**

Join this group to learn from an exemplar panel of implementers who have ascertained how to strengthen and sustain their SW-PBS systems.

### **FD10) Shake It Off – Rebooting Systems and Practices When Things Don't Go as Planned**

Join this group to learn from an exemplar panel of implementers who have successfully rebooted their SW-PBS systems and practices after a period of non-implementation or staleness.

## **FD11) Twist and Shout – Encouraging Behaviors Through Recognition and Incentives**

Join this group to learn how to encourage expected behavior through rigorous and motivating systems that include recognition and incentives for students and staff.

## **FD12) Don't Do Me Like That – Proactive Instructional Approaches to Discipline**

Join this group to learn more about proactive and positive instructional approaches to discipline.

## **FD13) Take Five – Data-Based Decision-Making Using Big 5 Data**

Join this group to learn about effective and efficient ways to collect data and to use that data for decision-making.

## **Breakout Session 3** **June 4, 3:00–4:15 p.m.**

### **TIER 1 SPECIAL INTEREST TOPICS**

#### **3A: SW-PBS for Littles – Lessons Learned in a Gold-Level PK-1 School That Your School Can Implement Tomorrow**

Do you worry that your band is not making the right music? In this fast-paced session, participants will discover the five most-important lessons learned about successful SW-PBS implementation in a PK-1 setting. Walk away with a dozen tricks and cheats that have made successful SW-PBS implementation a snap for our school.

#### **SESSION OUTCOMES:**

- Receive hints and tips that make SW-PBS implementation easier
- Ask questions and receive guidance regarding SW-PBS implementation's biggest challenges

**PRESENTERS:** Mary Beth Kneeven, Tier 3 Coach and Lead Vocalist, and the William Lynch Rockers (Amber Toman, Jessica Parker, Marybeth Patrick, Amanda Oppelt, Raylene Wilson, Emalee Wiseman, and Tiffanie McNamee), William Lynch Elementary School, Salem R-80 School District

### **TIER 1 SPECIAL INTEREST TOPICS**

#### **3B: What's the Purpose of Your Face – Communicating With Adolescents**

Communicating with teens and preteens often leaves adults confused or with a feeling of "what just happened?" Did you know that a teen's inconsistent ability to read facial expressions accurately can lead to many misunderstandings? In this session, participants will learn more about these areas of mass confusion along with strategies that can be implemented to help communication with teens and preteens – both at school and at home.

#### **SESSION OUTCOMES:**

- Learn and be able to utilize the B.R.I.E.F. strategy to increase the quality of conversations with adolescents
- Identify conversation crashers that can deter the progress of a conversation

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

### **TIER 1 SCHOOLWIDE AND CLASSROOM**

#### **3C: Welcome Back – Two Days of Engaging Schoolwide Activities to Start Off the New School Year Right**

Starting a new school year can be difficult especially during the middle school years. Our school has combined its beginning-of-the-year SW-PBS procedure and expectation lessons with fun team-building activities to make the back-to-school transition a little easier for all of us. All staff members are included, not just grade-level teachers, which helps develop our school community. Building these relationships has led to an increase in school pride and a decrease in office-discipline referrals. Come learn about our schedule and some of the activities we have incorporated throughout the years.

#### **SESSION OUTCOMES:**

- Learn strategies to introduce and reinforce schoolwide procedures and expectations based on the SW-PBS matrix in an engaging way
- Discover how to incorporate relationship-building and skill-building into the transition to a new school year

**PRESENTER:** Amanda Sherrill, Counselor, Steelville Middle School, Steelville R-III School District

## **TIER 1 2 3 DISTRICTWIDE**

### **3D: Districtwide Capacity-Building Through Strategic Evaluation, Training, and Coaching**

This session will explore effective strategies for enhancing MTSS for behavioral implementation at the district level. Discover how evaluation tools, tailored training, and targeted technical-assistance initiatives can be employed to build the knowledge and skills of teachers and staff, ensuring fidelity and consistency.

#### **SESSION OUTCOMES:**

- Grasp essential components for district-level implementation and sustainability
- Learn practical strategies for employing evaluation tools, tailored training, and targeted technical assistance to ensure fidelity and consistency in practices

**PRESENTER:** Danielle Starkey, MTSS-B Supervisor, Omaha Public Schools

## **TIER 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

### **3E: Strengthening MTSS Structures for Behavior**

Boone Elementary School had a change of leadership at the beginning of the 2023-24 school year. Over the course of the school year, we worked to ensure that our MTSS procedures specific to students identified as Tier 2 and Tier 3 for behavior are consistent buildingwide, that we are monitoring the effectiveness of our interventions, and that all staff are clear on the responsibilities specific to their roles.

#### **SESSION OUTCOMES:**

- Understand how our school solidified its Tier 2 and Tier 3 systems for MTSS behavior over the course of the year
- Use our experiences to examine your own systems for supporting Tier 2 and Tier 3 students behaviorally
- Identify specific actions our leadership team took to ensure our procedures are consistent for the implementation of interventions and data-progress monitoring

**PRESENTERS:** Jill Rush, Principal, Kylie Warner, Teacher, and Jenny Morris, Social Worker, Boone Elementary School, Center School District

## **TIER 1 2 3 MULTI-TIERED SYSTEM OF SUPPORT**

### **3F: A Districtwide Approach to MTSS**

Learn how the executive and implementation features within MTSS can

help create clear alignment and action steps to your comprehensive school improvement plan (CSIP) or building school improvement plan when implementing MTSS.

#### **SESSION OUTCOMES:**

- Understand the executive and implementation features within MTSS
- Identify goals from your own CSIP to align and create action steps for implementing MTSS

**PRESENTER:** Chrissy Crolly, MO SW-PBS Statewide Coach/District Facilitator, MU

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **3G: Maintaining and Sustaining SW-PBS Over the Years — 15 Years of Implementation**

In this session, participants will travel along on the journey of a school that has implemented all three tiers of SW-PBS with recognition for 15 years. Receive systems, data, and practices from our school's SW-PBS voyage. Participants also will be given the opportunity to reflect on their own practices and to network with other SW-PBS professionals.

#### **SESSION OUTCOMES:**

- Utilize a behavioral follow chart to develop and maintain efficient implementation
- Compile a list of strategies that foster a professional learning community in order to promote a positive school culture
- Compile a list of strategies to involve student voice while staying focused on data

**PRESENTER:** Gretchen DeMasters, Principal, Carl Junction Intermediate School, Carl Junction R-I School District

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **3H: Leading in an SW-PBS Building — What It Takes for Success**

Being a successful leader in an SW-PBS building is tough. In this session, participants will learn four simple areas to focus on that can lead to success. Participants also will be provided with several questions to reflect on in order to begin planning for establishing a successful behavioral model, along with the resources needed to help support their efforts.

#### **SESSION OUTCOMES:**

- Learn the most-important elements needed to be a successful leader in an SW-PBS school

- Walk away with meaningful questions to ask staff in order to gain insight into your building's SW-PBS framework
- Learn where to find resources that can aid in successful leadership

**PRESENTER:** Katie Andreasen, Principal, Early Childhood Center, Excelsior Springs School District

## **TIER 1 2 DATA SYSTEMS AND DECISION-MAKING**

### **3I: Tiger Tech — Using Tools to Build Multi-Tiered Systems and to Enhance Data Collection**

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

#### **SESSION OUTCOMES:**

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

**PRESENTERS:** Tammy Weber, SW-PBS Coordinator, Landon Cook, Social Worker, Michael Cates, Counselor, and Corey Miller, Assistant Principal, Caruthersville Middle School, Caruthersville School District

## **TIER 1 2 3 SPECIAL INTEREST TOPICS**

### **3J: *Want to versus Will Do* — Understanding the Difference Between Motivation and Regulation**

The effect of external rewards on motivation has become needlessly controversial. Done right, external reinforcement is an important component of a balanced approach to behavioral management. In this session, get the scoop with a clear and simple explanation of the research.

#### **SESSION OUTCOMES:**

- Understand the difference between motivation and regulation
- Understand how external rewards can help students become more self-regulated
- Understand when and why to fade external rewards

**PRESENTER:** Gordon Way, MO SW-PBS Web and Data Consultant, MU

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **3K: Seventh Annual MO SW-PBS Film Festival**

Join this session for the Seventh Annual MO SW-PBS Summer Institute Film Festival. See firsthand how Missouri schools are engaging students and staff in creating unique videos that teach schoolwide expectations. Watch these videos and pick up some creative ideas for your school.

## *Breakout Session 4* *June 5, 8:00–9:15 a.m.*

## **TIER 1 2 3 SPECIAL INTEREST TOPICS**

### **4A: Creating Spaces of Belonging for Students and Staff**

A sense of belonging is not just a by-product of success but a condition for it. Belonging in school is critical to academic, behavioral, and social success. In this session, participants will explore evidence-based strategies that educators can implement in order to create spaces where all students and staff can thrive.

#### **SESSION OUTCOMES:**

- Understand the importance of belonging for academic, behavioral, and social success
- Learn how to create environments that foster a sense of belonging for all students
- Learn how to foster an inclusive and safe work environment for all staff

**PRESENTERS:** Nanci Johnson, MO SW-PBS State Director, and Jody Baker, MO SW-PBS Statewide Coach/District Facilitator, MU

## **TIER 1 2 3 DISTRICTWIDE**

### **4B: Getting Ready — Utilizing Implementation Phases to Jump-Start a Districtwide Approach to MTSS and SW-PBS**

In this session, participants will discover the steps for obtaining commitment to SW-PBS implementation, learn how to set up conditions for implementation to take place (exploration of tools, data and resources, etc.), and understand how to get started in their own districts.

#### **SESSION OUTCOMES:**

- Discuss districtwide logic, simplified phases of implementation, and elements that drive the work

- Receive tools, data, and resources that teams can use when building a districtwide plan
- Identify next steps to determine relevant data, commitments, and overall readiness

**PRESENTERS:** Lisa Powers, Senior Research Associate, and Jamie Grieshaber, Senior Research Associate, MU Center for SW-PBS

## **TIER 3 TIER 2 AND TIER 3**

### **4C: Successfully Implementing Tier 3**

Have you wondered what's next in implementing a Tier 3 team? This session will help participants identify their next steps when constructing a successful Tier 3 team. Walk away with a strong foundation to kick-start your school forward as you take on Tier 3 systemization. Examine a real-life elementary school's journey with Tier 3 and receive handouts and tips you can take back to your school as a guide for your own team.

#### **SESSION OUTCOMES:**

- Identify the responsibilities of a Tier 3 team
- Use a flow chart to follow an efficient process for Tier 3 implementation
- Identify next steps for your school's Tier 3 needs

**PRESENTERS:** Michelle Peterson, Assistant Principal, and Brandi Gump, Principal, Matthews Elementary School, Grain Valley R-V School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4D: Classroom Implementation – The Key to Success**

This session will explore the importance of classroom effective practices and implementation fidelity. Discover a district-level approach to monitoring and supporting classroom implementation fidelity. Participants will receive access to tools and resources to support their efforts in monitoring classroom implementation.

#### **SESSION OUTCOMES:**

- Understand the importance of classroom implementation fidelity
- Review effective classroom practices
- Consider using a walk-through tool to monitor implementation

**PRESENTER:** Danielle Starkey, MTSS-B Supervisor, Omaha Public Schools

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4E: A Good Process – Building, Implementing, Reinforcing, and Developing a Well-Rounded SW-PBS Model**

Are you looking for ways to help teach behaviors within your school and to celebrate the success and growth of your students? In this session, participants will learn how our team analyzes data to determine our school's behavioral needs and how lessons to address them are developed and implemented schoolwide. Discover different ways to celebrate and incentivize these areas of focus when they are met by your students. Participants also will have time to collaborate with fellow educators on how these strategies can be implemented.

#### **SESSION OUTCOMES:**

- Learn how to evaluate schoolwide data to determine behavioral focus needs and how to develop and implement lessons to meet these needs
- Discover different ways to celebrate and incentivize positive behaviors
- Collaborate, plan, and ask questions about these processes

**PRESENTERS:** Sandy Hinckley, Math Teacher, Kay Douglas, Math Teacher, and Amy Hill, Bingham Middle School, Independence School District

## **TIER 1 MULTI-TIERED SYSTEM OF SUPPORT**

### **4F: We Are Family – A Middle School Approach to Building Relationships**

At our middle school, we know that building relationships is key to the overall education of our students. To help strengthen relationship-building, we developed family time. Each week, staff members meet with their families and engage in a variety of activities such as team-building, community-service projects, character-building activities, and friendly family competitions. Come learn more about these activities, how we built this time into our schedule, and the positive outcomes we have seen so far.

#### **SESSION OUTCOMES:**

- Learn how our middle school incorporated family time into the school week and why we see this as such an important tool
- Walk away with schedules to use with students during family time

**PRESENTERS:** Stephanie Billingsley, Principal, Tanya Brown, Special Services, Amanda Sherrill, Counselor, Hannah Kmiec, Teacher, Tara Brucher, Special Services, Cortni Pryor, Teacher, and Carlos Diaz, Special Services, Steelville Middle School, Steelville R-III School District



## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4G: Implementing, Evaluating, and Celebrating the Eight Effective Teaching and Learning Practices**

At York Elementary School, we worked hard this year by focusing on improving our effective teaching and learning practices. Come hear how we supported staff when implementing these practices, how we communicated our implementation procedures, and how we used data from self-assessments and office referrals to problem-solve and celebrate.

#### **SESSION OUTCOMES:**

- Learn valuable ways to support staff with the Eight Effective Teaching and Learning Practices
- Learn how to communicate with staff about implementation expectations for the Eight Effective Teaching and Learning Practices
- Learn about using data to monitor and adjust the overall plan

**PRESENTER:** Shannon Holt, Counselor, York Elementary School, Springfield R-XII School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **4H: POWERed Up – Hitting the High Notes for a Harmonious High School Environment**

Get ready to be inspired as we showcase the rhythm, energy, and transformative power behind our urban high school's success with SW-PBS. In this session, discover how your school can amplify its positive impact through the powerful integration of SW-PBS principles. Let's rock the world of positive behavior together!

#### **SESSION OUTCOMES:**

- Identify ways to incorporate student voice into your systems
- Consider how to elevate SW-PBS to feel appropriate for secondary schools

**PRESENTERS:** Renee Black, District Behavioral Coach; Kerry Dixon, Assistant Principal, and Jennifer Durbin, Teacher, Center High School, Center School District

## **TIER 1 SPECIAL INTEREST TOPICS**

### **4I: Schoolwide Parties – How We Make It Happen**

Finding ways to celebrate all students meeting schoolwide goals can be difficult in a normal day-to-day routine. In this session, participants will learn the step-by-step process for schoolwide parties we use on our

early release days. Walk away with everything you will need to make this strategy work for you — goal-setting ideas, forms, schedules, sessions, and more!

#### **SESSION OUTCOMES:**

- Learn how to implement schoolwide parties to celebrate achievements focused on the criteria of attendance, behavior, and academics
- Walk away with easy-to-implement ideas and schedules to tailor to your own school system

**PRESENTERS:** Katie Guiett, Teacher, and Heather Zuccarello, Librarian, Jefferson Intermediate School, St. Charles R-VI School District

## **TIER 1 2 SCHOOLWIDE AND CLASSROOM**

### **4J: Consciously Approaching and Supporting Behaviors**

Are you looking for easy, cost-free ways to implement SW-PBS at your school? At Fulton Early Childhood Center, we know how important it is to create and nurture a positive and safe school family. In this session, participants will receive effective and trouble-free strategies that Fulton Early Childhood has successfully implemented in its classrooms.

#### **SESSION OUTCOMES:**

- Learn about strategies and skill sets to apply when managing behavior
- Be aware of your own state of mind when managing behavior and learn how to approach behavior consciously
- Walk away with cost-free tools, skills, and strategies to take back to the classroom

**PRESENTER:** Abby Quick, Preschool Teacher, Fulton Early Childhood Center, Fulton School District

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **4K: Embedding Restorative Practices Into the SW-PBS Framework for Student and Staff Success**

Our school has been working to combine sustainable SW-PBS practices with restorative practices, all while tailoring supports to meet all of our students' needs. We have reduced undesired behaviors, almost eliminated the need for in-school suspension, celebrated positive shifts in behavior, and provided students with strategies to adjust and cope with big feelings. This implementation is the extra layer of support many buildings need, and it can help address and reteach desired behaviors while holding students accountable. Come learn how all of this fits into a regular school day and is made possible through simple and sustainable practices.

## SESSION OUTCOMES:

- Learn how to combine SW-PBS with restorative, sensory, and social-emotional practices
- Understand how to structure a day for a restorative support instructor in which Tier 1, Tier 2, and Tier 3 practices are used in conjunction with positive and preemptive approaches to student needs
- Consider student struggles and formulate a plan to approach them using various consequences and techniques

**PRESENTERS:** Kristie Robinson, Principal, and Beverly Wells-Stratton, Restorative Support Instructor, Oak Grove Elementary School, Poplar Bluff R-I School District

## Breakout Session 5

June 5, 9:30-10:45 a.m.

### TIER 1 SCHOOLWIDE AND CLASSROOM

#### 5A: Small School, Big Culture — Fostering Positive Culture and Climate in Schools of Any Size

At Gerald Elementary School, we have discovered ways for our small school to make a big impact within our building and throughout our community. In addition to SW-PBS, we have put family groups, morning meetings, service projects, and community partnerships into practice. All of these initiatives help students know that they belong and are part of our school family. These connections create a positive culture and climate, which impact student behavior and learning.

#### SESSION OUTCOMES:

- Gain ideas on how to foster a positive climate and culture no matter the size of your school
- Receive ideas for ways to bring your school and community together

**PRESENTERS:** Randee Schatz-Morris, Teacher, Randi Gehlert, Teacher, Jena Hunt, Teacher, and Barb Loyd, Teacher, Gerald Elementary School, Gasconade County R-II School District

### TIER 1 2 3 DISTRICTWIDE

#### 5B: Getting Started and Getting Better — Implementing and Improving Process and Impact to Sustain and Scale Districtwide MTSS and SW-PBS

In this session, participants will engage in the continuous improvement process to enhance implementation in order to improve outcomes, invest

in systems to promote sustainability, and build local capacity to support scaling across schools and tiers.

#### SESSION OUTCOMES:

- Explore how districts can build internal capacity to implement SW-PBS districtwide through the lenses of systems, practices, and data
- Utilize and evaluate available data sources to determine the effectiveness and consistency of implementation
- Review and adopt systems data to ensure equity, fidelity, and impact in order to sustain the work across tiers and improve

**PRESENTERS:** Lisa Powers, Senior Research Associate, and Jamie Grieshaber, Senior Research Associate, MU Center for SW-PBS

### TIER 1 2 3 SPECIAL INTEREST TOPICS

#### 5C: Equity Lens — How Laser Is Your Focus?

When you hear the word *race* and/or *equity*, what comes to mind? What stories do your discipline data say about what is really going on in your school or district? The presenters will share their journey and progression with this work and how it is impacting their practices, school climate, and achievement. Walk away enlightened, encouraged, and inspired with a greater sense of urgency to impact learning and achievement for all scholars, especially those from marginalized populations.

#### SESSION OUTCOMES:

- Identify practices that perpetuate inequities
- Learn how one school uses discipline data to identify inequities
- Examine ways to disrupt and dismantle the practices of inequities that negatively impact student growth, achievement, and social-emotional development

**PRESENTERS:** Angela Price, Principal, Beverly Hampton, First Grade Teacher, and Billee Potts, Behavior Interventionist, Indian Creek Elementary School, Center School District

### TIER 1 2 SCHOOLWIDE AND CLASSROOM

#### 5D: Reset Procedures Within MTSS

In this session, participants will gain practical ideas and wisdom for what they will need to implement within their buildings in order to support teachers, students, and administrators using MTSS.

#### SESSION OUTCOMES:

- Learn what processes our school district has put in place to support MTSS throughout multiple buildings

- Discover what systematic processes must be in place to have efficient and effective Tier 1 and Tier 2 supports
- Walk away with ideas and insights for what you need to implement within your building

**PRESENTERS:** Andrew Morton, Behavior Coordinator, and Amy Stroder, Executive Director of Student Services, Willard R-II School District

## **TIER 2 3 TIER 2 AND TIER 3**

### **5E: Tier 2 and Tier 3 Processes at the Early Childhood Level**

What do Tier 2 and Tier 3 look like at the early childhood level? This session will provide an overview of the Tier 2 and Tier 3 processes in place at Don Earl Early Childhood Center. In this session, learn the definitions of majors and minors along with the criteria needed to fill out an incident report. Don Earl Early Childhood staff will share the available routes when referring a student to the Tier 2 and Tier 3 team along with various forms including agenda forms, functional-assessment forms, nomination forms, data-collection tools, and more.

#### **SESSION OUTCOMES:**

- Understand the referral process used at the early childhood level
- Be able to identify the difference between a major and a minor
- Review Tier 2 interventions, the Tier 3 process, and data-collection tools utilized in early childhood

**PRESENTERS:** Jennifer Wallis, Family Support Facilitator, and Dawn Amsden, Behavior Specialist, Don Earl Early Childhood Center, Fox School District

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **5F: The De-Escalation Cycle — Strategies for Secondary Schools**

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 secondary educators can use to prevent or minimize behavioral issues.

#### **SESSION OUTCOMES:**

- Review the acting-out cycle
- Identify strategies to use in secondary settings that can diffuse escalating behaviors

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

## **TIER 1 SPECIAL INTEREST TOPICS**

### **5G: United for Success — Engaging Families in SW-PBS**

In this session, participants will explore innovative strategies to involve families in SW-PBS. Become equipped with practical tools and insights to bridge the gap between home and school, which enhances the effectiveness of SW-PBS. Come discover how to foster meaningful family partnerships and empower parents on the SW-PBS journey.

#### **SESSION OUTCOMES:**

- Learn effective strategies and best practices for involving families in the SW-PBS process
- Network with other professionals and share resources related to family involvement in SW-PBS

**PRESENTERS:** Andrea Eatinger, Principal, and Katie Bishop, SW-PBS Team Facilitator, Clardy Elementary School, North Kansas City School District

## **TIER 1 2 3 SCHOOLWIDE AND CLASSROOM**

### **5H: You Can Have Your Pie and Eat It, Too — Integrating Initiatives to Support Student Self-Regulation**

Are you feeling overwhelmed about implementing an SW-PBS framework at a preschool? We did, too! Come learn how we have navigated integrating SW-PBS into our existing behavioral framework. Participants will leave this session with many tools that allow the implementation of best practices in a simple, meaningful way. Children are so capable, and we can support them by being play facilitators.

#### **SESSION OUTCOMES:**

- Learn how to integrate SW-PBS into an existing framework
- Understand the capability of children and be willing to be a facilitator instead of a manager/controller
- Walk away with meaningful, simple ways to implement best practices

**PRESENTERS:** Kennedy Lynn, Teacher, Katie Andreasen, Principal, Taylor Williams, Teacher, Taylor Rusche, Teacher, and Olivia McHenry, Teacher, Early Childhood Center, Excelsior Springs School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **5I: Engaging Staff and Students Through Humor and Technology**

In this session, participants will learn how our school uses videos to introduce its monthly precision statement as well as strategies to help support this statement to teachers. We accomplish this by using humor and creating engaging content for teachers. Participants also will discover

how we create videos for students as a unique way to supplement the behavior matrix, which promotes ownership and class discussion around schoolwide expectations.

#### **SESSION OUTCOMES:**

- Understand how humor and technology can work together to increase engagement and staff buy-in
- Learn how videos can be used to teach appropriate strategies in order to meet monthly behavioral targets
- See how a visual representation of the behavior matrix can increase student understanding, leading to schoolwide improvements

**PRESENTERS:** Kate Cox, Sixth Grade ELA Teacher, Tiah Archer, Sixth Grade Math and Science Teacher, and Amanda Denson, Principal, Jefferson Intermediate School, St. Charles R-VI School District

#### **TIER 1 2 SPECIAL INTEREST TOPICS**

##### **5J: Teaching Social Skills — A Prequel to Tier 2**

This session will help participants think about how teaching social skills within the classroom is actually a pre-activity to Tier 2 small-group social-skills interventions. Walk away with information and ideas on how to integrate social-skills instruction into Tier 1 practices for all students.

#### **SESSION OUTCOME:**

- Learn how to integrate social-skills instruction into Tier 1 practices

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

## *Breakout Session 6*

*June 5, 11:00 a.m.-12:15 p.m.*

#### **TIER 1 SCHOOLWIDE AND CLASSROOM**

##### **6A: Hey, Fam! — How Family Groups Build Family Ties**

If you ask the students (and teachers) at Gerald Elementary School what their favorite part of each week is, most of them would say, “Family groups.” As schools reach the advanced tiers of SW-PBS, they look for ways to bring the school and the community together. Gerald Elementary has created multiage groups of students to help build positive relationships among them, their families, and members of the community. In this session, come see what family groups look like, how

they are formed, how they affect relationships throughout the school and the community, and what they could look like for you.

#### **SESSION OUTCOMES:**

- Discover how weekly family-group meetings build positive relationships, teach character, and serve the community
- Recognize the positive impact of connecting multiage students across school settings
- Gain ideas for ways to bring your school and your community together

**PRESENTERS:** Randi Gehlert, Teacher, Jena Hunt, Teacher, Randee Schatz-Morris, Teacher, and Barb Loyd, Teacher, Gerald Elementary School, Gasconade County R-II School District

#### **TIER 1 SPECIAL INTEREST TOPICS**

##### **6B: Engaging Staff and Students in SW-PBS**

Do you sometimes feel stuck in a rut? Maybe you struggle with creative ways to get students or staff to really want to participate in the SW-PBS process. You might have done this for a while, and now you’re just feeling stuck. In this session, learn how to refresh and bring fun into SW-PBS. You will leave with ideas that you can implement in your building.

#### **SESSION OUTCOMES:**

- Discover methods to incentivize staff to buy into SW-PBS
- Learn creative ways to incentivize students to buy into the SW-PBS process

**PRESENTERS:** Jessica Nolin, Principal, Matthew Wheeler, Assistant Principal, Wendy Marckx, Resource Specialist, and Holly Ford, SW-PBS Team Facilitator, Eastgate Sixth Grade Center, North Kansas City School District

#### **TIER 1 DISTRICTWIDE**

##### **6C: The Long and Winding Road to Districtwide SW-PBS**

This session will equip district- and building-level leaders with an understanding of how to strategically establish and execute a districtwide implementation model for SW-PBS. Learn how the Excelsior Springs School District reignited its SW-PBS journey with a renewed focus on strategic planning and partnering with state and regional resources. Let our long and winding road help you shorten your path toward success.

#### **SESSION OUTCOMES:**

- Understand the importance of strategic planning
- Learn about resources available to support districtwide implementation

- Walk away with a blueprint for establishing effective leadership systems and protocols

**PRESENTERS:** Christen Everett, Assistant Superintendent of Student Services, Excelsior Springs School District; and Jody Baker, MO SW-PBS Statewide Coach/District Facilitator, MU

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **6D: Putting the Spotlight on Student Leadership Within Tier 1**

In this session, participants will learn how to create or maintain an SW-PBS handbook to assist in establishing consistent procedures throughout their buildings. Participants also will gain ideas on how to foster student leadership and ownership in their schools. These leadership opportunities spotlight desirable behaviors consistent with the SW-PBS handbook.

#### **SESSION OUTCOMES:**

- Gain ideas for creating or strengthening Tier 1 systems that establish clear and consistent expectations
- Learn how to foster student leadership and ownership in your school

**PRESENTERS:** Amber Stichler, First Grade Teacher, Cassie Nettle, Fourth Grade Teacher, Calista Speake, Kindergarten Teacher, and Shelley Campbell, Counselor, Topping Elementary School, North Kansas City School District

## **TIER 1 2 SPECIAL INTEREST TOPICS**

### **6E: Building Community Through Social Skills With the SW-PBS Framework**

In this session, teachers from Lakeview Middle School will share activities, systems, and procedures that can be used to build community both within the classroom and schoolwide. Participants will have collaboration time to share and brainstorm community-building plans that can be implemented this fall. Participants also will receive samples of resources that have been proven to be successful.

#### **SESSION OUTCOMES:**

- Receive a variety of social-skill and community-building activities that can easily be implemented in any classroom or school
- Collaborate with attendees and the presenters to group-source community-building ideas

**PRESENTERS:** Kara Beldo, Sixth Grade Science Teacher, and Stacey

Strange, Sixth Grade Social Studies Teacher, Lakeview Middle School, Park Hill School District

## **TIER 1 SCHOOLWIDE AND CLASSROOM**

### **6F: You've Taught the Expectations — Now, It's Time to Celebrate!**

At Monroe Elementary School, we work together to build a culture of belonging by celebrating students who demonstrate expected behaviors in the classroom and in other areas of the building. Come learn about our classroom and schoolwide rewards and celebrations and how we include families in these celebrations.

#### **SESSION OUTCOMES:**

- Gain ideas for celebrating expected behaviors in the classroom
- Gain ideas for schoolwide celebrations for expected behaviors
- Discover how to incorporate families into schoolwide celebrations

**PRESENTERS:** Kelly Schneider, Special Education Teacher, and Allyson Dorsey, RTI Specialist, Monroe Elementary School, St. Charles R-VI School District

## **TIER 2 3 SPECIAL INTEREST TOPICS**

### **6G: Journey Into the Unknown — An Early Childhood Tier 2 and Tier 3 Tale**

Are you finding it difficult to establish your Tier 2 and Tier 3 team at the early childhood level? In this session, participants will walk through one school's journey in formulating the systems and procedures needed for a successful team. Come learn about the obstacles and challenges we faced, see how we approached working through each of them, and gain access to the tools we created to help us have our meetings run smoothly. Let us help you get your foot in the door as you begin to support your Tier 2 and Tier 3 students.

#### **SESSION OUTCOMES:**

- Witness the journey taken to establish systems and procedures for an early childhood Tier 2 and Tier 3 team
- Discover the barriers and challenges our team faced and how they were addressed
- Gain access to and review the tools created by our team

**PRESENTERS:** Katie Andreasen, Principal, and Kennedy Lynn, Teacher, Early Childhood Center, Excelsior Springs School District

## TIER 1 2 3 SCHOOLWIDE AND CLASSROOM

### 6H: K-8 Behavioral Strategies for Literacy and Writing Instruction – The Importance of Self-Regulation and Executive Functioning

Why does student behavior break down during reading and writing instruction? How does a well-managed classroom using the Eight Effective Teaching and Learning Practices impact literacy and behavior? Factors such as fluency, automaticity, executive functioning, and self-regulation can impact a student's ability to succeed in reading and writing tasks. In this session, participants will learn the strategies needed to enable students to be more organized and self-regulated. This will help students gain mastery of complex literacy tasks within the safety of a well-managed classroom.

#### SESSION OUTCOMES:

- Empower students to organize their thoughts in an impactful way for reading and writing tasks
- View lessons and behavioral supports that increase literacy outcomes through well-managed classrooms
- Understand the correlation among literacy knowledge, skills, and student behavior

**PRESENTERS:** Sherri Thomas, MO SW-PBS Regional Consultant, Candice Robb, Literacy Improvement Consultant, and Kali Binkley, MO SW-PBS Regional Consultant, Heart of Missouri RPDC

## TIER 1 2 3 SPECIAL INTEREST TOPICS

### 6I: Understanding Trauma in School

Receive a basic overview of what trauma is, its effect on the brain and development, and what we can do as educators to provide a supportive and calming environment to promote growth in students and families. Participants will complete an ACEs assessment to provide insight on their own life experiences and how these experiences could be impacting their

relationships and interactions with students and families. Participants also will discuss, review, and practice trauma-informed strategies that can be used in their classrooms.

#### SESSION OUTCOMES:

- Understand what trauma is, what could be a traumatic event, and what effects trauma has on the brain and on development
- Understand what trauma might look like in your students, in their families, or in yourself
- Learn what traumatic responses are and receive examples of trauma-informed strategies to use within your classroom and school

**PRESENTER:** Abbi Schuh, Third-to-Sixth-Grade Counselor, Vineland Elementary School, De Soto School District

## TIER 1 SCHOOLWIDE AND CLASSROOM

### 6J: Foundation-Building – Unveiling the Essentials for Crafting an SW-PBS Preschool

How does the SW-PBS system work in a special education preschool? In this session, discover how we adapted the information provided in Tier 1 and Tier 2 to benefit our youngest learners (including some with special needs). Participants will learn about the various materials our district has used along with our journey to successful Tier 1 and Tier 2 implementation. Participants also will be given time to problem-solve the various barriers faced at the beginning stages of implementation.

#### SESSION OUTCOMES:

- Be able to identify basic needs in order to start developing a matrix for preschool and early childhood special education settings
- Learn strategies to increase staff participation in the development and implementation of the matrix for buildingwide fidelity

**PRESENTERS:** Heather Bersuch, Speech Language Pathologist, and Laura Willard, Special Education Teacher, Early Childhood Center, Grain Valley R-V School District

# Rock Your Role!