Missouri Schoolwide Positive Behavior Support (MO SW-PBS) has a goal to improve behavioral outcomes for ALL students in Missouri one district, school, and classroom at a time. This Annual Report is structured to assess support that MO SW-PBS provides districts, schools and classrooms across 5 critical areas as outlined by the PBIS Evaluation Blueprint: Reach, Process, Capacity, Fidelity and Outcomes.

The mission of MO SW-PBS is to empower schools and districts to establish and sustain positive and effective environments, where a research-based, multi-tiered behavioral framework is implemented with fidelity and equity for all students.

The vision of MO SW-PBS is to be the premiere resource for efficient and effective systems of behavior support for schools and districts.

MO SW-PBS is committed to actively assisting the Missouri Department of Elementary and Secondary Education (The DESE) to meet the state's “Show Me Success” mission to guarantee the superior preparation and performance of every child in school and in life. MO SW-PBS also assists all stakeholders in meeting many of the State Performance Plan (SPP) Part B indicators identified through The DESE in conjunction with the U. S. Department of Education, Office of Special Education Programs (OSEP).

MO SW-PBS has provided training and support to building leadership teams (BLTs) and district leadership teams (DLTs) for over 16 years. Since the Covid 19 Pandemic, the implementation of schoolwide positive behavior supports (SW-PBS) has been more urgently needed than ever before. The framework of the four interconnected elements of systems, data and practices, which when implemented with fidelity, consistency and equity result in desired outcomes, has proven durable and vital.

**FOUR INTERCONNECTED ELEMENTS OF SW-PBS**

- **OUTCOMES**
  - Supporting Social Competency & Academic Achievement
  - Cultural Equity

- **SYSTEMS**
  - Supporting Staff Behavior
  - Cultural Knowledge

- **DATA**
  - Supporting Decision-Making
  - Cultural Validity

- **PRACTICES**
  - Supporting Student Behavior
  - Cultural Relevance

### STRATEGIC PLAN

**Improve behavioral outcomes for all students**

- Sustain materials to implement District Continuous Improvement (DCI)
  - Sustain handbook/implementation guide/resources
  - Sustain virtual learning platform
  - Sustain MO SW-PBS website

- Build capacity of stakeholders to implement DCI
  - Internal: Implement & sustain DCI*
  - Internal: Provide feedback on DCI*
  - External: Support DCI coaching knowledge and skills**
  - External: Provide training and TA**
  - External: Differentiate coaching support**

- Build systems for DBDM
  - Audit of partner data
  - Coach focusing on data collection and submission
  - Engage in explicit cycles of DBDM

*Internal: District and Building Personnel
**External: MO SW-PBS State Team Personnel
MO SW-PBS trains and provides technical assistance to partners for implementation of tiered supports as articulated by Walker et al. (1996), with an emphasis on universal supports for all. The universal or Tier 1 supports, when implemented with fidelity, consistency and equity, typically results in 80% of students successful in demonstrating expected behaviors. Targeted small group or Tier 2 interventions are provided to 10-15% of students and in some cases intensive and individualized or Tier 3 interventions are needed for 3-5% of students.1

15%

3-5%

80%

MO SW-PBS STUDENT SUPPORT MODEL*

MO SW-PBS trains and provides technical assistance to partners for implementation of tiered supports as articulated by Walker et al. (1996), with an emphasis on universal supports for all. The universal or Tier 1 supports, when implemented with fidelity, consistency and equity, typically results in 80% of students successful in demonstrating expected behaviors. Targeted small group or Tier 2 interventions are provided to 10-15% of students and in some cases intensive and individualized or Tier 3 interventions are needed for 3-5% of students.1

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

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

Who is participating in PBIS/SW-PBS?

2021 Participating Schools by Training Tier

2021 Participating Schools by Grade Configuration
**REACH**

Who is participating in PBIS/SW-PBS?

**SCHOOLS/DISTRICTS**

- **592 SCHOOLS**
  - 25% of MO Schools

- **149 DISTRICTS**
  - 27% of MO Districts

**DEMOGRAPHICS**

- **Non SW-PBS**
  - 15.8% Students w/ IEPs
  - 41.3% Students F/R Lunch

- **SW-PBS**
  - 15.6% Students w/ IEPs
  - 53.8% Students F/R Lunch

- **Missouri**
  - 15.7% Students w/ IEPs
  - 44.4% Students F/R Lunch

**TAKEAWAY**

MO SW-PBS schools are more ethnically and racially diverse, and serve greater percentages of students at risk, as measured by poverty (i.e., eligibility for Free / Reduced Lunch). For only the second time since MO SW-PBS began work with partner buildings in 2006-2007, the percentage of students receiving supports via individualized education plans (IEPs) is lower in SW-PBS schools than in either All Missouri schools or non-implementing schools.
TRAINING PHASES

Under the historic model, BLTs received training and support following a specified progression through Tiers 1, 2 and 3. In recent years, the training includes the historic content, but the rate of progression is more individualized, taking into consideration the systems, data and practices that are pre-existing, and focusing on refining current components and adopting components not in place to ensure all necessary elements of the framework are implemented with fidelity, consistency and equity.

EXPLORATION AND ADOPTION
Decision to Participate

TIER 1, PREPARATION PHASE
Prepare Tier 1 Systems, Data and Practices; implement with ALL staff, pilot with some students

TIER 1, EMERGING PHASE
Implementation with ALL staff and students

TIER 1, EMERGING ADVANCED
Ongoing and more comprehensive implementation for sustainability; assess readiness for Tier 2

TIER 2
Prepare Tier 2 systems, data and practices; pilot a single Tier 2 Intervention

TIER 2 ADVANCED
Ongoing implementation of at least one more Tier 2 intervention and sustaining Tiers 1 and 2; assess readiness for Tier 3

TIER 3
Prepare Tier 3 Systems, Data and Practices; pilot a single Functional Behavior Assessment/Behavior Intervention Plan

TIER 3 ADVANCED
Ongoing and comprehensive implementation of additional FBA/BIPs sustaining ALL 3 tiers of support

Over 97% of survey respondents agreed that BLT training was valuable, engaging, and would impact their work with students.
Under the district continuous improvement for behavior (DCI-B) framework, training and support is provided primarily to DLTs. The training and coaching focus for DLTs are the components of the District Systems Fidelity Inventory (DSFI).

The goal of DCI-B is to grow internal DLT capacity for provision of BLT level professional learning curriculum and supports that are differentiated based on data and DLT priorities for districtwide cohesion. In most cases, the historic Training Phases progression is used to guide decision making on BLT training in this new delivery model.

MO SW-PBS provides training content for both building leadership teams (BLTs) and district leadership teams (DLTs) that is informed by the research in applied behavior analysis and tiered systems of support, the National Center on PBIS Blueprints, research based PBIS APPs assessments and implementation science research.

**TAKEAWAY**

MO SW-PBS provides training content for both building leadership teams (BLTs) and district leadership teams (DLTs) that is informed by the research in applied behavior analysis and tiered systems of support, the National Center on PBIS Blueprints, research based PBIS APPs assessments and implementation science research.
THE CASCADE MODEL OF SUPPORT

This figure is designed to be viewed starting at the bottom left corner, then following the cascade up to the Executive Leadership. Beginning with student outcomes in mind, backwards designing a cascading system of support that flows from the state department of education to all classrooms and all students.

Who is supported?
- Students
  - Improved behavior and academic outcomes
- Building Staff
  - Provides effective practices to support students
- Multiple District Leadership Teams
- Multiple Buildings within the District
- Multiple Collaborative Teams within Building
- MO SW-PBS State Team***
  - Provides guidance, visibility, funding, political support, and implementation supports
- District Lead Teams
  - Provides guidance and manages implementation
- Building Lead Team
- All staff
- All students

How is it supported?
- Executive Leadership Team*
  - Provides guidance, visibility, funding, political support for Missouri Model District
- MO SW-PBS Lead Team**
  - Provides coaching and TA for District Teams
- MO SW-PBS State Team***
  - Provides guidance, visibility, funding, political support, and implementation supports
- Multiple Regional Professional Development Centers (RPDCs)
- District Lead Teams
- All staff
- All students

Adapted from figure number 5.5 in McIntosh & Goodman, 2016
*MO DESE, MU Center for SW-PBS, & MO SW-PBS Lead Team
**State Coordinator, Web / Data Consultants, & State Coaches
***MO SW-PBS Lead Team and Regional Consultants

30 State Team Members
26.6 FTE Dedicated to SW-PBS
785 Total Years in Education

MO DESE, MU Center for SW-PBS, & MO SW-PBS Lead Team
State Coordinator, Web / Data Consultants, & State Coaches
MO SW-PBS Lead Team and Regional Consultants

Who is supported?

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

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

MATERIALS & RESOURCES

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

PBISMissouri.org
Sessions: 57,157
Users: 33,992
Page views: 287,023

Most Frequently Viewed Pages
Tier 1 Effective Classroom Practices
Tier 2 Workbook and Resources
Tier 1 Workbook and Resources

Online Courses
385 Unique Visitors
(At least one online course)

Resources
- MO SW-PBS Handbook
- Tier 1 Implementation Guide
- Tier 2 Workbook
- Tier 3 Workbook
- Tier 1 Online Courses
- Tier 2 Online Courses

Tools
- Big-5 Generator
- Data Collection Tool
- EC Data Collection Tool
- DBDM Solution Plan
- DBDM Solution Plan for Google
- SAS/TFI Triangulation Spreadsheet
- Disproportionality Calculator
- Advanced Tiers Spreadsheet
- Advanced Tiers Spreadsheet for Google Sheets
- BIP-IT
- Tier 2-3 Meeting Planner

Social Media
Facebook
613 Followers
6,092 Reach
159 Page Visits

Twitter
2,207 Followers
47,730 Impressions

Newsletters
2,261 Recipients per Quarter
30.8% Average Unique Open Rate

TAKEAWAY

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

GROWTH & PARTICIPATION
MO SW-PBS SCHOOLS BY DISTRICT

2006-2007
86 DISTRICTS

2021-2022
149 DISTRICTS

1,363
Schools participating in at least 1 year of training since 2007

54%
15 year Retention Rate

241
Schools completed Tier 3 Advanced Training (7 years of training) since 2007 (18%)

785
Schools went inactive at least once since 2007

126
Schools participated in 2022 after having gone inactive at least once since 2007

Schools went inactive at least once since 2007
**FIDELITY**

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

<table>
<thead>
<tr>
<th>Schoolwide Evaluation Tool (SET)</th>
<th>External validation of implementation fidelity Tier 1 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Fidelity Inventory (TFI)</td>
<td>Building leadership team perception of fidelity Tiers 1, 2, &amp; 3 7</td>
</tr>
<tr>
<td>Self-Assessment Survey (SAS)</td>
<td>ALL staff perception of fidelity Tiers 1, 2 &amp; 3 8</td>
</tr>
</tbody>
</table>

**SCHOOLWIDE EVALUATION TOOL (SET) & TIERED FIDELITY INVENTORY (TFI)**

- **243** Schools Measured Tier 1 Fidelity w/ SET or TFI
- **196** Schools Met Tier 1 Fidelity Criteria
- **14** Schools participated in SAS 4.0 validation study; 6 of these also participated in SAS 3.0

**SELF-ASSESSMENT SURVEY (SAS) STAFF PERCEPTIONS OF SYSTEMS IN PLACE (EMERGING THROUGH MAINTENANCE)**

- **76.8%** Schoolwide In Place
- **77.6%** Non-Classroom In Place
- **74.2%** Classroom In Place
- **67.1%** Individual Students In Place

**TIERED FIDELITY INVENTORY (TFI) BY TRAINING LEVELS**

- **43%** Eligible completed Tier 1 Scale*
  80.7% ≥ 70% on Tier 1 Scale*
  *553 Eligible = Training Emerging through Maintenance

- **38%** Eligible completed Tier 2 Scale*
  81.8% ≥ 70% on Tier 2 Scale*
  *420 Eligible = Training Tier 2 through Maintenance

- **43%** Eligible completed Tier 3 Scale*
  84.8% ≥ 70% on Tier 3 Scale*
  *186 Eligible = Training Tier 3 through Maintenance

Note: Participation in assessment of fidelity was significantly depressed during the 2019-2020 school year and we suspected this would be the case for the 2020-2021 implementation year. Schools reported that with the added demands of the Covid-19 pandemic, the priority was on the physical and mental health of all staff when weighing the time needed for survey completion. We were pleased to find that 2020-2021 rates for participation were nearing the previous trend of around 50%. For 2021-2022 the rates of fidelity reporting were a mixed bag, with a slightly higher proportion participating in Tier 1 reporting and somewhat lower participation at Tiers 2 and 3.
FIDELITY

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

2022 Recognition Levels

113 Schools earned recognition in 2022
43 Schools earned recognition 10 or more years
1 School earned recognition all 16 years

District Systems Fidelity Inventory (DSFI)

2022 Average DSFI Components (10 districts)

Leadership: 64.1%
Stakeholder Engagement: 38.6%
Funding & Alignment: 42.1%
Policy: 47.9%
Workforce Capacity: 30.4%
Training: 47.5%
Coaching: 34.6%
Evaluation: 34.6%
Local Implementation Demonstration: 28.7%
FIDELITY

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

AWARD OF EXCELLENCE

Also known as “Recognition”, the Award of Excellence is a voluntary opportunity for participating teams to engage in an ongoing process of data and artifact submissions with regional consultants in order to receive ongoing progress monitoring feedback from an external expert.

**Preparation:** 1st year of partnership

**Implementing:** Partnering at Tiers 1, 2 and/or 3 but not applying for recognition

**BRONZE**
Implementing Tier 1 @ fidelity

**SILVER**
Implementing Tiers 1 & 2 @ fidelity

**GOLD**
Implementing Tiers 1, 2 & 3 @ fidelity

Tiered Fidelity Inventory (TFI) By Recognition Levels

<table>
<thead>
<tr>
<th>Recognition Level</th>
<th>Tier 1 Scale</th>
<th>Tier 2 Scale</th>
<th>Tier 3 Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze, Silver, &amp; Gold</td>
<td>98.2% completed</td>
<td>99.1% ≥ 70% on</td>
<td>96.6% completed</td>
</tr>
<tr>
<td></td>
<td>Tier 1 Scale</td>
<td>Tier 2 Scale</td>
<td>Tier 3 Scale</td>
</tr>
<tr>
<td>Silver &amp; Gold</td>
<td>98.9% completed Tier 2 Scale</td>
<td>97.8% ≥ 70% on Tier 2 Scale</td>
<td>93% ≥ 70% on Tier 3 Scale</td>
</tr>
<tr>
<td>Gold</td>
<td></td>
<td></td>
<td>96.6% completed Tier 3 Scale</td>
</tr>
</tbody>
</table>
### OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

#### 2021-2022 Attendance for All Students by SW-PBS Implementation

<table>
<thead>
<tr>
<th></th>
<th>Bronze</th>
<th>Silver</th>
<th>Gold</th>
<th>Non SW-PBS</th>
<th>Missouri</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>85.1%</td>
<td>91.3%</td>
<td>92.9%</td>
<td>84.4%</td>
<td>84.9%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>88.5%</td>
<td>92.6%</td>
<td>91.2%</td>
<td>83.5%</td>
<td>84.4%</td>
</tr>
</tbody>
</table>

#### 2021-2022 Attendance for All Students by Years of Recognition

- **All Missouri**
- **Never participated, never recognized**
- **Participated, never recognized**
- **Recognized 1-5 years**
- **Recognized 6-10 years**
- **Recognized 11-15 years**
- **Recognized 11-16 years**

<table>
<thead>
<tr>
<th></th>
<th>2020-2021</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.87</td>
<td>89.30</td>
<td>89.29</td>
</tr>
<tr>
<td>89.43</td>
<td>90.41</td>
<td>90.32</td>
</tr>
</tbody>
</table>

Note: 1. The initiative is achieving valued outcomes and is worth sustaining.
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?¹

2021-2022 Attendance for Students with IEPs by SW-PBS Implementation

<table>
<thead>
<tr>
<th>Level</th>
<th>2020-2021</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronze</td>
<td>89.8%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Silver</td>
<td>92.9%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Gold</td>
<td>91.8%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Non SW-PBS</td>
<td>83.0%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Missouri</td>
<td>83.6%</td>
<td>82.9%</td>
</tr>
</tbody>
</table>

2021-2022 Attendance for Students with IEPs by Years of Recognition

<table>
<thead>
<tr>
<th>Recognition Years</th>
<th>2020-2021</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Participated</td>
<td>88.87</td>
<td>89.30</td>
</tr>
<tr>
<td>Participated, never recognized</td>
<td>89.29</td>
<td>89.43</td>
</tr>
<tr>
<td>Recognized 1-5 years</td>
<td>90.41</td>
<td>90.20</td>
</tr>
<tr>
<td>Recognized 6-10 years</td>
<td>90.32</td>
<td>90.32</td>
</tr>
<tr>
<td>Recognized 11-16 years</td>
<td>90.41</td>
<td></td>
</tr>
</tbody>
</table>

¹ Does not include attendance data for years prior to 2020-2021.
Is the initiative achieving valued outcomes and worth sustaining?1

% of Students with IEPs spending ≥ 79% in Regular Classrooms by SW-PBS Implementation

<table>
<thead>
<tr>
<th></th>
<th>2020-2021</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>54.7%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Implementing</td>
<td>54.4%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Bronze</td>
<td>55.4%</td>
<td>54.4%</td>
</tr>
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</tr>
</tbody>
</table>

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Student outcome data for behavior was traditionally measured by office discipline referrals (ODRs) and had primarily been reported by schools using the Schoolwide Information System (SWIS). In recent years fewer schools are using SWIS. In addition, with the pandemic and reduced participation in Recognition there has been diminished reporting of ODR data. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.

In recent years, due to limited access to ODR data MO SW-PBS has used Out of School Suspensions (OSS) as a metric to assess implementation impacts on student behavior. In Missouri, schools must report any OSS of more than half a day.
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?1

2022 Tier 2 Interventions Delivered (Number of Schools)

Most frequently used Tier 2 interventions were Check-In, Check-Out (CICO) and Social Skills Intervention Groups (SSIG).

A limited number of schools used Check & Connect (C&C) or Self Monitoring (SM).

2022 Tier 2 Interventions Participation & Outcomes (Number of Students)

Almost 4,000 students received Tier 2 supports.

78% who participated demonstrated improvements.

36% graduated from the Intervention.

21% required more intensive support.
### Tier 3 Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Delivery and Outcomes (Number of Students)

- Almost 700 students received Tier 3 supports.
- 81% who participated demonstrated improvements.
- 15% graduated from the BIP.
- 19% required more intensive support.

### TAKEAWAY

Students with and without disabilities attending MO SW-PBS schools spend more time in school and in the regular classroom than students attending non-implementing schools. These positive outcomes appear to be amplified in schools that have maintained high levels of implementation fidelity over time. Student outcome data for office discipline referrals (ODRs) had primarily been reported by schools using the Schoolwide Information System (SWIS) and in recent years fewer schools are using SWIS. In addition, with the pandemic and reduced participation in Recognition there has been diminished reporting of ODR data. As a result, we cannot report the ODR data we do have and assure anonymity for our partners.
In 2021-2022 The DESE reinstituted the administration of the Missouri Assessment Plan (MAP) state standardized assessments for Communication Arts and Mathematics. The data shows a progression of improved scores in both domains for all students and for students with IEPs corresponding to levels of MO SW-PBS Recognition.
OUTCOMES

Is the initiative achieving valued outcomes and worth sustaining?1

2022 Percentage of Students with IEPs Scoring Proficient or Advanced in Communication Arts on the MAP by SW-PBS Implementation

2022 Percentage of Students with IEPs Scoring Proficient or Advanced in Mathematics on the MAP by SW-PBS Implementation
TAKEAWAY

Students with and without disabilities attending MO SW-PBS schools spend more time at school (attendance), do in part to lower Out of School Suspension. In addition, with the exception of students attending Gold Recognition Schools, students with IEPs attending MO SW-PBS schools spend more time in the general education classroom than do students with IEPs in non-implementing schools. The positive outcomes for attendance and OSS appear to be amplified as schools implement with high fidelity (as measured by recognition) over time.

The number of students reported as participating in Tier 2 and Tier 3 interventions have more than doubled compared to the previous year, which may be due in large part to Covid-19 school disruptions in 2020-2021. An overwhelming percentage of students experienced improvements in behavior and a smaller percentage met criteria for graduation.

Overall, more students in MO SW-PBS Recognition schools, with or without disabilities, scored in the proficient and advanced categories on the Missouri Assessment Program (MAP) annual assessment as compared to those in non-implementing and All Missouri schools. Due to changes in the assessment and Covid-19 disruptions, multi-year comparisons are not possible.

The direction and magnitude of relationships have not yet been statistically verified.


A school district may choose to utilize services from any RPDC. State supervisors are assigned to the RPDC in their respective region.

**Regional Consultants**

- **Region 1: Southeast - Cape Girardeau**
  - Maria Allen, Chelsea Harrington
- **Region 2: Heart of Missouri**
  - Kali Binkley, Sherri Thomas
- **Region 3: Kansas City**
  - Jeff Freeland, Kathy Grownwy, Renee Bradshaw, Christie Rice
- **Region 4: Northeast - Kirksville**
  - Kelly O’Laughlin
- **Region 5: Northwest - Maryville**
  - Carolyn Hall, Karen Wigger
- **Region 6: South Central - Rolla**
  - Jeanie Carey, Rebecca Roberts
- **Region 7: Southwest - Springfield**
  - Susanna Hill, Jordan Polltte, Andrea Rockney
- **Region 8: St. Louis**
  - Jeff Burkett, Deb Childs, Lindsay Schmidt, Shaw Teo Karen Westhoff
- **Region 9: Central - Warrensburg**
  - Joe Beydler, Nancy Rogers

**State Leadership Team**

- **State Coaches and DCI-B Facilitators:** Jody Baker, Chrissy Crolly, Laura Shaw, Daniel Rector
- **State Web and Data Consultant:** Gordon Way
- **State Director:** Nanci Johnson

**MU Center for SW-PBS**

- **Timothy J. Lewis,** Professor, Co-Director OSEP Center for PBIS; Director University of Missouri Center for School-wide PBS
- **Jamie Grieshaber,** Research Assistant
- **Heather Hatton,** Assistant Research Professor
- **Sara Estrapala,** Assistant Research Professor
- **Kelsey Morris,** Assistant Teaching Professor, Co-Director University of Missouri Center for School-wide PBS
- **Lisa Powers,** Senior Research Associate
This report is a joint effort of the Missouri School-wide Positive Behavior Support (MO SW-PBS) team. It encompasses information relating to training and support provided to schools and districts participating in MO SW-PBS during the 2021-2022 school year. The report is a review of progress and a reflection on outcomes to guide continued improvement efforts. Thank you to all partners who contributed to the success of MO SW-PBS during the 2021-2022 school year.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI / Title IX / 504 / ADA Age Act), 6th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; 573-526-4757 or Relay Missouri 800-735-2966.