

A7: Using Family and Student Voice to Inform Equitable PBIS Implementation

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A Multi-Tiered System of Supports

Key words: Family engagement, Parent involvement, Equity

Maximizing Your Session Participation

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

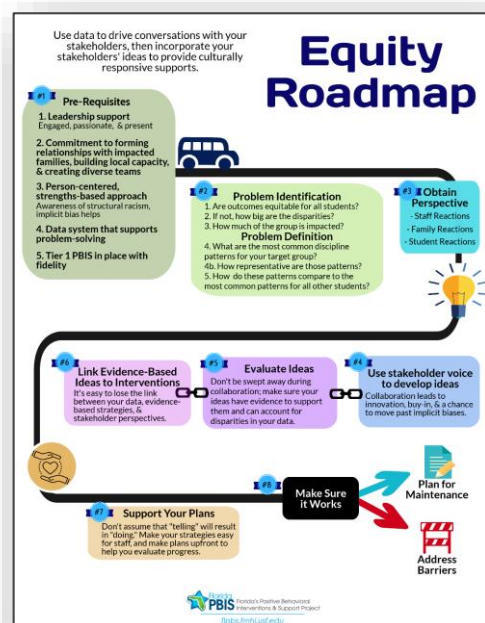
Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Agenda

- Review the FLPBIS project process for supporting equitable discipline outcomes for all students
 - Highlighting how family and student voice was obtained and used in the process
- Hernando County will share their experience conducting and using family and student focus group results as part of the problem-solving process
- Resources, Q&A

FLPBIS Project Equity Process



This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

A Multi-Tiered System of Supports

Removing Barriers to Equitable Outcomes



City for All Women Initiative (June 2015)

http://www.cawi-ivtf.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf

Structured Support

“We Do”

- District pre-planning
- Targeted training
 - Model skills necessary for that step of the process
 - Participants engage in small group practice with our support
 - Preparation for work with teams, stakeholders, and next step of the process

“You Do”

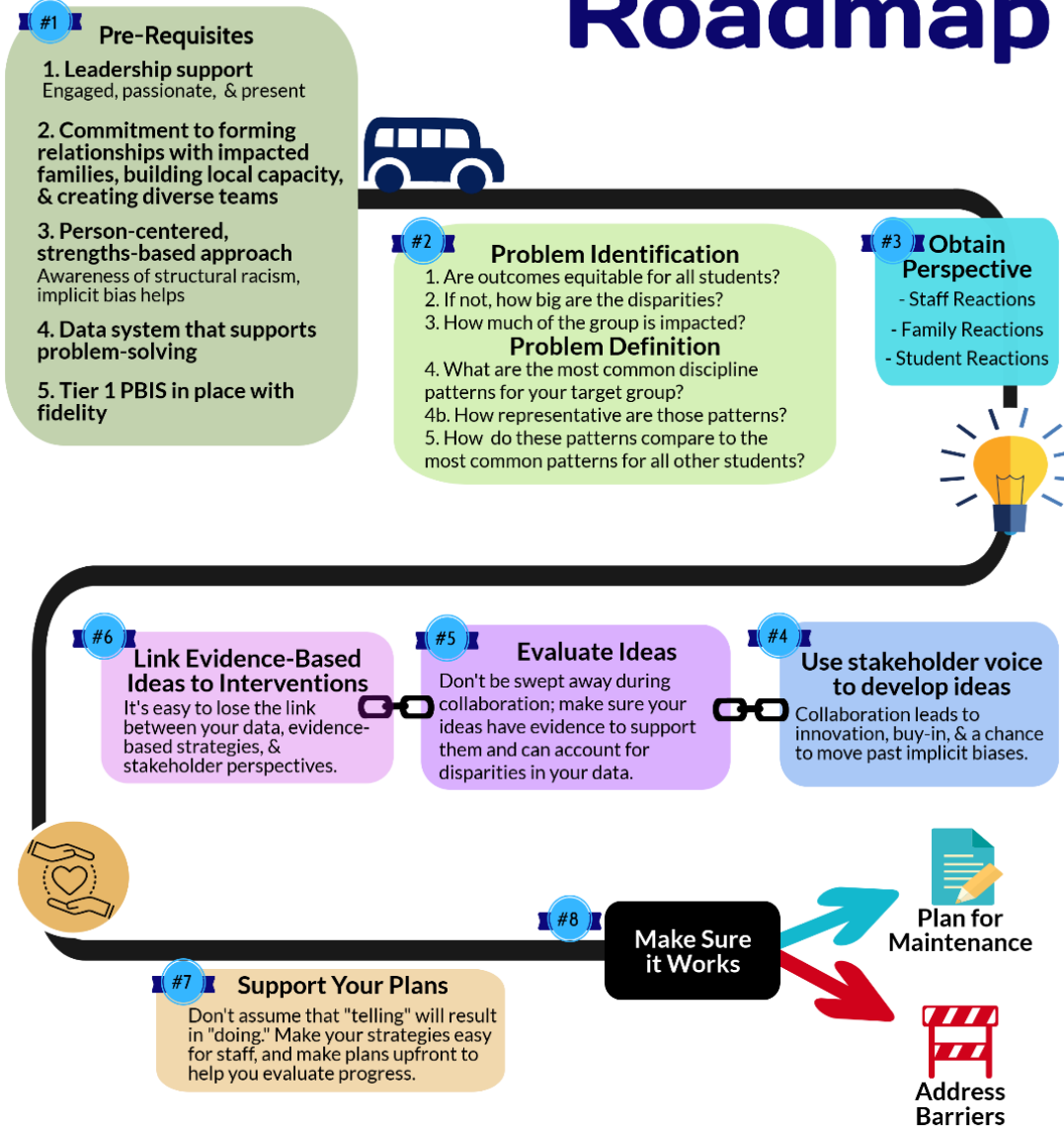
- Participants apply skills with school teams and stakeholders
- Homework submitted to DC by deadline

Collaborative Support

- Feedback provided to district & FLPBIS
- Feedback provided to participants
- Targeted training & preparation continues

Use data to drive conversations with your stakeholders, then incorporate your stakeholders' ideas to provide culturally responsive supports.

Equity Roadmap



Problem Solving for Equity

Step 1: Problem Identification

*Target Schools & Demographic Groups
Definition of Target Group Patterns*



Step 4: Evaluation

Communicate Outcomes

Step 2: Problem Analysis

Obtain stakeholder participation
*Focus on CARED domains
Root Cause Analysis
Validation*

Step 3: Intervention Design

Process to ensure fidelity

FLPBIS Equity Scope & Sequence



- Introduction/Background Knowledge
- Equity Profile
- Problem Definition Template
- Summarize the data
- *Share the data*
- *Make sense of the results (brainstorming hypotheses)*
- *Validate ideas*
- Make and implement plans to address validated ideas
- Evaluate implementation progress and impact on student outcomes





- ✓ Introduction/Background Knowledge
- ✓ Equity Profile
- ✓ Problem Definition Template

The table below displays the risk ratio values for student subgroups with a disproportionately high level of discipline. Groups displayed in this table are more likely to experience a given discipline outcome (ODR or OSS) compared to students who are not in that subgroup.

EXAMPLE: If the table indicates a value of 2.5 for Hispanic students' out-of-school suspension outcomes, it means that Hispanic students are two and a half times more likely than all other students to receive an out-of-school suspension.

Groups highlighted in red experience significantly higher levels of disproportionality than other student subgroups. Disproportionate outcomes for these student groups must be addressed in order to maintain consideration for future model school status.

For more information about the equity report, [click here](#)

The data submitted indicate disproportionality in discipline for the following group(s):

Subgroup	ODR Risk Ratio	OSS Risk Ratio	Message
Black/African American	1.53	3.75	
Native Hawaiian	**	**	School enrollment data indicate 0 students in this subgroup.
IEP	1.98	1.50	

District Name:		Time period for this data:		Guiding Question 1: How outcomes available for all student groups?					Guiding Question 2: How big are the disparities?					Guiding Question 3: How much of your target group is affected by disproportionate discipline?	
School Name:		Number of Students Enrolled at the School	Number of Students in Group Who Received a Suspension	Total Number of Suspensions from Group	Group's Percent of Student Body	Student Composition	Suspension Ratio	Suspension Rate	Risk Ratio	Difference in Student Composition	Difference in Suspension Composition	Suspension Composition	Risk		
						<i>The information will represent students who are suspended, with suspension rate, 0.00 to 0.99</i>	<i>Suspension Rate is the percentage of the group suspended, with suspension rate, 0.00 to 0.99</i>	<i>Percentage of suspension rate is the percentage of the group suspended, with suspension rate, 0.00 to 0.99</i>	<i>Group's total suspension rate is the percentage of the group suspended, with suspension rate, 0.00 to 0.99</i>	<i>Student Composition is the percentage of the Student Body. Positive values are disproportionate</i>	<i>Disparity in Suspension Composition is the percentage of the Student Body. Positive values are disproportionate</i>	<i>Suspension Composition is the percentage of the Student Body. Positive values are disproportionate</i>	<i>Students in a group who have an outcome disproportionate</i>		
White		196	3	3	24.4%	37.5%	0.04	0.02	1.51	9.1	-3.4	28.0%	15%		
Hispanic/Latino		385	2	2	52.0%	25.0%	0.18	0.01	0.30	-28.0	-36.3	16.7%	0.5%		
African American/Black		95	3	7	12.8%	37.5%	8.75	0.07	3.75	23.7	44.5	94.3%	3.2%		
Asian Indian/Alaskan Native		1	0	0	0.1%	0.0%	0.00	0.00	0.00	-0.1	-0.1	0.0%	0.0%		
Asian		14	0	0	1.8%	0.0%	0.00	0.00	0.00	-2.0	-2.0	0.0%	0.0%		
Native Hawaiian/Pacific Islander		0	0	0	0.0%	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Multi-Racial		19	0	0	2.5%	0.0%	0.00	0.00	0.00	-2.6	-2.6	0.0%	0.0%		
Totals		689	8	12	100.0%										
Note: values highlighted in orange in column E and F appear to be data entry errors															
White															
Student Body	Of the 8 students who received at least one suspension, 3/85 are White, this group comprises 28.4% of the total student population.														
Student Body	The average number of suspension per student for White students is 0.04 times that for all other students.														
Student Body	Students identified as White receive an average of 0.02 suspensions per student.														
Student Body	White students are 151 times more likely to have at least one suspension than all other students.														
Student Body	White students' representation among students who receive suspension is 9.1 percentage points higher than expected given White students' percentage of the student body.														
Student Body	The percentage of suspensions attributed to White students is 3.4 percentage points lower than expected given White students' percentage of the student body.														
Student Body	Of the 12 suspensions generated, 25% were attributed to White students.														
Student Body	Of the 166 White students, 16% have at least one suspension.														
Hispanic/Latino															
Student Body	Of the 8 students who received at least one suspension, 2/55 are Hispanic/Latino, this group comprises 3.6% of the total student population.														
Student Body	The average number of suspension per student for Hispanic/Latino students is 0.01 times the suspension rate for all other students.														
Student Body	Students identified as Hispanic/Latino receive an average of 0.01 suspensions per student.														
Student Body	Hispanic/Latino students are 0.1 times more likely to have at least one suspension than all other students.														
Student Body	Hispanic/Latino students' representation among students who receive suspension is 28 percentage points higher than expected given Hispanic/Latino students' percentage of the student body.														
Student Body	The percentage of suspensions attributed to Hispanic/Latino students is 3.3 percentage points lower than expected given Hispanic/Latino students' percentage of the student body.														
Student Body	Of the 12 suspensions generated, 16.7% were attributed to Hispanic/Latino students.														

Disproportionate Discipline Problem Solving Process

Step 1: Problem Identification

We are here

Communicate Outcomes

Step 4: Evaluation

Process to ensure fidelity

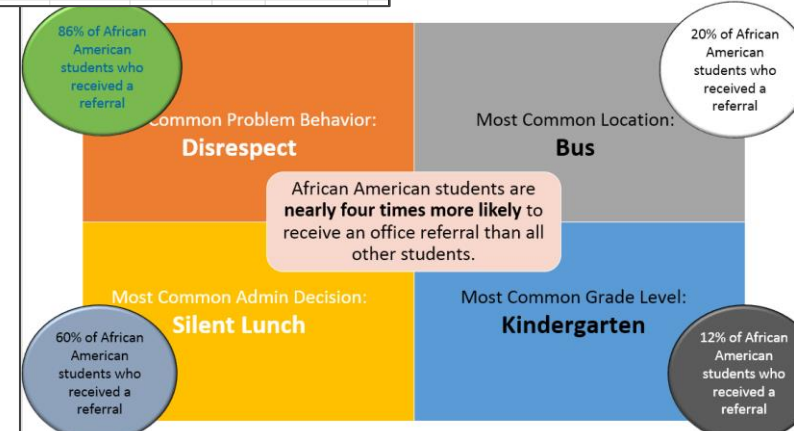


Step 3: Intervention Design

Target Schools & Demographic Groups
Definition of Target Group Patterns
Obtain stakeholder input

Step 2: Problem Analysis

Root Cause Analysis
Evaluation of Ideas
Validation





Step 1: Problem Identification

Target Schools & Demographic Groups
Definition of Target Group Patterns

Step 4: Evaluation

Communicate Outcomes



Step 2: Problem Analysis

Obtain stakeholder participation
Focus on CARED domains
Root Cause Analysis
Validation

We are here

Step 3: Intervention Design

Process to ensure fidelity

Staff

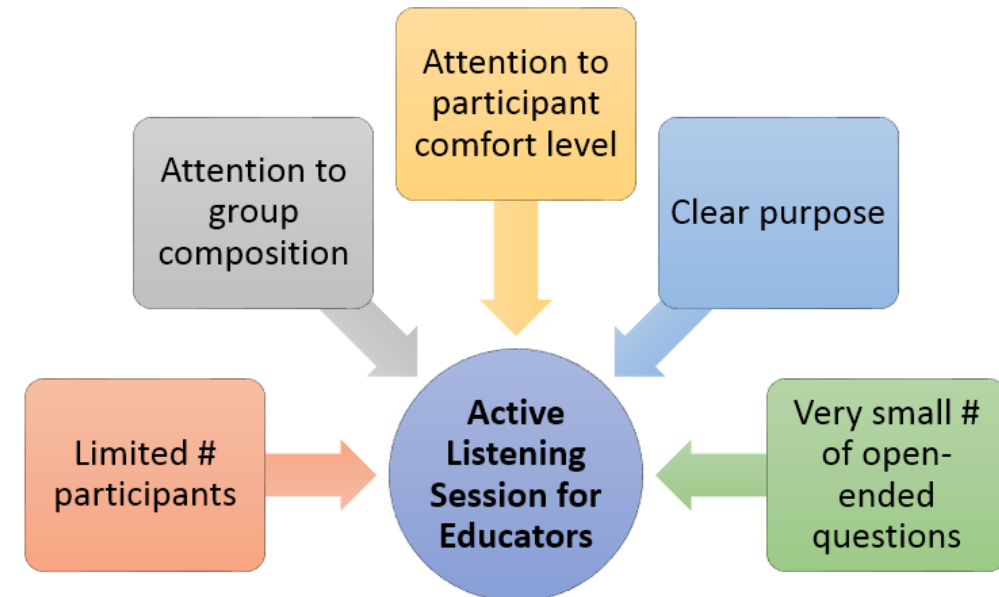
Students

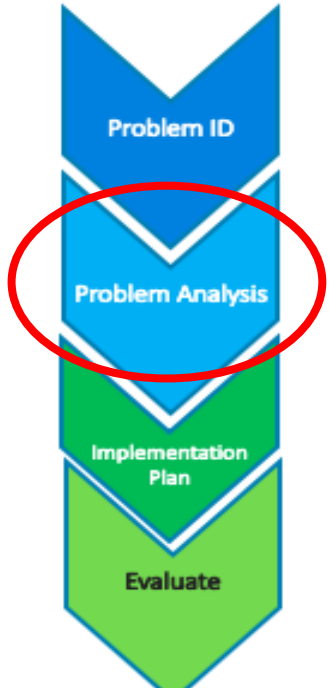
Families

Community

"We've learned that disproportionate discipline is a nationwide issue and have started to investigate how that applies to our school. This is what we've learned...(insert your summary here)"

How does this match up to your experience with discipline at our school?"





Step 1: Problem Identification

Target Schools & Demographic Groups
Definition of Target Group Patterns



Step 2: Problem Analysis

Obtain stakeholder participation
Focus on CARED domains
Root Cause Analysis
Validation



Step 4: Evaluation

Communicate Outcomes

Step 3: Intervention Design

Process to ensure fidelity

Review notes from family focus group and faculty feedback

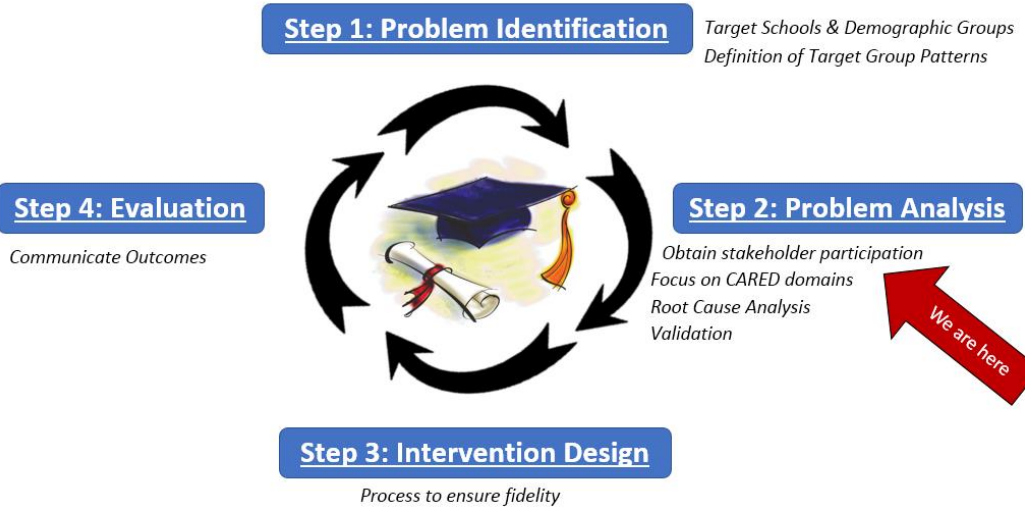
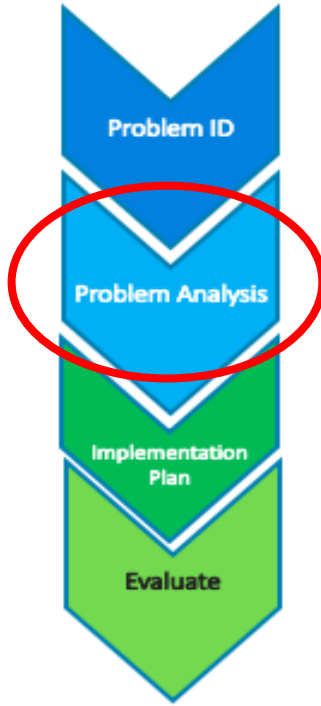
Identify common themes

Develop a hypothesis

Determine how to validate hypothesis

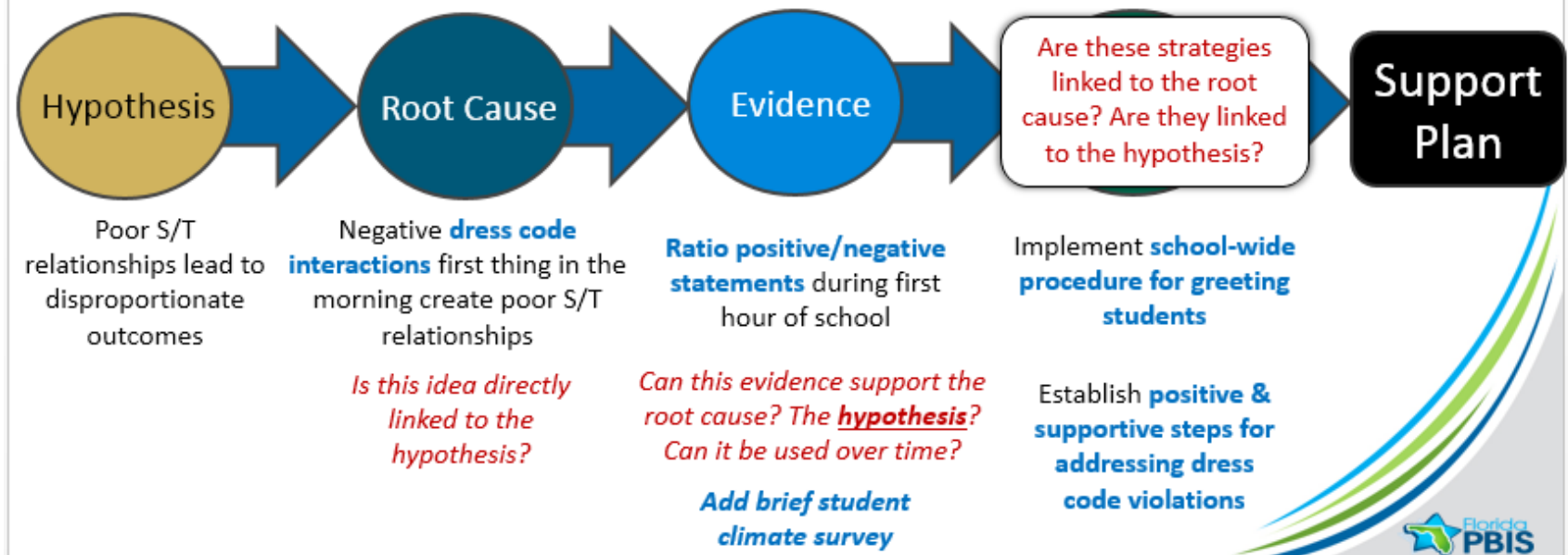
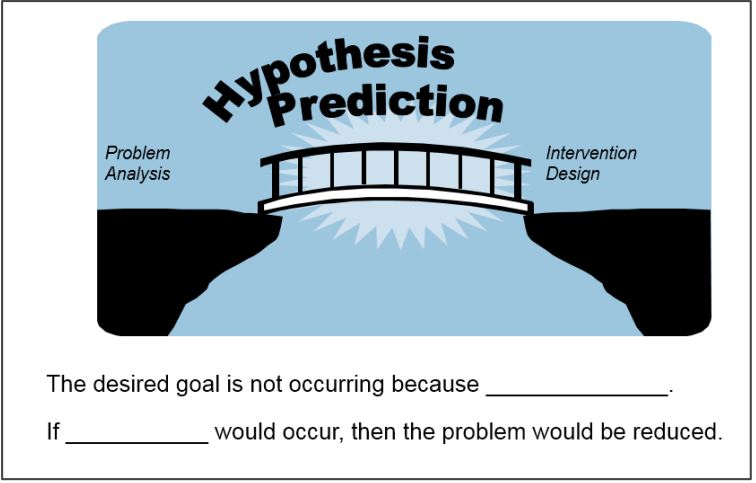
Action plan how to address hypothesis

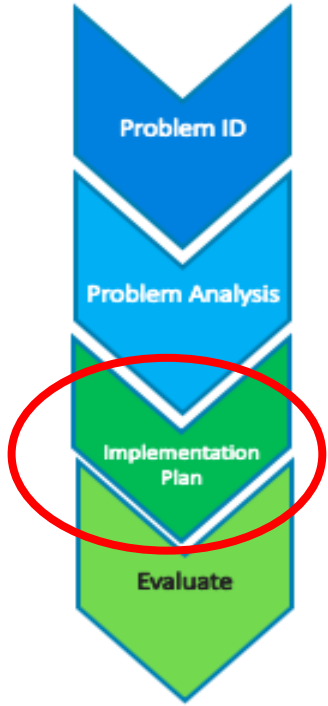
C	Curriculum & Instructional Practices	Academic, behavior & SEL
A	Awareness	Personal, cross-cultural, best practices
R	Relationships	Positive, authentic; Students, family, community
E	Environment	Climate, systems & policy variables; District, school & classroom levels
D	Discipline	Implementation of policies/ procedures



Liking evidence-based ideas to interventions

*All ideas must be directly related to one another – ensure there is a link from the **strategies** back to the **root cause**, and also back to the **original hypothesis**.*





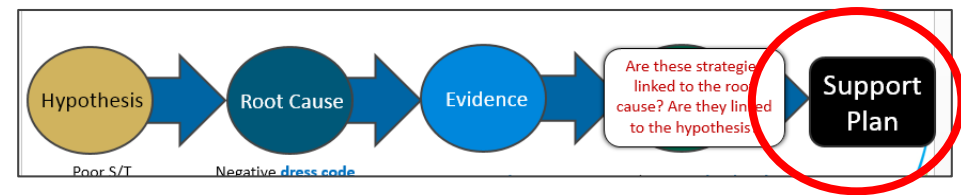
Step 1: Problem Identification Target Schools & Demographic Groups
Definition of Target Group Patterns

Step 4: Evaluation
Communicate Outcomes



Step 2: Problem Analysis
Obtain stakeholder participation
Focus on CARED domains
Root Cause Analysis
Validation

Step 3: Intervention Design
Process to ensure fidelity

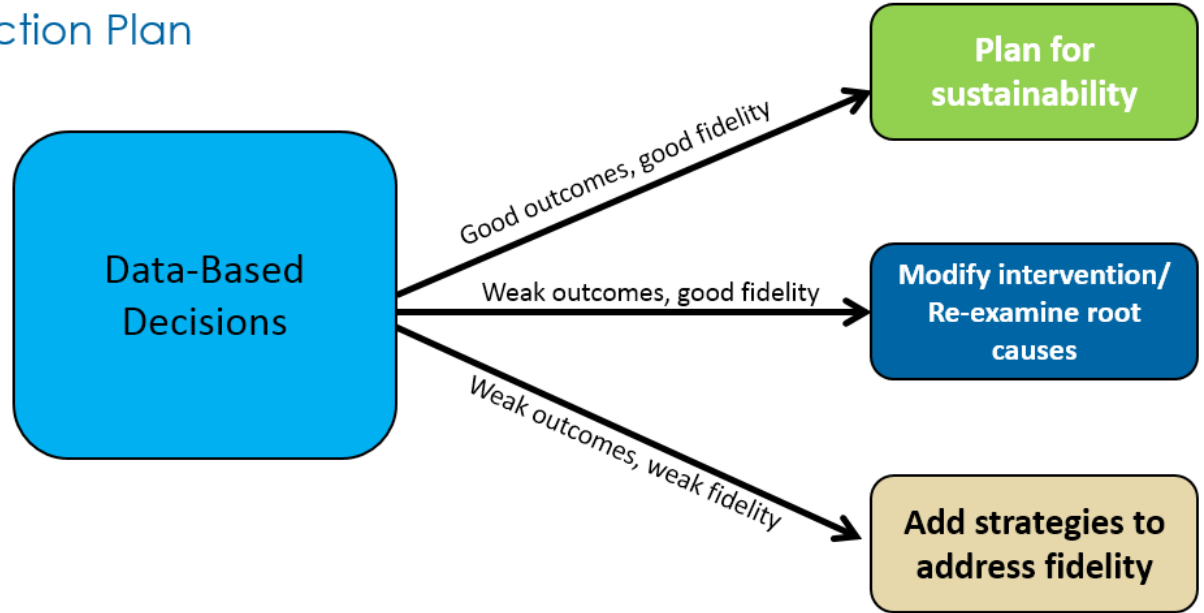


Collaborative Problem Solving & Intervention Design
November 2017

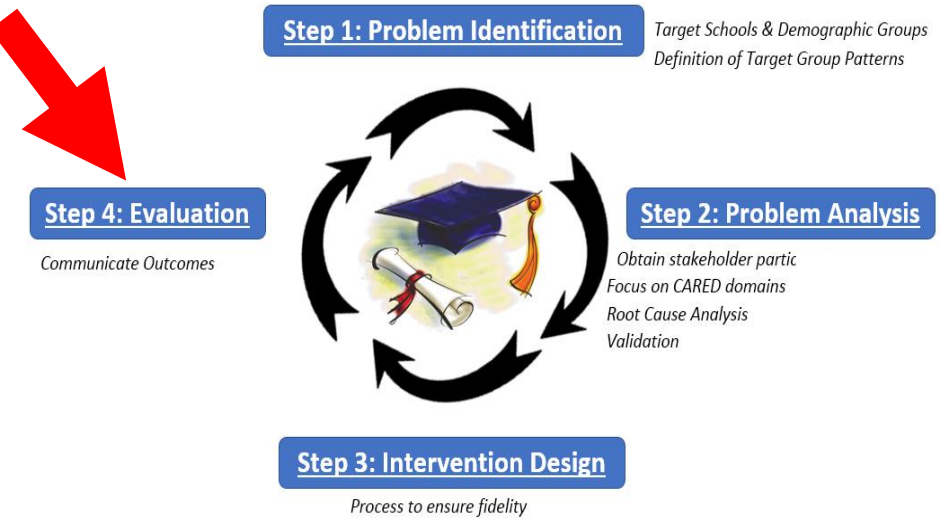
Hypothesis		Root Cause	
Hypothesis		Root Cause	
Supporting Evidence (Hypothesis)		Supporting Evidence (Root Cause) – if different from h	
Evidence		Evidence	
Strategy (must be linked to the root cause & hypothesis)			
Who will implement the strategy?		What supports will they need?	
Support Plan		Support Plan	
How will you know whether the strategy was implemented as designed?		How will you know if your strategy is having an impact?	
Data source(s):		Data source(s):	
Fidelity		Progress	
Who will collect this data?		Who will collect this data?	
How often?		How often?	
What do you consider to be an “acceptable” level of implementation?		How much of an impact do you expect to see?	
When will you solicit feedback from stakeholders?			
Staff		Families (target group)	
Lead team members:	Deadline:	Lead team members:	Deadline:
Deadline for checking progress on this strategy:			



What to do next Action Plan



Make a plan for ongoing communication with your stakeholders



Family & Student Focus Groups

The support process



A Multi-Tiered System of Supports

Rationale

- If schools engage families and communities meaningfully, they will have a better sense through the voice, participation, and ownership of the cultures represented beyond federally defined race/ethnicity categories.
- Gaining input from families allows teams to effectively identify areas of need and to create procedures to address those areas.
- Without student and family input many teams would've implemented student-focused interventions but with **student** and **family** voice balanced with **staff** input, almost every team implemented strategies targeting relationships between teachers and families/students.

Family Focus Group: Planning Support

- Importance of the sampling frame
 - The sampling frame needs to reflect families who are impacted by disproportionate discipline.
- Structuring invites and confirmations
 - Positive, personal outreach
 - Explain purpose and role,
 - Logistic needs assessment (transportation, child care)
 - Preferential assessment (food, recording, comfort level)
 - Confirm Date/Time/Location – Q&A
 - If unable to attend, assess interest in joining on another date and time



Family and Community Members: Who to Invite

The goal for this stage of the root cause analysis is to learn how families who are representative of your target group have experienced your school's discipline process. The first step in doing this is to identify potential family and community members who can provide this information.

1. Which demographic group(s) are you focusing on? *(This is your target group)*

2. Locate your school's problem definition template or equity profile. Find the cell that lists the **referral rate** for your target group (column "I," between the referral ratio and risk ratio). Referral rates higher than 1.0 suggest that the group received more than one referral per student enrolled, which is a sign that students in this target group receive multiple referrals. If the referral rate for your target group is much higher than one, identify at least 2-3 students in your target group who received multiple referrals. If there are many students who receive multiple referrals, try to pick at least one student from the low end of this distribution, one from the middle of the pack, and one from the highest end of the distribution.

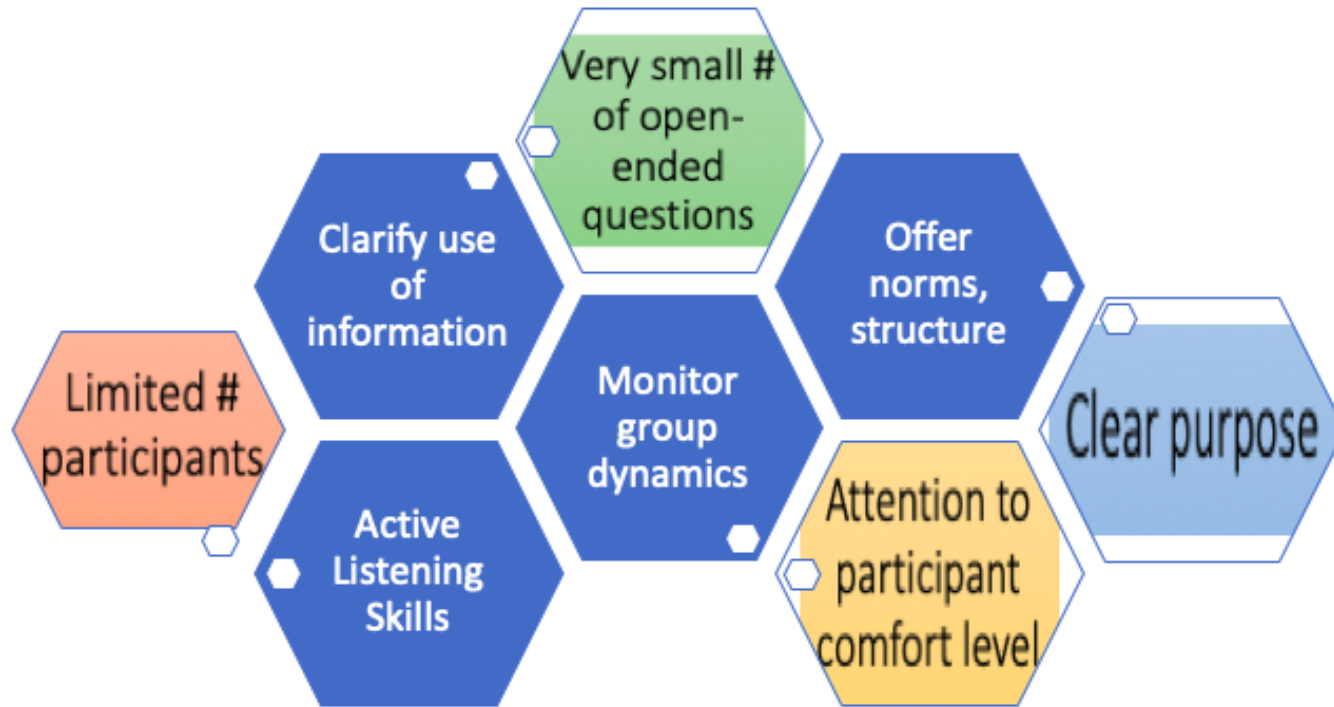
	Name	Number of Referrals	Problem Behaviors
Student 1:			
Student 2:			
Student 3:			

3. Locate your school's problem definition template or equity profile. Find the cell that lists the **risk** for your target group (column "N," the last column in the metric table). The risk metric tells you the percentage of students in your target group who received at least one referral. **If your risk metric is higher than 20%, identify at least 2-3 students in your target group who received only one referral.**



	Name	Number of Referrals	Problem Behaviors
Student 1:		1	
Student 2:		1	

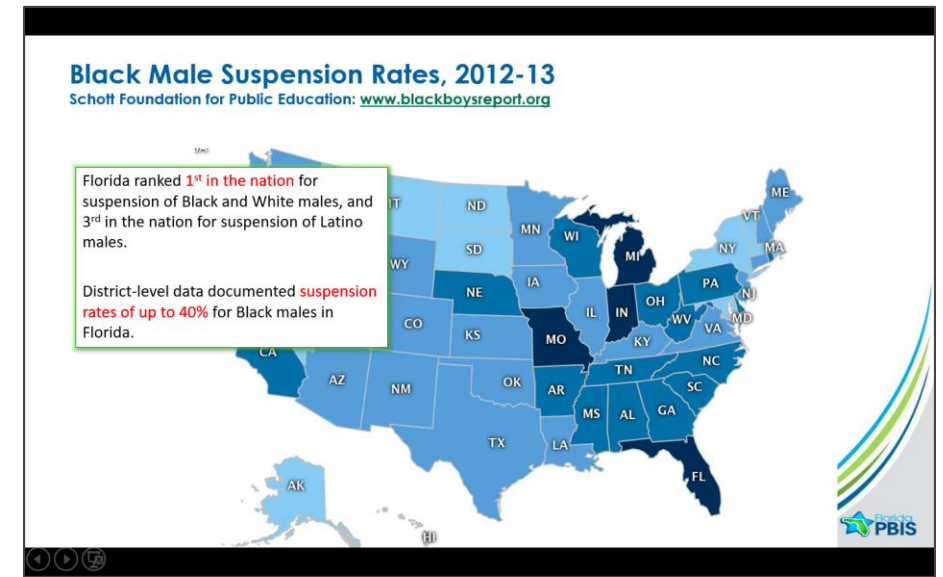
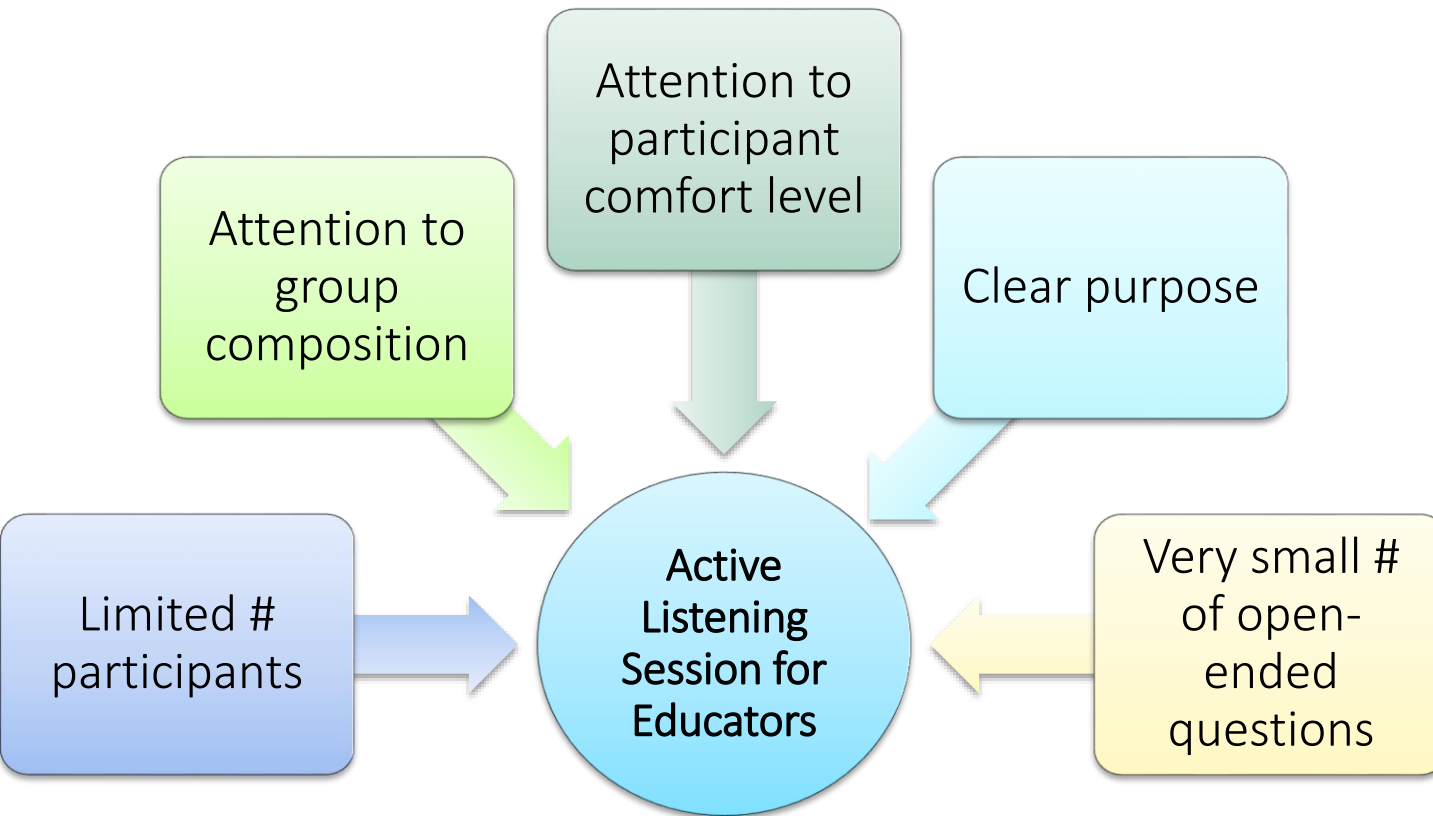
Student Focus Group: Planning Support



- Sampling frame
 - Starting with subgroup impacted by discipline
 - Group represents diverse educational experiences
- District/school policies
 - Voluntary participation
 - Confidentiality limits and expectations following the session
 - Parent permission

Focus Group: Facilitation Support

What do focus groups look like?



Disproportionate discipline in US and locally, reactions?

What's causing it?

How can we fix it?

THANK YOU!

Focus Group Results: Summarizing Common Themes

- Identified main ideas from each group's transcripts
- Organized main ideas under CARED domains
- Most prominently identified CARED domain was initial hypothesis & targeted for intervention

C	Curriculum & Instructional Practices	<i>Academic, behavior & SEL</i>
A	Awareness	<i>Personal, cross-cultural, best practices</i>
R	Relationships	<i>Positive, authentic; Students, family, community</i>
E	Environment	<i>Climate, systems & policy variables; District, school & classroom levels</i>
D	Discipline	<i>Implementation of policies/ procedures</i>

Family Focus Group Reactions	Student Focus Group Reactions
NOT SURPRISED, NEED TO ADDRESS NOW, EARLY INTERVENTION, LONG-TERM IMPLICATIONS (PRISON)	STAFF ESCALATING STUDENTS
STAFF LOW EXPECTATIONS OF BLACK STUDENTS; BIAS, PERCEPTIONS AND STEREOTYPES OF BLACK STUDENTS	NO/INCONSISTENT OPPORTUNITIES TO HAVE DISCUSSION WITH STAFF FEELING LIKE STAFF DON'T CARE FEELING LIKE STAFF DON'T CARE ABOUT BLACK STUDENTS
INEFFECTIVE DISCIPLINE RESPONSES (ESCALATE)	INEFFECTIVE CONSEQUENCES (ISS/ODR/LUNCH DETENTION)
FEELINGS OF MISTRUST, LIKE NOBODY IS ON STUDENTS' SIDE	INCONSISTENT EXPECTATIONS FROM STAFF INCONSISTENT EXPECTATIONS FOR BLACK STUDENTS
UNDERSTANDING THE WHY DISCIPLINES VS. RELATIONSHIP-BUILDING SUPPORT & ENCOURAGEMENT, MORE SUPPORT FOR KIDS	INCONSISTENT CONSEQUENCES FOR BLACK AND WHITE STUDENTS INCONSISTENT TREATMENT AND CONSEQUENCES FOR STUDENTS WITH CONNECTIONS
RELATIONSHIP-BUILDING WITH PARENTS (PREVENTION); EARLY, ONGOING (FREQUENT) AND PREVENTATIVE CONVERSATIONS WITH PARENTS TWO-WAY COMMUNICATION (NOT JUST SCHOOL TO HOME) CREATIVE COMMUNICATION	STUDENTS DISENGAGING AS A RESULT OF INCONSISTENT TREATMENT, EXPECTATIONS AND CONSEQUENCES FOR BLACK AND WHITE STUDENTS KEEP TO YOURSELF TO AVOID TROUBLE
MORE FOCUS GROUPS	HISTORICAL IMPLICATIONS
STUDENT ADVOCATE	INCONSISTENT CARE FROM TEACHERS
EFFECTIVE PD ON HANDLING	DISCONNECT BETWEEN CULTURAL

Family & Student Focus Groups

The FLPBIS Project Experience

- *This isn't easy work. It is **courageous** work and I'm so glad it's finally happening but I really couldn't do it effectively without USF PBIS.*
- *The information gleaned from the focus groups was very **enlightening**.*
- ***Listening** to our students is a must! It is truly an **eye-opener** as to what the staff perceives and the lens of a student.*

2016-17 Root Cause Analysis Social Validity Survey

Florida School Districts participating in the Disproportionate Discipline Workgroup

A Multi-Tiered System of Supports

Family & Student Focus Groups

- State-level progress
 - 18 family focus groups conducted across 5 school districts
 - 6 student focus groups conducted across 2 districts
- Effective relationship-building/repairing strategy for schools, families and students
- Most powerful activity that resulting in shift of perspective from blame to solution-focused problem-solving
- Lack of understanding vs. lack of buy-in
 - Staff required intensive supports to organize and facilitate groups the first time, following the initial group many schools continued the process independently

How was it getting input from students, families and staff on disproportionate discipline in your building?

Share your experience



Respond at **PollEv.com/devonminch035**



Text **413012** and your message to **37607**



Answers to this poll are anonymous

"My initial reaction was the input from students, families and staff would provide more buy-in and feedback toward doing what is best for all students!"

over 1 year ago

"a little more challenging getting parent response"

over 1 year ago

"Long overdue"

over 1 year ago

"It was sobering but necessary, it's often a tough conversation, yet it was handled extremely well"

over 1 year ago

"somewhat difficult"

over 1 year ago

"I was nervous to see the parent responses. However, the responses were very positive."

over 1 year ago

"T: I was worried that our teachers would feel defensive or that they were doing something wrong"

over 1 year ago

"S: initial reaction was surprise that we were including student focus groups, only because that wasn't initially presented F: i was not able to participate in this portion, but i'm interested to see what our families said T: the responses from different staff members were so varied -- unfortunately, i heard that what some teachers took away from it was "just don't write up the black students" "

over 1 year ago

over 1 year ago

"Didn't want to do this. Hard time of the year. Was concerned about what we would get that was worthwhile."

over 1 year ago

"S: I thought the students would have a different perspective that we could only get from them."

over 1 year ago

"I hoped it wasn't my responsibility"

IN CASE YOU HAVE NOT
BEEN ADEQUATELY
INFORMED,
PLEASE CONSIDER THIS
OFFICIAL NOTIFICATION
THAT YOU ARE AWESOME.

The Hernando County Experience

Cynthia Jackson, MSW
School Social Worker
Hernando County Public Schools

A Multi-Tiered System of Supports



This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Overview of Hernando County Public Schools

Hernando County Public Schools consist of:

- 10 Elementary Schools
- 3 K-8 Schools
- 4 Middle Schools
- 5 High Schools
- 2 Alternative Education Schools

Hernando County Schools Racial Demographics:

- 63 % Caucasian
- 20.7 % Hispanic
- 7.5% African American

History of Disproportionality/Inequity in HCS

Hernando County seat is located in Brooksville, FL

Long History of Inequity

- Name change in 1856 from Pierceville to Brooksville
- Highest rate of violence in the United States during the 20th centuries
- Neighborhood Zoning Law instituted in 1948
- Schools were segregated until 1969 although declared unconstitutional in 1954 / Desegregation Law of 1972
- Signs of Unification 1988

Planning Family & Student Focus Groups

Selection of Students

Selection of Families

Method of Contacting Families

Conversation upon contacting Students

Conversation upon contacting Families

Next Time:

- Invite Families in Person
- Include Families that appear to be more challenging and or vocal

Facilitating Family & Student Focus Groups

Developing a Rapport with Student and Family

Setting the Tone for the Group

Setting the Environment

Following up with Families

Next Time:

- Sharing Feedback with Families
- Change time of meeting

Results and Impact of the Family & Student Focus Groups

Revealed:

- The wide range of poor relationship building skills of staff, families & students
- Open the eyes of those with unconscious biases
- Students feel singled out but unable to speak their truths
- Cultural differences with regards to what disrespect is

New Process:

- Teachers no longer write disciplines for Level 1 offenses such as classroom disruption
- Teachers must complete 3 interventions prior to making discipline referrals:
 - After Class Conversation with Student; Contact & Document Conversation with Family; Assign Lunch Detention

Resources



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A Multi-Tiered System of Supports

Resources

- <http://www.gettingsmart.com/2018/03/in-broward-county-student-voices-impact-classrooms-and-beyond/>
- https://www.edutopia.org/article/strategies-help-your-students-feel-heard?utm_source=Edutopia+Newsletter&utm_campaign=2697506e6a-EMAIL_CAMPAIGN_091218_enews_6waysto&utm_medium=email&utm_term=0_f72e8cc8c4-2697506e6a-85013567
- https://www.edutopia.org/article/6-ways-build-rapport-students?utm_source=Edutopia+Newsletter&utm_campaign=2697506e6a-EMAIL_CAMPAIGN_091218_enews_6waysto&utm_medium=email&utm_term=0_f72e8cc8c4-2697506e6a-85013567

More Resources

Effects of student participation in decision making at school.
A systematic review and synthesis of empirical research

Ursula Mager*, Peter Nowak¹

Ludwig Boltzmann Institute Health Promotion Research, Untere Donaustraße 47, 1020 Vienna, Austria

D. Thiessen and A. Cook-Sather (eds.), International Handbook of Student Experience in Elementary and Secondary School, 681–709.

© 2007 Springer.

Ross, J.A. & Berger, M-J. (2009). Equity and leadership: Research-based strategies for school leaders. *School Leadership and Management*, 29(5), 461-474.

Equity and Leadership:

Research-Based Strategies for School Leaders

“Darles el lugar”: A Place for Nondominant Family Knowing in Educational Equity

Filiberto Barajas-López¹ and Ann M. Ishimaru¹

Urban Education
1–28
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DOI: 10.1177/0042085916652179
uej.sagepub.com
SAGE

**Youth Participation in U.S. Contexts:
Student Voice Without a National Mandate**

Dana Mitra¹

Department of Education Policy Studies, Penn State University, University Park, PA, USA

Stephanie Serriere

Department of Curriculum & Instruction, Social Studies, Penn State University, University Park, PA, USA

Ben Kirshner

School of Education, Penn State University, Boulder CO, USA

Journal of Negro Education

Untapped Resources: Black Parent Engagement that Contributes to Learning

Author(s): Yvette Latunde and Angela Clark-Louque

Source: *The Journal of Negro Education*, Vol. 85, No. 1, Special Focus: Research Methods, Cultural Narratives and Responsibilities in Education (Winter 2016), pp. 72-81

Published by: Journal of Negro Education

Stable URL: <http://www.jstor.org/stable/10.7709/jnegroeducation.85.1.0072>

Accessed: 26-01-2017 18:25 UTC

Diversity Dispatches
Monica R. Brown, Associate Editor

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ON DISABILITIES

Intervention in School and Clinic 1–7
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**Using Learning Labs for Culturally Responsive Positive
Behavioral Interventions and Supports**

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Equity by Design:

**Re-mediating the Role of School-Family
Partnerships in Systemic Change
within Culturally Responsive Positive
Behavior Interventions & Supports**

Kathleen A. King Thorius

Indiana University-Purdue University at Indianapolis

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The Great Lakes Equity Center

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Upcoming Sessions for Students and Families

- RDQ 7

Cultivating Positive Student-Teacher Relationships

Discussion Leaders: Milaney Levenson & Kent Smith, Wisconsin Rtl Center; Jennifer Rose, Loyola Community & Family Service (IL)

RDQ 8

Strengthening Family-School-Community Connections in PBIS to Improve Valued Outcomes

Discussion Leaders: Mark Weist, University of South Carolina; S. Andrew Garbacz, University of Wisconsin-Madison

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Florida's Positive Behavioral
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