A4 – Getting Started with PBIS

Presenters:

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University of South Florida

Topic: School-Wide
Keywords: PBIS Foundations, Tier 1, Implementation

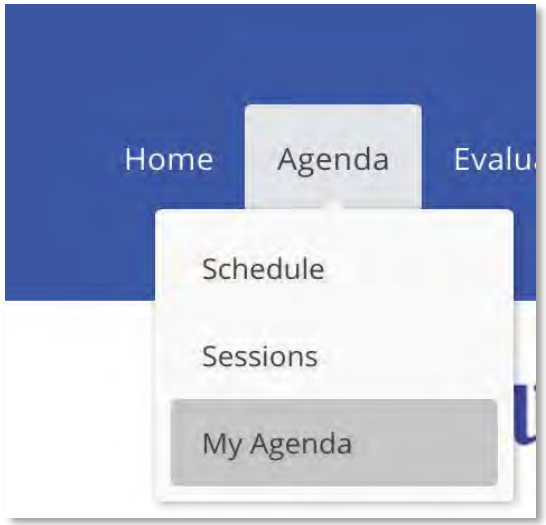
Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

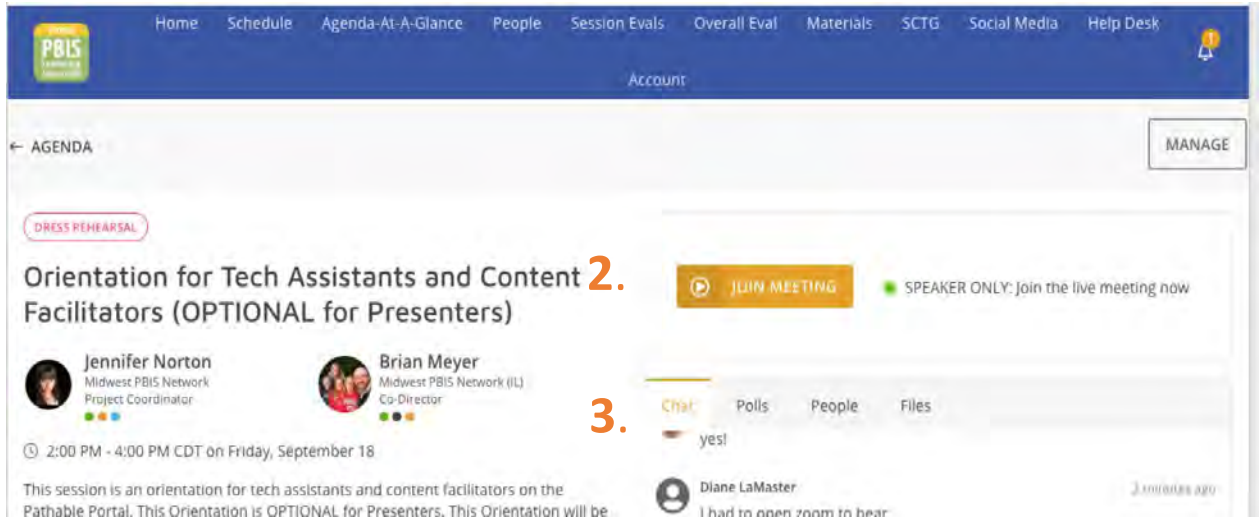
Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**



Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

   Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for *responsible*, *respectful*, and *safe* chatting

2. Find the **Q&A** under **Polls.**
   Questions for presenters go there.

3. Some sessions have other **Polls or** more **Specific Questions.**
   Complete those when prompted

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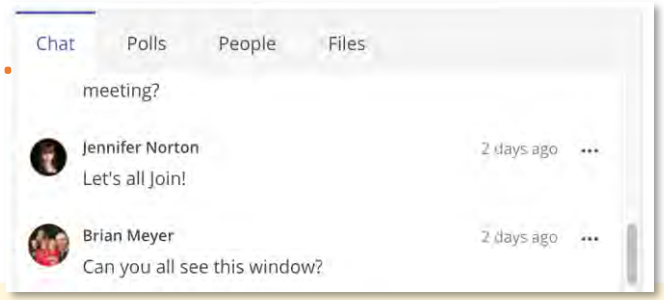

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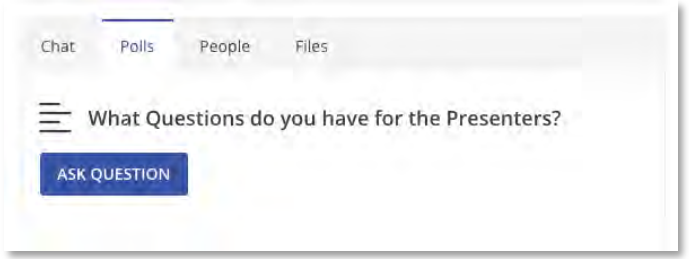

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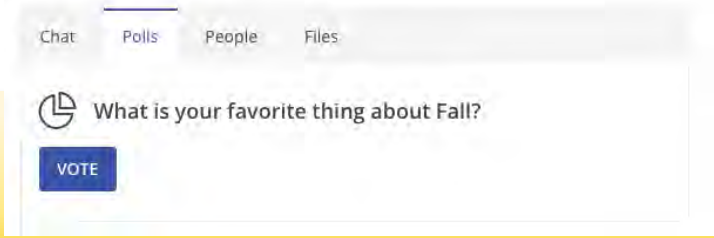


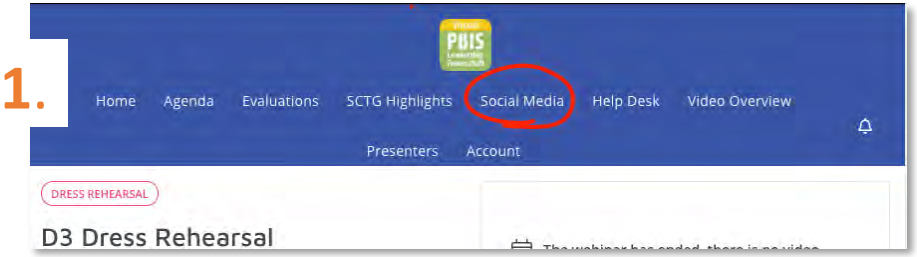
Tips for Participants

Be Careful of Accidently Navigating Away

While participating in a live Session…Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. *Clicking on* any area of the navigation menu
  2. *Clicking on* a Person's name

1.



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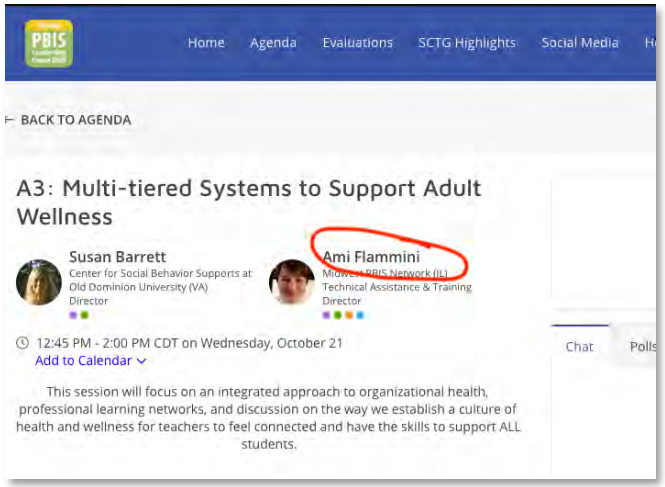
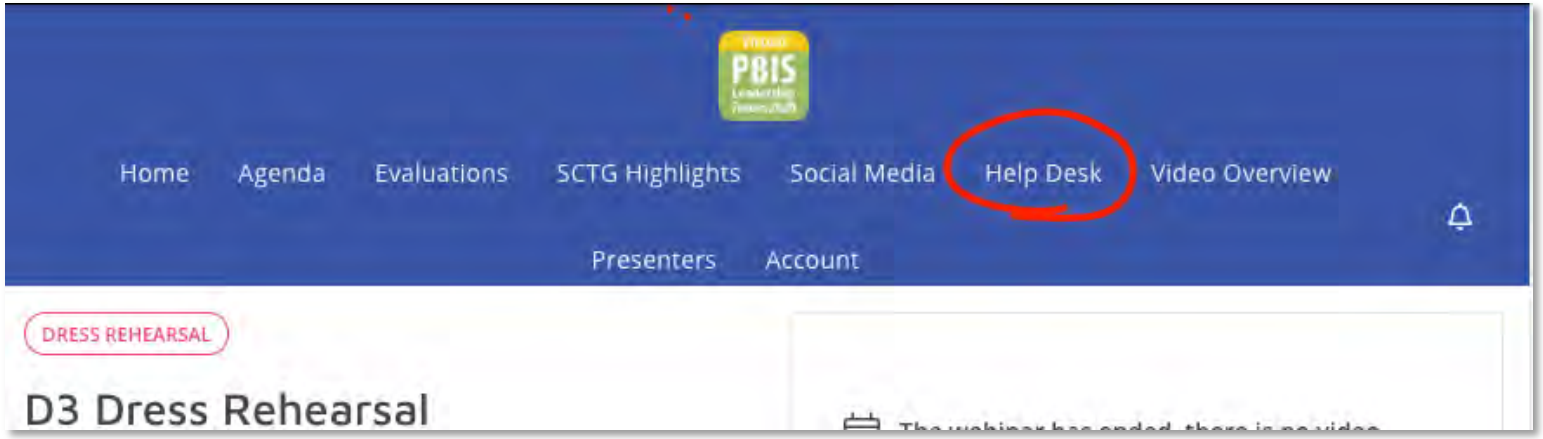


Tips for Participants

Support is Available

If at any time you need support as a participant,
use the **Help Desk:**



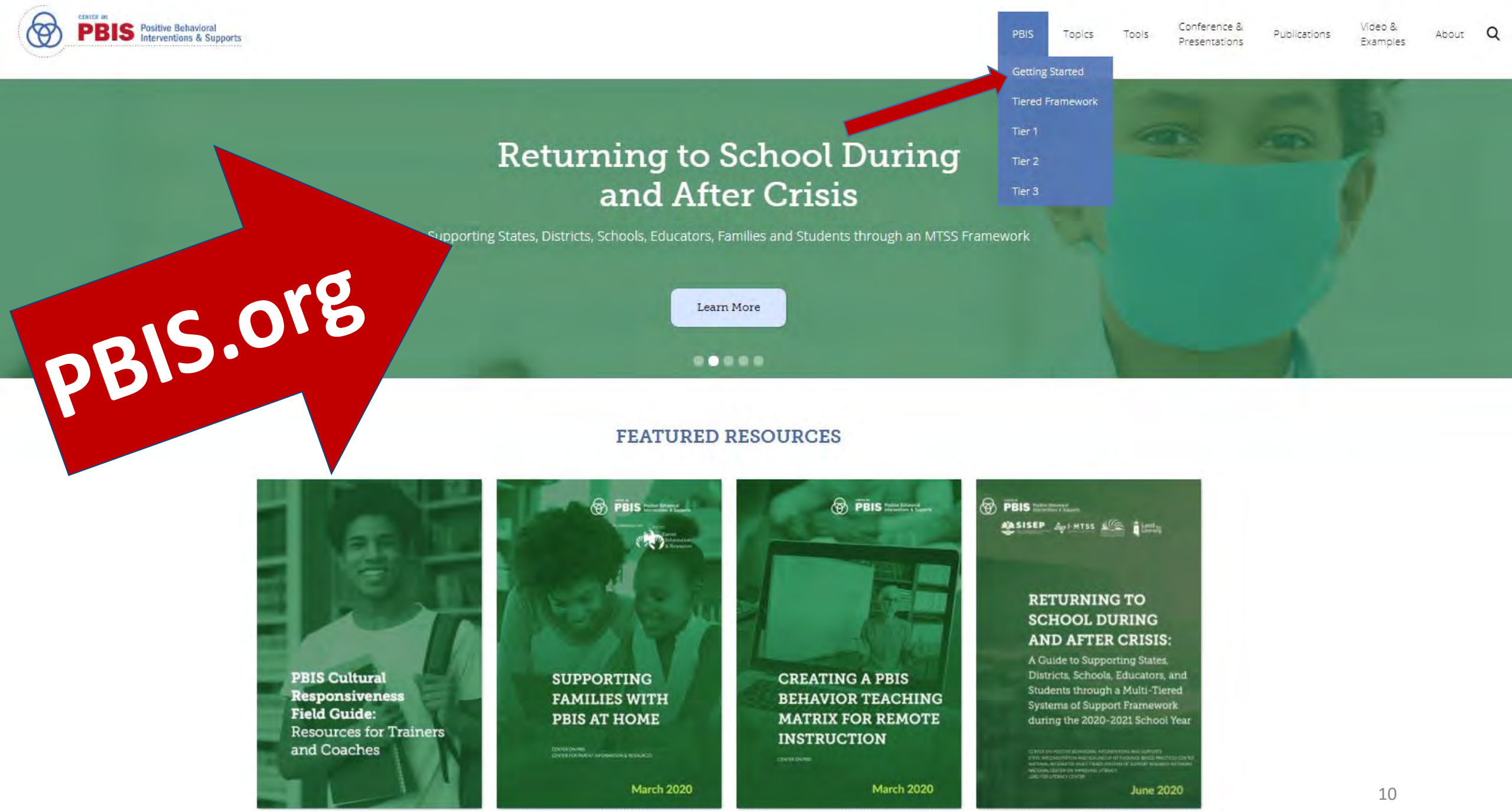
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

Learning Objectives

- Identify and define PBIS
- Describe the rationale for implementing PBIS
- Identify the next steps in getting started in establishing a PBIS Tier 1 system in a school


CENTER ON PBIS Positive Behavioral Interventions & Supports
PBIS
Topics
Tools
Conference & Presentations
Publications
Video & Examples
About
Getting Started
Tiered Framework
Tier 1
Tier 2
Tier 3
Returning to School During and After Crisis
Supporting States, Districts, Schools, Educators, Families and Students through an MTSS Framework
Learn More
PBIS.org
FEATURED RESOURCES
PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches
SUPPORTING FAMILIES WITH PBIS AT HOME
March 2020
CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION
March 2020
RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year
June 2020

How many of you work primarily…

POLL #1: Primary Work

- with students and their families?
- as school administrators?
- at the district level?
- at the state level?

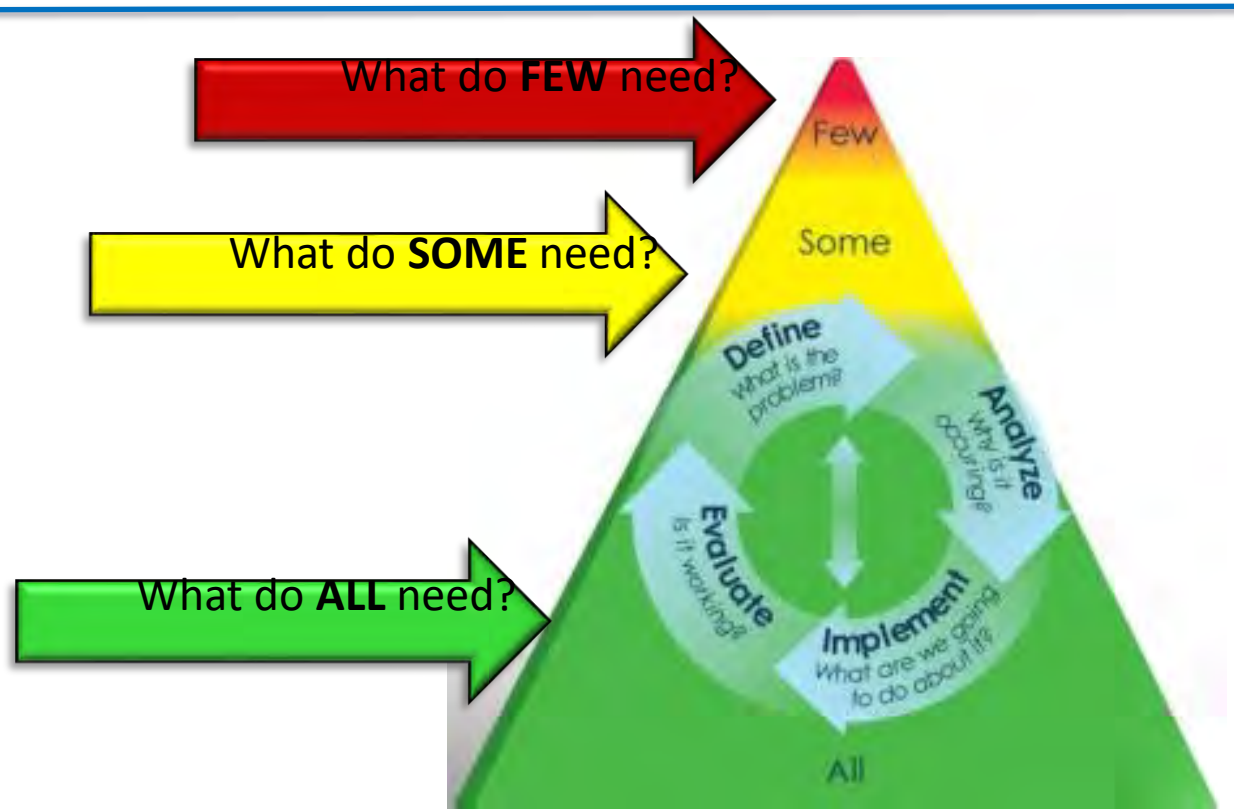
- as a family member hoping to learn more about PBIS?
- Other?

How many of you are supporting schools…

POLL #2: Supporting Schools

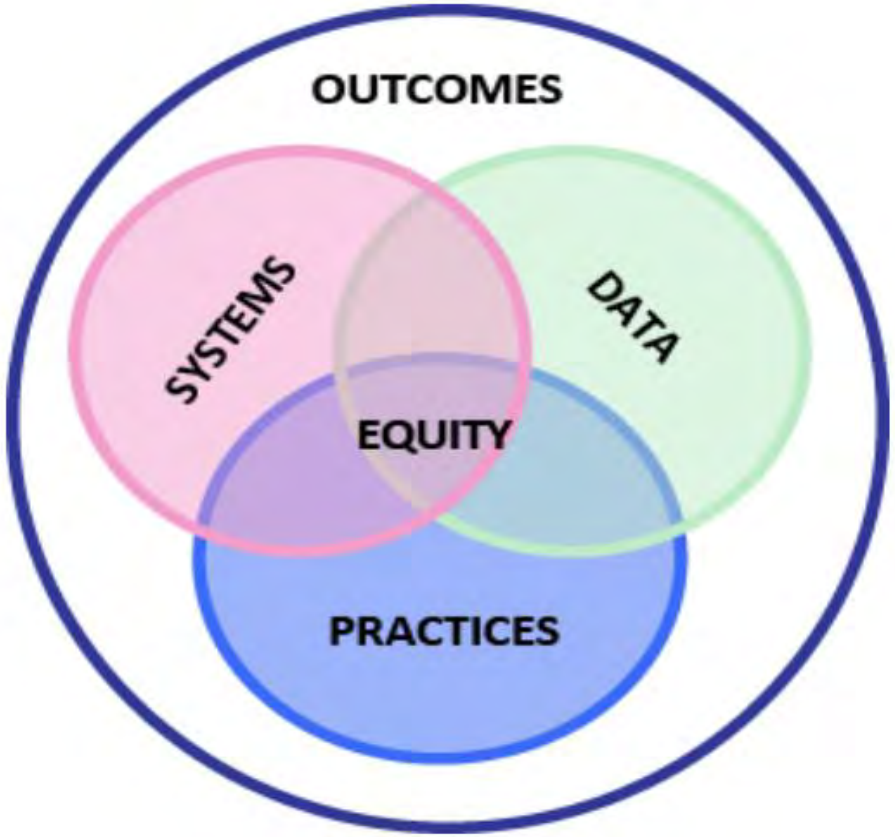
- just starting their **first full year** of PBIS implementation?
- implementing PBIS for **up to 5 years**?
- implementing PBIS for **up to 10 years**?
- implementing PBIS for **more than 10 years**?
- …well, I'm **thinking about it** and haven't implemented PBIS

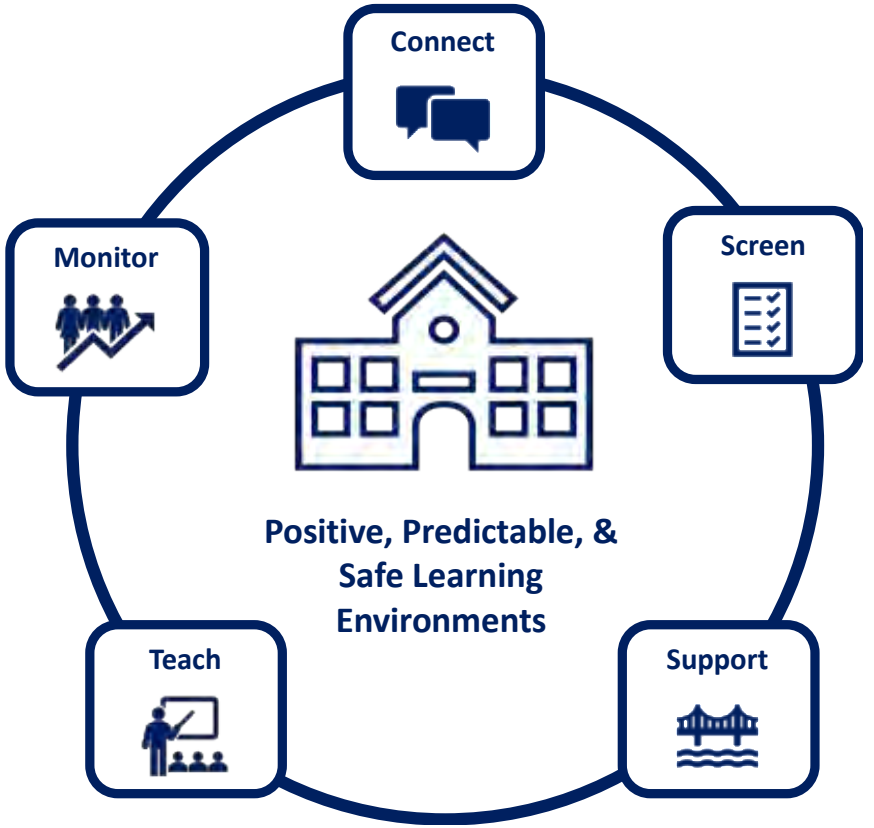
WHAT IS PBIS?



*PBIS creates schools that supports **everyone** for success, including SWDs!*

Big Ideas


OUTCOMES
SYSTEMS
DATA
EQUITY
PRACTICES


Connect
Monitor
Screen
Positive, Predictable, &
Safe Learning
Environments
Teach
Support

Goals of PBIS

POLL #3: PBIS Goals

1) Build effective, **positive school environments** which increases school safety

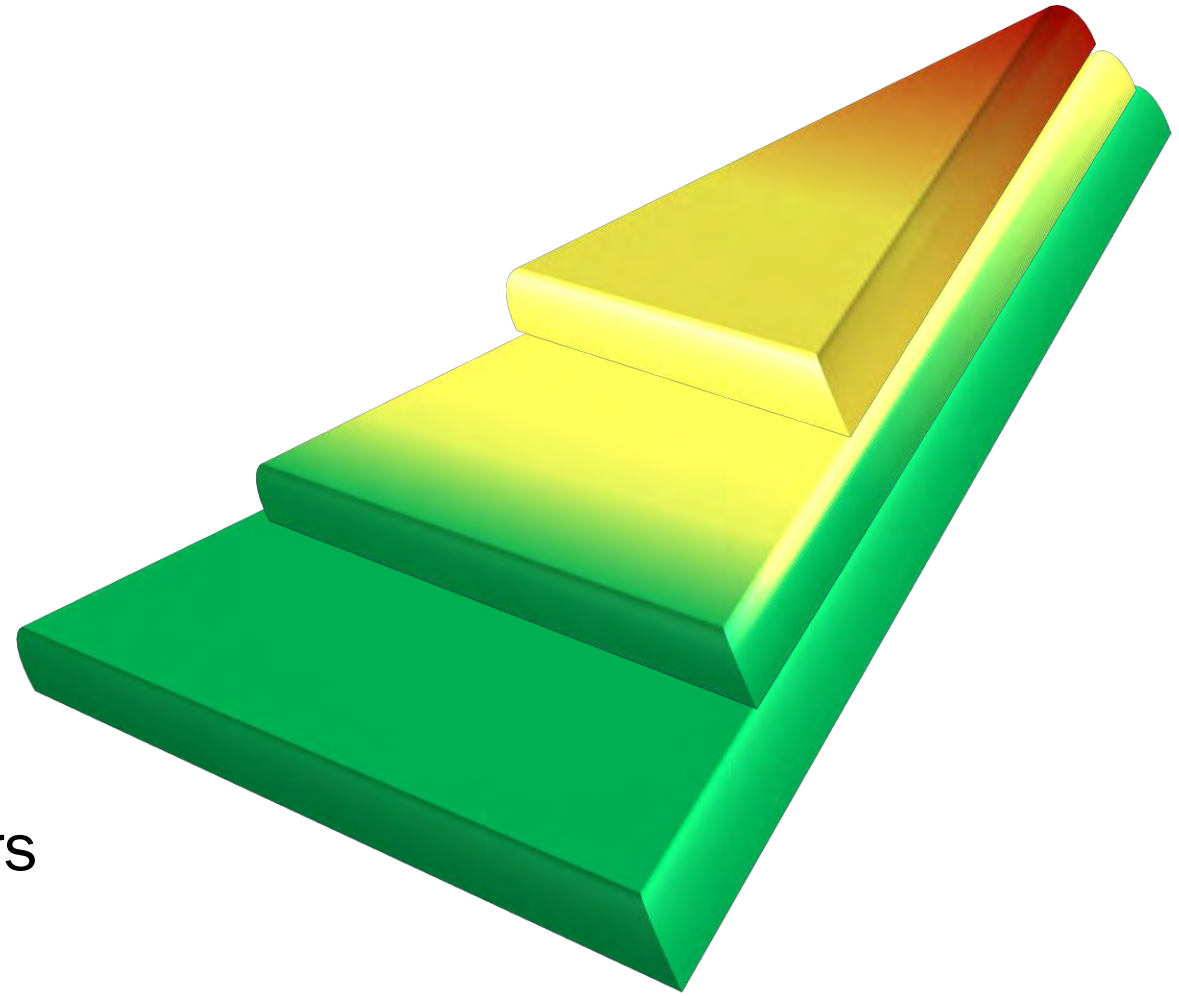
2) **Improve academic and behavioral outcomes** for **all** students

3) **Prevent** and/or reduce problem behaviors using a **collaborative, assessment-based** approach for developing effective instruction and interventions

4) **Teach and reinforce** appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes across a **multi-tiered system of supports**

PBIS is the Multi-"Tiered" Behavioral Framework

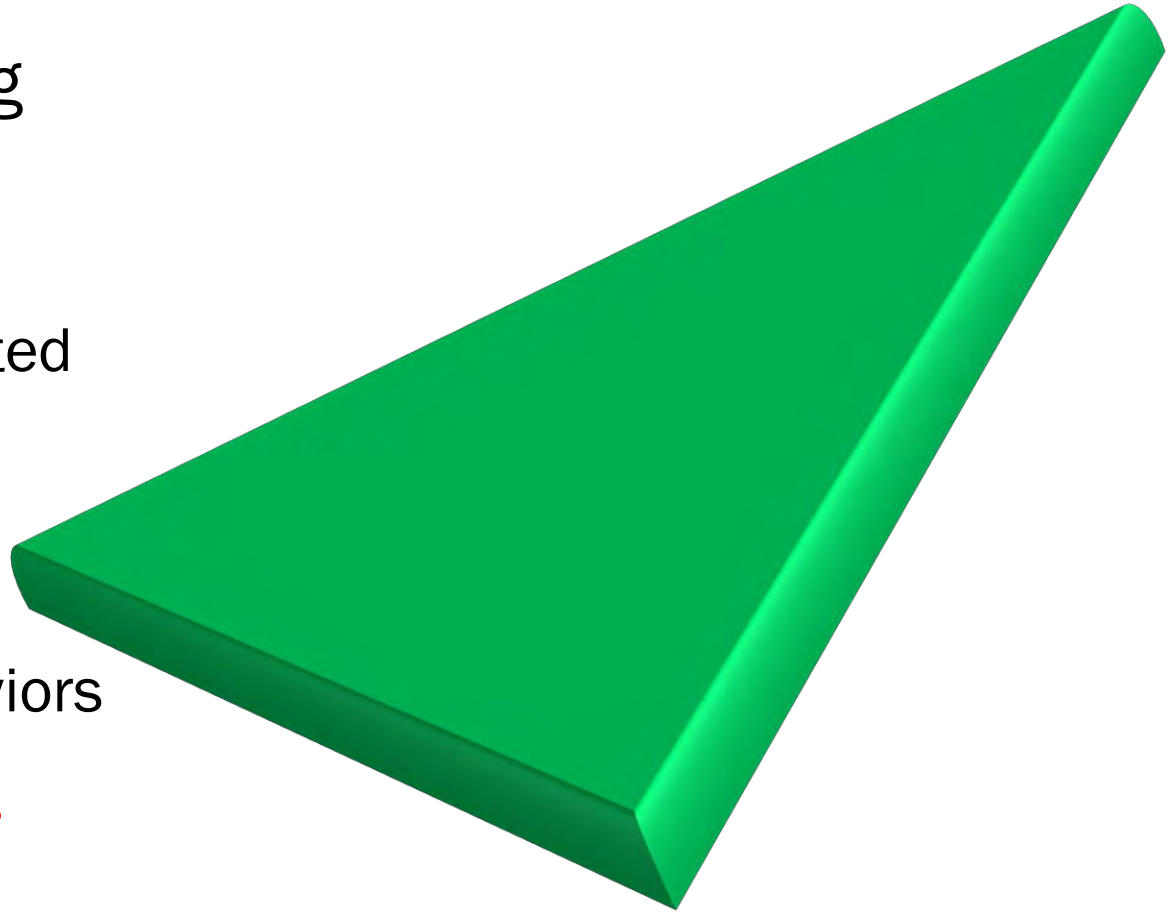
- Cannot "fix" every student one at a time
- Critical role of a strong core at Tier 1
- Decision rules for who gets what, when, why, and how long
- Matched, and timely supports based on student and teacher needs
- Problem-solving never stops until students no longer need interventions
- Special education is not a PLACE…set of specialized instructions that fit in ALL tiers
- All based in the prevention logic



Tier I Practices: *Universal/Core Features - all*

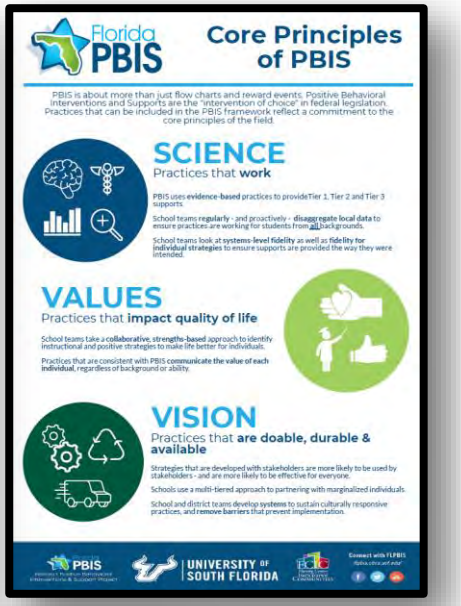
Establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors by clearly defining expected behaviors for ALL

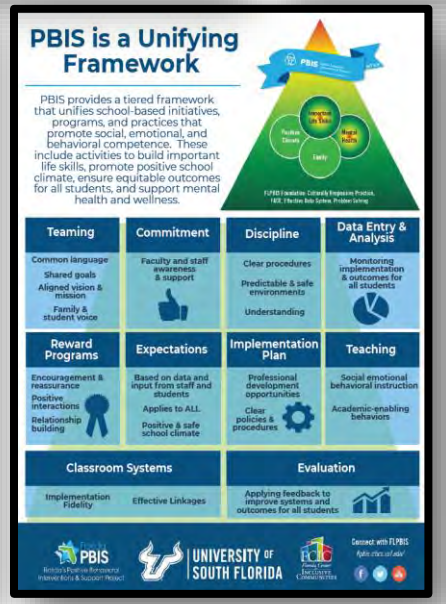
1) Procedures for teaching & practicing expected behaviors across all settings
2) Procedures for encouraging expected behaviors
3) Procedures for discouraging problem behaviors
4) Procedures for data-based decision making
5) Family awareness and Involvement



PBIS: Things to Know

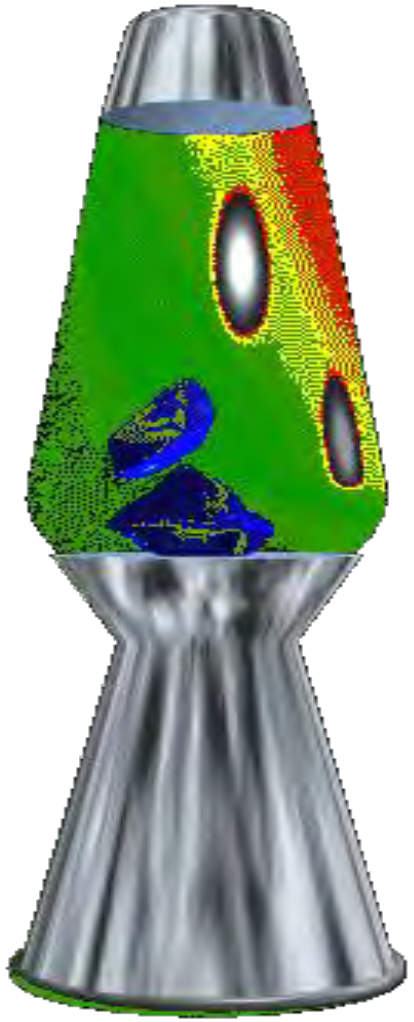
- Intervention of choice in federal legislation
  - More evidence supports PBIS than any other behavior-related program or initiative
- Represents a **different** way of supporting student behavior
- Provides a framework for integrating **ALL behavior supports** related to behavior, attendance, climate, mental health, and social-emotional learning
- 10 Critical Elements define the Tier 1 system
  - **PBIS is not fully implemented until it is culturally responsive**





Florida PBIS

WHY PBIS?



Schools Face Difficult Challenges

- Multiple expectations
  - –Academic accomplishment, social competence, safety
- Students arrive to school with widely differing understandings of what is socially acceptable
- Students and their families facing a range of complex issues
  - –Poverty, mental health, substance use and/or abuse, etc.
- Traditional “get tough” and “zero tolerance” approaches have proven ineffective
- Individual student interventions are effective but can’t meet the need
- Teachers leave the profession due to (1) behavior problems and (2) lack of support from administration to address student behaviors
- Teachers report that “uncivil” behavior is increasing and is a threat to effective learning
- Lack of discipline is viewed as one of the most serious challenges facing public schools

Common Responses to Problem Behavior

- Exclusion and Punishment
  - Both are ineffective at producing long-term reduction in problem behavior
  - Associated with higher rates of school dropout and not shown to improve school outcomes
  - Punishment (*without a proactive support system*) associated with increases in aggression, vandalism, truancy and dropping out
- Hardening schools to "prevent" violence
  - Students & staff experience higher levels of fear in schools with hi-tech security measures
  - No evidence that the money spent to "harden schools" will work

(Walker, 2019; Warnick & Kapa, 2019; Price & Khubchandani, 2019; Strauss, 2019)

Traditional Discipline versus PBIS

Traditional Discipline:

Undesirable behavior is *expected to stop through the use of punishment*

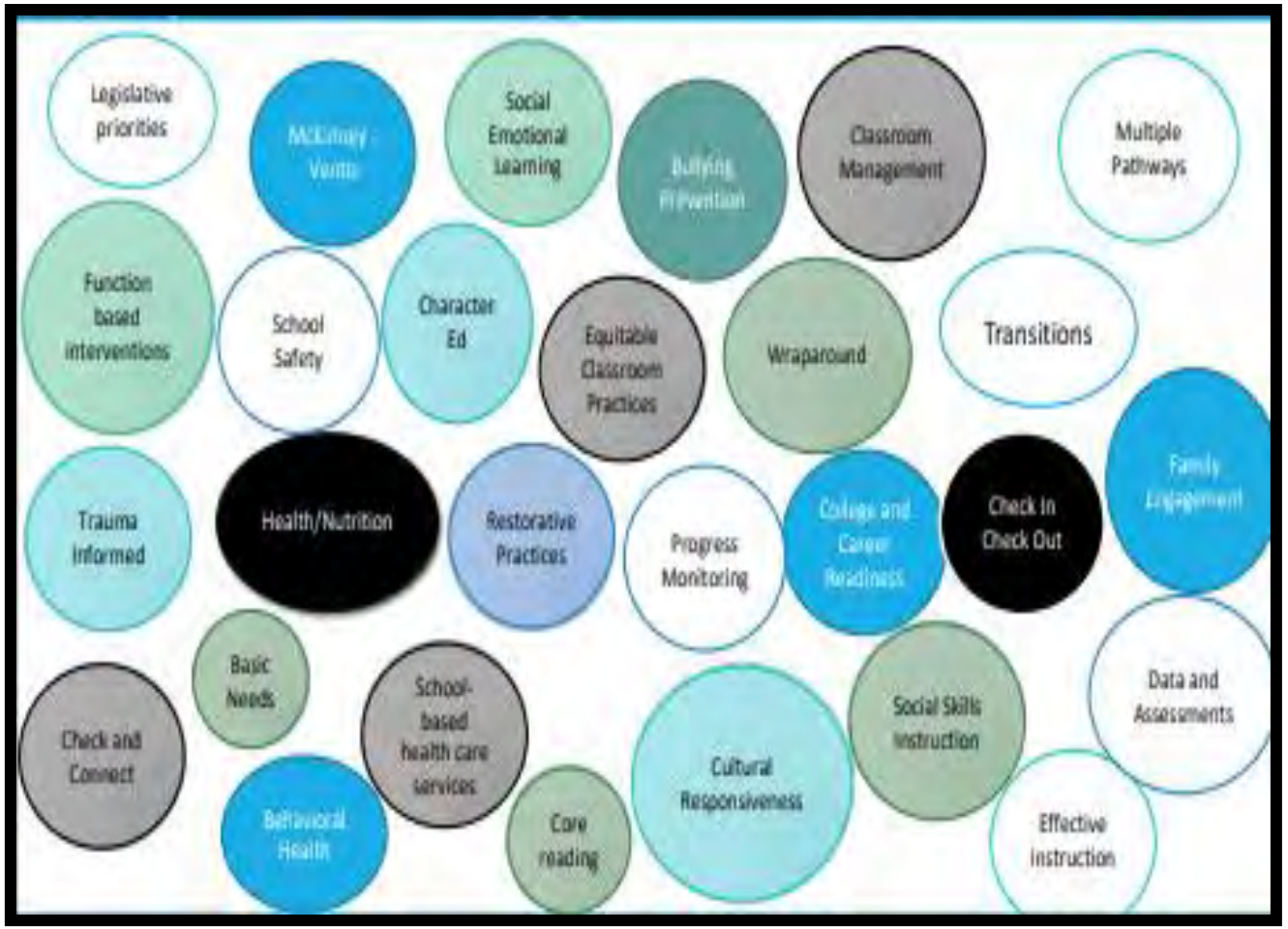
- Waits for the problem behavior to happen
- Appropriate alternative behavior may or may not be addressed
- May actually reinforce the problem behavior
- Removes students with frequent problems

Positive Behavior Support

Undesirable behavior is ***reduced by***:

- Altering environments to prevent common problems
- Teaching appropriate skills
- Rewarding appropriate behavior
- Systematically using data to identify appropriate supports for students

Multiple Initiatives without Planning is Counterproductive, Ineffective and…



Feeling overwhelmed?

Which of these are you experiencing?

POLL #4: Experiencing

A. "Difficult" challenges: (e.g. multiple expectations, students with complex issues, teacher turnover)

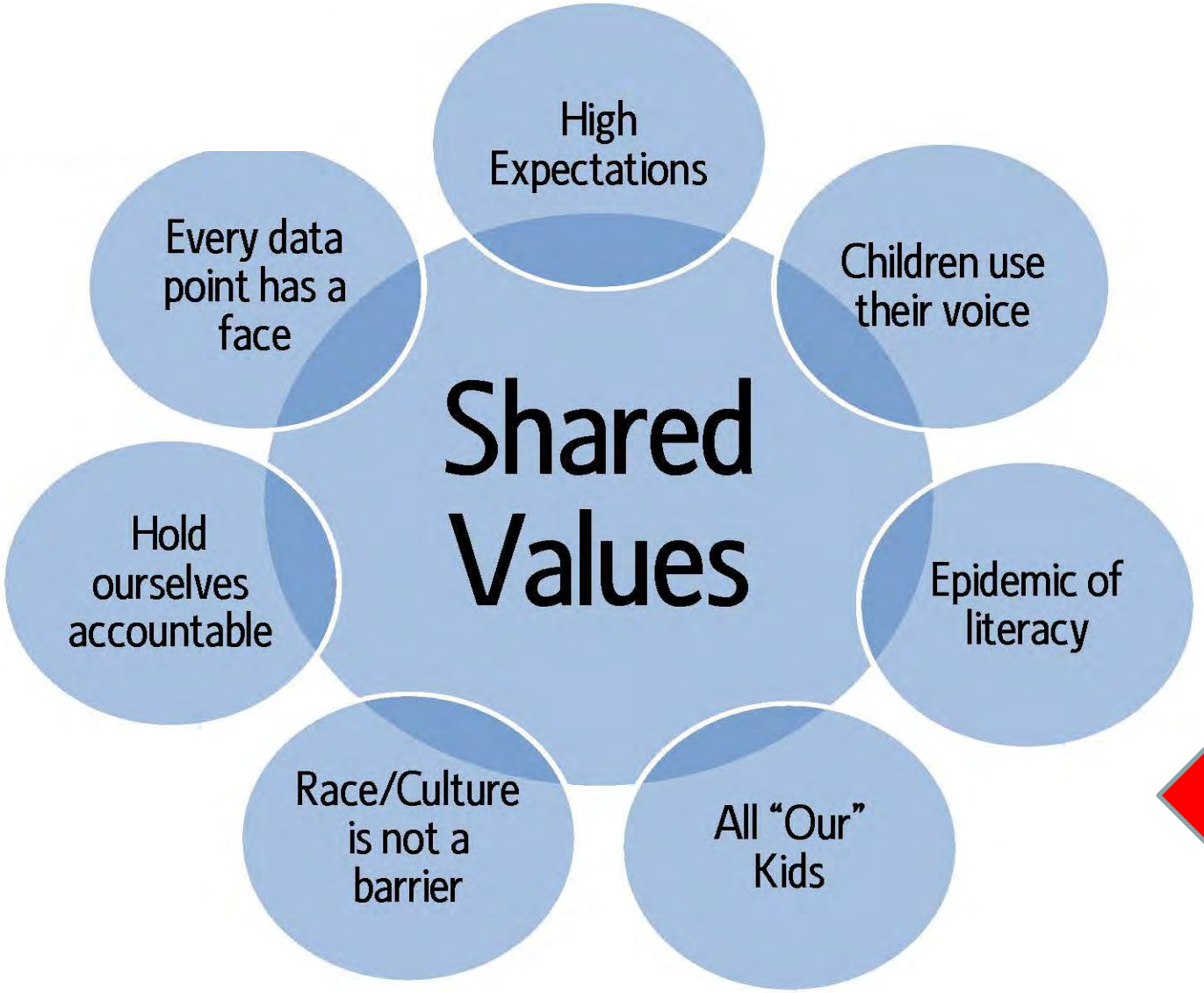
B. High rate/increasing rates of exclusionary practices & punishment

C. Practices used to "harden" schools to prevent violence

D. High rates of using traditional disciplinary practices

E. Multiple initiatives being implemented without collaborative planning

F. More than one of the above



What do you value?

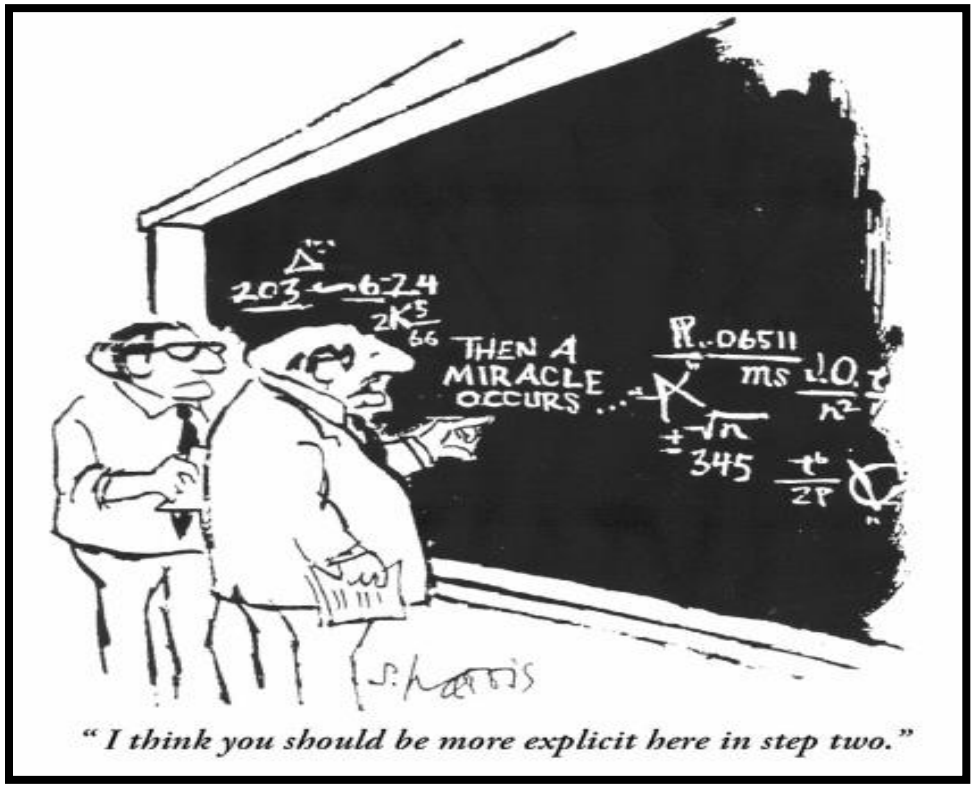
What do you want to accomplish or build?

What skills/resources are needed to achieve your goals?

What's your vision for your school?

How Do We Do This?

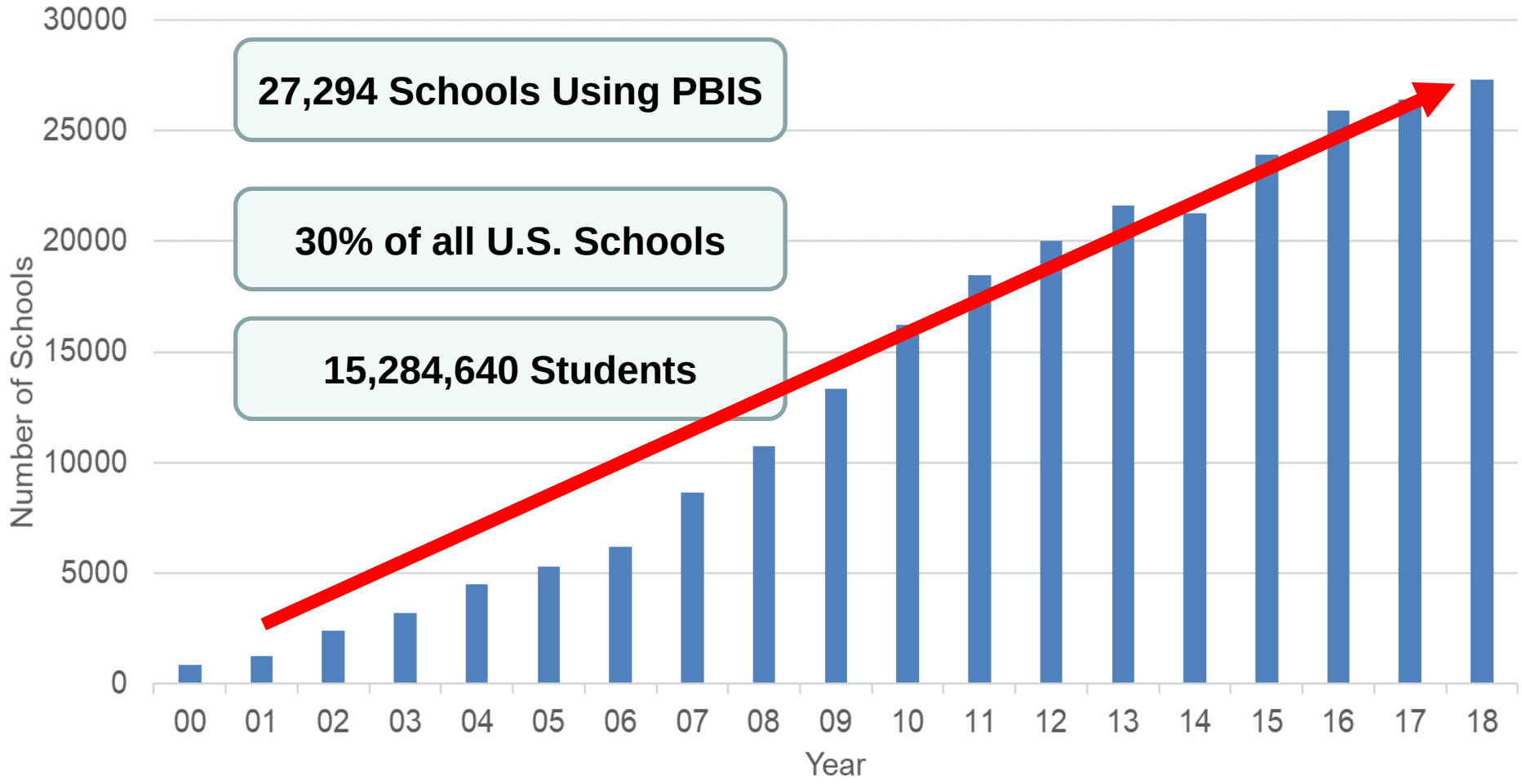
- Need a **vision** for what you want your children to become
- Need a **foundation** that provides a safe and orderly environment that is conducive to learning
- Need to provide **access** to opportunities to build skills
- Need **data** to guide problem-solving
- Need to understand that **well-being** is essential to success!
- Need a **diverse team**-based approach
- Need to be **willing to do things differently**!



"I think you should be more explicit here in step two."

U.S. Schools Using PBIS

August 2019



Improved Student Outcomes

academic performance
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

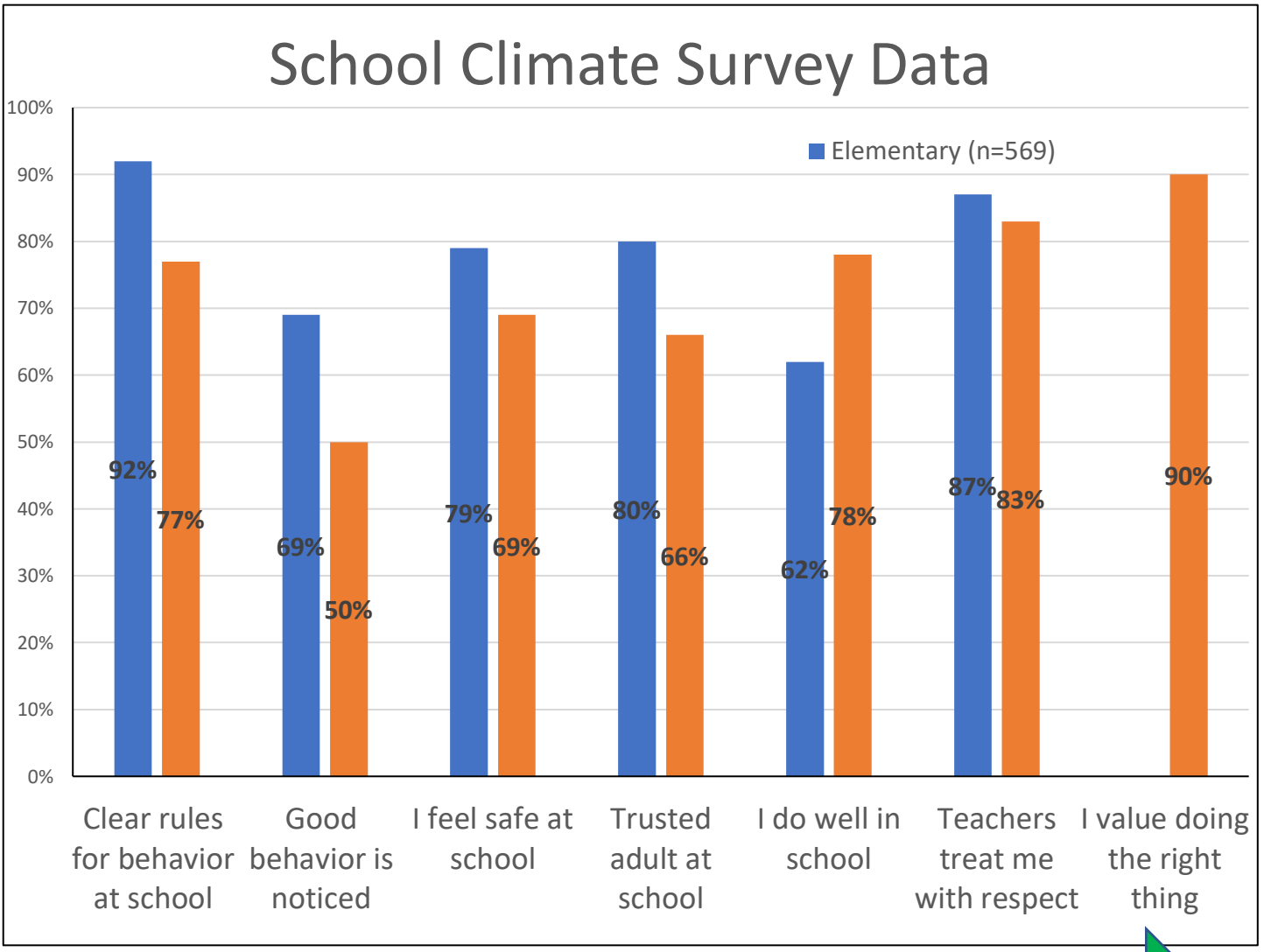
Do the Math

pbismaryland.org/costbenefit.xls

If 1000 Office Discipline Referrals (ODRs)
(average of 45 minutes each)
are Reduced by 35%...

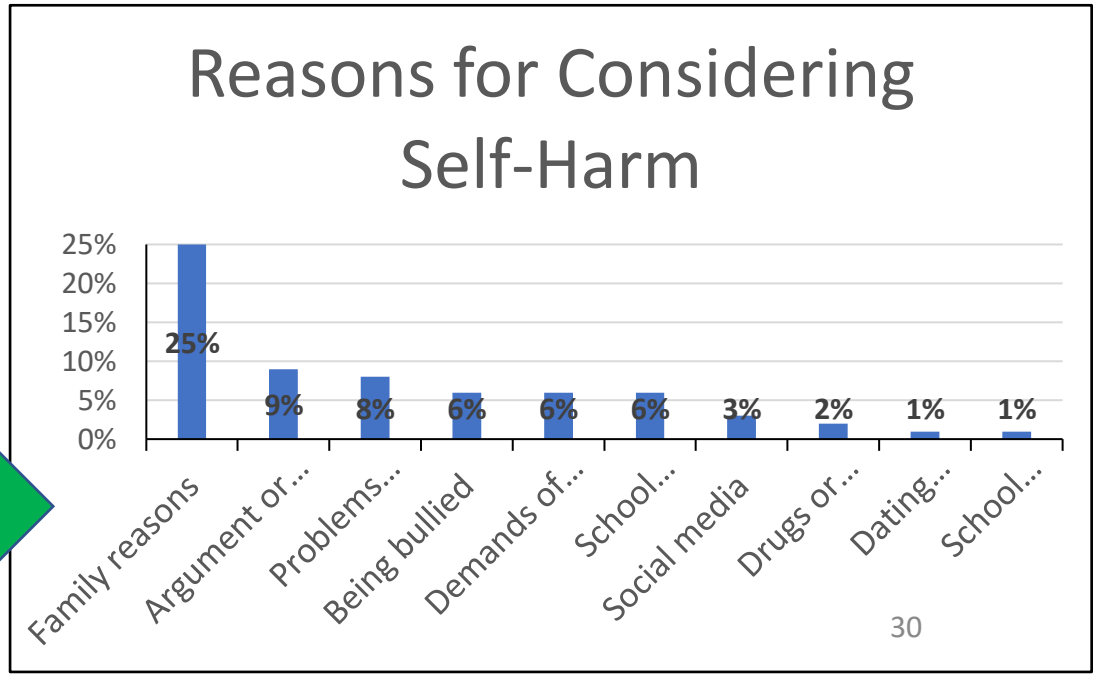
If Administrators take avg 10 minutes/ODR, they regained 3500 minutes, 58 hours, or 9.72 days (avg 6 hours/day)

15,750 minutes,
262.5 hours, or
43.75 school days *(avg 6 hours/day)* **of**
Instructional Minutes are Regained



- *A small percentage of elementary students reported experiencing bullying incidents frequently (7%) or every day (4%)*
- *20% of secondary students reported having seriously considered self-harm within the past 12 months*

However, what do the students have to say about the climate across those schools?



GETTING STARTED: PLANNING FOR PREVENTION AND EFFECTIVE SUPPORTS WITH PBIS

Stages of Implementation

https://sisep.fpg.unc.edu/guidebook/level-one/stages-implementation

POLL #5: Stage?

Implementation Stages

Exploration	Installation	Initial Implementation	Full Implementation
• Assess needs • Examine intervention components • Consider Implementation Drivers • Assess Fit	• Acquire Resources • Prepare Organization • Prepare Implementation Drivers • Prepare Staff	• Adjust Implementation Drivers • Manage Change • Deploy Data Systems • Initiate Improvement Cycles	• Monitor & Manage Implementation Drivers • Achieve Fidelity & Outcome Benchmarks • Further Improve Fidelity & Outcomes

2-5 years

Strategic Planning Needs to Occur

What are our CHALLENGES/NEEDS?

What are our STRENGTHS/RESOURCES?

What do you want/need to KNOW?

To what extent are districts/schools/students meeting expectations?

Academically? Behaviorally? Emotionally?

Are we effective at building implementation capacity of PBIS with high fidelity and with sustainability?

Is our approach resulting in valued outcomes for ALL stakeholders?

Do our stakeholders view our products/services useful and high quality?

What are our GOALS?

5-Year, 3-Year, 1-Year, Next Steps

Stakeholder Engagement

Funding and Alignment

Policy

Workforce Capacity

Executive Team Functions

Leadership Teaming

Implementation Functions

Training

Coaching

Evaluation

Local Implementation Demonstrations

Steps for Getting Started

1) Establish Leadership Team Membership with Identified Roles
2) Identify Vision and Develop Brief Statement of Purpose
3) Complete a PBIS Fidelity Tool (e.g., TFI or BoQ)
4) Identify Specific Goals and Objectives based on Vision and Results
5) Identify Positive School-Wide Behavioral Expectations
6) Develop Procedures for Teaching SW Behavioral Expectations
7) Develop Procedures for Classroom-Wide Behavioral Expectations
8) Develop Continuum of Procedures for Encouraging Behavioral Expectations
9) Develop Continuum of Procedures for Discouraging Behavioral Expectations
10) Develop Data-based Procedures for Monitoring Implementation of SWPBIS
11) Develop Systems to Support Staff
12) Develop Systems to Increase Family Engagement and Community Partnerships
13) Build Routines to Ensure Ongoing Implementation Across the School Year

1) Establish Leadership Team Membership with Identified Roles

Getting Started!

Team member roles:

- PBIS Coach or Facilitator
- Team Leader
- Administrator
- Behavior 'expert'
- Data Specialist
- Recorder
- Timekeeper
- Communications
- "Snack Master"
- Student Voice
- Parent/Community Voice

Florida PBIS

PBIS Tier 1 Coaching Team Activities & Roles

Role/ Member Name	Activities by Role and Meeting Timeframe		
	Before Meeting	During Meeting	After Meeting
School Administrator	• Encourage and support team efforts • Communicate PBIS to stakeholders • Ensure meeting dates/times are on master calendar	• Attend and actively participate • Support Team Leader in keeping members on-task and meeting moving forward	• Allocate resources for PBIS planning and implementation • Communicate PBIS to all stakeholders
Communication Point-of-Contact	• Gather district information from DC relevant to PBIS and behavior	• Share district information	• Share meeting information with DC
Content Knowledge Expert	• Access/prepare area of expertise information based on concerns	• Share pertinent information based on area of expertise	• Complete assigned tasks
Data Entry & Retrieval	• Access and graph data from district system or RtIB database	• Share evaluation & implementation data • Lead data discussion	• Enter data into district system or RtIDB and PBSES • Share data highlights with stakeholders
Facilitator	• Solicit input from team • Prepare agenda using feedback to prioritize items • Distribute agenda in advance	• Facilitate meeting • Keep members on task • Resolve conflict constructively • Gain consensus on next steps	• Contact Content Knowledge experts regarding areas of concern discussed • Support 'experts' with next meeting preparations, as needed
Recorder	• Provide meeting minutes to Facilitator • Disseminate product updates	• Take notes • Transcribe member responses	• Distribute minutes to team • Maintain electronic copies of team products
Snack Master	• Ensure snacks for meeting	• Bring snacks to meeting	• Gather "leftovers"
Stakeholder Voice	• Obtain stakeholder input & perspective	• Share input from stakeholders • Plan for stakeholder communication	• Communicate information with stakeholders
Timekeeper	• Review time slots on agenda	• Monitor time of each agenda item • Keep members aware of time limits using established signal	• Complete assigned tasks
ALL MEMBERS	• Preview agenda • Bring ideas to address concerns • Be prepared for action planning	• Follow meeting norms • Provide input • Remain on-task and engaged	• Complete assigned tasks • **Model & coach PBIS practices to all stakeholders**

Characteristics of Effective Teams:
What's needed to make this all work?

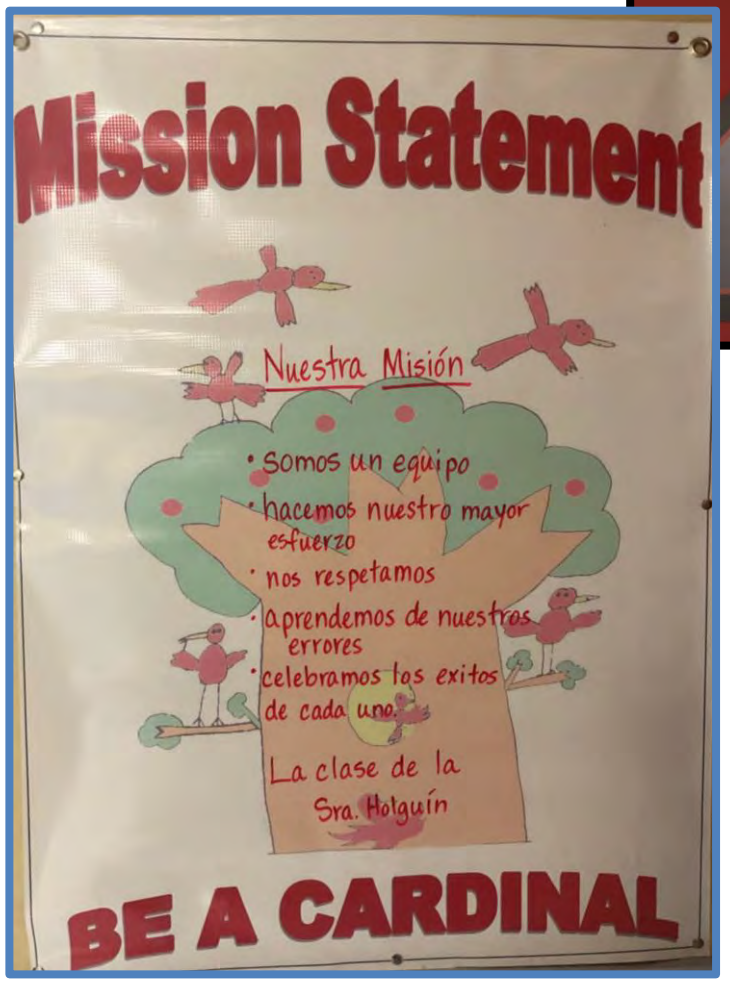
http://www.livebinders.com/play/play?id=2280169#anchor

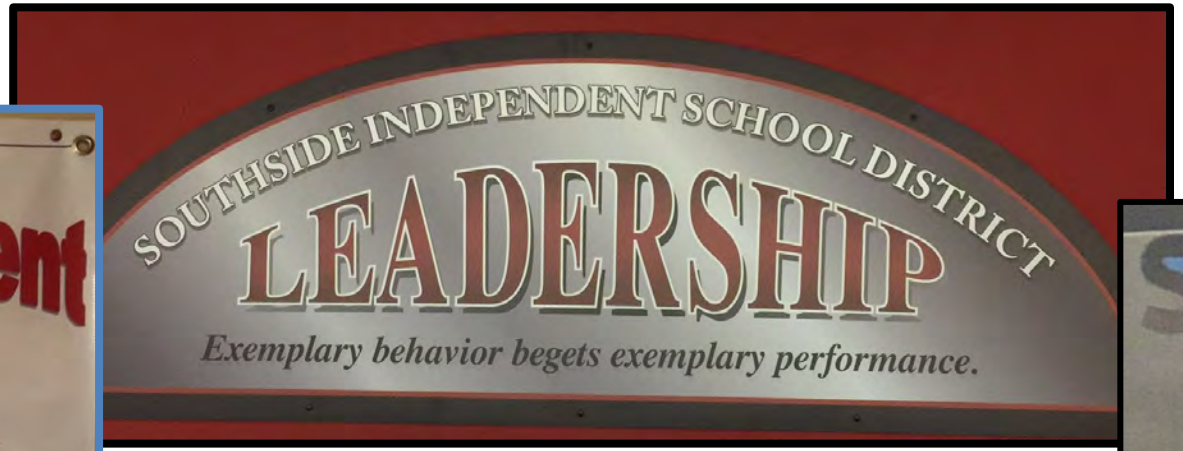
Foundation	Positive Environment	Process
• A Clear Purpose • Well-defined Goals • Established Norms and with Clear Roles and Responsibilities • Diverse Skills of Team Members	• Balanced Participation • Open and Collaborative Communication • Positive Atmosphere and Managed Conflict • Trusting and Cooperative Relationships	• Effective Decision Making • Participative Leadership

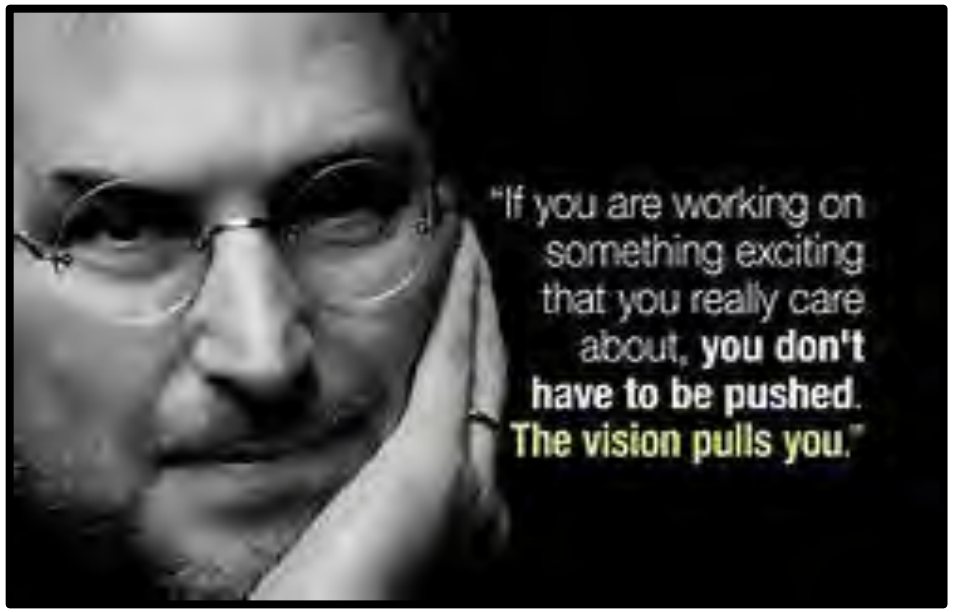
Stakeholders Need Ongoing PD and TA!

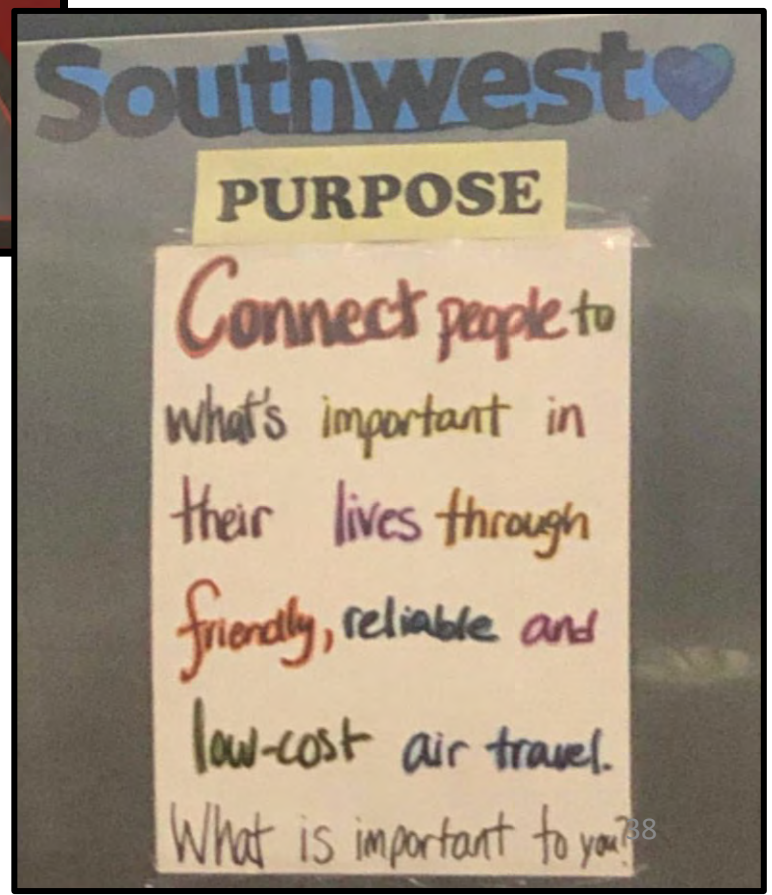
2) Identify Vision and Develop Brief Statement of Purpose

Getting Started!





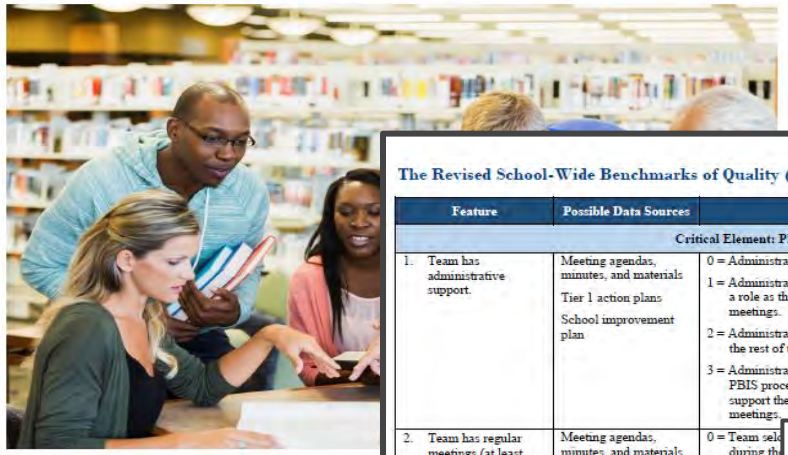




3) Complete a PBIS Fidelity Tool
(e.g., TFI or BoQ)

Florida PBIS

School-Wide Benchmarks of Quality (BoQ) - Revised Technical Guide



Kincaid, D., Childs, K., & George, H. (2010). https://www.livebinders

The Revised School-Wide Benchmarks of Quality (BoQ) – Full Instrument

Feature	Possible Data Sources	Scoring Criteria	Score
Critical Element: PBIS Team			
1. Team has administrative support.	Meeting agendas, minutes, and materials Tier 1 action plans School improvement plan	0 = Administrator(s) do not actively support the PBIS process. 1 = Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings. 2 = Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings. 3 = Administrator(s) attended training, play an active role in the PBIS process, actively communicate their commitment, support the decisions of the PBS Team, and attend all team meetings.	
2. Team has regular meetings (at least monthly).	Meeting agendas, minutes, and materials Tier 1 action plans	0 = Team sele during th 1 = Team me each sch 2 = Team me each sch	
3. Team has established a clear mission/ purpose.	Purpose and Mission Statement on website, meeting agendas, handouts, staff handbook Tier 1 action plan	0 = No missi 1 = Team has team (co plan).	
Critical Element: Facul			
4. Faculty are aware of behavior problems across campus through regular data sharing.	Meeting agendas, minutes, and materials Tier 1 Walkthrough Staff surveys and interviews Communication with staff (e.g. email, newsletters, bulletin boards)	0 = Data are given an 1 = Data rega shared wi 2 = Data rega monthly (	
5. Faculty involved in establishing and reviewing goals.	Meeting agendas, minutes, and materials Communication with staff (e.g. email, newsletters, bulletin boards) Staff surveys or interviews Tier 1 action plans	0 = Faculty d 1 = Some of t (i.e. surv 2 = Most facu surveys,	

Appendix 1. School-wide Benchmarks of Quality (Revised) Scorin

School Name: _____ District: _____

Coach/Facilitator Name: _____ Date: _____

Critical Elements	Benchmarks of Quality Items					
PBIS Team	1. Team has administrative support	3	2			
	2. Team has regular meetings (at least monthly)		2			
	3. Team has established a clear mission/purpose					
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing			2		
	5. Faculty involved in establishing and reviewing goals			2		
	6. Faculty feedback is obtained throughout the year			2		
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format			2		
	8. Discipline process includes documentation procedures					
	9. Discipline referral form includes information useful in decision			2		
	10. Problem behaviors are defined	3	2			
	11. Major/minor behaviors are clearly differentiated			2		
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors					
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1		
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBIS team			1	0	
	15. Data analyzed by team at least monthly		2	1	0	
	16. Data shared with team and faculty monthly (minimum)		2	1	0	
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0	/11
	18. Expectations apply to both students and staff	3	2	1	0	
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0	
	20. Rules are linked to expectations			1	0	
	21. Staff are involved in development of expectations and rules		2	1	0	
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0	
	23. A variety of methods are used					
	24. Rewards are linked to expectat					
	25. Rewards are varied to maintain					
	26. Ratios of acknowledgement to					
	27. Students are involved in identi					
	28. The system includes incentives					

Kincaid, D., Childs, K., George, H. (March, 2010). School-wide Benchmarks of Quality (Revised). https://www.livebinders.com/play/play?id=2127037

Measuring School-wide Positive Behavior Support Implementation:

Development and Validation of the Benchmarks of Quality

Rachel Cohen
Don Kincaid
Karen Elfner Childs
University of South Florida

Abstract: School-wide positive behavior support (SWPBS) has been implemented in more than 4,000 schools as a means of addressing problem behavior in a systemic fashion. Preliminary outcomes (e.g., office discipline referrals, suspensions) indicate the effectiveness of SWPBS in decreasing school-wide behavior problems and creating a positive school climate. Although the results of a majority of the program evaluations yielded significant findings, there has been a lack of measurement of treatment fidelity, possibly due to the absence of expedient, effective assessment tools. This article describes the theoretical background and development, including a qualitative pilot study and psychometric properties, of the School-wide Benchmarks of Quality (BoQ; Kincaid, Childs, & George, 2005), a tool intended to measure the implementation of SWPBS. Descriptive data on the instrument, including internal consistency, test–retest reliability, interrater reliability, and concurrent validity, were collected and analyzed. Results indicate that the BoQ for SWPBS is a reliable, valid, efficient, and useful instrument for measuring the fidelity of implementation of the primary or universal level of PBS application in individual schools. Future considerations for evaluating the psychometric properties of the BoQ include extending the data collection and analysis to many more schools across multiple states.

Preventing School Failure, 56(4), 197–206, 2012

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DOI: 10.1080/1045988X.2011.645909

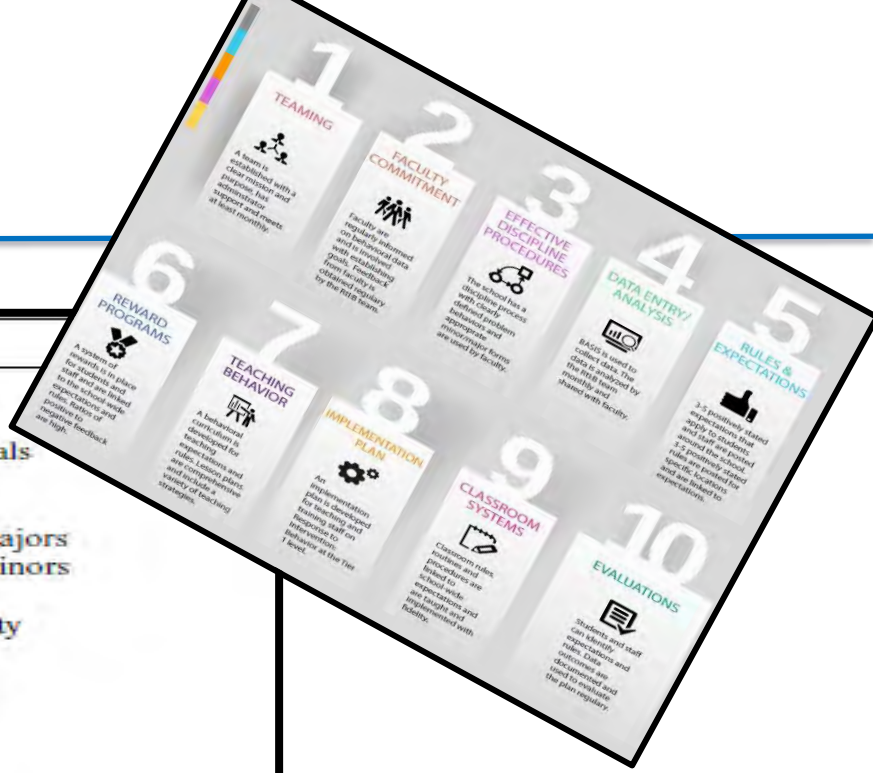
Evaluating Implementation of Schoolwide Behavior Support: Are We Doing It Well?

HEATHER PESHAK GEORGE and KAREN ELFNER CHILDS
University of South Florida–Tampa, Tampa, FL, USA

Benchmarks of Quality (BoQ)

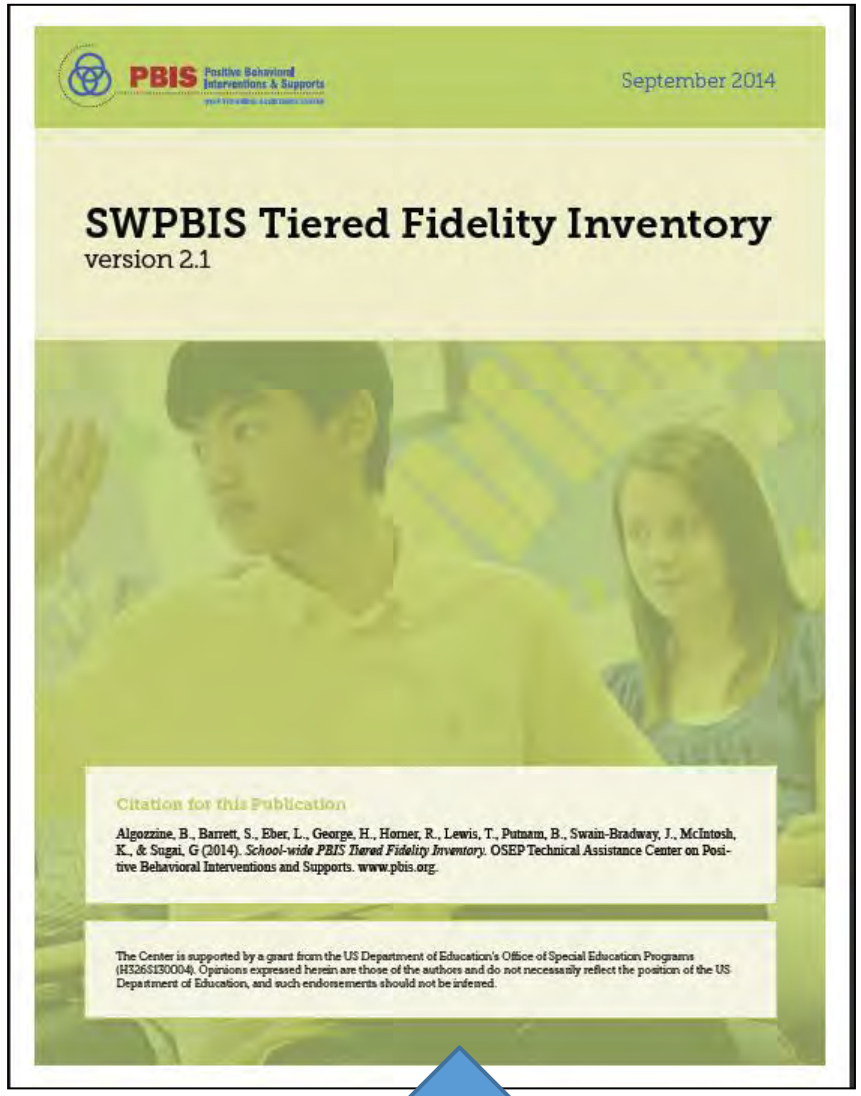
https://www.pbis.org/resource-type/assessments

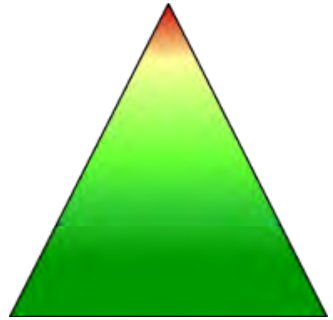
Specific Benchmarks of Quality Across the Critical Elements



Critical element	*Benchmarks of quality*	
PBS team	• Administrative support	• Clear mission/purpose
	• Regular meetings	
Faculty commitment	• Regular data sharing	• Establish and review goals
	• Feedback obtained	
Effective procedures for dealing with discipline	• Process described	• Behaviors defined
	• Includes documentation procedures	• Array of responses to majors
	• Referral form useful	• Array of responses to minors
Data entry and analysis established	• System established	• Analyzed monthly
	• Additional data collected	• Shared with team/faculty
Expectations and rules developed	• Expectations posted	• Rules linked
	• Apply to all	• Staff provide feedback
	• Rules developed	
Reward/recognition program established	• System implemented consistently	• Varied for interest
	• Variety of methods	• Naturally occurring
	• Linked to expectations	• Ratios high
		• Incentives for staff
Lesson plans for teaching expectations/rules	• Behavioral curriculum	• Embedded into subjects
	• Examples and nonexamples	• Faculty involved
	• Variety of strategies	• Strategies for families
Implementation plan	• Curriculum developed/used	• Booster sessions
	• Teach staff discipline, data system, and lessons	• Schedule for rewards
	• Teach students lessons and rewards	• Orientation for incoming staff/students
		• Involve families/ community
Classroom	• Rules defined and posted	• Ratios high
	• Routine procedures	• Tracking procedures
	• Routines taught	• Range of consequences
	• Immediate praise used	
Evaluation	• Surveys	• Use reward system
	• Know expectations	• Outcomes documented
	• Use discipline system	

(George & Childs, 2012)





Article

Technical Adequacy of the SWPBIS Tiered Fidelity Inventory

Kent McIntosh, PhD[1], Michelle M. Massar, MEd[1], Robert F. Algozzine, PhD[2], Heather Peshak George, PhD[3], Robert H. Horner, PhD[1], Timothy J. Lewis, PhD[4], and Jessica Swain-Bradway, PhD[5]

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Article

Factor Validation of a Fidelity of Implementation Measure for Social Behavior Systems

Michelle M. Massar, PhD[1], Kent McIntosh, PhD[1], and Sterett H. Mercer, PhD[2]

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Remedial and Special Education
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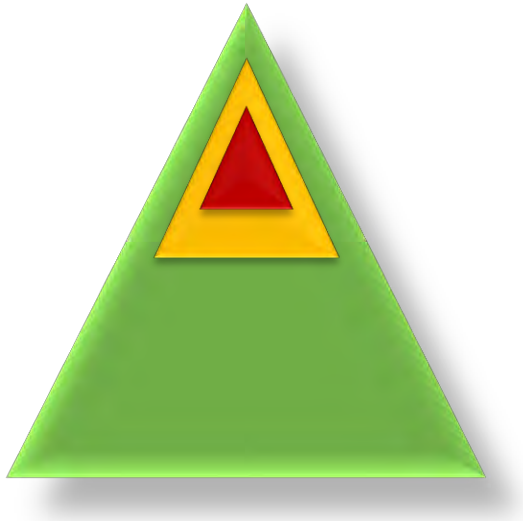
Tiered Fidelity Inventory (TFI)

https://www.pbis.org/resource-type/assessments

Purpose of the School-wide PBIS Tiered Fidelity Inventory

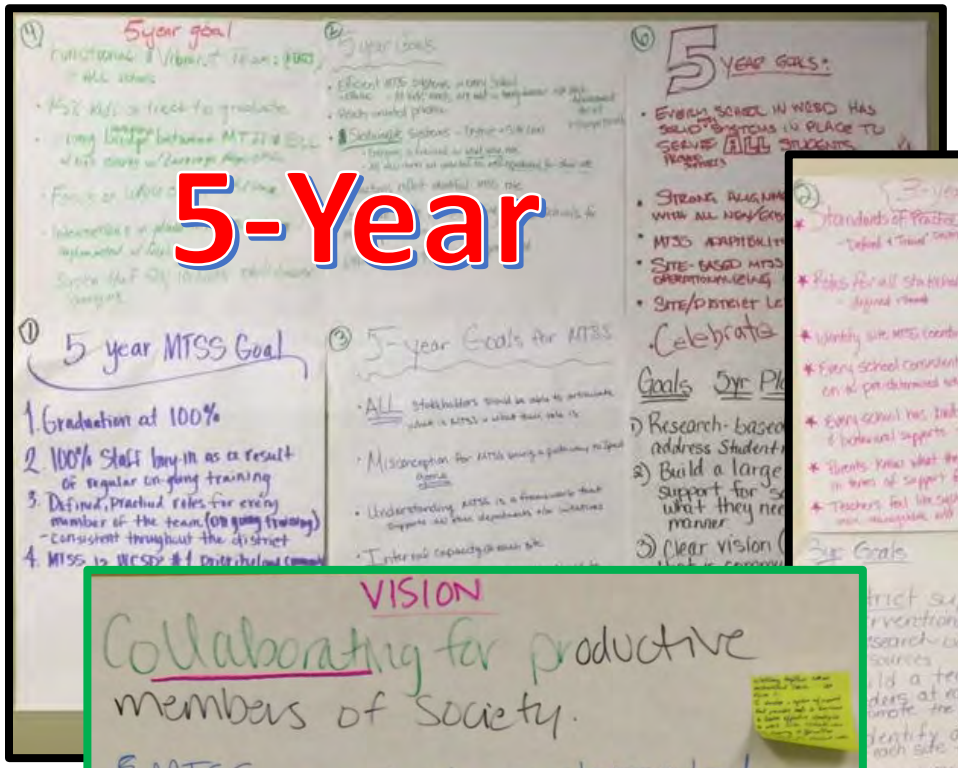
POLL #6: Tool

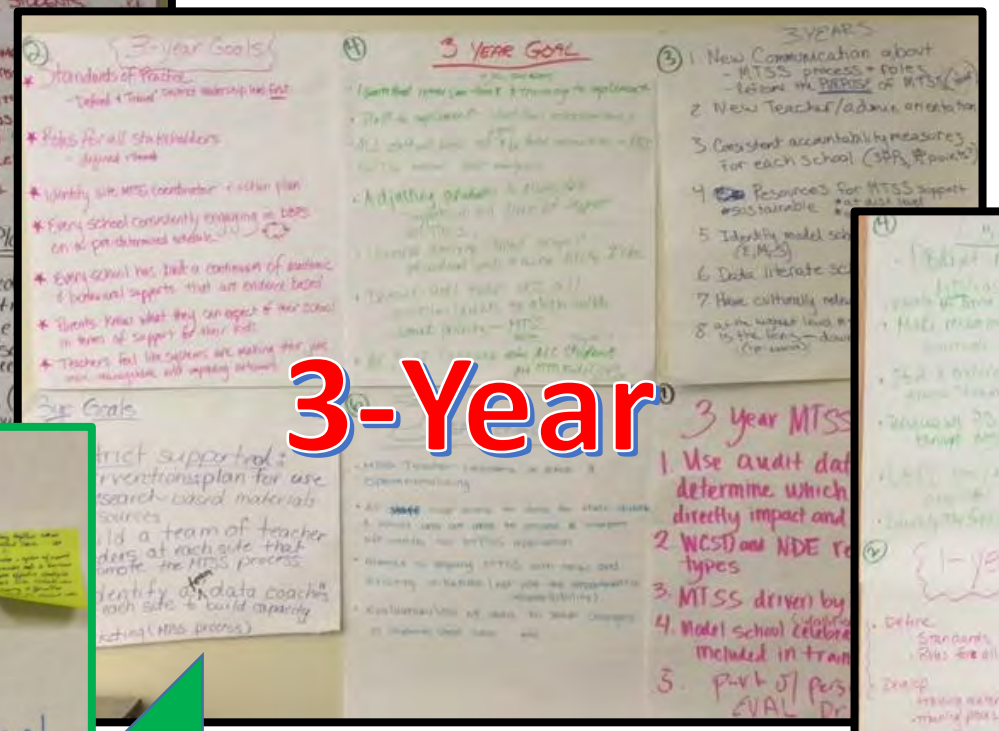
- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
  - Tier I (Universal PBIS)
    - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
    - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
    - Tertiary, Individual Support Prevention

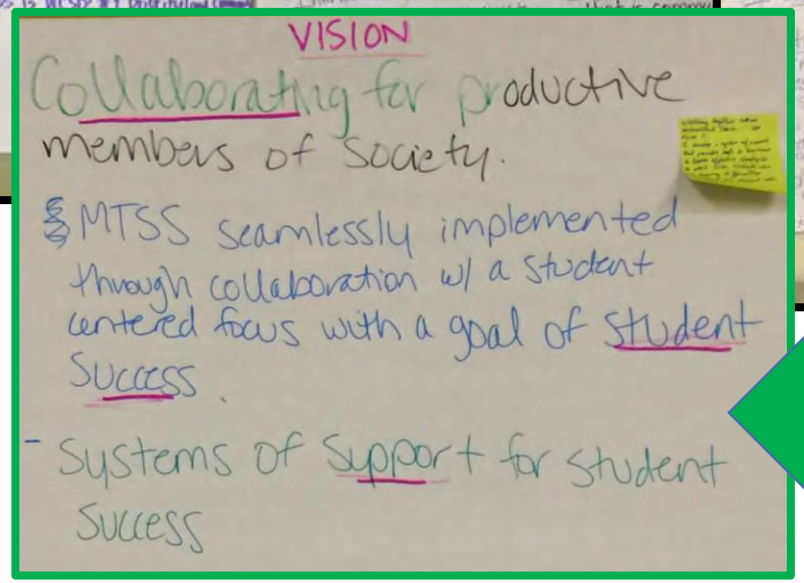


4) Identify Specific Goals and Objectives based on Vision & Results

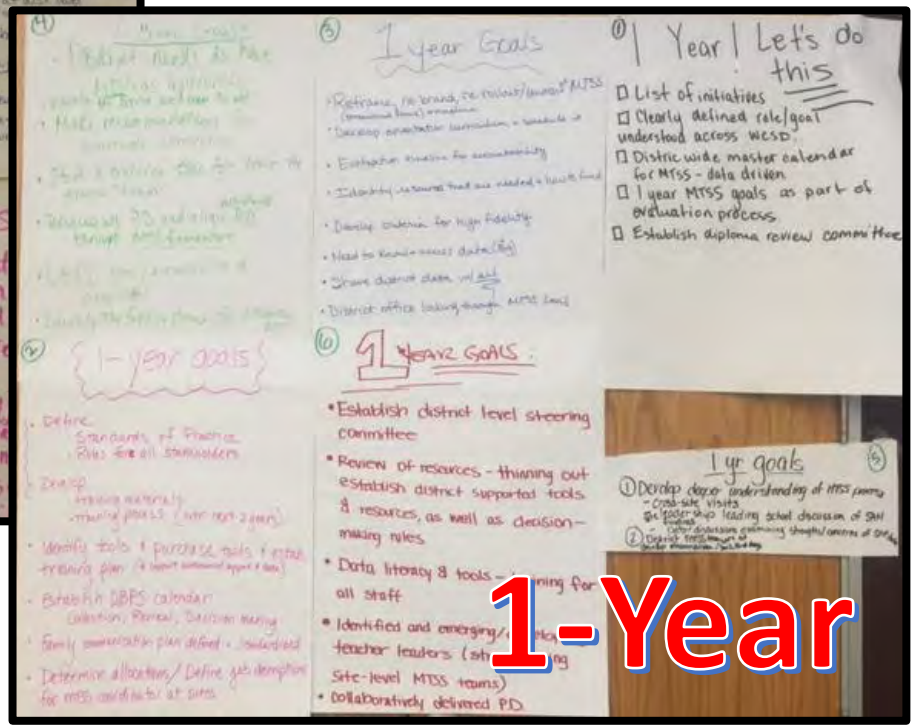
Getting Started!







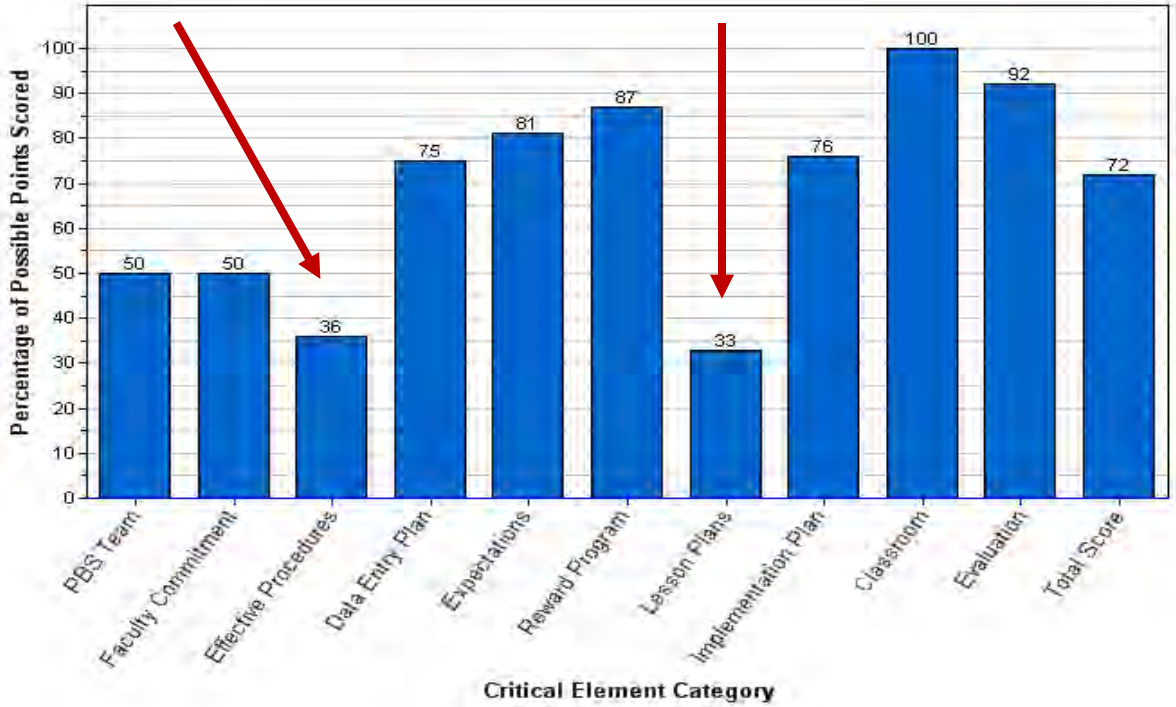
Do the goals align with your vision?

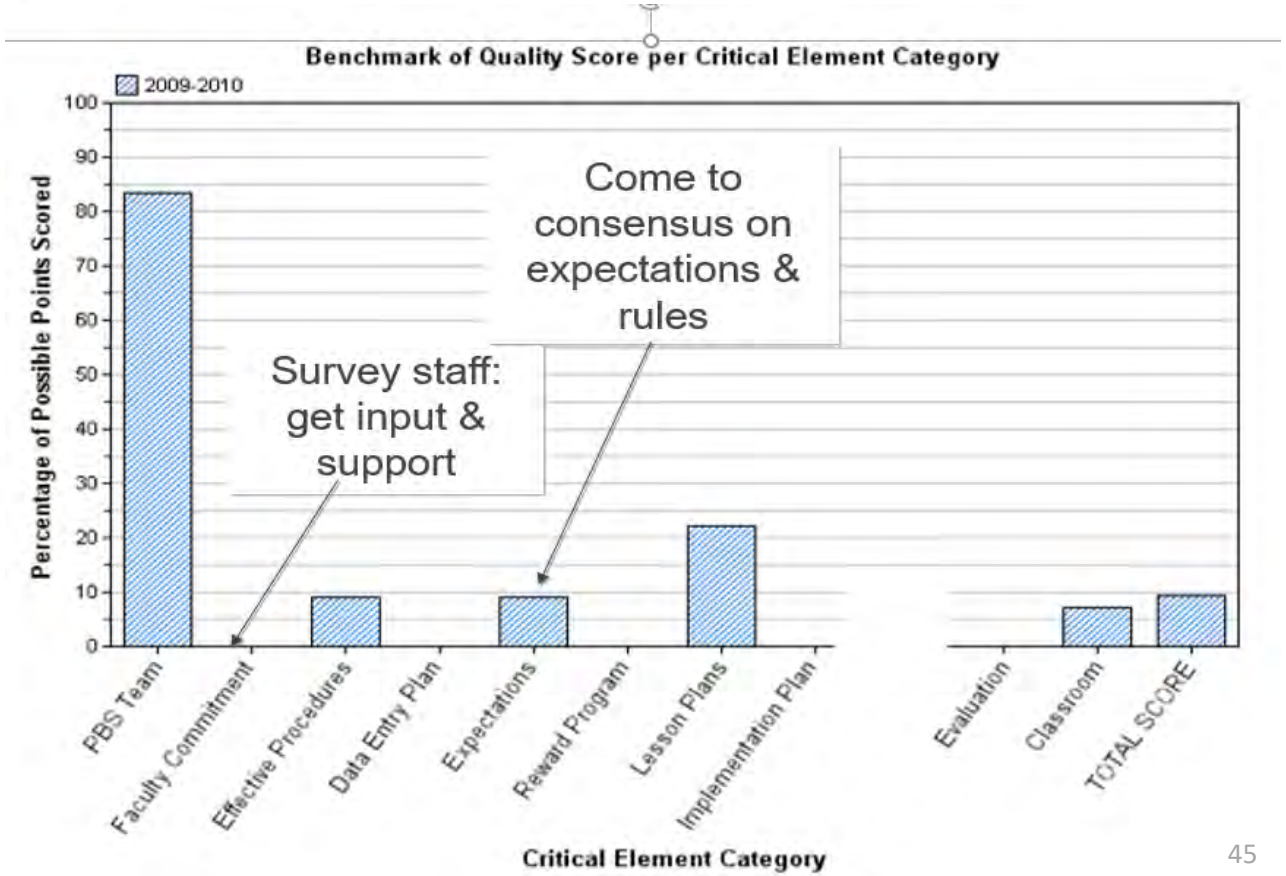


Baseline Benchmarks of Quality (BoQ) –
Determining Next Steps

Develop & Implement Discipline Procedures

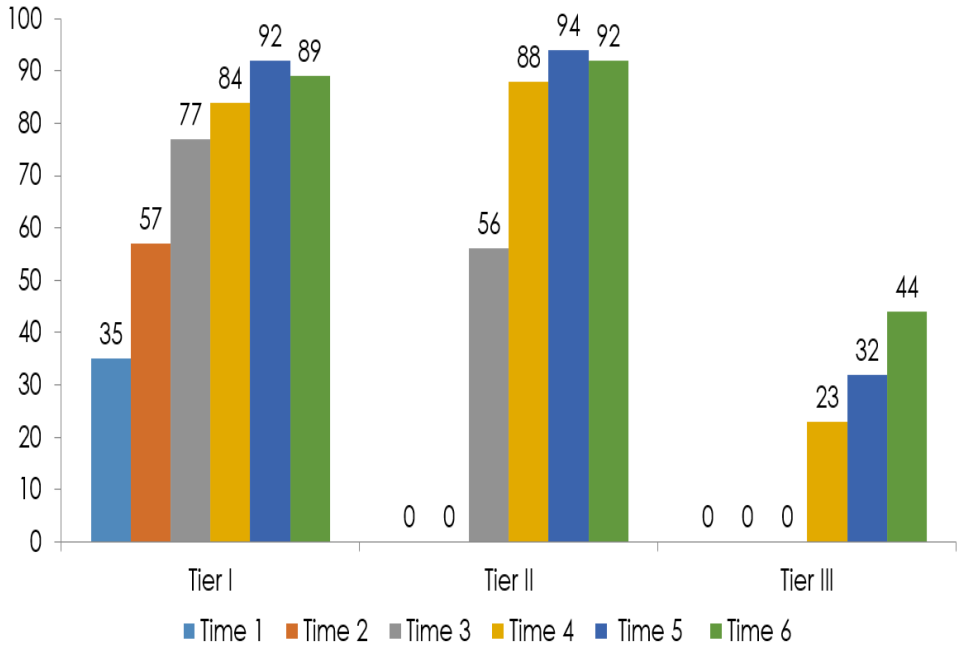
Develop lesson plans





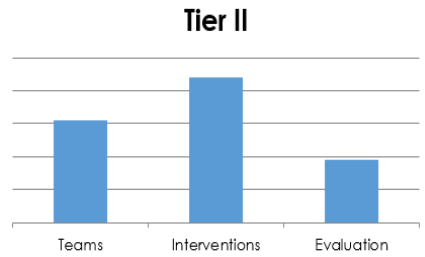
Tiered Fidelity Inventory (TFI)

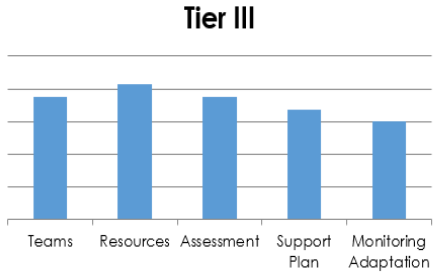
Subscale Reports



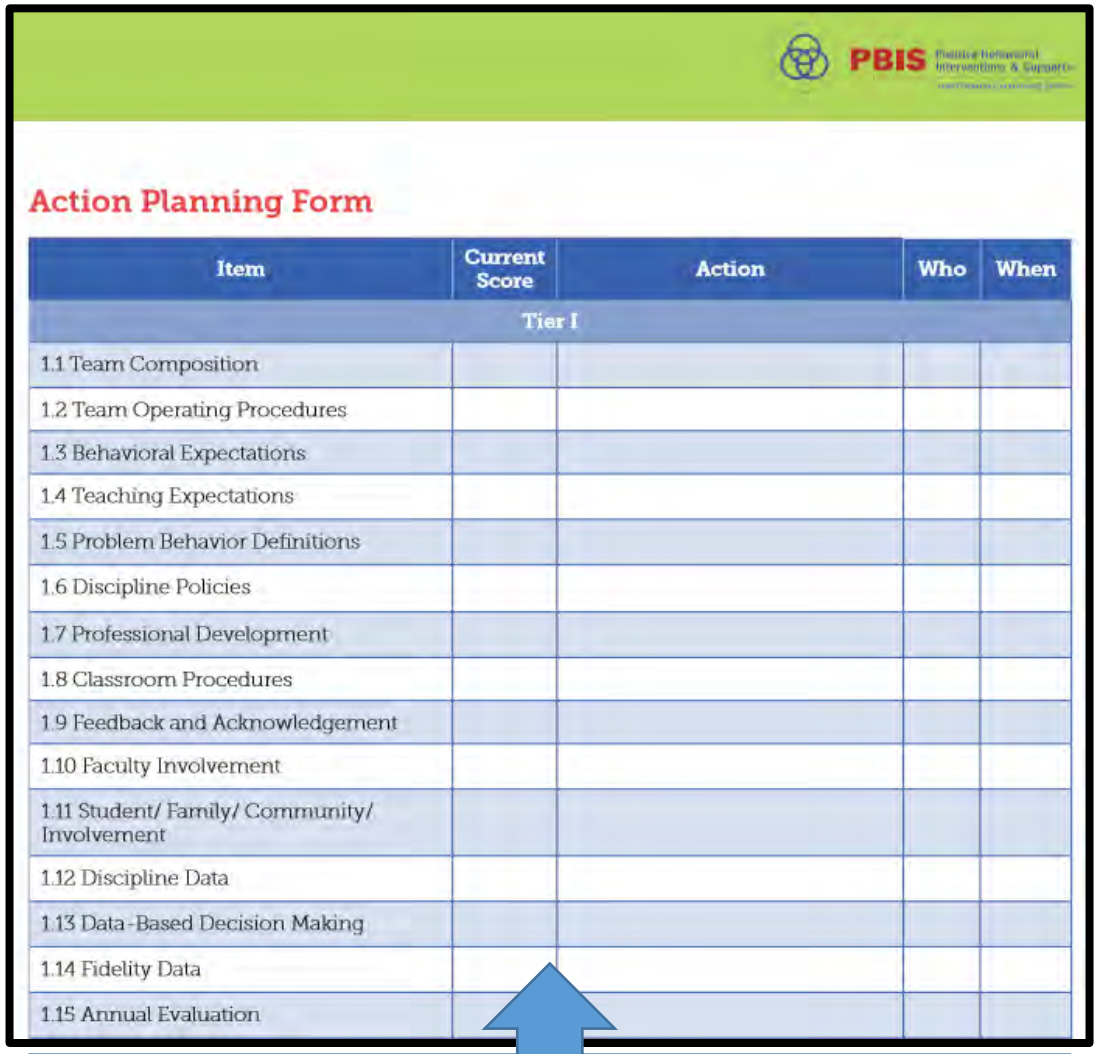
Sub-subscale and Item Reports

- Sub-subscale
  - Tier I
    - Teams
    - Implementation
    - Evaluation
  - Tier II
    - Teams
    - Interventions
    - Evaluation
  - Tier III
    - Teams
    - Resources
    - Assessment
    - Support plan
    - Monitoring and adaptation
- Item Report





Tier 1 Action Planning



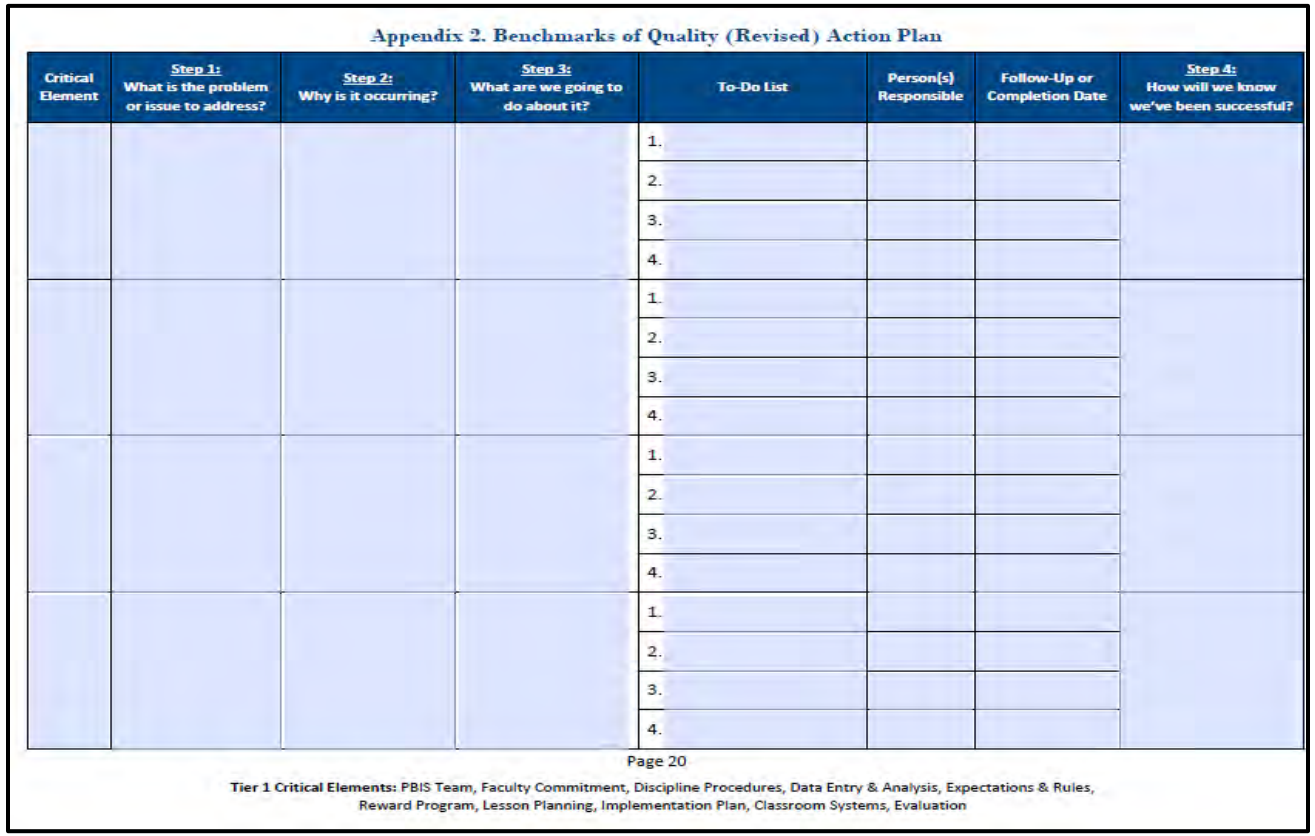
PBIS

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				

Tiered Fidelity Inventory (TFI)

https://www.pbis.org/resource-type/assessments



Appendix 2. Benchmarks of Quality (Revised) Action Plan

Critical Element	Step 1: What is the problem or issue to address?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Person(s) Responsible	Follow-Up or Completion Date	Step 4: How will we know we've been successful?
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			

Page 20

Tier 1 Critical Elements: PBIS Team, Faculty Commitment, Discipline Procedures, Data Entry & Analysis, Expectations & Rules, Reward Program, Lesson Planning, Implementation Plan, Classroom Systems, Evaluation

Benchmarks of Quality (BoQ)

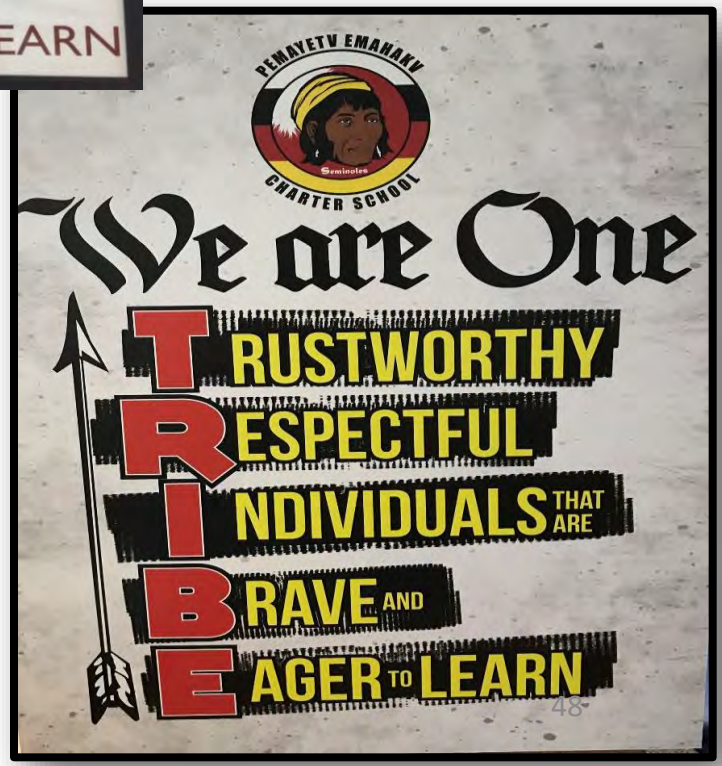
https://www.pbis.org/resource-type/assessments

5) Identify Positive School-Wide Behavioral Expectations

POLL #7:
Expectations?

Chat Box?

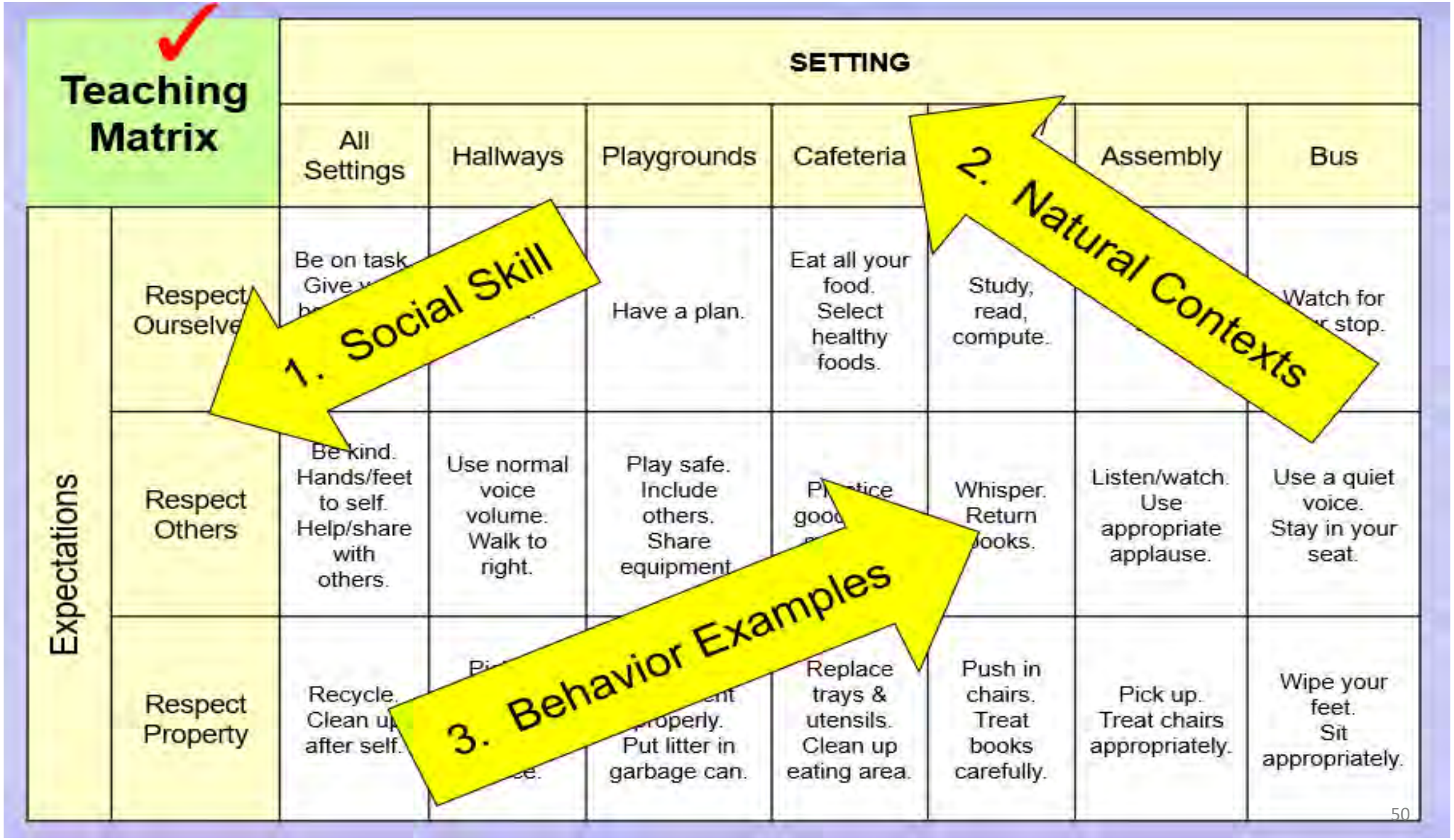
Getting Started!



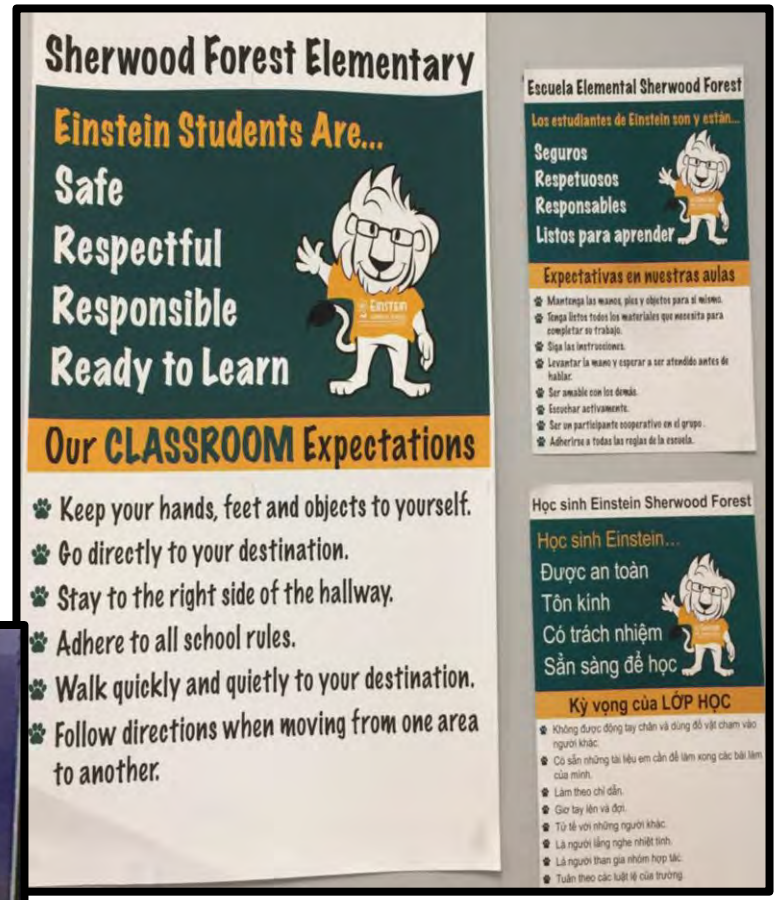
6) Develop Procedures for Teaching School-Wide Expectations

Getting Started!

Expectations & behavioral skills are taught & recognized in natural context


Teaching Matrix
SETTING
All Settings
Hallways
Playgrounds
Cafeteria
Assembly
Bus
Expectations
Respect Ourselves
Be on task. Give your best effort.
Have a plan.
Eat all your food. Select healthy foods.
Study, read, compute.
Watch for your stop.
Respect Others
Be kind. Hands/feet to self. Help/share with others.
Use normal voice volume. Walk to right.
Play safe. Include others. Share equipment
Practice good manners
Whisper. Return books.
Listen/watch. Use appropriate applause.
Use a quiet voice. Stay in your seat.
Respect Property
Recycle. Clean up after self.
Put litter in garbage can.
Replace trays & utensils. Clean up eating area.
Push in chairs. Treat books carefully.
Pick up. Treat chairs appropriately.
Wipe your feet. Sit appropriately.
1. Social Skill
2. Natural Contexts
3. Behavior Examples

The Cardinal Way
Water Fountain
BE SAFE
KEEP WATER OFF THE FLOOR
BE RESPECTFUL
TREAT FOUNTAIN WITH CARE
BE RESPONSIBLE
COUNT: 1-2-3
123
BE SAFE
KEEP YOUR HANDS TO YOURSELF
BE RESPECTFUL
WAIT QUIETLY AND PATIENTLY IN LINE
BE RESPONSIBLE
RETURN TO YOUR AREA QUICKLY AND QUIETLY
BE SAFE
WALK TO AND FROM THE FOUNTAIN
WALK
BE RESPECTFUL
LOOK WITH YOUR EYES NOT WITH YOUR HANDS
BE RESPONSIBLE
FOUNTAIN IS FOR DRINKING
The Cardinal Way
Fuente de Agua
SÉ SEGURO
PROCURAR NO TIRAR AGUA EN EL SUELO
SÉ RESPETUOSO
TRATAR LA FUENTE CON CUIDADO
SÉ RESPONSABLE
CONTAR: 1-2-3
123
SÉ SEGURO
MANTÉN TUS MANOS ASÍ MISMO
SÉ RESPETUOSO
ESPERAR SILENCIOSAMENTE Y PACIENTEMENTE EN LÍNEA
SÉ RESPONSABLE
VUELVA A SU ÁREA RÁPIDAMENTE Y SILENCIOSAMENTE
SÉ SEGURO
CAMINAR DE IDA Y VUELTA A LA FUENTE DE AGAUA
SÉ RESPETUOSO
MIRA CON TUS OJOS NO CON TUS MANOS
SÉ RESPONSABLE
LA FUENTE ES PARA BEBER


Sherwood Forest Elementary
Einstein Students Are...
Safe
Respectful
Responsible
Ready to Learn
Our CLASSROOM Expectations
Keep your hands, feet and objects to yourself.
Go directly to your destination.
Stay to the right side of the hallway.
Adhere to all school rules.
Walk quickly and quietly to your destination.
Follow directions when moving from one area to another.
Escuela Elemental Sherwood Forest
Los estudiantes de Einstein son y están...
Seguros
Respetuosos
Responsables
Listos para aprender
Expectativas en nuestras aulas
Học sinh Einstein Sherwood Forest
Học sinh Einstein...
Được an toàn
Tôn kính
Có trách nhiệm
Sẵn sàng để học
Kỳ vọng của LỚP HỌC

Are you ready to BElieve that you can make a change?
BE safe
responsible
respectful
there
pepsi

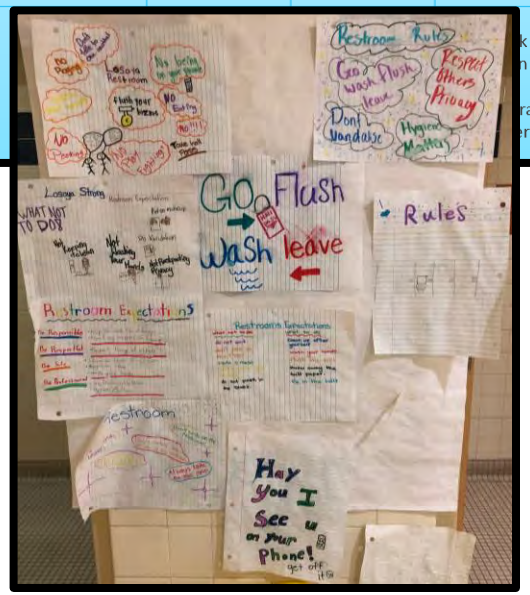
DRIVE
ON LEFT
IN AUSTRALIA

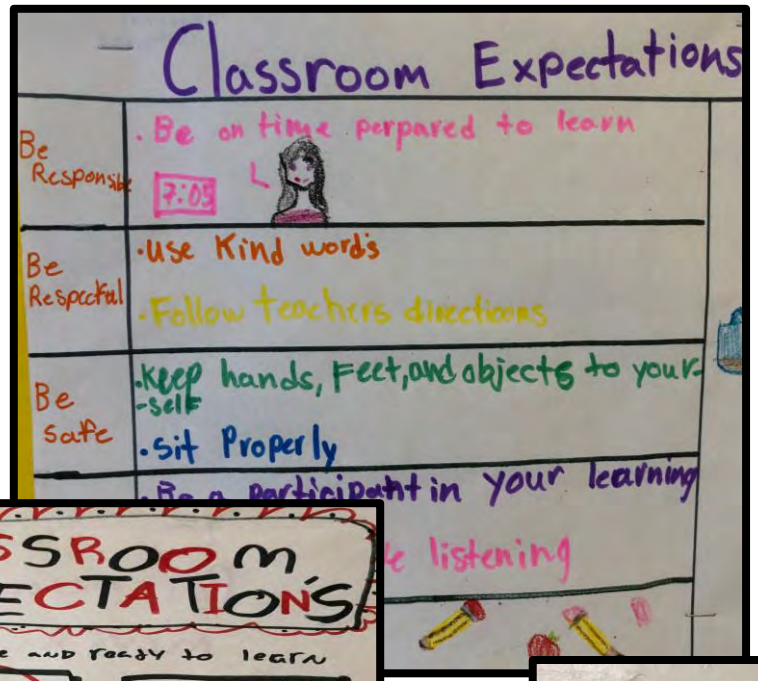
MENCHACA CARDINALS
SOUTHSIDE ISD
CAFETERIA
Be Safe
Be Respectful
Be Responsible
Eat first
Always use your manners
Talk at level 1

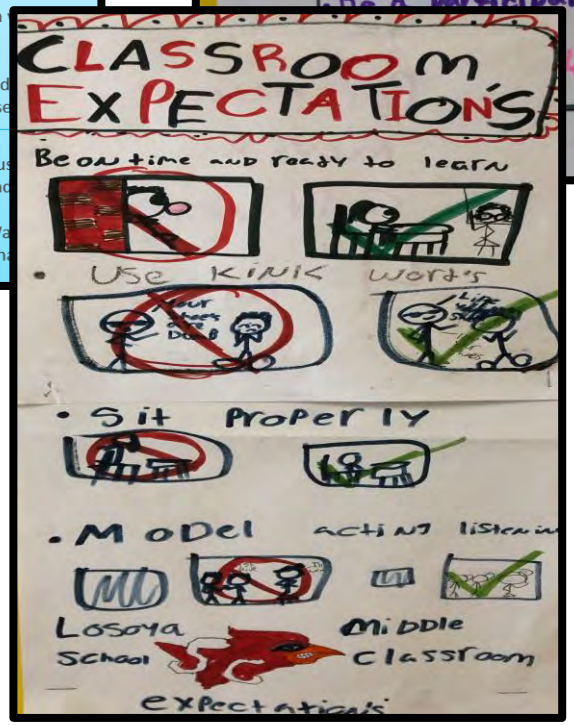
7) Develop Procedures for Classroom-Wide Expectations

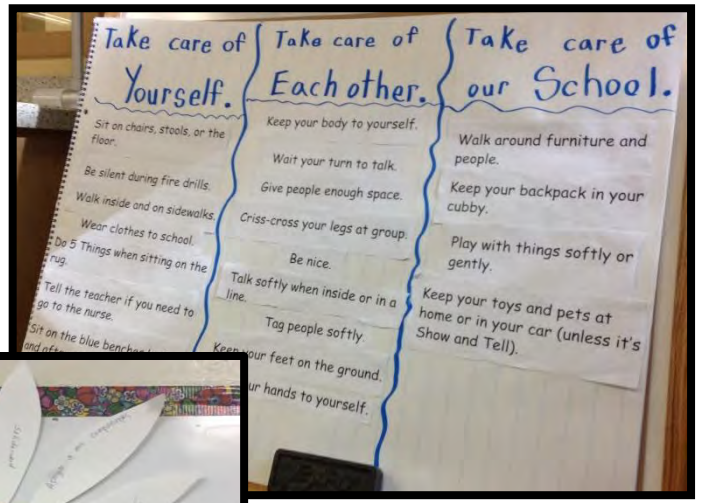
Getting Started!

Rules	Classroom Routines				
	Group work	Desk work	Quizzes and tests	Arrival	Dismissal
Respect Ourselves	Offer ideas Complete all tasks	Sit with feet on the ground Get up and stretch if necessary	Study for all assessments Read through and double-check all work	Get all supplies for the day Lock belongings in locker	Check on homework Pack necessary materials
Respect Others	Compliment others' ideas Listen and make eye contact	Work silently Read quietly if finished ahead of others	Keep eyes on your own paper Study with others	Keep phone off and in bag Move out of the way quickly in the hall	Let others sit with Hold those
				Close locker doors quietly Move chairs quietly	









Resources for Classrooms

PBIS Technical Brief on Systems to Support Teachers' Implementation of Positive Classroom Behavior Support

Prepared by: Jennifer Freeman, Brandi Simonsen, Steve Goodman, Barb Mitchell, Heather George, Jessica Swain-Bradway, Kathleen Lane, Jeff Sprague, Bob Putnam

What is the purpose of this technical brief?

The purpose of this technical brief is to summarize proactive, efficient, and evidence-based systems for supporting teachers' implementation of positive classroom behavior support (PCBS) practices school-wide. Specifically, this technical brief is designed to inform and support school and district leadership teams as they address the following questions while implementing PCBS school wide.

- What practices do you want to implement?
- Where are the practices implemented?
- Who are your implementation supporters?
- How will you support implementation?
  (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005 pg. 12).

The specific evidence-based practices to be implemented (**what**) are the PCBS practices defined in Supporting and Responding to Student Behavior guide. The goal is for these practices to be implemented by all teachers and in all classrooms (**where**). School leadership teams will need to consider a range of possible implementation supporters (**who**) depending on their context and available resources (e.g., expert-, peer-, or self-delivered supports). In addition, the school leadership team will need to provide specific training, prompting, and data (**how**) to ensure teachers know how to use PCBS practices and are able to apply them effectively in their classrooms. This technical brief is designed to inform and support these decisions.

For the purposes of this brief, we will define implementation and systems as follows.

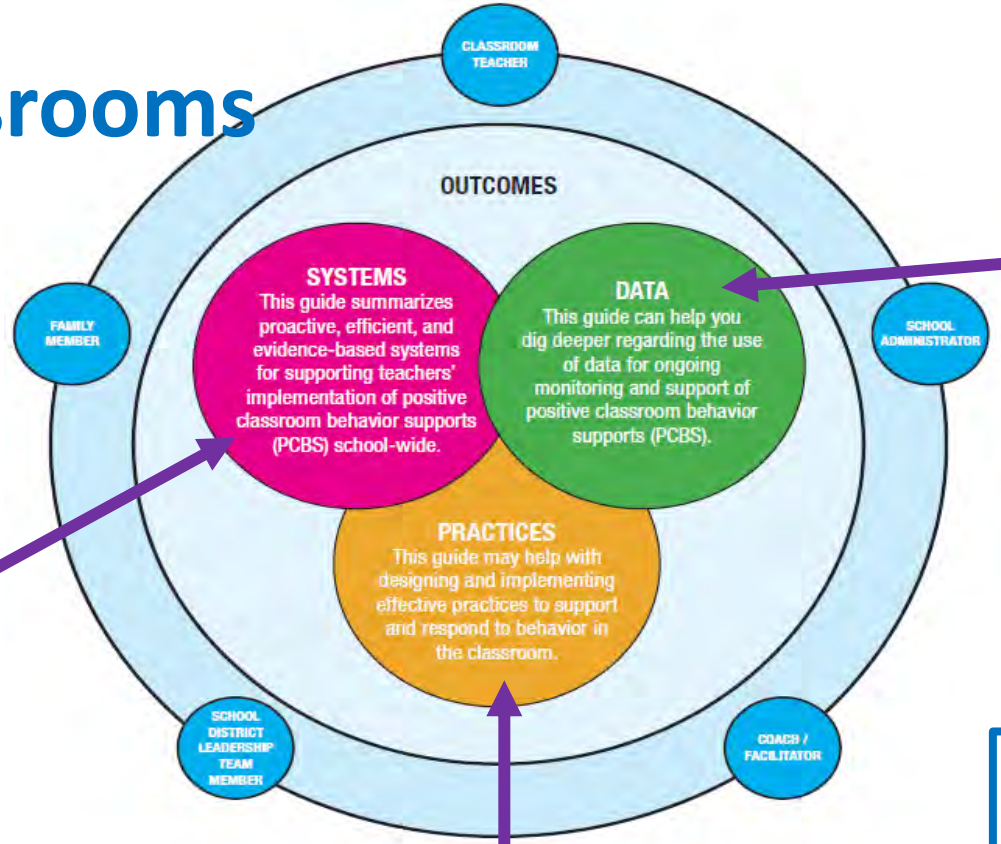
Implementation is "a specified set of activities designed to put into practice an activity or program of known dimensions" (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5).

Systems refer to the structures and supports district and school leadership teams provide to enhance teachers' implementation of evidence-based practices with fidelity.

What factors should our school leadership team consider to increase the likelihood of PCBS systems effectively supporting teachers in our building?

The effectiveness and efficiency of PCBS systems are maximized by (a) linking to school-wide systems within a multi-tiered behavioral framework (MTBF), like systems emphasized in school-wide positive behavioral interventions and supports (SWPBIS; see www.pbis.org), (b) aligning positive and proactive supports for staff with existing professional development and teacher evaluation systems, and (c) investing in data systems (described in an upcoming Classroom Data Brief) to support decision making. In particular, the following school-wide and classroom-focused supports should be in place to optimize PCBS systems.

- Comprehensive ***school-wide data system*** that enables monitoring of academic progress, behavioral incidents, attendance, and other critical indicators across classrooms.
- School-wide investment in evidence-based ***curriculum*** and effective ***instructional strategies***, matched to students' need, and ***data*** to support teachers' academic



PBIS Technical Guide on Classroom Data:
Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems

Prepared by: Jessica Swain-Bradway, Robert Putnam, Jennifer Freeman, Brandi Simonsen, Heather George, Steve Goodman, Kimberly Yanek, Kathleen Lane, & Jeffrey Sprague[1]

What is the purpose of this technical guide?

There are two main purposes of this technical guide. **First**, it guides **educators** to use data for decision-making as they implement Positive Classroom Behavior Support (PCBS) **practices**.[2] **Second**, it guides **school leadership teams** to use data for decision making when implementing **systems** to support educators' implementation of PCBS.[3] Using data to guide decisions can help maximize responsiveness to students' and educators' needs.

This guide describes

(1) types of data included in a comprehensive decision-making process;

(2) how these data sources are used to support implementation of PCBS in the data-based decision-making process;

(3) tables that describe critical features, common tools, a sample of recommended tools, and examples and non-examples of use; and

(4) scenarios of the data for decision-making cycle at the classroom and school levels.

This technical guide is **intended to support data selection and use at the Tier 1 level** for classrooms and is not intended to describe the more intensive data collection strategies required to support students or educators receiving Tier 2 or 3 supports. The Tier 2 and Tier 3 sections of pbis.org provide additional information about advanced tiers.

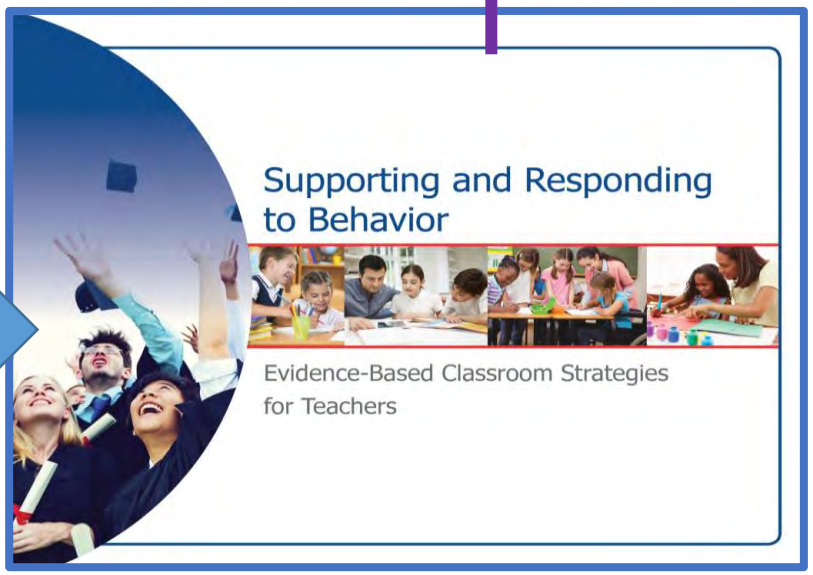
What are data and how can we use them in my classroom or school?

Data are an active, dynamic part of decision-making in the classroom that allow educators to identify patterns of strengths and needs. Those patterns drive decision making to continue, adopt, or modify PCBS practices and systems. For the purposes of this guide, **data** refer to objective (specific, observable, measurable) information about students, educators, or schools. In the educational setting, we typically use data to guide instruction and intervention by (1) assessing how well core features of a practice or system are being implemented (**fidelity**), (2) evaluating progress toward desired goals (**outcomes**), (3) guiding a **problem-solving process** if adequate fidelity or outcomes are not observed, and (4) informing an **action plan** for improvement. Also, because data-based decisions occur in the context of the classroom or school setting, it is critical

[1] **Recommended citation**: Swain-Bradway, J., Putnam, R., Freeman, J., Simonsen, B., George, H. P., Goodman, S., Yanek, K., Lane, K. L. & Sprague, J. (December 2017). *PBIS Technical Guide on Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices and Systems*. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support.

[2] See Supporting and Responding to Student Behavior: Evidence-Based Classroom Strategies for Educators guide for an overview of PCBS practices, which are the foundation of classroom management.

Supporting and Responding to Behavior
https://www.pbis.org/topics/classroom-pbis

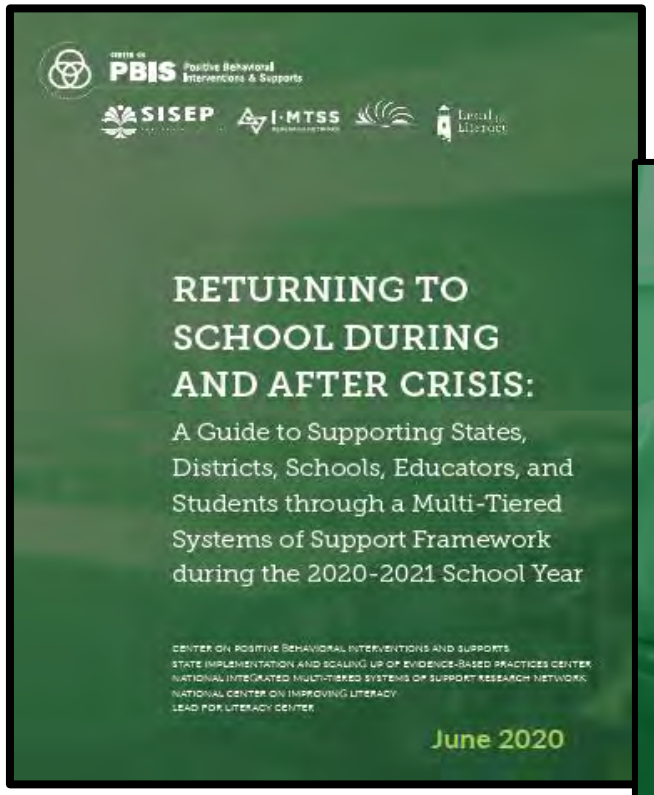


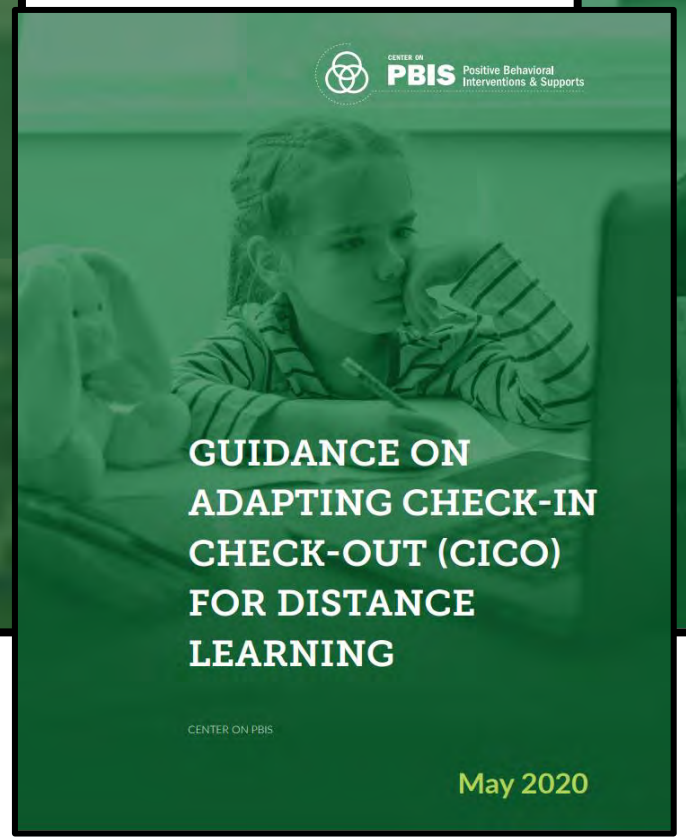
PBIS Positive Behavioral Interventions & Supports

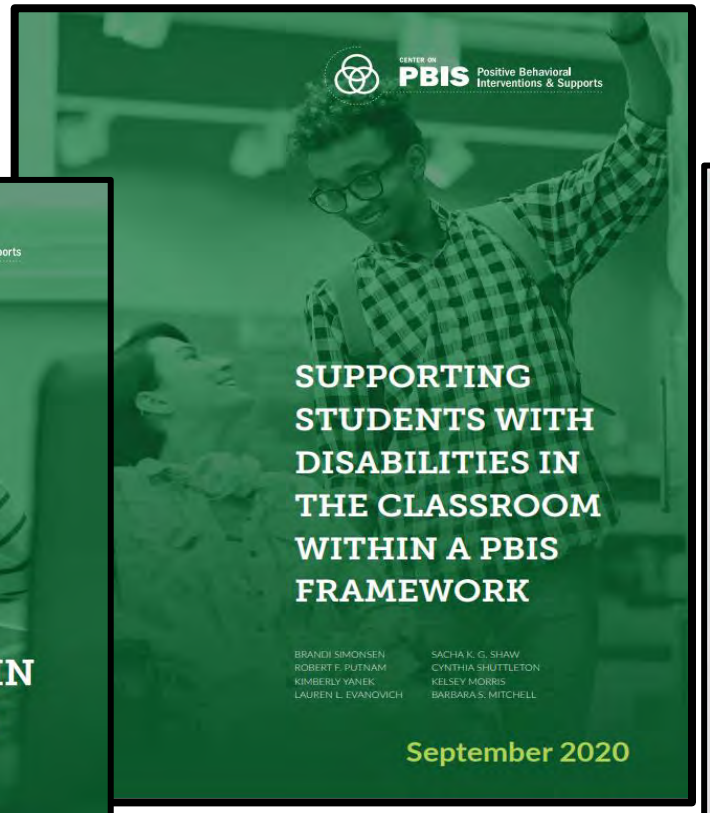
Classroom Integrated Academics and Behavior Brief

Introduction	Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students' behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a "whole child" approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.
Defining Integration	Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.
Rationale	Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academics and the core features of positive classroom behavior support (PCBS). There are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include: • Quality instruction reduces the likelihood of students engaging in problem behavior • Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcomes • Both effective academic and behavior practices share elements of quality instruction • Children who fall behind academically will be more likely to find academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks
Core Features of Integration	Core features of effective integration of academic and behavior support include: • Effective design and delivery of instruction for both academic and behavior lessons. • Address social, emotional, and behavioral content within academic lessons. • Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioral needs.

Resources for Classrooms



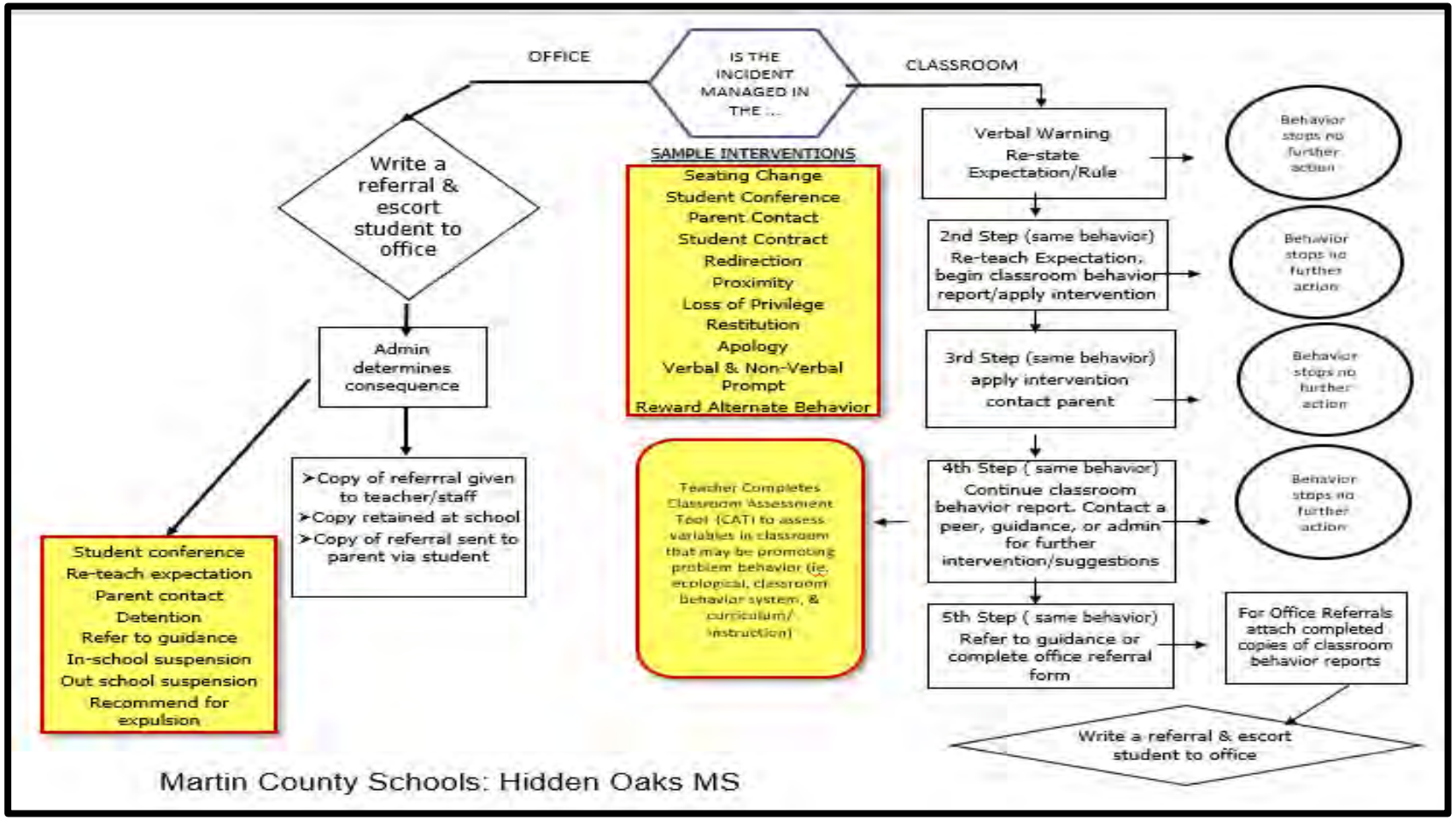


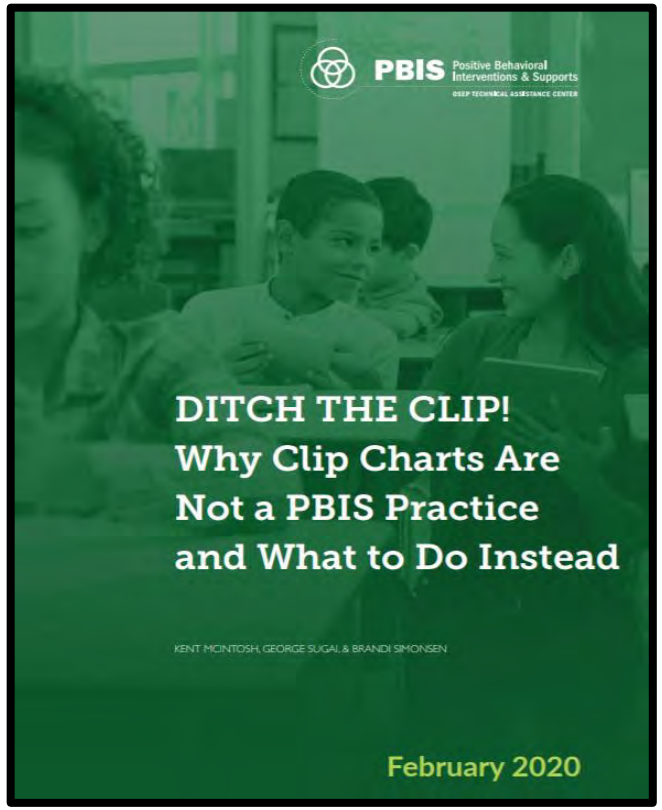


8) Develop Continuum of Procedures for Encouraging Expectations

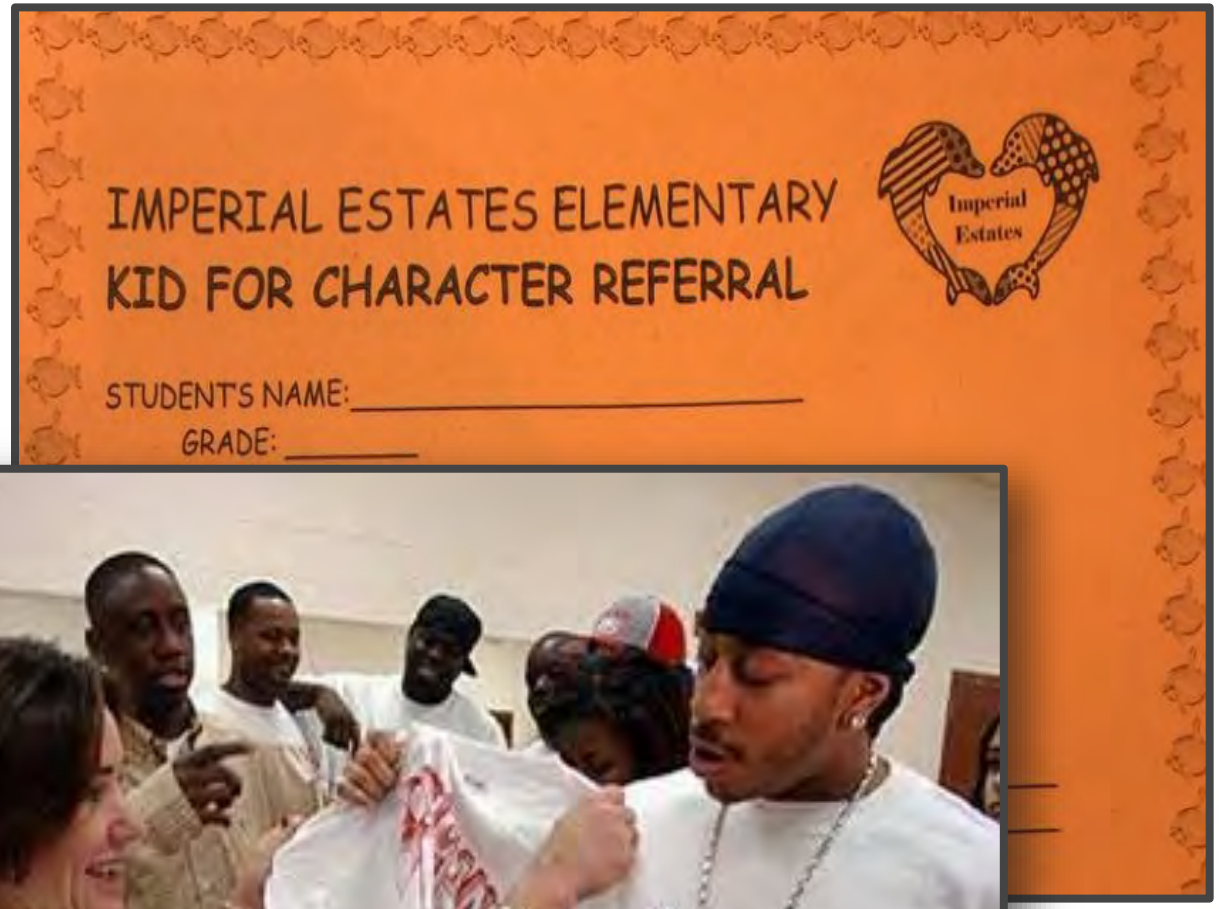
Getting Started!

9) Develop Continuum of Procedures for Discouraging Expectations





PBIS is Positive

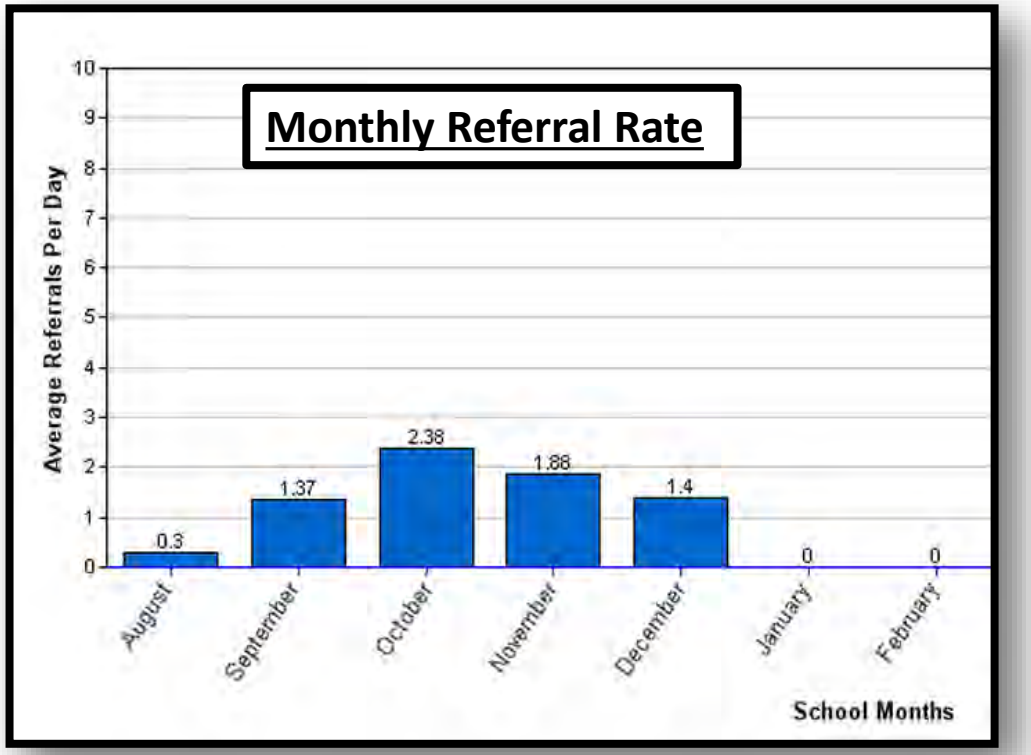


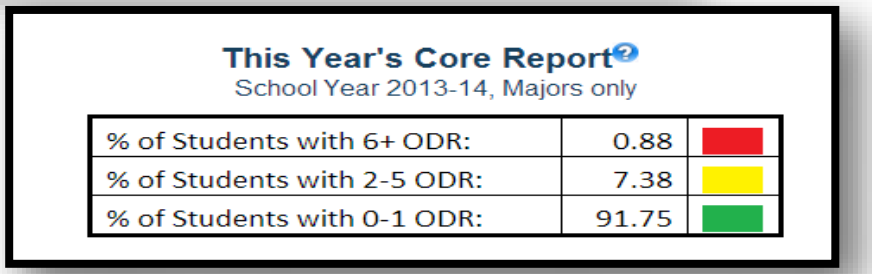
Artist Ludacris at Poinciana HS (Osceola Co.)

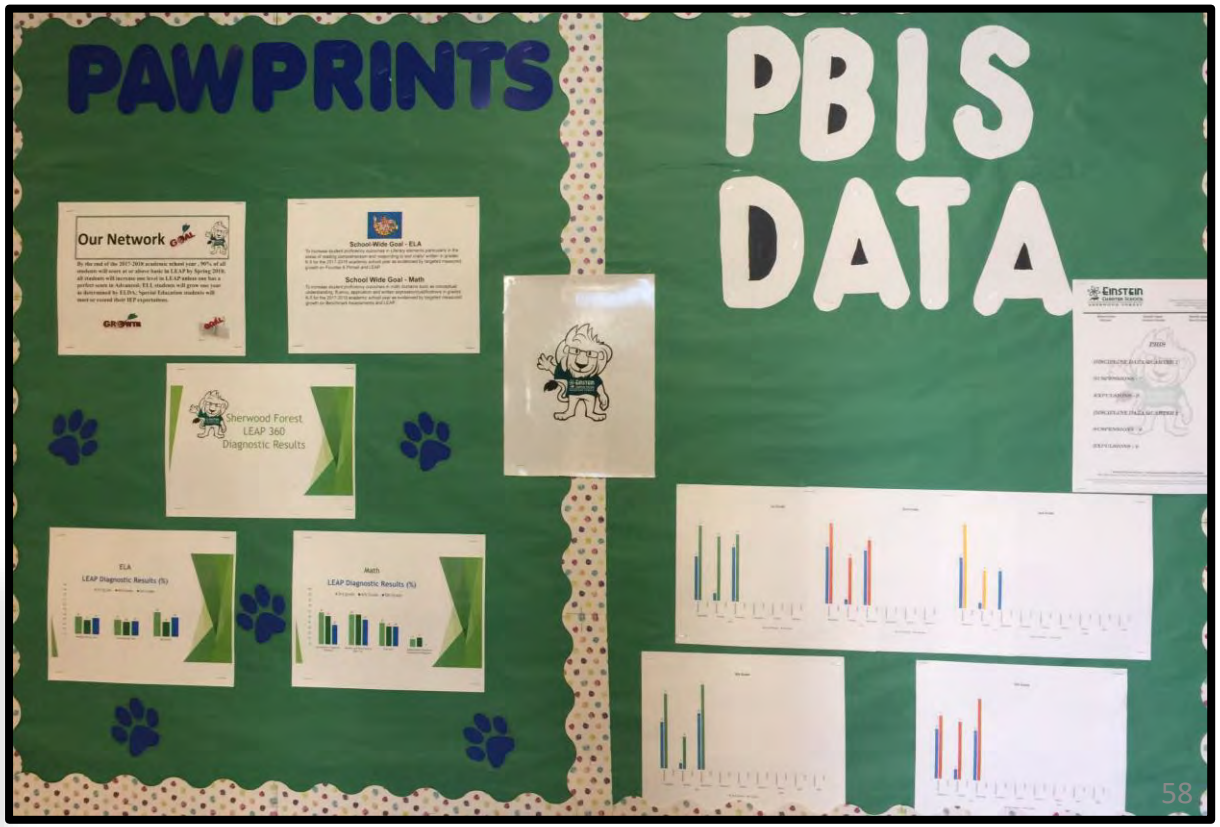
A hierarchy of **explicit** recognition strategies supports all students, including those with intensive needs

Florida PBIS

10) Develop Data-based Procedures for Monitoring SWPBIS Implementation





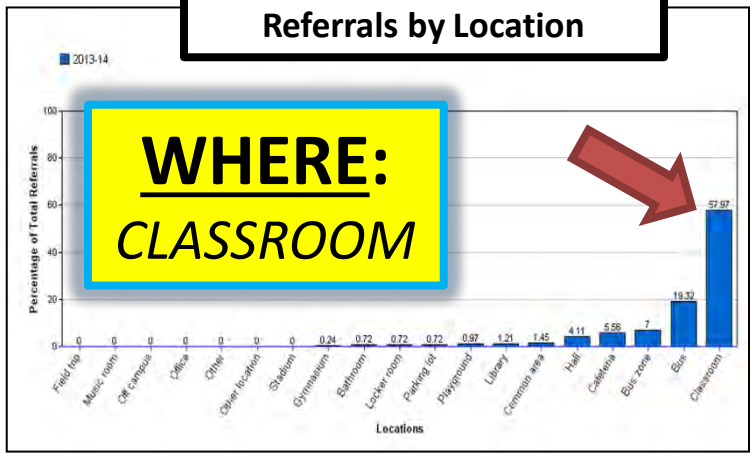


Drilling Down into your Data for an Accurate Problem ID

School

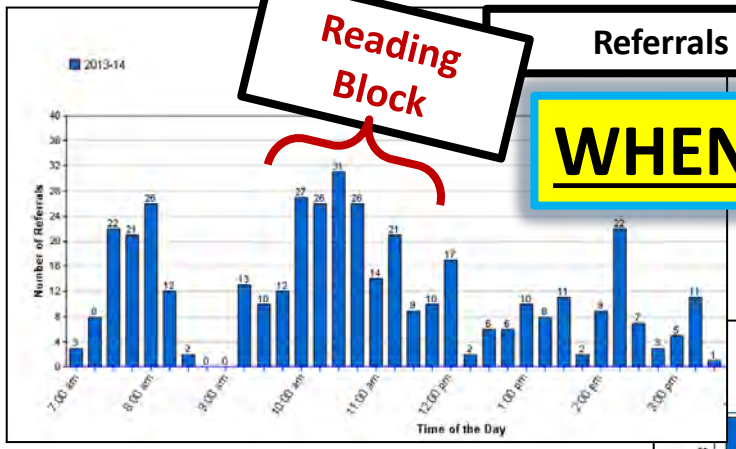
POLL #8: Data System

Referrals by Location



WHERE: *CLASSROOM*

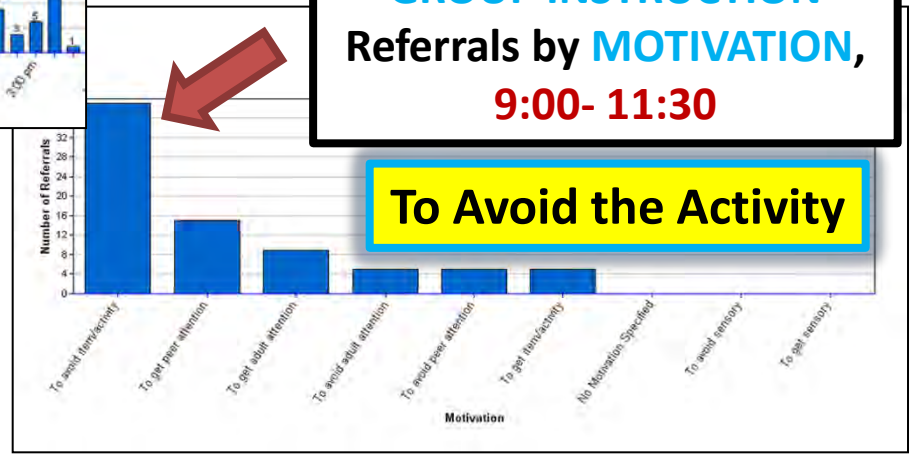
Referrals by Time



Reading Block

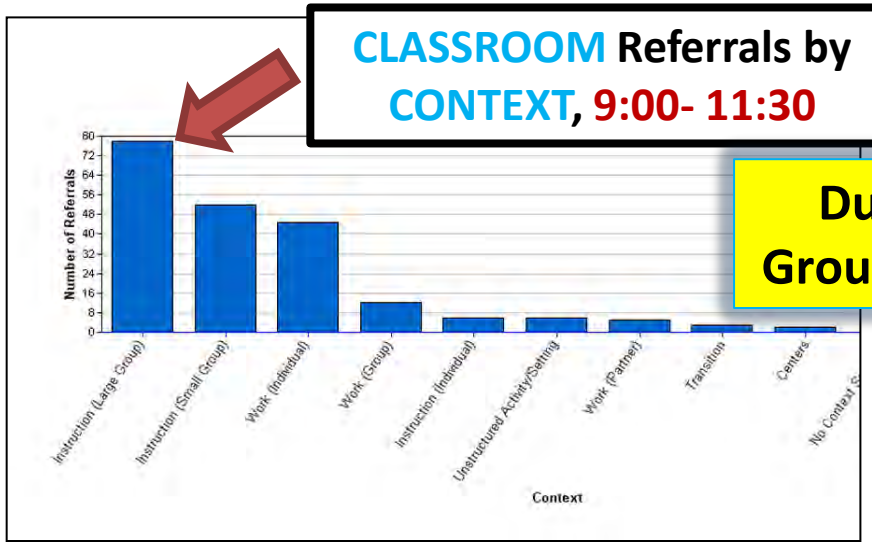
WHEN

CLASSROOM LARGE GROUP INSTRUCTION
Referrals by MOTIVATION, 9:00- 11:30



To Avoid the Activity

CLASSROOM Referrals by CONTEXT, 9:00- 11:30

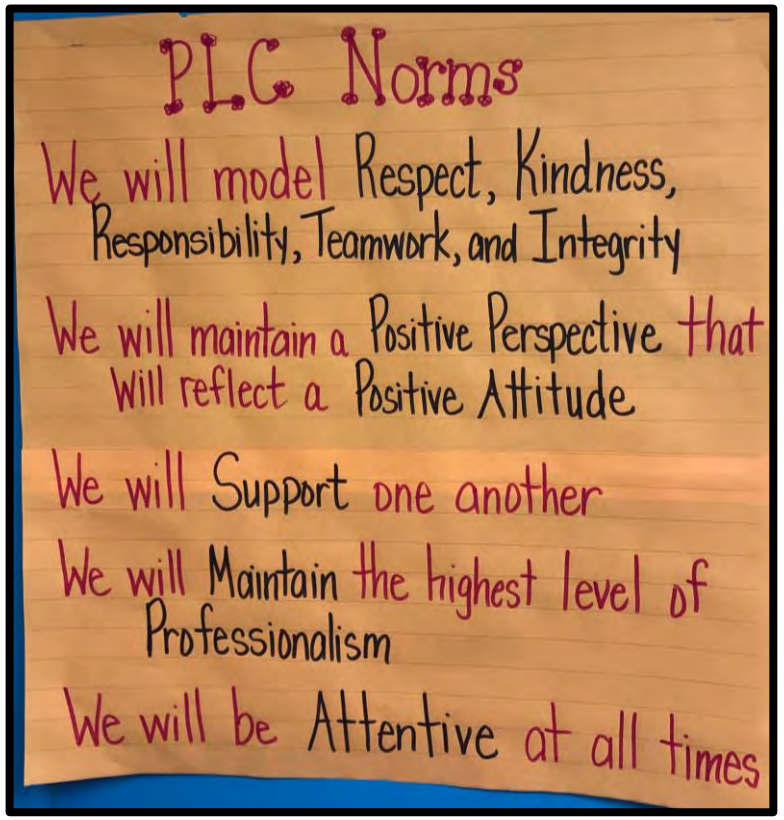


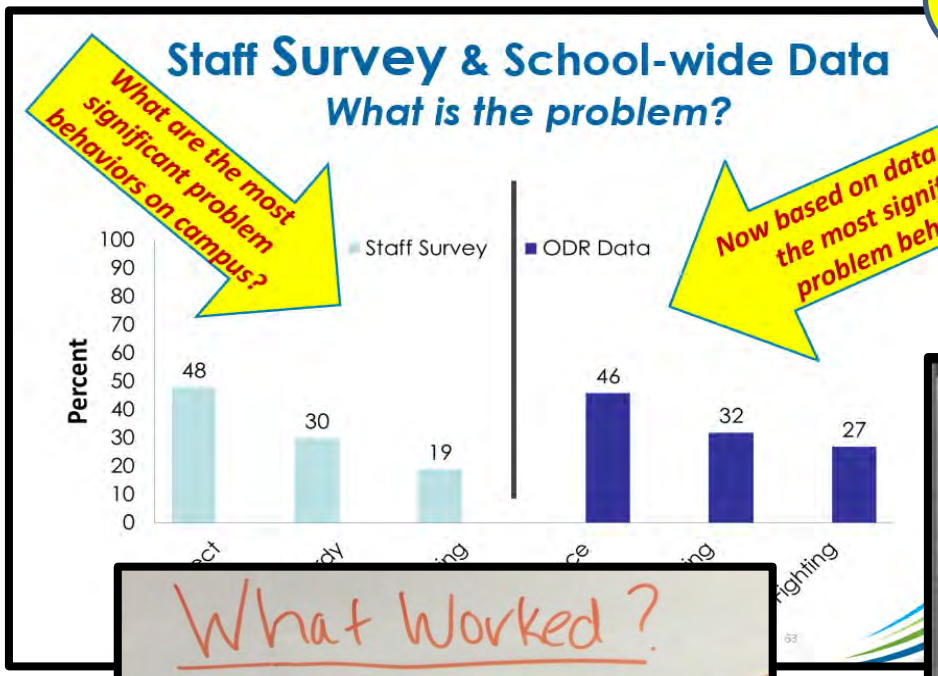
During Large Group Instruction

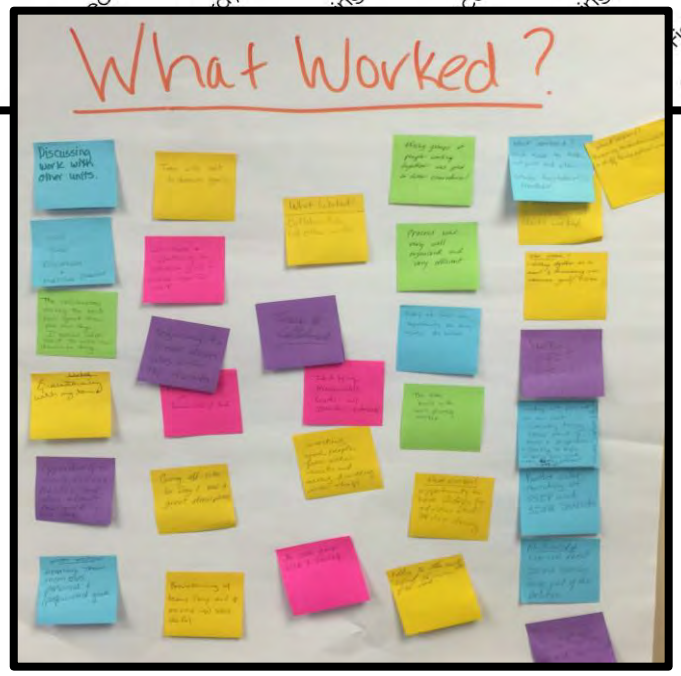
If Tier 1/core is NOT sufficient for either a "domain" or group of students, what barriers have or could preclude students from reaching expected levels?

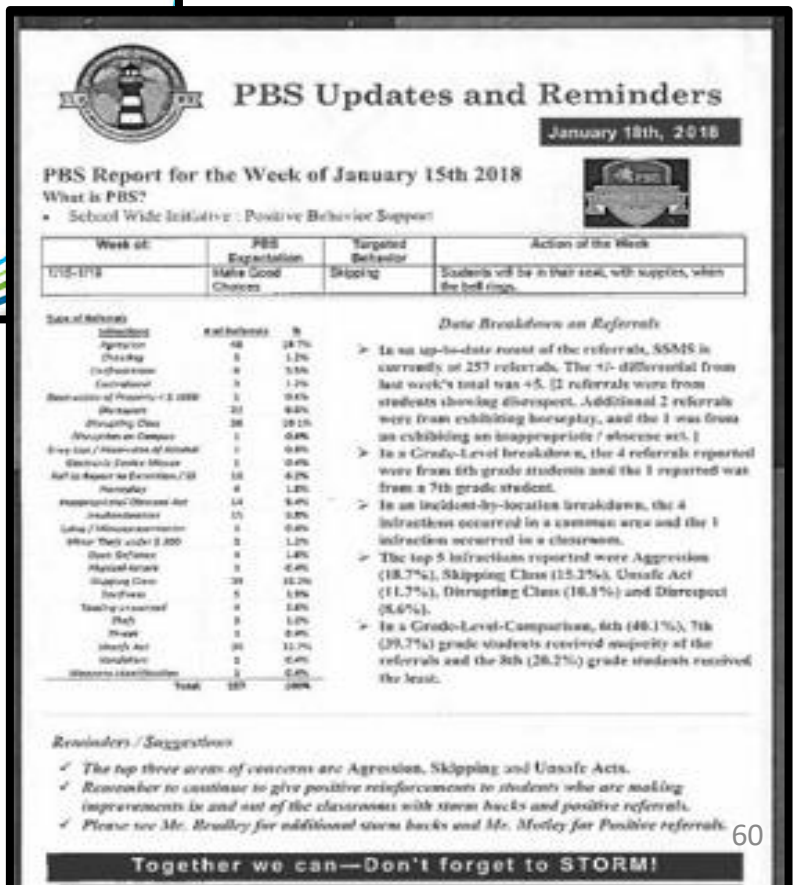
11) Develop Systems to Support Staff

Getting Started!





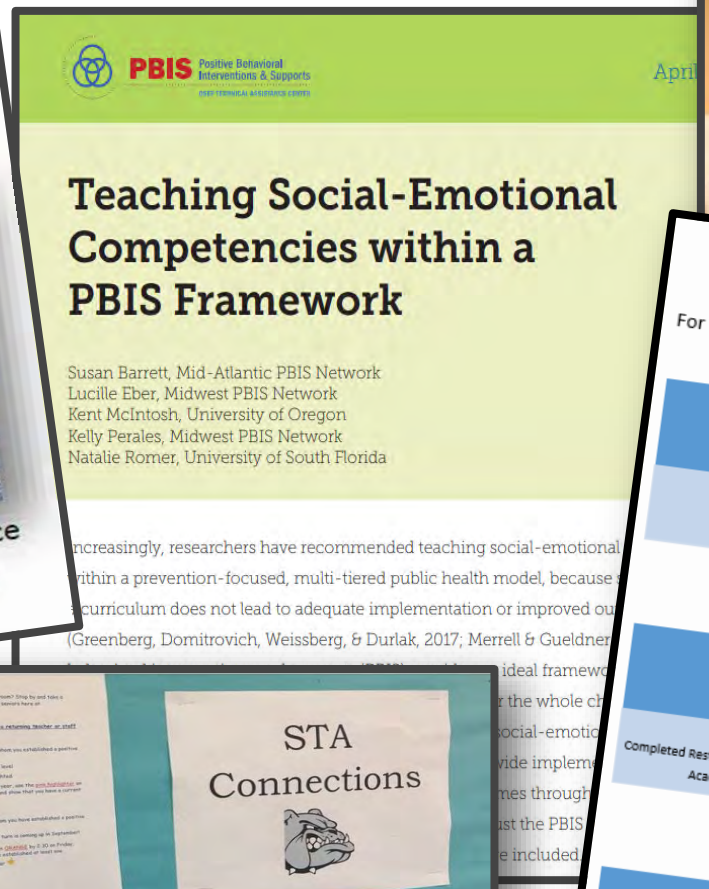




PBIS is Relationship-based

Adolfo "Fidi" Ruiz presenting his "Make a Difference Monday" poem written for Mrs. Daliana Goins, Poinciana's School Counselor and PBS Coach

Poinciana Ele (Monroe Co.)


PBIS Positive Behavioral Interventions & Supports

Apri

Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network
Lucille Eber, Midwest PBIS Network
Kent McIntosh, University of Oregon
Kelly Perales, Midwest PBIS Network
Natalie Romer, University of South Florida

ncreasingly, researchers have recommended teaching social-emotional
within a prevention-focused, multi-tiered public health model, because
curriculum does not lead to adequate implementation or improved ou
(Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner
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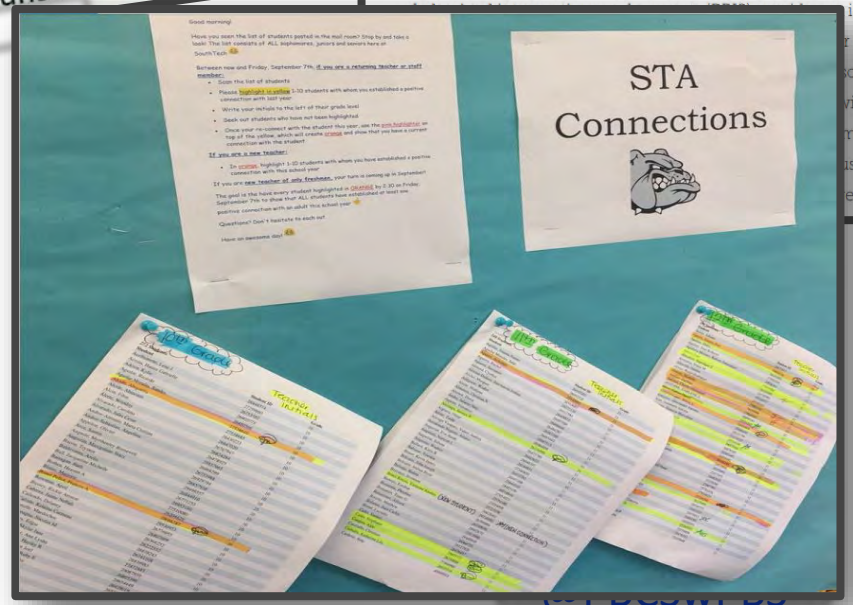
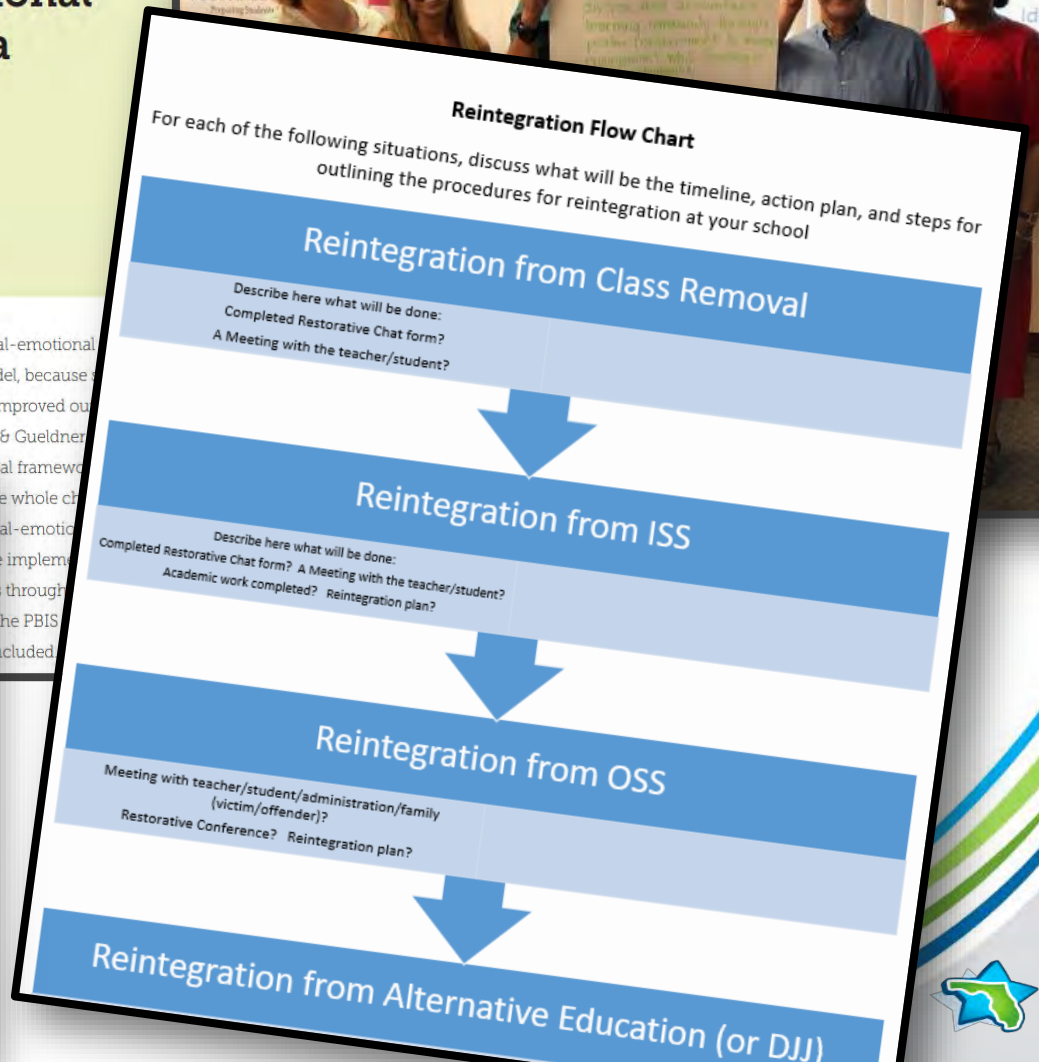
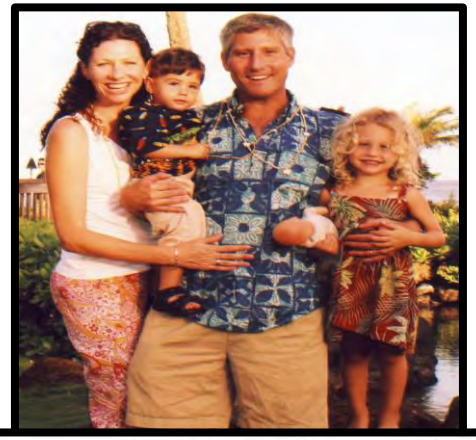




Florida PBIS

12) Develop Systems to Increase Family and Community Engagement



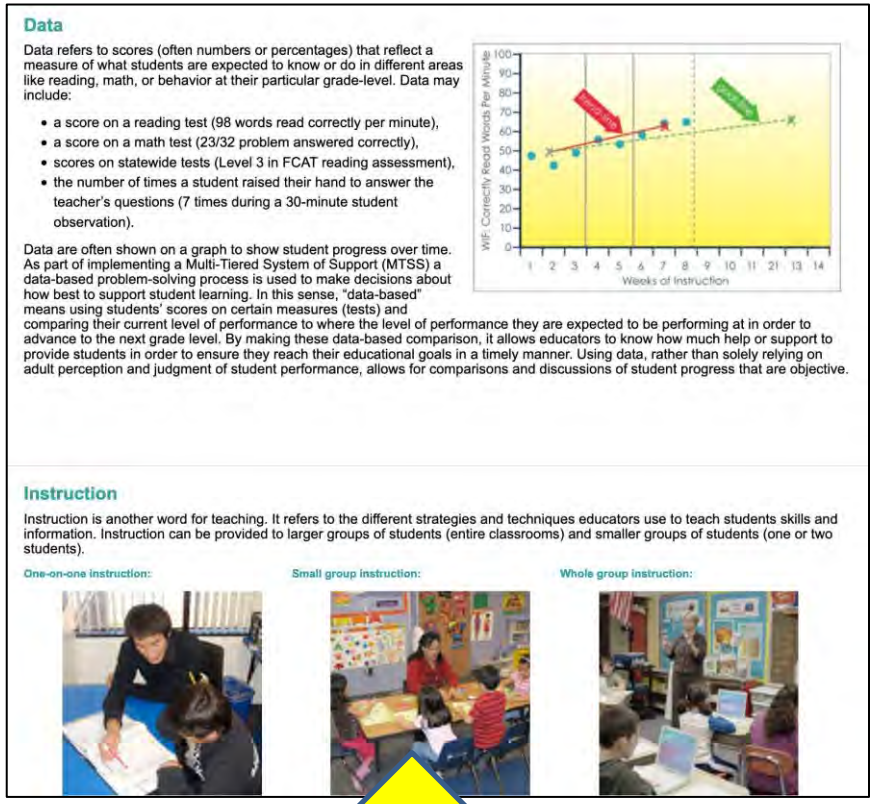
Getting Started!

	Home	Community	School	With Friends
Respectful				
Responsible				
Safe				

Andreal Davis, Michelle Belnavis, Kent Smith (n.d.). Beginning to Examine Universal Practice Through a Culturally Responsive Practices Lens. www.wisconsinpbisnetwork.org (search = "equity")

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

Resources for Educators in Working with Families



Data

Data refers to scores (often numbers or percentages) that reflect a measure of what students are expected to know or do in different areas like reading, math, or behavior at their particular grade-level. Data may include:

- a score on a reading test (98 words read correctly per minute),
- a score on a math test (23/32 problem answered correctly),
- scores on statewide tests (Level 3 in FCAT reading assessment),
- the number of times a student raised their hand to answer the teacher's questions (7 times during a 30-minute student observation).

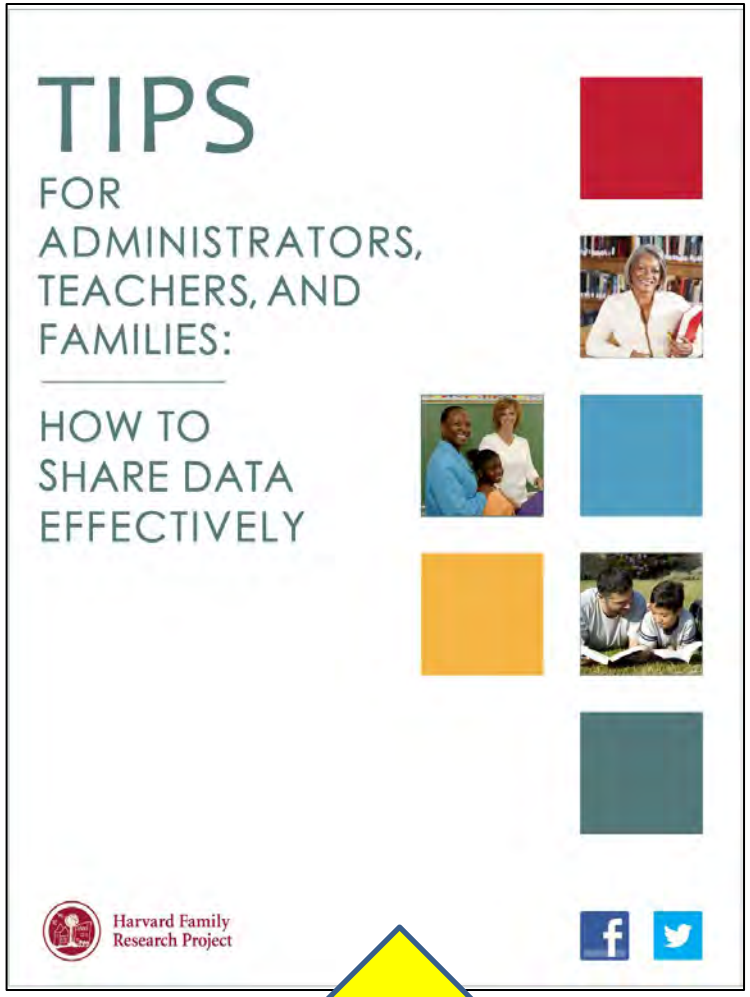
Data are often shown on a graph to show student progress over time. As part of implementing a Multi-Tiered System of Support (MTSS) a data-based problem-solving process is used to make decisions about how best to support student learning. In this sense, "data-based" means using students' scores on certain measures (tests) and comparing their current level of performance to where the level of performance they are expected to be performing at in order to advance to the next grade level. By making these data-based comparison, it allows educators to know how much help or support to provide students in order to ensure they reach their educational goals in a timely manner. Using data, rather than solely relying on adult perception and judgment of student performance, allows for comparisons and discussions of student progress that are objective.

Instruction

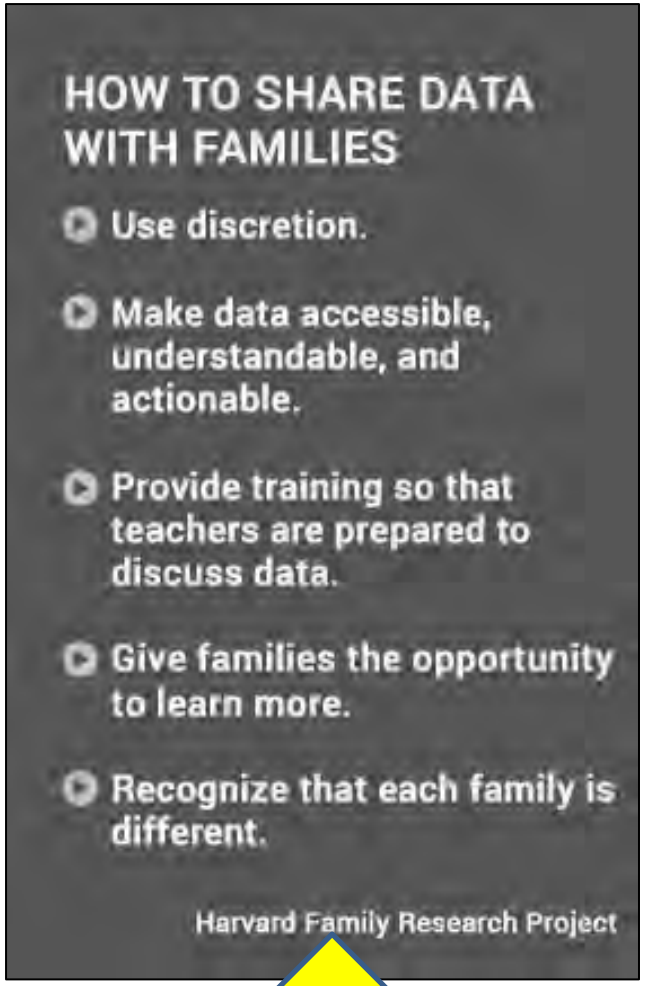
Instruction is another word for teaching. It refers to the different strategies and techniques educators use to teach students skills and information. Instruction can be provided to larger groups of students (entire classrooms) and smaller groups of students (one or two students).

One-on-one instruction: Small group instruction: Whole group instruction:

Glossary of Terms
http://florida-rti.org/reveal/glossary/glossary.htm

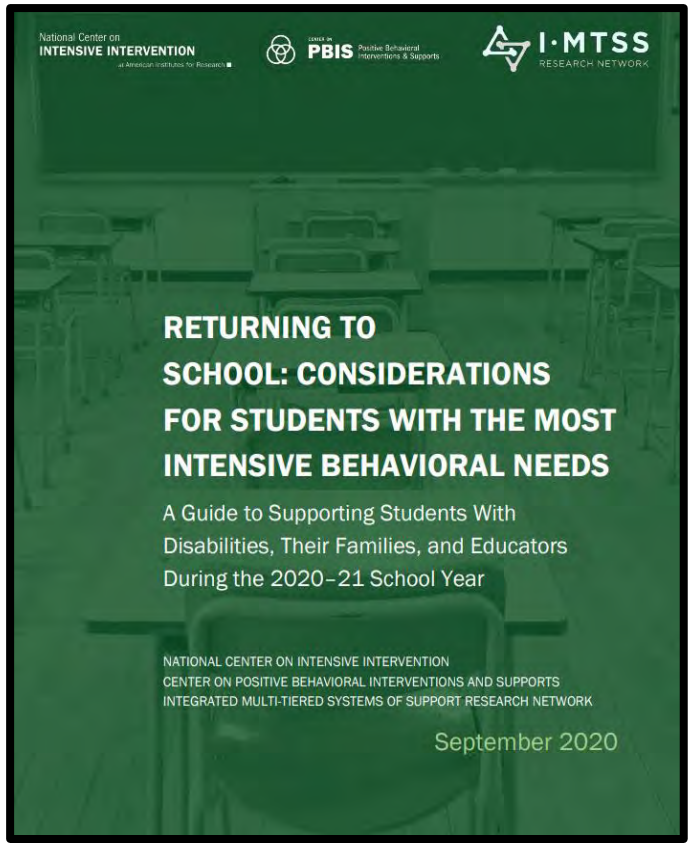


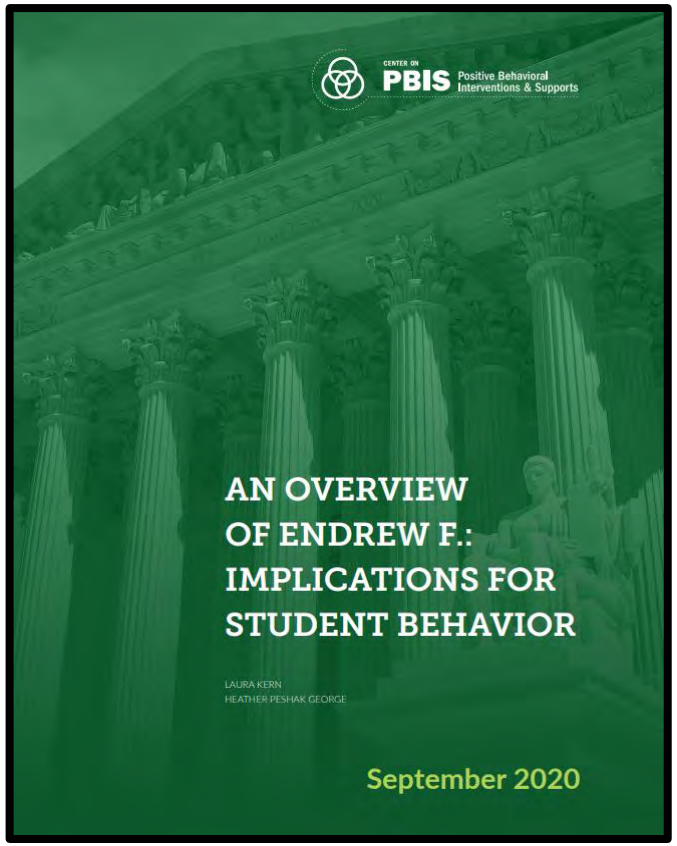
Tips for Administrators, Teachers and Families
https://archive.globalfrp.org/var/hfrp/storage/fckeditor/File/7-DataSharingTipSheets-HarvardFamilyResearchProject.pdf



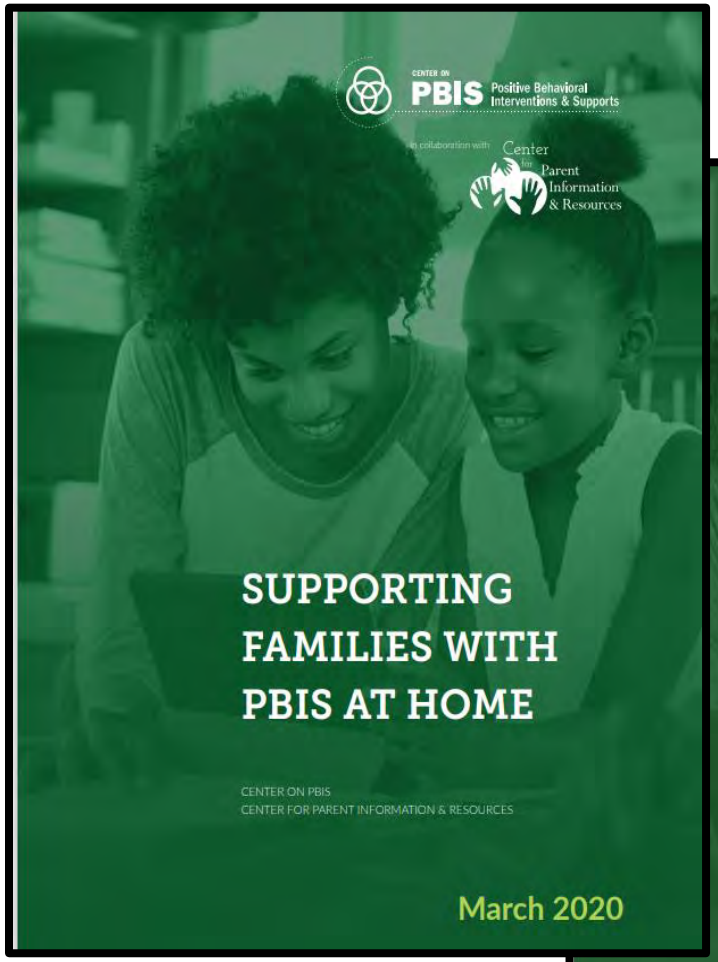
Data Dialogue
https://www.gse.harvard.edu/news/uk/15/11/data-dialogue

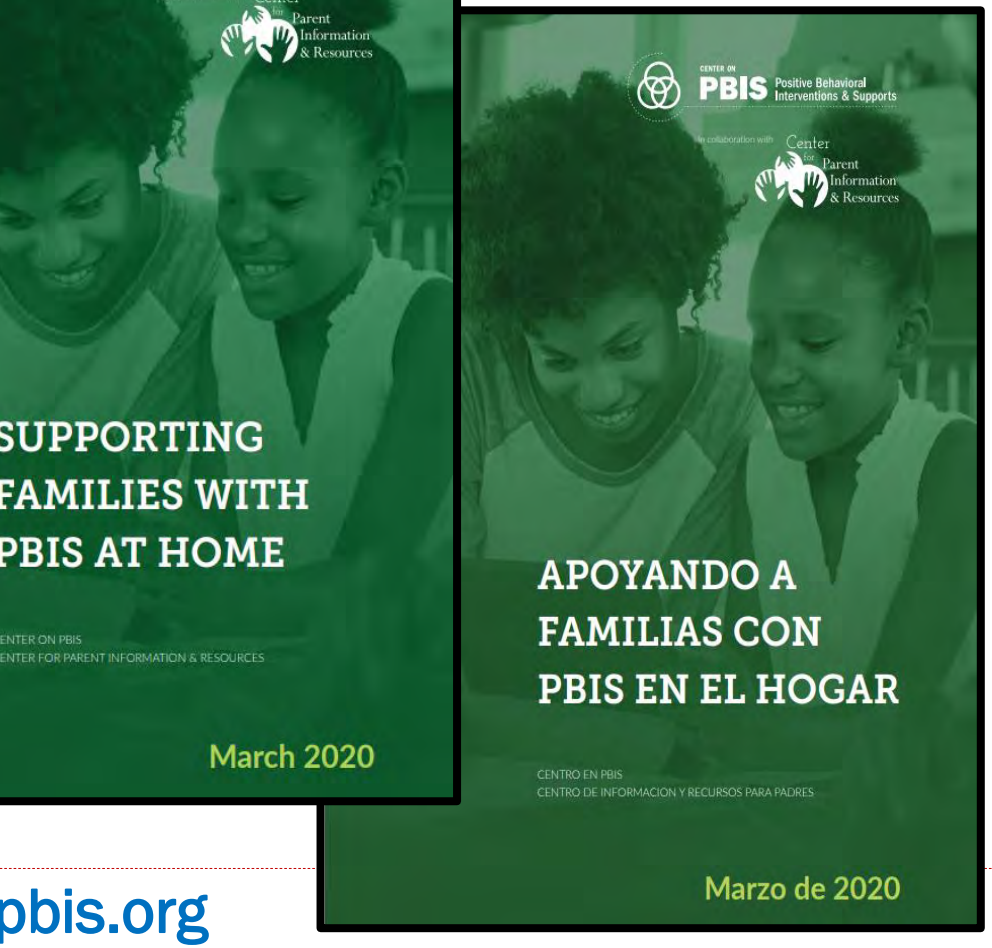
Resources for Educators in Working with Families

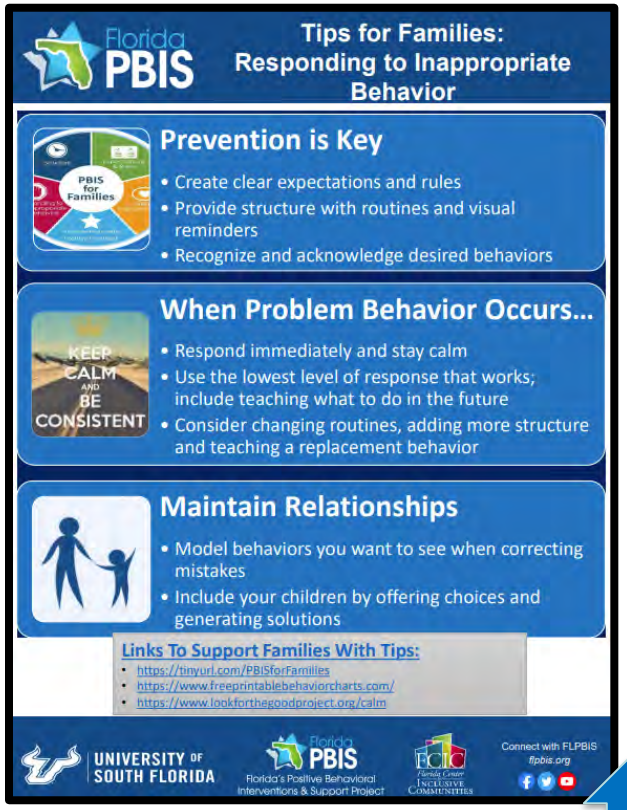


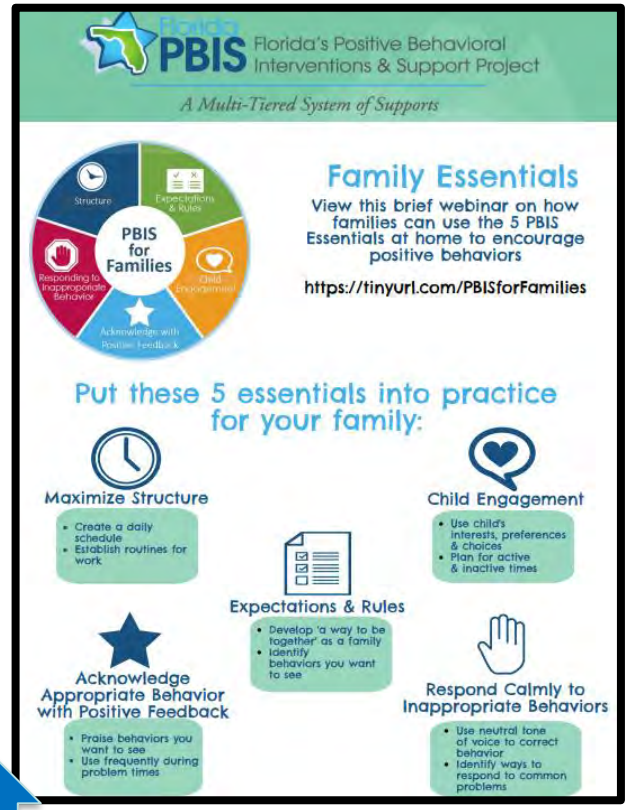


Resources for Families









https://www.livebinders.com/play/play?id=2646212

Communities can have expectations too!

Communities and parents can benefit from reminders of the vision, purpose and the behavioral expectations!

13) Build Routines to Ensure Ongoing Implementation

September – October

Data Review	PBIS Planning	Implementation	Family/Community
September			
• Previous year's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • BoQ & TFI • Results from kick-off events or end-year surveys	• Monthly team meeting (schedule developed • Schedule dates to sh behavior data with s • Determine how SW shared with T2/T3 t • Plan for teaching ex & rules, rewards, dis process to staff & st • Schedule reward ev year • **Update Action Pl**	**Faculty/Staff Review**	Introduce/review PBIS
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academic, classroom • Students with 1 or more referrals	• Monthly team meet • Plan refresher based reward event • Coordinate & share T2 team for student referrals • Compete Mid-Year 1 to 11/1 • **Update Action Pl**		

November – December

Data Review	PBIS Planning
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • Custom reports by gender, grade-level, context, ESE, etc. • PIC I • Walk-through	• Monthly team meeting • Progress monitor Octo strategies • Develop strategies to a any areas of concern b on data and PIC 1 revie • Plan for new student/s orientation • Consider family/studen survey • **Update Action Plan**
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • Custom reports	• Monthly team meeting • Plan motivators to keep involved & implementa with fidelity • Plan for re-teaching expectations after win break • **Update Action Plan**

January – February

Data Review	PBIS Planning
Janu	
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • Walk-Through • Custom reports by gender, grade, context, ESE	• Monthly team meeting • Review plan for re-teaching developed in December • Plan strategies based on survey results in December • **Update Action Plan**
Febr	
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • Custom reports	• Monthly team meeting • Plan for spring refresher and reward ent • Compe d-Year 2 PIC prior to 3/1 • Plan st sed on custom • Updat

March - April

Data Review	PBS Planning	Implementation	Family/ Community
March			
• Previous month's ODRs, ISS, OSS, attendance, academics, ethnicity, classroom • PIC II • Custom reports	• Monthly team meeting • Plan strategies fo Standards testing • Plan reward even standardized test • **Update Actio**	• Implement strategies for standardized testing	• Share information with families on how
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • Custom reports	• Monthly team me • Plan for year-end based on data • Develop year-end staff, students an • Plan for team me changes for next • **Update Actio**		

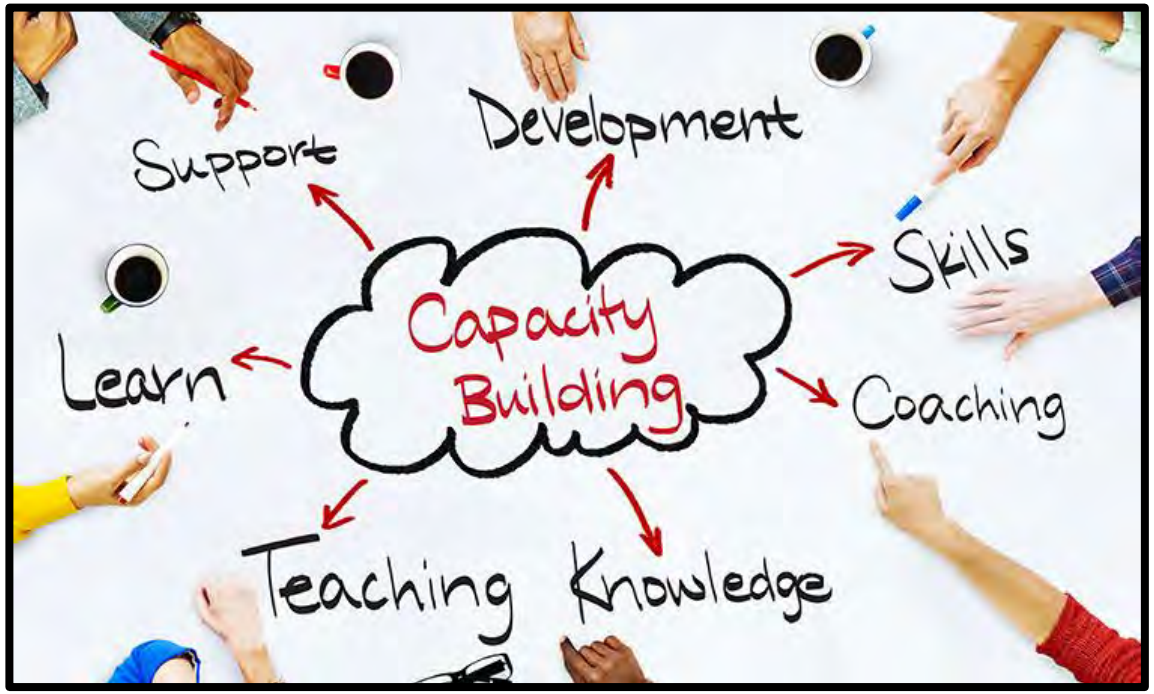
May -June

Data Review	PBS Planning	Implementation	Family/ Community
May			
1. Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom	• Monthly team meeting • Begin planning goals/outcomes for next year • Plan for sharing survey results • Review BoQ and TFI • **Update Action Plan**	• Model school application • Share PBIS data with staff • Share survey results with staff, students and families • Complete BoQ, TFI and End-Year Outcome data	• Newsletter article sharing school-wide data, events, successes, and survey results etc. • 'Good New' stories to media
June			
• Previous month's ODRs, ISS, OSS, attendance, ethnicity, academics, classroom • BoQ, TFI • Climate, Family, Student Surveys	• Monthly team meeting • Complete end-year evaluations (Outcome Data Summary, BoQ, Equity Profile, etc.) • Plan for next year based on BoQ and TFI results • **Update Action Plan**	• Hold year-end reward event for students • Year-end rewards for staff • Pre-planning for next school year	• Newsletter article sharing school-wide data summary & goals for next year

Year At A Glance

https://www.livebinders.com/media/get/MTk1NTkyNjI=

SOME RESOURCES



In sum, when schools implement PBIS, they…

- ✓ Regularly check the effectiveness of practices used - **NO ONE IS EXEMPT!**
- ✓ Pull from a continuum of **evidence-based interventions** to support student needs – MTSS is content neutral!
- ✓ Develop content expertise through **coaching and on-going professional development**
- ✓ Rely on teams to guide implementation - **Leadership COMMITS and WORKS TOGETHER!**
- ✓ Implement **universal screening** practices
- ✓ Use data to monitor student progress - **Prevention is key** yet people need to know how to respond to behaviors
- ✓ Include community members and families to **create culturally-relevant practices**

APBS.org

THE ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

APBS

Mission

"Enhance the quality of life of people across the life-span by promoting evidence-based and effective positive behavior support to realize socially valid and equitable outcomes for people, families, schools, agencies, and communities."

APBS Networks

Find an APBS Network consiting of like-minded professionals, practitioners, and family members in your region or a network corresponding to your area of PBS practice. APBS Networks span the globe, from the U.S.A and Canada, to Europe, Asia, and Australia.

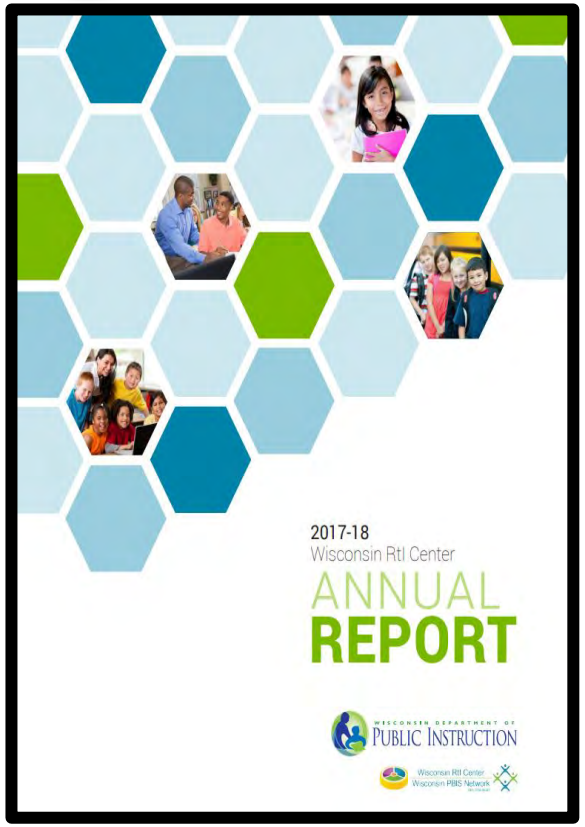
Conference

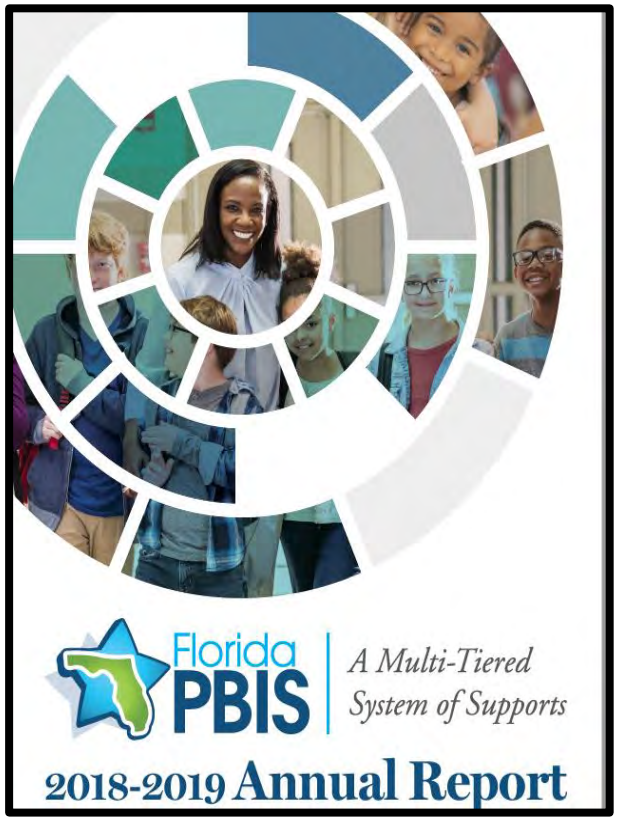
APBS' International Conference on Positive Behavior Support features over 150 oral presentations, posters, pre-conference and skill-building workshops highlighting empirical findings, assessment and intervention methods, current topics, and other aspects of Positive Behavior Support (PBS).

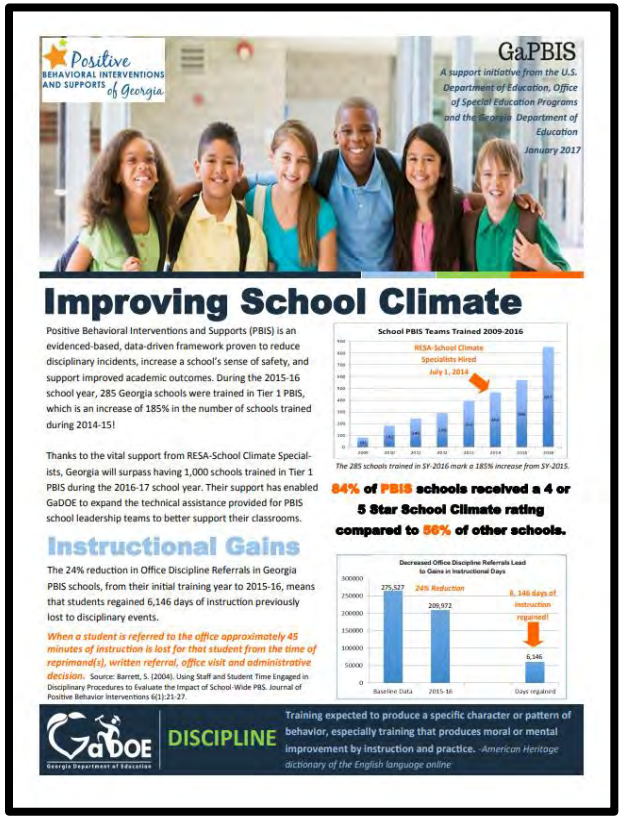
Webinars

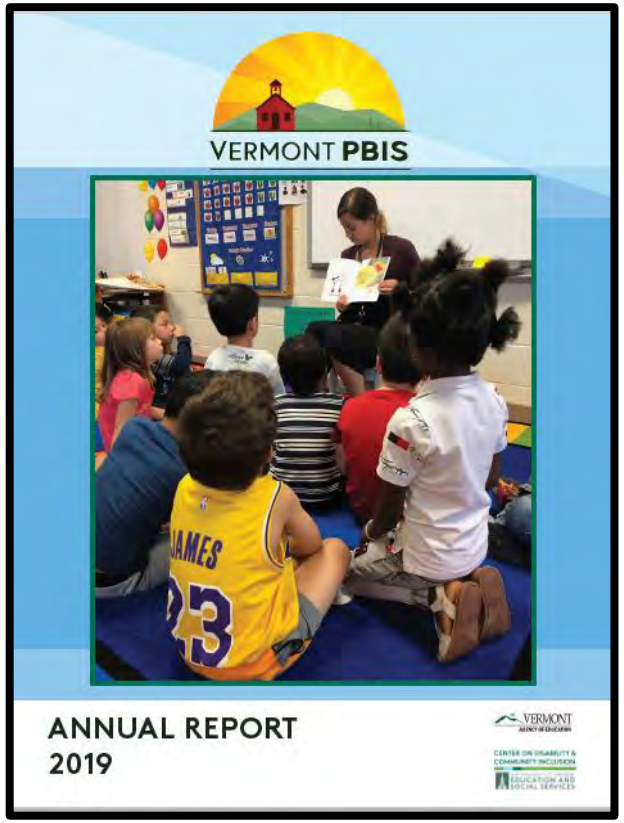
APBS' Live Webinar Series features experts in Positive Behavior Support presenting in a collaborative online environment. Registration for webinars is free for APBS Members, who have access to video recordings of past webinars in the members' section.

State Evaluation Reports









State PBIS Projects

https://www.pbis.org/about/pbis-state-coordinators

CENTER ON PBIS Positive Behavioral Interventions & Supports

Funded since 1997!

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Florida PBIS

Florida Positive Behavioral Interventions & Support Project

A Multi-Tiered System of Supports

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Maximize positive outcomes for students.

Your vision for effective Multi-Tiered Support Systems (MTSS) requires practical strategies, targ planning, and efficient tools. **Working smarter requires a strong foundation, leadership, professional growth sources that make practice easier.** The FLPBIS Pr resources, to develop systems that sustai

About PBIS

flpbis.org

RtI:B RtI:B Database

Evaluation-PBSES Login

Model Schools

Classroom App

QUESTIONS???

College and Career Readiness for Transition (CCR4T)

Measurement Study funded by the Institute of Educational Sciences that includes a 5 domains of college and career readiness that map onto academic, social, and transition skills

Seeking school partners to:

- Field-test the online CCR4T as well as provide certain academic and behavioral school data in 2020-2021 and/or 2021-2022

Benefits:

- Online administration allows for use as a distance learning and/or re-entry tool to measure student perceptions
- The opportunity to provide direct feedback on the CCR4T data reports. *Access to data will be provided to all school partners.*
- A stipend of $5000 will be issued to school partners who can commit to both parts of the data collection in Fall semester 2020 (Oct-Dec)
- *V*isit *http://ccr4t.education.uconn.edu*
- *Questions?* Email allison.lombardi@uconn.edu

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