

Supporting Students with Disabilities through Positive Behavioral Interventions and Supports

Topic: Disability

Key words: Special Education, Behavior, Alternative Settings

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Virtual Forum Expectations

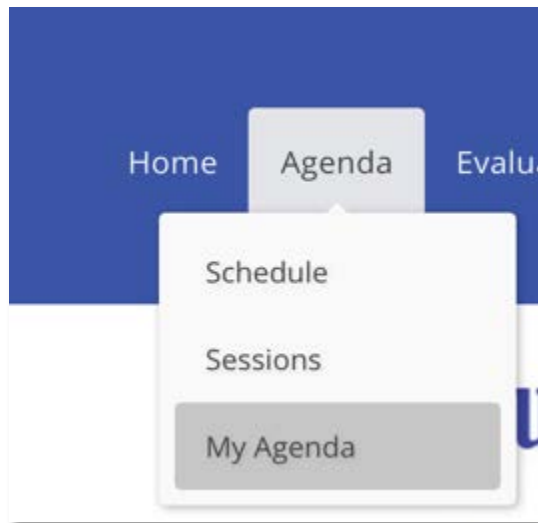
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> ✧ Use a shared action plan for your team ✧ Complete session evaluations 	<ul style="list-style-type: none"> ✧ Post positive on-topic comments ✧ Questions for the presenters go in the POLLS tab ➡ 	<ul style="list-style-type: none"> ✧ Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> ✧ Limit distractions ✧ Follow up on your assigned action items 	<ul style="list-style-type: none"> ✧ Use inclusive language 	<ul style="list-style-type: none"> ✧ Use sincere phrasing ✧ Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> ✧ Take movement breaks ✧ Be aware of your stress level 	<ul style="list-style-type: none"> ✧ Engage in productive dialogue 	<ul style="list-style-type: none"> ✧ Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> ✧ <i>Ensure Files Tab has current materials and related weblinks</i> 	<ul style="list-style-type: none"> ✧ <i>Monitor and remove inappropriate comments</i> 	<ul style="list-style-type: none"> ✧ <i>Identify common Qs to address in final 15 minutes</i>



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.



Navigating the Session Page

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

The screenshot shows the PBIS virtual session interface. At the top is a blue navigation bar with links: Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. Below the navigation bar is a white header area with a back arrow, the word 'AGENDA', and a 'MANAGE' button. The main content area displays session details for 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)'. It includes a 'DRESS REHEARSAL' tag, the session title, and the names and roles of the presenters: Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network IL Co-Director). The session time is listed as 2:00 PM - 4:00 PM CDT on Friday, September 18. A description states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'. To the right of the session details is a 'JOIN MEETING' button and a 'SPEAKER ONLY: Join the live meeting now' link. Below this is a tabbed interface with 'Chat', 'Polls', 'People', and 'Files' tabs. The 'Chat' tab is active, showing a message from Diane LaMaster: 'I had to open zoom to hear'. The chat history shows a previous message 'yes!'.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

2. JOIN MEETING

3. Chat



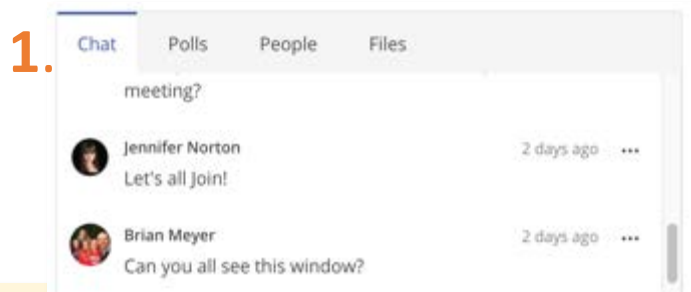
Tips for Participants

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



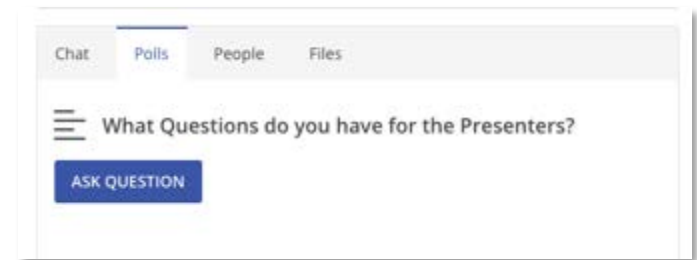
2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



3.



Virtual PBIS Leadership Forum

Be careful of accidentally navigating away

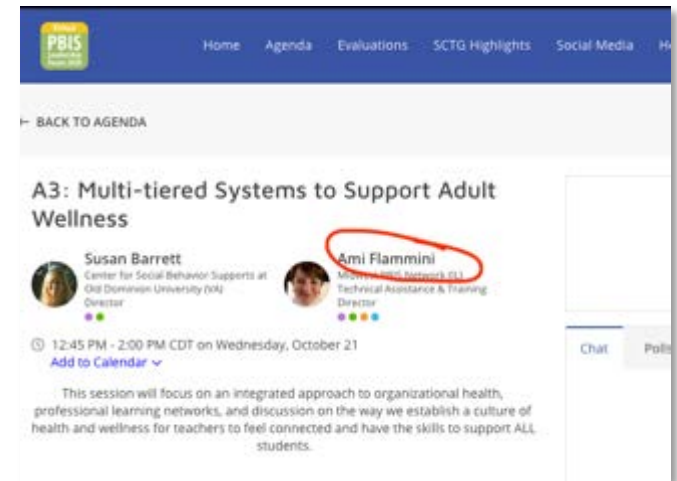
While participating in a live Session...Be Present!

- 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.

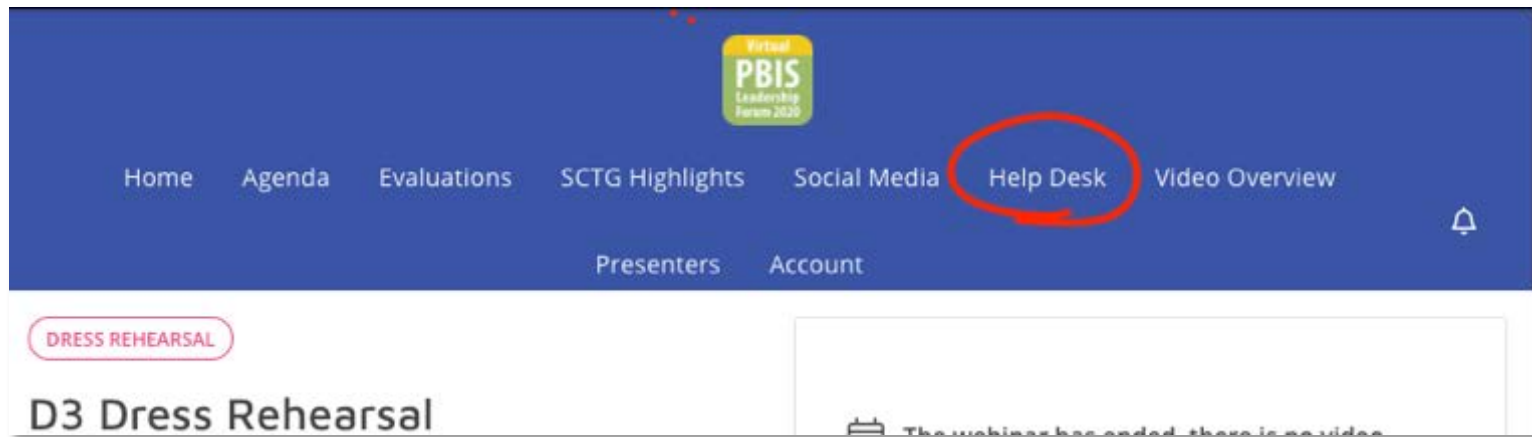


2.



Support is Available

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



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)
- Visit <http://ccr4t.education.uconn.edu>
- Questions? Email allison.lombardi@uconn.edu



Session Objectives:

As a result of participating in this session, you will be able to:

1. Describe **critical features of PBIS** to support students with disabilities,
2. Discuss how to **differentiate** and **intensify** key practices in the current context, and
3. Use new **Center resources** to support students with disabilities at home and school throughout the 2020-2021 school year.



FEW

SOME

ALL

Where do students
with disabilities “fit”
within a PBIS/MTSS
framework?

Everywhere!

ALL means *ALL*

Why is this important?

Students with disabilities...



Spend most of their time in general education settings¹



Experience poorer outcomes, including disproportionately high levels of reactive and exclusionary discipline²

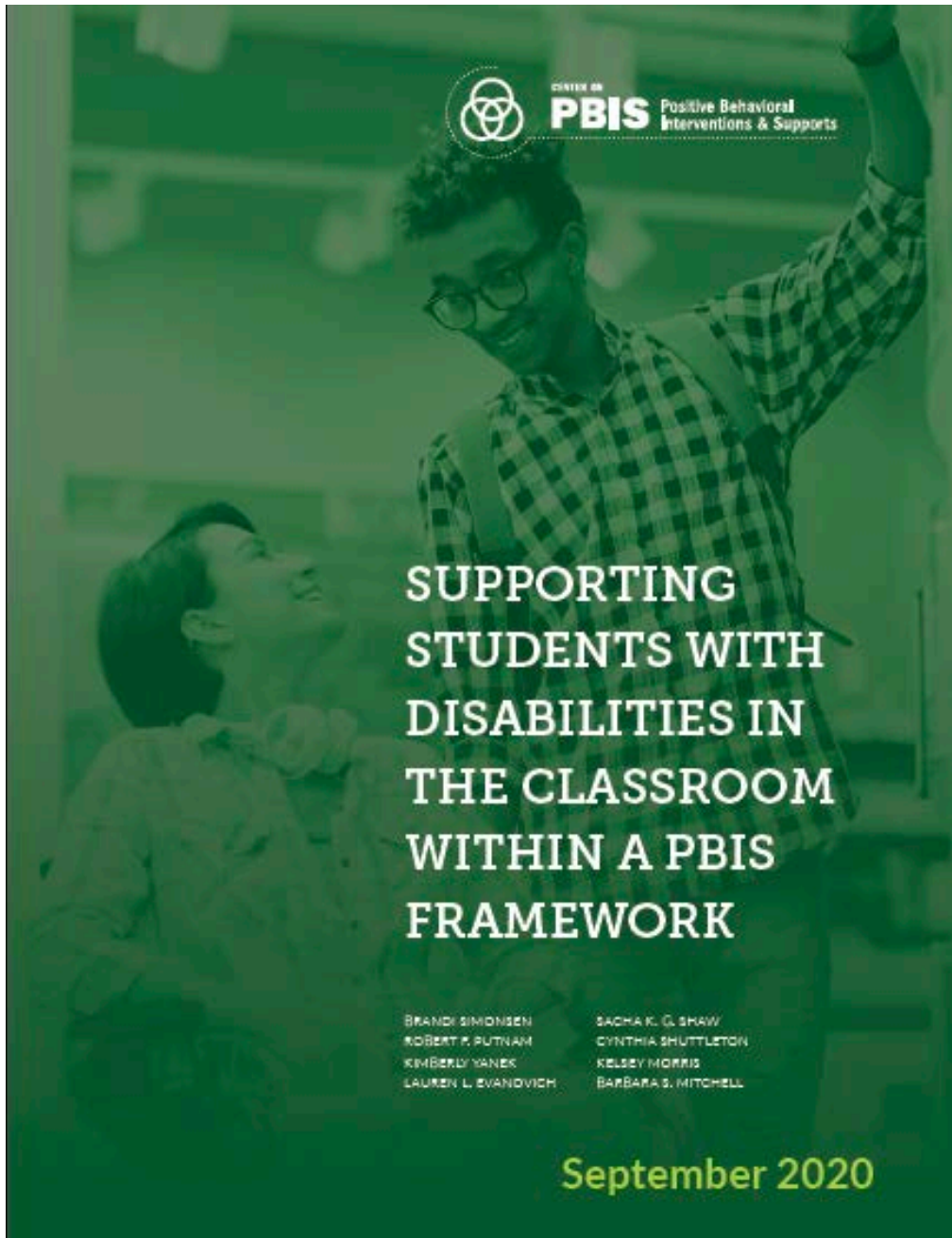


Benefit from evidence-based practices implemented within a PBIS framework³

¹ NCES (2019)

² OCR (2018)

³ Center on PBIS (2020)



Core Features:

1. Invest in prevention

2. Integrate classroom practices

3. Tier 1 is for all

4. All means all

Intervention Strategies “Top Ten List”



1

Design & adapt
the **physical**
environment



Develop & explicitly teach routines

[illegible]

Handwashing Routine

Task Analysis

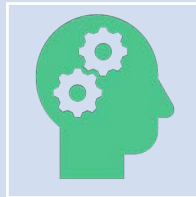


3

Post, define,
& teach 3-5
positive
classroom
expectations.



**Teach, re-teach, &
teach some more**



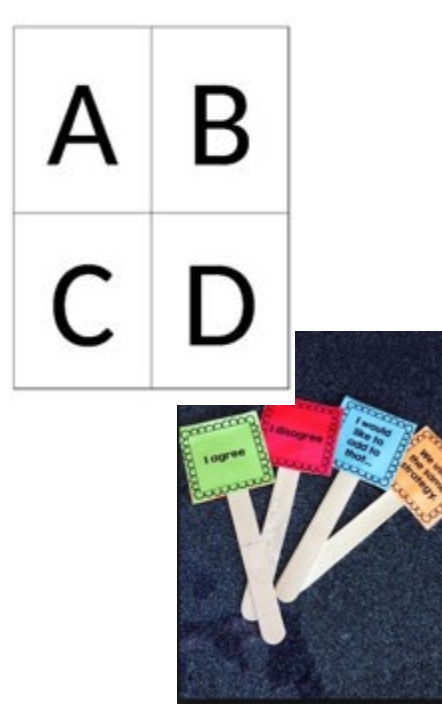
**Develop task
analysis**



**Provide picture
prompts/supports**

4

Promote active
engagement



5

Provide
prompts.

Hallway

Be Respectful



Quiet Voices



Keep hands by your side.

Be Responsible



Focus on yourself.

Name



Find your name/classroom.

Be Safe



Walk.



Keep hands by your side.



Wait for the teacher.

6

Actively
supervise.



7

Use behavior-specific **praise** & other strategies to acknowledge.

8

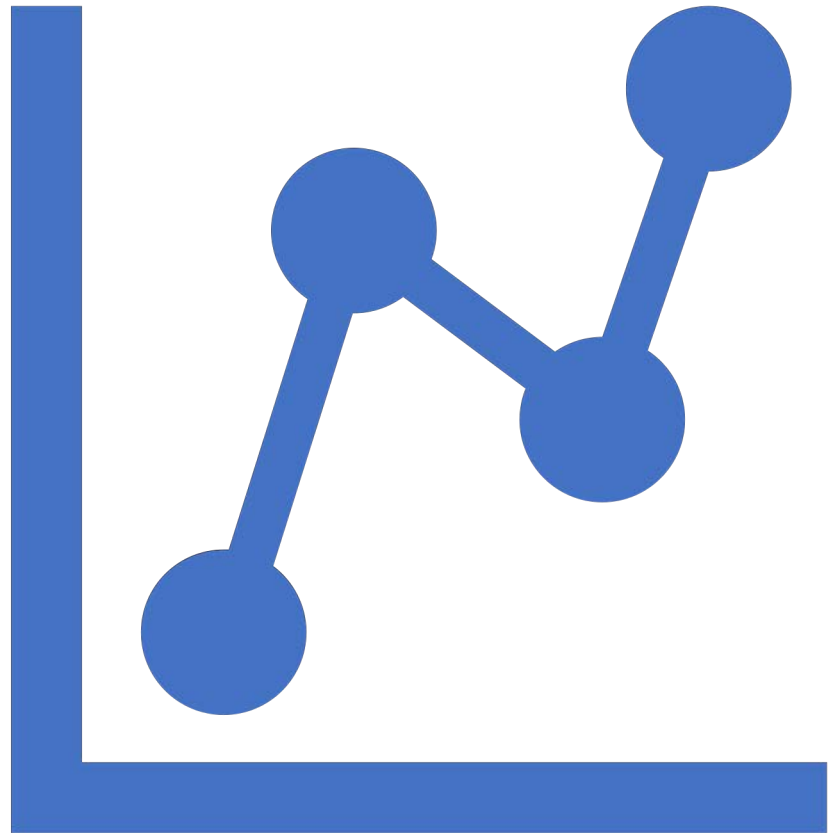
Use error **correction** & other strategies to respond.

9

Use more positives than correctives (5:1 ratio)

10

Collect & use
data.



That's great, but...



...what about now?



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



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

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

June 2020



Center on PBIS

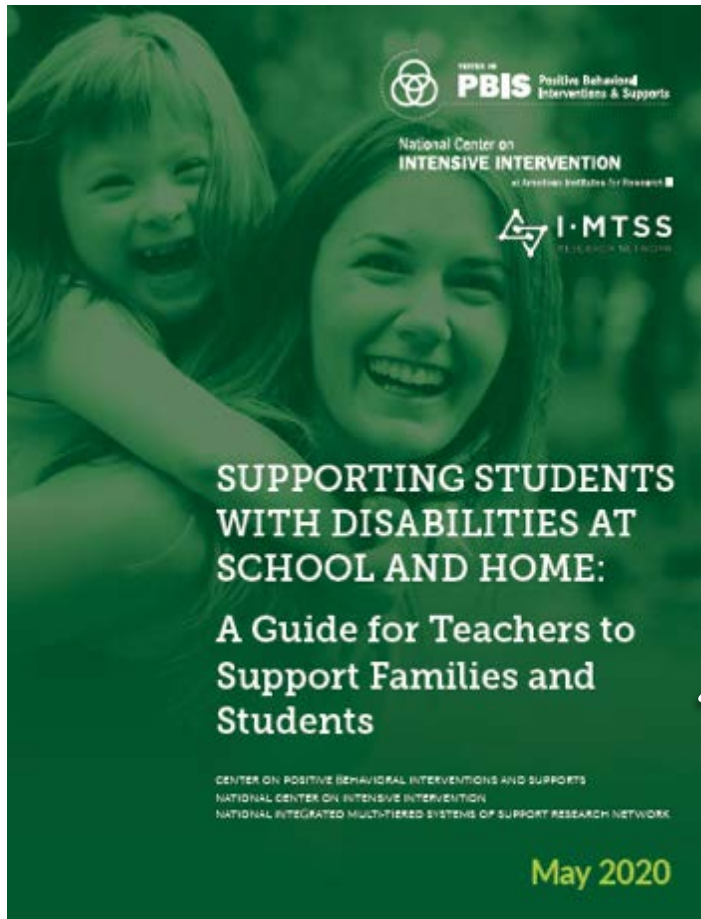
*State Implementation and Scaling-
up of Evidence-based Practices
Center (SISEP)*

*National Integrated MTSS Research
Network*

*National Center on Improving
Literacy*

Lead for Literacy Center

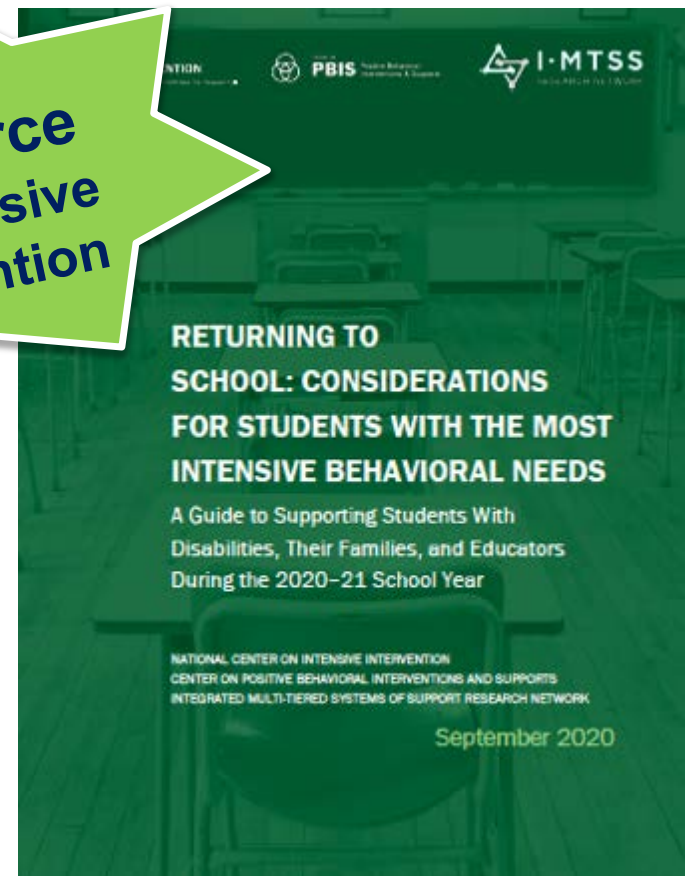
<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>



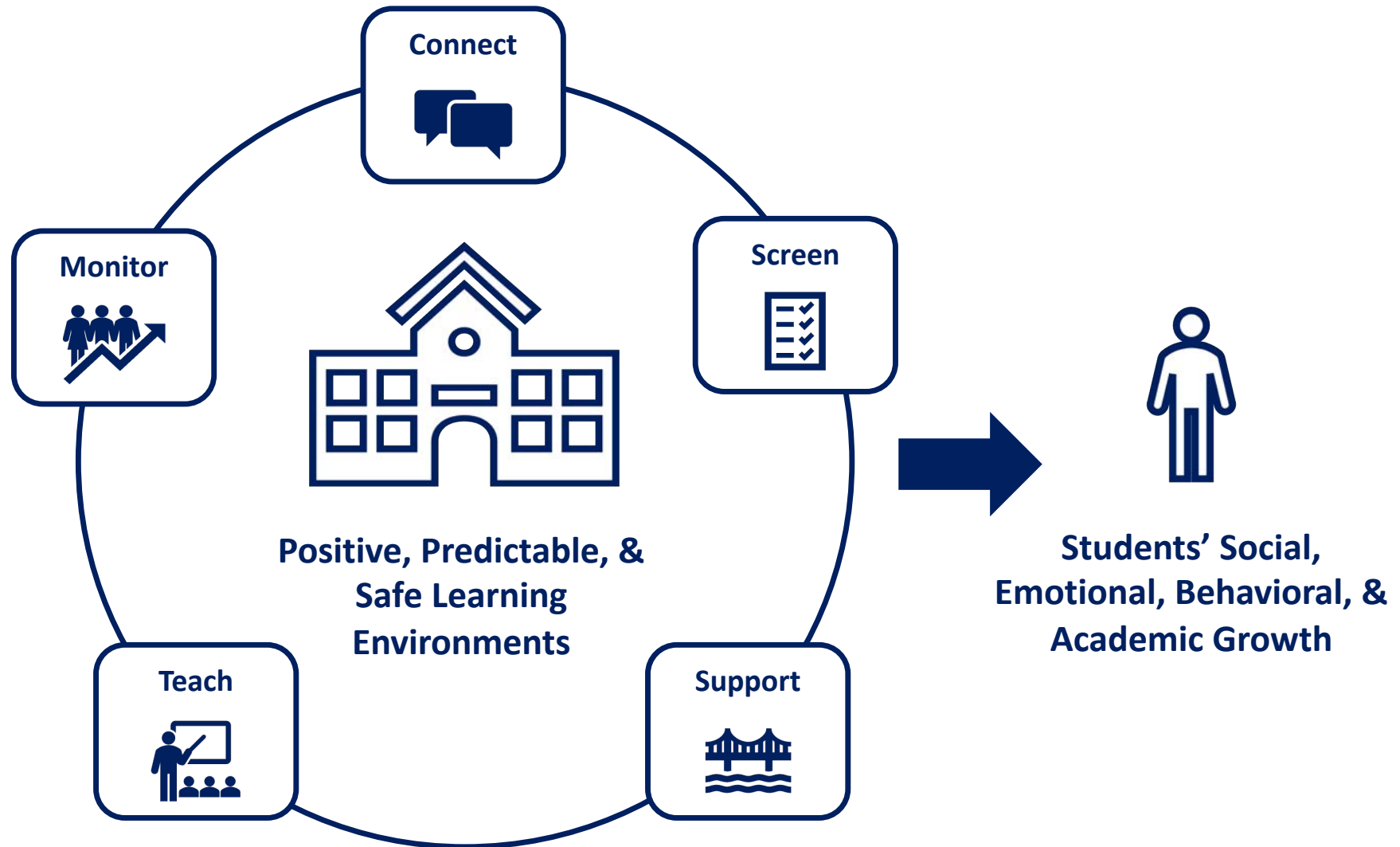
<https://www.pbis.org/resource/returning-to-school-considerations-for-students-with-the-most-intensive-behavioral-needs-a-guide-to-supporting-students-with-disabilities-their-families-and-educators-during-the-2020-21-school-year>

**New
Resource
on Intensive
Intervention**

<https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students>



Differentiate or Intensify Critical Practices



Connect



In addition to strategies to connect with all students and families, **increase check-ins** and **actively collaborate** with families and students to identify needs and support intervention selection and implementation, and establish relationships. Establish peer-to-peer relationships.

Screen



Beyond universal screening, conduct **diagnostic academic and/or functional behavioral assessment** to identify areas of strength and need to inform selection and implementation of targeted and/or intensive individualized supports

Support



In addition to establishing a safe, predictable, and positive environment, implement **targeted** (Tier 2) and/or **intensive individualized** positive behavioral support plans (Tier 3)

Teach



In addition to accessing high leverage Tier 1 instructional practices, implement **targeted** (Tier 2) and/or **intensive individualized** academic instruction (e.g., decrease group size, increase opportunities for explicit instruction and practice)

Monitor



While maintaining fidelity of Tier 1 and Tier 2 implementation, use data from these tiers to **identify students** in need of intensive intervention. Monitor **response to intervention** for students receiving intensive intervention.

Let's Zoom in on The Cedarhurst School



The Cedarhurst School

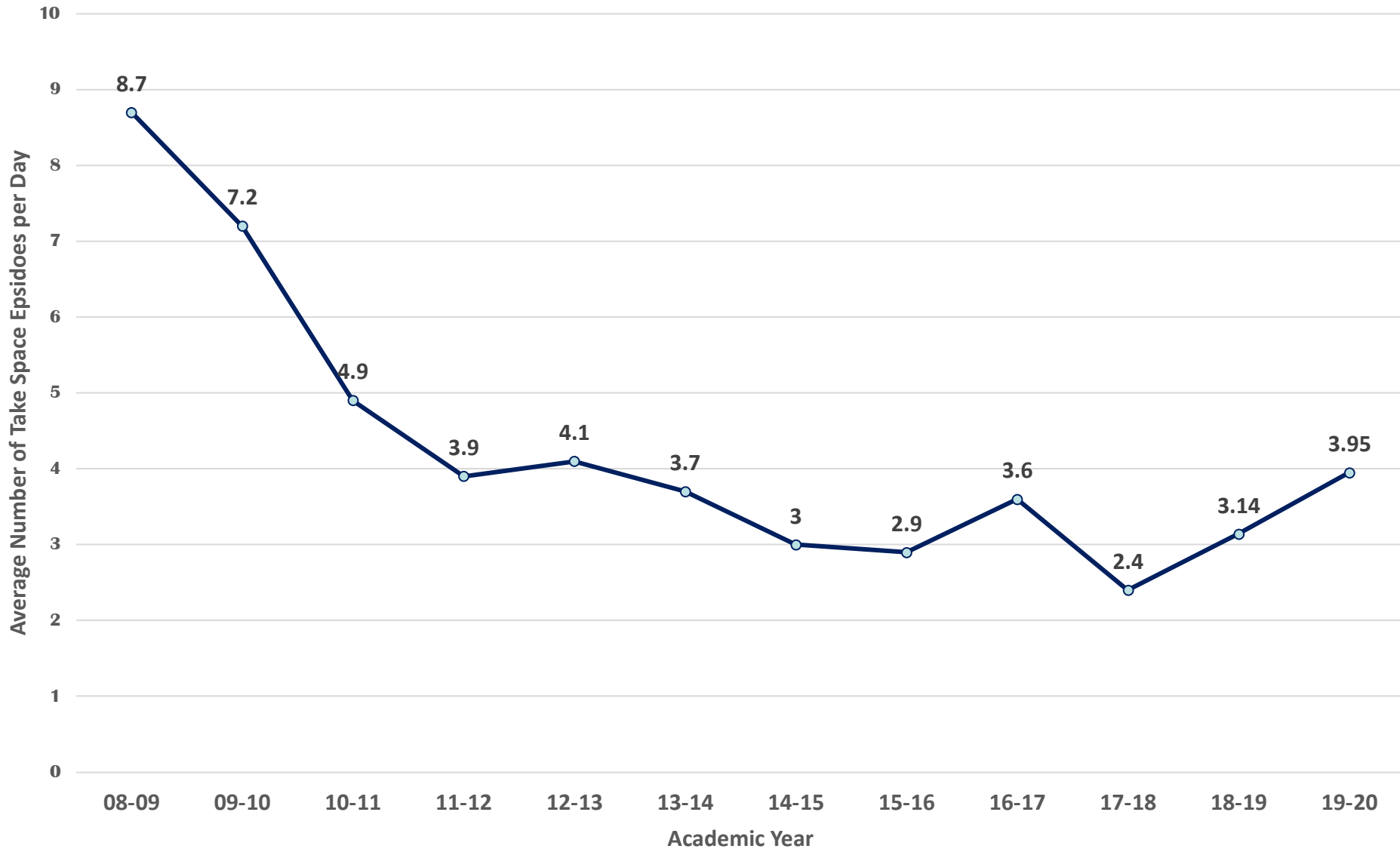
- Private, therapeutic, special education outplacement
- Students with ED and OHI labels
 - Social, emotional and behavioral problems
 - Psychiatric diagnoses
- Middle and High School (ages 11-21)
- Passage Program- transition activities (ages 18-21)
- School Engagement Program

- Public school students from all over Connecticut
- Tuition paid by sending Districts
- Small class size (no more than 8 per class)
- Self-contained and mainstream classrooms
- Special education teachers, social workers, behavioral support staff
- Therapeutic groups, individual counseling, crisis intervention, collaboration with collaterals
- Use of take-space

PBIS at Cedarhurst

- First implemented in 2007 with focus on Tier III interventions
- Regrouped with focus on Tier I and implemented with fidelity the following year
- With gradual progress on annual goals began to experience staff buy-in
- Have sustained high-fidelity implementation of PBIS practices for the last 12 years
- School culture and climate has completely transformed as a result

Average Number of Office Referrals per Day from Inception of PBIS



Components of PBIS at Cedarhurst



Positively Stated Expectations

Responsibility	Safety	Respect
<ul style="list-style-type: none">-Participation-Focus on Task-Be Prepared	<ul style="list-style-type: none">-Use Equipment Appropriately-Physical/Verbal Boundaries-Be on Time	<ul style="list-style-type: none">-Appropriate Language-Focus on Yourself-Follow Directions

Level System

LEARN AND EARN					
Name:		Date:		Advisor:	
Per.	Responsib.	Safety	Respect	Initials	Goal:
1					
2					
3					
4					
5					
6a					
6b					
7					Note:
8					
HR					
Total					
					Tier II Supports: Y N

Recognition System:

Students earn points, which provide access to 3 levels of privileges.

Level A	Level B	Level C
Earned 90% of points for each expectation	Earned 80% of points for each expectation	Earned less than 80% of points for each expectation (are a new student or recently off 1:1 status)
Privileges	Privileges	Privileges
<ul style="list-style-type: none">-outdoor privileges-one extra slice of pizza on Thursday-juice at lunch-invite to both the Level A and Level B activity-10 tickets per week-2 homework passes per week-use of music at PE	<ul style="list-style-type: none">-juice at lunch-invite to the Level B activity-5 tickets per week-1 homework pass per week	

Recognition System:

Students also earn tickets

- ☐ Student can earn tickets for a positive behavior in each of the three expectations categories
- ☐ When tickets are given, students are directly told why they have earned them
- ☐ Tickets are currency and can be used to buy activities, field trip, breakfast, special lunches, themed snacks, activity with specific staff members, auctioned items and raffled items
- ☐ The homeroom who earns the most tickets in a week wins the “rock-on” award and is entitled to homeroom activity (donuts for breakfast, choice of music during lunch, play Wii during homeroom)
- ☐ Students can use tickets to buy items in the school store

Name: _____ ☐ Respect
Date: _____ ☐ Responsibility
Staff: _____ ☐ Safety

Behavioral Matrix

	Responsibility	Safety	Respect
Classroom	<ul style="list-style-type: none"> -participation in class -focus on task -ask permission to leave the room -be prepared -be attentive -turn in cards at start of class 	<ul style="list-style-type: none"> -use equipment and materials appropriately -be on time -maintain physical and verbal boundaries -be aware of your surroundings 	<ul style="list-style-type: none"> -be an active listener -follow directions -focus on yourself -be supportive of others -use appropriate language
Hallways/Stairs	<ul style="list-style-type: none"> -use water cooler appropriately -dispose of cups -keep moving to your class 	<ul style="list-style-type: none"> -keep hands and feet to yourself -keep walkways clear -walk at all times 	<ul style="list-style-type: none"> -use quiet voices -be considerate of others
Bathrooms	<ul style="list-style-type: none"> -wash hands -ask permission to use bathroom -flush toilet -inform staff of problems/lack of supplies 	<ul style="list-style-type: none"> -turn off water after use -one person at a time in the bathroom --place paper towel in trash can -clean up after yourself 	<ul style="list-style-type: none"> -knock before entering -use toilet appropriately -reply to knock on door

Lesson Plans

Classroom Lesson

Name of Expectation (Rule)

Responsibility, Safety, Respect

Routine-Classroom

- Participate in task at hand**
- try your best**
- enter and exit in an orderly fashion**
- be prepared**
- use equipment and materials appropriately**
- be supportive of others**

Lesson Objectives

- students will be able to classify and produce positive and negative examples of classroom expectation**

Lesson Materials

- dry erase board**
- positive and negative example note cards**

Teaching Examples

Positive Examples

- Responsibility: raise hand, wait to be called on, ask permission**
- Safety: use appropriate language and keep personal space**
- Respect: encourage others, say “nice job”**

Lesson Plans--continued

Negative Examples

- Responsibility: head on desk
- Safety: blurt out own personal issues for everyone to hear
- Respect: talk with another student while others are engaged in lesson

Lesson Activities

Model

- Review class expectations and focus on matrix items not posted (ie. Be an active listener, turn in card at beginning of class)

Lead

- Pass out cards with positive and negative examples
- Create chart on board
- Have students read card and determine where it goes

Test

- As a group, generate one for positive and negative example for each expectation
- Have student self reflect and fill out own card based on expectations

Annual Action Plan

- Annual Goals
 - Reduce frequency and duration of time out
 - Increase percentage of students maintaining level
 - 4:1 ratio of positive reinforcement to negative consequences
 - Fidelity to the PBIS framework
- Data on progress compiled quarterly to keep us on track
- Achieving goals promotes on-going buy-in from staff and students

PBIS Team

- PBIS Team coach
- Teachers, paras, social workers, director
- Student council provides input
- Team meets once a week CONSISTENTLY
- Review data
- Plan PBIS activities
- Problem-solve
 - Problems are discussed by PBIS team
 - Solutions are sought from entire staff

Daily Wrap Up Meeting

- Entire staff meets every day for 30 minutes
 - Determine behavioral goals
 - Review data
 - Discuss levels
- All staff have opportunity to discuss PBIS practices, effectiveness and goals
- PBIS Team members present identified issues and ask for or offer possible solutions
 - Everyone takes ownership

Student Investment

- Student Council
- Student input into rewards
- Careers Class creates posters to advertise rewards



- Culture of participation has built over years
 - All students participate enthusiastically

Parent Involvement

- Weekly communication home
 - Email
 - Multi-staff approach
 - Texting and Zoom video conferencing
- Point card as communication tool
 - Parents reward school progress at home

Data Collection

- ***Everyone*** participates
 - Teachers: ticket tallying, expectation card tallying, sign up for events, tracking levels
 - Other staff
- Data drives decisions
 - Student
 - Tweak reward universally
 - Tier II plan
 - Time of Day
 - Location
 - Staff

How is PBIS Sustained at Cedarhurst?

Modify the program as you go to correct ineffective practices and address newly identified issues



FBA

Date: _____

[illegible]

Please indicate "Y" or "N" for this question.

H.R.	1	2	3	4	5	6	7	8	H.R.
------	---	---	---	---	---	---	---	---	------

Tier II Support Plan

Name: _____ Date: _____

Mentor(s) Name: _____

Goal (specify the behavior that the student is working on, e.g. to decrease inappropriate comments) _____

Non-contingent Reward (must be time with a preferred staff who can provide coaching toward goal-specify timeframe, with whom and activity) _____

Contingent Reward (specify timeframe, with whom, activity and criteria) _____

Additional Information (e.g. data tracking method, etc.) _____

Person(s) developing plan: _____

PBIS in the Pandemic

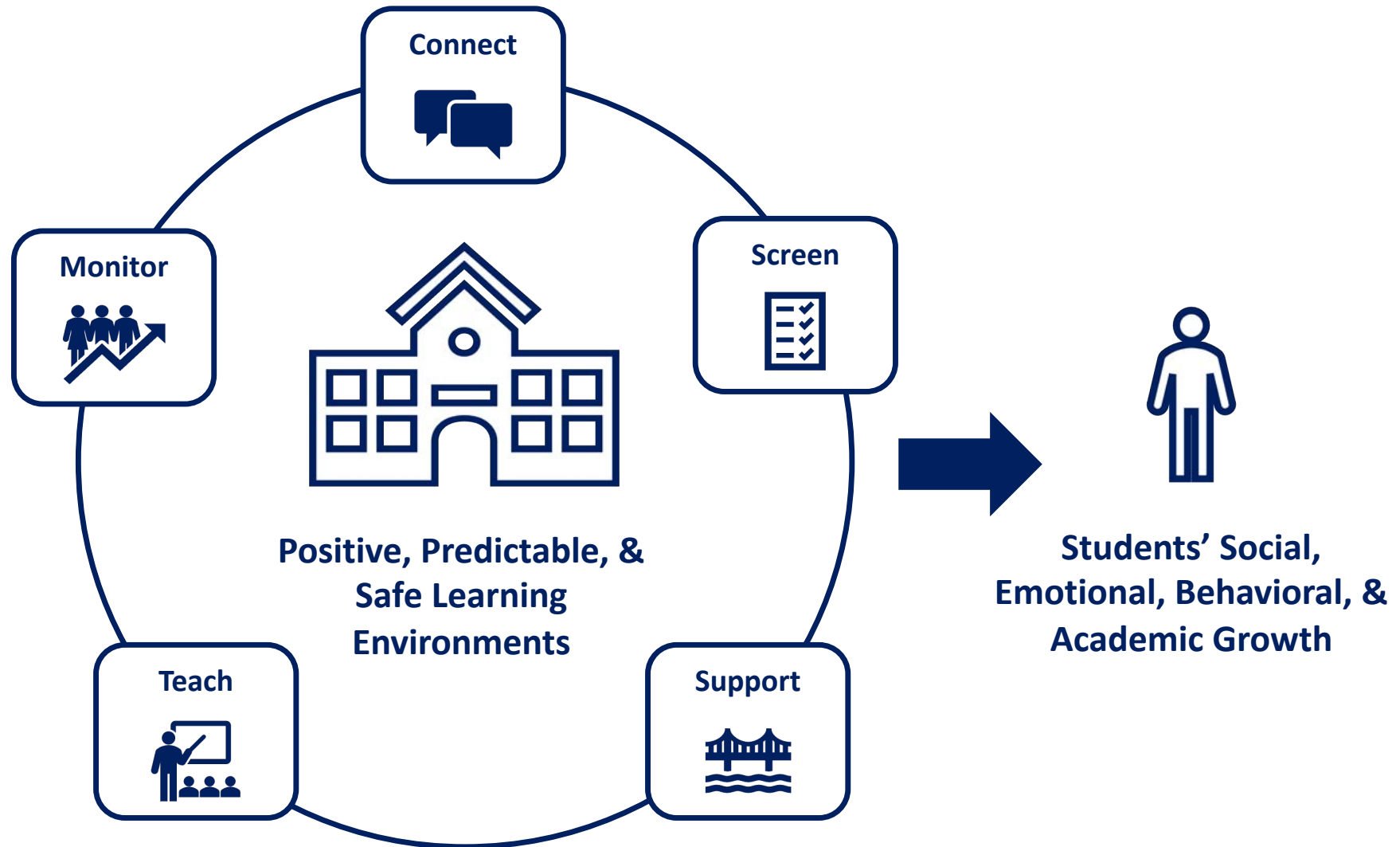


The Crisis: Abrupt Shift to Remote Learning

Modify the program as you go to correct ineffective practices and address newly identified issues

Because this was already our practice we knew early on that PBIS would be a tool to help us make the transition to remote learning

Differentiate or Intensify Critical Practices



Focus on Engagement

- Wide variability in levels of attendance, participation, engagement across students and across the day
- With reduction in other disruptive behaviors we were able to focus almost exclusively on engagement as expected behavior
- Prioritize presence over content
- Reset expectations



Define, Teach and Reinforce Expectations

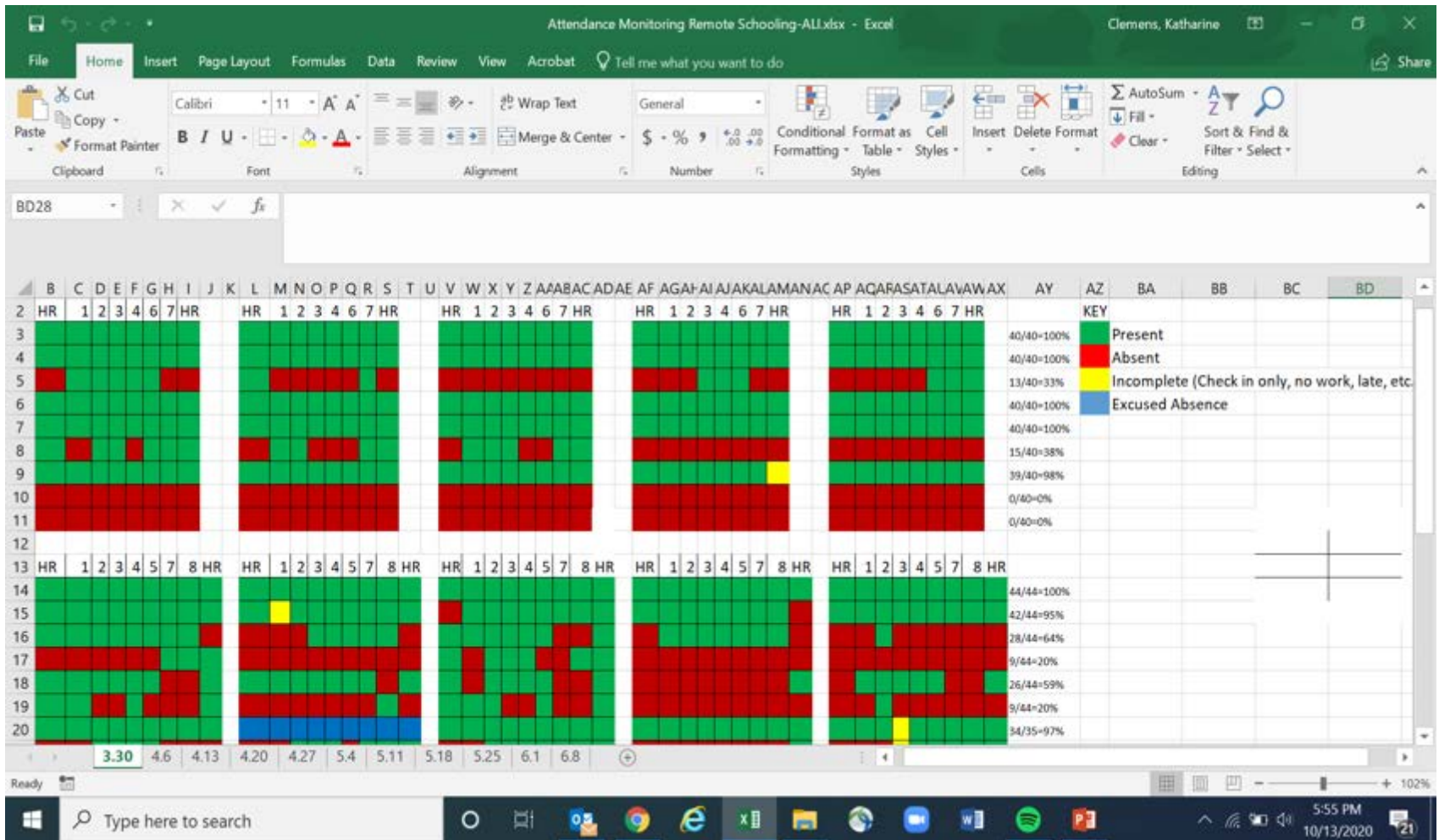
- Attendance
- Participation
 - Screen on
 - Classroom stream
 - Zoom chat
- Grading policy
- Weekly rewards
- Technology- coach and reinforce skills and appropriate use



Data Collection

- Teachers communicate attendance by email to social workers for every class period
- Social workers track attendance and participation throughout each day
- Social workers connect with students and parents in real time to encourage, support and reinforce engagement

Data





Social/Emotional Support

- No apology for prioritizing social and emotional needs over academic needs
- Groups
 - Shift to process oriented
 - Social skills/opportunities
- Trauma Informed Lens
 - Acknowledge that life has changed drastically for students and families
 - Financial concerns
 - Health concerns



Support Parents

- The crisis affects everyone
- Parents lack skills/knowledge to support their students from home
- Technology
- Increase contact with parents significantly
 - Weekly Director's email with concrete information
 - Phone and Zoom sessions with Social Workers
 - Parent guidance and emotional support
 - Access to administrators and social workers by text



Teacher Support

- Teachers are overwhelmed, stressed and exhausted
 - Validate feelings
 - Reduce responsibilities by having other staff step in
 - Find ways to give breaks
 - Give permission/validate different expectations
 - Resources

Tier II

- Define criteria for Tier II support focused on engagement
- Develop plan using template
- Collect and monitor data
- Tweak or fade the plan

Remote Learning Tier II Support Plan

Name: _____ Date: _____

Goal (what specific attendance or participation/work completion do you want to see?) _____

Who will provide individual Zoom coaching (specify who, how often, etc.) _____

Contingent Reward (specify timeframe, with whom, activity and criteria) _____

Examples of contingent rewards: gift card or e-book, Zoom meeting with preferred staff, activity with staff (e.g. cooking by Zoom, art, etc.)

Additional Information (e.g. data tracking method, etc.) _____

Person(s) developing plan: _____

PBIS Team/Staff Meetings

- Maintain standard practice of weekly PBIS meetings and daily staff meetings via Zoom
 - Plan adaptations to regular practices
 - Review data
 - Disseminate data and PBIS plans to whole staff



Build/Reinforce Community

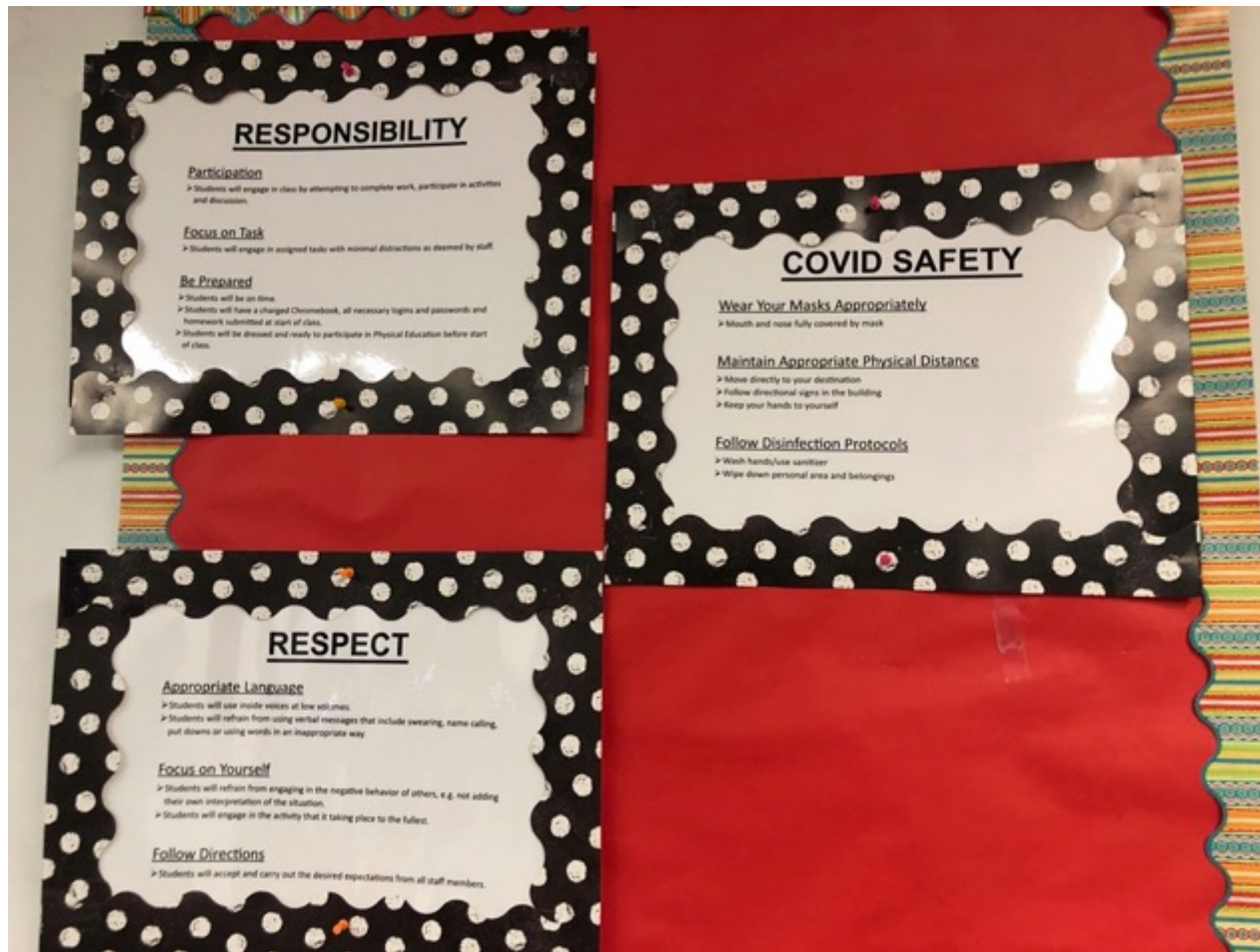
- Find ways to offer community building activities
 - Friday afternoon activities
 - Family Feud
 - Kahoot
 - Book Club
 - Cooking Club
 - Music Group
 - Zoom Community Meeting

Returning to In-building/Hybrid Instruction

- Continue all of the above!
- Fold in new safety measures to behavior matrix, lessons and behavioral expectations
 - Develop separately for in-building days and remote days



New Expectations





- Teach/coach/model expected behavior
 - Teach students behavioral expectations BEFORE they return to the building via Zoom
- Cue expected behavior
 - Verbally, visually (use signs everywhere!)
- Remember 4:1 positive reinforcement to negative consequence ratio
- Create digital methods of assigning points, and using tickets

Track Points and Tickets Digitally

Admin console | Behavior Cards - Google Drive | Student - Google Sheets

docs.google.com/spreadsheets/d/1idy3ritpwmXGcoTJm5Urm_oWbz7EmtcQzuOQbbLBBUK/edit?gid=24739519

Student

File Edit View Insert Format Data Tools Add-ons Help Last edit was made 3 hours ago by Regina Mongelluzzo

100% \$ % .00 123 Arial 10 B I A

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2	Student:	Weekly	Points Earned				Weekly	Possible Points						
3		Responsibility	COVID Safety	Respect	Tkts		Responsibility	COVID Safety	Respect					
4	Week's Score:	71	0	73	19		93	0	93					
5			Monday				Wednesday					Thursday		
6	Date:	Responsibility	COVID Safety	Respect	Tkts	Date:	Responsibility	COVID Safety	Respect	Tkts	Date:	Responsibility	COVID Safety	Respect
7	HR	3	e	2	1	HR	3	e	3		HR	3	e	3
8	Period 1	3	e	3	2	Period 1	3	e	3		Period 5	3	e	3
9	Period 2	1	e	1		Period 2	0	e	0		Period 6	3	e	3
10	Period 3	3	e	3	1	Period 3	3	e	3		Period 7	3	e	3
11	Period 4	1	e	1		Period 4	3	e	3		Period 8	e	e	e
12	HR	2	e	2		Period 5	3	e	3		HR	e	e	e
13	Points Earned	13	0	12	4	Period 6	3	e	3		Points Earned	12	0	12
14	Pds. Excused	0	6	0		Period 7	3	e	3		Pds. Excused	2	6	2
15	Possible points	18	0	18		Period 8	1	e	1	1	Possible points	12	0	12
16						HR	3	e	3					
17			Tuesday			Points Earned	25	0	25	1		Friday		
18	Date:	Responsibility	COVID Safety	Respect	Tkts	Pds. Excused	0	10	0		Date:	Responsibility	COVID Safety	Respect
19	HR	3	e	3	1	Possible points	30	0	30		HR	3	e	3
20	Period 1	3	e	3	3						Period 5	1	e	1

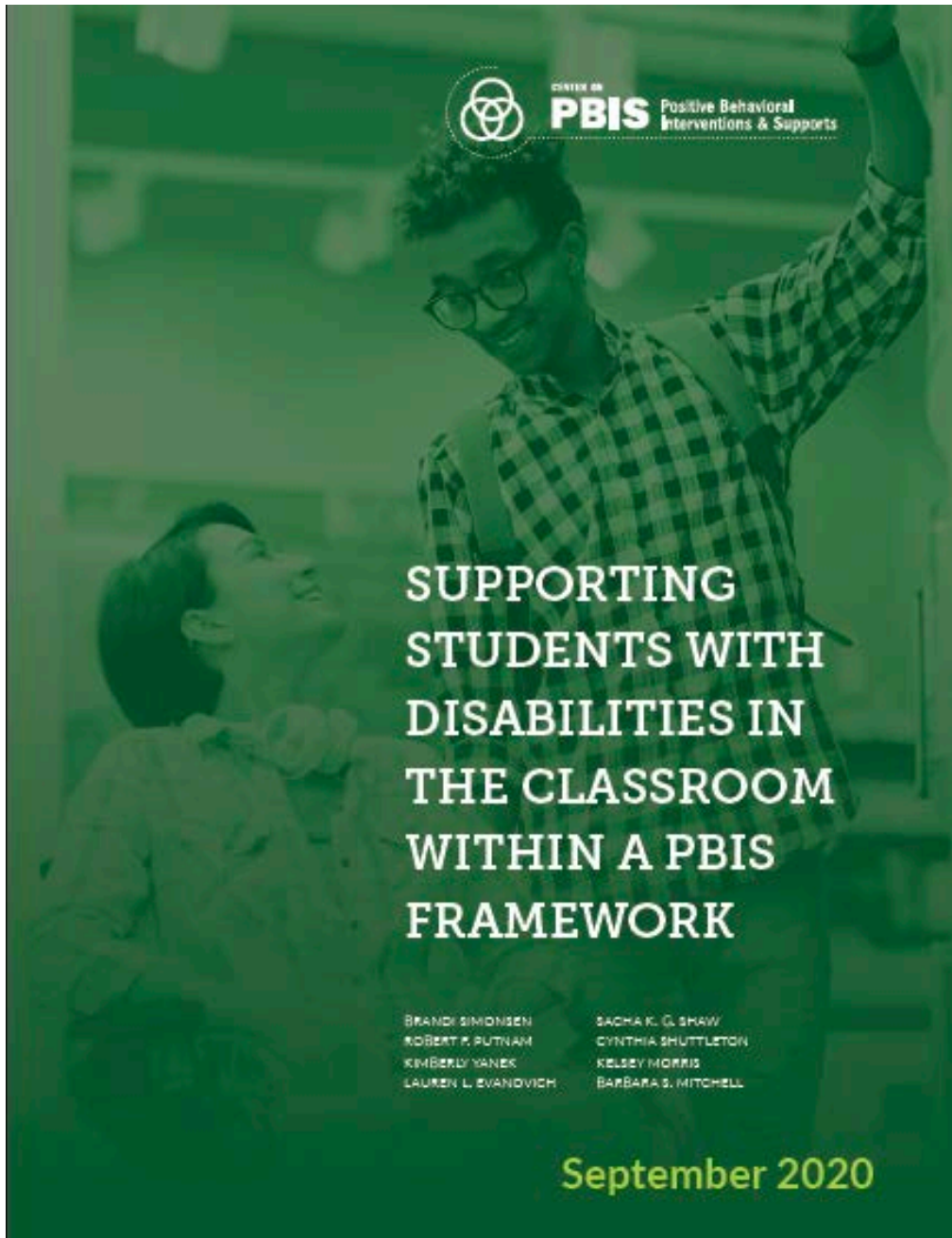
10/12-10/16 10/5-10/9 9/14-9/18 Tickets 9/21-9/25 9/28-10/2 Explore



- Weekly Health and Safety meeting to create culture of support around healthy and safe behaviors specific to infection control
- Continue to support teachers! Find ways to give them breaks and to feel heard.
- HUMOR!
- We are where we are

Let's zoom back (**The Cedarhurst School**





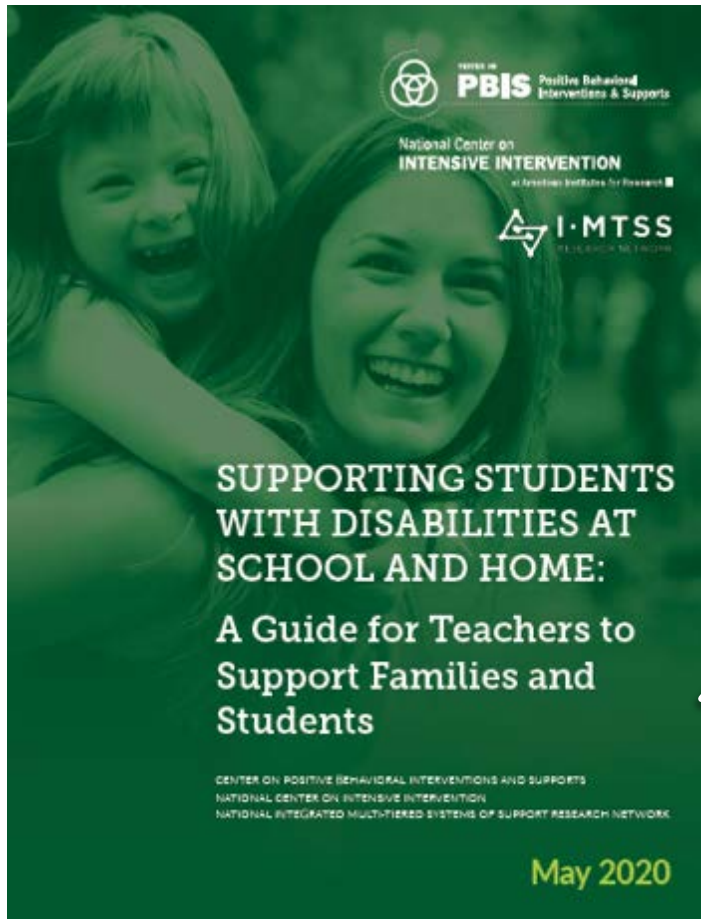
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2. Integrate classroom practices

3. Tier 1 is for all

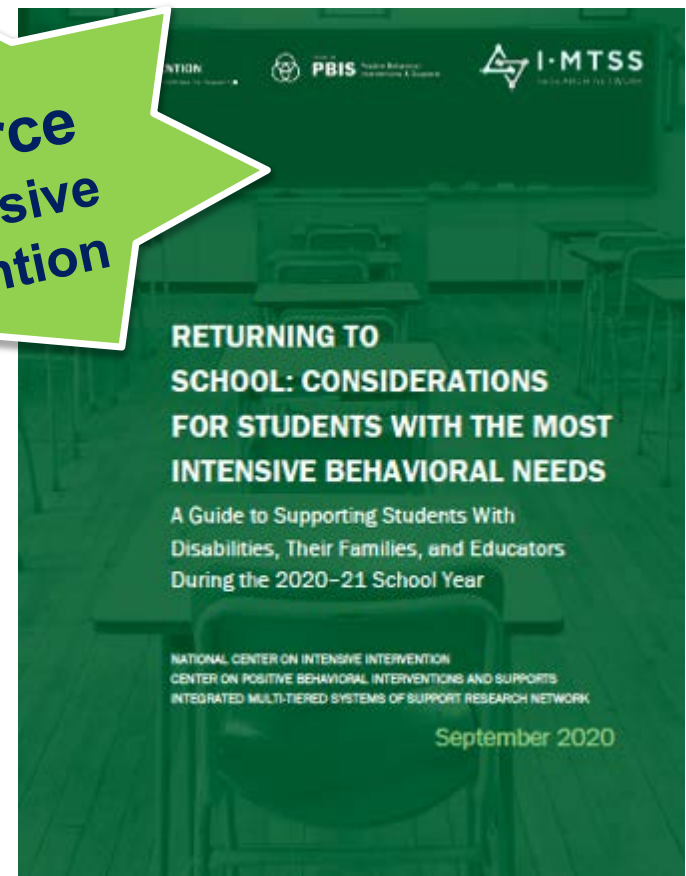
4. All means all



<https://www.pbis.org/resource/returning-to-school-considerations-for-students-with-the-most-intensive-behavioral-needs-a-guide-to-supporting-students-with-disabilities-their-families-and-educators-during-the-2020-21-school-year>

**New
Resource
on Intensive
Intervention**

<https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students>

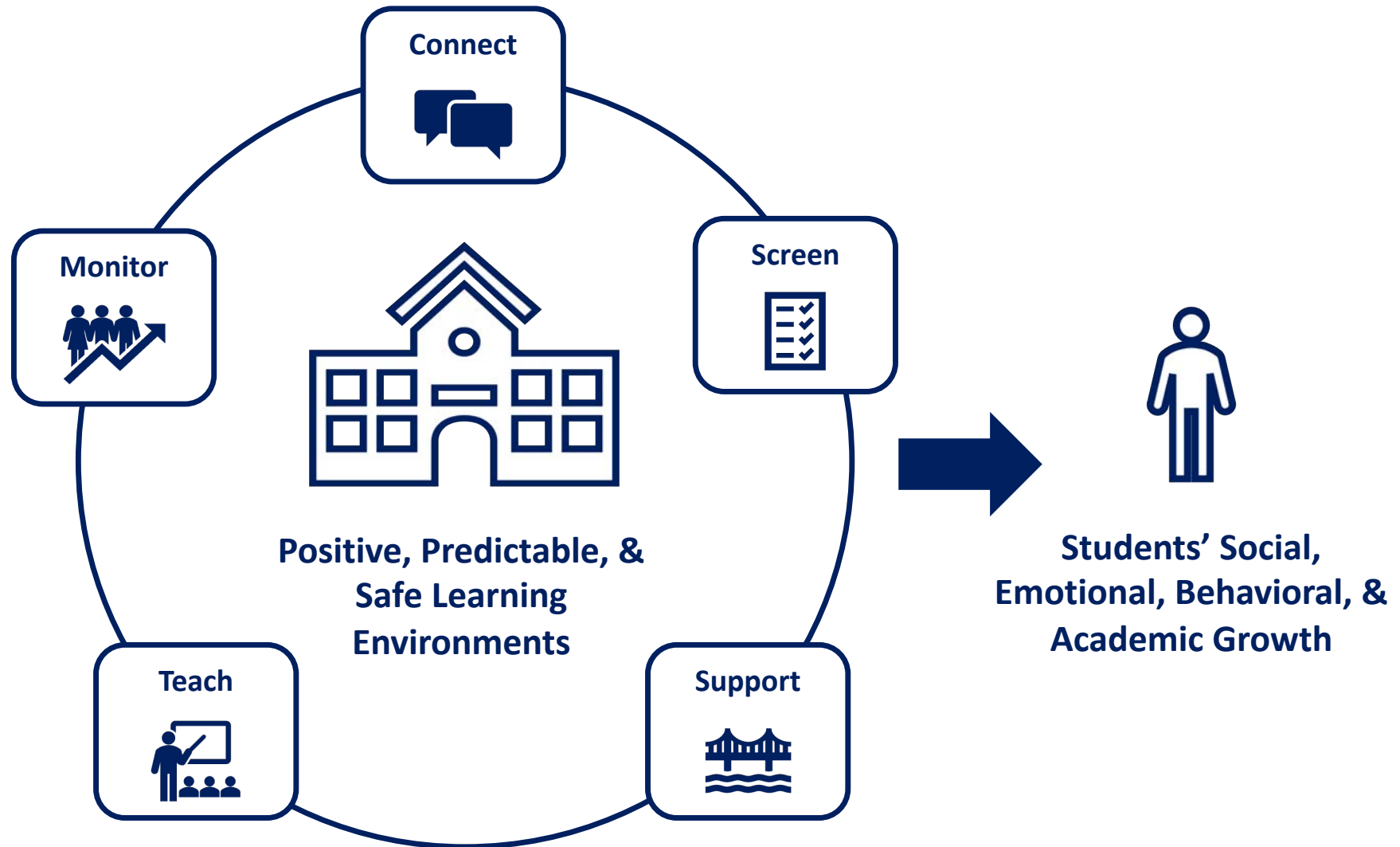


Intervention Strategies

“Top Ten List”

1. Design & adapt the **physical environment**
2. Develop & explicitly teach **routines**
3. Post, define, & teach 3-5 positive **expectations**
4. Promote active **engagement**
5. Provide **prompts**
6. Actively **supervise**
7. Use behavior-specific **praise** & other strategies to acknowledge
8. Use **error correction** & other strategies to respond
9. Use more positives than correctives (**5:1 ratio**)
10. Collect & use **data**

Differentiate or Intensify Critical Practices

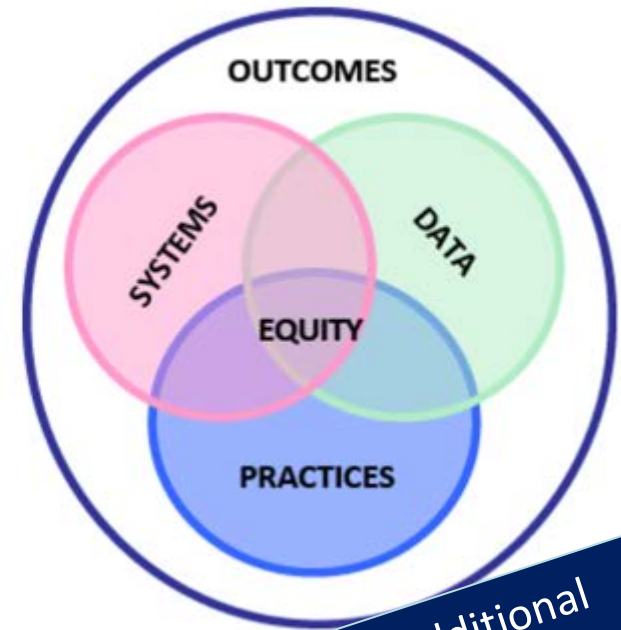


Guiding Principles

Our recommendations are grounded in the **core elements of PBIS and MTSS**.

- Prioritize **equity**.
- Make student **outcomes** central to all decisions.
- Implement a small number of effective, culturally-relevant **practices** well.
- Use **data** to inform all decisions (*screening, progress monitoring, equitable outcomes, and fidelity*).
- Continue to invest in **systems** to support high-fidelity implementation across time.

Please let us know what other resources would be helpful to support your implementation!



1. Provide Support throughout the Implementation Cascade

To maximize student benefit, provide coordinated support and learn from feedback throughout the implementation cascade.

Check Back for Additional Resources throughout the Year



State & District

- State Guide
- District Guide
- Webinars *coming soon*
- State and District Topic



School & Classroom

- School Guide
- Webinar *coming soon*
- School-wide Topic
- Classroom Topic



Family & Student

- Supporting Families with PBIS at Home Practice Brief
- Supporting Students with Disabilities at School and Home Practice Brief
- Family Topic

Please Complete the Session Evaluation to Tell Us What You Thought of This Session A5

Three Ways to Complete:

1) Pathable/Mobile App:

- a. Find the Evaluation Link in the “**Files**” Tab, or
- b. Click on “Evaluations” in the navigation menu

2) Online: click on the link in the Pathable “**Chat**”

<http://bit.ly/NF20-A5>

3) QR Code

