Fortifying Your Framework: PBIS During and After a Global Pandemic

Topic: District/State PBIS
Keywords: Implementation, Alignment, Systems Alignment

Steve Goodman & Brandi Simonsen
## Virtual Forum Expectations

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

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.
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
Tips for Participants

Support is Available

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

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

a. Discuss the **challenges and opportunities** in our current context

b. Describe **critical practices** to support all students

c. Describe how to enhance **systems**

d. Identify **resources** to support implementation at the school, district, and state levels
This page highlights resources to support the use of a multi-tiered systems of support (MTSS) framework to support students, families, and educators during the transitions back to school during and following the global pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.

Returning to School During and After Crisis

CONTEXT
The COVID-19 crisis has already left too many children hungry in America

The Atlantic

EDUCATION

The Pandemic Is a Crisis for Students With Special Needs

Some students rely on schools for the personal, hands-on attention of specialists. What do they do now?

FAITH HILL, APRIL 18, 2020

Experts caution 'covid slide' looming for children out of school

The COVID-19 slide: What summer learning loss can tell about the potential impact of school closures on student academic achievement

April 2020

Dr. Megan Kuhfeld and Dr. Beth Tarasawa

Slowing the slide

Kufeld and Tarasawa at NWEA said they hope their research on potential learning losses will offer insights to think through ways to mitigate the effects of extended school closures right now.

NO SCHOOL

3/16 – 5/5/20*

*SUBJECT TO CHANGE
GUIDING PRINCIPLES
Guiding Principles

Our recommendations are grounded in the core elements of PBIS/MTSS (Figure 1).

- Prioritize equity. MTSS is for all students, families, and educators. Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.

- Make student growth and benefit central to all decisions. Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decisions, including those related to funding, practice selection and implementation (see Hexagon Tool), policy, and professional development.

- Prioritize the most efficient and effective practices. Emphasize practices that are supported by evidence, match the local culture and current context, and promote high-quality implementation across time. Integrate, align, and connect practices within domains: (a) effective environments, instruction, and intervention to support social, emotional, and behavioral (SEB) growth and (b) high leverage academic instruction to support student learning. If a new practice is identified, consider evidence, contextual fit, and feasibility (see Hexagon Tool). Most importantly, do a few important and relevant practices well, that is, with the high degree of accuracy, fluency, durability, and adaptability.

- Use data to inform decisions about (a) which students, families, and educators need which supports (screening); (b) continuing, adjusting, or fading supports for students, families, and educators (progress monitoring); (c) ensuring all students, families, and educators experience benefit (equitable outcomes); and (d) supports are being implemented with fidelity.

- Continue to invest in systems to support high-fidelity implementation across time. Leverage existing leadership teams to guide planning and implementation, and consider efficient and effective means to support educators’ professional learning and wellness within current resources, experience, and expertise.

Rationale

Given this context, we see a strong rationale for (1) providing support throughout the implementation cascade, (2) leveraging what works in existing systems, and (3) going back to basics by focusing on a small number of practices that have the biggest impact and doing them well.
Guiding Principles

Make student growth and benefit central to all decisions.

MTSS is for all students, families, and educators.

Prioritize equity.

Use data to inform all decisions (screening, progress monitoring, equitable outcomes, & fidelity).

Integrate, align, & connect practices.

Implement a small number of effective, culturally-relevant practices well.

Continue to invest in systems to support high-fidelity implementation across time.

Use the MTSS framework to differentiate supports & monitor to ensure equity.
1. Provide Support Throughout the Implementation Cascade

As stated, the ultimate goal of support is student growth and benefit. To realize that benefit, consider how to provide support throughout the implementation cascade. State and regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state. District leadership teams provide training, coaching, and evaluation to support all schools within the district. School leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in classrooms that ultimately support student growth and benefit. At the same time, bi-directional communication creates feedback loops throughout the cascade; for example, educators learn from students and adjust or enhance their classroom practices; and districts communicate needs, resources, and lessons learned to inform state-level systems, as Figure 2 illustrates.

This guide provides recommendations at each level of the implementation cascade (state, district, school, and classroom) for leveraging existing systems (next section) to support implementation of critical practices (following section).

![Figure 2. Implementation cascade from district support to student benefit.](image-url)
• Provide Support within the **implementation cascade**
  
  • **State** and regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state
  
  • **District** leadership teams provide training, coaching, and evaluation to support all schools within the district
  
  • **School** leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in **classrooms** that ultimately support **student** growth and benefit.

• At the same time, **bi-directional communication** creates feedback loops throughout the cascade
LEVERAGE EXISTING SYSTEMS
2. Leverage Existing Systems

To maximize both benefit and efficiency, enhance and adjust existing systems to support implementation. As educators implementing MTSS/PBIS, the Implementation Blueprint® district/state capacity-building graphic® (Figure 3) may be a familiar organizational structure to consider both executive team functions (stakeholder engagement, funding, and alignment, policy, and workforce capacity) and implementation functions (training, coaching, and evaluation) of leadership teams. We recommend state and district leadership teams enhance these elements throughout their response to the public health crisis. See examples in Table 2 and Table 3, respectively.
CRITICAL PRACTICES

Students' Social, Emotional, Behavioral, & Academic Growth
3. Back to Basics: Do What Works, and Do It Well

Given the challenging context, we recommend going “back to basics” by (a) focusing on a small number of evidence-based and culturally relevant practices, across social, emotional, behavioral (SEB) and academic domains, that have an equitable and big impact and (b) doing them well. Figure 4 illustrates the importance of key Tier 1 practice features to create positive, predictable, and safe learning environments that support students’ SEB and academic growth.

Specifically, we recommend that educators connect, screen, support, teach, and monitor.

- **Connect.** Enhance relationships among educators, students, and families to promote effective communication during times of disrupted learning. Check in with students daily and with families regularly to identify support needs as they emerge.

- **Screen.** Formally or informally screen to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns).

*Figure 4. Critical practices to support students’ social, emotional, behavioral, and academic growth*
“Back to Basics”

Positive, Predictable, & Safe Learning Environments

Connect

Monitor

Screen

Teach

Support

Students’ Social, Emotional, Behavioral, & Academic Growth
| Critical Practices | Examples of Practices to Support | Resources

## Social, Emotional, and Behavioral Growth

### Connect
- Use **positive greetings at the door** or at login for remote learning.
- Regularly check-in with students and families, and adapt check-in during periods of remote instruction.
- Build relationships with students, among peers, and with families through purposeful communication.

### Screen
- Select and implement a **SEB Screener** or develop procedures for informal screening (e.g., extant data, family wellness check).
- Regularly review data in school-wide team meetings to make decisions, based on level of risk and other data, to differentiate and/or intensify Tier 1, Tier 2, or Tier 3 support.

### Support
- Design safe environments (e.g., physical distance, planned pathways).
- Develop and teach predictable routines.
- Use a matrix (see Table 7) to define, teach, and prompt positive expectations and key SEB skills within routines for in-person or remote instruction (also see Supporting and Responding to Behavior).
- Maintain a 5:1 ratio (5 positive comments for each negative comment), and consider other strategies, like the student/teacher game, to acknowledge student behavior.

### Teach
- Begin each lesson with a positive reminder of expected behavior and SEB skills.
- Prioritize key SEB skills to emphasize.
- Purposefully integrate instruction in **SEB and academic skills**.
- Actively engage students in instruction.
- Ensure instruction and support is culturally responsive, incorporates student voice, and promotes active civic engagement.

### Monitor
- Collect and use simple data to monitor student engagement and SEB skills.
- Regularly review data to (a) adjust Tier 1 support (if needed) or (b) consider additional supports (Tier 2 or Tier 3) for students with limited skill growth or interfering behavior.

### Student Learning
- Provide structured opportunities for students to use language throughout the day in pairs, small groups, and in whole-class settings to promote connection and oral language development.
- Connect with families regularly to discuss and address issues together.

- Establish a **universal screening protocol** to screen all students for learning difficulties.
- Select and implement academic screening measures with established technical adequacy to identify students for intervention or monitoring.
- Implement consistent data team meetings, as part of a decision-making process, to review screening data, group students appropriately, and differentiate and intensify instruction as needed.

- Ensure that the **master schedule** allocates sufficient time for key academic instruction, including high-quality classroom instruction for all students and supplemental small-group or individualized intervention for students that need additional academic support.
- Incorporate academic routines in matrix.
- Set, visibly post, and refer to learning goals and objectives for all important facets of instruction.

- Prioritize key academic skills.
- Explicitly teach background knowledge to set up for the lesson.
- Provide explicit and systematic instruction at a brisk pace that includes (a) teacher demonstrations, (b) clear and explicit language, and (c) multiple and varied opportunities for all students to respond and participate.
- Engage a gradual release of responsibility (I do, we do, you do), and provide sufficient guided practice before releasing students to work independently.
- Provide consistent, supportive, and corrective feedback during instruction.

- Throughout instruction, collect frequent student group and individual responses to monitor comprehension of lesson content.
- Regularly collect and review progress monitoring data, and use data to inform instructional decision-making, including adjusting tiers of instruction, group size, instructional time, instructional content, and instructional delivery.
New Resource on Intensive Intervention


TABLES TO SUPPORT ACTION PLANNING
<table>
<thead>
<tr>
<th>Key Considerations</th>
<th>Prior to Return to School</th>
<th>Initial Return to School</th>
<th>After Initial Return to School</th>
</tr>
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<tbody>
<tr>
<td>Stakeholder Engagement</td>
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<tr>
<td>Funding and Alignment</td>
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<td></td>
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<tr>
<td>Policy</td>
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<td>Workforce Capacity</td>
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<td>Leadership Teaming</td>
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<tr>
<td>Training</td>
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<td>Coaching</td>
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<tr>
<td>Evaluation</td>
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<tr>
<td>Local Demos</td>
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At the state, district, and school levels, the guide provides considerations for enhancing, adjusting, or adapting implementation of key systems features throughout the school year.
At the district, school, and classroom levels, the guide provides suggestions to adjust, adapt, or enhance your action plan to support implementation of critical practices.

As schools may resume the year in remote, in-person, and/or hybrid models, we provide examples for remote and in-person learning. When hybrid models occur, prioritize actions from each context that maximize strengths of that mode of instruction.
Don’t try to do “all the things” now!

It’s OK…

_beyond OK, it’s necessary_

…to pick a small number of actions to prioritize

Caution
Thinking Required
FOCUS ON STATE & DISTRICT SYSTEMS
What I learned during this pandemic: Implications for our work

• Programs and systems are not as solid as we might think
• A divided community diverts energy needed for problem solving

So we need to...

• Communicate strategically with transparency
• Rely on science and evidence
• Demonstrate and document successful outcomes
Current Crisis Effects on Progress

• Our most vulnerable students are especially impacted by the disruptions and stressors associated with our “current normal”.

• We can extend this concept to our most vulnerable educational systems (i.e., districts, schools). Previous MTSS investments in these systems are exceeding fragile.

• Yet, it crucial to continue our focus on implementing quality MTSS to promote effective environments and student success.
Possible impact of COVID-19 disruptions on weakening systems to support implementation of MTSS

MTSS implementation efforts

COVID-19 disruptions

Moderating effects based on the quality and stability of systems pre-COVID and ability to keep sufficient systems in place during and after disruptions

Competing demands on priority and focus

Less capacity and resources to support MTSS

Poorer quality of implementation

Student outcomes not realized

Potential for less investment in MTSS when not seeing desired results
## Threats, Opportunities, Weaknesses, Strengths (TOWs) Analysis

### Given Transition to “New Normal”

| Threats (external conditions, that if we ignore, may diminish our value or ability to be relevant or useful) | • Physical distance; and intense stress, illness, and trauma for some.  
• Gaps among students will be larger than ever before due to disruption in instruction and unequal access to instruction  
• Educators may be placed into difference roles/functions due to layoffs related to budget cuts  
• Less resources available for training, coaching, and technical assistance  
• Emphasis on providing educational basics (not necessarily PBIS) |
| --- | --- |
| Opportunities (external conditions that we can act upon or leverage to improve value we add to our receivers) | • Provide a flexible approach to professional learning that is more tailored to need and context  
• Emphasize on an integrated/interconnected approach that focuses on effective school climates, address social emotional concerns, and high leverage academic instructional practices.  
• Develop iterative Plan-do-study-act cycles to better understand what is working and what can be improved |
| Weaknesses (Internal liabilities of our Center, within our control) | • Not set up to do this type of work in response to context of “current normal” (experience, interconnected competencies, remote learning)  
• Little or no precedent to build upon from previous experience  
• May need to allocate personnel to address changing priorities who are currently assigned to other priorities |
| Strengths (Internal assets of our Center, within our control) | • Ability to allocate resources and align policy to support implementation efforts  
• Can build upon existing systems and structures to support fidelity of implementation  
• Capable, competent staff who are motivated to make a difference |
Contribution for MTSS Implementation at the State Level

• The State Education Agency plays a critical role to develop and support local capacity for MTSS that is implemented with fidelity, sustained, and scaled across the state.

• Refocusing and strengthening investment in local capacity helps to address the current unique context faced by districts and schools.
Framework for Addressing Practice and Supports

Contextual Focus

Level of the System

Educational Practices

Supporting Infrastructure

Classroom  Grade Level  School  District  Region  State

Focus on Practices  Focus on Support
# SEA Supports for PBIS Implementation

<table>
<thead>
<tr>
<th>Features</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance</td>
<td>Direction, information, policy, and procedures to advise implementation of PBIS. This includes providing clear understanding of what it is and why it is important.</td>
</tr>
<tr>
<td>Resource and Materials</td>
<td>Tools, materials, funding that support and enhance and make it easier to implement PBIS.</td>
</tr>
<tr>
<td>Coordination</td>
<td>Making connections between policy and PBIS practice. Ensuring that communication and expectations are leveraged and aligned between state agency and schools and districts.</td>
</tr>
<tr>
<td>Invest in local capacity</td>
<td>Purposeful development of regional and district level structures and supports for PBIS implementation with fidelity. This includes the development of local teams to manage implementation, trainers and coaches for skills development and evaluation for continuous improvement.</td>
</tr>
</tbody>
</table>
Conceptual Influence on Impact of Implementation

- **Selection**
  - State
  - District
  - School

- **Fidelity**
  - State
  - District
  - School

- **Sustainability**
  - State
  - District
  - School

- **Scalability**
  - State
  - District
  - School

Amount of Influence vs. Feature of Implementation
## Alignment of Effort

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>Level of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Relationship between students and teachers at the school level.</td>
</tr>
<tr>
<td>School</td>
<td>Level of Intervention</td>
</tr>
<tr>
<td>Local Educational Agency</td>
<td>Level of Implementation (providing Management and Resources)</td>
</tr>
<tr>
<td>Regional</td>
<td>Level of Support (providing technical assistance)</td>
</tr>
<tr>
<td>State</td>
<td>Level of Coordination</td>
</tr>
</tbody>
</table>
Needs of an Educator to Implement PBIS Practices Effectively within the Workplace

<table>
<thead>
<tr>
<th>Necessary components for supportive environments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Need to know what to do, how to do it and why I should be doing it</td>
</tr>
<tr>
<td><strong>B</strong> Need to have the time, materials and effective procedures to do it</td>
</tr>
<tr>
<td><strong>C</strong> Need to know how well I am doing, recognition by others that I am doing it, and can see impact on students</td>
</tr>
</tbody>
</table>

School Leadership Team helps provide foundation

District Leadership Team strengthens and enhances

The basic foundation for this is provided by the school leadership. The district can greatly augment by communicating importance with the district, providing additional supports and removing challenges (reducing restraining forces) from the district level that can further facilitate effect implementation.
Sailing Stones of Death Valley
Recommendations

• Go back to basics, what is smallest thing you can do to get the impact and do it well

• Select a few practices that high confidence of success based on needs of individuals, and context of your setting, your capacity to implement well
Our Best Advice

- Teaching and utilizing routines, both social and academic, have been shown to increase positive climates and increase student success during normal times.
- These routines become even more powerful in a climate of uncertainty such as now, as they provide a safe, predictable, and supportive environment where students know what it takes to be successful and have the skills to be so.
Promoting Equitable and Meaningful Outcomes

Positive school climate motivates students (and educators) to be in school and promotes environments conducive to learning.

Helps address personal challenges experienced during educational disruptions and return to school, creating a mindset for learning.

Home/school partnerships are essential in moving forward to address our current normal and ensuring student progress.

Effective instruction addresses learning affected by the “COVID slide” and missed educational opportunities.

Integrated and aligned

Effective Environments

Social Emotional Well Being

Family Engagement

High Leverage Instruction
Positive and Effective Environments

- Identify behavior expectations in current normal
- Teaching behavior expectations
  - Examples
    - Be Respectful (show kindness, not harass others who cough or have different racial background)
    - Be Safe (wash hand, cough in elbow, social distance)
- Acknowledge and specific praise for following expectations
<table>
<thead>
<tr>
<th>We are...</th>
<th>Entering Class</th>
<th>Teacher-led Whole Group Instruction</th>
<th>One-on-One Instruction</th>
<th>Small-Group Activities (Breakout Rooms)</th>
</tr>
</thead>
</table>
| **Safe**  | • Choose a distraction-free space  
             • Use equipment as intended  
             • Use kind words and faces  | • Ask in chat if you need help  
                               • Use kind words and faces  | • Use kind words and faces  | • Use “stop-talk” when you hear disrespect  
                               • Encourage others to participate  
                               • Use kind words and faces  |
| **Respectful** | • Video on at all times  
                       • Audio off  
                       • Use chat with classmates for first 5 minutes  | • Video on at all times  
                               • Audio off  
                               • Answer questions in chat box on cue  
                               • Answer polls promptly  | • Video on at all times  
                               • Audio on  
                               • Listen attentively  
                               • Answer questions out loud on cue  | • Video on at all times  
                               • Audio on  
                               • One speaker at a time: wait or use chat to respond when others are talking  
                               • Respect others’ cultures, opinions, and viewpoints  |
| **Responsible** | • Be on time and ready to learn  
                       • Start class charged or plugged in  
                       • Have materials ready  | • Ask questions (voice or chat) when you have them  
                               • Be present – avoid multitasking  | • Ask questions out loud when you have them  
                               • Try your best  
                               • Be present – avoid multitasking  | • Encourage each other to stay on topic  
                               • Complete the work together  
                               • Use “Ask for Help” button if you have questions  
                               • Be present – avoid multitasking  |
CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

GUIDANCE ON ADAPTING CHECK-IN CHECK-OUT (CICO) FOR DISTANCE LEARNING
Social-Emotional Well Being

• Help student identify their feelings/emotions
• Provide coping skills and strategies to address
  – Stress, anxiety
  – Connection to community
High Leverage Academic Instruction

• Structured instruction and routines (I do, We do, You do)

• Active Participation (opportunities to respond)

• Specific Feedback
Family Engagement

- Relationship building
- Communication
- Collaborative partnership to support learners
Why we Promote PBIS/MTSS...

- We know that:
  - PBIS/MTSS is an effective framework to differentiate research informed supports matched to student need
  - PBIS/MTSS is also an efficient way to allocate and leverage limited resources
  - This efficiency is potentially increased through an integrated PBIS/MTSS approach
  - Given our current disruptions and the crisis affecting our priorities, focus, and resources implementation efforts; need for efficiency is even more important
Multi-Tiered Supports during COVID-19 Pandemic

Layering Tiers of Supports

- Tier 1 Supports: For all students
- Tier 2 Supports: For some students
- Tier 3 Supports: For a few students

• Tier 1 supports requires increased focus and precision, reflecting the needs all student who have missed out on educational programing, social interaction and relationships
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.

1. Provide Support throughout the Implementation Cascade

To maximize student benefit, coordinate support and learn from feedback loops throughout the implementation cascade.

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 let us know what other resources would be helpful now & throughout the year!

Silver Lining Effects

• Opportunity to redesign system
• Accelerated an interconnected approach
• Value of Community Wide approach
  – School systems central to healing
  – Can NOT do it alone
  – Voices and input from members required
• Continuous adjustments in real time
  – Agile, creative, patient, compassionate
A change in strategy without a change in vision (and mission).

– Eric Ries
Please Complete the Session Evaluation to Tell Us What You Thought of This Session B1

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-b1

3) QR Code