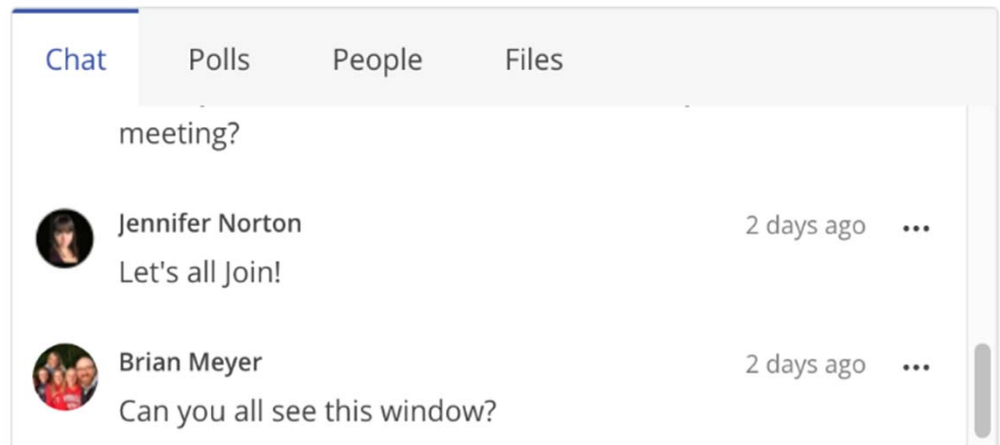




Welcome!

- As we prepare to start, please feel free to share in Chat:
 - Name, School district/SEA/organization



Strand Overview

D: Equity in School Discipline

D1: Establishing Commitment to Equity in School Discipline: Starting with District Systems to Ensure Implementation

Kent McIntosh, University of Oregon; Tabathia Baldy, Colquitt County Public Schools (GA)

D2: Centering Equity in School Discipline

Ruthie Payno-Simmons & Beth Hill, Michigan's MTSS Technical Assistance Center

D3: Beginning to Embed Culturally Responsive Practices into Your School Universal Practices

Milaney Levenson & Kent Smith, Wisconsin Rtl Network; Jennifer Rose, Loyola University (IL)

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"> ✧ Ensure Files Tab has current materials and related weblinks 	<ul style="list-style-type: none"> ✧ Monitor and remove inappropriate comments 	<ul style="list-style-type: none"> ✧ Identify common Qs to address in final 15 minutes



Tips for Participants

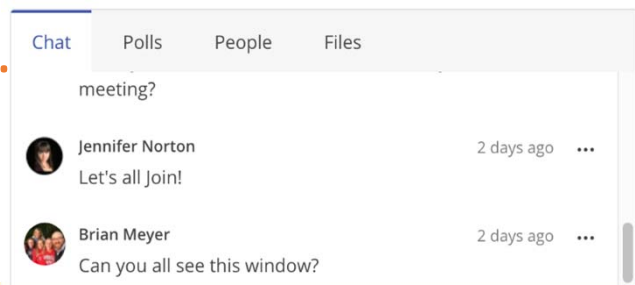
Chat, Polls, and Q&A

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

1.



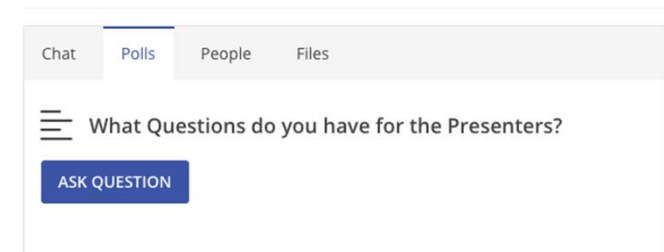
2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

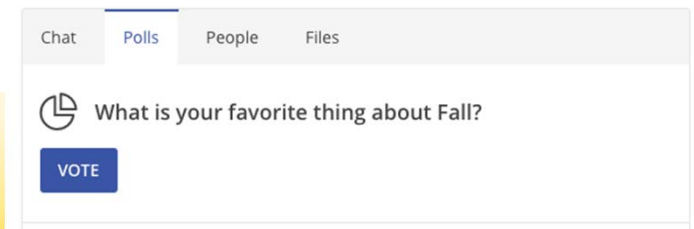
3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



3.



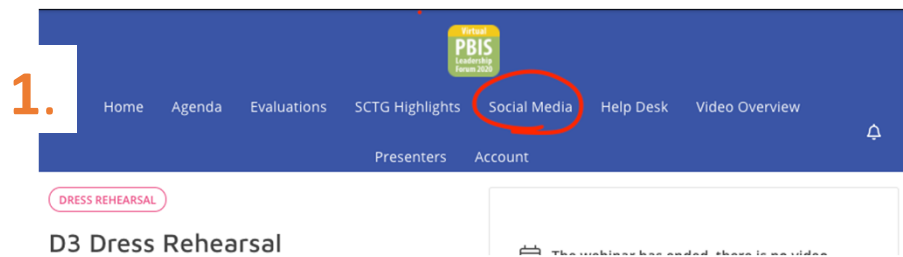
Virtual PBIS Leadership Forum

Tips for Participants

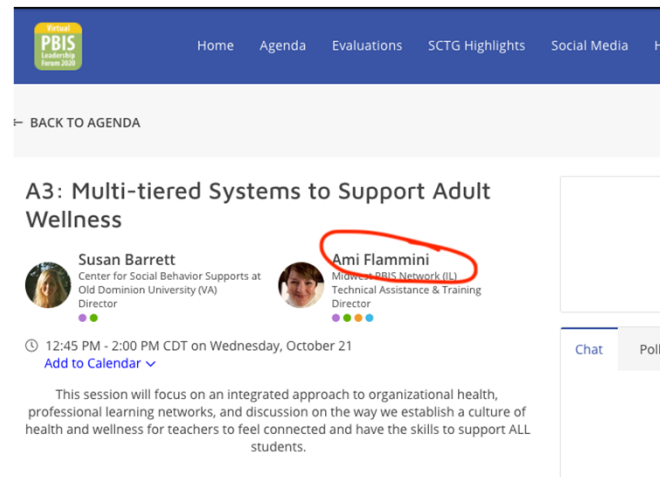
Be careful of accidentally navigating away

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



2.



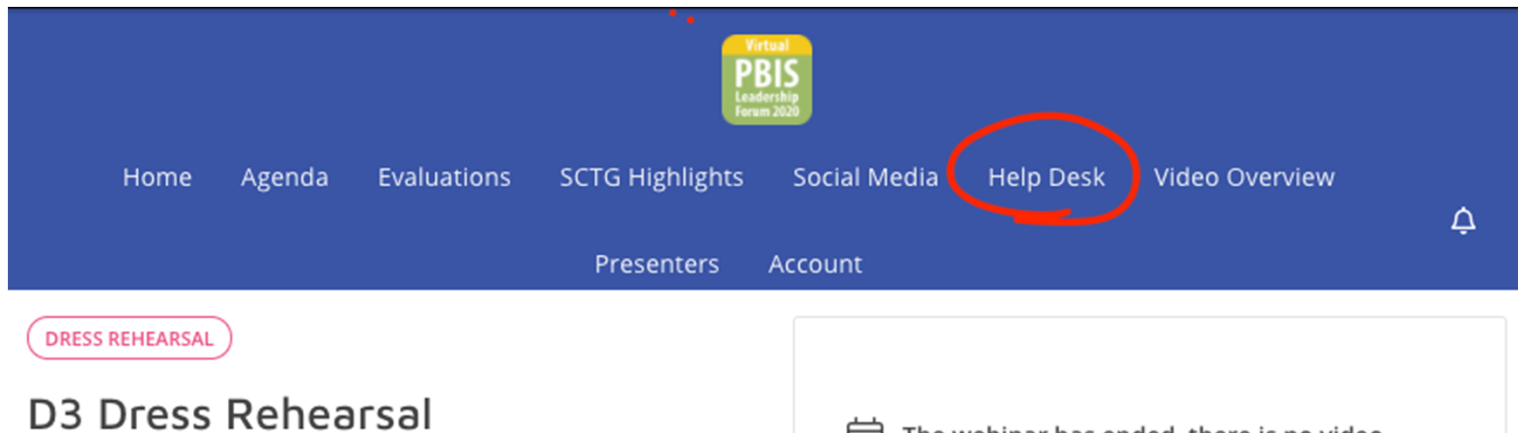
Virtual PBIS Leadership Forum

October 21-23, 2020

Tips for Participants

Support is Available

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



Virtual PBIS Leadership Forum

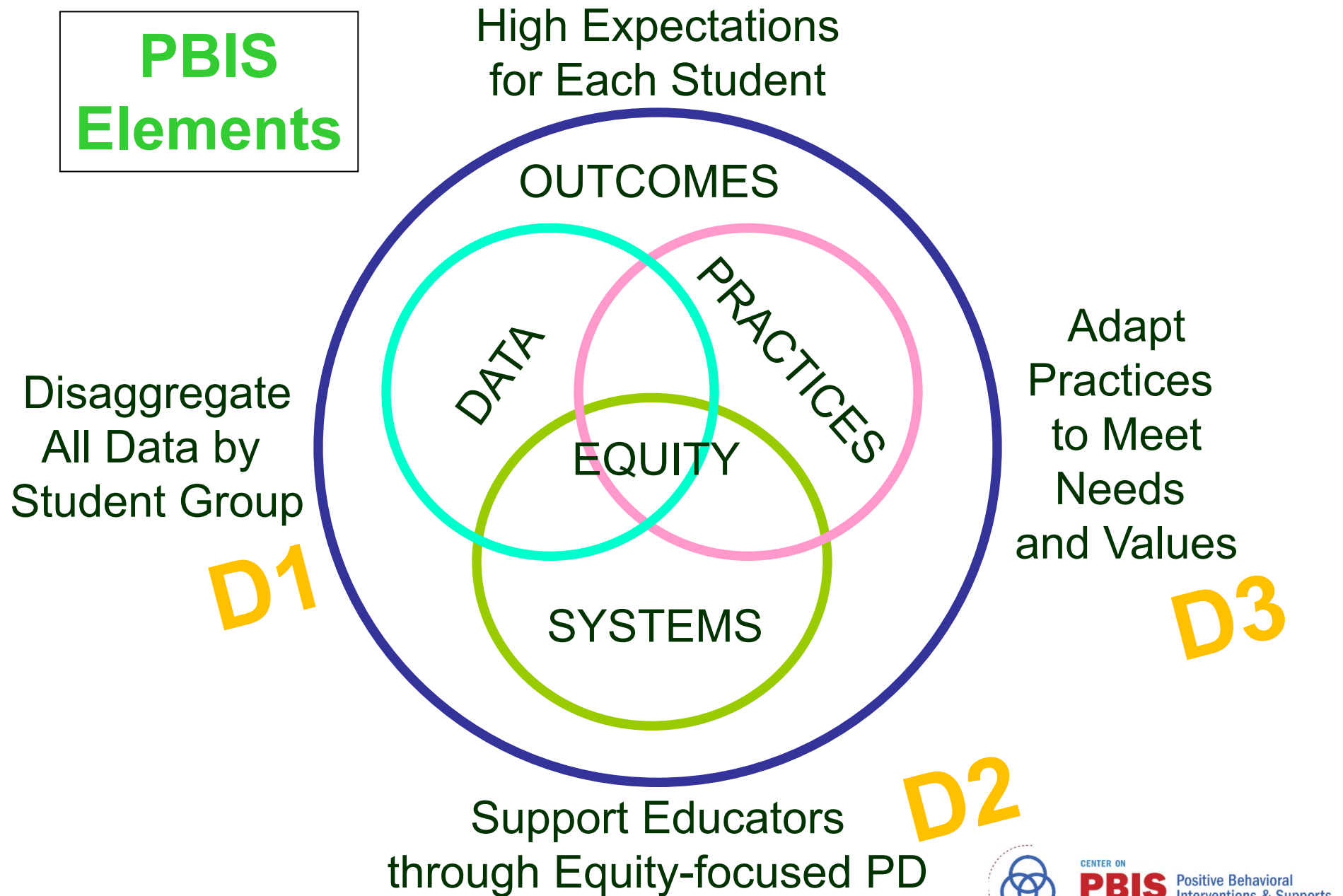
October 21-23, 2020

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?

PBIS Elements





Acknowledgements



■ Center on PBIS Equity Workgroup (2020-21)

- | | |
|---|---|
| <input type="checkbox"/> Alexandria Muldrew | <input type="checkbox"/> Kent McIntosh |
| <input type="checkbox"/> Tabathia Baldy | <input type="checkbox"/> Mark McKechnie |
| <input type="checkbox"/> Aaron Barnes | <input type="checkbox"/> Heidi von Ravensberg |
| <input type="checkbox"/> Kimberly Bunch-Crump | <input type="checkbox"/> Ruthie Payno-Simmons |
| <input type="checkbox"/> Erin Chaparro | <input type="checkbox"/> Jennifer Rose |
| <input type="checkbox"/> Bert Eliason | <input type="checkbox"/> Therese Sandomierski |
| <input type="checkbox"/> Erik Girvan | <input type="checkbox"/> Maria Santiago-Rosario |
| <input type="checkbox"/> Ambra Green | <input type="checkbox"/> Kent Smith |
| <input type="checkbox"/> Beth Hill | <input type="checkbox"/> Keith Smolkowski |
| <input type="checkbox"/> Tamika La Salle | <input type="checkbox"/> Russell Skiba |
| <input type="checkbox"/> Milaney Leverson | <input type="checkbox"/> Kim Yanek |

D1 - Establishing Commitment to Equity in School Discipline

Lead Presenter:

Kent McIntosh, University of Oregon

Exemplar Presenter:

Tabathia Baldy, Colquitt County Schools, GA

- **Topic: Equity**
- **Keywords: Tier 1, Climate, Implementation**

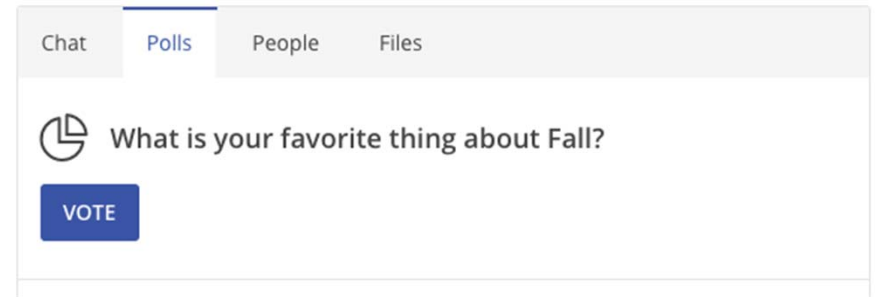


Virtual PBIS Leadership Forum

October 21-23, 2020, Chicago, IL



Polls on Roles



- 1. What is your level?
 - ☐ School, District, Region, State, Federal
- 2. What is your role?
 - ☐ Teacher, EA, or related services
 - ☐ School administrator
 - ☐ District trainer or coach
 - ☐ District administrator
 - ☐ State or regional trainer or coach
 - ☐ Other



Learning Objectives

- By the end of this session, you should be able to:
 - A. Share results regarding the effects of PBIS on racial equity in school discipline
 - B. Describe elements of a equity-focused PBIS approach
 - C. Identify common errors in implementation
 - D. Take steps to build district commitment for equity in school discipline



Ground Rules

- Ask questions throughout
- Speak your truth
- Make no assumptions but good intentions
- Get comfortable with discomfort

(Adapted from Singleton, 2015)



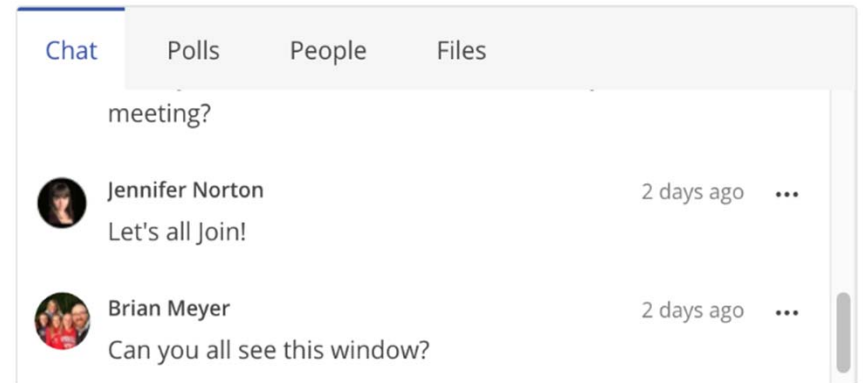
Why do we do this work?

- Tanisha Anderson
- Michael Brown
- Tamir Rice
- Gabriella Nevarez
- Akai Gurley
- Eric Garner
- Janisha Fonville
- Freddie Gray
- Michelle Cusseaux
- Alton Sterling
- Philando Castile
- Botham Jean
- Stephon Clark
- Aura Rosser
- Atatiana Jefferson
- Breonna Taylor
- Ahmaud Arbery
- George Floyd
- Rayshard Brooks
- Jonathan Price



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Chat: What is your WHY for this work?





Overview of this Session

1. Share **effects of PBIS** on racial equity in school discipline
2. Describe key components of an **equity-focused PBIS approach**
3. Share learning from a case study of **district implementation**

Handouts: <http://www.pbis.org>



Effects of PBIS on Disciplinary Equity



Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

Kent McIntosh, Cody Gion, & Eoin Bastable
University of Oregon

Racial and ethnic disproportionality in school discipline is an enduring and wide-scale problem facing schools in the United States (Skiba et al., 2011). Students of color, particularly Black/African American, Hispanic/Latinx, and Native American students, have been shown to be up to 4 times more likely to be suspended than White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2015). These findings are especially concerning because receipt of suspensions is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2013), including lower academic achievement (Davis & Jordan, 1994), future disciplinary action (Arcia, 2006; Mendez & Knoff, 2003), and future juvenile justice involvement (Fabelo et al., 2011). In response to these disparities, educators are seeking effective approaches to reduce racial disproportionality in school disciplinary outcomes (Skiba & Losen, 2016).

One common approach to reduce the overall use of exclusionary discipline is school-wide positive behavioral interventions and supports (SWPBIS). SWPBIS is a multi-tiered framework implemented in over 25,000 schools for supporting the implementation of evidence-based practices within schools to improve social and learning environments for students (Center on Positive

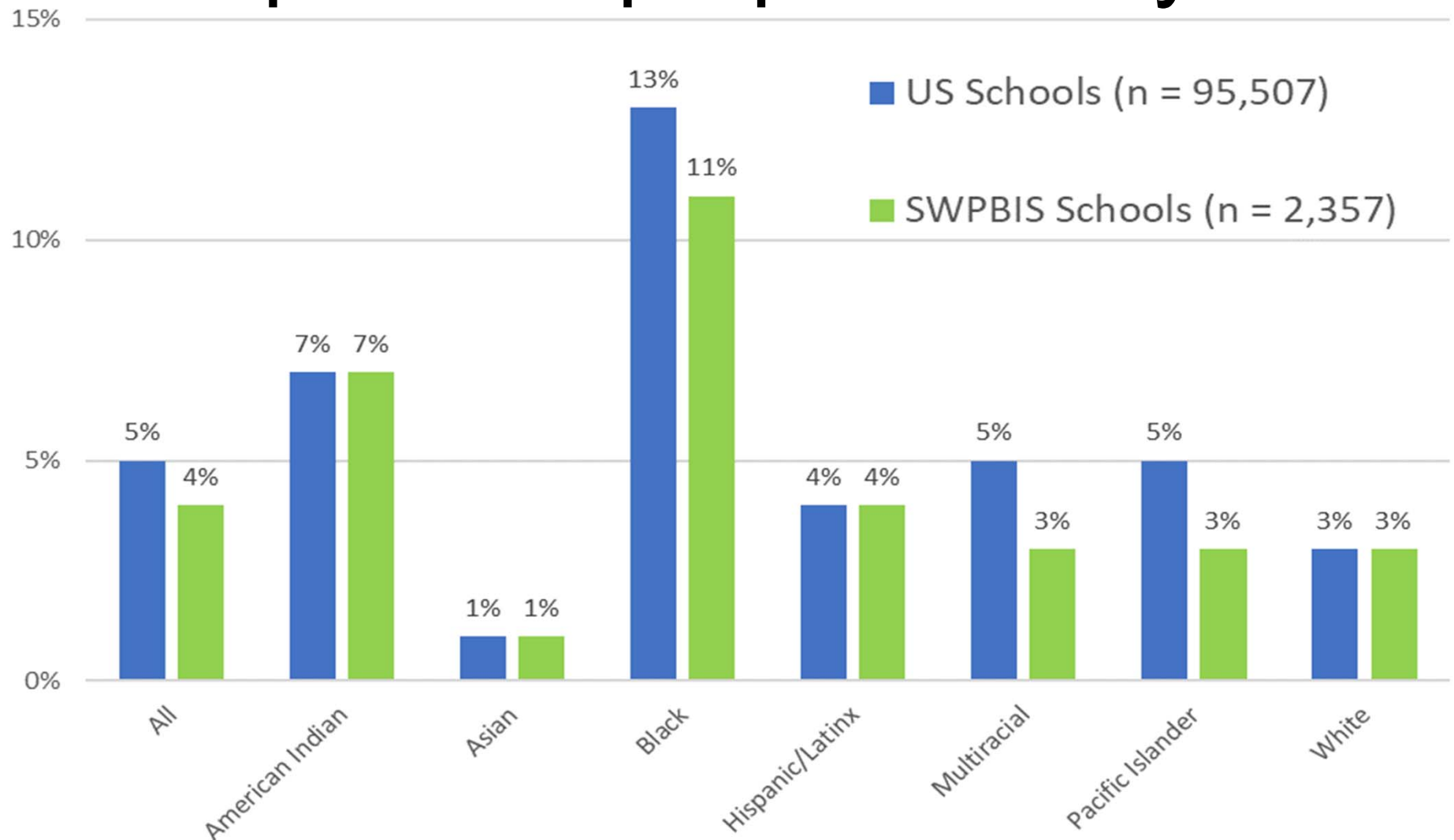
Behavioral Interventions and Supports, 2018; Horner & Sugai, 2015). SWPBIS focuses on improving behavior by teaching students prosocial skills and redesigning school environments to discourage problem behaviors (Sugai & Horner, 2006). Multiple trials have shown that SWPBIS significantly reduces both antisocial behavior of students and the use of exclusionary discipline by school personnel

<https://www.pbis.org/topics/equity>



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Effects of PBIS on Discipline Disproportionality





Which PBIS Features are Most Predictive of Equity?

- Significant predictors of decreased disproportionality:
 - **Regular use of data for decision making**
(Tobin & Vincent, 2011)
 - **Implementation of classroom PBIS systems** (Tobin & Vincent, 2011)
 - **Use of formal reward systems**
(Barclay, 2017; Tobin & Vincent, 2011)



A 5-point Intervention Approach to Enhance Equity in School Discipline

A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & Mcloughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

Components of Effective Intervention to Prevent and Reduce Disproportionality

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Collect, Use, and Report Disaggregated Discipline Data

Any school or district committed to reducing disproportionality should adopt data systems that allow disaggregation of student data by race/ethnicity and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals



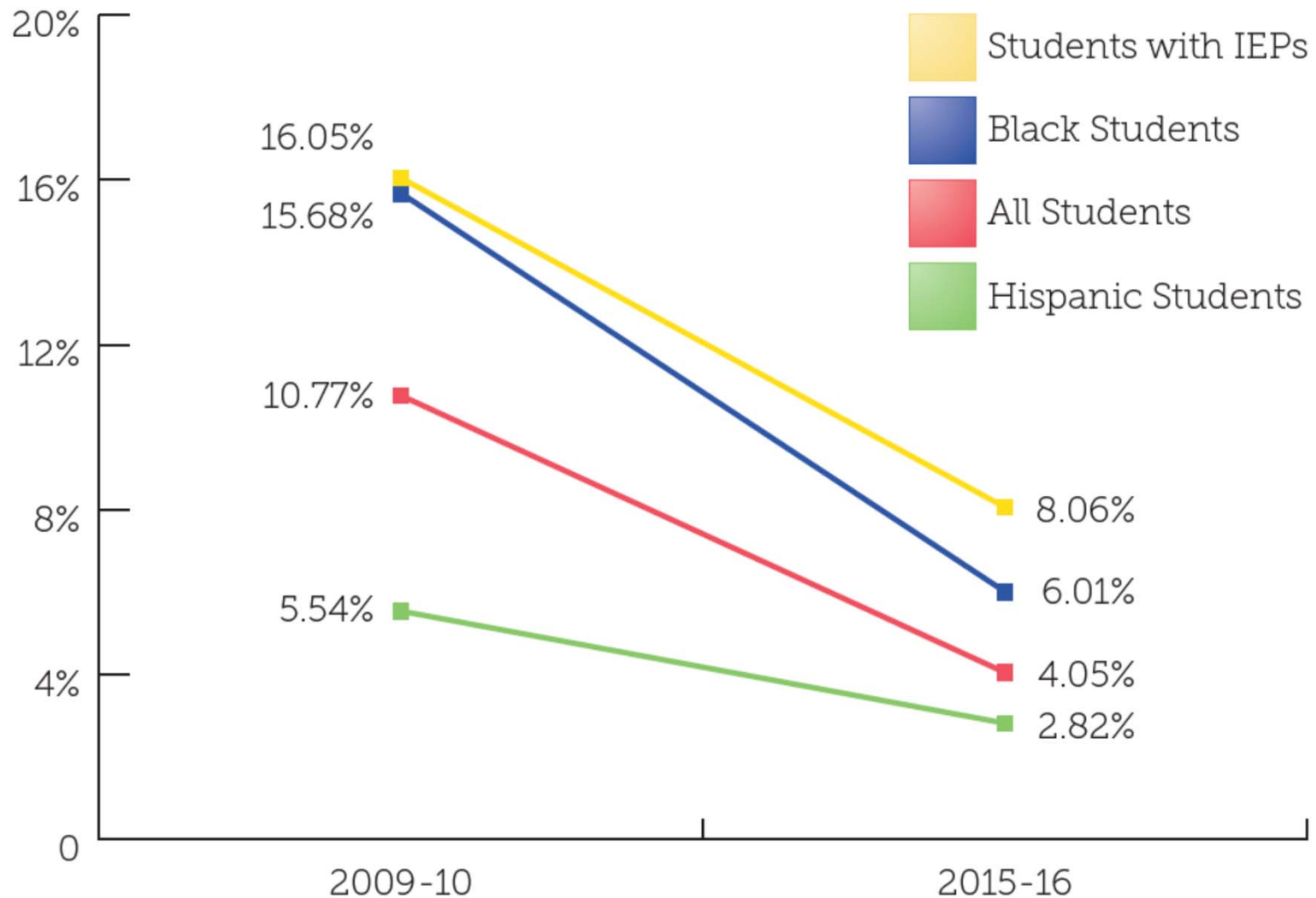
Effects of Equity-focused PBIS on Discipline Gaps

- Fox et al., in press
- Gion et al., 2020
- McIntosh et al., 2018
- McIntosh et al., in press
- Payno-Simmons, in press
- Swain-Bradway et al., 2019



Effects of PBIS on Out of School Susps

(WI Schools Implementing PBIS; Swain-Bradway et al., 2019)

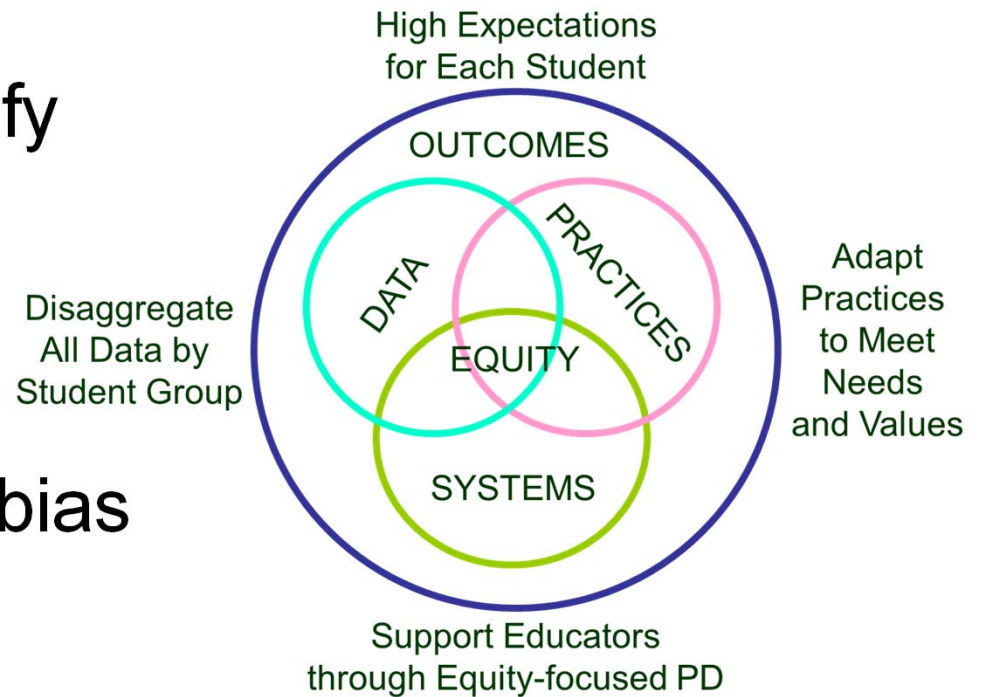




What is an Equity-focused PBIS Approach?

- Using the **PBIS framework** to use school discipline data to increase **Racial equity** through:

- **A**ssess data to identify root causes
- **C**ulturally responsive behavior strategies
- **T**each about implicit bias and strategies to neutralize it





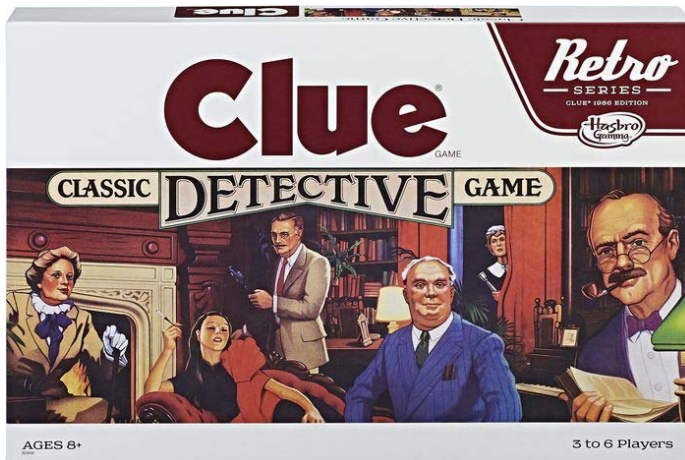
Assess data to identify root causes

- Assess racial inequities in:
 - Discipline data (e.g., ODR, ISS, OSS)
 - School climate perceptions
- Identify possible causes of inequities
 - Assess PBIS systems
 - Fidelity
 - Hidden biases in systems
 - Conduct surveys and walkthroughs
 - Identify VDPs and EDPs



What is a Vulnerable Decision Point (VDP)?

- A specific decision that is more vulnerable to effects of implicit bias
- Two parts:
 - Elements of the situation
 - The person's decision state (internal state)





What is an Equitable Decision Point (EDP)?

- A specific decision situation that school data shows is not influenced by bias

Culturally responsive behavior strategies

CORE PRACTICES of school- wide PBIS

1

DEFINE

school-wide
expectations (i.e.,
social competencies)

2

TEACH & PRACTICE

expectations

3

MONITOR & ACKNOWLEDGE

prosocial behavior

4

PROVIDE INSTRUCTIONAL CONSEQUENCES

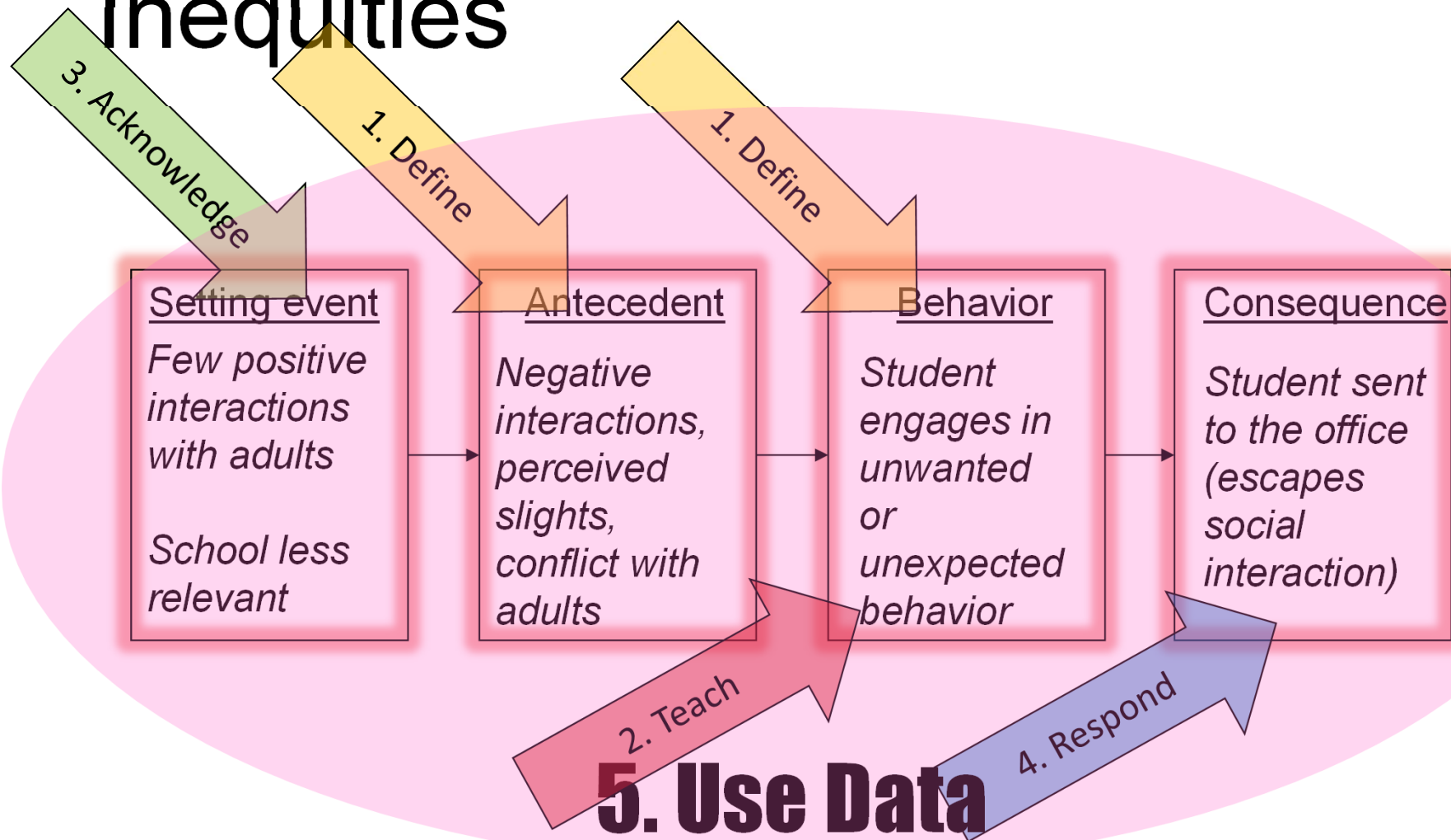
for unwanted behavior

5

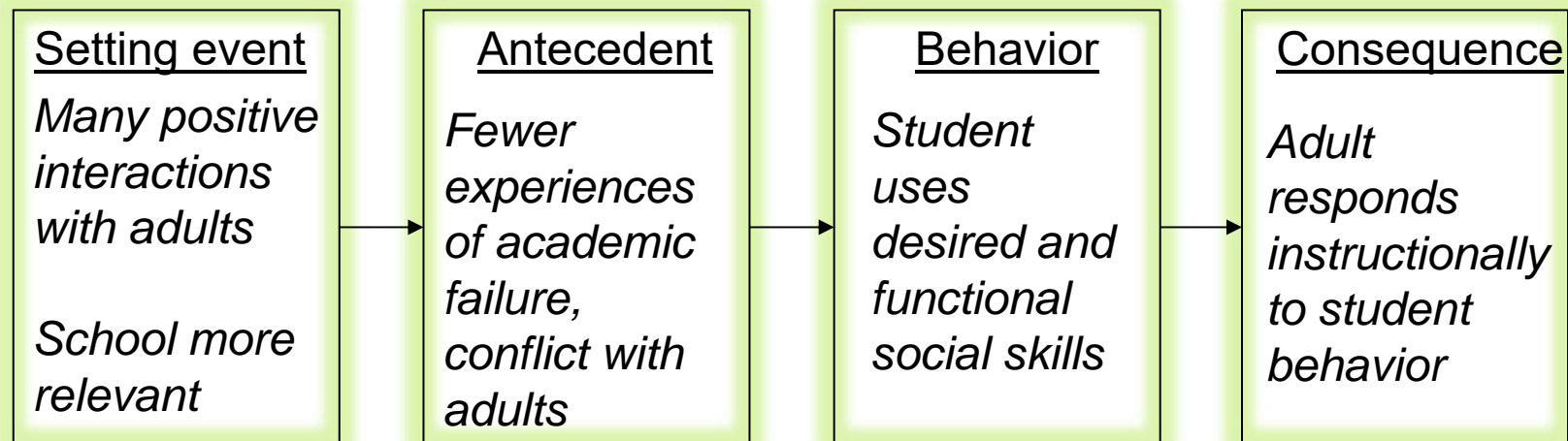
MAKE DECISIONS

based on information
collected

Coercive Cycle of Inequities



Constructive Cycle of Increasing Equity



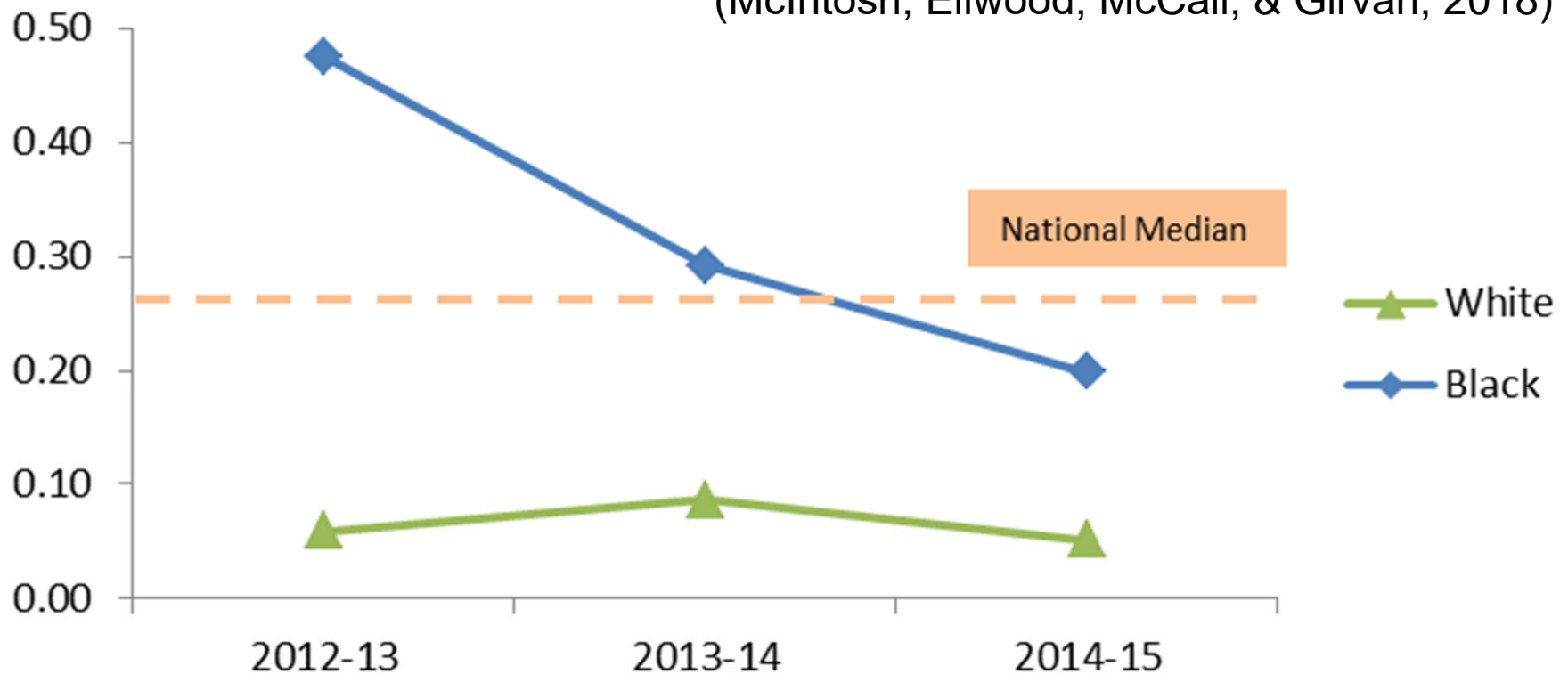


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Initial ReACT Findings: School-wide Case Study

Office Discipline Referrals Per Day Per 100 Students

(McIntosh, Ellwood, McCall, & Girvan, 2018)





Initial ReACT Findings: Classroom Single-Case Study

1. Increase in teacher rates of praise for Black students
2. Decrease in teacher rates of reprimands for Black students
3. Racial equity in office discipline referrals
4. Rated as socially valid

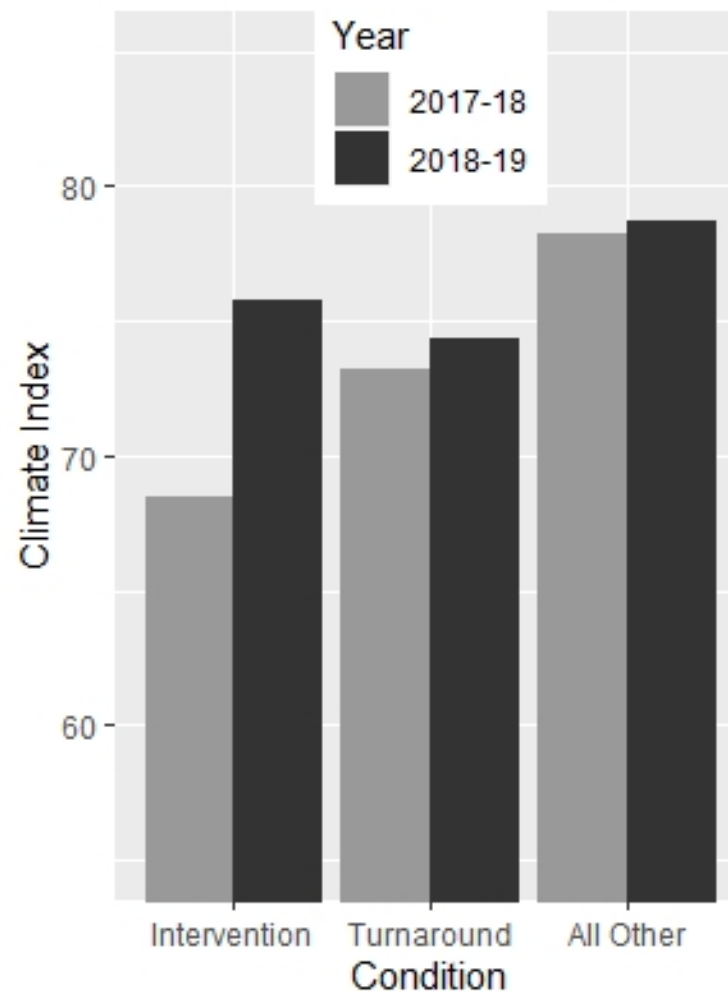
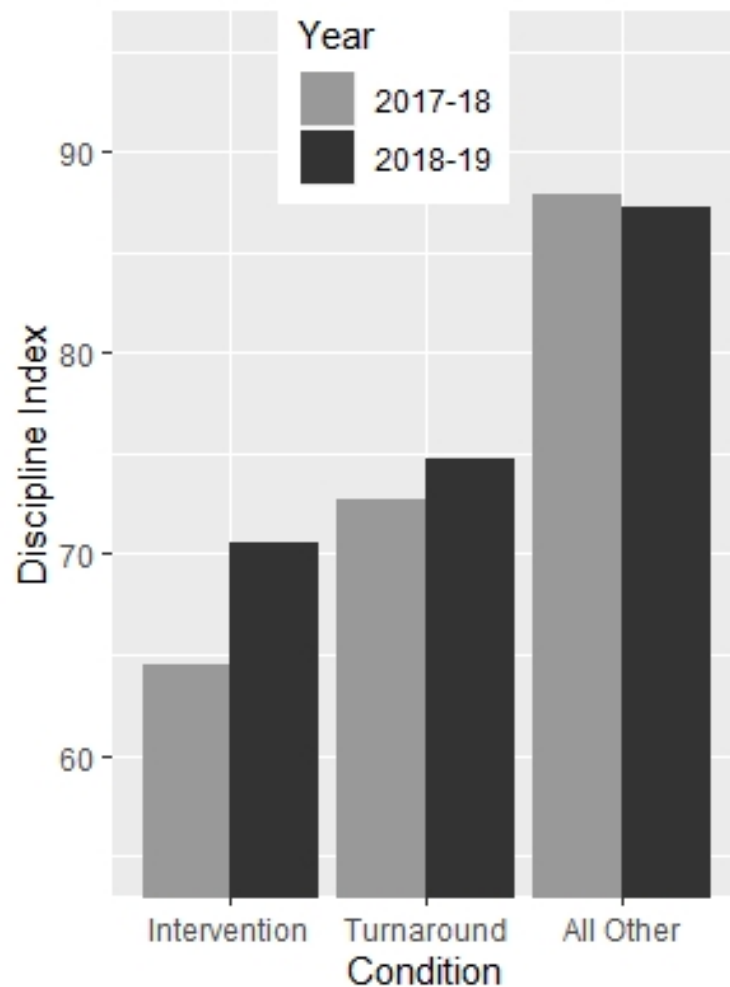
(Gion et al., 2020)



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Initial ReACT Findings: Quasi-experimental Study

(McIntosh et al., in press)





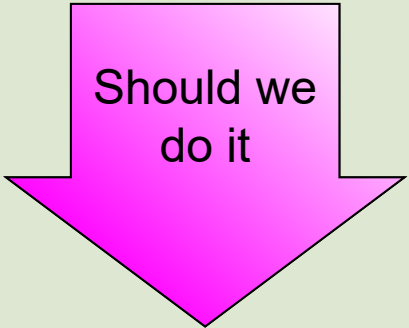
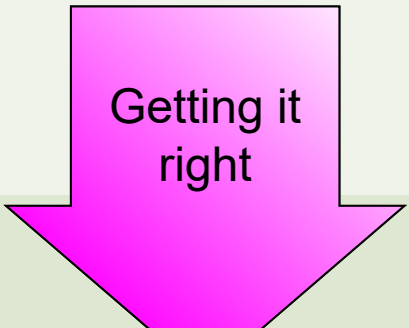
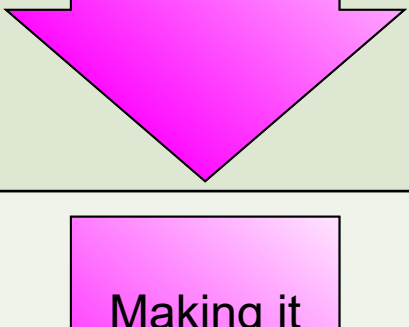
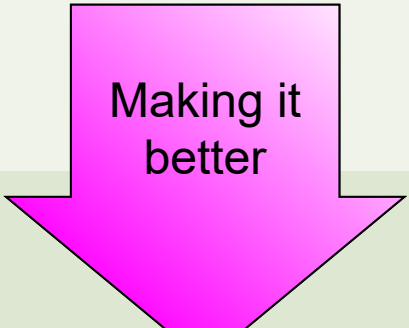
The ReACT Process

1. Meet with district administrators
2. Meet with school administrator(s)
3. Meet with school leadership team
4. Attend staff and team meetings
5. Complete awareness-building activities (as needed)
6. Assess data to identify root causes
7. Select Culturally responsive behavior strategies
8. Teach about implicit bias and strategies to neutralize it
9. Develop and use follow-up plan
10. Provide individual coaching (as needed)



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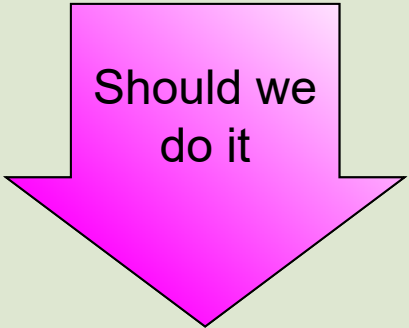
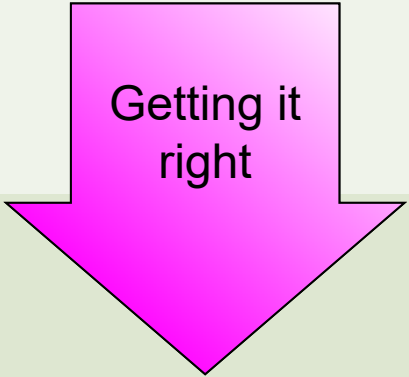
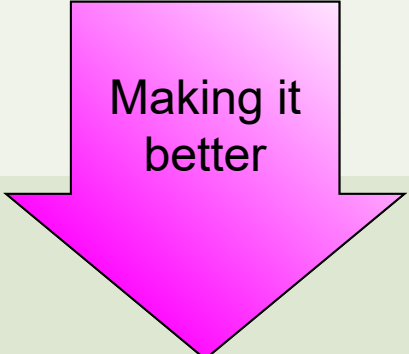
The ReACT Process

Focus	Stage	Activity
 Should we do it	Exploration	<ol style="list-style-type: none">1. Meet with district administrators2. Meet with school administrator(s)5. Conduct awareness-building activities (as needed)
 Getting it right	Installation	<ol style="list-style-type: none">3. Meet with school leadership team4. Attend staff and team meetings6. Assess data to identify root causes7. Select culturally responsive strategies
	Initial Implementation	<ol style="list-style-type: none">4. Attend staff and team meetings8. Teach about implicit bias and strategies to neutralize it
 Making it better	Full Implementation	<ol style="list-style-type: none">4. Attend staff and team meetings9. Develop and use follow-up plan
	Sustainability/ Continuous Regeneration	<ol style="list-style-type: none">4. Attend team meetings9. Develop and use follow-up plan10. Provide individual coaching as needed



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Common Errors

Focus	Stage	Activity
	Exploration	
	Installation	
	Initial Implementation	8. Teach about implicit bias and strategies to neutralize it
	Full Implementation	
	Sustainability/ Continuous Regeneration	



The ReACT Process

1. Meet with district administrators
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Lessons Learned in Establishing Commitment for Equity

Less Effective

- Go it alone
- Create new departments and teams
- Assume data showing inequities will convert the non-committed
- Be perfect

More Effective

- Play “blob tag” (add champions at each level)
- Implement within existing teams
- Focus on concrete strategies to change systems and neutralize implicit bias
- Model mistakes and safe self-disclosure of one’s own personal biases



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Colquitt County Schools: District Commitment Example

Tabathia Baldy, Colquitt County Schools
Director for MTSS/RtI/PBIS





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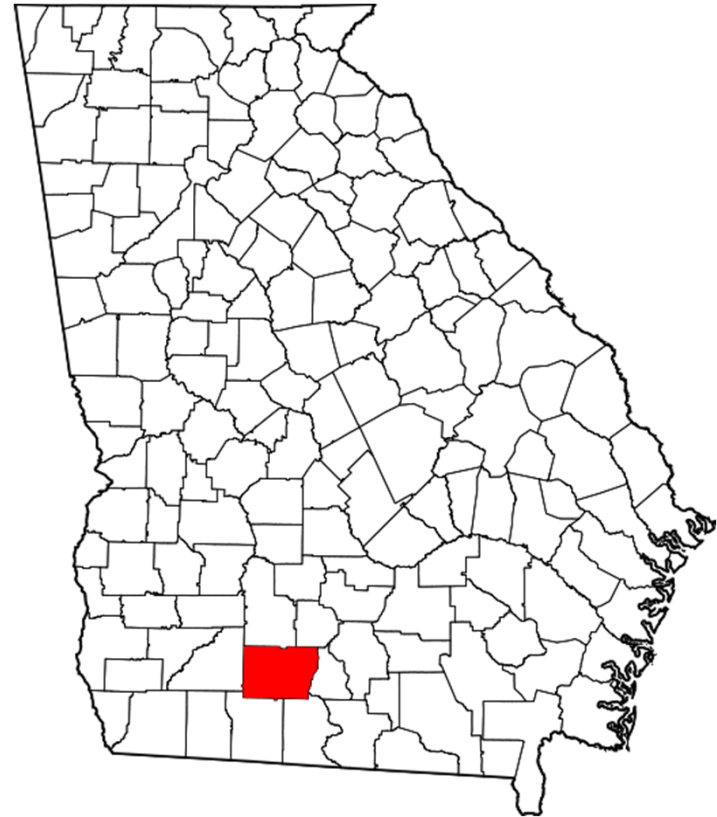
What do these places have in common?



Colquitt County Schools



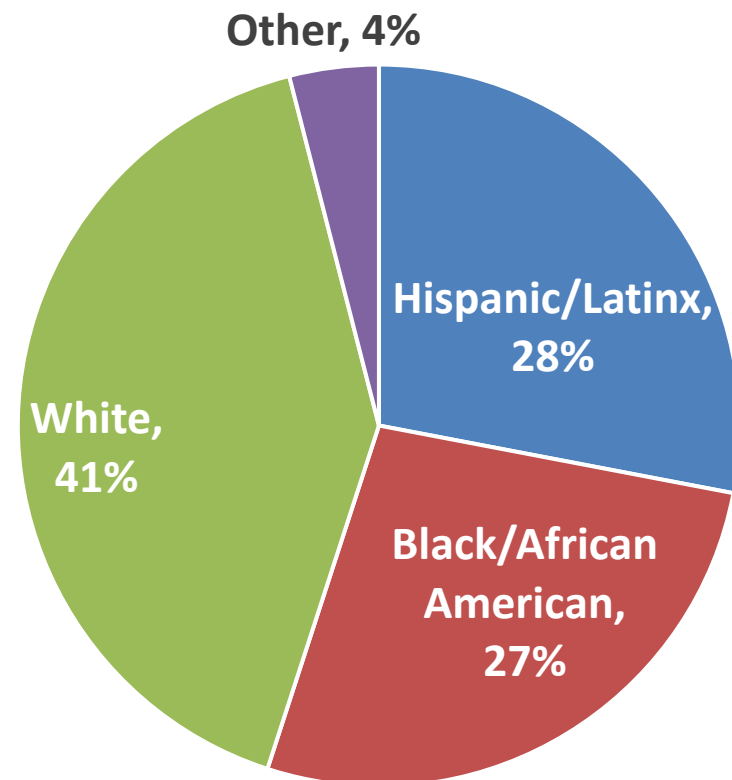
- Enrollment: approximately 9637 students
- 15 School Sites
 - 10 Elementary Schools
 - 1 Gifted Center
 - (grades 3-5)
 - 1 Middle School
 - 1 Junior High School
 - 1 High School
 - 1 Alternative Program
 - (grades 6 – 12)





Demographics

- Title 1 District
- 100% Free Lunch via CEP (Community Eligibility Provision)
- Approximately 1950 English Language Learners (20%)
- Highest migrant population in Georgia
- Rural/Agricultural Community





Colquitt County's Journey

	2014-2015	2015-2016	2016-2017	2017-2018
PBIS Journey	Exploration: Should we do it?	Began installing PBIS in 3 schools	Began installing PBIS in 6 additional schools	Began installing PBIS in remaining 6 schools
Equity Journey	-District flagged by GaDOE for dispropo. -Wrote a really bad corrective action plan	-Implemented a really bad corrective action plan -Built equity into District Improvement Plan Process	-Corrected misconceptions & poor practices -Began incorporating race/ethnicity data into PBIS practices -Sought out equity support & resources	-Sent a "district team" to state level equity training -Began aligning equity efforts with 5 point intervention approach from National Center

A 5-point Intervention Approach to Enhance Equity in School Discipline

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Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

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Creating My “District Team”



Summer 2017

On Mon, Jun 12, 2017 at 4:50 PM, Tabathia Baldy <tabathia.baldy@colquitt.k12.ga.us> wrote:

Administrators,

See below for information on the fall **SSTAGE** conference. They are bringing in two great speakers. Kent McIntosh is a leading researcher on effective discipline practices, and although I have never heard him speak, I have read a ton of his research. :-) I have heard John O'Connor speak, and have had several conversations with him regarding his approach to building and sustaining a Multi-tiered System of Supports in Henry County.

Both are great opportunities for learning that you may want to budget for this coming year. This is something the school would be responsible for paying for, but I wanted to share the opportunity.

Much appreciation,
Tabathia

Tabathia S. Baldy, Ed.D.

RtI/PBIS Director



Creating My “District Team”

■ Fall 2017 “District Team”

- Senior Leadership – Assistant Superintendent for Student Services
- MTSS/RtI/PBIS Director
- District Behavior Specialist
- SPED Assistant Director & Coordinator
- One elementary school principal
- 6 Secondary Assistant Principals
 - 2 from each school




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Creating M...Team”

Fall 2017




**Tabathia Baldy** <tabathia@colquitt.k12.ga.us> 12:52 PM ☆ ↩ ⋮
to Leamon, William ▾

Leamon & Will,
I think the 2 of you can go. I just spoke to Marni, and she said to put it into the budget. It is
Sep. 14 in Dublin. I will know if you can go. Jill will register you.

**Tabathia Baldy** <tabathia@colquitt.k12.ga.us> Mon, Aug 14, 2017 12:52 PM ☆ ↩ ⋮
to Chandler, Robert ▾

Hey, I think you two can go to DAY 1 of this conference. I just spoke to Marni and she said to put the budget for 2 of
you to go... Leamon & Will can/cannot go. It is Sep. 14 in Dublin. I will know if you can go. Jill will register you.

Tabathia S. Baldy

**Tabathia Baldy** <tabathia@colquitt.k12.ga.us> 12:06 PM ☆ ↩ ⋮
to Daniel, Victor ▾

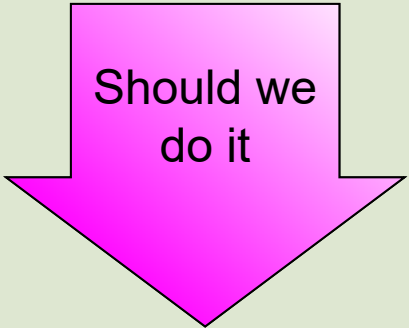
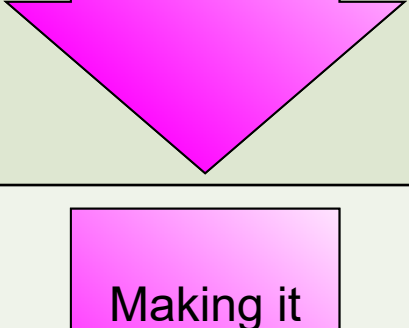
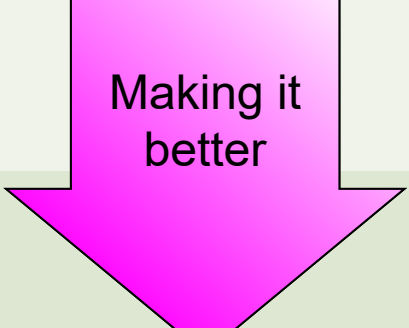
Hey, I want you two to go to the data at CAG. I just spoke with
Marni and she can squeeze it in. I will know if you can/can't go...Jill will
register you.

Tabathia S. Baldy, Ed.D.



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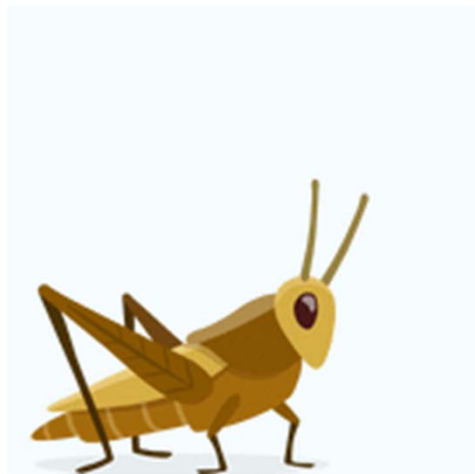
Common Errors

Focus	Stage	Activity
 <p>Should we do it</p>	Exploration	
	Installation	
	Initial Implementation	8. Teach about implicit bias and strategies to neutralize it
	Full Implementation	
 <p>Getting it right</p>	Sustainability/ Continuous Regeneration	
 <p>Making it better</p>		

2017 – 2018 Equity Efforts



■ “District Team”



■ MTSS/RtI/PBIS Director & District Behavior Specialist

- Reflect on mistakes
- Garner support from senior leadership (Assist. Supers)
- Attempt to align to 5 point intervention approach
- Share equity data with DLT (includes Super.) & schools
- Explore revising district code of conduct
- Seek support & resources



Fall 2018: Round 2

- Asked for “volunteers” interested in enhancing their Tier 1 PBIS practices by folding in equity work
- Set clear expectations:
 - Principal approval & support
 - Implementing Tier 1 PBIS with adequate fidelity
 - Actively engage in activities & conversations
 - Implement at least ONE strategy by Spring 2019 & engage in continuous learning
 - Send 2-3 people currently on the PBIS team
 - **Coach**, team leader, data specialist, or admin.
 - Bring data and technology to access data (SWIS/Discipline data, Fidelity Data, etc.)



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September 11, 2018





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September 12, 2018



**Dear Kent,
Please send help.**



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The ReACT Process

Focus	Stage	Activity
Should we do it	Exploration	<ol style="list-style-type: none">1. Meet with district administrators2. Meet with school administrator(s)5. Conduct awareness-building activities (as needed)
Getting it right	Installation	<ol style="list-style-type: none">3. Meet with school leadership team4. Attend staff and team meetings6. Assess data to identify root causes7. Select culturally responsive strategies
Making it better	Initial Implementation	<ol style="list-style-type: none">4. Attend staff and team meetings8. Teach about implicit bias and strategies to neutralize it
	Full Implementation	<ol style="list-style-type: none">4. Attend staff and team meetings9. Develop and use follow-up plan
	Sustainability/ Continuous Regeneration	<ol style="list-style-type: none">4. Attend team meetings9. Develop and use follow-up plan10. Provide individual coaching as needed



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Exploration: September 2018

- Gained approval to explore Project ReACT
- Many emails and phone conversations to better understand process, commitment, etc.
- Clarified and simplified
- Gained approval to move forward



Prep for Principal Meeting

- Framed meeting as needing principal input to “explore an amazing opportunity”
- Connected with three principals who had attended state level equity sessions in 2017 or 2018
- Primed other influential principals
- Set the tone that this was THEIR collective decision – not mine



Principal Meeting: Sep. 27

- Total transparency
- “We’ve been *trying* to do this for 3 years.”
- Capitalized on knowledge and passion in the room
- “*Why wouldn’t we do this?*”
- Reached agreement on WHAT
- Began exploring HOW



Finding Time for Training

- 1 full day for PBIS team only
- 3.5 days for **every** staff member
 - School-wide approach
- Teacher workdays
- Early release days
 - Revised district-wide calendar to add time



October 2018 – May 2019

- Lots of phone calls and emails focused on:
 - Understanding current practices, data, etc.
 - Planning for installation, logistics, etc.
 - Building relationships
- March 2020 site visit
 - Met with superintendent & district leadership
 - Met with 8 principals in RCT
 - Visited 4 schools in treatment group
- Maternity leave (October – February)
 - Not required for equity work, but makes for a better story



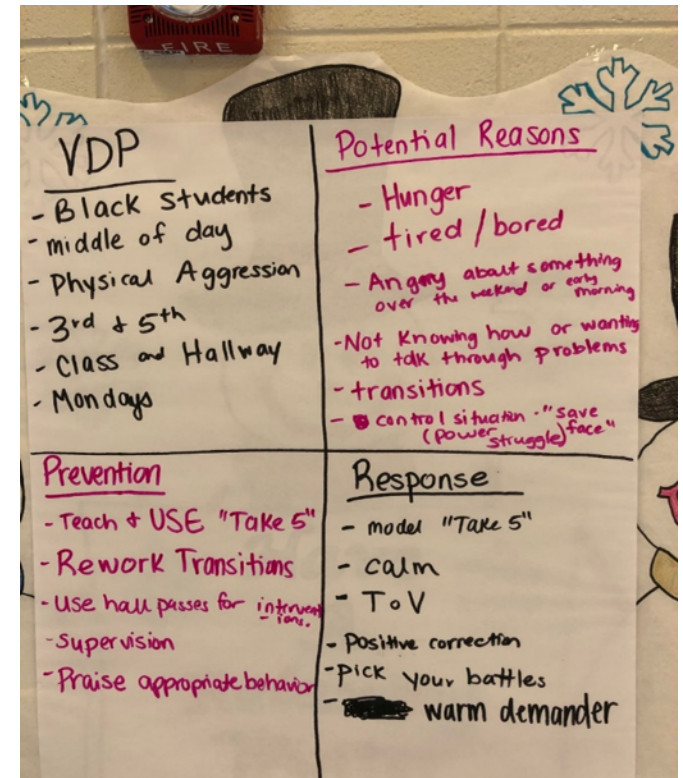
Schools Participating in Project ReACT **RCT**

- 8 Elementary schools
- Enrollment between 25 and 75% Black
- Using SWIS
- Implementing PBIS with adequate fidelity
- Still experiencing racial disproportionality in school discipline
- District and school administrator commitment to equity in school discipline



ReACT Professional Development Scope and Sequence

- **Day 1 (full day with SCHOOL PBIS TEAMS ONLY)**
 - Intro to Implicit Bias, data/VDP review, overview of CR strategies
- **Day 2 (full day)**
 - Intro to Implicit Bias, data/VDP review, CR strategies (e.g., neutralizing routines)
- **Day 3 (half day)**
 - Personal matrix (complete for self)
- **Day 4 (half day)**
 - Personal matrix review (students)
- **Day 5 (full day)**
 - Data/VDP review, OTRs, acknowledging positive behavior
- **Day 6 (half day)**
 - Data review, responding to unwanted behavior, maintenance plans





ReACT Ongoing Support

- **PBIS Team meetings**

- ☐ Review data
- ☐ Troubleshoot implementation

- **District support**

- ☐ 45 min. PBIS team lead meetings monthly



TA Plan: 2020-2021

- Ongoing TA for 4 continuing elementary schools by Center staff
- TA for 4 new elementary schools delivered by district team with Center support
- Planning for secondary school implementation in 2021-2022



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Facilitators of Success





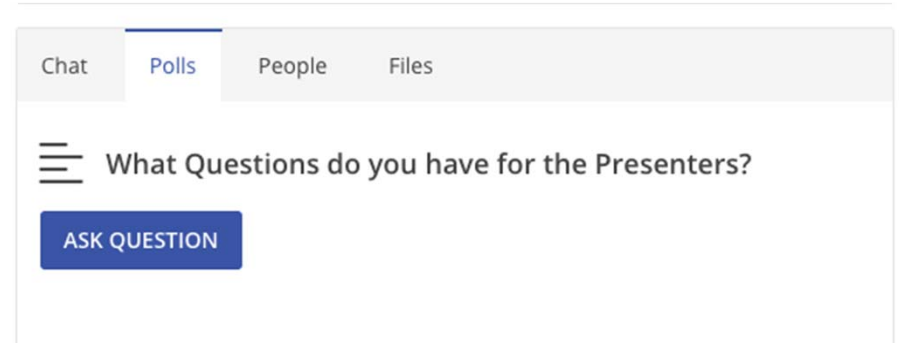
Facilitators of Success

- Focus on implementing Tier 1 PBIS with fidelity
- Monthly school-based PBIS team meetings focused on using data to problem solve (not only on “acknowledgements”)
- Use a data system that allows for disaggregation, especially by race/ethnicity (e.g., SWIS)
- Provide specialized training/coaching to PBIS data specialists
- Monthly district level PBIS coaches meetings to provide TA and coaching in a structured manner
- Consistent District Leadership Team meetings with senior leadership (Superintendent, Assistant Superintendents, etc.)
- Decision making process that allows for stakeholder input and ownership



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Poll: Questions



Q & A

Please Complete the Session Evaluation to Tell Us What You Thought of This **Session D1**

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-D1>

3) QR Code





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CENTER ON

PBIS

Positive Behavioral
Interventions & Supports



EDUCATIONAL AND
COMMUNITY SUPPORTS

■ Tabathia Baldy

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Handouts: <http://www.pbis.org>