PBIS Data in Juvenile Justice Settings: Connecting Data, Systems, and Practices

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• Topic: Juvenile Justice
• Keywords: Tier 1, Secure Care, Evaluation
• Session I-3
## 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 shared action plan for your team ✦ Complete session evaluations</td>
<td>✦ Post positive on-topic comments ✦ Questions for the presenters go in the POLLS tab ⇢</td>
<td>✦ Add questions before and/or during session</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✦ Limit distractions ✦ Follow up on your assigned action items</td>
<td>✦ Use inclusive language</td>
<td>✦ Use sincere phrasing ✦ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✦ Take movement breaks ✦ Be aware of your stress level</td>
<td>✦ Engage in productive dialogue</td>
<td>✦ Ask solution-oriented questions</td>
</tr>
<tr>
<td>For Presenters</td>
<td>✦ Ensure Files Tab has current materials and related weblinks</td>
<td>✦ Monitor and remove inappropriate comments</td>
<td>✦ Identify common Qs to address in final 15 minutes</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

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**Example Session Details**

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

   - **Presenter:** Jennifer Norton
   - **Role:** Project Coordinator
   - **Co-Presenter:** Brian Meyer
   - **Role:** Co-Director

   - **Date:** September 18, 2020
   - **Time:** 2:00 PM - 4:00 PM CDT

   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 held...
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:
Guiding Questions:

What types of data are needed for monitoring progress in PBIS, and what are unique considerations for data in juvenile justice settings?

What are suggestions for making data entry, review, and analysis more user-friendly and manageable? How do we leverage our data to help us solve common problems in our facilities?

What are some “real life” examples of these strategies and considerations?
Positive Behavioral Interventions and Supports

**PBIS:**
The practice of building effective environments that teach and encourage appropriate behaviors to replace the use of inappropriate behavior.

**Facility-wide PBIS:**
the application of PBIS to the whole facility. Thus, it is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all youths. It is a discipline and positive climate model.
4 Key Elements

- Social Competence & Academic Achievement
- Supporting Staff Behavior
- Supporting Decision Making
- Supporting Student Behavior
PBIS IN JUVENILE JUSTICE
Identified Best Practices

US Department of Justice
1. Assess risks & needs
2. Enhance intrinsic motivation
3. Targeted interventions
4. Skill train with directed practice
5. Increase positive reinforcement
6. Engage ongoing support in natural communities
7. Measure relevant processes/practices
8. Provide measurement feedback

PBIS
1. Early Identification
2. Reinforcement system
3. Continuum of supports
4. Explicit instruction & practice in social expectations
5. Reinforcement system
6. Climate of preventative / positive, parent involvement
7. Data based decision-making
8. Data sharing
Primary/Universal Prevention:
Facility-Wide Systems for All Youths, Staff, & Settings

Secondary Prevention:
Specialized Group Systems for Youths with At-Risk Behavior

Tertiary Prevention:
Individualized for Youths with High-Risk Behavior

Continuum of Facility-wide Positive Behavior Support

ALL
SOME
FEW
Tier 1

**Practices & Systems**
- Facility-wide Behavioral Expectations
- Behavior Lesson Plans
- Reinforcement Systems
- Discipline Systems
- Data Collection Systems

**Data**
- Universal/facility-wide
- Behavior by location
- Behavior by time
- Referrals by staff member
- Perceived motivation
Tier 2

Practices & Systems
- Universal Screeners
- Individualized Self-monitoring
- Targeted Group Interventions
- Tier 2 Teams

Data
- Triangulation of data
- Data based decision making
- Progress monitoring – T2
- Disproportionality
Tier 3

Practices & Systems
- Identify high-risk youth
- Functional Behavior Assessments
- Individualized Support Plans
- Tier 3 Teams

FEW

Data
- Individual behavior monitoring
- Data based decision making
- Progress monitoring – T3
LESSONS LEARNED
Funding for Data Collection

Initial investment

Sustainability

Gaining Support

Leadership

Staff Buy-In

Youth Commitment
Reaching Fidelity at T1

T2/T3 Progress Monitoring

MH Professionals as “Fidelity”

Integrating Initiatives with Data

Punitive vs preventative data collection

Mandates for reporting
Leadership team
Training new hires
Capacity

Data Collection
Who does it?
Sharing data
Leveraging data for other initiatives

Staff Turnover

Data in juvenile justice settings
What is our “PBIS Vision” for the students we serve?

How do we know whether we are achieving the results that we want?
Data systems: Begin with the end in mind...

Here’s what?

Now what?

Training & Coaching

So what?
One option for data: SWIS overview

- Online system to collect, summarize, and use student behavior data for problem-solving and decision-making (Wh- questions)
- Confidential/secure
- K-12 campuses vs. alternative programs/secure facilities (fixed vs custom fields)
- Can provide solutions to common gaps with data usage in many secure/residential facilities.
- $350/year
- Role of SWIS facilitator
Considerations for Effective Data Systems

**Data System Design**
- What to track, and why? Scope and definitions.
- Data should be able answer all “Wh- ?’s”.
- Customize for your context.
- Not just behavior data: include surveys, reinforcement data, and fidelity data.

**Logistics of Data Collection and Entry**
- Carefully designed, clear data form with instructions.
- Staff selection and processes for timely data entry.
- Fidelity checks when system is new.

**Data-Based Decision Making Process**
- User-friendly data summaries/graphs, drill-down ability.
- Training/coaching for DBDM process.
- Data analysis must account for high student turnover.
Case Example – SWIS

• Long term youth correctional center
• February 2020 – began data system and practices revision
• Highly motivated staff
• March 2020 – all coaching and TA provided virtually
• Team meets every 2-3 weeks
• Training – External coach trained team, team trained staff
## Case Example – Data System Design

### Step 1 – Update behavior tracking form to include SWIS problem behavior definitions

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Major (C Consequence)</th>
<th>Critical (D Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Consequence</td>
<td>Counterfeiting, production, forgery, or possession of official documents</td>
<td>This category could lead to further criminal charges</td>
</tr>
<tr>
<td></td>
<td>Damage/destroy/missuse property</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continual kicking/banging on room walls or doors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Horseplay resulting in injury</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obstruction of staff in carrying out official duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lying or giving a bribe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gambling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tattooing, branding, piercing self or others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Threat to escape</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strike, disturbance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tampering with locks, doors, nightlight, window, safety equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Threatening physical violence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Violation of internet agreement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theft of property</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discourting Count</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instigation leading to a serious incident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gang-related tagging, graffiti, language, signs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defacing property (graffiti, etching, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Obstruction of sink/toilet/plumbing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusal to participate in school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disruption of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refusal to program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disruption of programming</td>
<td></td>
</tr>
</tbody>
</table>

### STAFF CAN SELECT UP TO 2 PROBLEM BEHAVIORS (if they both happened during the same instance)

<table>
<thead>
<tr>
<th>Minor Problem Behavior</th>
<th>Major Problem Behavior</th>
<th>Perceived Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Defiance/Insubordination/Non-Compliance (minor)</td>
<td>□ Bullying</td>
<td>□ Property Damage/Vandalism</td>
</tr>
<tr>
<td>□ Disrespect</td>
<td>□ Defiance/Insubordination/Non-Compliance (major)</td>
<td>□ Sexually Related Offenses</td>
</tr>
<tr>
<td>□ Disruption</td>
<td>□ Fighting</td>
<td>□ Skip class</td>
</tr>
<tr>
<td>□ Dress Code Violation</td>
<td>□ Gang Affiliation Display</td>
<td>□ Technology Violation</td>
</tr>
<tr>
<td>□ Minor Physical Contact</td>
<td>□ Harassment</td>
<td>□ Theft</td>
</tr>
<tr>
<td>□ Property Misuse</td>
<td>□ Inappropriate Location/Out of Bounds Area</td>
<td>Use/Possession of:</td>
</tr>
<tr>
<td>□ Other: ____________</td>
<td>□ Lying/Cheating/Staff Manipulation</td>
<td>□ Alcohol</td>
</tr>
<tr>
<td></td>
<td>□ Physical aggression</td>
<td>□ Contraband</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Drugs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Tobacco</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Weapons</td>
</tr>
</tbody>
</table>

---

**FOR ALL MINORS: YOUTH IS DROPPED 1 GROUP**

**FOR ALL MAJORS: YOUTH IS DROPPED TO GROUP 1**

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**Nevada PBIS Technical Assistance Center**

**College of Education**

**University of Nevada, Reno/0285**

**Reno, NV 89557-0502**
<table>
<thead>
<tr>
<th>Major Problem Behavior</th>
<th>Sample Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Delivery of direct or technology-based messages involving intimidation, teasing, taunting, threats, or name calling.</td>
</tr>
<tr>
<td>Defiance/Insubordination/Non-Compliance (major)</td>
<td>Youth refuses to follow safety/security routines. For example: refusing to uncover window, refusing to be secured, disrupting count, inciting or participating in a riot, disruption of school/programming, instigation leading to a serious incident, continual kicking/banging on walls or doors, gambling, tattooing/branding/piercing self or others, obstruction of staff in carrying out official duties, striking/disturbance.</td>
</tr>
<tr>
<td>Fighting</td>
<td>Youth is involved in mutual participation in an incident involving physical violence.</td>
</tr>
<tr>
<td>Gang Affiliation Display</td>
<td>Youth uses gesture, symbols, dress, and/or speech to display affiliation with a gang. This includes using monikers or neighborhood affiliations as identifiers.</td>
</tr>
<tr>
<td>Harassment</td>
<td>The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class. Includes threatening physical violence.</td>
</tr>
<tr>
<td>Inappropriate Location/Out of Bounds Area</td>
<td>Youth is in an area which is a safety and security issue, outside of marked areas. Includes: leaving assigned area/location without permission/authorization/notification, escaping/escape attempt.</td>
</tr>
<tr>
<td>Lying/Cheating/Staff Manipulation</td>
<td>Youth delivers message which is untrue and/or deliberately violates rules. Youth attempts to manipulate staff (staff splitting). Includes offering or giving a bribe and aiding escape or attempt.</td>
</tr>
<tr>
<td>Other</td>
<td>Youth engages in problem behavior not listed. Requires a comment about what problem behavior was.</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>Youth engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, throwing items, throwing bodily fluids, spitting on/at another person, etc.). Assault on youth or staff. Gang-related provocation/assault. Includes horseplay resulting in injury.</td>
</tr>
<tr>
<td>Property Damage/Vandalism</td>
<td>Youth participates in activity resulting in destruction or disfigurement of property resulting in monetary loss. Includes: counterfeiting, forgery, altering pointsheet, tampering with locks/doors/nightlight/window/safety equipment, obstruction of sink/toilet/plumbing, defacing property (graffiti, etching), and tampering with sprinklers or fire alarms.</td>
</tr>
</tbody>
</table>
Case Example – Data System Design
Step 2 – Update actions taken to include additional teaching

ACTION TAKEN (choose 1)

- Mental Health Session
- Group Mentor Session
- AHG Session
- No Dayroom
- Loss of PBIS Store
- Loss of Extra Privilege
- Loss of Work Assignment
- Restorative Assignment
- Refocus
- Other (list):
- Work Detail
- Direct Supervision Class
- Out-of-School Suspension
- None

Consequences

Prior to Tracking Form:
- Completed a PRE-TEACH relating to the problem behavior prior to problem behavior
- Re-Teach Expectation
- Verbal Warning

Consequences (Choose 1)
A Consequence: Drop 1 Group +
- Restorative Assignment
- Loss of Privilege (24 hours/1 occurrence)
  Specify:

B Consequence: Drop 1 Group +
- Work Detail (1 day)
- Restorative Assignment
- Loss of Privilege (48 hours/2 occurrences)
  Specify:

C Consequence: Group 1 +
- Work Detail (3 days)
- Loss of Privilege (72 hours/3 occurrences)
  Specify:

D Consequence:
- Refocus 2 Weeks
- Refocus 4 Weeks
- Work Detail (1 week)
- Loss of Privilege (1 week/5 occurrences)
  Specify:

Education Staff:
- Defer to GS Coach
- Defer to Disciplinary Board

Justify deviations in NOTES section.
## Case Example – Data System Design
### Step 3 – Create code system for locations

<table>
<thead>
<tr>
<th>Location (circle one)</th>
<th>Classroom - Teacher:</th>
<th>Location (circle one)</th>
<th>Location (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everest 1</td>
<td></td>
<td>Everest 1</td>
<td>Commons/Common Area</td>
</tr>
<tr>
<td>Everest 2</td>
<td>Vocational</td>
<td>Everest 2</td>
<td>Office</td>
</tr>
<tr>
<td>Sierra 1</td>
<td>Ed Courtyard</td>
<td>Sierra 1</td>
<td>Music Room</td>
</tr>
<tr>
<td>Sierra 2</td>
<td>Ed Restroom</td>
<td>Sierra 2</td>
<td>Art Room</td>
</tr>
<tr>
<td>Intake</td>
<td>Gym</td>
<td>Intake</td>
<td>Locker Room</td>
</tr>
<tr>
<td>Dining Hall</td>
<td>Yard</td>
<td>Dining hall</td>
<td>Cafeteria</td>
</tr>
</tbody>
</table>

- Choose Location using the following guide:
  - Everest 1 = Commons/Common Area
  - Everest 2 = Office
  - Sierra 1 = Music Room
  - Sierra 2 = Art Room
  - Intake = Locker Room
  - Dining hall = Cafeteria
  - Classroom = Classroom
  - Vocational = Vocational Room
  - Ed Courtyard = Parking Lot
  - Ed Restroom = Bathroom/Restroom
  - Gym = Gym
  - Yard = Playground
  - Medical = Stadium
  - Visiting = Computer Lab
  - Walkways = Hallway/Breezeway
  - Transport = Off-Campus
Case Example – Logistics of Data Collection and Entry

• Paper behavior tracking form
• SWIS data entry instruction sheet for graveyard staff
• Administrative staff conduct fidelity checks
• Enrollment/ethnicity data updated at the beginning of each month
Case Example – Data-Based Decision Making Process

• Data reports reviewed by PBIS team every two to three weeks
• Internal “data analyst team” prepares data reports and conducts data drill downs prior to team meetings
• Individual youth data reports also used for parole meetings
Case Example – Data-Based Decision Making Process

User friendly data reports
Case Example – Data-Based Decision Making Process
Sharing data with staff (all staff!)

• Quarterly meetings, shift briefings, admin meetings, education meetings, all staff trainings

• Google form data quizzes with programmed incentives
  – What is the time frame the data reports represent?
  – What is the largest number of referrals received by any one youth?
  – How many youth received 2 referrals?
  – What time frame has the highest peak in numbers of referrals?
  – What problem behavior should we intervene on in terms of its frequency?
  – What location has the highest frequency of problem behavior?
## Case Example – Data-Based Decision Making Process
Outcomes as a result of ongoing/frequent data analysis

<table>
<thead>
<tr>
<th>Data Indicated</th>
<th>Possible Contributing Variables</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff discrepancies in terms of number of referrals per each staff member</td>
<td>Staff overtime/on the units more, staff fatigue, inconsistency</td>
<td>Increased staff training and support</td>
</tr>
<tr>
<td>Increased problem behavior transitioning from dinner to unit</td>
<td>Transitioning from preferred activity to non-preferred</td>
<td>Precorrect proper transition behaviors and increase magnitude and frequency of reinforcement</td>
</tr>
<tr>
<td>High frequency of tracking forms completed for a small number of youth</td>
<td>Some youth have needs that require more individualized support</td>
<td>Increased tiered support for identified youth</td>
</tr>
<tr>
<td>Increased problem behavior during groups</td>
<td>Inconsistent programming, large group size (13-16 youth)</td>
<td>Consistent programming, reduction in group size, increasing reinforcement during groups</td>
</tr>
<tr>
<td>Large number of referrals for “defiance”</td>
<td>Youth lack socially appropriate skills</td>
<td>PBIS lessons focusing on teaching pro social replacement behaviors</td>
</tr>
<tr>
<td>Large number of referrals happening in dining hall at dinner time</td>
<td>Inconsistencies following discipline flowchart</td>
<td>Increased supervision, consistent action taken</td>
</tr>
</tbody>
</table>
Case Example – Data-Based Decision Making Process
Large number of referrals happening in dining hall at dinner time
Increased supervision, consistent action taken
Case Example – Data-Based Decision Making Process

Data indicated need to drill down into specific defiant/insubordinate/non-compliant behaviors
Created custom fields to allow for more in-depth analysis

### SELECT UP TO 2 PROBLEM BEHAVIORS (if both happened during the same instance)

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<tr>
<td>□ Disruption</td>
<td>□ Fighting</td>
</tr>
<tr>
<td>□ Dress Code Violation</td>
<td>□ Gang Affiliation Display</td>
</tr>
<tr>
<td>□ Minor Physical Contact</td>
<td>□ Harassment</td>
</tr>
<tr>
<td>□ Property Misuse</td>
<td>□ Inappropriate Location/Out of Bounds Area</td>
</tr>
<tr>
<td>□ Defiance/Insobroration/Non-Compliance (minor):</td>
<td>□ Lying/Cheating/Staff Manipulation</td>
</tr>
<tr>
<td>□ Banging/kicking on doors/walls</td>
<td>□ Physical aggression</td>
</tr>
<tr>
<td>□ Defying facility rules</td>
<td>□ Property Damage/Vandalism</td>
</tr>
<tr>
<td>□ Failure to maintain room</td>
<td>□ Other: ______________</td>
</tr>
<tr>
<td>□ Exchanging food</td>
<td>□ Other: ______________</td>
</tr>
<tr>
<td>□ Not following directives after 1 prompt</td>
<td>□ weapon</td>
</tr>
<tr>
<td>□ Other: ______________</td>
<td>□ Sexual Related Offense</td>
</tr>
</tbody>
</table>

- □ Defiance/Insobroration/Non-Compliance (major):
  - □ Continual banging/kicking on doors/walls
  - □ Disrupting count
  - □ Disrupting school/program
  - □ Gambling
  - □ Inciting/participating in riot
  - □ Instigating serious incident
  - □ Obstruction of staff
  - □ Refusal to be secured
  - □ Refusal to uncover window
  - □ Striking/Disturbance
  - □ Tattooing/branding/piercing
  - □ Other: ______________
Case Example – Outcomes

“What did you learn by reviewing the data?”

- Data is easily aggregated for analysis
- SWIS is a good tracking system
- Tracking data helps us correct problems
- Data can improve our understanding on how we understand the youth
- Defiance is a major behavioral issue amongst youth
- The yard is the most problematic area
- I need to be more attentive as to why the youth get more tracking forms during the days of Sunday through Tuesday
- The beginning of the week has the most referrals
- The SWIS system makes looking for this data easier
- Behavioral problems occur most in the evening
Case Example – Outcomes
“What did you learn by reviewing the data?”

• There are lots of problem behaviors from certain youth
• SWIS is good at generating useful data
• SWIS allows us to collect accurate data and target specific problem behavior
• What part of the day most problems happen
• The SWIS system makes getting this data convenient
• Data helps us improve our overall performance
• Useful to identify specific issues within facility broken down to certain youth, locations, times and days incidents occur
• That we are out of the stone age in data extrapolation
• We are finally keeping track of important data
Case Example – Overall Outcomes

• Increased buy-in from facility staff
• Increased DBDM
• Simplified/streamlined data analysis
  – Instant access to data
  – Increased capacity and sustainability (facility staff able to access and analyze their own data without outside TA)
Please Complete the Session Evaluation to Tell Us What You Thought of This Session 13

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”


3) QR Code

Virtual PBIS Leadership Forum
October 21-23, 2020
Contact Information

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