A1 - Systems-level Coaching for State Success

Presenters:
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Kelcey Schmitz
University of Washington
Northwest MHTTC
SMART Center

- Topic: Coaching
- Keywords: Systems Alignment, Implementation, Sustainability
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
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<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a shared action plan for your team</td>
<td>✧ Post positive on-topic comments</td>
<td>✧ Add questions before and/or during session</td>
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<td>✧ Complete session evaluations</td>
<td>✧ Questions for the presenters go in the POLLS tab ✓</td>
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<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit distractions</td>
<td>✧ Use inclusive language</td>
<td>✧ Use sincere phrasing</td>
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<td>✧ Follow up on your assigned action items</td>
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<td>✧ Complete additional polls when prompted</td>
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<td><strong>BE SAFE</strong></td>
<td>✧ Take movement breaks</td>
<td>✧ Engage in productive dialogue</td>
<td>✧ Ask solution-oriented questions</td>
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<td>✧ Be aware of your stress level</td>
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<td><strong>For Presenters</strong></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>
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### Virtual PBIS Leadership Forum

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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
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:
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Objectives for This Session

Build knowledge about research on systems coaching and critical features for systems change

Identify resources to support implementers in state coaching success

Model current examples of state and regional capacity building for a MTSS

Provide opportunity for reflection and application to own work
Systems Coaching Research

**Systems coaching:**
- improving the coordinated capacity of groups
- to enhance implementation fidelity of empirically-based practices,
- as well as support and sustain whole school reform efforts (March & Gaunt, 2013; Sims, March, Barrett, & Knotek, 2015).

**Three key functions:**
- ensure EB intervention fidelity
  - How, ensure cultural fit
- ensure implementation (coaching process) fidelity
  - Impact of PD with coaching
- develop organizational systems to promote professional judgement and sustainability
  - Ensure implementers have what they need

**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.
- **Bi-directional communication** creates feedback loops throughout the cascade
Systems Coaching

Critical Leadership Elements For Systems Change

1. Vision, focus, and consistent message of implementation
2. Focus on schools
3. Relationships based on mutual respect and shared responsibility
4. Expert problem solving
5. Investment in professional learning

(Leithwood, 2010; Crawford & Torgeson, 2007)

Systems Coaching White Paper

<table>
<thead>
<tr>
<th>Systems Coaching Skills</th>
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<tr>
<td>1. Demonstrate effective interpersonal communication</td>
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<td>2. Use data-based student and organizational problem-solving strategies</td>
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<td>3. Disseminate content knowledge including but not limited to:</td>
</tr>
<tr>
<td>a. Organizational change</td>
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<tr>
<td>b. Integrated multi-tiered system</td>
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<tr>
<td>c. Academic/social-emotional/behavioral instruction</td>
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<tr>
<td>d. Families/communities</td>
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<tr>
<td>4. Facilitate team-based collaboration</td>
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<td>5. Support leadership</td>
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<td>6. Facilitate professional learning</td>
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<td>7. Evaluate the impact of the coaching process on system outcomes</td>
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District Readiness and Planning Resources
SWPBIS Blueprint Resource: Implementation Drivers

- Stakeholder Engagement
- Funding and Alignment
- Policy
- Workforce Capacity

Executive Functions

**LEADERSHIP TEAMING**

Implementation Functions

- Training
- Coaching
- Evaluation

Local Implementation Demonstrations
What the Research Says About Highly Successful Districts

1) District Coordinator
2) Coaches
3) District Teaming
4) District Team Activities
5) Leadership and Buy-In Support
6) District Data Infrastructure
7) Direct Support to Schools
8) Communication

High Performing Districts identified by high Implementation Fidelity of PBIS across schools/years AND improved Student Outcomes

District Practices Associated With Successful SWPBIS Implementation

Heather Peshak George, PhD, Karen Elfner Cox, MA, Devon Minch, PhD, and Therese Sandomierski, PhD
Critical Feature All Levels: Leadership Team Alignment

Vision/Mission

• What is your team’s purpose?
• What do you plan to accomplish?
• How does your team’s vision align with the mission?

Outcomes

• What changes do we want to see?
• What do we need to do to accomplish this?
• What measures will we use to evaluate effectiveness?

Implementation Goals

• What activities will we implement to achieve our outcome goals? *(answers: what, who, and when)*
Mission: Increase the capacity school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).

Provide training and technical assistance to districts in the development and implementation of positive behavioral interventions and supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels.

https://flpbis.cbc.usf.edu/coaching/framework.html
# FLORIDA’S PBIS PROJECT LOGIC MODEL

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<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
<th>OUTCOMES</th>
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<tr>
<td><strong>Collaboration with Districts, other State Projects, &amp; PBIS Center</strong>&lt;br&gt;Research and Evidence-Based Practices&lt;br&gt;Expertise in SWPBIS, Implementation, Data-Based Problem Solving&lt;br&gt;Technology; RtI8 Database, Canvas, Qualtrics, PowerBI, Website &amp; Programmer</td>
<td><strong>District</strong>&lt;br&gt;Readiness activities&lt;br&gt;Annual Planning Support (planning, coaching)&lt;br&gt;DC training &amp; resources&lt;br&gt;Support addressing equity, restraint &amp; seclusion, Tier 3</td>
<td>Increase the % of districts highly engaged with PBIS implementation&lt;br&gt;Increase the % schools remaining active &amp; reporting fidelity of implementation across all three tiers</td>
<td>District leadership teams engage in support for PBIS. Schools maintain PBIS framework with fidelity to address social-emotional behavioral needs. Students receive high-quality social-emotional behavioral instruction &amp; experience low levels of equitable discipline outcomes.</td>
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<td><strong>School</strong>&lt;br&gt;Readiness activities&lt;br&gt;Tier 1 training &amp; resources&lt;br&gt;Other Tier 1 training (equity, trauma-informed, classroom)&lt;br&gt;Tier 2 training &amp; resources&lt;br&gt;Tier 3 training (e.g. PTR, brief PBIS-DP) &amp; resources</td>
<td>Increase the % of schools with stable or decreasing ODR &amp; OSS discipline rates&lt;br&gt;Increase the % of schools reporting relatively proportionate discipline outcomes across subgroups</td>
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<td><strong>State</strong>&lt;br&gt;Collaborate with FDOE to support districts identified with IDEA indicators&lt;br&gt;Participate on FDOE workgroups</td>
<td>Implement a Model School process that evaluates implementation &amp; outcomes at Tier 2 &amp; Tier 3&lt;br&gt;Increase the % of schools with increasing attendance</td>
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<td><strong>ALL</strong>&lt;br&gt;Evaluation system&lt;br&gt;TA Chats and resources&lt;br&gt;Skill development modules (SEL in PBIS, Trauma Informed Practices)&lt;br&gt;Model School System</td>
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**Mission:** Florida’s school districts have capacity to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).
Evaluating Inputs

**TAKEAWAY.** Most Tier 1 training events are provided to existing schools to support enhanced and sustained implementation.

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**2019-2020 Training Satisfaction**

- **Total** (n=2,203)
  - **Very Satisfied**
  - **Satisfied**
  - **Neutral**
  - **Dissatisfied**
  - **Very Dissatisfied**

**TA Chat Satisfaction**

- **Enthusiastic**
- **Neutral**
- **Skeptical**
- **Aggressive**

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**FlPBIS Website**

- **FlPBIS Website** (2019-2020 school year)
  - **Home Page** (5,000 visits)
  - **Tier 1 Page** (6,799 visits)
  - **About FlPBIS** (4,100 visits)

**FlPBIS Resources by District Coordinators**

- **FlPBIS Website**
- **FlPBIS Evaluation System on Web (FEBE)**
- **FlPBIS Tools**
- **Support Coordination Resources**
- **Dr. Meetings**
- **Annual Report**
- **Districting Support**
- **Model District Resources**
- **WebPhone Terminated Assistance Specific to District**
- **Social Networking**
- **Fostering**
- **FLPBIS Tools**
- **Tier 1 Systems Development Support**
- **Support and Training Initiatives**
Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.

**Guiding Principles: Key Messages**

MTSS is for **all** students, families, and educators.

- **Make student** **growth** and **benefit** central to all decisions.
- **Continue to invest in systems** to support high-fidelity implementation across time.
- **Prioritize equity**
- **Integrate, align, and connect practices**
- **Student outcomes** that reflect equitable learning opportunities must be the ultimate criteria for 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).

**OUTCOMES**

Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decisions.

**PRACTICES**

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

**SYSTEMS**

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

**DATA**

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

**EQUITY**

Prioritize equity

- Integrate, align, and connect practices

**Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.**
Invest in Systems to Support Implementation

Team is key!
Regional Collaboration and Capacity Building for School Mental Health and PBIS in the Northwest Region

Siloing of Initiatives vs. Investing in Collaboration, Expansion and Enhancement
The Interconnected Systems Framework (ISF)

- Deliberate application of the multi-tiered PBIS Framework for all social-emotional-behavioral (SEB) interventions (e.g. Mental Health, Social Emotional Instruction, Trauma-Informed Practices, Bully Prevention, etc.)

- Aligning all SEB related initiatives through one system at the state/regional, district and school level

- Active participation of Family and Youth is a central feature of the ISF
Why Use the Interconnected Systems Framework (ISF) to Address Mental Health in Schools?

INTERCONNECTED SYSTEMS FRAMEWORK

1. Identify students with social-emotional-behavioral needs earlier
2. Link students to evidence-based interventions
3. Use data to ensure students are receiving support to improve outcomes
4. Expand roles for clinicians to support school personnel and students at every tier
5. Create healthier school environments

KEY MESSAGES

- Single System of Delivery
- Access is Not Enough
- Mental Health is for All
- Multi-Tiered System of Support (MTSS) is Essential to Install Systems to Support School Mental Health (SMH)

ENHANCED MULTI-TIERED SYSTEM OF SUPPORT CORE FEATURES

- Integrated Teams
- Expanded Data-based Decision Making
- Collaborative Selection & implementation of Single Continuum of Interventions
- Comprehensive Screening for Early Access
- On-going Coaching

https://www.pbis.org/mental-health-social-emotional-well-being
Provide direct training and TA on the implementation of mental health services in schools

Build infrastructure and create learning communities

Support educational leaders to promote mental health for ALL

Foster regional alliances and collaborative efforts

https://bit.ly/NWSMH  @nwsmh@uw.edu

State ⇔ to District ⇔ to School Level
Blueprint Replication

Northwest Region Collaboration
State Education Agencies, Universities, National & Regional Training and TA Providers, Professional Associations

Building a Single System of Supports Along the Cascade

- Align messages and resources for stakeholders across organizations
- Combine and leverage local, state and federal funding sources
- Co-sponsor/brand professional development events and resources
- Research/Policy/Practice Feedback Loop

In order to...

- Build capacity within communities (school staff, service providers, and families)
- Address School Mental Health workforce gaps
- Improve integration and coordination of school mental health services
- Inform policy-making
- Respond rapidly during pandemic with high quality professional development
Key Message: Shared Valued Outcome

We have the same contingency: Build CAPACITY (aka work ourselves out of a job)

Alignment of vision, mission, and goals
- Accuracy of information (replace contraindicated practices)
- Dosage of information
- Expands reach
- Reduces isolation of resources, funding, opportunities
- Increases accountability because we’re promoting and supporting use of evaluation timelines, tools, etc.

Swain-Bradway, 2020
Consider these questions…

Who are your critical friends and partners? Who is missing?
- PBIS Training & TA Center
- Regional Mental Health Technology Transfer Center
- Professional Associations
- Human Service Organizations
- Family Advocacy Organizations

How do you establish core messages with partners?

How can you seek new funding with partners or leverage funding in existing work?

How can you collaborate to extend your reach, deepen your content, & expand your impact?
Alaska, Idaho, Oregon and Washington

Examples of...

Leveraging regional collaboration

Co-sponsoring/branding and fund co-mingling

Benefits of aligned core messages

Questions to consider when seeking more collaborative efforts
Northwest Regional Collaboration:
Enhancing and expanding SMH workforce development through regional partnerships

Some examples of co-branded, co-funded and/or collaborative efforts:

- **The Well-Being Series: Connections During COVID-19**
- **Washington MTSS Fest**
- **Northwest PBIS Conference**
- **Alaska RTI/MTSS Conference**
- **ISF West Coast Webinar Series**
- **OSPI MTSS Leader PLC (WA)**
- **AWSP MTSS Video Segments (WA)**
  - https://www.youtube.com/watch?v=uKy59ziwwkk&list=PL3yh6i2alXCj5N7d0eq15xus-asuiXpRx&index=11
  - https://www.youtube.com/watch?v=7uyEkAHxQb8&list=PL3yh6i2alXCj5N7d0eq15xus-asuiXpRx&index=12
- **AWSP/WASA Summer Conferences**
- **Northwest ISF Demo Sites (OR, WA)**
- **ISF Initiative and State Leader Collaborative (ID)**
- **School Mental Health Legislation (WA)**
- **School Climate Transformation Grant (WA)**
- **Project AWARE State Coordinator Learning Community (AK, ID, WA, MT)**
- **Suicide Prevention within MTSS Collaboration**

**Northwest Regional Collaboration:**
Enhancing and expanding SMH workforce development through regional partnerships

Some examples of co-branded, co-funded and/or collaborative efforts:
Build Capacity for Sustained Implementation of MTSS

GOAL

Poulos, 2021
MTSS Professional Learning Community Webinars

Alignment of:
- Language
- Resources
- Guidance

Poulos, 2021
Northwest PBIS Network’s mission is to build regional capacity for PBIS implementation at fidelity

- Contracts, grants, co-hosted events to support PBIS capacity at various levels of capacity and impact
  - NW-MHTTC Advisory Board
  - SCTG & SPDG Projects in Washington (OSPI)
  - Interconnect Systems Framework (ISF) Demonstrations
  - Oregon Research Schools Network, University of Oregon
  - Oregon Health Authority, Lane County Department of Health and Human Services & Lane Co. Prevention Office, Willamette ESD, Linn Benton Lincoln ESD, OTRTII, Sound Supports, CA PBIS Coalition, California Department of Justice

Jessica@pbisnetwork.org
www.pbisnetwork.org
Willamette ESD
Cassie Stafford
- Central
- North Marion
- Dayton
- McMinnville

*Oregon Health Authority Personnel are attending this cohort

Lane Co. Prevention
Year 2 Kicked Off Sept. 28th!
Last Year: Exploration
This year: Initial Implementation & MOUs for districts

Linn Benton Lincoln ESD
Kristina Wonderly
Last year: Exploration
This year: Initial Implementation
ESD already has data sharing agreements with districts
Association of Washington School Principals

http://www.awsp.org/

- AWSP’s Strategic Plan aligns with MTSS, ISF and the goals of the SMART Center, NWPBIS and OSPI
- Promotion of aligned messages within state-wide committees, workgroups, events and resources
- Co-presenting during conferences, workgroups, board meetings, webinars
- Extending reach through collaborative disseminate efforts

“AWSP (Association of Washington School Principals) is so grateful for the continued partnership with the UW SMART Center and the Northwest MHTTC. We continually hear from school leaders across our state that they feel empowered and informed through their engagement with both UW SMART Center and the Northwest MHTTC. Our members lean heavily on this incredible partnership.”

-Jack Arend, Associate Director, Association of Washington School Principals

https://awsp.fireside.fm/clp
Idaho School Mental Health Initiative and State Leader Collaborative

Evidence-Based Trauma Interventions in Schools Trainings

The University of Washington is home to the Northwest Mental Health Technology Transfer Center serving Alaska, Idaho, Oregon and Washington. The School Mental Health Assessment, Research and Training Center leads the School Mental Health Supplement as part of the MHTTCs partnership with the Idaho Positive Behavior Network, we are offering these trainings in evidence-based trauma interventions at no cost. These interventions were developed by the Trauma Treatment and Services Adaptations Center for Resilience, Hope and Wellness in Schools (TSAR) for schools and are commonly used interventions to support trauma-exposed youth in schools. These are limited spots in each training. Trainings will be led by the FBI for School Faculty Trainers. Each training includes follow-up consultation through May 2020.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back (BB) – 16 Spots

Evidence-based Trauma Interventions in Schools Trainings

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is an evidence-based intervention designed to help school-based mental health professionals support students coping with post-traumatic stress disorder, depression, and behavioral problems resulting from a traumatic event. CBITS included group meets, one to three individual sessions, and homework sessions. The group leader should have training in helping students trauma processing and the ability to troubleshoot if any students need extra help.

Bounce Back is an evidence-based intervention for school-aged children exposed to stressful and traumatic events to help them cope with and recover from their traumatic experiences. Administered by clinicians in schools, Bounce Back builds resilience in children affected by trauma due to a lack of safety and security in their school and communities. Student implementation goals are to identify psychoeducational, resilience development, and problem-solving strategies. The Bounce Back program consists of 12 group sessions, 5 parent sessions, and 1-2 individual sessions.

Audience: Mental Health Providers

CBITS and BB Registration Information

Support for Students Exposed to Trauma (SSET) – 40 Spots

The SSET program is designed to help educators help students in the aftermath of a traumatic event. SSET includes 10 sessions. The group leader should have the ability to navigate an SSET protocol, and the leader should have some type of school-based experience in case students need extra help.

Audience: Classroom teachers, school counselors

SSET Registration Information

Learn more about CBITS, BB, and SSET from the newly posted practice brief: Effective Strategies to Address Trauma in Schools

For more information about the training or the Northwest MHTTC, contact Katie Bowers, kbowers@coяснemes.edu, or Galaxy Schwab, gschwab@coяснemes.edu.
Idaho School Mental Health Efforts 2020 - Current

Idaho AWARE

Capacity

Healthier School Environments

Clinicians

Data Tracking Systems

Evidence-Based Interventions

http://idahoschoolmentalhealth.org/idaho-aware-project

Mental Health in Schools
Interconnected Systems Framework (ISF): Connecting the Dots of School Mental Health

Dr. Katie Azevedo
AZEYEDO consulting

Interconnected Systems Framework (ISF): Connecting the Dots of School Mental Health

Short Term Goal:
Increase the knowledge base and capacity of school mental health providers in the area of Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and the Interconnected Systems Framework (ISF).

Interconnected Systems Framework (ISF): Connecting the Dots of School Mental Health

Long Term Goal:
Create an overall framework that integrates mental health providers, school staff, families, and other community partners into a single system of support.
Washington State: Scaling Up *Interconnected Systems Framework (ISF)*

- ESSER Funding
- Capacity Building along the Cascade of Supports (*State, Region & District*)
- School Nurse, School Counselor, School Social Worker, & School Psychologist Integration and Collaboration with Community Partners
- Universal Screening Training Materials and Capacity Building
Summing it up: Collaboration is Critical

- There is too much work to be done to be doing the work in silos.
- Collaborating and “pooling” funds takes our resources further – to reach more students.
- Need to take advantage of critical policy and workforce development windows.
- Aligned messages are crucial to keeping school staff, leaders, and partners on track with action plans that have a chance of working.
Reflections: What ideas have been generated for you?

- Who are your critical friends and partners? Who is missing? Who can you reach out to **today**?
- How can you establish core messages with partners?
- How can you seek new funding with partners or leverage funding in existing work?
- How can you collaborate to extend your reach, deepen your content, & expand your impact?
Please Complete this Session’s Evaluation
Session #A1 - Systems-level Coaching for State Success

1. In the Event Platform/App: OR 2. QR Code
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.
Northwest MHTTC School Mental Health Center (NWSMH)

PROUDLY SERVING THE SCHOOL MENTAL HEALTH WORKFORCE IN ALASKA, IDAHO, OREGON & WASHINGTON

- Provide direct training and TA on the implementation of mental health services in schools
- Build infrastructure and create learning communities
- Support educational leaders to promote mental health for ALL
- Foster regional alliances and collaborative efforts

Follow us on social media!

- @NorthwestMHTTC
- Northwest MHTTC

nwsmh@uw.edu

Contact Information and Resources

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• Fax: (813) 974-6115
• E-mail: flpbis@usf.edu
• Website: www.flpbis.org

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• www.pbis.org
• @CenterOnPBIS

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