1D: Enhancing Family-School Partnership within Schoolwide PBIS

Presenters:
Kathleen Strickland-Cohen, University of Utah
Tawni Barlow & Nikki Bauman, Medical Lake School District (WA)

• **Topic:** Family, Schoolwide
• **Keywords:** Community, Youth Voice, Implementation
Strand Overview: Family-School Partnership

1D – Enhancing Family-School Partnership Within Schoolwide PBIS
Kathleen Strickland-Cohen, University of Utah; Tawni Barlow & Nikki Bauman, Medical Lake School District (WA)

2D – Implementing & Sustaining Family-School Partnerships at Tier 2 & Tier 3
Andy Garbacz, University of Wisconsin-Madison; Lisa Salva, Angela Green, & Danielle Dunham, Milwaukee Public Schools (WI)

3D – Developing Equitable Family-School Partnerships with Racially & Ethnically Diverse Families
Clynita Grafenreed, University of Washington; Angela Hernandez & Eric Phillips, Arlington Independent School District (TX)
When Working In Your Team

Consider 4 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?
Learning Objectives

1. Describe factors that facilitate effective communication between school professionals and family members

2. Explain a systematic approach to increasing family engagement within SWPBIS

3. Identify specific strategies for accessing family voice and improving family-school partnership
Family engagement refers to the “systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems” (U. S. Department of Health and Human Services and the U. S. Department of Education, 2018).
RESEARCH ON FAMILY ENGAGEMENT IN SCHOOLS

Benefits of family engagement in education include:

- **Improved behavioral outcomes** (Semke et al., 2010; Smith et al., 2021; Reinke et al., 2019)

- **Improved academic outcomes** (DeSpain et al., 2018; Flores et al., 2019; Galindo & Sheldon, 2012)

- **Consistent implementation of behavioral interventions across settings** (Cox, 2005; Herman et al., 2012; Lebel et al., 2013; Reinke et al., 2009)

- **Sustained implementation of schoolwide systems of behavior support** (McIntosh et al., 2014)
Schoolwide PBIS is uniquely suited to leveraging partnership with families to support student success and early prevention of challenging behavior (Strickland-Cohen, Kyzar & Garza-Fraire, 2021)
PARTNERSHIP is defined as “…a relationship in which families and professionals agree to build on each other’s expertise and resources for the purpose of making and implementing decisions that will directly benefit students and indirectly benefit other family members and professionals.”

(Turnbull et al., 2015, p. 161)
DEFINING FEATURES OF PARTNERSHIP WITH FAMILIES

- Two-way communication and collaborative inquiry between family members and school professionals
- Families and educators positioned as equal partners
- Shared decision making based on mutually agreed upon goals and valued outcomes centering family and student voice
- Acknowledging and working to remediate institutional structures that have hindered partnership in the past

(Thorius et al., 2013; Turnbull et al., 2015)
FACTORS THAT FACILITATE PARTNERSHIP
(STRICKLAND-COHEN & KYZAR, 2019)
FACTORS THAT FACILITATE PARTNERSHIP

(STRICKLAND-COHEN & KYZAR, 2019)

- Working toward a common behavioral goal: 28
- Positive feedback from teachers about student behavior: 20
- Active parent engagement in school: 18
- Regular teacher communication about student behavior: 17
- Multiple modes of two-way communication: 14
- Teachers being open to parent suggestions: 10
- Positive feedback to teachers from family members: 7
IMPLICATIONS & RECOMMENDATIONS FOR PRACTICE

- A common language and regular, effective communication systems between home and school
- A focus on student strengths and working together with families to teach and support prosocial behavior
- Increased family representation on SWPBIS teams and centering family voice when designing and implementing school-wide behavior support
- Providing professional development training and coaching related to cultural competence and effective partnership practices for school staff
Medical Lake School District

~Our Promises and Call to Action~
The Medical Lake Promise

We promise to:

→ Foster a **safe and supportive learning environment** through a culture of belonging.

→ Focus on **personalized instruction** that is engaging, challenging, and relevant.

→ Promote **hope and a vision for the future** from Early Learning through Post-Secondary.

*for Every Student, Every Day*
Medical Lake School District

1,900 Students
145 Classroom Teachers
92% Grad Rate

57.2% ELA
48.7% Math
56.7% Science

1.3% of students excluded
29.3% students of color
58.6% low-income
MLSD Demographics

- 17 Miles West of Spokane
- Approximately 2,000 students
- 5 Schools, P-12 (2 elementary, 1 Middle School, 1 High School, 1 Alternative School)
- One school on the military base
- 4 Universities in the Spokane area (Whitworth, Gonzaga, EWU, WSU)
- Lacking a centralized transportation system
- Approximately 40% free and reduced
- NO community Mental Health
Data tells some of the story
### Where we have been:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Hallett-LRE1</th>
<th>MAE-LRE1</th>
<th>MS-LRE1</th>
<th>HS-LRE1</th>
<th>End-LRE1</th>
</tr>
</thead>
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<tr>
<td>2017/18</td>
<td>44%</td>
<td>44%</td>
<td>76.9%</td>
<td>41.8%</td>
<td>83.3%</td>
</tr>
<tr>
<td>2018/19</td>
<td>54.5%</td>
<td>58.1%</td>
<td>61.2%</td>
<td>39.6%</td>
<td>85.7%</td>
</tr>
<tr>
<td>2019/20</td>
<td>52.5%</td>
<td>65%</td>
<td>68.2%</td>
<td>42.6%</td>
<td>100%</td>
</tr>
<tr>
<td>2020/21</td>
<td>80%</td>
<td>80%</td>
<td>73%</td>
<td>71%</td>
<td>90%</td>
</tr>
<tr>
<td>2021/22</td>
<td>81%</td>
<td>80%</td>
<td>89%</td>
<td>80%</td>
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</tr>
<tr>
<td>Year</td>
<td>WA State</td>
<td>MLSD</td>
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<td>2019/20</td>
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<td>56.9%</td>
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<tr>
<td>2020/21</td>
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<td>74%</td>
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<tr>
<td>2021/22</td>
<td>62.4%</td>
<td>82%</td>
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</tbody>
</table>
2022 CEE Student Survey Perception Data

Belonging and Identity

- Sense of belonging—Perception of acceptance and support in a learning community
- Relationship building—Establishing and maintaining positive relationships with adults and peers in school setting
- Personal identity—Understanding and valuing one’s own culture and beliefs
- Social capital—Recognizing and using family, school, and community resources; asking for help when needed

<table>
<thead>
<tr>
<th>Statement</th>
<th>Almost Always True</th>
<th>Often True</th>
<th>Sometimes True</th>
<th>Seldom True</th>
<th>Almost Never True</th>
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</thead>
<tbody>
<tr>
<td>I feel good about my cultural or ethnic background</td>
<td>64%</td>
<td>21%</td>
<td>10%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>There’s at least one adult in this school I can talk to if I have a problem</td>
<td>59%</td>
<td>19%</td>
<td>12%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>This school has effective equity practices for all</td>
<td>44%</td>
<td>29%</td>
<td>21%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>In my school, I feel that I belong to a group of friends</td>
<td>46%</td>
<td>19%</td>
<td>18%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>I feel proud of my school</td>
<td>39%</td>
<td>22%</td>
<td>24%</td>
<td>6%</td>
<td>10%</td>
</tr>
</tbody>
</table>
## WA State Summary

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>General (SBA and WCAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>3rd Grade</td>
<td>47.7%</td>
</tr>
<tr>
<td></td>
<td>4th Grade</td>
<td>49.0%</td>
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<tr>
<td></td>
<td>5th Grade</td>
<td>52.5%</td>
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<td>6th Grade</td>
<td>46.3%</td>
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<td>7th Grade</td>
<td>49.8%</td>
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<td>8th Grade</td>
<td>48.5%</td>
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<td></td>
<td>10th Grade</td>
<td>60.3%</td>
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<tr>
<td><strong>Math</strong></td>
<td>3rd Grade</td>
<td>50.3%</td>
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<tr>
<td></td>
<td>4th Grade</td>
<td>48.2%</td>
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<td></td>
<td>5th Grade</td>
<td>40.9%</td>
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<td>6th Grade</td>
<td>36.7%</td>
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<td>7th Grade</td>
<td>36.8%</td>
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<tr>
<td></td>
<td>8th Grade</td>
<td>32.3%</td>
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<td></td>
<td>10th Grade</td>
<td>29.9%</td>
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<tr>
<td><strong>Science</strong></td>
<td>5th Grade</td>
<td>50.9%</td>
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<td></td>
<td>8th Grade</td>
<td>41.4%</td>
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<td></td>
<td>11th Grade</td>
<td>36.7%</td>
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</table>

## MLSD Summary

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<tbody>
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<td></td>
<td>10th Grade</td>
<td>59.1%</td>
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<tr>
<td><strong>Math</strong></td>
<td>3rd Grade</td>
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<td>58.7%</td>
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<tr>
<td></td>
<td>11th Grade</td>
<td>62.5%</td>
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</tbody>
</table>
Data and Outcomes (Fall 22- Winter 22 - Spring 23)

Universal Screener Summary
Fall 2022 BASC-3 BESS
Medical Lake SD-3532
8/1/2022 - 12/14/2022, Behavioral and Emotional Risk Index

- Extremely Elevated Risk: 9% (112 students)
- Elevated Risk: 12% (199 students)
- Normal Risk: 79% (1,052 students)

Universal Screener Summary
Spring 2023 BASC-3 BESS
Medical Lake SD-3532
3/16/2023 - 8/14/2023, Behavioral and Emotional Risk Index

- Extremely Elevated Risk: 4% (26 students)
- Elevated Risk: 12% (71 students)
- Normal Risk: 83% (487 students)

Universal Screener Summary
Winter 2022 BASC-3 BESS
Medical Lake SD-3532
12/1/2022 - 3/29/2023, Behavioral and Emotional Risk Index

- Extremely Elevated Risk: 8% (110 students)
- Elevated Risk: 14% (148 students)
- Normal Risk: 78% (1,085 students)
Adjusting our Tiers of Support to Meet Current (and anticipated) Needs
The How: MLSD is in the midst of creating and implementing the Interconnected Systems Framework (ISF) which ensures a mental health lens through integration of Positive Behavioral Interventions & Supports (PBIS) with Multi-Tiered Systems of Support (MTSS)
● Effectively and Efficiently combining multiple initiatives into one system
  Sustainability process - assessment calendar
  Student Social, Emotional and Behavioral, and Mental Health Recognition, Screening, and Response - 2022 Guide

● Funding Model - prototypical - rural schools, barriers to school partnerships

● Changing the roles of ESAs

● Inequities in grant writing and obtaining funding - funding for Family Engagement, MH, PD, Coaching, School Based Health Clinic

● Administrative oversight to collective measure performance
  ○ Data Review
  ○ Operationalize Results
MLSD Partnerships

- Whitworth University
- Gonzaga University
- Eastern Washington University
- Washington State University
- Central Washington University

- U of W SMART Center
- Northwest MHTTC
- Seattle Children’s Hospital
- Spokane Regional Health Department
- ESD 101
- WA DOH
- Inland NW Behavioral Health
- Pacific NW Behavior
- Magnolia Behavior
- Belong Partners (Sound Discipline)
- CHAS Health
- Children’s Home Society
- OSPI
- Sound Options
- NW PBIS
- Forks School District
- Central Valley School District
- Richland School District
- WSASP
- Communities in Schools
- Hope Dogs
- Fairchild Air Force Base
Eastern Washington University
➢ School Counselors
➢ Social Workers
➢ School Psychologists
➢ Mental Health Counselors

Gonzaga University
➢ School Counselors
➢ School Psychologists
➢ Mental Health Counselors
➢ Marriage & Family Counselors

Whitworth University
➢ School Counselors
➢ Marriage & Family Therapists

Washington State University
➢ School Nurses
MLSD established a Wellness Center for families, students, and staff

Wellness Center activities:

● Individual and group therapy
● Community Classes
● Summer Groups
● Parent Support Groups
● Professional Development for staff/families
● A space to meet with families (HUB)
● Access to resources
● Community activities
● Weekly Medical Mobile Unit
MLSD Wellness Center
MLSD Wellness Center

Created a space for Parent called the HUB

HUB:
● Open M-F
● Free Wifi and Devices
● Free Hot Coffee
● Access to Social Worker
● Access to Clothing Closet
● Parent Partner
● 1:1s (Time with Tawni)
● Mental Health Counselor
● Resources
Free Therapy Services

→ Students
→ Parents
→ Families
→ Staff
→ Community members

- Abuse
- Adoption
- Addictions
- Anger
- Anxiety
- Behavior
- Communication
- Couple/Marital Concerns
- Cultural
- Depression
- Disabilities
- Divorce
- Eating Disorders
- Grief/Loss
- Mood Instability
- Parenting
- Phobias
- Relationships
- Self Harm/Suicide
- Sex/Sexuality
- Substance Use
- Trauma
Services Provided:
Individual counseling
Group therapy
Speciality (athletics)
Psycho-Ed in Classrooms

Served in 21/22:
Students: 133
Families: 24
Staff: 22
Total: 179
Results from our survey regarding our students’ MH was even more alarming.
Washingtons Healthy Youth Survey
(2021 Medical Lake School District)
Participants included 144 10th & 12th Graders

Suicidal Feelings and Actions...
Students who report considering suicide, making a suicide plan, and attempting suicide in the past year

- Considered attempting suicide in past year:
  - 8th: 35%
  - 10th: 24%
  - 12th: 19%

- Made a suicide plan in past year:
  - 8th: 11%
  - 10th: 19%
  - 12th: 5%

- Attempted suicide in past year:
  - 8th: 4%
  - 10th: 5%
  - 12th: 4%
Parent/Family Partnerships:

Goodbye US vs. Them

Parent/Family Partners

Medical Lake School District

Parent/Family Partners at MLSD

Facebook

The Parent/Family Partner (PFP) program began as a way to provide volunteer peer support to families navigating Special Education and 504 programs and processes. Since then we have expanded in order to engage with all families.
Parent and Family Partner

Helps families:
● Navigates schools and their systems
● Understand processes
● Someone to turn to and to listen
● Assists administration an educators work with families
● Offers parent/family perspectives

How do you make it work:
● Currently grant funded
● Professional Development
● Space of belonging
● Administration support
Tiers of FAMILY ENGAGEMENT
Parent/Family Partner

Tier 1
- Universal support
- ALL

Tier 2
- Targeted support
- SOME

Tier 3
- Intensive support
- FEW

One on one meetings with families, IEP, 504 meeting Prep, Support at IEP, 504, Family Support meetings. Provide Student/Family specific resources.

Parent Support Groups, Staff Support Group, Kindergarten Readiness, ISF Implementation work, MTSS Inclusion Team, Asking is Caring Suicide Prevention, Community Engagement Board (CEB Truancy) Recruit and manage PFP volunteers, Coordinate Family Engagement work with Interns Partner with ML ECEAP, ML Outreach Center, and ARC of Spokane Parent to Parent, Parent Focus Groups

H.U.B Connections: Warm safe space to connect, Chromebooks, internet, safe, resume building, assist with job applications. Liaison with schools for families, Facilitate Open Doors for families with Admin, Family Events, Connect families and community members to resources, Community Classes, Summer Groups for Kids, Family Handbook, Parent Surveys, Brochures, MTSS for Families handout, Social Media Presence,
A Family Guide to Multi-Tiered System of Supports (MTSS)
click to view or download

How does the school decide what my student needs?

Schools engage in data-based student-level decision-making to ensure that all students receive relevant and responsive instruction and intervention support. The school team uses data to identify areas in need of support, determine the appropriate level of support, and develop and implement targeted instruction and intervention plans. The team continuously monitors the student’s progress to determine if additional adjustments are needed.

What is my role?

Your role is to support your student's learning. You play a critical role in a student's education, and you can help support their learning by setting goals and expectations, working on the student's academic and social skills, and communicating with teachers.

What does MTSS look like for me and my student?

Although MTSS will look different from school to school, there are common elements that you will likely see across all schools. These include:

- Regular communication about your student’s progress in school
- Information about how you can help support student learning at home
- Notification if your student needs additional support, including why they need support and how you can help
- If your student is receiving additional support, frequent communication about how your student's performance is improving

What questions can I ask my student’s school to learn more?

When talking with your student’s teacher or school support personnel, try to learn more about MTSS in your student’s school by asking questions such as:

- Is my student meeting academic and behavioral expectations? How do we know?
- If additional instruction or intervention is needed, what supports will be given to my student?
- How often will I be updated on my student’s progress?
- What can I do to support my student at home?

Resources/Additional Information:

Medical Lake Public Schools:

- Hello Helper Build. Ask 5D Parent Support Services
- Parent and Family Partnership Services - MTSS
- MTSS Resources
- What is MTSS video
- Multi-Tiered Systems of Support - OSIY

Bay District Schools Florida
Free Community Psychoeducational Classes (Clock Hours):

- Parents/Families
- District Staff
- Administrators

Taught by MH staff, Community Partners & Clinical interns

Free childcare:

Upcoming Classes:

- 5/17: Depression in Children & Teens
- 5/24: Secondary Trauma
- 5/31: Asking is Caring
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Class Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech &amp; Teens: What they know and how to</td>
<td>02/22/2023</td>
<td>Course is designed to help staff, parents &amp; guardians understand what apps, social media &amp; other technology teenagers are using, how it's impacting them, and how we can have conversations with them about safety risks &amp; setting healthy limits on their use.</td>
<td>5:30 to 7:30 PM</td>
</tr>
<tr>
<td>talk with them about it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Threat Assessments completed</td>
<td>03/15/2023</td>
<td>Course is designed to help families understand what steps are taken by the school district when there has been a threatening event or a threat has been made. If you have ever worried or wondered, this is the class for you.</td>
<td>5:30 to 7:30 PM</td>
</tr>
<tr>
<td>in our schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beyond Behaviors</td>
<td>03/28/2023</td>
<td>Course is designed to help participants learn about using brain science and compassion to understand and solve children’s behavioral challenges.</td>
<td>3:30 to 5:30 PM</td>
</tr>
<tr>
<td>Teen Substance Use</td>
<td>04/12/2023</td>
<td>Course is designed for adults to gain greater understanding of teen substance use, and will include lecture and group discussion.</td>
<td>4:00 to 6:00 PM</td>
</tr>
<tr>
<td>Domestic Violence &amp; Secondary Trauma</td>
<td>04/19/2023</td>
<td>Course is designed to increase understanding of Domestic Violence and Secondary Trauma, and how it effects those who experience or witness it via lecture, group discussion and individual assessment.</td>
<td>3:30 to 5:30 PM</td>
</tr>
<tr>
<td>Google Everything!</td>
<td>05/03/2023</td>
<td></td>
<td>5:30 to 7:30 PM</td>
</tr>
<tr>
<td>Depression in Children &amp; Teens</td>
<td>05/17/2023</td>
<td>Course is designed for adults who are caring for children experiencing depression. Educating parents/caregivers what depression looks like in children/adolescents and what signs to look out for. Learn techniques and strategies to help children cope when they have or are experiencing depression, and what other resources are available.</td>
<td>5:00 to 7:00 PM</td>
</tr>
</tbody>
</table>

FREE Workshops/Classes at the Medical Lake School District Wellness Center
317 N. Broad Street, Medical Lake, WA, 99022
The Changing Role of the providers/clinicians/therapists at All Three Tiers

- **Coaching/Consultation**
  - Consult with Tier 1 team to discuss ways to strengthen Tier 1
  - Build capacity for ALL staff to embed social emotional skills with academics

- **Coaching/Coordination**
  - Coordinate Tier 2 Interventions
  - Build capacity of staff to deliver Tier 2 interventions and set up progress monitoring systems

- **Coaching/Facilitation**
  - Deliver intensive interventions
  - Work with team to ensure students receiving interventions are improving and staff support new skills across contexts

Challenges and Barriers ...yeah but who is going to do the work
Our document was created to streamline duties and help others understand the different roles and strengths and attributes of different service providers so that we can efficiently provide services.

MLSD Wellness (ESA) Providers' Roles
Tier I, II, III

- School Counselor
- School Psychologist
- School Mental Health Therapist
- School Nurse
- School Social Worker

- Physical Therapist
- Occupational Therapist
- Speech Language Therapist
- Parent/Family Partner
- Community In Schools
  non ESA
  non ESA
Monthly Mental Health & Wellness Newsletters:

Distributed to:
★ Staff
★ Students
★ Families
★ Community members

Online Resources

MLSD MIND Your Health

July 2022 Newsletter

Preview:
Dial/Text 988 (new & improved Mental Crisis/Suicide Prevention LIFELINE)
Clean Beaches Week (July 1-7)
Minority Mental Health Awareness Month
Social Wellness Month
Anti-Boredom Month (tips how kids & adults can combat summer boredom)
The entire Medical Lake School District is committed to building a comprehensive single system that supports the entire community.

- Designed to integrate mental health & wellness supports into a multi-tiered systems of support through a single system of delivery to ensure evidence based practices are provided efficiently and effectively.

Our Call to Action
Thank you!
Please Complete this Session’s Evaluation

10/26/2023
Session ID– 1D - Enhancing Family-School Partnership Within Schoolwide PBIS

After you submit each session evaluation, click the link to enter the gift card raffle!

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