Top Ten Things I Wish I Knew About SW-PBS 25 Years Ago

Tim Lewis, Ph.D.

University of Missouri

PBIS Positive Behavioral Interventions & Supports

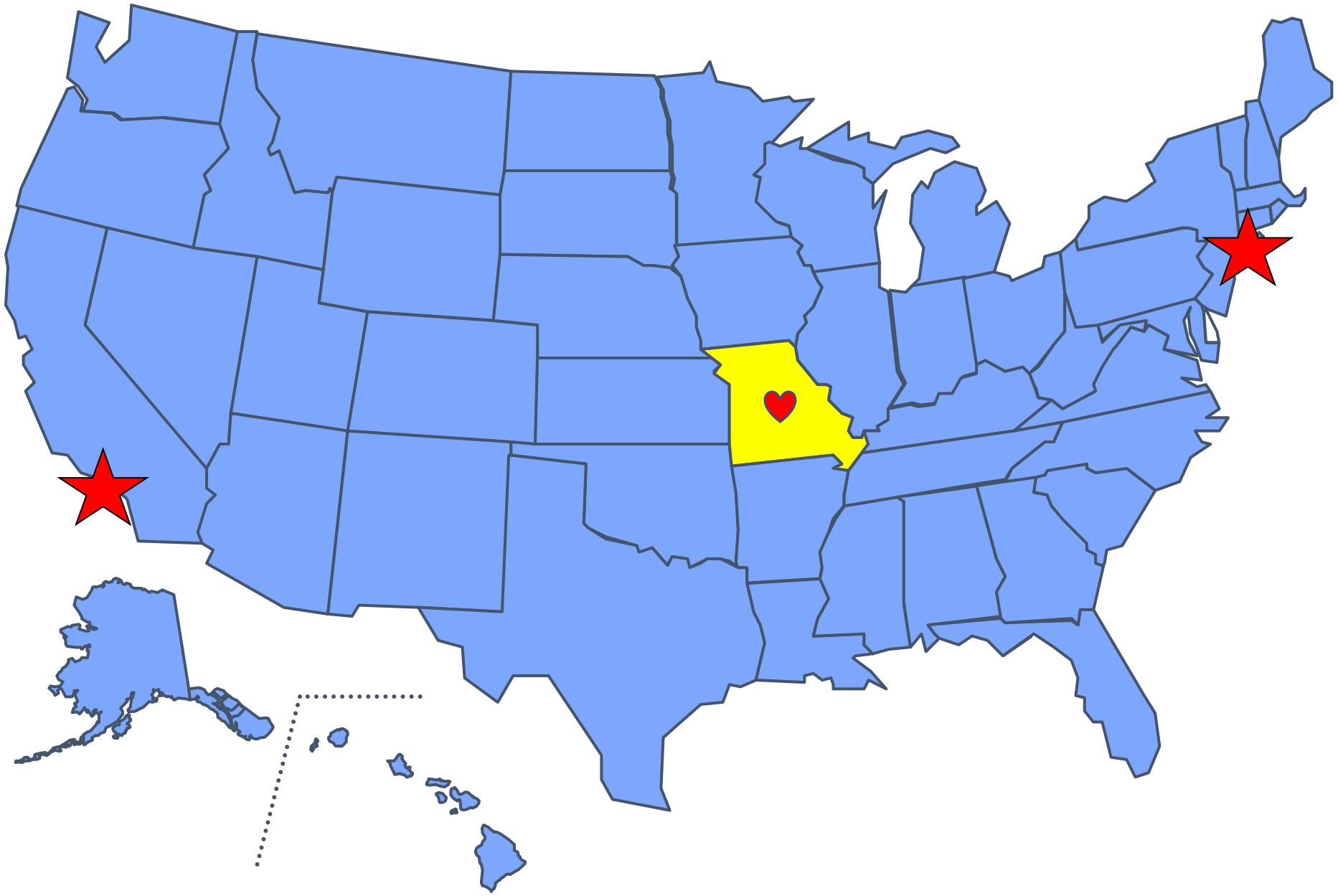
OSEP TECHNICAL ASSISTANCE CENTER

Rypple

Raising young people in positive learning environments

Center for SW-PBS
College of Education
University of Missouri

Where is Missouri???



Starting Point….

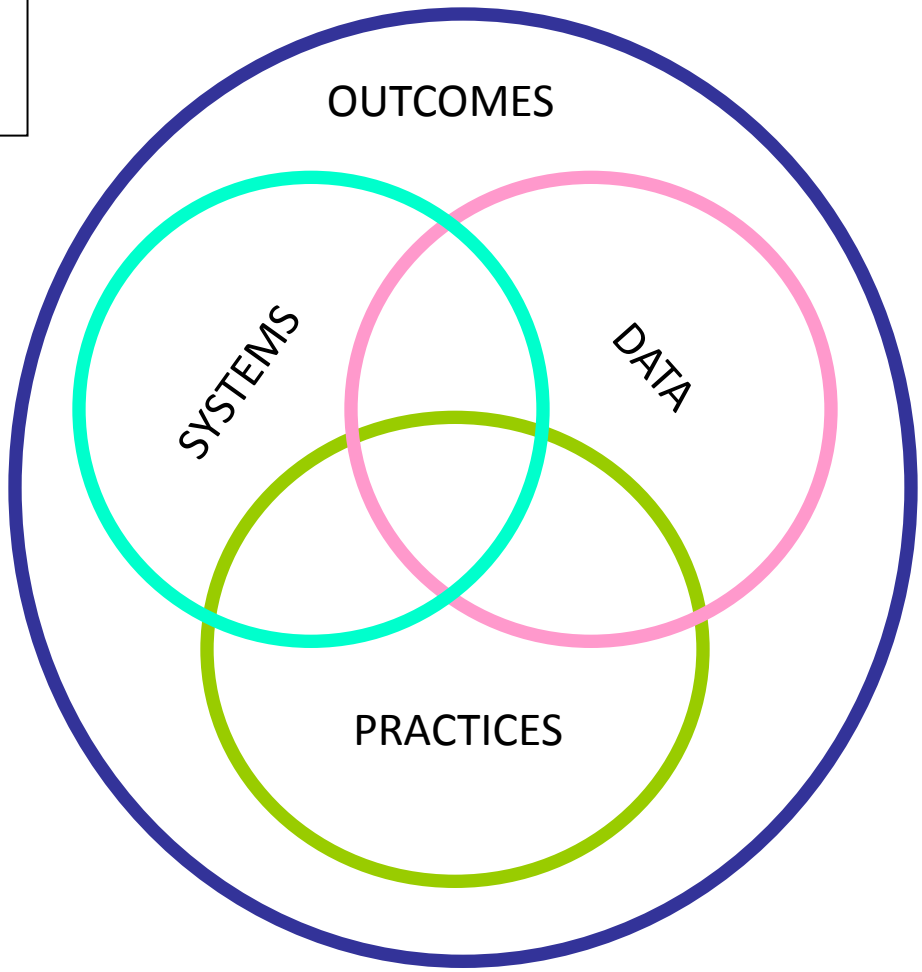
- We cannot “make” students learn or behave
- We can create environments to increase the likelihood students learn and behave
- ***Environments*** *that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity*

School-wide Positive Behavior Support

- Problem solving framework
- Systematic implementation of evidence-based practices
- Layers in increasingly more intensive environmental supports to increase the likelihood students are academically, emotionally, and socially successful

SW-Positive Behavior Support

Social Competence & Academic Achievement



Supporting Staff Behavior

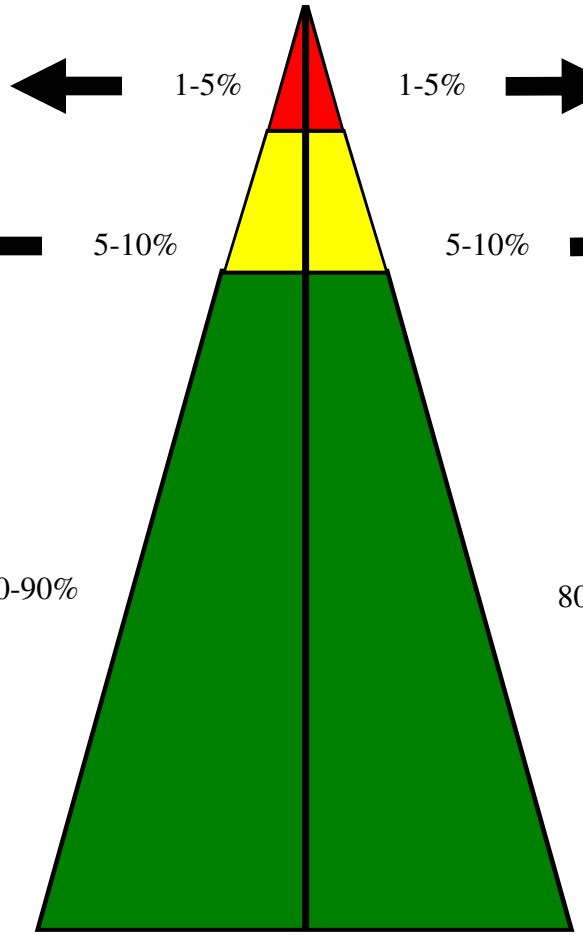
Supporting Decision Making

Supporting Student Behavior

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems



Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive

Universal School-Wide Features

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

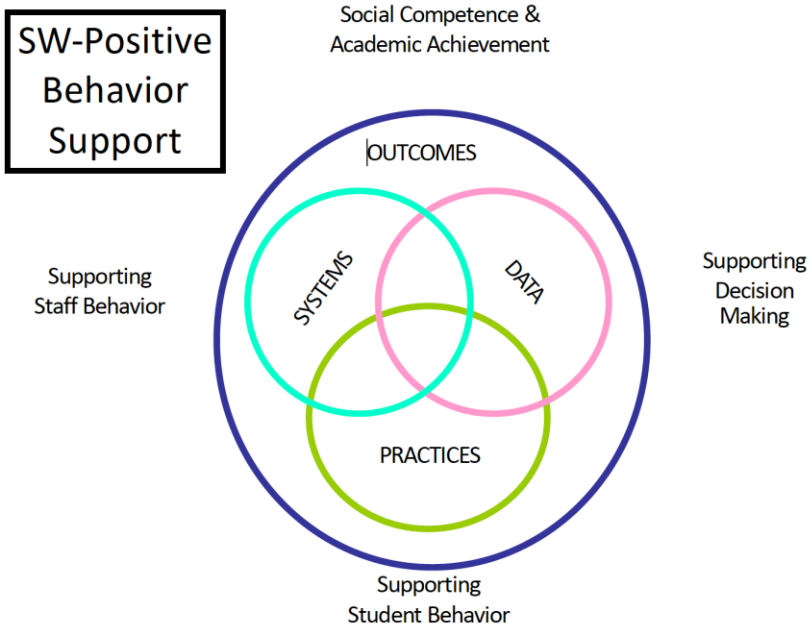
Tier II (small group)

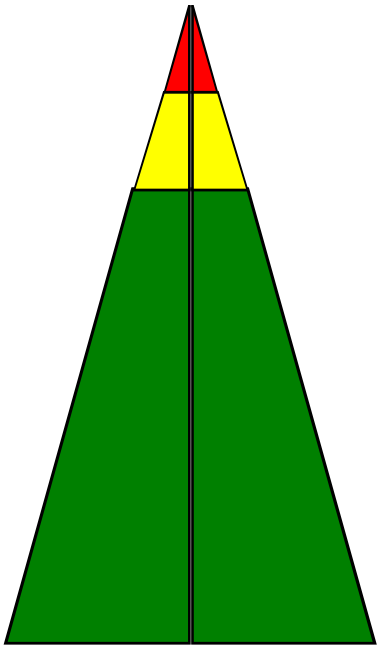
- Efficient and effective way to identify at-risk students
  - Screen
  - Data decision rules
  - Teacher referral
- Informal assessment process to match intervention to student need
  - Small group Social Skill Instruction
  - Self-management
  - Academic Support
- Part of a continuum – must link to universal school-wide PBS system

Tier III (individualized support)

- When small group not sufficient
- When problem intense and chronic
- Driven by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies
- Part of a continuum – must link to universal school-wide PBS system

10. Repetition Builds Fluency





THE FAR SIDE
First pants,
THEN
your shoes

9. We are educators with science on our side

First Week of Term One…

Design a vocabulary lesson:

- Assess current level
- Explicitly teach new terms
- Practice opportunities w/ feedback
  - During lesson
  - Independent work
- Test for mastery & provide feedback

"Shouldn't you be reading that to me out loud or something?"

8. Problem solving isn't as simple as three circles

Bob is caught in the vicious loop of shampoo bottle directions: "Lather, rinse, repeat."

Problem Solving Logic

1. Establish Ground Rules
   - Nothing sacred / Everything is important
   - Not about “philosophy” or “theory"
   - Keep focus on outcomes
   - Allow for a transition period (*Phase of Implementation*)
     - 2-3 years

Problem Solving Logic

2. Start with Data

- Understand that data are simply a "sample" of what is going on
- Data must be contextualized
- Don't drown in the data
- Assess the integrity of the data (plan to correct)
- Keep the conversation focused on data that are "in your control"

Problem Solving Logic

3. Match Practices to Data

- Strategies, curricula, and resources independent of what is currently in place
- Don't limit to what you currently know – outside resources
- *Build your daily schedule around priorities*

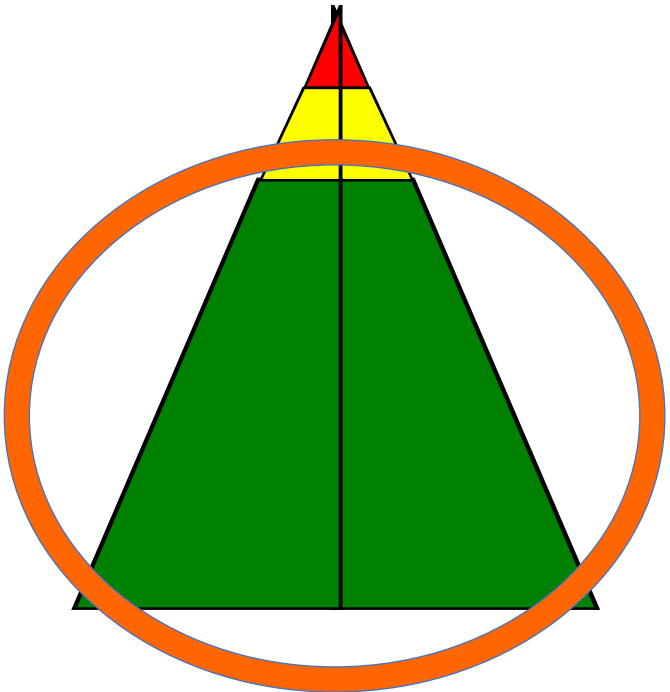
Problem Solving Logic

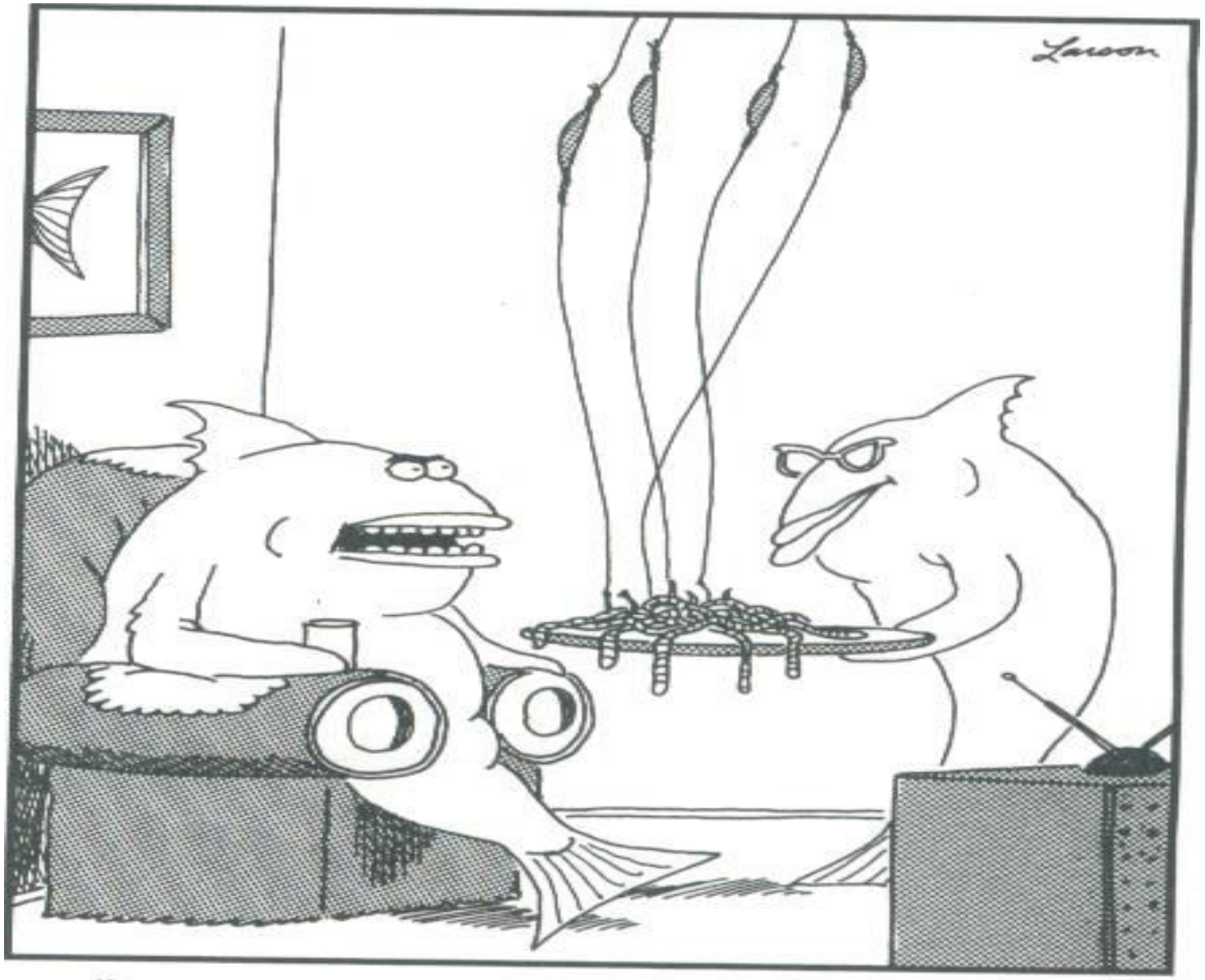
4. Align Resources to Implement Practices

- New roles to reach outcomes will require training and on-going technical assistance (systems)

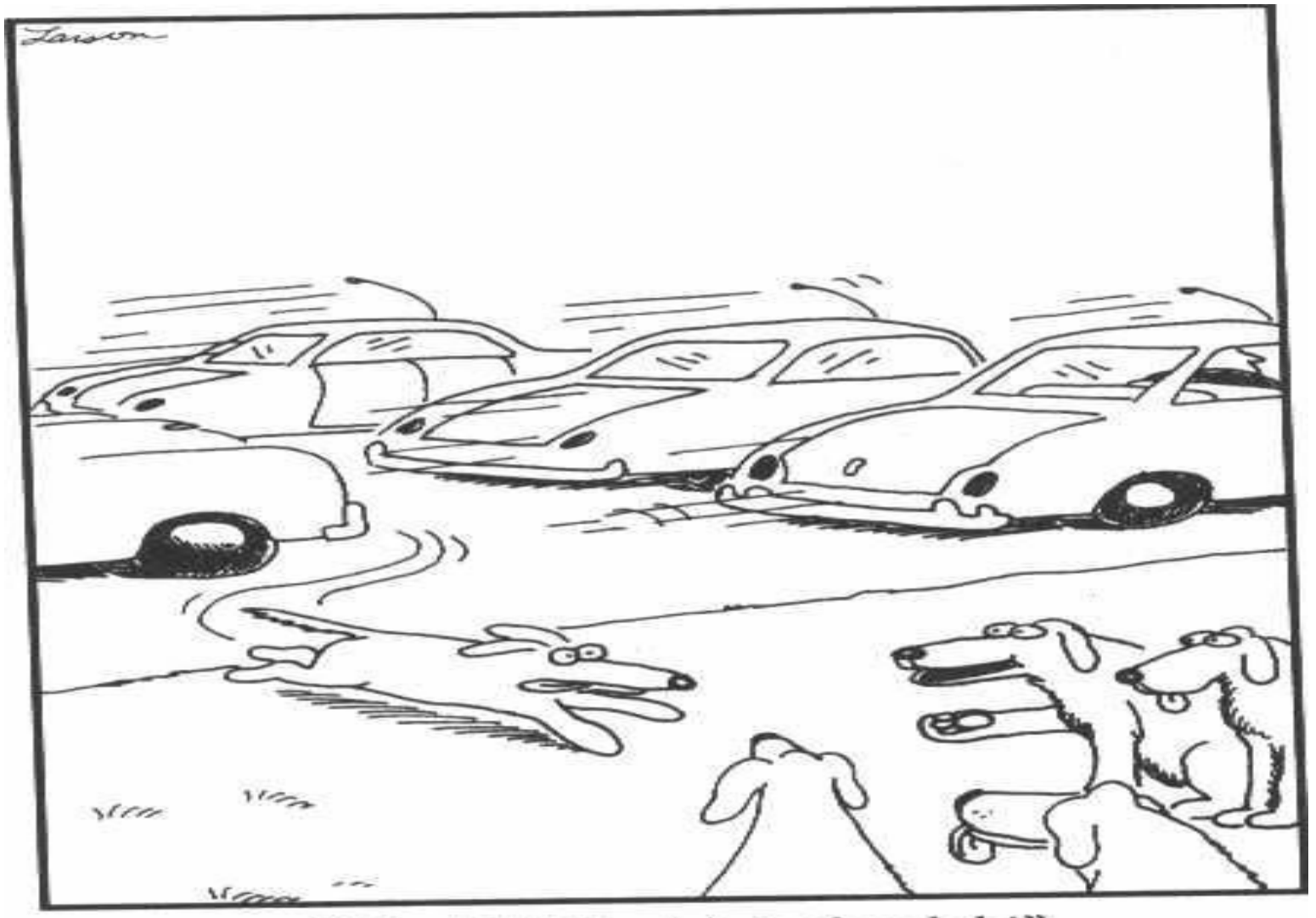
7. The Ship has Got to Sail

- Focus on the 80%
- Apply problem solving / function based logic to those still on the dock





"More worms? ... Saaaaaaaaay—why are you being so nice to me all of a sudden?"



"All right! Rusty's in the club!"

6. Data is not a "four letter word"

- Does it answer your questions
- Consistency
- Agreement
- And yes, it really is important that you send data to your district/region/state contacts on time

OOPS
DON'T WORRY, GRIMM, THEY SAY YOU LEARN FROM YOUR MISTAKES.
HEY, I GOT A PH.D. FROM MY MISTAKES.
3/1
©2003 Grimmy, Inc. grimmy.com Dist. by King Features Syndicate, Inc.

EMERGENCY
S-P-L-I-N-T-E-R
TAP!
TAP!
McPHERSON
© 1995 John McPherson/Dist. by Universal Press Syndicate
1-26

5. Myths & Missed Opportunities?

- Clearly define expected behaviors (Rules)
  - All Settings
  - Classrooms
- Procedures for teaching & practicing expected behaviors
- Procedures for providing specific positive feedback
- Procedures for responding to problem behaviors
- Procedures for data-based decision making
- Family Awareness and Involvement

Captain! I'm in trouble up here on Hill 42! I need reinforcement!
O.K., Sarge... Well... you're a good-looking man... always well-groomed... good sense of humor... snappy dresser... is that enough?

The colloquial/common understanding of Intrinsic Motivation:

"motivation that comes from **inside an individual**"

"the person choosing to do something for themselves"

The RESEARCH definition of Intrinsic Motivation:

"doing something because it is **inherently interesting or enjoyable**, with no expectation of it **leading to a *separable outcome***."

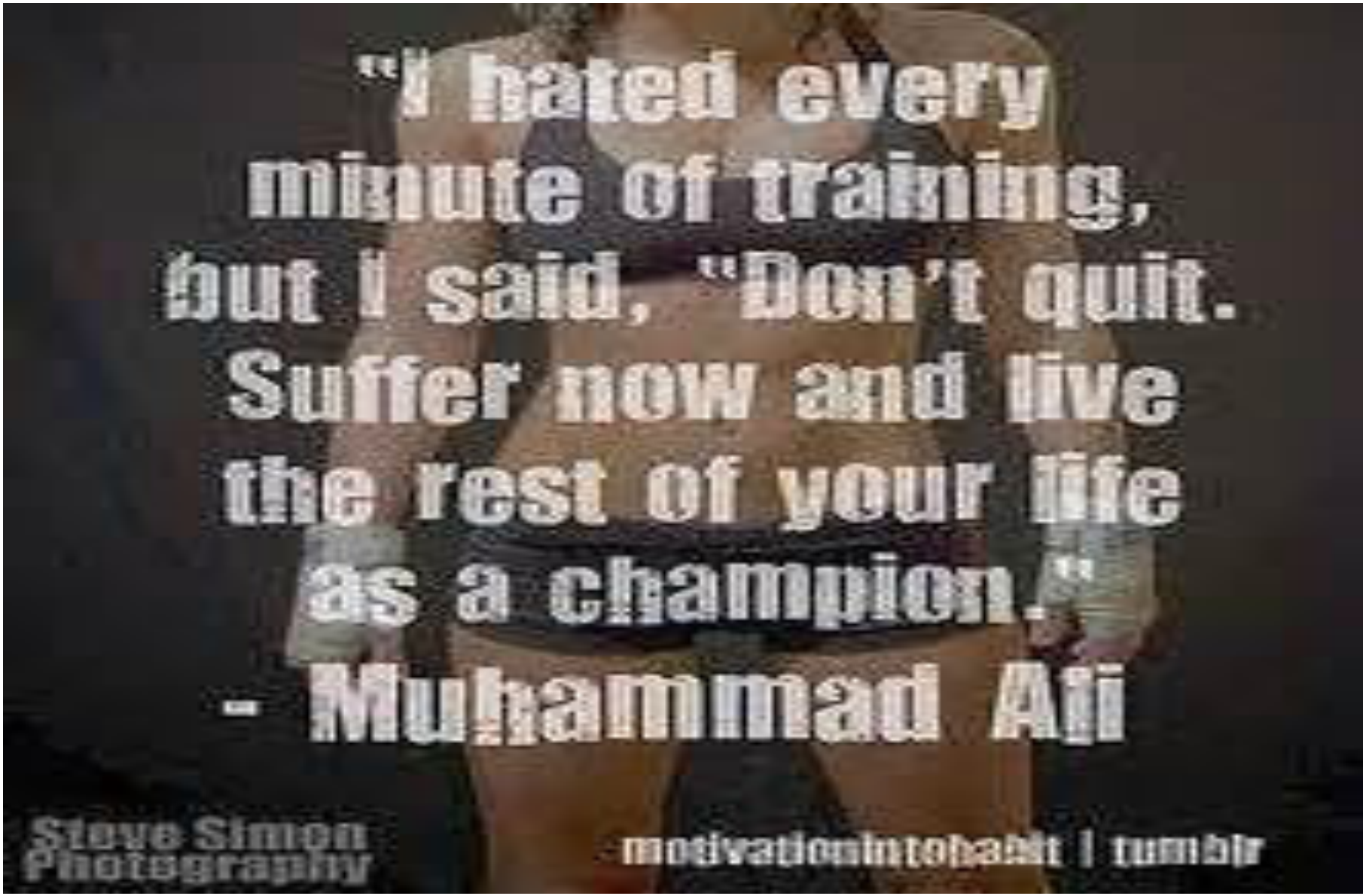
J. Payne, APBS 2016

Regulatory style (type of motivation)	Extrinsic Motivation (4 subtypes of Extrinsic Motivation)			
	External regulation	**Introjection**	**Identification**	**Integration**
Associated processes	Salience of rewards/ punishments, compliance, Reactance	Ego involvement. Focus on approval from self or others	Conscious valuing of activity. Self endorsement of goals	Hierarchical synthesis of goals Congruence of values with wider group
Locus of control/ regulation *(Who is in charge?)*	**External**	**Somewhat External**	**Somewhat Internal**	**Internal**
Typical thoughts	*"I do this because someone or something is making me. As soon as that stops, I stop"*	*"I am doing this because it's important to someone I care about and I would like to please them"*	*"I do this because I think it is important – my action fits my own values"*	*"I do this because the action is congruent with the values I share with a wider group, and will lead to things happening to benefit that group"*
Example	*Someone working a job they don't really like because it pays well*	*Washing your partner's car because you know they love a clean car and it will make them feel good*	*A marathon runner training hard to run a marathon they won't win because they value hard work and fitness*	*A teacher working hard to teach their class because they want to make a difference to society*

Example of Extrinsic motivation #1

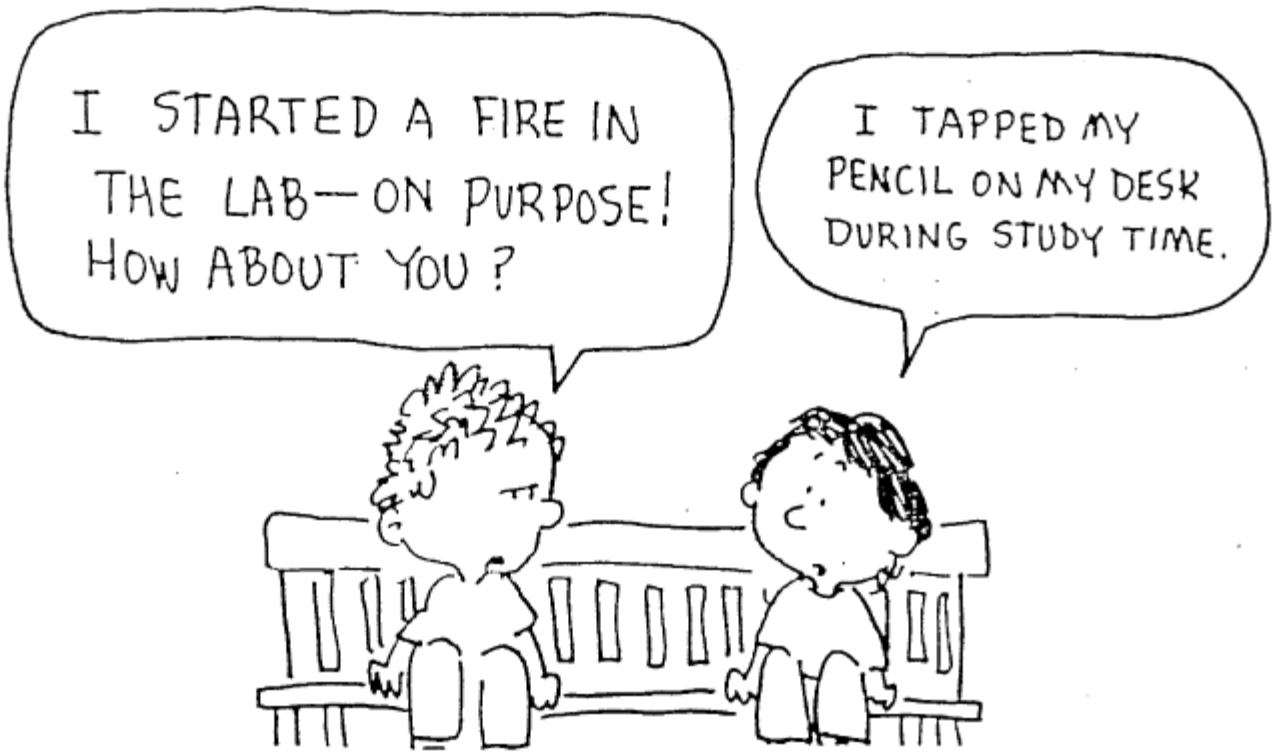
Example of Extrinsic motivation #2

Example of Extrinsic motivation #3



Example of Extrinsic motivation # 4

Is there a place for punishment in SW-PBS?


I STARTED A FIRE IN THE LAB—ON PURPOSE! HOW ABOUT YOU?
I TAPPED MY PENCIL ON MY DESK DURING STUDY TIME.

General Guidelines

How are you going to prevent it from happening again?

1. Minors addressed with an instructional focus
2. School wide procedures for majors are followed
3. If student removed from setting, debrief and plan to prevent
    i. What does student need to be successful?
    ii. What can we do to help?

Continuum Logic

- 80-90% will respond to Universal supports, as well as “traditional” school-based consequences for behavioral infractions
- 10% who require Tier II supports to be successful will respond to negative consequences inconsistently
- Students requiring Tier III supports will also require highly individualized responses to significant behavioral infractions

Always Follow Problem Solving Logic of SW-PBS

- Careful review of the data
- Insure positive instructional supports are in place with high fidelity and remain in place across any negative consequences
- Implement the least intrusive negative consequence and carefully monitor student behavior

Science of Behavior

Do not use any negative consequence, package, system, or program without understanding the behavioral principle involved

Disadvantages of Punishment

- Does not “teach” what to do instead
- Can be easily abused
- All predicated on the assumption student:
  - Knows what to do instead
  - Has the skills to use appropriate behavior under similar context
  - Consistent environmental supports to increase the likelihood the student uses appropriate skill

Possible Side Effects Associated with Punishment Practices

- avoidance
- escape
- withdrawal
- aggression

Saturday “School”?

Saturday School

Acknowledgement Systems

- Class DoJo
- Color coded cards
- Level systems
- Warnings/check marks

Firefox File Edit View History Bookmarks Tools Window Help 100% Thu 1:25 PM Tim Lewis

ClassDojo for Teachers

https://teach.classdojo.com/#!/classes/5371440990ca6d0e0d00060b/points?sortStudentsBy=

class dojo

Most Visited Getting Started Latest Headlines

Homescreen Classroom Reports Messages Edit class

Display settings Timer Attendance: None recorded today

Undo last Random Award multiple students Reset bubbles

-5
Bradley Pitt

1
Cameron Diaz

3
Halle Berry

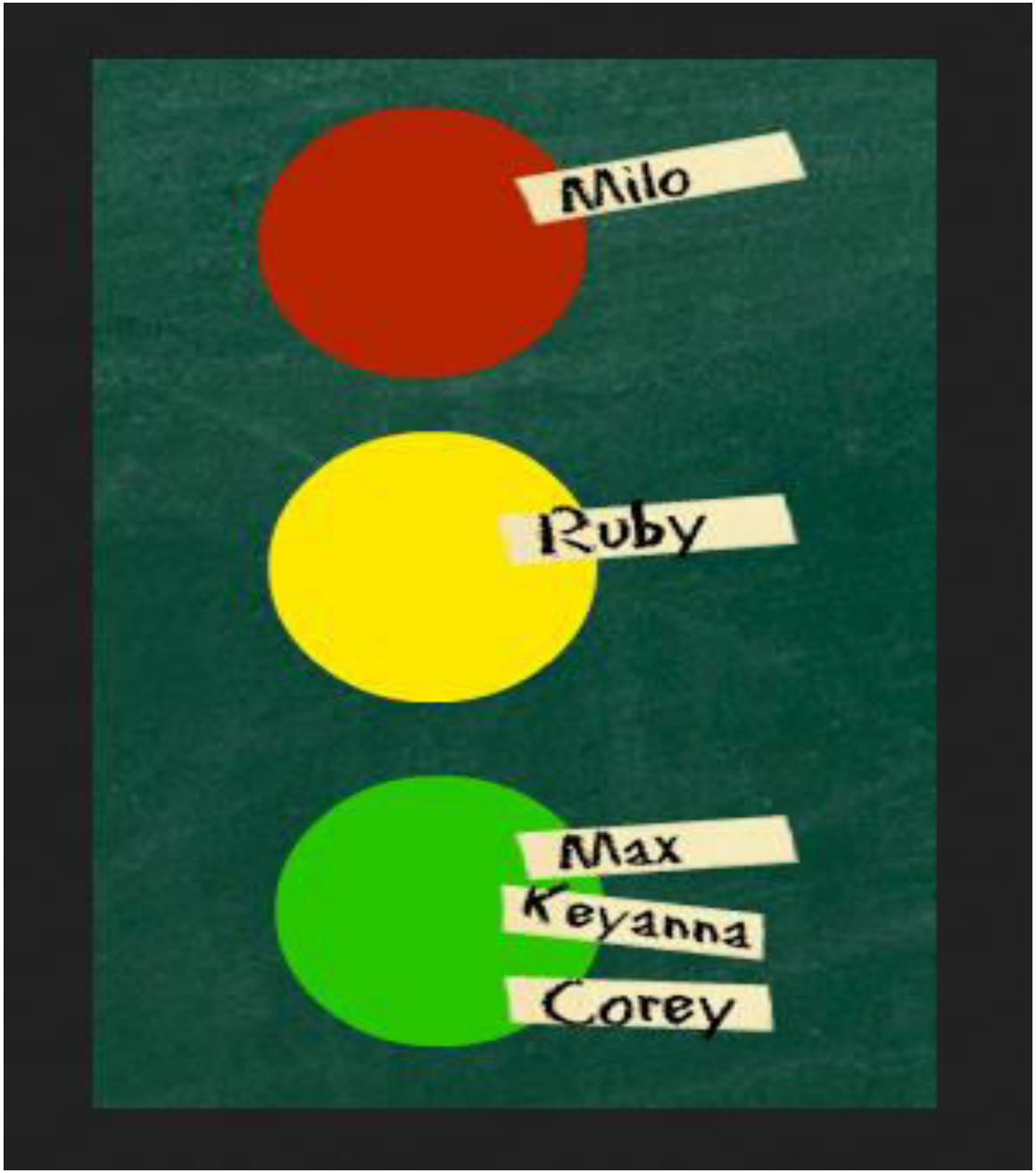
2
Johnny Depp

Matthew Damon

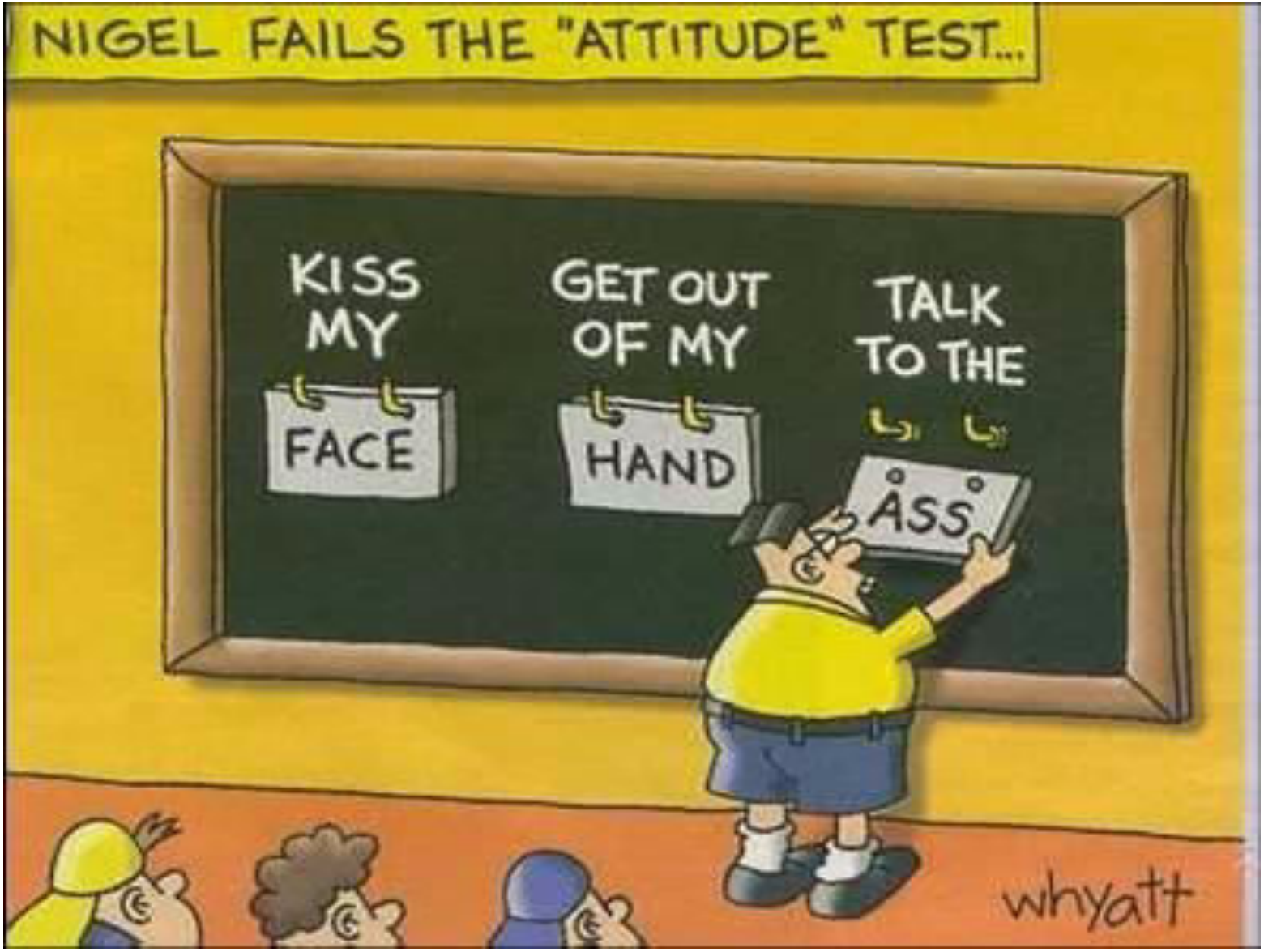
Bradley Pitt

-1 for Talking out of turn

Ideas Help


Milo
Ruby
Max
Keyanna
Corey

4. Always Make Supporting Classroom Teachers a Priority


NIGEL FAILS THE "ATTITUDE" TEST...
KISS MY FACE
GET OUT OF MY HAND
TALK TO THE ASS
whyatt

Starting Point

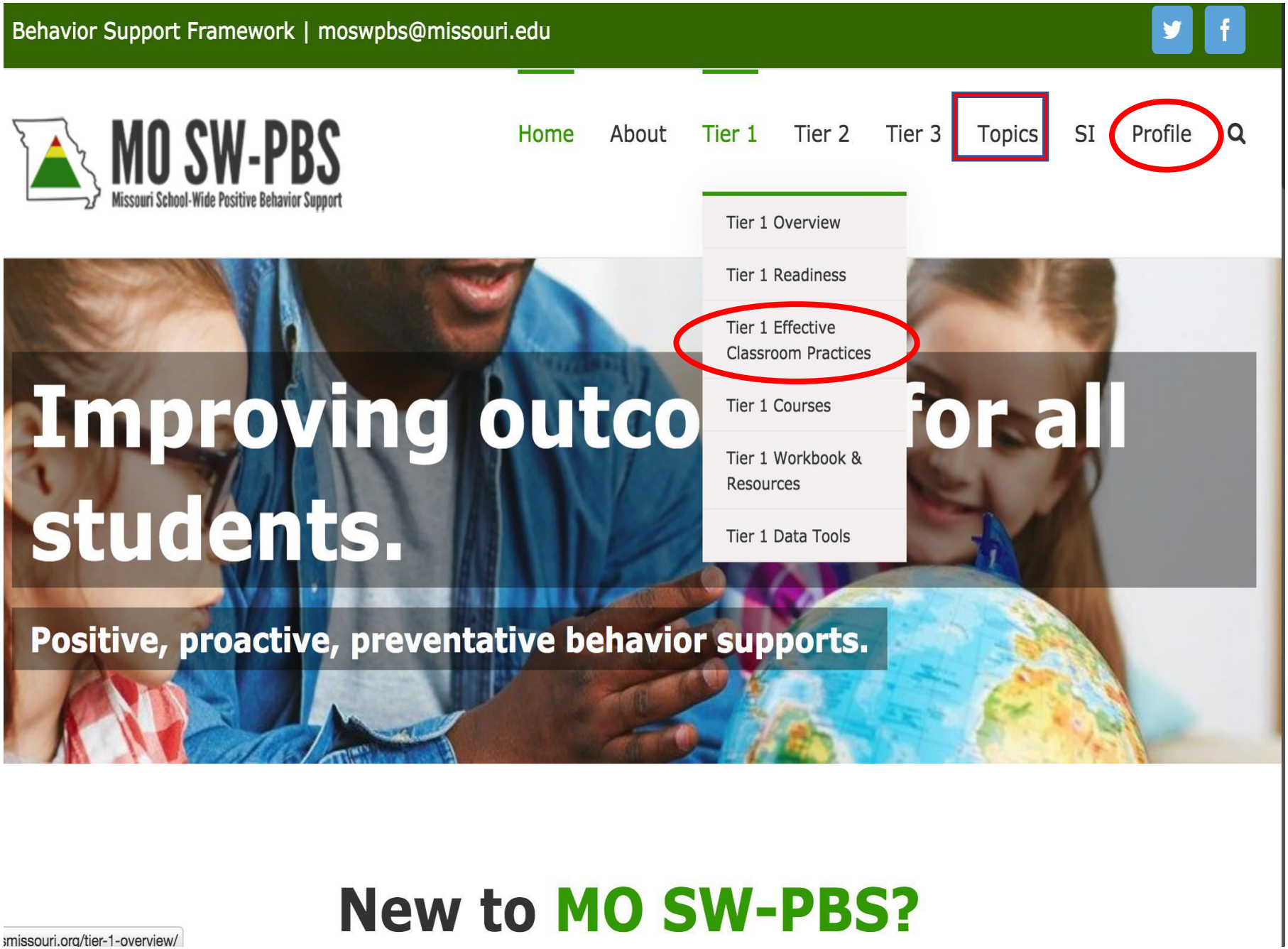
Favorite elementary school teacher

PENN JUNCTION
ELEMENTARY
1969 70
GRADE 3
ROOM B
F335 GRP 8

Classroom Universal Essential Practices

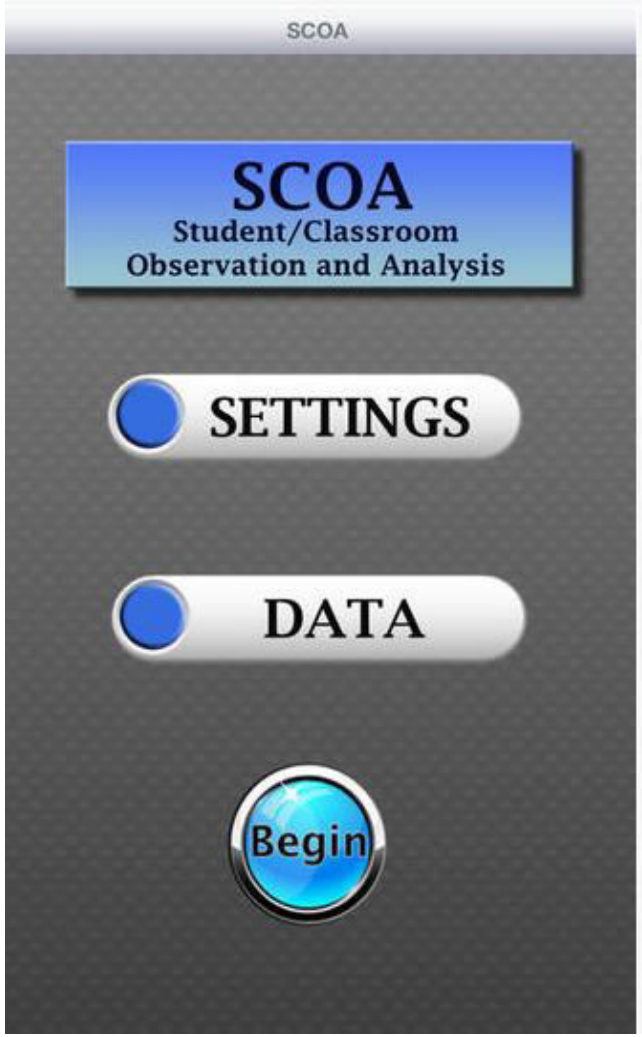
1. Classroom expectations & rules defined and taught (all use school-wide, create classroom examples)
2. Procedures & routines defined and taught
3. Continuum of strategies to acknowledge appropriate behavior in place and used with high frequency (4:1)
4. Continuum of strategies to respond to inappropriate behavior in place and used per established school-wide procedure
5. Students are actively supervised (pre-corrects and positive feedback)
6. Students are given multiple opportunities to respond (OTR) to promote high rates of academic engagement
7. Activity sequence promotes optimal instruction time and student engaged time
8. Instruction is differentiated based on student need

Challenge is to insure **everyone** implementing best practice with fidelity and intensity to match behavioral challenges


Behavior Support Framework | moswpbs@missouri.edu
MO SW-PBS
Missouri School-Wide Positive Behavior Support
Home
About
Tier 1
Tier 2
Tier 3
Topics
SI
Profile
Tier 1 Overview
Tier 1 Readiness
Tier 1 Effective Classroom Practices
Tier 1 Courses
Tier 1 Workbook & Resources
Tier 1 Data Tools
Improving outco for all students.
Positive, proactive, preventative behavior supports.
New to MO SW-PBS?
smissouri.org/tier-1-overview/

Classroom Systems

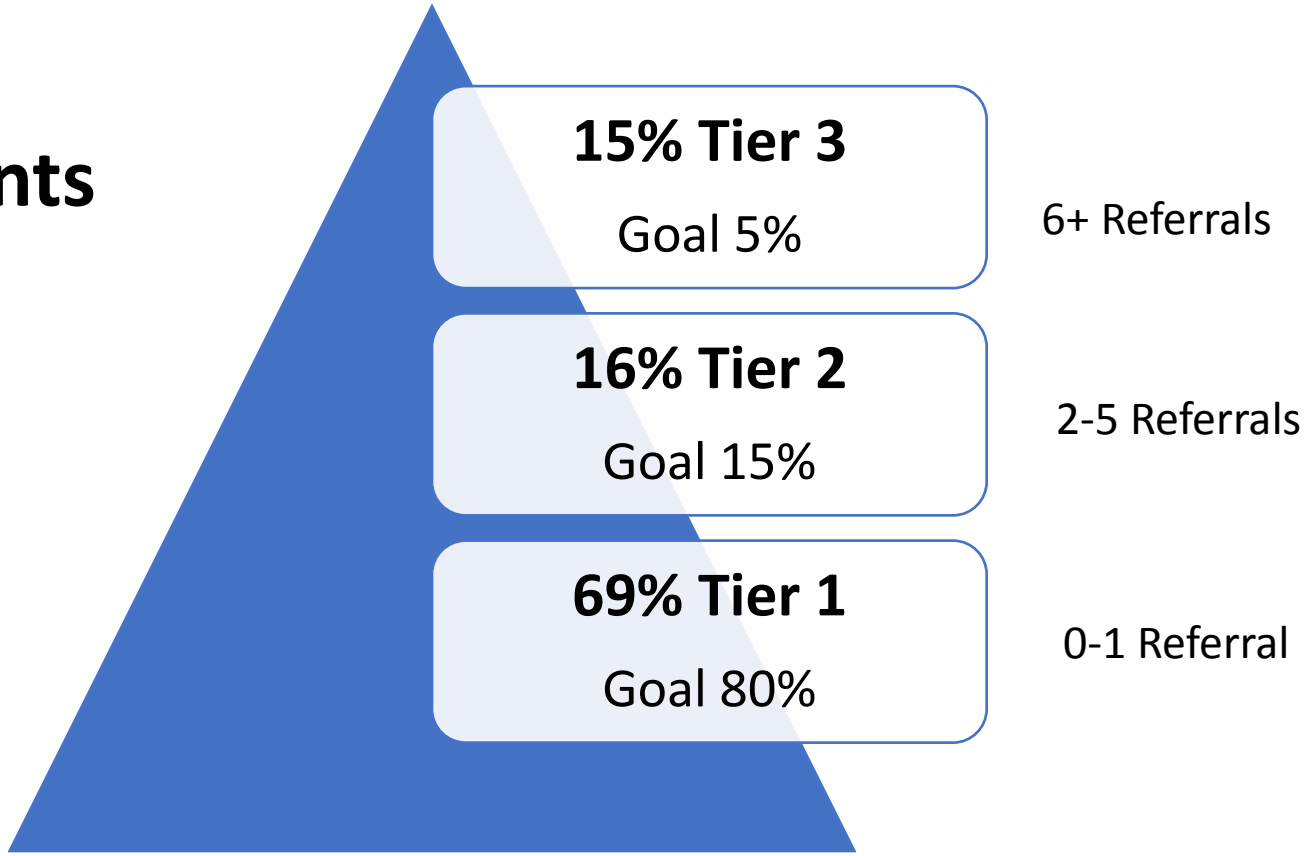
- Teach
  - Brief in-service, single topic focus
- Practice (performance feedback)
  - Peer coaching
  - Principal “walk through”
  - Direct observation / data collection



Universal School-wide Classroom Examples

Baseline Behavior Data Spring

57 students with 9+ Referrals



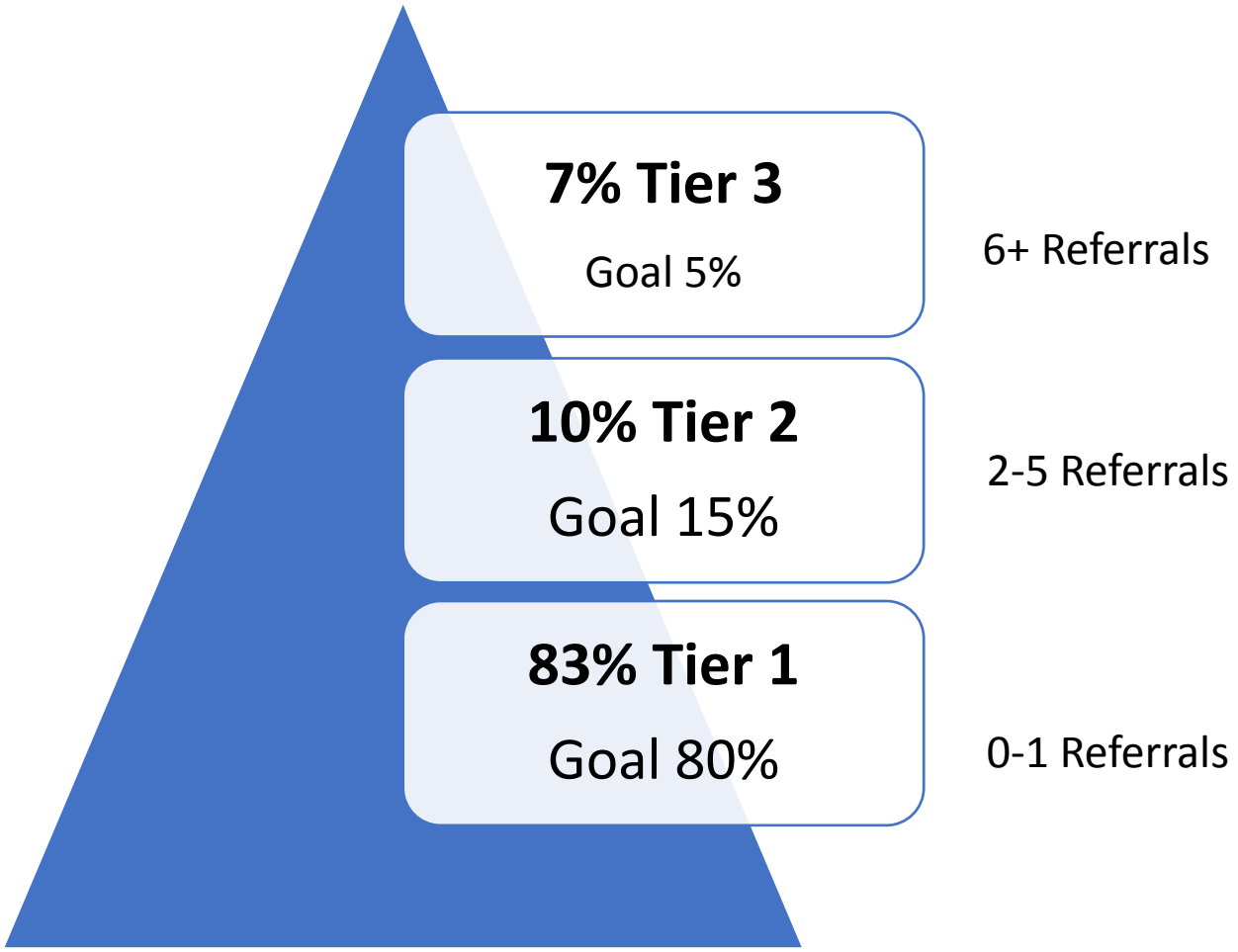
1712 referrals

Data-Practices-Systems

- Self-assessment / Review of behavioral infractions
- Literacy block
  - Teacher led small group
  - Independent work
  - Student work group
- Clear procedures & routines
  - Taught & practiced

Post Intensifying Tier I + Classrooms

16 Students with 9+ Referrals



516 Referrals

Supporting and Responding to Behavior

Evidence-Based Classroom Strategies for Teachers

HIGH-LEVERAGE PRACTICES IN SPECIAL EDUCATION

Council for Exceptional Children | CEEDAR CENTER

The state says all students must do “X” to get “credit”

Accommodations Guide Model

Accommodations Guide Worksheet

1. Gather materials.

- ☐ Three samples of student work demonstrating frequent errors or low grades
- ☐ Student Individualized Education Program (IEP)

2. Identify Broad Problem Areas.

What are the general indicators of concern? Check all that apply.

Academic

- ☐ Reading
- ☐ Math
- ☐ Writing

Attentional/ Behavioral

- ☐ Following Directions
- ☐ Easily Distracted
- ☐ Sustaining Attention/Effort
- ☐ Attention to Detail
- ☐ Planning & Time Management
- ☐ Test Anxiety

Continue on next page →

7. Teach the accommodation(s).

- Teach the student how to access and use the accommodation using curricular materials and in authentic settings, if possible. Ensure the student understands how to use the accommodation correctly.
- Be sure the student has a clear understanding of how to request the accommodation if it is not provided. Model and role-play how to appropriately request the accommodation.
- Multiple opportunities for practice may be necessary.

8. Examine at least three samples of student work/tests to determine if there is change in performance trend:

- **after the student can use the accommodation independently, or**
- **within 4 – 6 weeks of implementation**

(Assignments should be comparable in quantity, level of difficulty, and type as the initial assignments in Step 1.)

Determine improvement in any of the following (circle all that apply):

- Grades
- Quality of work
- Work completion
- Academic engagement

Yes →

1. Continue using the accommodation.

2. Determine whether additional indicated accommodations would further improve performance (Step 6). Repeat steps 7-8.

No ↓

- ❒ 1. Select another accommodation from within the problem area (Step 3) and repeat Steps 7-8.
- ❒ 2. Determine if problem area was misidentified. Select an accommodation from another problem area (Step 2). For example, a student who was thought to have difficulty with math calculation may actually be struggling with sustaining attention. Repeat Steps 3-8.
- ❒ 3. Determine if alternative interventions are needed (e.g., Missing Assignment Tracking, Organizational Skills).
- ❒ 4. Suggest the IEP team consider modifications to the general education curriculum.

Glossary

Source: Thompson, S. , Morse, A., Sharpe, M., & Hall, S. (2005). *Accommodations manual: How to select, administer, and evaluate use of accommodations for instructions and assessment of students with disabilities* (2nd ed.) Washington, D.C.: Council of Chief State School Officers.

Accommodation	Definition
Calculator	Calculation devices (e.g., calculators) may be appropriate to compensate for a student's disability in calculation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. If students are learning problem solving skills (e.g., bargain shopping for items of a better value), then the use of a calculator may remove the calculation barrier and allow the student to demonstrate his or her reasoning skills.
Extended time	Extended time is a specific, pre-determined amount of extra time to complete assignments, projects, and assessments with no grading penalty. For timed tests, a standard extension may be time and one half. This means that a student is allowed 90 minutes to take a test that normally has a 60-minute limit. Double time may also be allowed. The amount of extended time may be determined on a case-by-case basis by a student's IEP team. Usually, "unlimited" time is not appropriate or feasible. Students who have too much time may lose interest and motivation to do their best work.
Fact table	Multiplication fact grid or other tool to help students readily access basic computation facts.
Graphic organizers	Graphic organizers help students arrange information in order to organize their work, stay focused on the content, and recognize connections and patterns. Venn diagrams, story maps, and time lines are examples of graphic organizers. A wide variety of organizers are available for free download from the Internet at http://freeology.com/graphicorgs/. Teachers can make their own organizers to meet specific instructional needs. Students should be encouraged to create their own graphic organizers or re-create organizers they find helpful.
Guided notes	Handout that outlines the lecture with blanks for important ideas (e.g., key concepts, definitions, facts). Student fills in the blanks as the lecture is presented. See **CARS Opportunities to Respond Teacher Handout.**
Highlighted Textbook	Textbook with key words and information pre-highlighted by a teacher or student with good study skills. Highlighted texts can be provided to the student for use during class or at home.
Manipulative Devices	Physical objects (e.g., counters, blocks, paper chips, buttons, play money) students can arrange to better understand 1:1 correspondence, ratios, or other relationships.
Multiple or Frequent breaks	Breaks given at pre-determined intervals or after completion of assignment, tests, or activities. Sometimes a student may be allowed to take breaks when individually needed. For example, the student becomes angry or frustrated and asks to leave the classroom, or the teacher recognizes cues in the student's behavior that signals a need for time away from the assignment or classroom.
Read materials aloud	Teacher or other qualified person reads text word-for-word orally to students. This may also include the use of books on tape and audio versions of written materials. During testing, readers should use an even inflection so that the student does not receive any clues by the way information is read. Furthermore, readers may not clarify, elaborate, or provide assistance to students during testing situations. A student should have the option of asking a reader to slow down or repeat text; therefore, readers should orally present text to one student at a time rather than in a group format.
Self-monitoring checklist	Student follows a sequential checklist to complete a task or follow a strategy. The checklist may also be paired with a rubric for self-evaluation of task completion against teacher expectations. RubiStar is a free tool to create rubrics, http://rubistar.4teachers.org/.
Spelling and grammar assistive devices	Pocket spell checkers or word processor spelling and grammar check programs may be an appropriate accommodation to help students communicate more effectively during writing assignments.
Visual organizers	Graph paper, highlighters, place markers, scratch paper, and templates.

3.Having Difficult Conversations

Ethnicity, religion, race, sexual orientation, gender identity….

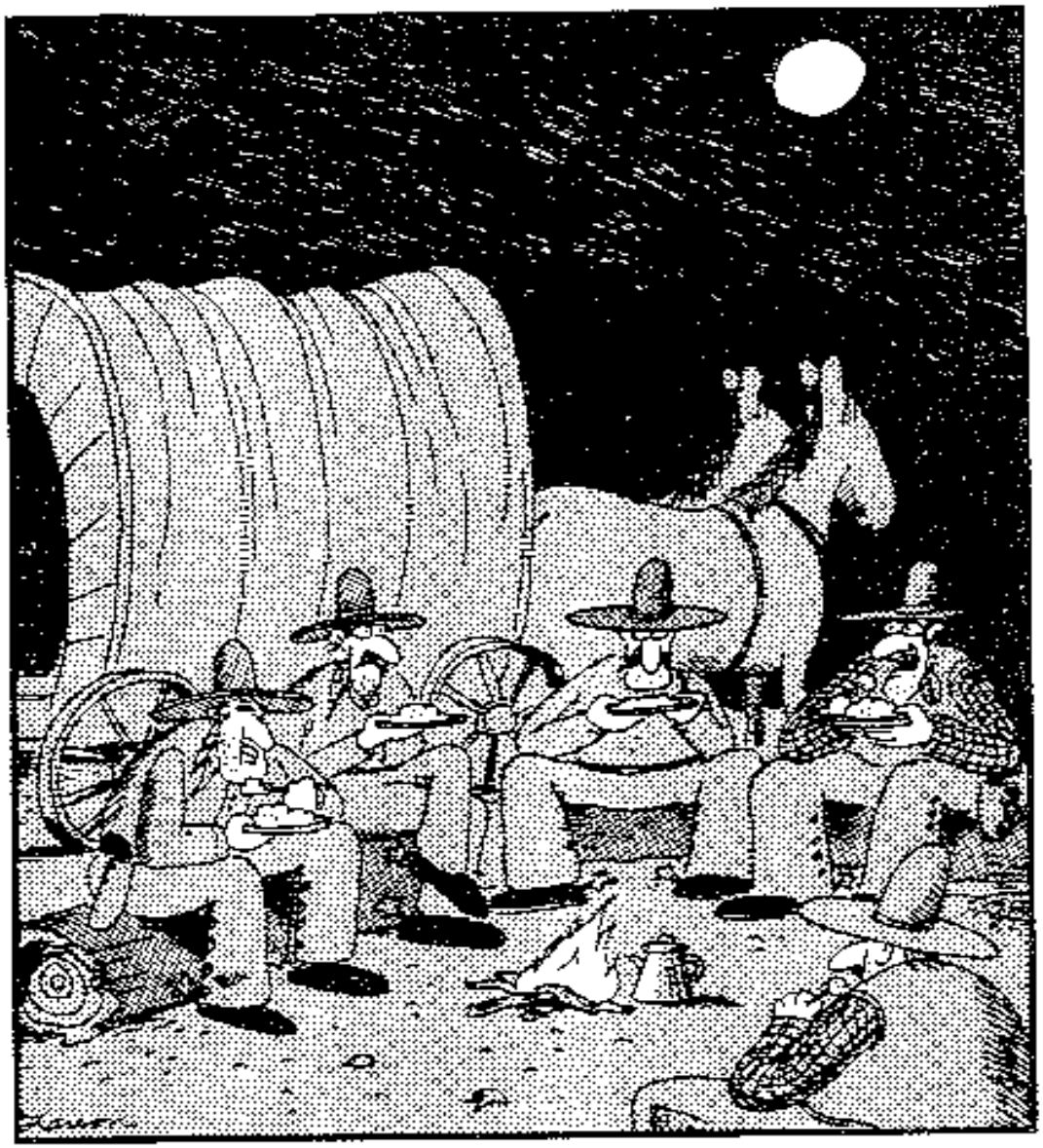
Focus on Big Outcomes & Work Backwards to a Range of Specific Behaviors

Respect =

THE FAR SIDE

Social morays

"Don't eat the flippers, Zeke,
or they'll know we're tourists."



"Frank ... don't do that."

2. Pay Attention to Implementation Science

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
  - Information dissemination alone
  - Training by itself

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

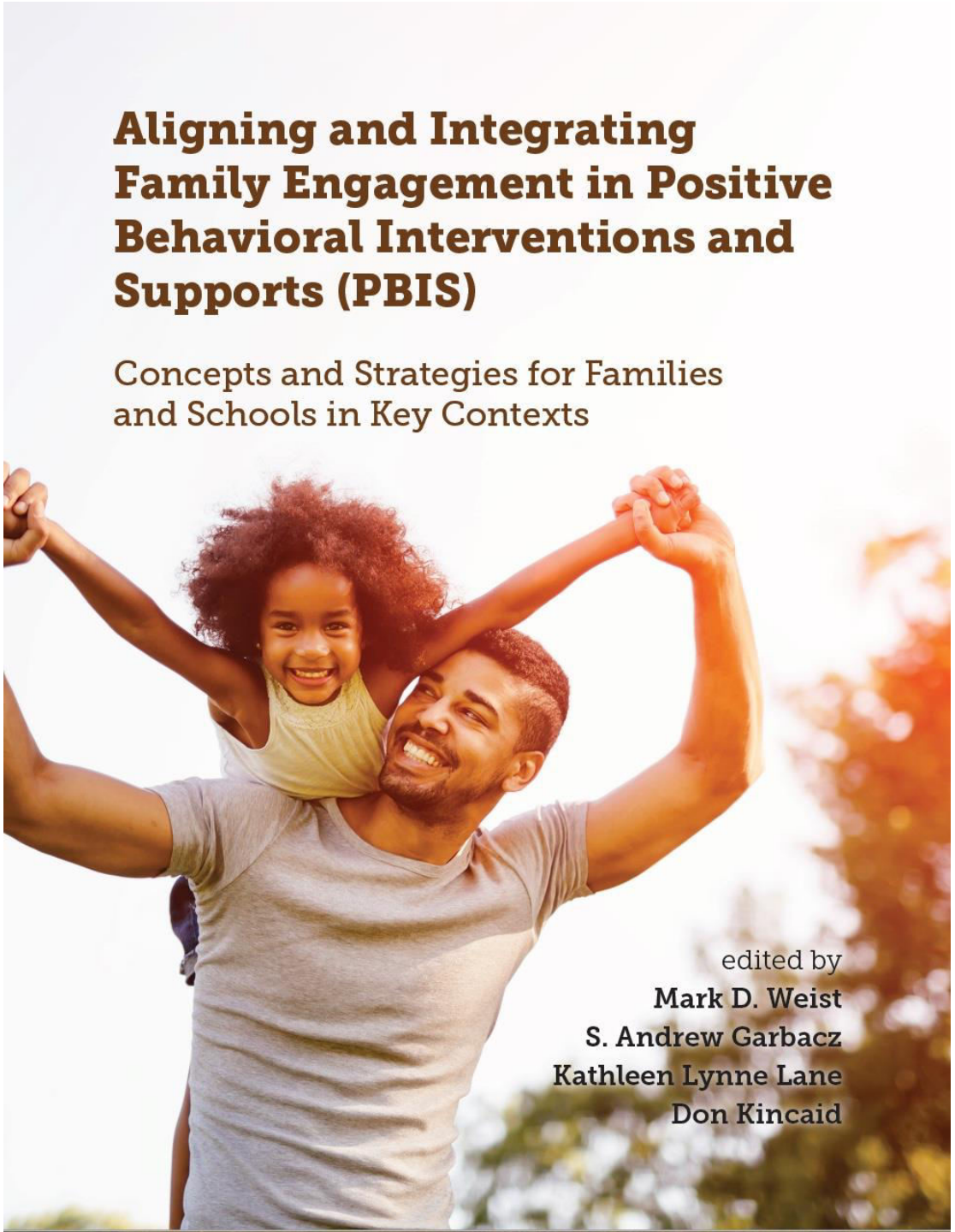
- *Long term, multi-level approaches*
- *Skills-based training*
- *Practice-based coaching*
- *Practioner performance-feedback*
- *Program evaluation*
- *Facilitative administrative practices*

1. Is your school a place you would send your own children?

Positive School Climate and Academic Achievement

In a study of 173 schools, it was found that the relationship between higher achievement scores and a positive school environment was stronger than the relationship between higher achievement scores and any of the following: parent support, teacher excellence, student commitment, school leadership, instructional quality, or resource management.

West. R.P., et al., Utah State Univ, 2007



pbis.org

“Current Topics”

Increasing Family Involvement

Benton Elementary School

Background

- Title school
- Small population, transient
- Low attendance at school functions, conferences, volunteering *“reluctant families”*
- Very small PTA
- Informed about PBS activities weekly through newsletters

Applying the logic of PBS

- Family “Buzz Passport”
- Combine family activities with school activities
- Outcome: Kids spend time with parents – parents involved with school – Family enjoys a pizza!

Just 2 Easy Steps to Earn a Pizza For Your Family:

Step 1:
Adult family member(s) attend ***at least one*** (1) Activity from the GREEN Column. Have Passport initialed by authorized Benton staff member at that activity.

Step 2:
As a family, ***choose two*** (2) activities from the BLUE Column and ***three*** (3) activities from the RED Column. Enjoy these activities with your child(ren) at times of your choosing.

♦♦♦♦♦♦♦

Step 3:
When Steps 1 and 2 are complete, an adult family member must present this Passport to be validated by authorized Benton staff. Then, place Passport in drop box by the Office. *(see below)*

The coupon for your Free Pizza will be mailed to your home address.
(one coupon per family)

♦ **Validation Opportunities:** ♦
Tuesdays 8:15 -8:45 a.m.
Thursdays 3:45 - 4:15 p.m.

Deadline for Passport validation is November 18, 2005

Validated by: _____

Date: _____

Family Buzz Passport

Benton Elementary School
1410 Hinkson Av.
Columbia, MO 65201
Ph. 214-3610

1st Trimester
Sept. 19 - Nov. 18, 2005

Child's Name:

_____

Other Benton students:

_____

_____

GREEN Activities

- Choose at least one -

These activities take place at Benton

- ☐ Attended Back-to-School Night (Sept. 13)
- ☐ Attend Parent-Teacher Conference (Nov. 17-18)
- ☐ Pre-arrange with your child's teacher a time to visit the classroom.
- ☐ Attend PTA Meeting

Authorized Staff initials: _____

Date _____

BLUE Activities

- Choose at least one -

These activities take place in school and with family involvement

- ☐ Have breakfast or lunch with your child at school.
- ☐ Go on a your choice of a family outing.
- ☐ Provide a family photo for the "Benton Family Bulletin Board" at school.
- ☐ Have a "No TV" night at home.

RED Activities

- Choose three activities -

These activities take place outside of school, with family involvement

- ☐ Have your child(ren) read a story to the family.
- ☐ Eat dinner together as a family and discuss each person's day.
- ☐ Play a board game together.
- ☐ Go for a walk together in your neighborhood or a park.

BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner! BEE a Safe, Respectful Learner!

End of the year

- Over 70 passports validated
- Noted increased attendance at conferences, PTA, Chili Fun Night, Sock Hop, assemblies, Family nights, “McTeachers Night,” lunch at school with kids, volunteering, school zoo trip

Muludja - Western Australia

- Cane Toad Hunt

- Community input – reworked expectation terms and descriptions

Student Voice

- Member of the SW-PBS Team
- Connect points to existing student leadership groups
- Student goal setting & progress monitoring
- Students as exemplars
- *SW-PBS is something we do WITH students not to them*

STUDENT PANEL

- What is the panel?
- Humor
- Student Involvement in decisions
- Less focus on rules and more focus on succes

Starting Off

- One male and female per grade
- Diverse
  - Clubs
  - Sports
  - Fine arts
  - Practical arts
  - Ethnicity
  - Socioeconomic

Teaching

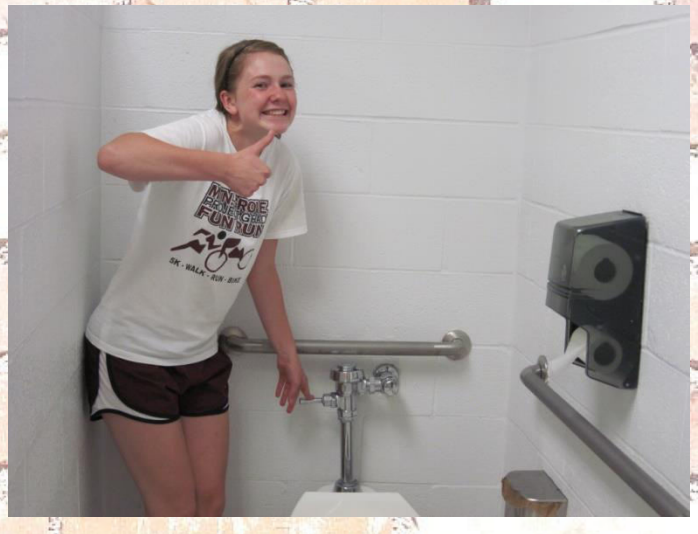
Teaching the expected behaviors

Videos

- Chicken “cyber-bullying”
- Lunch Card Monster
- Bathroom Expectations
- Classroom Expectations

Bathroom Expectations

Hush



Flush

Wash

Rush

The Stallstreet Journal

March 29-April 11 MGHS SW-PBS Volume 1, Issue 4

Make sure to be on time to class. It's a new quarter! If you maintain having no tardies you will be able to attend the second semester No Tardy Party brought to you by the Positive Behavior Support team. ☺

Be Involved: Strive to do your best!

While being involved in clubs and school, make sure to let your teachers know of your club trips beforehand and get your homework

Would you rather:

Be able to go to summer school in Italy?

Or

Take a science trip to Peru?

People spend at least 3 years of their lives on the toilet.

Kadie Dugger, Candi Delcour, Alexis Cooper, and Bryan Kaps pose for a quick picture at the 3rd Quarter Attendance party.

Important Dates

- March 29-4:30 pm : Var/JV Baseball Home vs Gainesville
- April 1- Interscholastic Relays, West Plains
- April 4- 4:30 pm : Varsity/JV Baseball Home vs Liberty
- April 7- 4:30 pm : Varsity/JV Baseball Home vs Thayer

  8:30 pm : Varsity MSU Golf Relays-Away
- April 8- Math and Science Club trip
- April 9- 9:00 am : Varsity Baseball Panther Double Header Home

  ACT test in Cabool

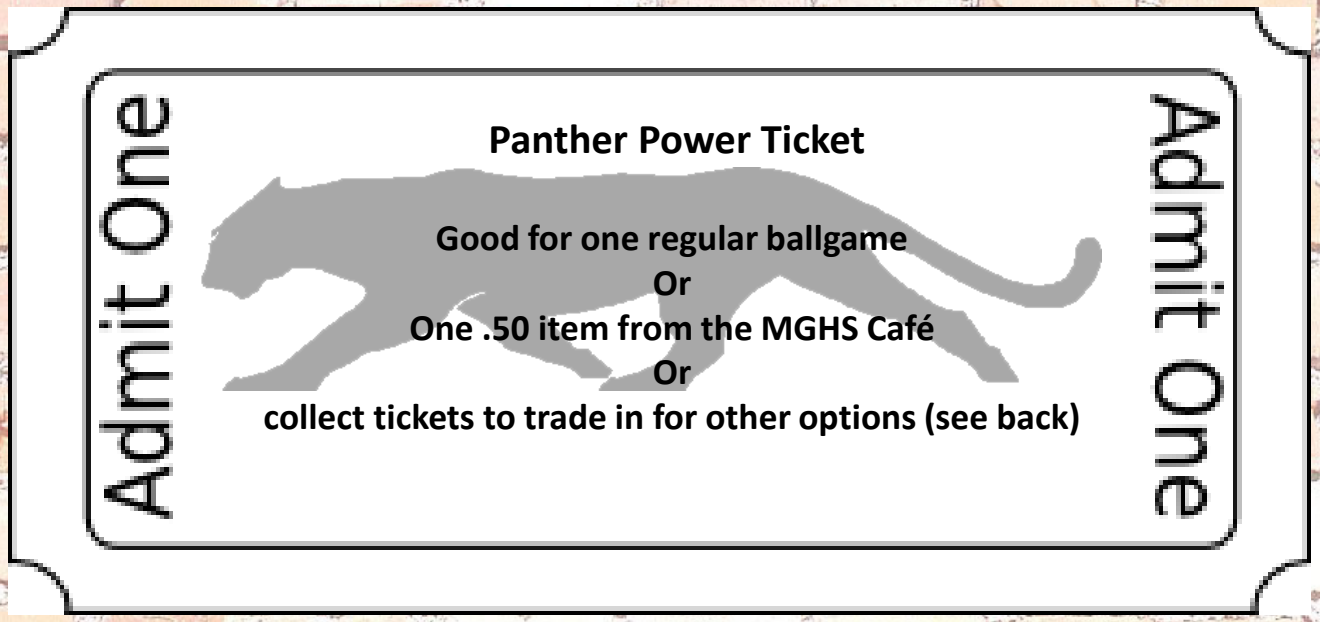
Remember: Prom is less than three weeks away!!

Brought to you by your Student Panel...spreading positive behavior one person at a time.

Name This Movie: "I'll get you, my pretty, and your little dog too!"

Last Issue's Answer: Harry Potter and The Chamber of Secrets

Panther Power Tickets



Level One	Level Two	Level Three
$.50 lunch item	Parking Pass	Prom Ticket Drawing
Game Pass	Homework Pass	Yearbook Drawing

facebook

Search

Blake Miller | Home

Mghs Swpbs

Works at Mountain Grove High · Went to Mountain Grove High · Lives in Mountain Grove, Missouri · From Mountain Grove, Missouri

Friends | Message

Write Post | Add Photo / Video

Write something...

- Wall
- Info
- Photos
- Friends

Friends (126)

- Shelby Clifton
- Judi Marah-Kemp
- Kristy Wakefield
- Blake Miller — Mountain Grove High
- Staci Caffey

Mghs Swpbs

Congratulation to Tatum Flint for winning the Prom Package Drawing for being a Safe, Respectful, Responsible, Involved Learner! Tatum is pictured with Junior Class Sponsor Ms. VanBibber.

Like · Comment · Share · Thursday at 1:03pm

Jackie Todd Harrington likes this.

Erin Ehlers Oh my gosh!! She must have been really good and earned 10 Panther Power Tickets!

Thursday at 1:06pm · Like

People You May Know See All

Jim Ray Kluck

Add Friend

Sponsored See All

Facebook Data Team

The Right Time for Love: Tracking the Seasonality of Relationship Form...

Like This Page

The Men in Black Suits Are Real

The MEN IN BLACK SUITS ARE REAL! Call 1-888-202-9797 (free) & LIKE if you're an MIBeliever

Like · 14,412 people like this.

Quiz Your Friends

Woohoo! Our Pants on Fire game is here! I haven't been this excited since I found out about soft serve yogurt. Play the game!

Veritis, the IT partner

VERITIS

Veritis is a leading IT solution provider with vast experience in

Resources - pbis.org

What's New & Upcoming Events

List of new postings and current information about PBIS events.

Behavior Related Policy

Information for PBIS related policies. Government announcements and documents are listed.

School Climate Transformation

Current information about PBIS for School Climate Transformation Grant awardees.

Resources - pbismissouri.org

PBIS: Celebrating Positive & Safe Learning Environments

This two-day forum for school, state, district, and regional Leadership Teams and other professionals has been designed to increase the effectiveness of PBIS implementation.

Sessions are organized by strands that support initial through advanced implementation in a full range of education settings, and assist state level planning to improve school quality and student success. Featuring sessions specific to Juvenile Justice, Alternative Educational Settings, Mental Health, and Family partnerships.

Hilton Chicago
720 S. Michigan Avenue

Registration opens April 3rd.
For more information, visit the Upcoming Events page at www.pbis.org in March.

SAVE THE DATE

October 4-5, 2018