B12 - Implementing PBIS in Alternative Programs: Adaptations to Maximize and Intensify PBIS Interventions within an Alternative Education Setting

Lead Presenter: Dr. Jeffrey Sprague
Exemplar Presenter: Kim Wood, M.A./BCBA
Maximizing Your Session Participation

Consider four questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Objectives:

Describe the rationale for adapting key PBIS practices when implementing in alternative education settings

Describe the process for adapting data systems to fit the unique contextual needs of alternative education settings

Describe how the distribution of intervention needs varies at an alternative education site and how this difference impacts intervention delivery
Big Ideas

• SWPBIS is implemented in over 25,000 general education schools
  – Academic and behavioral benefits

• Less is known about “what works” in alternative education

• AE programs can and should adopt and implement the three-tiered PBIS framework

• The same structures for adopting, implementing and maintaining PBIS practices in general education schools are effective in alternative education programs if the unique features of these environments are addressed
Adaptation of the three-tier PBIS Logic for Alternative Education Programs

Alternative Education Programs

Services for students identified as ED and more intensive services for students identified as CD.


General Education Schools

Universal classroom- or school-wide positive behavior supports.

Selective

Default classroom-based interventions and proactive, classroom interventions.

Targeted/Indicated

FBA-based behavior support plan with social skills training to teach appropriate replacement behaviors.

Targeted/Indicated

Selective

Universal

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Jeffrey Sprague and Kim Wood
Spotlight on PCOE’s Community School: Pathways iCARE

- County charter program for 7th-12th grade students in Northern California who are expelled or probation-referred; ~60 students
- ~50% of students are on probation
- Majority of students qualify for additional funding
- Fluctuating population
- WASC Accredited
From Then to Now…

**WHAT DID iCARE LOOK LIKE FIVE YEARS AGO?**

- Low student achievement
- Low staff commitment; high burnout and negativity
- Low attendance
- Chaotic environment
- Inconsistent responses to a variety of challenges
- Poor relationships between students and staff

**WHAT DOES iCARE LOOK LIKE NOW?**

We will be reviewing data snapshots from Spring 2016 to Spring 2017…
The Long (& Bumpy!) Road to Implementation

2011-2012
- Started PBIS
- No staff or administrator buy-in
- PBIS trainer had limited understanding of the site's context
- PBIS efforts terminated mid-way through

2013-2014
- PBIS Re-Boot: “Let’s try this again!”
- Some staff changes, but still limited buy-in
- No coaching time allotted
- Not a top priority with administration, or considered with other initiatives

2014-2015
- Tier I implementation in place, but still not a high priority
- Coaching supports put in place more formally
- Somewhat “going through the motions” of implementation
- PBIS written into LCAP

2015-2017
- Launched PBIS District Leadership Team
- Strengthened partnership with probation
- PBIS seen as a higher priority
- High buy-in from staff and students
- Reliance on data, building capacity

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Coaching & Training in Placer County’s PBIS Sites

• Coaching model: PCOE’s PBIS Coach serves multiple functions

• Alternative sites have received individualized PBIS Training Series & Boosters from PBIS Coach/Trainer

• PBIS Coach participates in at least 50% of all PBIS meetings (TIPS-Tier I and Intervention Team meetings)
Current Fidelity Data at Pathways iCARE

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
iCare Pathways
8/24/2015 - 2/27/2017

Percentage Implemented

- Tier I
- Tier II
- Tier III
Addressing Disproportionality

Spring 2016

PD Series on Culturally Relevant Instruction and School-wide Practices rolled out in Spring 2016

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Paradigm shift: Reducing Exclusionary Practices

Average minutes sent out of class per student per week

March-June 2016
45

March-June 2017
10

Change in staff focus, from PUNISHMENT to ENGAGEMENT!!
Suspension Comparison Spring 2016 to 2017

- Out of School Suspensions:
  - March-June 2016: 51
  - March-June 2017: 32

- Students Suspended:
  - March-June 2016: 31
  - March-June 2017: 22

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Total Days of Suspension Comparison

Mar-June 2016: 113 days
Mar-June 2017: 49 days

Note: 1 student was responsible for 13 of these days.
Core Program Features of Services for At-Risk Students

- Whole School Discipline
- Personnel and Administration
- Screening and Referral
- Service Coordination
- Classroom Management
- Behavior and Support
- Instruction
- School and Work-Based Learning
- Mentoring and Adult Involvement
- Program Outcomes

At-Risk Student Services Assessment (ARSSA) – Sprague, Nishioka, Yeaton, & Utz, 2005

We will review iCARE's adaptations and “lessons learned” within each of these features.
Whole School Discipline

- Behavior expectations are taught by student leadership
- App-based point system (LiveSchool) focuses heavily on academic engagement and self-management

![LiveSchool](image)

- Worked with probation to secure staff on site who were aligned with the values of the program
- School-wide TIPS meetings 2x/month w/ SWIS data review
- Progressive discipline chart “cleaned out” yearly and modified based on data
- Paradigm shift over time away from exclusionary practices
- The Learning Center/10-minute re-sets
Student Acknowledgements

- Weekly and monthly attendance incentives
- Monthly student award nominations
- Most improved attendance
  Most improved behavior/self-control,
  Respectful towards others,
  Academic achievement
- Fun Fridays (attendance + behavior + work completion)

• Point System & School Store

  ![Point System & School Store Image]

  **Excellence w/ PBIS School Rules**
  - Be Respectful
  - Be Responsible
  - Be Safe
  - Good return from re-set/TLC

  **Academic Skills**
  - Academic Excellence
  - Asking for Help
  - Contributing to Class Discussion
  - Demonstrate Understanding
  - Helpful

  **Items with Point System & School Store Values**
  - Cookies (small): 10 dollars
  - Corn Nuts (one): 15 dollars
  - Cracker Sandwich: 15 dollars
  - Cup O’ Noodle: 20 dollars
  - Doritos: 15 dollars
  - Dutch Bros: 75 dollars
  - First to be dismissed: 20 dollars
  - Get one answer free on math worksheet: 25 dollars
  - Get out of stretches in PE - 1 day: 20 dollars
  - Granola Bar: 10 dollars
  - Hot Choc/Coffee: 10 dollars
  - Jelly Ranchers (3): 8 dollars
  - Lays: 10 dollars
  - Lunch outside with 1 friend: 40 dollars
  - Math Pass: 10 dollars
  - Mechanical pencils: 10 dollars
  - Mini Lint Roller: 15 dollars
  - Pop Tarts: 20 dollars
  - Popcorn: 20 dollars
  - Rice Crispy Treat: 15 dollars

B12 - Implementing PBIS in Alternative Programs
<table>
<thead>
<tr>
<th>Level 1 – Minor Violations</th>
<th>Level 2 – Major Violations</th>
<th>Level 3 – Major &amp; Illegal Violations</th>
</tr>
</thead>
</table>
| Staff should address the behavior using classroom management strategies:  
  - Re-set/re-direct, don’t give energy  
  - Increase physical proximity  
  - Change seating  
  - Over-correction/positive practice  
  - Increase acknowledgement for on-task, good behavior  
  - Peer/small group opportunity  
  - Academic support  
  - Individual student check-in (e.g., might call in SSW or admin to check in if student is fast asleep)  
  - Increase student engagement  
  - Assign student a task that includes a short movement break  
  - Step outside briefly to re-group and fix behavior  
  Refer to The Learning Center for 10-minutes for ongoing disruption/defiance/off-task behavior.  
When determining whether a student should lose lunch or breaks, staff should confer with admin or a peer for input. |
| The staff handle the behavior by redirecting the student to the Learning Center room for one class (or until the end of that class period, whichever comes first).  
If the student’s behavior indicates that they may struggle with self-control in a social or classroom environment, staff will determine that loss of social/unstructured time will occur instead of TLC.  
Student is required to complete a work assignment/focus activity, a reflection form, and may be assigned logical consequences (apology of action, restitution, loss of privilege).  
Student does not earn points that period, or weekly privilege (e.g., Fun Friday). |
| Student is referred to the Learning Center for one day, or at-home suspension for 1 day or 5 days; administrator or PO may also be contacted for escalated behavior or violation of behavior contract; submit documentation to probation as needed.  
Contact law enforcement for drugs, serious property destructions, and unsafe or illegal behavior.  
Student may be required to have a meeting with other people involved for conflict resolution, and/or to repair the situation.  
For out of school suspensions, parents are required to attend a re-entry meeting with the student (in person or over the phone). |
Teachers receive ongoing PD and in-class coaching (6-week cycles):

**Effective instruction and classroom management**

Ongoing training and coaching has also focused on culturally responsive instruction, disproportionality, classroom management strategies, and crisis management.

Two to four site-specific annual training days focused on PBIS and/or PBIS boosters.
Support Staff

- Full-time school social worker
- Behavior analyst/PBIS coach
- Instructional coach
- School psychologist
- Probation officer support
- Special education teacher and special education instructional assistant

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Steps to Address Disproportionality at iCARE

• **Step one**: Coach shared disproportionality data with site admin, and established shared values about the issue & next steps.

• **Step two**: Shared disproportionality data at school-wide meetings and invited team reflection.

• **Step three**: Launched training series focused on culturally relevant instruction and classroom management strategies; continued to review data.
  - Focus on implicit bias, vulnerable decision points, and effective neutralizing routines

• **Step four**: Collaborated with instructional coaches to ensure that coaching cycles included modeling and feedback about culturally relevant practices.

Screening & Eligibility

- Multiple routes for students to be referred to intervention team (request for assistance, academic data, SWIS referrals, attendance, IEP goals, expulsion requirements, self-referral, etc.).

- Transcripts reviewed prior to class placement, and strategies for credit recovery are implemented as needed.

- New this year: homeroom teachers complete screening tool prior to each intervention meeting (SRSS-IE)
Screening & Eligibility (from Ci3T.org/screening)

• Initial screening of referrals is completed by program administrators; intake and orientation completed by school social worker.

• New this year: homeroom teachers complete screening tool prior to each intervention meeting (SRSS-IE).

• Multiple routes for students to be referred to intervention team (request for assistance, academic data, SWIS referrals, attendance, IEP goals, expulsion requirements, self-referral, etc.).

Transcripts reviewed prior to class placement, and strategies for credit recovery are implemented as needed.

### Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)

#### MIDDLE and HIGH SCHOOL USE 2017-2018

**DATE:**

<table>
<thead>
<tr>
<th>TEACHER NAME:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PERIOD RATED:</th>
<th>Steal</th>
<th>Lie, Cheat, Sneak</th>
<th>Behavior Problem</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Shy, Withdrawn</th>
<th>Sad, Depressed</th>
<th>Anxious</th>
<th>Lonely</th>
<th>SRSS-E TOTAL</th>
<th>SRSS-I TOTAL</th>
<th>SRSS-IE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0</strong> = Never</td>
<td>1 = Occasionally</td>
<td>2 = Sometimes</td>
<td>3 = Frequently</td>
<td>Use the above scale to rate each item for each student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>13</td>
<td>10</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Example: Lane, Scarlett</td>
<td>112341</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>4</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Note. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores. Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be used for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.
Service Coordination

- Frequent parent communication is documented by teaching staff, support staff, and administration.
- Parents are involved in student-centered meetings to discuss status of clearing expulsion.
- Partnership with probation and county wraparound services.
- Intervention team meets every two weeks; troubleshooting and action planning for any student who is not benefitting from an intervention.
3-Tiered System of Support
Teaming and Communication

Universal Team
- Plans School-Wide Supports
- Using TIPS Process
- Staff Implement and Give Feedback on Tier I System

Intervention Team
- Uses Process data;
- Determines Overall Intervention Effectiveness
- Recommends Interventions

Student Centered Teams
- Each Targeted Intervention has Assigned Coordinator
- Each Determines Student Response

 PTR
 WRAP

Each Student Centered Team has Assigned Coordinator
Each Determines Student Response

CICO
- Modified CICO
- Targeted Social Emo. Groups
- Other Targeted Interventions
- Each Determines Student Response

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Intervention Monitoring

Pathways iCARE Intervention Team Meeting Minutes

Item 1: Today’s Agenda Items (Place “X” to left of item after completed):
1. Review Agenda (2 min.)
2. Coordinator Reports (15 min.)
3. Problem Solving & Action Planning (5 min.)
4. Fading and Graduation (3 min.)
5. New referrals to intervention team (10 min.)
7. Review/define team purpose & agreements (10)
8. Fading

Item 2: Coordinator Reports

Check in Check out
# of students enrolled to date: % of students successful:

# of Students: # Meeting Goal: % Successful: # Fading: # Ready to Fade: Fidelity measure: Cal

Behavior contracts
# of students enrolled to date: % of students successful:

# of Students: # Meeting Goal: % Successful: # Fading: # Ready to Fade: Fidelity measure: Cal

Individual Behavior Plans
# of students enrolled to date: % of students successful:

# of Students: # Meeting (IFP Goal(s)): % Successful: # Fading: # Ready to Fade: Fidelity measure: Sta

Weekly Progress Monitoring
# of students enrolled to date: % of students successful:

# of Students: # Meeting: % Successful: # Fading: # Ready to Fade: Fidelity measure: Sta

Attendance Support Plan
# of students enrolled to date: % of students successful:

# of Students: # Meeting: % Successful: # Fading: # Ready to Fade: Fidelity measure: Sta

Item 3: ACADEMIC SUPPORTS

- 504/IEP services, supports, and accommodations
- Individualized support with academic planner, goals
- Special education assessment
- Tutoring for qualifying students
- Quarterly IEP goal updates

Item 4: DATA/SCREENING TOOLS

- SWIS/CICO-SWIS Data Analysis
- Parent, Staff, or Student Request for support
- Individual student data
- Behavior tracking sheets
- Academic assessment data
- Attendance data

Item 5: SOCIAL/EMOTIONAL/BEHAVIORAL SUPPORTS

- Referral for ERG/Nutropass
- School-based counseling
- Individual Behavior Plans/contracts (includes function-based attendance support plans)
- Assessment for Special Education
- SARB contract/function-based attendance plan
- 504/IEP supports, services, accommodations
- Conflict resolution facilitation
- Temporary intensive supervision
- Increased parent communication and meetings
- TPR/Workability
- Immediate intervention for risk of self-harm or mental health issues
- Collaboration with probation

Item 6: Multi-Tiered System of Supports at Pathways iCARE

- Language Arts Intervention
- Math Intervention
- ELD English
- Academic Seminar/School Connect
- Check-in Check-Out
- Cyber High courses and other opportunities for credit recovery
- SST meetings (academic)

- SWIS & CICO-SWIS Data Analysis
- Formative and summative assessments
- Grades
- MAP data
- Graduation requirements
- Attendance
- SST referrals (academic)

- SWIS Data Analysis/behavior referrals
- Formative and summative assessments
- Grades and credits
- Attendance
- Points (acknowledgement system)
- MAP Data

Item 7: TIER 1 SUPPORTS

- Highly engaging, standards-based lessons with differentiated instruction
- Clearly stated and posted academic objectives
- High number of opportunities to respond
- Meetings with academic counselor
- Academic support/credit recovery available before school and during lunch and breaks
- Academic achievement awards and recognition

Item 8: TIER 2 SUPPORTS

- School-wide acknowledgement systems for behavior, effort, social skills, and attendance
- Behavioral expectations posted and taught
- Evidence-based classroom management strategies
- Positive monthly feedback to parents re: good attendance
- Frequent communication with parents and probation regarding successes
- Monthly screening tools to identify needs related to internalizing and/or externalizing behaviors
- Behavior counselor support and check-ins
- District re-integration plan progress support 

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Targeted & Individualized Interventions

- Greater than 20% of students receive targeted and individualized interventions; many supports are to address requirements to clear their expulsion.

Averages closer to 30-40% of iCARE students
Classroom Management

Significant focus on using engaging and effective instruction as a critical strategy to prevent misbehavior.

Classroom expectation matrices are reviewed and updated at annual booster session.

Over time, big paradigm shift about doing whatever is needed to keep students in class.

Crisis escalations are debriefed with the team using a structured format for review and future planning.

Continued training and coaching on evidence-based classroom management strategies.

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Behavior and Support: Spotlight on Attendance

• Attendance support program:
  • Tier 1A (96-100%): Monthly congratulation note sent home with % attendance.
  • Tier 1B (90-95%): Monthly congratulation note sent home, with # of days noted that the student can miss for the rest of the year to obtain 95% overall attendance for the year.
  • Tier 2 (80%-89%): Student is enrolled in attendance support plan, with bi-weekly staff support meetings to review their individual action plan and attendance data. Graduate from plan after 90% is reached.
  • Tier 3 (Below 79%): Individualized function-based attendance plan, referral to SARB, parent meetings, and/or collaboration with probation and/or wraparound.

Attendance increased from 80%-85% school-wide
Instruction

• Lower student ratios in strategic classes; average 14 students per class.

• **School-Connect** curriculum is used as a Tier II intervention class, while specific social lessons are pulled out and taught in every class.

• Testing completed 2-3x/year

• Effective instructional planning and delivery is supported by principal, instructional coach and First Instruction team

• Principal collects and provides feedback on lesson plans.
### iCARE Lesson Plan format:
- **Standard**
- **Objectives**
- **Assess Prior Knowledge/Inquiry**
- **Teacher Action**
- **Student Action**
- **Duration of each section**
- **Assessment of mastery**

### Exploring Computer Science

| Standard: | Students will be able to:
| - Perform searches and explain how to refine searches to retrieve better information.
| - Identify resources for finding information in addition to ranking based search engines.
| - Differentiate between ranking based search engines and social bookmarking (collaborative) search engines. |

| Access Prior Knowledge/Inquiry: | How many of you have used Google? Or if not that, another search engine (Yahoo, Bing, etc.). I want you to take out your journals and write about the following “List at least 3 ways in which you currently use the Internet.” Share different ways with the class. |

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Teacher Action</th>
<th>Student Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Hand out the Bell Ringer/Intentions half sheet and give students 2 minutes to write down 3 intentions for the upcoming quarter and a second sheet for the week. Use google timer for 2 minutes.</td>
<td>Students will fill out the sheet and turn in to the teacher when done.</td>
</tr>
<tr>
<td>5</td>
<td>Have students do a Written Response on a half sheet of paper on the following topic: List at least 3 ways in which you currently use the internet. When done have students share different ways with the class and add to that if needed.</td>
<td>Students complete written response and participate in discussion. They turn in when done.</td>
</tr>
</tbody>
</table>
| 40      | Students will work on their Internet Scavenger Hunt Activity.

When class is done, ask students if they used other resources besides Google (i.e. Google maps, yellowpages.com, IMDB, Dictionary, wiki, etc.).

Make a list of these sites on a chart paper. Discuss the advantages/disadvantages of these tools over general Google (when you would use these over other sources).

Have students try a few of these sites to find the following:

- Google maps:
  - Picture of their house (street view)
  - Find the location of the school and what nearest major street is.

- Wikipedia or Encyclopedia:
  - Have someone name a topic from another class to look up – have them.

Students will complete assignment.

| Student Action | Students participate in discussion about other types of tools are available to find information on the internet BESIDES google. |

Students will find the remainder of the items using other search tools. |
School and Work-Based Learning

• Business Management & Computer Literacy/Computer Science classes include:
  • Exploration to local colleges and career tech opportunities
  • Structured teaching for job skills/ “soft skills”
  • Resume development, application completion, and interview skills

• WorkAbility job placement for students who are eligible
Mentoring and Adult Involvement

• Heavy focus on positive contacts home, to help increase parent engagement.

• Frequency of staff support check-ins increases with Tier II & III interventions.

• New this year: Weekly “student connections” tracking form completed by all staff.

**Goal:** Ensure that all students are experiencing meaningful adult connections at school.
Program Outcomes

• SWIS adaptations:
  • Certain SWIS referral categories have been “co-opted” to track issues of importance for our context.
  • Enrollment updated monthly, so Referrals by Ethnicity must always be drilled down to be accurate.
  • Some fluidity between “majors” and “minors” based on our context. Thus, some reports require custom reports with specific behaviors excluded.
NEXT STEPS at iCARE

- Finalize transition support process with local school districts to support students returning after expulsion or incarceration

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### Student Re-Engagement & Transition Team Meeting

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team members:</td>
<td>Student liaison specialist &amp; contact info:</td>
</tr>
<tr>
<td>Credits earned per class:</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose of Meeting:** Student sets goals for their successful return to school (following expulsion or incarceration), and identifies areas where they might need support in order to stay on track. The team then discusses possible supports available in various categories that will help the student succeed, and selects and documents agreed-upon supports.

- **Student describes their goals for moving forward:**
- **Student defines their plan for success:**

- **Student identifies areas where they might need help, accountability, or support in order to succeed:**
- **Student identifies their strengths and current resources which will help them succeed:**

- **Based on identified areas of need, the team then outlines supports and follow-up plans in the appropriate area(s) below:**

  - Academic
  - Behavioral
NEXT STEPS at iCARE

• More formalized tracking of re-referrals after clearing expulsion, % of students choosing to stay with our program, as well as graduation rates.

• Explore formally infusing Restorative Practices within our PBIS framework.

• Increased focus on project-based learning.

• Continue to increase parent engagement.

• Improve cumulative tracking of % successful across interventions.

• Continue to monitor critical support elements required to maintain PBIS.
Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- In our **mobile application** by clicking the link in the session description.

- **Online** underneath the posted presentations at [www.pbis.org/presentations/chicago_forum_17](http://www.pbis.org/presentations/chicago_forum_17)

- Via **paper form** from your session facilitator
Contact us with questions:

Jeffrey Sprague jeffs@uoregon.edu
Kim Wood kwood@placercoe.k12.ca.us
Save the date, March 28 – 31, 2018 for the...

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