B6 - Advanced Use of Equity Data for Identifying Root Causes

Therese Sandomierski, Florida’s Positive Behavior Support Project

Key Words: Equity, Applied Evaluation, Youth Voice
Maximizing Your Session Participation

When Working In Your Team

Consider 4 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

• Specify the types of data necessary for root cause analysis
• Describe the steps involved in root cause analysis of disproportionate discipline
• Apply strategies for uncovering variables that contribute to disproportionate discipline
What can education do for a child?

What are we willing to do to realize that promise?
Teens Talk About Race:
Will racial discrimination be a problem for your generation?

- Black teens are more likely to be worried about becoming a victim of a shooting at school, by police, or in places of worship.
- Depending on the study, young Black men are 7, 9, or 21 times more likely to be shot by police.

Patterns of Inequity

Many schools are challenged to effectively support the behavior of non-White students.

Decades-long state and nation-wide patterns across all educational levels:
- Most significant patterns are found for African American/Black students, American Indian students.
- Hispanic students tend to be over-represented in discipline in middle- and high school.
- Punishments for similar behaviors are more severe.

Patterns persist even after controlling for:
- Poverty
- Type of behavior
- Severity of behavior
- Teacher ratings of behavior

Resolution is critical

**Persistent discipline disparities produce:**

- Higher rates of school dropout
- Increased rates of physical & mental health consequences
- Heightened criminal justice involvement
- Lower school commitment
- Decreased academic engaged time
- Lower academic achievement

PBIS TA Center Recommendations:
https://www.pbis.org/school/equity-pbis

1. Use effective instruction to reduce the achievement gap
2. Implement SW-PBS to build a foundation of prevention
3. Collect, use & report disaggregated discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points
What is a “Root Cause Analysis?”

“A method of problem solving that tries to identify the root causes of problems or patterns found within data.”

*Definition of “root,” from Merriam-Webster:*

“The origin, cause or source of something; an underlying support.”

What are the conditions that led to our current situation?

Root Cause Analysis

Candidates

- Schools implementing Tier 1 with fidelity
- Schools teams that have “tried everything”
- Schools teams who are unsure where to start

Participants

- PBIS Team Members
- School Administrator
- District Support
- Community Partners
- Family Members
- Students

Format

- Multiple meetings throughout year
- Flexibly scheduled to meet community needs
Uncovering root causes

Understand your data

Talk with those who have been impacted by your data

Think deeply & critically about causes

Make sure your ideas work

Conversations, active partnerships are ongoing

- Highlight inconsistencies
- Uncover biases
- Provides opportunity for stakeholders to validate problem
Step 1: Understand your data
Four Elements of PBIS

- Supporting important, **culturally equitable** academic & social behavior competence
- Supporting **culturally knowledgeable** staff behavior
- Supporting **culturally relevant** evidence-based interventions
- Supporting **culturally valid** decision-making
A “data system” includes data procedures, practices & culture

(Armstrong & Anthes, 2006; Honig & Venkateswaren, 2012; Ingram et al., 2004)

The way we collect, retrieve and share data can either **support** students of different backgrounds...

... or **obscure** their experiences.
For example…

LGBTQ+ students experience more threats, bullying and harassment, suspension, expulsion, and arrest than their heterosexual peers.

- 63% of students feel unsafe at school because of their sexual orientation. (National LGBTQ Task Force, 2016)
- 59% of LGBTQ youth report having been bullied by teachers. (National LGBTQ Task Force, 2016)
- 30% missed at least 1 day of school in the past month because they felt unsafe or uncomfortable at school. (GLSEN, 2012)
A menu of options

- Do not drown in the data
- Use easy data sources as your starting point
- Creativity may be needed later on in the implementation process

*https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx
Multiple metrics are needed

1. Disproportionality may occur in terms of students who receive discipline, **and/or** in terms of the **amount** of discipline received
2. If there’s overrepresentation, there is overrepresentation
3. Multiple metrics help teams understand **how** to intervene

<table>
<thead>
<tr>
<th>Example 1 – African American Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk Ratio</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example 2 – African American Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Risk Ratio</strong></td>
</tr>
</tbody>
</table>
1. Disproportionality may occur in terms of students who receive discipline, and/or in terms of the amount of discipline received

2. If there’s overrepresentation, there is overrepresentation

3. Multiple metrics help teams understand how to intervene
Problem identification & definition

1) Are outcomes equitable for all groups of students?

2) How big are the disparities?

3) How much of the group is impacted?

4) What do the group’s discipline patterns look like?
   - Big 5
   - Consider if the patterns are representative
   - Evaluate if the patterns are the same as the patterns of other students
African American students are nearly four times more likely to receive an office referral than all other students.

Most Common Problem Behavior: Disrespect

Most Common Location: Bus

Most Common Admin Decision: Silent Lunch

Most Common Grade Level: Kindergarten

86% of African American students who received a referral

20% of African American students who received a referral

60% of African American students who received a referral

12% of African American students who received a referral
Accessing FLPBIS Equity Resources

Go to: Flpbis.org
### Problem Definition Template

**FLPBIS Equity Profile**

#### District Name: Fantasyland

#### Time period for this data: End Year

<table>
<thead>
<tr>
<th>School Name: Sunshine Grove</th>
<th>Number of Students in Group Who Received a Referral</th>
<th>Number of Referrals from Group</th>
<th>Total Number of Referrals from Group</th>
<th>Group’s Percent of Student Body</th>
<th>Student Composition</th>
<th>Referral Composition</th>
<th>Referral Rate</th>
<th>Risk Ratio</th>
<th>Difference in Student Composition</th>
<th>Difference in Referral Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>500</td>
<td>15</td>
<td>50</td>
<td>21.2%</td>
<td>23.4%</td>
<td>46.7%</td>
<td>0.24</td>
<td>0.43</td>
<td>-18.3</td>
<td>-26.8</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>500</td>
<td>15</td>
<td>50</td>
<td>21.2%</td>
<td>23.4%</td>
<td>46.7%</td>
<td>0.24</td>
<td>0.43</td>
<td>-18.3</td>
<td>-26.8</td>
</tr>
<tr>
<td>African American/Black</td>
<td>500</td>
<td>15</td>
<td>50</td>
<td>21.2%</td>
<td>23.4%</td>
<td>46.7%</td>
<td>0.24</td>
<td>0.43</td>
<td>-18.3</td>
<td>-26.8</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>500</td>
<td>15</td>
<td>50</td>
<td>21.2%</td>
<td>23.4%</td>
<td>46.7%</td>
<td>0.24</td>
<td>0.43</td>
<td>-18.3</td>
<td>-26.8</td>
</tr>
<tr>
<td>Asian</td>
<td>500</td>
<td>15</td>
<td>50</td>
<td>21.2%</td>
<td>23.4%</td>
<td>46.7%</td>
<td>0.24</td>
<td>0.43</td>
<td>-18.3</td>
<td>-26.8</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>500</td>
<td>15</td>
<td>50</td>
<td>21.2%</td>
<td>23.4%</td>
<td>46.7%</td>
<td>0.24</td>
<td>0.43</td>
<td>-18.3</td>
<td>-26.8</td>
</tr>
</tbody>
</table>

#### Guiding Question 1: Are outcomes equitable for all student groups?

- The % of students with referrals who belong to a target group: **21.2%**
- Student Composition: **23.4%**
- Referral Rate: **0.24**
- Risk Ratio: **0.43**
- Difference in Student Composition: **-18.3%**
- Difference in Referral Composition: **-26.8%**

#### Guiding Question 2: How big are the disparities?

- Referral Rate: **0.24** for all other students compared to **0.43** for the group at risk.
- Risk Ratio: **0.43** compared to **1.16** for all other students.

#### Guiding Question 3: How much of your target group is affected by disproportionate discipline?

- % of referrals accounted for by students in a particular group: **10.0%** for White students.

---

The 214 students who received a referral, 33.42% are White; this group comprises 41.7% of the total student population.

- The average number of referrals per White student is 0.24 times that for all other students.
- White students are 0.43 times more likely to have at least one referral than all other students.
- White students representation among students who receive referrals is 10% percentage points lower than expected given White students’ percentage of the student body.
Other issues with data collection

Accuracy & consistency

- Discipline process
- Behavior definitions
- Completing forms (staff, location)
- Timely entry into database

Restitution

- Correcting number of days suspended, number of hours served
Step 2: Talk with those who are impacted by your data
### Typical Reactions to Disproportionate Discipline

**What have you heard/seen?**

<table>
<thead>
<tr>
<th>Question the data</th>
<th>Students in target group don’t respect authority</th>
<th>Their friends encourage bad behavior</th>
<th>Get defensive</th>
<th>Their fathers aren’t involved in their lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns are due to poverty</td>
<td>Take school-wide outcomes personally</td>
<td>Parents aren’t involved in their kids’ education</td>
<td>That’s how their parents act</td>
<td>Students in target group don’t want to be here</td>
</tr>
<tr>
<td>Behavior of students in target group is more intense</td>
<td>They come from a bad community</td>
<td>Students in target group are louder</td>
<td>Students in target group have a bad attitude</td>
<td></td>
</tr>
<tr>
<td>Students are raised by their grandparents</td>
<td>Their families are poor role models</td>
<td>Students in target group misbehave more often</td>
<td>Students in target group have bad home lives</td>
<td></td>
</tr>
<tr>
<td>Families encourage kids to act that way</td>
<td>Deny the data</td>
<td>They escalate quicker</td>
<td>Students in target group don’t value education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students in target group are more aggressive</td>
<td></td>
</tr>
</tbody>
</table>
Root Cause Analysis/Collaborative Problem Solving

- Safe, familiar territory
- Staff feedback
- Family feedback
- Student feedback
- Innovative, targeted solutions

New Topic
- Familiar Opinions
- Divergent Thinking
- Obvious Solutions
- Decision Point
- Refinements

Integration & Growth
- Diverse Perspectives
- Consolidated Thinking
- Confusion, feeling overwhelmed, impatient

Check Tier 1 Implementation

Our beliefs & assumptions:

1) You are good people.
   • Educators go to the ends of the earth to help their students.

2) Educators do not intend to discriminate against students from different groups.
   • Gender/Gender identity, race, sexual preference, disability status, others...

3) You are about to engage in very difficult work.
   • This may be an understatement.

4) Personal culture and implicit bias make us blind to a great deal that goes on around us.
   • Take a moment to look around the room: make note of everything that is RED.

5) There are many challenging & complex causes for disproportionality, but there are also causes that are easier to address.
   • Our approach must take a strength-based perspective
   • Culturally-Responsive root cause analysis will help us find these things.
Identifying your “Sampling Frame”
(Families & students)

• Target group representation

• Consider number of referrals
  – Are there many “frequent flyer” students?
  – Do many students receive only 1 referral?
  – Include students with zero referrals

• Consider other characteristics common to your target group:
  – Ethnicity
  – Disability/504/foster care status
  – Time in country/state/neighborhood
  – Common pre-K centers/after-school centers, etc.
  – Grade level, academic concerns, siblings in other grades

Avoid stereotypes about your target group
Setting Yourself Up for Success

• Keep the number of participants limited (6-8 people)
  – Allows each person to contribute
  – Be mindful of the balance between families and staff; identify family members’ preference to speak without school staff being present
  – Plan for 90 minute sessions, but schedule for 2 hours if possible; Be open to holding multiple sessions

• Enlist school/district personnel with responsibility (or expertise) in family or community engagement to personally invite participants

• Consider if a family advocate(s) from your target group is needed to help with invitations

• Your role is to **LISTEN**
## Prior to the Session

### Develop a Script

<table>
<thead>
<tr>
<th>What to Include</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain in simple terms what “disproportionate discipline” means</td>
<td>1. Helps to get everyone on the same page so they can participate in the discussion</td>
</tr>
<tr>
<td>2. Explain that it is a national/state/local problem</td>
<td>2. Shows that you are not the only school with disproportionate discipline</td>
</tr>
<tr>
<td>3. You recently learned your school also has disproportionate discipline</td>
<td>3. Explains “why now?”</td>
</tr>
<tr>
<td>4. Let them know that you are trying to resolve the problem and need their perspective</td>
<td>4. Communicates respect for families’ points of view, that your school is actively trying to resolve problem</td>
</tr>
<tr>
<td>5. Listen to understand; have an open mind; be humble; refrain from talking as much as possible</td>
<td>5. Builds trust, allows families to be heard</td>
</tr>
<tr>
<td>6. <em>(As you conclude the session)</em> Ask participants what they would like to see as a next step after the focus group session</td>
<td>6. Provides direction as to what to do next, helps families see that you are serious</td>
</tr>
</tbody>
</table>

- *But don’t make promises you can’t keep.*
A strengths-based approach is necessary
Staff reactions to equity data

• Created significant mind shift in leadership regarding how to address disproportionate disciplinary issues
  – Leadership was often surprised when comparing staff reactions and comments vs. family comments.

• “I had no idea this was an issue” - reflected in every debrief group.
  – Student focus groups highlighted racial issues that even staff and families were unaware of at the school.

• Allowed educators to hear from families they often don’t hear from.
Family reactions to focus groups

• Families were not surprised by the issue, but were happy to see the school/district working to address it

• Extremely positive reception to the focus group, personal invitations were powerful

• Families wanted more opportunities to contribute to plans
  – More communication (and more positive communication) in general

• Families (and students) reported inconsistent expectations and treatment for black students and families compared to other groups.
  – Examples- Quicker escalation to more severe consequences, fewer attempts to understand student problem behavior and an overreliance on punishment.

• Many of the strategies families proposed are consistent with PBIS implementation
  – Clearly defining problem behaviors, following the referral process consistently, more training for staff on de-escalation strategies, more proactive and consistent communication with families before and during the discipline process.
Common themes from students

• Grades 4th through 12th
• Themes from all grade levels:
  – Allow students to explain situation; make decisions without enough information
  – Assumptions are made based on past behavior
  – Issues around other students making racial comments and adults inattention to those comments
  – Teachers ‘like’ certain students better; those students are not referred for behavior
  – Wished teachers would help them; listen to them

• High school and middle school student themes:
  – Articulated a perception of differences based on race
  – Expressed no surprise at the issues; reported own experience
  – Many had attended other schools and commented on similar or different type of treatment
### WITHOUT Family/Student Input

<table>
<thead>
<tr>
<th><strong>Hypothesis</strong></th>
<th><strong>Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American peers encourage bad behavior</td>
<td>Separate African American students so they have fewer same-race peers in class</td>
</tr>
<tr>
<td>African American students have poor impulse control when being addressed about a discipline issue</td>
<td>Expand mentoring program</td>
</tr>
<tr>
<td>African American students are overly sensitive when they feel they’ve been treated disrespectfully</td>
<td>Social skills instruction on “respectful” behavior</td>
</tr>
</tbody>
</table>

### WITH Family/Student Input

<table>
<thead>
<tr>
<th><strong>Hypothesis</strong></th>
<th><strong>Strategy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and African American students lack positive relationships with one another</td>
<td>Utilize half-day schedule to provide student-teacher special interest clubs</td>
</tr>
<tr>
<td>There are misunderstandings regarding behavior between students, teachers and families, and relationships have become strained</td>
<td>Provide teacher training on mentoring</td>
</tr>
<tr>
<td>There is a lack of positive communication between staff and families</td>
<td>Administration accountability for positive calls – phone log; script provided to make calls easier for teachers</td>
</tr>
</tbody>
</table>
Step 3: Think deeply & critically about causes

A Multi-Tiered System of Supports
Problem statement shared with stakeholders

- “Respectful” behavior has not been taught
- Advocacy skills have not been taught
- Dress code referrals turn into “disrespect”
- Lesson plans do not exist
- There is no culturally-diverse workgroup to develop lessons
- Staff believe students should do as they are told
- Dress code policy punishes culturally-based styles
- Staff misinterprets students’ behaviors

Hypotheses

Prediction Statements

Validation

Action Steps
- Use highlighters to organize each theme into CARED domains

<table>
<thead>
<tr>
<th>C</th>
<th>Curriculum &amp; Instructional Practices</th>
<th>Academic, behavior &amp; SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Awareness</td>
<td>Personal, cross-cultural, best practices</td>
</tr>
<tr>
<td>R</td>
<td>Relationships</td>
<td>Positive, authentic; Students, family, community</td>
</tr>
<tr>
<td>E</td>
<td>Environment</td>
<td>Climate, systems &amp; policy variables; District, school &amp; classroom levels</td>
</tr>
<tr>
<td>D</td>
<td>Discipline</td>
<td>Implementation of policies/procedures</td>
</tr>
</tbody>
</table>
The desired goal is not occurring because ________________.

If ______________ would occur, then the problem would be reduced.
Identify Root Causes

Root causes can be identified by describing the conditions that led to the situation described in the hypothesis.

What led to the conditions described in the hypothesis?

How do we keep the focus on disproportionality?

As a team, review the root causes your team identified. Using the data your team currently has (equity template, SLIP form, focus group data, etc.), do you have enough information to confirm the root cause. If additional data is needed, indicate what data is needed.

<table>
<thead>
<tr>
<th>Root cause</th>
<th>Evidence to confirm</th>
<th>Additional data needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Validation

Is the root cause:

- Related to problem logically and through research?
- Alterable? *(hint: avoid placing the blame on students & families)*
- Educators have authority to address?
- Resources are available to address?
- Likely to have an impact within a year?
- Is there evidence to support the idea?

It’s OK to say, “I’m not sure.”
## Avoiding bias through RIOT

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| R        | “Review”   | • Review statements shared during problem validation  
           |            | • Review narratives on a **sample** of ODRs  
           |            | • Review permanent products  |
| I        | “Interview”| • Conduct focus groups  
           |            | • Quiz a sample of students, staff  
           |            | • Conduct a school-wide (quick!) survey  |
| O        | “Observe”  | • Observe lessons on expectations, skills  
           |            | • Note student/staff and family/staff interactions  
           |            | • **Make observations measurable**  |
| T        | “Test”     | • Try out a strategy that addresses your hypothesis (e.g., “Are you intending to be disrespectful right now?”)  |
Linking evidence-based ideas to interventions

All ideas must be directly related to one another – ensure there is a link from the strategies back to the root cause, and also back to the original hypothesis.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Root Cause</th>
<th>Evidence</th>
<th>Support Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor S/T relationships lead to disproportionate outcomes</td>
<td>Negative dress code interactions first thing in the morning contribute to poor S/T relationships</td>
<td>Ratio positive/negative statements during first hour of school</td>
<td>Implement school-wide procedure for greeting students</td>
</tr>
</tbody>
</table>

Is this idea directly linked to the root cause? Are they linked to the hypothesis?

Can this evidence support the root cause? The hypothesis? Can it be used over time?

Add brief student climate survey

Establish positive & supportive steps for addressing dress code violations

[Diagram details]

Florida PBIS
Step 4: Make sure your ideas work

A Multi-Tiered System of Supports
By now you’ll have:

- A clear picture of target group discipline
- An understanding of others’ perspectives
- Actionable ideas to address causes
- Evidence that supports your ideas

Process for communicating with stakeholders
What you’ll need:

**Specific action plan**
- Responsibilities
- Supports
- Accountability

**Implementation monitoring**
- What are the critical steps?
- How many staff? How often?
- How many students? How often?

**Progress monitoring**
- How will you know if your strategy is having an impact?
- How much of an impact do you expect to see?
Culturally Responsive Implementation

• Obtain stakeholder input prior to finalizing your intervention plan
  – Improves buy-in
  – Can improve “contextual fit”
  – Communicates value for stakeholders’ perspectives
Intervention Planning:

- **Solicit feedback** from staff, families, and students regarding the acceptability and progress of your strategies.
- **Collect fidelity data** according to your intervention plan.
- **Collect progress data** according to your intervention plan.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Root Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Evidence (Hypothesis)</td>
<td>Supporting Evidence (Root Cause) – if different from hypothesis evidence</td>
</tr>
</tbody>
</table>

**Strategy** (must be linked to the root cause & hypothesis):

<table>
<thead>
<tr>
<th>Who will implement the strategy?</th>
<th>What supports will they need?</th>
<th>How much of your target group will be impacted?</th>
</tr>
</thead>
</table>

**How will you know whether the strategy was implemented as designed?**

<table>
<thead>
<tr>
<th>Data source(s):</th>
<th>How will you know if your strategy is having an impact?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will collect data?</td>
<td>How often? Who will collect this data? How often?</td>
</tr>
</tbody>
</table>

**What do you consider to be an “acceptable” level of implementation?**

<table>
<thead>
<tr>
<th>How much of an impact do you expect to see?</th>
</tr>
</thead>
</table>

**Staff**

<table>
<thead>
<tr>
<th>When will you solicit feedback from stakeholders?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead team members:</td>
</tr>
</tbody>
</table>

**Families (target group)**

| Lead team members: | Deadline: |

**Students (target group)**

| Lead team members: | Deadline: |

---

**Deadline for checking progress on this strategy:**
Things to expect:

• Your data will be questioned.
  – By you, your team members, and your staff
  – Disproportionate discipline is a historical problem that is common for many schools
    • Address the issues, but don’t fall into the rabbit hole

• At some point, you will feel as if you are being personally criticized.
  – It is not personal – institutions and history have a role in creating the current landscape
  – You are doing the right thing by addressing the disparities
  – You will be supported as you engage in this work

• This will take time.
  – Growth and improvement will be accomplished along the way
What is the **WORST** thing that could happen if your school chose NOT to engage in root cause analysis?

What is the **BEST** thing that could happen if you did?
What are we willing to do to realize education’s promise?
Leadership Team Action Planning Worksheets: Steps

**Self-Assessment:** Accomplishments & Priorities
- Leadership Team Action Planning Worksheet

**Session Assignments & Notes:** High Priorities
- Team Member Note-Taking Worksheet

**Action Planning:** Enhancements & Improvements
- Leadership Team Action Planning Worksheet
Please Complete the Session Evaluation
to Tell Us What You Thought of This Session
Save the dates, February 20 – 23, 2019 for the...

16th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:
SCIENCE, VALUES, AND VISION

Washington, DC
Grand Hyatt Washington

Pre-Conference Workshops
FEBRUARY 20
Skill-Building Workshops
FEBRUARY 23
Breakout Sessions
FEBRUARY 21 - 22
Networking | Posters | Exhibits

For more information, visit:
conference.apbs.org
Contact Information and Resources

**FLPBIS: MTSS Project**
- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbis@cbcs.usf.edu
- tsandomiersk@usf.edu
- Website: www.flpbis.org

**OSEP TA Center on PBIS**
- www.pbis.org

**Association on PBIS**
- www.apbs.org