Doubling Down on PBIS & Supporting Students w/ Disabilities in Context of All

George Sugai
15 May 2017
OSEP Center on PBIS
University of Connecticut
George.sugai@uconn.edu

www.pbis.org  www.neswpbis.org  www.cber.org

9:15-10:45
11:00-12:00
1:00-2:30

Classroom & School Climate
Multi-tiered Systems Support

Reported, observed, experienced directly/indirectly by students & members of staff, family & community

Continuum of outcomes, data, practices, & systems.

Climate affects teaching & learning affects climate

Academic Success  Behavior Success

Continuum of outcomes, data, practices, & systems.

Climate affects teaching & learning affects climate

Purpose
To describe how our knowledge & experience w/ PBIS could be considered as immediate, important, & effective preventive response for students w/ disabilities w/ dramatic shifts in school & classroom climate. Based on our prevention & behavioral sciences, we suggest that educators must “double down” now on their PBIS implementation to maintain school & classroom host environments that are safe, respectful, equitable, & effective for ALL students.

Schools = excellent PREVENTION opportunity (6 hrs/day, 180 days/yr) that can be safe, predictable, positive for ALL students

BEHAVIORAL SCIENCES serve as useful theory of action/change

Positive, doable, effective PRACTICES exist to maximize academic/behavioral success

Implementation SYSTEMS needed for students to experience & benefit from effective practices

BIG IDEAS ✓

Behavioral Sciences & Prevention

Reported, observed, experienced directly/indirectly by students & members of staff, family & community
With a defendable theory of action, we can...

- Describe, understand, & hypothesize conditions under which behavior occurs.
- Use that understanding to develop strategy to affect likelihood of improvement.
- Develop systems to maximize implementation fidelity, durability, & impact.
- Explain results that we achieve & make adjustments as indicated.

Alberto & Troutman; Camine & Engelman; Cooper, Heward, & Heron; Evans; Johnston & Pennyacker; Kamie'enui; Sidman

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Alberto & Troutman; Cooper, Heward, & Heron; Horner; Skinner; Vargas; Wolery, Bailey, & Sugai
**PBIS Conceptual Foundations**

- Behaviorism
- ABA
- PBS
- PBIS

**Behaviorism**
- Laws of Behavior

**ABA**
- Applied Behavioral Technology

**PBS**
- Social Validity

**PBIS**
- All Students

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**Science of behavior has taught us that...**

- Students are NOT born with "bad behaviors."
- Do NOT learn when presented aversive consequences
- Do learn better ways of behaving by being Taught
- Receiving positive feedback

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**Prevention Logic for All**

Redesign of teaching environments...not students

**Prevention Objectives**
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

**Prevention Actions**
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

**Behavior**

- Biglan, 1995; Mayer, 1995; Walker et al., 1996

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**National Climate Change & need to “double-down” on Prevention & Behavioral Sciences**
Responses from 10,000 educators.....

- 9/10 seen negative impact on student mood & behavior following election; most worry about continuing impact remainder of school year.
- 8/10 reported heightened anxiety by marginalized students, incl. immigrants, Muslims, AA, & LGBT.
- 4/10 heard derogatory language to these groups.
- 5/10 said students were targeting each other based on which candidate they supported.
- 6/10 reported responsive administrators, but 4/10 have no plans for reporting hate/bias incidents.
- 2500 specific incident descriptions of bigotry & harassment related to election rhetoric, incl. graffiti (e.g., swastikas), assaults, property damage, fights, threats of violence.
- 5/10 hesitant to discuss election in class. Some principals have told teachers not to discuss election.
Culture, Context, & Learning History

Culture = ✔

- Group of individuals
- Overt/verbal behavior
- Shared learning history
- Differentiates 1 group from others
- Predicting future behavior

Flexible, dynamic, & changed/shaped over time & across generations & setting.

Collection of learned behaviors, maintained by similar social & environmental contingencies

Culture = Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from others

Predicting future behavior

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Sugai, O'Keeffe, & Fallon 2012

Potential for cultural exchange & conflict

Student

Community

Family

Teacher

Administrator

Individual Learning History & Context

1. Indicate 10 key life events/influences (you, students, parents, staff, etc.)
2. Summarize in 4 descriptors.
3. Describe how learning history affects how you describe & act on what you experience.

Your Name

1. 5.

2. 6.

3. 7.

4. 8.

5. 9.

6. 10.
How does my learning history affect my actions?

- Do I have experience with individuals who are diverse?
- Are my actions equitable?
- Do I stop and check before I act?
- Do I act with a team?
- Do I use data to guide my actions?

McIntosh et al., 2016

What is PBIS (MTSS)?

MTSS

1. Empirical Support
   - Functional Relationship
   - Meaningful Effect Size
   - Replication
   - Context

2. Student Fit
   - Need (+/-)
   - Priority

3. Context-Environment Fit
   - Language
   - Developmental
   - Educational
   - Cultural

National Institute of Justice

EBPs are practices that are supported by multiple, high-quality studies that utilize research designs from which causality can be inferred and that demonstrate meaningful effects on student outcomes.

Cook & Cook, 2013

EBP in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.

American Psychological Association, 2006

Strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions that rule out, to the extent possible, competing explanations for effects achieved (e.g., population and contextual differences).

HHS SAMHSA, 2009

1. Empirical Support
2. Student Fit
3. Context-Environment Fit

ASHA, www.asha.org

Socialworkpolicy.org, 2015

Treatment or service, has been studied, usually in an academic or community setting, and has been shown to be effective, in repeated studies of the same practice and conducted by several investigative teams.

National Alliance on Mental Health, 2007

Samples of Definitions for “Evidence-based”

1. Empirical Support
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When programs & practices effectivness have been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.
PBIS aka MTSS, SWPBS, MTSS-B, MTBF, RtI-B…

✓ Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Screen Universally

Develop Local Expertise & Implementation Fluency

Monitor Progress Continuously

Use Team to Coordinate Implementation

PBIS & MTSS Share Functions

Improving classroom & school climate

Integrating academic & behavior initiatives

Decreasing reactive management

Improving support for students w/ EBD

Maximizing academic achievement

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Relevant Evidence-based Interventions

Doing Business

Supporting Culturally Valid Decision Making

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

Universal

All

Intensive

Targeted

Some

Few

~ALL

Few

SOME

FEO

Continuum of Support for All Label behaviors & practices...not people

Dec 7, 2007

Vincent, Randall, Cartledge, Thurl, & Swain-Bradway 2011; Sugai, O’Keeffe, & Fallon, 2012ab

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Dec 7, 2007

Universal
Targeted
Intensive

Continuum of Support
“Theora”

Label behavior...not people

Dec 7, 2007

Universal
Targeted
Intensive

Continuum of Support for ALL:
“Molcom”

Supports for all students w/ disabilities are multi-tiered

Dec 7, 2007

Universal
Targeted
Intensive

Continuum of Support for ALL:
“________”

Dec 7, 2007

Universal
Targeted
Intensive

Continuum of Support for ALL:
“________”

Mike Coyne et al., April 2016

Early Literacy Achievement in Pilot Schools:
Change in 1st Grade Risk Status from 2012 - 2015

After 3 years, pilot schools have
• More than doubled # students meeting grade literacy level goals.
• More than halved # students at significant risk for reading failure.

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

Integrated MTSS

Academic Systems

Behavioral Systems

Circa 1996

Fall 2012 2013 2014 2015

Phonemic Awareness & Word Decoding
Early Literacy Achievement in Pilot Schools:
Change in 1st Grade Risk Status from 2012 - 2015

Mike Coyne et al., April 2016

Fall 2012 2013 2014 2015

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016

CT’s K-3 Reading Model Works

Mike Coyne et al., April 2016
ACADEMIC-BEHAVIOR ASSOCIATION


RCT & Group Design PBIS Studies


School Climate & PBIS

"Bet your next month’s salary!"

- Reduced major disciplinary infractions
- Improvement in aggressive behavior, concentration, prosocial behavior, & emotional regulation
- Improvements in academic achievement
- Enhanced perception of organizational health & safety
- Reductions in teacher reported bullying behavior & peer rejection
- Improved school climate
School Climate

SHARED beliefs, values, & attitudes
SHAPED INTERACTIONS between & among students, teachers, & administrators
INDIVIDUAL & GROUP level construct
Sets NORMS of (un)acceptable school behavior

KID:
Negative School Climate
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardiness, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

SCHOOL:
Negative School climate
- Reactive management
- Exclusionary disciplinary practices
- Informal social skills instruction
- Poor implementation fidelity of effective practices
- Inefficient organization support
- Poor leadership preparation
- Non-data-based decision making
- Inefficient, ineffective instruction
- Negative adult role models

Positive Reinforcement Cycle

KID:
Positive School Climate
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attendance & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

SCHOOL:
Positive School Climate
- Positive > negative contacts
- Predictable, consistent, & equitable treatment
- Challenging academic success
- Adults modeling expected behavior
- Recognition & acknowledgement
- Opportunity to learn
- Safe learning environment
- Academic & social engagement

What's It Take to Shift from Negative to Positive School Climate?

Easy to say...requires sustained priority to do.
Where is your classroom & school on the climate scale?

PBIS goal to establish & maintain positive teaching & learning environment

• Core
• Environment
• Conditions
• Routines
• Practices

Negative Climate 0 1 2 3 4 5 6 7 8 9 10 Positive Climate

- Academic failure
- Reactive management
- Exclusion
- Reprimands
- Non-supportive
- Coercive cycle
- Negative engagements
- Negative medications

- Academic success
- Positive classrooms
- Active support
- Release
- Many opportunities
- Welcoming environment
- Positive reinforcement
- Teaching social skills
- Positive expectations
- Model expected behavior

Where is your classroom & school on the climate scale?

Coercive Cycle

Reinforcing Cycle

JGHS – 2016 HS

Mar 2016 Avg = 5.9 (P1)

Mar 2016 Avg = 5.4 (P2)

Mar 2016 Avg = 4.8 (P2)

Mar 2016 Avg = 4.8 (P2)

Oct 2016 Avg = 7.1 (P1)

CHHS – 2016 HS

# staff scoring school climate 1 (negative) to 10 (positive)
Quick Climate Scale for ____________ (setting)

<table>
<thead>
<tr>
<th>Negative Climate</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
<tr>
<td>Student Behavior</td>
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<tr>
<td>Staff Behavior</td>
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</table>

Quick Climate Scale for ____________

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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language/gestures</td>
<td>Appropriate language</td>
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<tr>
<td>Rough physical play</td>
<td>Respectful language</td>
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<tr>
<td>Academic failure</td>
<td>Appropriate play</td>
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<tr>
<td>Seizing, intimidation, harassment</td>
<td>Academic success</td>
<td></td>
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<tr>
<td>Tardy</td>
<td>Appropriate problem solving</td>
<td></td>
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<tr>
<td>Unexcused absence</td>
<td>Punctual attendance</td>
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<tr>
<td>Inappropriate seeking assistance</td>
<td>Appropriate seeking assistance</td>
<td></td>
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</tr>
</tbody>
</table>

- Verbal reprimands
- Behavior corrections
- Detention
- Low rates of student contact
- Reactive management
- Low opportunities to respond
- Low academic engagement
- Specific verbal praise
- Positive initiations
- Positive active supervision
- High student engagement
- Many opportunities to respond
- High academic engagement

Establish positive school climate

Maximizing academic success

Teaching important social skills

HOW?

Recognizing good behavior

HOW?

Biglan, Colvin, Mayer, Patterson, Reed, Walker

PBIS & Social Skills Instruction

www.pbisapps.org
Teaching/learning mis-rule!!

Punishment teaches
- Punishment signals error.
- Punishment does not teach SS.

Teach “1 hour every Monday”
- SS are needed all day.
- SS are prompted & practiced all day.

Not my responsibility
- SS are needed to learn.
- SS are needed to teach.

Bad behavior is trait
- SS (good/bad) learned & taught.
- Teaching SS should be formal.

“Power of Habits”
...or Challenging Behavior
Charles Duhigg, 2012

Establishing/Replacing Habit
Charles Duhigg, 2014

CUE ➔ HABIT ➔ REWARD

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit) failed?

TV remote ➔ Walk ➔ Entertained?!
Teased ➔ Ignore ➔ Teasing stops?!
Difficult work ➔ Try ➔ Work removed?!

CUE ➔ HABIT ➔ REWARD

All three elements are considered in SSI ...& addressing challenging behavior

Basic Behavior Teaching Processes

Teaching Matrix

1. Social Skill
2. Natural Context
3. Behavior Examples
### RAH – at Adams City High School

**Respect**
- Be on time, attend regularly, follow class rules.
- Keep location clean, respect the rights of your classmates, and respect the rights of other students.
- Be on time, be prepared, be respectful, and follow class rules.
- Keep your voice down, be respectful to others, and be mindful of others' personal space.

**Achievement**
- Keep your work neat and organized, take notes, ask questions, and be on time.
- Keep your belongings, maintain your space, and keep noise level down.
- Be a good example to others, show that you respect the rules better than you violated it.

**Honor**
- Keep your work neat, respect others' personal space.
- Keep your belongings, maintain your space, and respect others' personal space.
- Be a good example to others, show that you respect the rules better than you violated it.

### Douglas County S.D., CO 4-08

**Using Your B.U.S. Behavior**

**Waiting for Bus**
- Line up quietly.
- Don't walk, don't talk, don't run.
- Be ready to board.
- Be ready to go.

**Leaving the Bus**
- Leave the bus safely.
- Walk to your assigned seat.
- Stay away from the exit zone.

**Use Kind Words With Everyone**
- Share your seat.
- Know all voice levels.
- Remember all personal items.
- Get off at your assigned stop.

**Nopera**

- *Nopera’s expected behaviors at home*
  - Act responsibly.
  - Show respect.
  - Use your own words.
  - Keep your hands to yourself.
  - Keep your feet where they belong.

**Noah**

- *Noah’s Expected Behaviors*
  - Act responsibly.
  - Show respect.
  - Use your words.
  - Keep your hands to yourself.

**Eddie**

- *Eddie’s Expected Behaviors at Home*
  - Act responsibly.
  - Show respect.
  - Use your own words.
  - Keep your hands to yourself.
### Rules within Routines Matrix

#### Expected Behaviors:

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Group Work</th>
<th>Desk Work</th>
<th>Quizzes and Tests</th>
<th>Arrival</th>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>Offer help with tasks</td>
<td>Work quietly</td>
<td>Clean up and put away</td>
<td>Check on homework</td>
<td>Lock belongings in locker</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Compliment others’ ideas</td>
<td>Keep eyes on paper</td>
<td>Keep phone off and in bag</td>
<td>Let others sit with you on the bus</td>
<td>Hold doors for those with bags</td>
</tr>
<tr>
<td><strong>Ready to Learn</strong></td>
<td>Keep materials organized</td>
<td>Keep desk area clean</td>
<td>Close locker doors quietly</td>
<td>Push chairs under desks</td>
<td>Walk in the hallways</td>
</tr>
</tbody>
</table>

#### Classroom Routines

<table>
<thead>
<tr>
<th>Routine</th>
<th>Teacher Lectures</th>
<th>Homework</th>
<th>Requesting Assistance</th>
<th>Independent Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering Class</td>
<td>Have materials</td>
<td>Complete homework ready</td>
<td>Have work ready</td>
<td>-</td>
</tr>
<tr>
<td>Getting Seats</td>
<td>Keep silent</td>
<td>Check schedule</td>
<td>Try again later</td>
<td>-</td>
</tr>
<tr>
<td>Engaging Learning</td>
<td>Take notes</td>
<td>Subtract score</td>
<td>Try 1 more time</td>
<td>-</td>
</tr>
</tbody>
</table>

#### High School Example

- **Hugh’s expected behaviors at meal times**
- **Mathew’s expected behaviors at home**
- **ASV Values**
- **Maxfield Park Primary School, Jamaica**
  - March 2017
**Doing it correctly?**

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>IMPLEMENTATION</th>
<th>Maximum Student Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Effective</td>
<td></td>
</tr>
<tr>
<td>Not Effective</td>
<td>Not Effective</td>
<td></td>
</tr>
</tbody>
</table>

Fixsen & Blase, 2009

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**Positive Behavioral Interventions and Supports Implementation Blueprint:**

**Part 1 - Foundational and Supporting Information**

**Part 2 - Self-Assessment & Action Planning**

- Technical Assistance Centre on Positive Behavioural Interventions and Supports
- Li. &. D. Department of Education, Office of Special Education Programs
- Version 12 October 2015

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**Implementation Drivers & Capacity Development**

- Funding
- Visibility & Communication
- Policy & Systems Alignment
- Personnel Readiness

Fixsen & Blase

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**Capacity Development**

*Process through which individuals, organizations, & societies obtain, strengthen & maintain the capabilities to set & achieve their own development objectives over time* (United Nations Development Programmes, 2009)

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**Development of Continuum of Practices & Systems (MTSS)**

1. Describe NEED & expected OUTCOME in measurable terms & w/ data
2. ALIGN existing & new practices w/ need & expected outcome
3. SELECT defendable & implementable practices & ELIMINATE or pause irrelevant
4. INTEGRATE practices toward expected outcome
5. Organize SUPPORTING SYSTEMS to implement integrated practices with fidelity

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**Classroom Continuum**

- FBA-BIP
- Behavioral Contracting
- Check-In Check-Out
- Peer Mentoring
- Good Behavior Game
- Small Group Skills Practice
- Continuous Active Supervision
- Frequent Positive Active Engagement
- Contingent & Specific Positive Reinforcement
- Classroom Teaching Matrix
- Effective Instruction
School-wide Continuum

- ISF Wraparound
- FBA-BIP
- Check In
- Check Out
- Targeted Second Steps
- Adult-Student Lunch-Bunch
- Continuous Active Supervision
- Contingent & Specific Positive Reinforcement
- Social Skills Club
- Family Resource Center
- Frequent Positive Active Engagement
- School-wide Teaching Matrix

Classroom Behavior Management Practices & Systems

- Reported, observed, experienced directly/indirectly by students & members of staff, family & community
- Classroom & School Climate
- Academic Success
- Behavior Success
- Continuum of outcomes, data, practices, & systems
- Multi-tiered Systems Support

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Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast PBIS Forum</td>
<td>May 18-19</td>
<td>Mystic, CT</td>
</tr>
<tr>
<td>PBIS Forum</td>
<td>Sep 27-29</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>New England PBIS</td>
<td>Nov 14-15</td>
<td>Norwood, MA</td>
</tr>
<tr>
<td>Association of PBS</td>
<td>Mar 28-30</td>
<td>San Diego, CA</td>
</tr>
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</table>