Purpose:
Increase precision of our SWPBS implementation through discussions about practices, research, & systems

- PBS in Classroom
- Use of Rewards
- Behaviors of Concern
- Positive Behavior Support Framework
- Function-Based Support
- Tier 2/3 Practices & Systems
- ABA & PBIS
- School Climate, PBIS, & Academic Success

SWPBS (aka PBIS, MTSS-B, MTBF)
Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

A bit of review

School-wide Positive Behavioral Supports (aka PBIS)
Academic & behavior success for all students
Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome" - Skinner, 1953, Science of Human Behavior

Common Language
Common Experience
Common Vision/Vision

Quality Leadership

"Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome" - Skinner, 1953, Science of Human Behavior

Common Language
Common Experience
Common Vision/Vision

Quality Leadership

School-wide, Classroom Practices
Non-classroom
Family
Student

SWPBS

Primary Prevention: School-wide Instructional & Positive Behavior Support
Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior
Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Continuum of Support for All

Universal

All

Dec 7, 2007

Factors Directly & Indirectly Contributing To Student Learning

State Leadership, Policies & Practices
Student/ Family Background
School Conditions
Direct Leadership, Policies & Practices
Leaders' Professional Development Experience
Other Stakeholders
Classroom Conditions


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Common Vision/Vision

Quality Leadership
School-Wide PBS (Tier 1)

Leadership team

Behavior purpose statement

Set of positive expectations & behaviors

Procedures for teaching SW & classroom-wide expected behavior

Continuum of procedures for encouraging expected behavior

Continuum of procedures for discouraging rule violations

Procedures for on-going data-based monitoring & evaluation

Supporting academic instruction

Classroom Management

Typical Contexts/Routines

<table>
<thead>
<tr>
<th>Classroom-Wide Rules/Expectations</th>
<th>Respect Others</th>
<th>Respect Property</th>
<th>Respect Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Do own work. Turn in homework neatly &amp; on time.</td>
<td>Put announcements in desk.</td>
<td>Time to go.</td>
</tr>
<tr>
<td>Transition</td>
<td>Punctual materials that are kept. Keep hands to self.</td>
<td>Have plan. Ask if unclear.</td>
<td>Time to go.</td>
</tr>
<tr>
<td>&quot;I Need Assistance&quot;</td>
<td>&quot;Assistance Card&quot; Wait 2 minutes &amp; try again.</td>
<td>Have materials ready.</td>
<td>Time to go.</td>
</tr>
<tr>
<td>Problem to Solve</td>
<td>Stop, Step Back, Think, Act</td>
<td>Stop, Step Back, Think, Act</td>
<td>Stop, Step Back, Think, Act</td>
</tr>
</tbody>
</table>

Teachable Expectations (Classroom)

<table>
<thead>
<tr>
<th>Motivating Tribal Values</th>
<th>ENTRY PROCEDURE</th>
<th>LECTURE</th>
<th>INDEPENDENT WORK</th>
<th>TURNING IN WORK/ENDING THE ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamatsiq</td>
<td>Respect</td>
<td>Say your name. June is a precious resource.</td>
<td>Say your name. June is a precious resource.</td>
<td>Say your name. June is a precious resource.</td>
</tr>
<tr>
<td>Invigilagial Kayaktsna</td>
<td>Responsibility</td>
<td>Be prepared for work. Don’t make a mistake in class.</td>
<td>Be prepared for work. Don’t make a mistake in class.</td>
<td>Be prepared for work. Don’t make a mistake in class.</td>
</tr>
<tr>
<td>Savaqatigiiyujiq</td>
<td>Cooperation</td>
<td>Work with classmates.</td>
<td>Work with classmates.</td>
<td>Work with classmates.</td>
</tr>
</tbody>
</table>

Essential Behavior & Classroom Management Practices

See Classroom Management Self-Checklist

EXAMPLE

Shishmaref School AK, Lyon Johnson, Aug 9, 2011
Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Teacher ____________________________</th>
<th>Date ________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater ______________________________</td>
<td>Date ________________________</td>
</tr>
<tr>
<td>Instructional Activity</td>
<td>Time Start __________</td>
</tr>
<tr>
<td></td>
<td>Time End __________</td>
</tr>
<tr>
<td>Tally each Positive Student Contacts</td>
<td>Total # ___________________</td>
</tr>
<tr>
<td></td>
<td>Tally each Negative Student Contacts</td>
</tr>
</tbody>
</table>

Ratio of Positives to Negatives: _____ to 1

Classroom Management Practice

<table>
<thead>
<tr>
<th>1. I have arranged my classroom to minimize crowding and distraction</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines, specific directions, etc.)</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations (or rules)</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. I provided more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (see top of page)</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5. I provided each student with multiple opportunities to respond and participate during instruction</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6. My instruction actively engaged students in observable ways (e.g., writing, verbalizing)</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7. I actively supervised my classroom (e.g., moving, scanning) during instruction</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8. I ignored or provided quick, direct, explicit reprimands/redirections in response to inappropriate behavior</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9. I have multiple strategies/systems in place to acknowledge appropriate behavior (e.g., class point systems, praise, etc.)</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10. In general, I have provided specific feedback in response to social and academic behavior errors and correct improprieties</td>
<td>Rating</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Overall classroom management score: 10-8 “yes” = “Super” 7-5 “yes” = “So-So” <5 “yes” = “Improvement Needed”

Classroom Considerations

- Prompt, Monitor, Teach, Reward ALL TIMES, PLACES, & STUDENTS
- Teach academics well
- Merge with school-wide PBS
- Establish continuum of classroom supports for all students

Acknowledging & Recognizing Expected Behavior

Rewards

Teaching Academics & Behaviors

- ADJUST for Efficiency
- DEFINE Simply
- MONITOR & ACKNOWLEDGE Continuously
- MODEL
- PRACTICE In Setting
School-Wide PBS (Tier 1)
Leadership team
Behavior purpose statement
Set of positive expectations & behaviors
Continuum of procedures for teaching SW & classroom-wide expected behavior

Are “Rewards” Dangerous?
“...our research team has conducted a series of reviews and analysis of the (reward) literature; our conclusion is that there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”
– Cameron, 2002
• Cameron & Pierce, 1984, 2002
• Cameron, Banks & Pierce, 2001

“Power of Habits”
Charles Duhigg, 2012

Establishing/Replacing Habit
Charles Duhigg (2014)

Considerations

Reinforcement Wisdom!

“Not what you say but what you do that defines your character”
(Andre Agassi 30 Jul 2014. Tennis channel)
Consideration

“Student does not need extrinsic reinforcement if he is successful.”
Skinner 1960

Addressing Problem Behavior

Behavior management primer

Assumptions

- Behavior lawful, learned, & teachable
- SW & CW PBS implemented w/ fidelity
- Established school-wide policies for minor & major problem behaviors
- Expert capacity for T2/3 behavior support available.
- Data decision rules in place...response-to-intervention

Establishing/Replacing Habit

Charles Duhigg (2014)

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

REWARD
- Remove reward for old habit
- Add reward for new habit

All three elements are addressed in SSI

1. Expected Behavior

- Teach & practice
- Prompt effectively & naturally
- Monitor continuously
- Model
- Reinforce effectively
2. Minor Non-interfering Problem Behavior
- Minimize attention
- Wait for, model, & prompt expected behavior
- Reinforce others who display expected behavior
- Reinforce expected behavior effectively

3. Minor Interfering Problem Behavior
- Minimize attention
- Signal error occurrence
- Remind of expected behavior
- Model/display expected behavior
- Reinforce expected behavior effectively

4. Repeated Minor Problem Behavior
- Identify problem context or setting
- Conduct functional assessment
- Hypothesize possible maintaining function (trigger & reinforcer)
- Determine if expected behavior is doable
- Develop intervention plan

5. Repeated Major Problem Behavior
- Work as team
- Identify problem context or setting
- Conduct functional assessment
- Hypothesize possible maintaining function (trigger & reinforcer)
- Determine if expected behavior is doable
- Develop intervention plan, including precorrection procedure

PRECORRECTION: Rearrangement of setting in which problem behavior is likely such that (a) problem behavior is minimized & (b) expected behavior is maximized

Assess for & remove &/or minimize triggers & reinforcers of problem behavior
Add &/or maximize triggers & reinforcers for expected behaviors
Teach, prompt, & practice expected behavior
Anticipate & monitor actively & continuously

6. Office Managed Major Problem Behavior
- Follow school & district disciplinary procedures
- Work as team
- Include strategy 5
6 Universal Management Practices

- Teach, prompt, model, practice, & reward positive expectations
- Respond consistently, proactively, calmly & business-like
- Supervise & anticipate actively & continuously
- Maintain active academic engagement
- Treat as instructional problem
- Provide positive reinforcement

Multi-tiered Systems of Support?
Organizing success for all students

Basics for unresponsive behaviors

- Work as team
- Respond based on function-based assessment
- Anticipate & precorrect
- Increase engagement & reinforcement
- Increase teaching, prompting, practice, modeling, & reinforcement of expected behavior

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Supporting Important Culturally Equitable Academic & Social Behavior Competence
Supporting Culturally Relevant Evidence-based Interventions
Supporting Culturally Valid Decision Making
2014

**RCT & Group Design PBIS Studies**


Behavior Analysis

George's (PBIS) Theory of Action

- Behavior is learned
- Behavior & environment are functional related
- Behavior is lawful, therefore understandable & influence-able
- Biology is important
- Enhance environment to influence & teach behavior

Behavior

Setting Conditions | Antecedents | Behaviors | Consequences

What is positive school climate?

Did you feel it or did you see it!!

SWPBS is about....

Improving classroom & school climate

- Integrating academic & behavior initiatives
- Decreasing reactive management
- Improving support for students w/ EBD
- Maximizing academic achievement

Factors Directly & Indirectly Contributing To Student Learning

- State Leadership, Policies and Practices
- District Leadership, Policies and Practices
- Student/Family Background
- School Conditions
- Teacher
- School

**Coercive Cycle**

**KID (-) School Climate**
- Non-compliance & non-cooperation
- Disrespect
- Teasing, harassment, & intimidation
- Disengagement & withdrawal
- Nonattendance, tardy, & truancy
- Violent/aggressive behavior
- Littering, graffiti, & vandalism
- Substance use

**SCHOOL (+) 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
- Ineffective, ineffective instruction
- Negative adult role models

**Positive Reinforcement Cycle**

**SCHOOL (+) School Climate**
- Compliance & cooperation
- Respect & responsibility
- Positive peer & adult interactions
- Engagement & participation
- Attention & punctuality
- Anger & conflict management
- Safe & clean environment
- Healthy food & substance use
- Self-management behavior

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- Self-management behavior

---

**Why is negative school climate undesirable?**

Shifts accountability away from school

Devalues child-adult relationship

Creates environments of control

Why is negative school climate undesirable?

Weakens academic & social behavior development

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

**Coercive Cycle**

Negative Student Behavior

Positive School Behavior

**Positive Reinforcement Cycle**

Positive Student Behavior

**CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT**

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

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

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

~80% of Students

~15%

~5%

ALL

Biglan, Calvin, Mayer, Patterson, Reid, Walker
**Continuum of Support for ALL:**

Universal → Targeted → Intensive

Dec 7, 2007

**CORE FEATURES:**

School-Wide PBS (Tier 1)
- Leadership team
- Behavior purpose statement
- Set of positive expectations & behaviors
- Procedures for teaching SW & classroom-wide expected behavior
- Continuum of procedures for encouraging expected behavior
- Continuum of procedures for discouraging rule violations

**Targeted PBS (Tier 2):**
- Team & data driven
- Increased precision
- Increased social skills instruction & practice
- Increased opportunity for positive reinforcement
- Increased adult supervision

**Intensive PBS (Tier 3):**
- Multi-disciplinary team & data driven
- Increased precision
- Continuous progress monitoring, positive reinforcement & adult supervision
- Comprehensive School Mental Health Supports
- Wraparound Supports & Culture Driven Person Centered Planning

**Label behavior...not kids**
SWPBS: Core Practice Features

SECONDARY PREVENTION
- Team-led implementation w/ behavior expertise
- Increased social skills instruction, practice
- Increased supervision & precorrection
- Increased opportunities for reinforcement
- Continuous progress monitoring

PRIMARY PREVENTION
- Team-led implementation
- Behavior priority
- Social behavior expectations
- SW & CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data-based decision making

TERTIARY PREVENTION
- Multi-disciplinary team w/ behavior expertise
- Function-based behavior support
- Wraparound, culture-driven, person-centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased precorrection, supervision, reinforcement

ESTABLISHING CONTINUUM of SWPBS

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

Consider the potential for cultural exchange & conflict

Potential for cultural exchange & conflict

Culture = Group of individuals

Overt/verbal behavior

Shared learning history

Differentiates 1 group from

Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012

1. School establishes policy for norm violating behavior

2. Kid caught engaging in norm-violating behavior

3. Educator opts to complete discipline referral

4. Administrator opts to formalize incident

ODR Data Point

13
Implementation for Capacity Building

Implementation phases & drivers

Working Smarter

<table>
<thead>
<tr>
<th>Initiative, Project, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character Education Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DARE Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Are outcomes measurable?

Sample Teaming Matrix

<table>
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<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/ etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #4</td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td>Improve character behavior</td>
<td>Improve character behavior</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threats/crisis</td>
<td>Dangerous students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>School Spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Goal #3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Committee</td>
<td>Improve behavior</td>
<td>Reduce office referrals</td>
<td>reduce referrals for antisocial students</td>
<td>Goal #3</td>
<td></td>
</tr>
<tr>
<td>DARE</td>
<td>Prevent drug use</td>
<td>High risk</td>
<td>Goal #4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EBS Work Group</td>
<td>Implement 3-tier model</td>
<td>Decrease office referrals, increase attendance, enhance engagement, improve grades</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2</td>
<td></td>
</tr>
</tbody>
</table>

LEADERSHIP*TEAM*
Coordination, Readiness, Priority
Funding*Visibility*&*Dissemination*Political*Support*Policy*Systems*Alignment*Professional*Development*Coaching*Technical*Assistance*Evaluation*Performance*Feedback*Content*Expertise*Local*Implementation*Demonstrations*

Audit
1. Identify existing practices by tier
2. Specify outcome for each effort
3. Evaluate implementation accuracy & outcome effectiveness
4. Eliminate/integrate based on outcomes
5. Establish decision rules (RtI)

IMPLEMENTING A CONTINUUM OF SWPBS

TERTIARY PREVENTION
- Functionality
- Weapons
- Special Ed
SECONDARY
- Check ins
- Targeted
- Peer-based
- Social skills
PRIMARY
- Reach & aspiration
- Projective
- Effective instruction
- Family resource

Implementation Drivers

Funding
Visibility & Dissemination
Political Support
Policy & Systems Alignment
Professional Development
Coaching & Technical Assistance
Evaluation & Performance Feedback
Content Expertise
Local Implementation Demonstrations

“Train & Hope”
Data-based Decision Making

1. Specify/define need
2. Select right evidence-based solution
3. Monitor implementation fidelity
4. Monitor progress
5. Improve implementation

Stages of Implementation

- Exploration
- Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

Implementa7on Fidelity

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Maximum Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Reduced Probability of Student Benefit</td>
</tr>
<tr>
<td>Effective</td>
<td>Low Probability for Student Benefit</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Low Probability for Student Benefit</td>
</tr>
</tbody>
</table>

Data for decision making?
Defendable actions

Fixsen, Nacno, Blase, Friedman, & Wallace, 2005

Fixsen & Blase, 2009
Teaching social behavior explicitly?

Like academic behavior

Teaching Academics & Behaviors

DEFINE Simply

MODEL

MONITOR & ACKNOWLEDGE Continuously

PRACTICE In Setting

ADJUST for Efficiency

CONCLUSION

SWPBS emphasis

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Relevant Evidence-based Interventions

Supporting Culturally Valid Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

BASIC PBIS LOGIC

Cultural/Context Considerations

Start w/ effective, efficient, & relevant, durable

Training + Coaching + Evaluation

Implementation Fidelity

Improve “Fit”

Maximum Student Outcomes

Systems + Data + Practices

Prep & support implementations
2014 National PBIS Leadership Forum

PBIS: Building Capacity & Partnerships to Enhance Educational Reform

This two-day forum for school, state, district and regional Leadership Teams and other professionals has been designed to help increase the effectiveness of PBIS implementation. Sessions are organized by strands that support initial through advanced implementation in elementary, middle, and high schools as well as juvenile justice and mental health facilities.

- PBIS Foundations
- Enhanced Implementation
- Classroom
- Tier 2/Tier 3
- Integrated Systems / MTSS
- Juvenile Justice
- School Mental Health
- Culturally Responsive Systems
- UniversalImplementation and other special topics

Featuring sessions specifically designed for our Mental Health, Juvenile Justice, and Family/Community Partners!

For more information, visit www.pbis.org

Lewistj@missouri.edu
RobH@oregon.edu
George.sugai@uconn.edu
www.pbis.org

Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS LEADERSHIP FORUM</td>
<td>Chicago, IL</td>
<td>Oct 28-30, 2014</td>
</tr>
<tr>
<td>NEW ENGLAND PBIS</td>
<td>Norwood, MA</td>
<td>Nov 21, 2014</td>
</tr>
<tr>
<td>ASSOCIATION FOR PBS</td>
<td>Boston, MA</td>
<td>Mar 11-14, 2015</td>
</tr>
<tr>
<td>NORTHEAST STATES PBIS</td>
<td>Mystic, CT</td>
<td>May 21-22, 2015</td>
</tr>
</tbody>
</table>