

Returning to School During and After Crisis:

Navigating the 2020-2021 School Year

Brandi Simonsen, Ph.D.

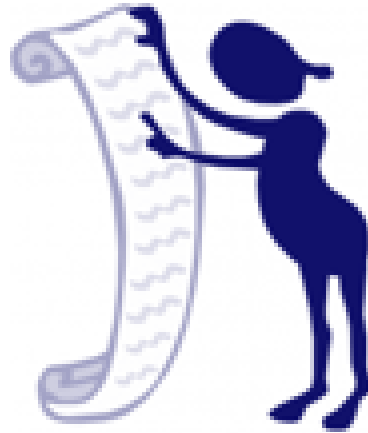


How is everyone feeling about fall?

Confused?



Overwhelmed?



Lost?



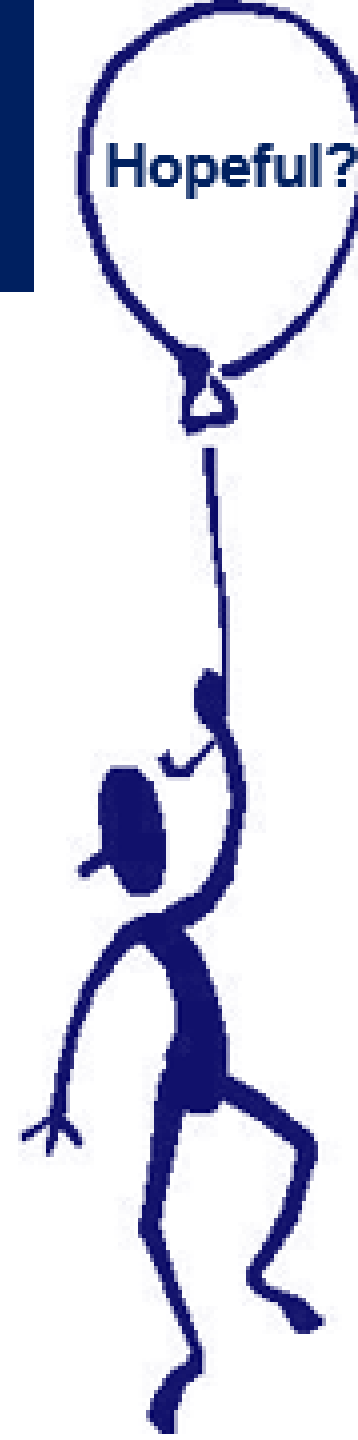
Ready?



Wishing there was a map?



Hopeful?

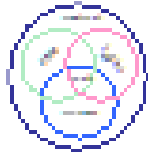




Map to Create Positive, Predictable, & Safe Environments to Support All



Context



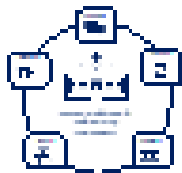
Guiding Principles



Implementation Cascade



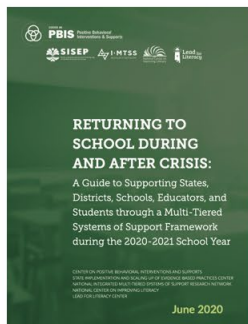
Systems



Critical Practices

Returning to School During and After Crisis

This page highlights resources to support the use of a multi-tiered systems of support (MTSS) framework to **support students, families, and educators** during the transitions back to school during and following the global pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.



Returning to School During and After Crisis

<https://www.pbis.org/current/returning-to-school-during-and-after-crisis>



CENTER ON
PBIS Positive Behavioral
Interventions & Supports



RETURNING TO SCHOOL DURING AND AFTER CRISIS:

A Guide to Supporting States,
Districts, Schools, Educators, and
Students through a Multi-Tiered
Systems of Support Framework
during the 2020-2021 School Year

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS
STATE IMPLEMENTATION AND SCALING UP OF EVIDENCE-BASED PRACTICES CENTER
NATIONAL INTEGRATED MULTI-TIERED SYSTEMS OF SUPPORT RESEARCH NETWORK
NATIONAL CENTER ON IMPROVING LITERACY
LEAD FOR LITERACY CENTER

June 2020



*Center on Positive Behavioral
Interventions and Supports (PBIS)
State Implementation and Scaling-up
of Evidence-based Practices Center
(SISEP)
National Integrated Multi-Tiered
System of Supports (MTSS) Research
Network
National Center on Improving Literacy
Lead for Literacy Center*

<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>



CONTEXT

Context: Challenges

Q Popular Latest *The Atlantic* Sign

EDUCATION

The Pandemic Is a Crisis for Students With Special Needs

Some students rely on schools for the personal, hands-on attention of specialists. What do they do now?

FAITH HILL APRIL 16, 2020

Experts caution 'covid slide' looming for children out of school

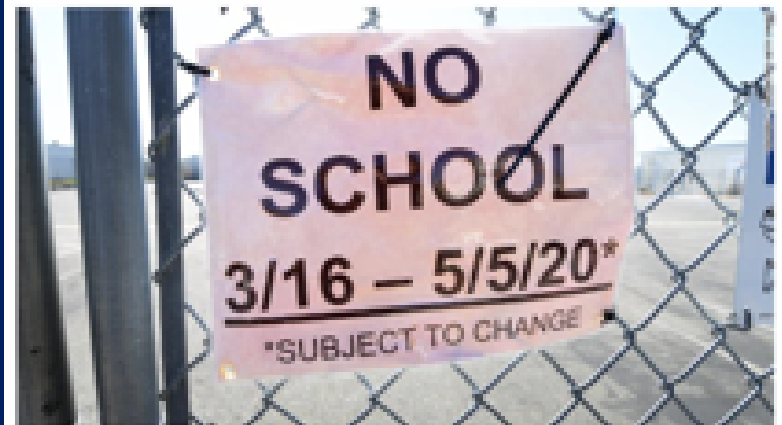


By **Laura Jarrett** and **Yan Pomrenze**, CNN

Updated 10:55 AM ET, Mon May 4, 2020

Slowing the slide

Kuhfeld and Tarasawa at NWEA said they hope their research on potential learning losses will offer insights to think through ways to mitigate the effects of extended school closures right now.



The COVID-19 slide:
What summer learning loss can
about the potential impact of school
closures on student academic achievement

April 2020

Dr. Megan Kuhfeld and Dr. Beth Tarasawa

Context: Opportunity



EDUCATION PLUS DEVELOPMENT

Top 10 risks and opportunities for education in the face of COVID-19

Rebecca Winthrop · Friday, April 10, 2020

WEEK OF ACTION NATIONAL DEMANDS

- ★ END ZERO TOLERANCE
- ★ MANDATE BLACK HISTORY & ETHNIC STUDIES
- ★ HIRE MORE BLACK TEACHERS
- ★ FUND COUNSELORS NOT COPS





GUIDING PRINCIPLES



Guiding Principles

Our recommendations are grounded in the core elements of PBIS/MTSS (Figure 1).

- **Prioritize equity.** MTSS is for all students, families, and educators. Use the MTSS framework to differentiate supports for students, and monitor to ensure equitable outcomes are observed.
- **Make student growth and benefit central to all decisions.** Student outcomes that reflect equitable learning opportunities must be the ultimate criteria for all decisions, including those related to funding, practice selection and implementation (see [Hawson, 2007](#)), policy, and professional development.
- **Prioritize the most efficient and effective practices.** Emphasize practices that are supported by evidence, match the local culture and current context, and promote high-quality implementation across time. Integrate, align, and connect practices within domains: (a) effective environments, instruction, and intervention to support social, emotional, and behavioral (SEB) growth and (b) high-leverage academic instruction to support student learning. If a new practice is identified, consider evidence, contextual fit, and feasibility (see [Hawson, 2007](#)). Most importantly, do a few important and relevant practices well, that is, with the high degree of accuracy, fluency, durability, and adaptability.
- **Use data** to inform decisions about (a) which students, families, and educators need which supports (screening); (b) continuing, adjusting, or fading supports for students, families, and educators (progress monitoring); (c) ensuring all students, families, and educators experience benefit (equitable outcomes); and (d) supports are being implemented with fidelity.



Figure 1. Core elements

- **Continue to invest in systems** to support high-fidelity implementation across time. Leverage existing leadership teams to guide planning and implementation, and consider efficient and effective means to support educators' professional learning and wellness within current resources, experience, and expertise.

Rationale

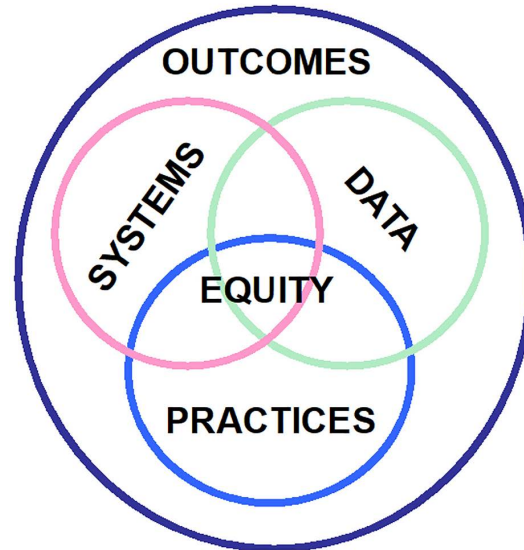
Given this context, we see a strong rationale for (1) providing support throughout the implementation cascade, (2) leveraging what works in existing systems, and (3) going back to basics by focusing on a small number of practices that have the biggest impact and doing them well.

Guiding Principles

Make student **growth** and **benefit** central to all decisions.

MTSS is for *all* students, families, and educators.

Continue to invest in **systems** to support high-fidelity implementation across time.



Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, & fidelity).

Prioritize **equity**.

Implement a small number of effective, culturally-relevant **practices** well.

Integrate, align, & connect practices.

Use the MTSS framework to differentiate supports & monitor to ensure equity.

State & District



School & Classroom



Family & Student



IMPLEMENTATION CASCADE



1. Provide Support Throughout the Implementation Cascade

As stated, the ultimate goal of support is student growth and benefit. To realize that benefit, consider how to provide support throughout the implementation cascade. **State** and regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state. **District** leadership teams provide training, coaching, and evaluation to support all schools within the district. **School** leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in **classrooms** that ultimately support **student** growth and benefit. At the same time, bi-directional

communication creates feedback loops throughout the cascade; for example, educators learn from students and adjust or enhance their classroom practices; and districts communicate needs, resources, and lessons learned to inform state-level systems, as [Figure 2](#) illustrates.

This guide provides recommendations at each level of the implementation cascade ([state](#), [district](#), [school](#), and [classroom](#)) for leveraging existing systems (next section) to support implementation of critical practices (following section).

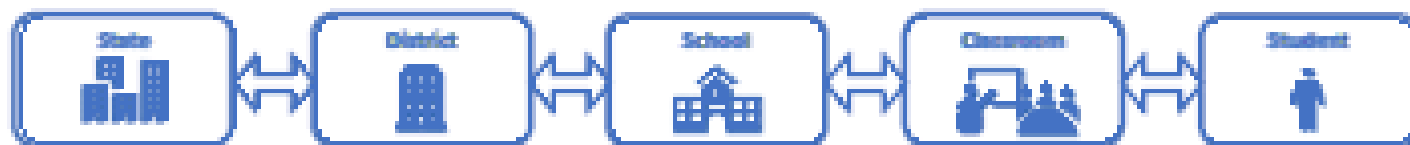
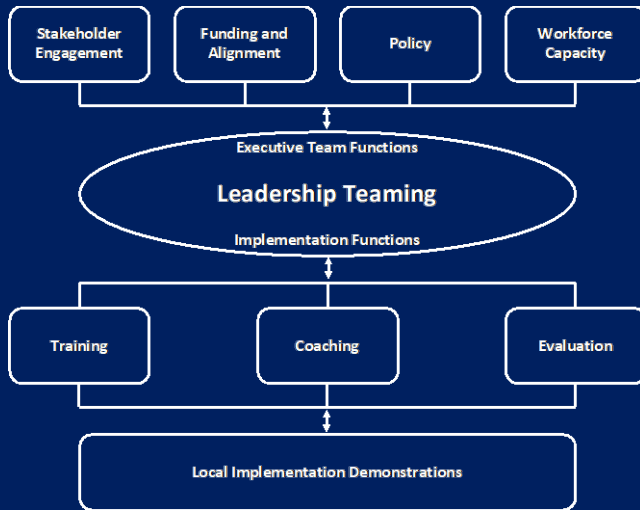


Figure 2. Implementation cascade from district support to student benefit.

Implementation Cascade₁



- Provide Support within the **implementation cascade**
 - **State** and regional leadership teams coordinate training, coaching, and evaluation to support all districts within the state
 - **District** leadership teams provide training, coaching, and evaluation to support all schools within the district
 - **School** leadership teams provide on-going coaching to support educators and monitor their implementation of key practices in **classrooms** that ultimately support **student** growth and benefit.
- At the same time, **bi-directional communication** creates feedback loops throughout the cascade



LEVERAGE EXISTING SYSTEMS

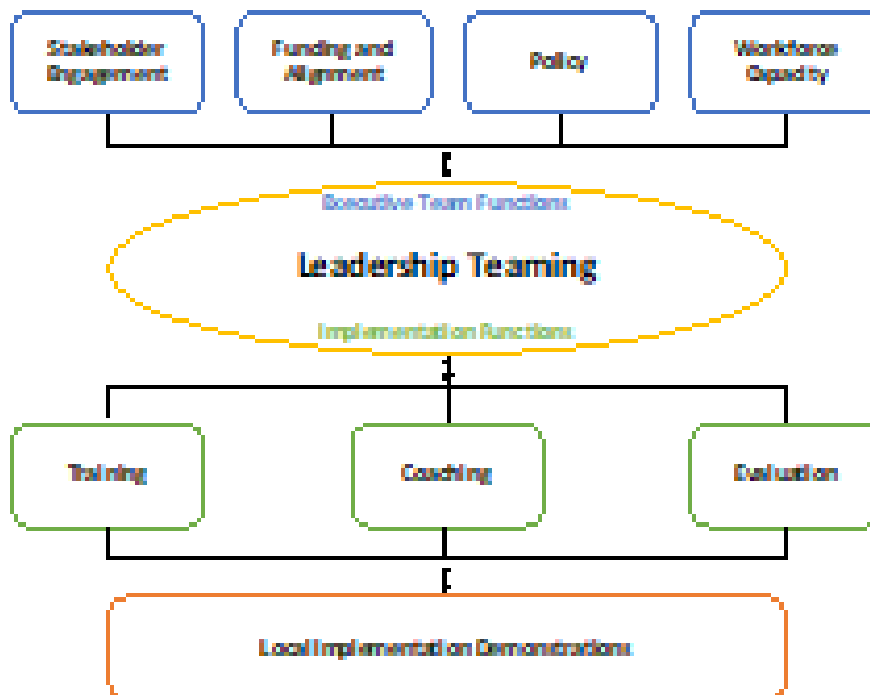


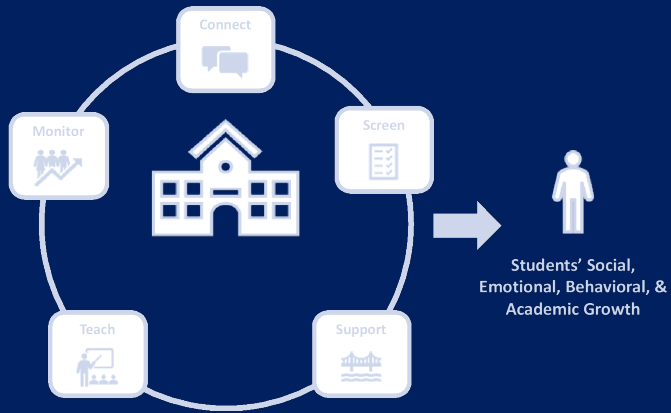
2. Leverage Existing Systems

To maximize both benefit and efficiency, enhance and adjust existing systems to support implementation.

As educators implementing MTSS/PBIS, the [Implementation Blueprint](#)[®] [district/state capacity-building graphic](#)[®] (Figure 2) may be a familiar organizational structure to consider both executive team functions (stakeholder engagement, funding

and alignment, policy, and workforce capacity) and implementation functions (training, coaching, and evaluation) of leadership teams. We recommend state and district leadership teams enhance these elements throughout their response to the public health crisis. (See examples in [Table 2](#) and [Table 3](#), respectively.)





CRITICAL PRACTICES



3. Back to Basics: Do What Works, and Do It Well

Given the challenging context, we recommend going “back to basics” by (a) focusing on a small number of evidence-based and culturally relevant practices, across social, emotional, behavioral (SEB) and academic domains, that have an equitable and big impact and (b) doing them well. *Figure 4* illustrates the importance of key Tier 1 practice features to create positive, predictable, and safe learning environments that support students’ SEB and academic growth.

Specifically, we recommend that educators connect, screen, support, teach, and monitor.

- **Connect.** Enhance relationships among educators, students, and families to promote effective communication during times of disrupted learning. Check in with students daily and with families regularly to identify support needs as they emerge.
- **Screen.** Formally or informally screen to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns).

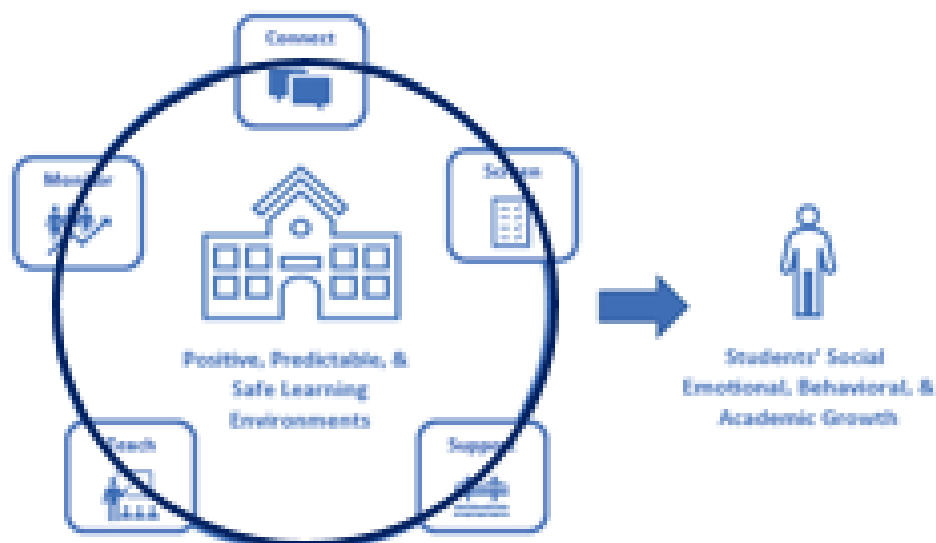
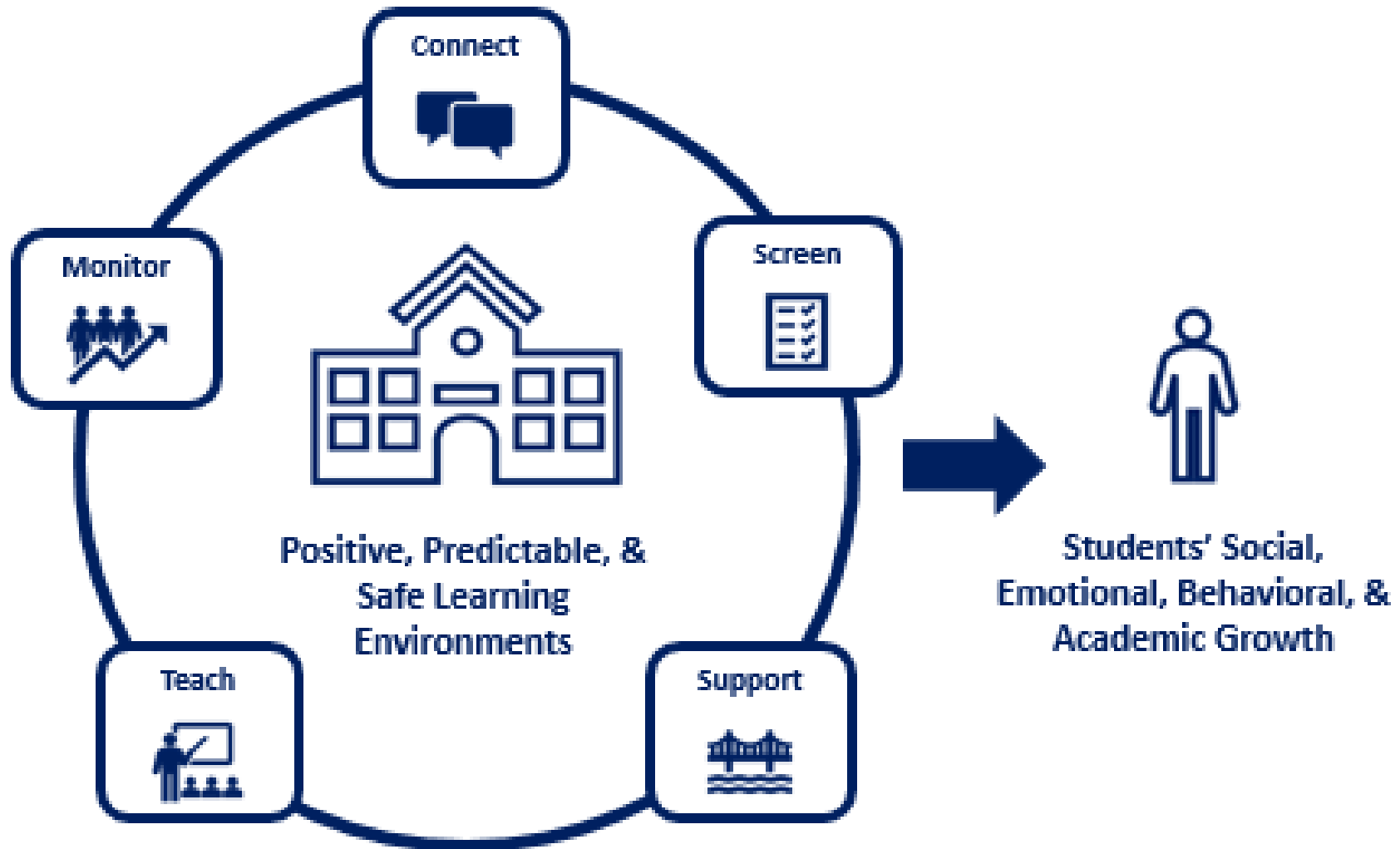


Figure 4. Critical practices to support students’ social, emotional, behavioral, and academic growth

“Back to Basics”





Examples of Practices to Support		
Critical Practice	Social, Emotional, and Behavioral Growth	Student Learning
 Connect	<ul style="list-style-type: none">Use positive greetings at the doorSM or at login for remote learningRegularly check-in with students and families, and adopt check-in during periods of remote instructionSMBuild relationships with students, among peers, and with familiesSM through purposeful communication	<ul style="list-style-type: none">Provide structured opportunities for students to use language throughout the day in pairs, small groups, and in whole-class settings to promote connection and oral language developmentConnect with families regularly to discuss and address issues together
 Screen	<ul style="list-style-type: none">Select and implement a SEL screenerSM or device procedures for informal screening (e.g., student data, family wellness check)Regularly review data in school-wide team meetings to make decisions, based on level of risk and other data, to differentiate and/or intensify Tier 1SM, Tier 2SM, or Tier 3SM support	<ul style="list-style-type: none">Establish a universal screening processSM to screen all students for learning difficultiesSelect and implement academic screening measuresSM with established technical standardsSM to identify students for intervention or monitoringImplement consistent data team meetings, as part of a decision-making processSM to review screening data, group students appropriately, and differentiate and intensify instruction as needed
 Support	<ul style="list-style-type: none">Design safe environments (e.g., physical distance, planned pathways)Develop and teach predictable routinesUse a matrix (see Table 2) to define, teach, and prompt positive expectations and key SEL skills within routines for in-personSM or remoteSM instruction (also see Supporting and Empowering to SucceedSM)Maintain a 5:1 ratio (5 positive comments for each negative comment), and consider other strategies, like the student-teacher ratioSM, to acknowledge student behavior	<ul style="list-style-type: none">Ensure that the master schedule allocates sufficient time for key academic instruction, including high-quality classroom instruction for all students and supplemental small-group or individualized intervention for students that need additional academic supportIncorporate academic routines in matrixSet, visibly post, and refer to learning goals and objectives for all important facets of instruction
 Teach	<ul style="list-style-type: none">Begin each lesson with a positive reminder of expected behavior and SEL skillsPrioritize key SEL skills to emphasizePurposefully integrate instruction in SEL and academic skillsSMActively engage studentsSM in instructionEnsure instruction and support is culturally responsiveSM incorporates student voiceSM and promotes active civic engagement	<ul style="list-style-type: none">Prioritize key academic skillsExplicitly teach background knowledge to set up for the lessonProvide explicit and systematic instructionSM at a brief pace that includes (a) teacher demonstrations, (b) clear and explicit language, and (c) multiple and varied opportunities for all students to respond and participateEngage a gradual release of responsibility (I do, we do, you do) and provide sufficient guided practice before releasing students to work independentlyProvide consistent, supportive, and corrective feedback during instruction
 Monitor	<ul style="list-style-type: none">Collect and use simple data to monitor student engagement and SEL skillsRegularly review data to (a) adjust Tier 1SM support (if needed) or (b) consider additional supports (Tier 2SM or Tier 3SM) for students with limited skill growth or interfering behavior	<ul style="list-style-type: none">Throughout instruction, elicit frequent student group and individual responses to monitor comprehension of lesson contentRegularly collect and review progress monitoringSM data, and use data to inform instructional decision making, including adjusting tiers of instruction, group size, instructional time, instructional content, and instructional delivery

Hyperlinks to Resources Shared in Presentation



**Caution
Thinking
Required**

**Don't try to do "all
the things" now!**

It's OK...

***beyond OK,
it's necessary***

**...to pick a small
number of actions
to prioritize**

Considerations for District- or School-Wide Action Plan

Examples for Remote Learning

Examples for In-Person Learning

Connect



Screen



Support



Teach



Monitor



Suggestions to adjust, adapt, or enhance your action plan to support implementation of critical practices

As schools may resume the year in remote, in-person, and/or hybrid models, we provide examples for remote and in-person learning. When hybrid models occur, prioritize actions from each context that maximize strengths of that mode of instruction.

District



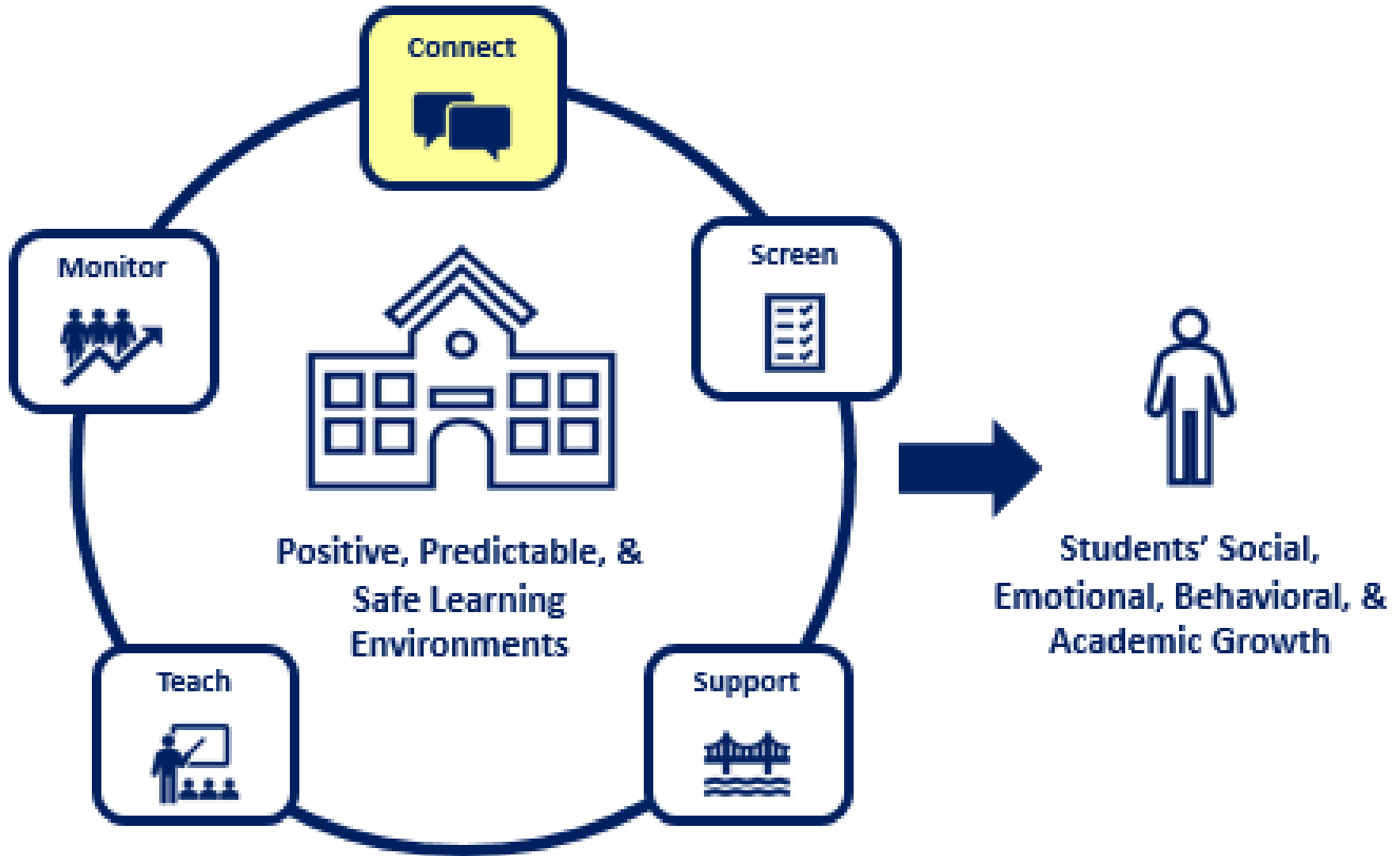
School



Classroom



“Back to Basics₁”



Connect



Connect and enhance **relationships** among
educators, students, and families to promote **effective**
communication during times of disrupted
learning. **Check in** with students daily and with families
regularly to identify support needs as they emerge.



Positive Greetings at Login

WHAT IS IT?

A routine to start class or the day with a positive interaction. It can include greeting students by name, stating a student's need, asking a short question, or making a friendly comment that demonstrates they are welcome.

WHY DO IT?

Greeting students as they enter (or exit) your classroom/school is a simple and effective way to create a welcoming classroom and build positive relationships. Being greeted by an adult who is ready to see them can start a student's school day on a positive note. Likewise, an affirmative interaction at the end of the day can end students' day on a positive note as well too. These positive interactions are especially important for students who experience harsh conflict with its school through unsafe neighborhoods, or face unmet daily needs. Research has shown that positive greetings at the door increase students' time on task, reduce disruptions, and build positive relationships (Walker & Feuser, 2007; Coie et al., 2018).

HOW DO WE DO IT?

There are many ways that students can be greeted as they enter the classroom. Examples of greetings are provided below.

BASIC STEPS:

Stand just inside or outside of the door and:

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

VARIATION 1:

- Offer the student a choice of materials, for items, high five, pats on the back, etc.

VARIATION 2:

- Provide a quiet, independent entry activity (e.g., warm-up fluency activity, news writing task)
- Circulate around the room, ensuring you have a positive greeting with each student

VARIATION 3:

- Train students in your class to be greeters or greeter leaders
- Students along with the teacher provide a greeting to each student in the morning
- Students alternate the role of greeter every month or year

1. Greet each student by name
2. Have a short positive interaction (e.g., praise, friendly comment, question)
3. Direct them to the first activity

Socially Connected Examples

Socially Connected While Physically Distant

In the current context of physical distancing and personal protective equipment, it may seem harder to connect. Masks will hide smiles and other positive expressions, and our need to maintain space may inadvertently send messages of "stay away" instead of "welcome."

We need to be more intentional with establishing positive connections.

As we cannot rely on expressions or physical touch, we will need to consider how to use our words to more fully convey the meaning of our welcome, connections, and positive feedback.

Instead of a...	Consider...
 Visible Smile	 <ul style="list-style-type: none">• "I'm smiling because ___."• Smiling eyes or 😊 emoticon
 High Five	 <ul style="list-style-type: none">• "Great effort on ___!"• Air high five or 🙌 emoticon
 Fist Bump	 <ul style="list-style-type: none">• "I see you. I'm here for you."• Air fist bump or 🤝 emoticon
 Hug	 <ul style="list-style-type: none">• "I'm so happy to see you."• Air hug or 🤗 emoticon
 Pat on the Shoulder	 <ul style="list-style-type: none">• "Nice ___. I'm proud of you."• Thumbs up or 👍 emoticon
 Handshake	 <ul style="list-style-type: none">• "Great to see you again."• Wave or 🙌 emoticon
 Greet at Door	 <ul style="list-style-type: none">• "Welcome! Glad you're here."• Greet behind podium or at log in



Disclaimer: This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) of the U.S. Department of Education (H3280500001). Dr. Karen Bradley served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Function
over
form

Focus on
critical
features

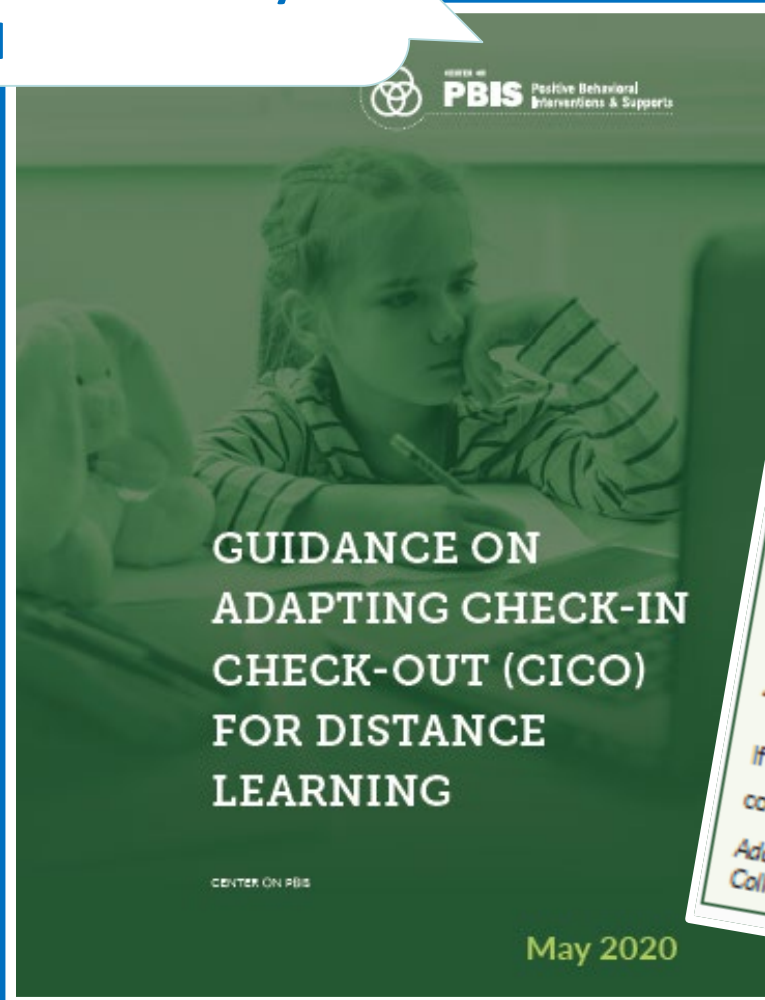


In the chat

Please share your own examples or questions

Typically Tier 2 Support...

- More may benefit
- Family check-in may be helpful



Example: Family Wellness Check Survey

1. Overall, how are you feeling?
(please choose all that apply)

- Happy
- Safe
- Sick
- Anxious/Nervous
- Scared
- Mad/Angry

2. How do you feel your at-home learning is going?

- Very bad
- A little bad
- Neither good nor bad
- Pretty good
- Really good

3. My family could use help with...
(please choose all that apply)

- Technology
- Completing work from home
- Communicating with teachers
- Household necessities
(e.g., food, paper products, utilities)

4. Would you like your school counselor to contact you?
If so, please provide the best way for them to contact you: _____

Adapted with permission from Normandy Schools Collaborative, Missouri

PBIS Forum 8: Practice Brief
Family-School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration

PBIS Leadership Forum- Roundtable Dialogue

February 2019

The purpose of this practice brief is to describe family-school collaboration in Positive Behavioral Interventions and Supports (PBIS) and review approaches that help to create conditions that promote collaboration. A brief background on family-school collaboration is provided, followed by guidance on a schoolwide approach for collaborating with families that strengthens family-school connections and improves student performance.

Family-School Collaboration

Two primary environments that support child development are home and school. Parents and educators share many similar roles. For example, parents and teachers both support children's social, emotional, behavioral and academic (SEBA) performance. In fact, many research studies have demonstrated that parent involvement in SEBA realms is associated with improved student performance in them (Jeynes, 2007; Pomerantz, Kim, & Cheung, 2011). Furthermore, interventions that promote family-school collaboration improve outcomes for youth, such as improvements in school attendance, grades, and social behavior (Garbacz & McIntyre, 2016; Stoolmiller, Connell, & Dishion, 2009). In addition, such interventions can strengthen connections across home and school, which can in turn amplify positive outcomes for youth (Shedden et al., 2017). However, research on family-school collaboration has identified that interventions are not closely aligned and integrated with schoolwide systems and practices (Garbacz, Hixano, et al., in press), such as the multi-tiered system of support (MTSS), and this is limiting family-school interventions (Leslie et al., 2016).

Family-School Collaboration in PBIS

A promising line of work has emerged in the last several years that includes systematic study of approaches to align and integrate family-school collaboration within MTSS such as PBIS (Dishion, 2011; Garbacz, Witte, & Honick, 2017; Lewis, Mitchell, Homer, & Sugai, 2017; Weist, Garbacz, Lane, & Kincaid, 2017). This line of work has focused on defining family-school collaboration within and across the tiers of support intensity within PBIS to clarify how families and schools can collaborate to support youth. In addition, engaging community stakeholders, such as community mental health professionals; in PBIS is a central feature of family-school-community engagement. Partnerships among community agencies, homes, and schools can provide supportive systems for youth that extend across settings (Minda, Kincaid, Tremaine, & Thomas, 2017; Weist et al., 2012). Increased emphasis on family-school-community collaboration in PBIS and related MTSS led to the development of the Family-School-Community Alliance (FSCA). The FSCA is dedicated to enhancing family-school-community collaboration within PBIS and related MTSS, which includes a focus on coordinated implementation support and advancing a research agenda (see <https://fscalliance.org>).

Family-school collaboration in PBIS includes defining collaboration at Tier I, Tier II, and Tier III (Garbacz, Rose, Weist, & McIntosh, 2018). Family-school collaboration involves families and educators working together as co-equal stakeholders who share responsibility for educating youth (Christenson & Sheridan, 2001). Family-school collaboration occurs across a continuum, wherein educators support parent engagement

S. ANDREW GARBACZ, UNIVERSITY OF WISCONSIN-MADISON; MARK D. WEIST, UNIVERSITY OF SOUTH CAROLINA

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts



edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>



Supporting Families During Distance Learning

Using Positive Behavior Strategies (PBIS)



At Home

[Video Link](#)



Supporting Families During Distance Learning

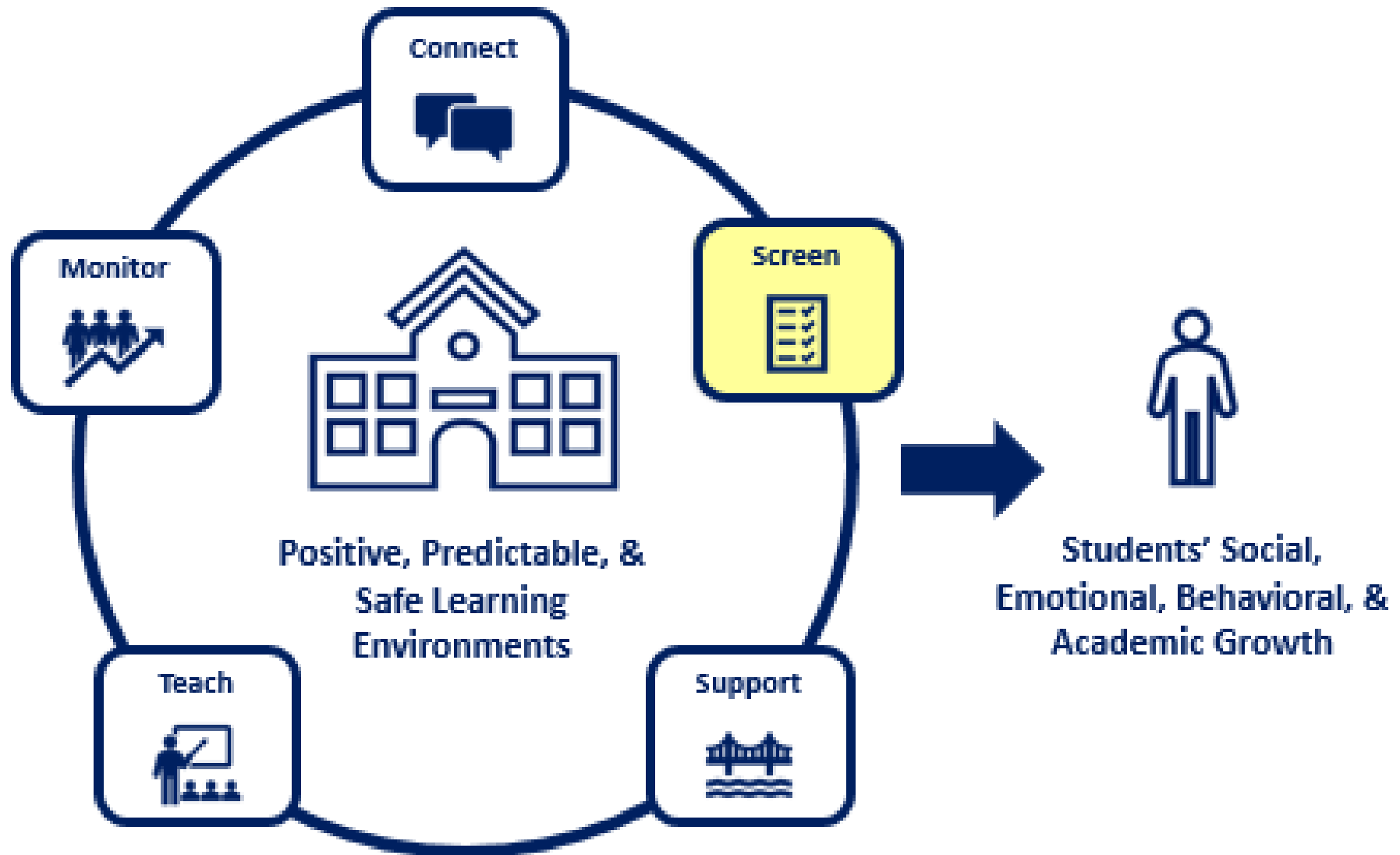


https://www.youtube.com/watch?v=9jXKZuIOClw&feature=youtu.be&fbclid=IwAR3ZXTWux4erSRsrD255kx7s8wYI9dlwYkM9e4FnWo1MxXirqzM27aTFK_0


In the chat

Please share your own examples or questions

“Back to Basics₃”



Screen



Formally or informally **screen** to efficiently identify students who need more support (related to health, safety, SEB needs, academic concerns). For students who require additional support,

differentiate and

intensify Tier 1 and consider Tier 2 or Tier 3.

Systematic Screening Tools: Universal Behavior Screeners

Tool Name	Overview
Behavior Assessment System For Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3- BESS; Kamphaus & Reynolds, 2015) Available from Person Assessment	<p>A measure of behavioral and emotional functioning. A total scale score is computed using six indices: behavioral and emotional risk, externalizing risk, internalizing risk, adaptive skills risk, self-regulation risk, and personal adjustment risk. Scores provide information on risk that may affect students' academic progress and social relationships.</p> <p>This screening tool is used with students in grades preschool-12. Online completion and scoring and paper copies are available. Screening takes educators about 30-45 minutes per class. Sample reports are available on the website.</p> <p>Completed by: teachers/educators, parents, students Pricing estimate: \$75 manual, \$34.25/25 forms, \$343.75 data management system.</p>
Emotional and Behavioral Screener (EBS; Cullinan & Epstein, 2013) Available from Hawthorne	<p>A measure to screen students for emotional and behavioral concerns. The 10-item scale is summed to indicate the level of risk for an emotional disorder. Educators use the score to determine how to respond, observation or monitoring, additional assessment, or tiered intervention support.</p> <p>This tool involves a 10-item rating form and decision summary form. Two school personnel must administer the screener for each student. Scores place students either at risk or not at risk.</p> <p>Completed by: teachers/educators Pricing estimate: \$137.50 for the complete kit</p>
Social, Academic, and Emotional Behavior Risk Screener (SAEERS; Kilgus et al., 2013) Available from ohio.missouri.edu and FastBridge	<p>A measure assessing behavioral and emotional risk. A Total Score and three domain scores (Social Behavior, Academic Behavior, and Emotional Behavior) are computed and used for decision-making.</p> <p>This screening tool distinguishes K-12 students with moderate/high concerns from students with few behavioral concerns. Screening takes educators about 1-3 minutes per student. An online data management system as well as paper copies are available.</p> <p>Completed by: teachers/educators, students Pricing estimate: free access for paper version. Online management system available for cost</p>
Social Skills Improvement System—Performance Screening Guide (SSIS-PSG; Elliott & Gresham, 2008)	<p>A measure for screening students' in academic areas (reading and math), motivation to learn, and prosocial behavior.</p>



BEST PRACTICES IN UNIVERSAL SCREENING

There is broad agreement that schools should implement early screening and intervention programs. State legislation generally favors the use of universal screening within schools across grades K-2, where students are screened annually to assess risk for dyslexia and other reading disabilities.

Schools should provide at least three levels of instructional support for students, based on their risk for poor overall reading proficiency:

Core classroom instruction for students reading at or above grade level (i.e., low risk for reading problems)

Moderate additional support for students reading somewhat below grade level expectations (i.e., moderate risk for reading problems)

Intensive additional support for students reading well below grade level expectations (i.e., high risk for reading problems)

When establishing a screening protocol consider...

1. the scope of the assessment, the reliability and validity of score, and the diagnostic accuracy of the screener relative to the specified outcome.
2. when and how the screening assessment(s) will be administered at frequent intervals.
3. who will be responsible for entering data into a database and printing reports immediately following each screening assessment.
4. holding primary grade level team meetings and upper grade cross-discipline team meetings after each school-wide screening to analyze the reports and determine placement and instructional grouping for each student.
5. how parents/families will be engaged in the decision-making and kept updated on their child's reading performance.

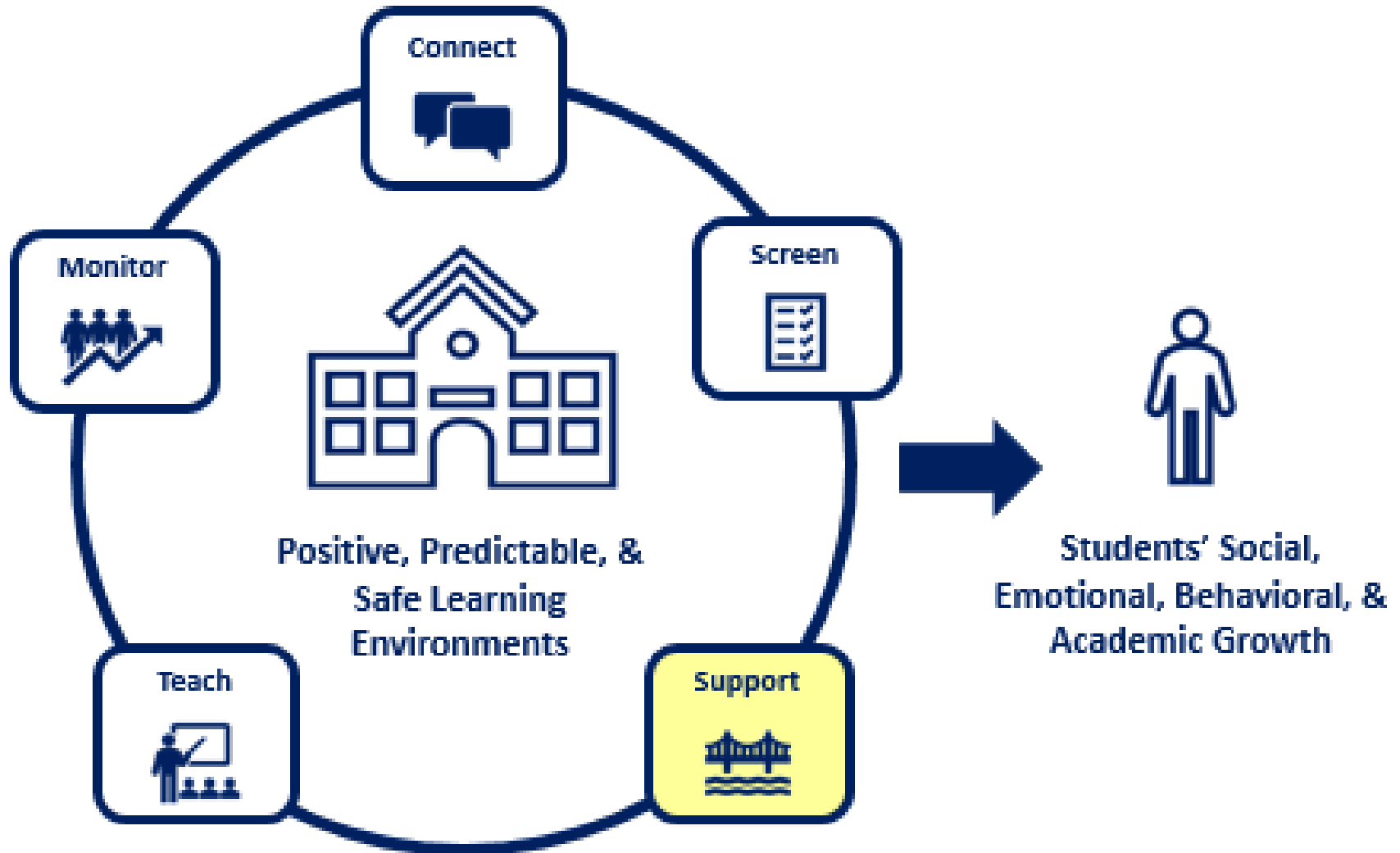
School districts should carefully consider and identify their respective personnel and resources available to follow these protocols.



This research report was funded by a grant to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award # E2ED10000). The opinions expressed are those of the authors and do not represent views or policies of OEDS, OSEP, or the U.S. Department of Education. This should not be construed as an endorsement by the Federal government. © National Center on Improving Literacy. <https://improvingliteracy.org/> <https://twitter.com/NCILiteracy> <https://facebook.com/improvingliteracy>

<https://www.pbis.org/resource/systematic-screening-tools-universal-behavior-screeners>
<https://charts.intensiveintervention.org/bscreening> or https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/best_practices_in_universal_screening.pdf

“Back to Basics₂”



Support



Establish a **safe environment** (in class and/or online). Teach, prompt, and acknowledge

predictable routines,
positive expectations and
SEB skills. Bridge expectations (teach connections)

across settings (e.g., home, school).

Safe Environment

Minimize crowding & distraction

- Arrange **furniture** to allow easy traffic flow
- Ensure adequate **supervision** of all areas
- Designate staff & student **areas**
- **Seating** arrangements (groups, carpet, etc.)

2020-2021

Maximize structure & predictability

- Arrange **furniture** to maximize safety
- Ensure adequate **distance** between all areas
- Designate individual staff & student **areas**
- **Seating** arrangements to maintain required distance



Safe Environment Examples

Minimize crowding
& distraction



Maximize structure
& predictability



In the chat

Please share your own examples or questions

Predictable Routines: Critical Features



- **Develop Predictable Routines & Schedule**
 - Teacher routines
 - Administration time
 - Personal time
 - Student routines
 - Student directed activities
 - Whole group activities
 - Independent activities
- Make smooth, rapid **transitions**
- **Teach/practice** routines & transition behaviors



Predictable Routines Examples

Elementary Routine Example
<p>Get Ready to Learn Wake up, get ready for the day, & eat breakfast</p>
<p>Morning Check-in Review morning schedule & expectations. Check-in (How are you doing today?)</p>
<p>Morning Consider a walk outside, yoga, "hike" inside on the stairs, etc.</p>
<p>Structured Learning[‡] Establish times for core academic activities, like reading, math, writing</p>
<p>Lunch Check-in Eat healthy lunch, review afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</p>
<p>Afternoon Learning Activities Consider a virtual field trip, art, music, science, or other fun learning activity</p>
<p>Afternoon Movement Consider... active movement</p>
<p>Social Media Consider... social media</p>
<p>Evening Consider... with each</p>



Secondary Routine Example
<p>Get Ready to Learn Wake up, get ready for the day, & eat breakfast</p>
<p>Morning Check-in Together, set schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</p>
<p>Distance Learning[‡] Support the student in engaging in distance or remote learning activities</p>
<p>Lunch Check-in Eat healthy lunch, discuss afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</p>
<p>Afternoon Distance Learning Support the student in re-engaging in distance or remote learning activities</p>
<p>Afternoon Exercise Choose an exercise activity to do in the home or outdoors</p>

In Person

Remote

Hybrid



Please share your own examples or questions

Positive Expectations: Critical Features

A small number of positively stated expectations

2-3 examples of expected behavior within each routine

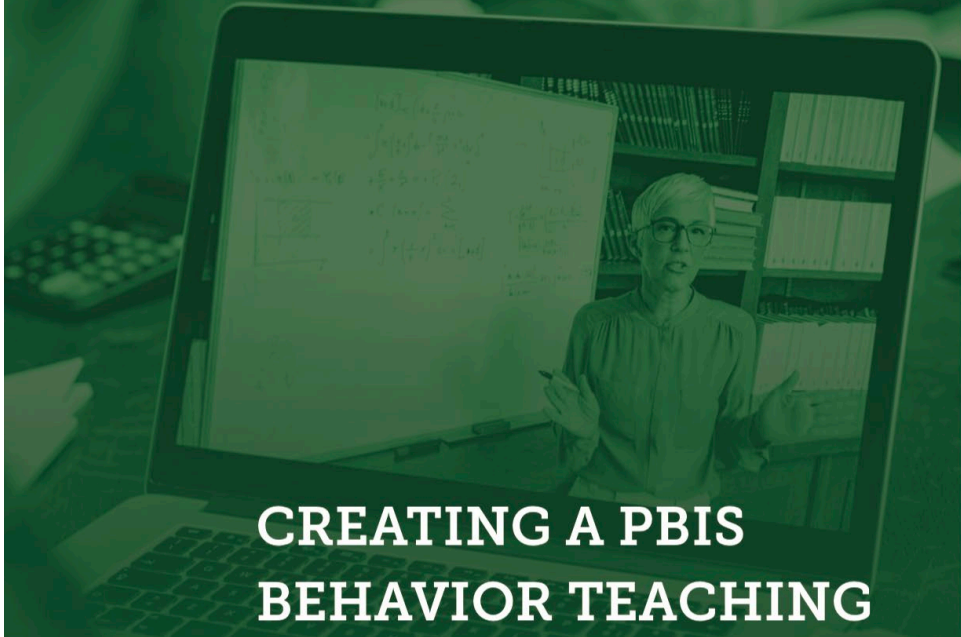
Teaching matrix
(expectations within routines)



CENTER ON

PBIS

Positive Behavioral
Interventions & Supports



CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION

CENTER ON PBIS

March 2020

<https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>

Remote Instruction Matrix Example 2020

We are...	Entering Class	Teacher-led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Safe	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Ask in chat if you need help Use kind words and faces 	<ul style="list-style-type: none"> Use kind words and faces 	<ul style="list-style-type: none"> Use "stop-leave-talk" when you hear disrespect Encourage others to participate Use kind words and faces
Respectful	<ul style="list-style-type: none"> Video on at all times Audio off Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly 	<ul style="list-style-type: none"> Video on at all times Audio on Listen attentively Answer questions out loud on cue 	<ul style="list-style-type: none"> Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready 	<ul style="list-style-type: none"> Ask questions (voice or chat) when you have them Be present – avoid multitasking 	<ul style="list-style-type: none"> Ask questions out loud when you have them Try your best Be present – avoid multitasking 	<ul style="list-style-type: none"> Encourage each other to stay on topic Complete the work together Use "Ask for Help" button if you have questions Be present – avoid multitasking

<https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction>

Remote Matrix Example 2020



Grandview Middle School Distance Learning Matrix -Westonka Public Schools ISD 277

Distance Learning Behavior Matrix	Preparation How ready are you?	Respect How do you treat others?	Integrity Who are you when no one is looking?	Discipline Are you following the rules?	Effort Are you being your best you?
Distance Learning	<p>I am:</p> <ul style="list-style-type: none"> Have all the materials I need. Attend Zoom/online Meetings on time. Completing and turning in assignments on time. I am appropriately dressed during Zoom video conferencing. I am in a learning environment that is not distracting to me nor my online classmates. 	<p>I am:</p> <ul style="list-style-type: none"> Taking turns to comment during on-line/zoom lessons. Honoring one voice. Making respectful comments on-line/zoom Respectful facial expressions online/zoom. Valuing school property. Wash hands and maintain social distances. 	<p>I am:</p> <ul style="list-style-type: none"> Turning in my own work. Helping younger siblings if needed. Using Zoom for school use only. Always THINKING before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?) Supportive of my classmates and opinions. 	<p>I am:</p> <ul style="list-style-type: none"> Attending all my classes, every day. Following class procedures. Checking my calendar. Completing my homework each day. Spending time helping my family. 	<p>I am:</p> <ul style="list-style-type: none"> Always persevering and trying my best. Asking for help when I need it. Actively participating. Creating thoughtful and neat work. Checking over my work. Helping others who might need assistance.
Technology	<p>I am:</p> <ul style="list-style-type: none"> Coming to class with Chromebook charged. Using technology appropriately. Taking good care of my Chromebook. 	<p>I am:</p> <ul style="list-style-type: none"> Respectful of myself and others online. Keeping login, passwords, and private information private. Avoiding eating or drinking while using Chromebook. 	<p>I am:</p> <ul style="list-style-type: none"> Always citing sources of pictures & information used. Always THINKING before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?) 	<p>I am:</p> <ul style="list-style-type: none"> Staying on task when using technology. Avoiding and reporting inappropriate sites and unsafe use. 	<p>I am:</p> <ul style="list-style-type: none"> Using Chromebooks for school use only. Taking PRIDE in completing my best work.

School Matrix Example 2020

	<i>Hallway</i>	<i>Classroom</i>	<i>Bus</i>	<i>Online Group</i>	<i>Online Independent</i>
<i>Respect</i>	<ul style="list-style-type: none"> • Smile with your eyes and wave to acknowledge adults & peers • Use kind language 	<ul style="list-style-type: none"> • Greet adults & peers at beginning & end of activity • Use kind language 	<ul style="list-style-type: none"> • Talk kindly to students sitting in your area • Wait turn to board/exit 	<ul style="list-style-type: none"> • Mute when listening • Use kind language 	<ul style="list-style-type: none"> • Take turns if others waiting • Wear headphones
<i>Responsibility</i>	<ul style="list-style-type: none"> • Maintain 6' (big) personal space bubble • Take care of your materials as you transition in the hallway 	<ul style="list-style-type: none"> • Stay in assigned spot to maintain 6' distance • Do your best • Engage in learning 	<ul style="list-style-type: none"> • Let bus driver know if unsafe behavior seen • Sit in assigned seat & maintain distance 	<ul style="list-style-type: none"> • Log-in/off on-time • Actively participate • Have materials ready for each lesson/activity 	<ul style="list-style-type: none"> • Stay engaged • Keep device charged • Ask for help (via email, chat, or with help of a parent) when you're stuck
<i>Safety</i>	<ul style="list-style-type: none"> • Wear mask • Follow 1-way direction arrows 	<ul style="list-style-type: none"> • Wear mask • Disinfect desk/table before & after use 	<ul style="list-style-type: none"> • Wear mask • Disinfect seat • Keep hands to self 	<ul style="list-style-type: none"> • Keep password private • Let teacher know if private chat is inappropriate 	<ul style="list-style-type: none"> • Disinfect keyboard & mouse • Take short breaks from your seat and screen



In the chat

Please share your own examples or questions

Positive Expectations: Critical Features

A small number of positively stated expectations

2-3 examples of expected behavior within each routine

Teaching matrix
(expectations within routines)

Teach expectations directly using explicit social skills instruction

Actively involve students & provide practice in context

Social Skills Lesson Plan Example

Objective

Sample Lesson Plan Template to Teach Expected Behavior (Social Skills)

Lesson Focus:

Demonstrating _____ (*expectation*) in the _____ (*setting*).

Teaching Objective:

Following instruction, students will demonstrate _____ (*expectation*) in the _____ (*setting*) by _____ (*describe behaviors*) across ___ out of ___ sampled opportunities (*criteria*).

Teaching Examples:

Positive Examples	Negative Examples
•	•
•	•
•	•

Lesson Materials:

Lesson Activities:

Model:

Lead:

Test:

**Model, Lead, Test
(I do, We do, You do)**

Follow-up Activities:

Strategies to promote

Procedures to reinforce

Procedures to correct

Procedures to monitor

**Prompt, Reinforce,
Correct, Monitor, &
Evaluate**

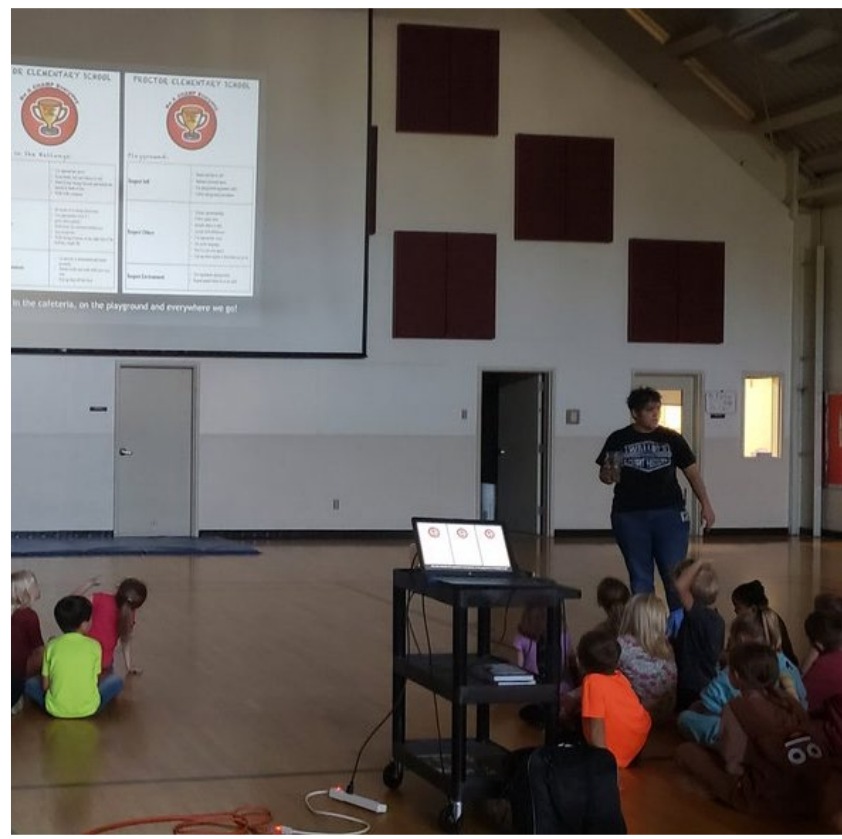
Examples

Activities

Follow up

As part of a Plan to Create Effective Classroom Environments, Coming Soon to:
<https://www.pbis.org/current/returning-to-school-during-and-after-crisis>

Teaching Expectations Examples



Proctor Elementary School, VT



Porters Point School, VT



In the chat

Please share your own examples or questions

Prompts & Active Supervision: Critical Features

Prompts

- Delivered **before** behavior
- **State** expected behavior
- Reminder of **previously taught** behaviors

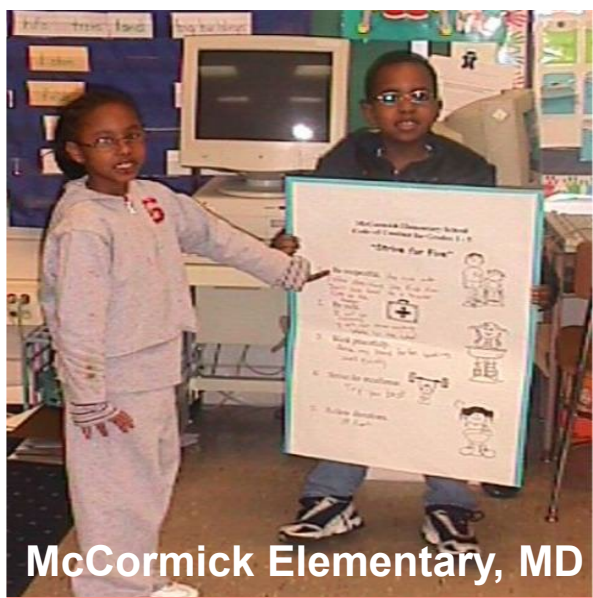


Active Supervision

- ~~Move~~
- Scan
- Interact



Example Classroom Prompts



McCormick Elementary, MD

**Visual,
verbal,
gestural
reminders**



Fletcher Elementary, VT

**“Remember to
mute unless its
your turn”**



In the chat

Please share your own examples or questions

Specific Feedback: Why Praise?

- **It works!**

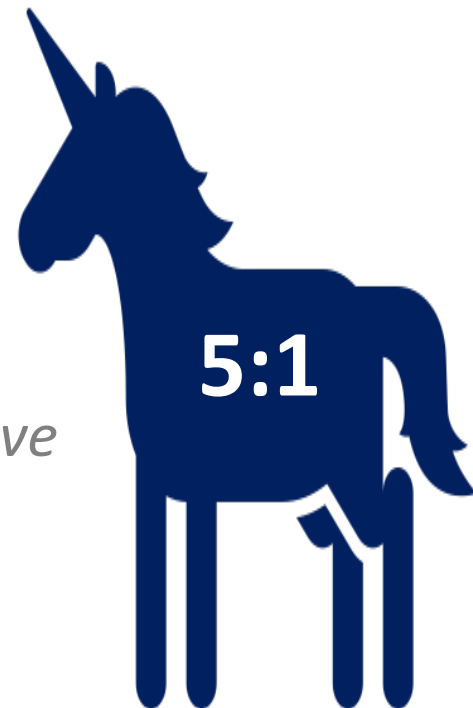
Decades of research support the relationship between positive and specific feedback and student outcomes

- **Positive climate & relationships**

Providing positive feedback helps to create a positive classroom climate & develop positive relationships

- **It's all about the ratio!**

Maintain a favorable ratio of positive to corrective feedback



Specific Feedback: Critical Features

- **Specific Praise**

*“a **positive statement**, typically provided by the teacher, when a desired behavior occurs (**contingent**) to inform students **specifically** what they did well.”*

- **Specific Error Corrections or Redirections**

*“an **informative statement**, typically provided by the teacher, that is given when an undesired behavior occurs (**contingent**), states the observed behavior, and tells the student exactly what they should do in the future in a **brief, concise manner**..”*

*Error corrections should also be **calm, private, and instructional**.*

(Simonsen et al. 2008, pp. 362, 364, emphasis added)



Specific Feedback: Examples

- **Specific Praise**

- “Nice hand raise.”
- “Clear pronunciation.”
- “Helping your friend was kind.”

- **Specific Error Corrections or Redirections**

- “Instead of talking out, please raise your hand.”
- “That sound is /ā/. What sound? Yes, /ā/.”
- “Rather than laughing, please help your friend clean up the mess.”



Additional Strategies to Consider

Strategies to Acknowledge Appropriate Behavior

- **Behavior Contract**
- **Group Contingency**
- **Token economy**

Pair with specific feedback

Strategies to Respond to Inappropriate Behavior

- **Planned Ignoring**
- **Differential Reinforcement**
- **Brief Time Out from Reinforcement**

Also consider...



Student Teacher Game

WHAT IS IT?

The Student/Teacher Game is a quick and easy strategy to prompt and acknowledge students for following expectations in the classroom.

WHY DO IT?

The Game encourages appropriate behaviors by "catching" students engaged in expected behaviors and has been shown in research and practice to improve behavior.

HOW DO WE DO IT?

STEPS

1. Pick a class, routine, or time of day when you want to improve behavior.
Within that time, choose whether you want to improve behavior:
a) Across all school-wide expectations OR
b) For one positive behavior you want to see more often
2. Teach (or reteach) and practice expectations for that setting or routine.
 - 1) Provide a brief rationale
 - 2) Demonstrate examples and non-examples
 - 3) Provide practice and performance feedback
3. Introduce and teach the rules of the Game.
 - 1) Explain how students (and the teacher) will earn points (i.e., for positive behavior)
 - 2) Share a point goal (e.g., 5 points, double the teacher points)
 - 3) Define the time period (e.g., 30 minutes)
 - 4) Share the rewards for winning (e.g., class dance party, extra recess time)
4. Start the Game. Tell students (a) the Game is starting, (b) when it will end, (c) the point goal, and (d) the reward. *Note: Provide pre-correction (reminders) before challenging transitions or routines*
5. Run the Game. Tally student and teacher points on the board throughout the game.
 - When students follow expectations:
 - Give the students a point and state the behavior that earned it (e.g., "I love the way everyone is sitting quietly waiting for my instructions. You just earned the class a student point.")
 - When students show unwanted behaviors:
 - Do not remove points
 - Consider giving a teacher point instead (e.g., "Almost everyone is quiet and waiting for my instructions, but I am, so I earn a teacher point.")
 - Give reminders and reteach the expected behavior
 - Try to provide at least 4 student points for each teacher point
6. End the Game. At the end of the time period, announce the end of the Game and final score
 - If the students win, provide the reward!
 - If the students do not win, reteach and provide encouragement

Remote Recognition Examples

The screenshot displays the PBIS Distance Learning website. At the top, the logo for PBIS (Positive Behavioral Interventions and Supports) is shown next to the text "PBISMNDistanceLearning". Below the header, there is a "RESOURCES" section with two links: "e-Learning with PBIS Awards - PBIS and Distance Learning Overview" and "PBIS awards for Distance Learning".

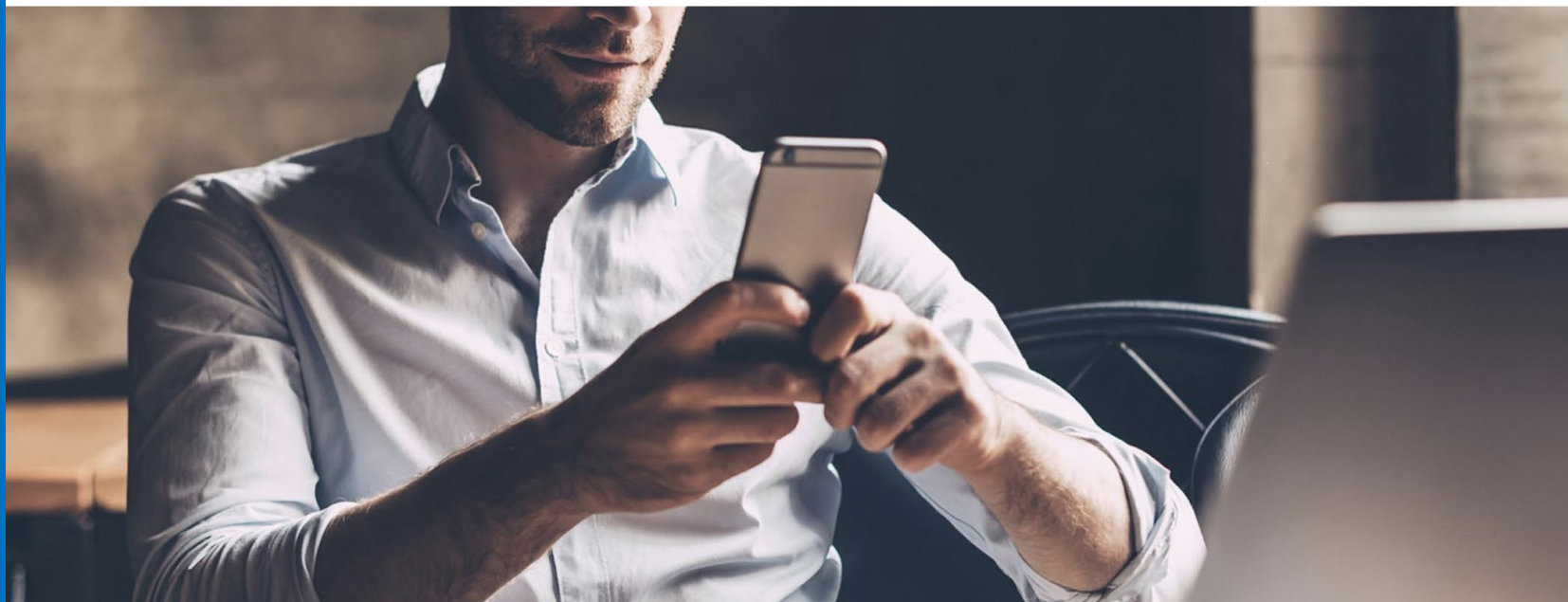
The main content area features a section titled "ChatterPic as Acknowledgement". It includes a video thumbnail showing a student holding a certificate. The text explains that the ChatterPic app is a computer app feature that allows users to take a photo of their school work and acknowledge it by adding a message and sending it to a public account. Below this is a link to a "Resource from Lakeside Elementary for Students 4th".

Below the ChatterPic section is an "Example-Online Acknowledgement Form" from Lakeside Middle School. The form has a header with the word "PRIDE" in large, colorful letters. The text on the form reads: "GMS Distance Learning PRIDE PLUS" and "We are proud of your success and hard work. We are proud of your effort and hard work. We are proud of your achievement and hard work." The form includes fields for "Name", "Your Learning Activity/Topic", "What award are you giving for?", and "How would you describe what this student is doing to deserve this PRIDE recognition?".

At the bottom of the page, there is a section titled "PBIS Badges on Schoology". It features three circular icons representing different award categories: "Be Safe", "Be Kind", and "Be Responsible". Below these icons, there is text that reads: "Resource from Lakeside Elementary School in Lakeside, MI" and "Schoology Badges".



Track Positive Reinforcement with Our Be+ App



**Function
over
form**

Creating Effective Classroom Environments Plan		
Teacher Name: Add	Grade Level/Period: Add	Date Updated: Add

Instructions: Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.

Positive Classroom Expectations Look Like, Sound Like, Feel Like in...

Expectations	Routines				
	Teacher-Directed Instruction	Small Group Activities	Independent Seat Work	Transitions	—
1. Kind to self	<ul style="list-style-type: none"> Use whole body listening 	<ul style="list-style-type: none"> Share your ideas 	<ul style="list-style-type: none"> Do your best Ask for help if you need it 	<ul style="list-style-type: none"> Bring what you need to be ready for what's next 	
2. Kind to others	<ul style="list-style-type: none"> Calm body & quiet voice Mute tech 	<ul style="list-style-type: none"> Actively listen Take turns Wear a mask 	<ul style="list-style-type: none"> Calm body & quiet voice Stay in your own space 	<ul style="list-style-type: none"> Quiet voice Keep a 6' space bubble 	
3. Kind to environment	<ul style="list-style-type: none"> Take care of your space 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Take care of your space & materials 	<ul style="list-style-type: none"> Leave space better than you found it 	
—					

Attach Lesson Plans that explicitly teach each expectation in each routine.

Plan high rate/quality of opportunities to respond (active engagement) for students.

Prompt Expected Behavior...	Prompt Examples:
...at the beginning of each activity	<ul style="list-style-type: none"> "While I'm reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me."
...prior to end of each activity	<ul style="list-style-type: none"> "In 1 minute, we're going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it."
...before each transition	<ul style="list-style-type: none"> "Remember, as we walk, we will be kind by keeping our voices quiet and a 6' bubble of space around our bodies."

Give Specific Feedback ...	Praise/Correction Examples:
...for desired behavior (praise)	<ul style="list-style-type: none"> "Wow. I like how you are being kind by helping your friend with her materials." "Class, you are being kind to yourselves by being ready to learn...this is going to be a fun and important lesson."
...for undesired behavior (correction)	<ul style="list-style-type: none"> "I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it." "I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas."

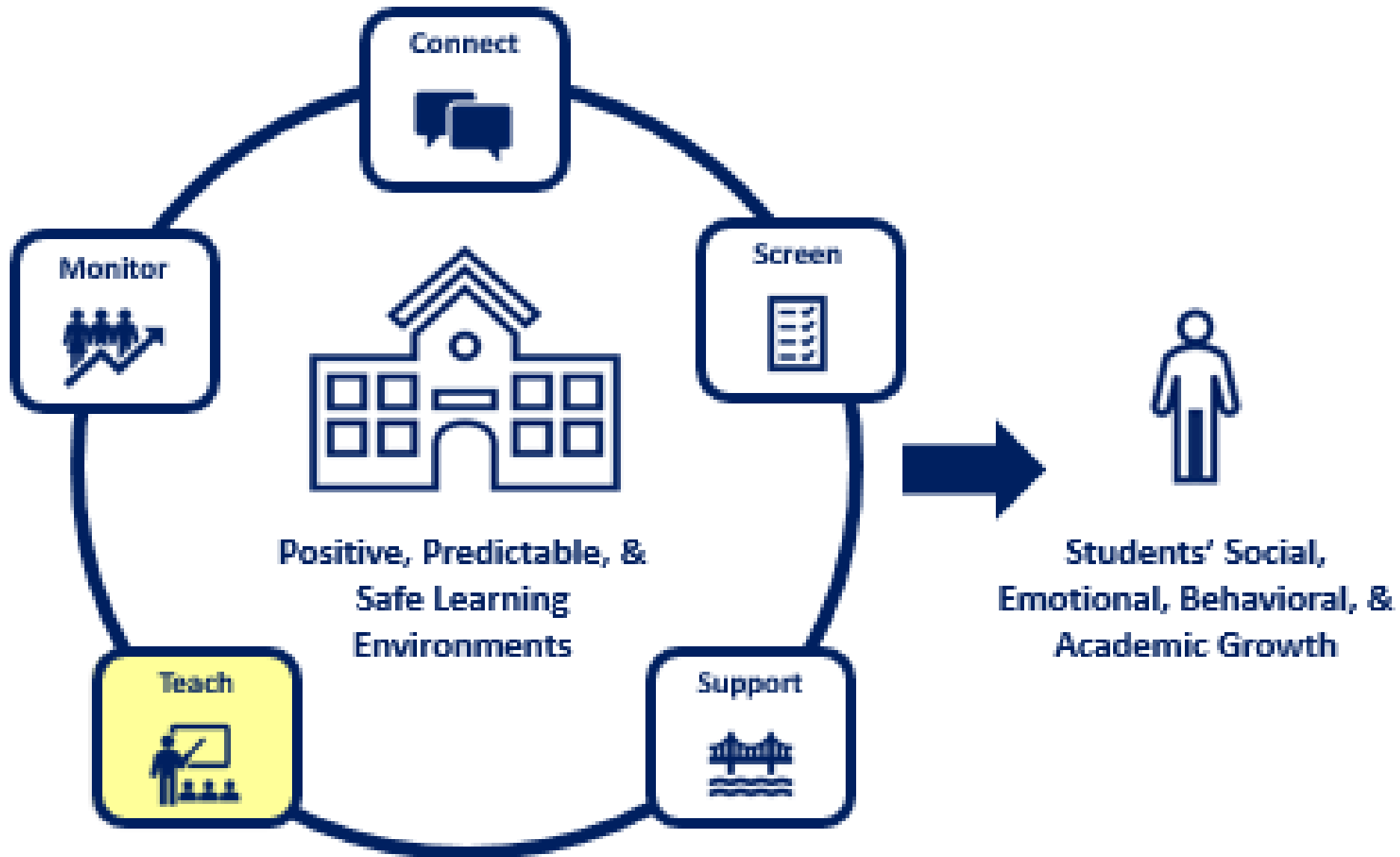
Consider additional strategies to acknowledge or respond to student behavior.

Simonsen, B. (2020, July). Creating Effective Classroom Environments.

**Focus on
critical
features**

Coming Soon to:
<https://www.pbis.org/current/returning-to-school-during-and-after->

“Back to Basics₄”



Teach



Effectively **teach and prompt** critical

academic skills, and actively

engage students in learning. Prompt and reinforce

expectations and **SEB skills** throughout instruction.

Provide positive and **supportive**

feedback to support skill development



High Leverage Instructional Practices

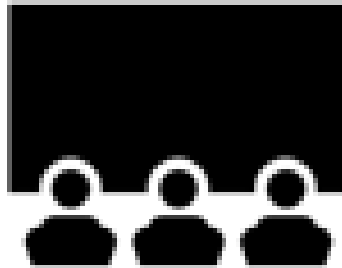
Anita Archer



https://www.youtube.com/watch?v=l0l02o_YLnM&feature=youtu.be

Engaging Instruction

OTRs



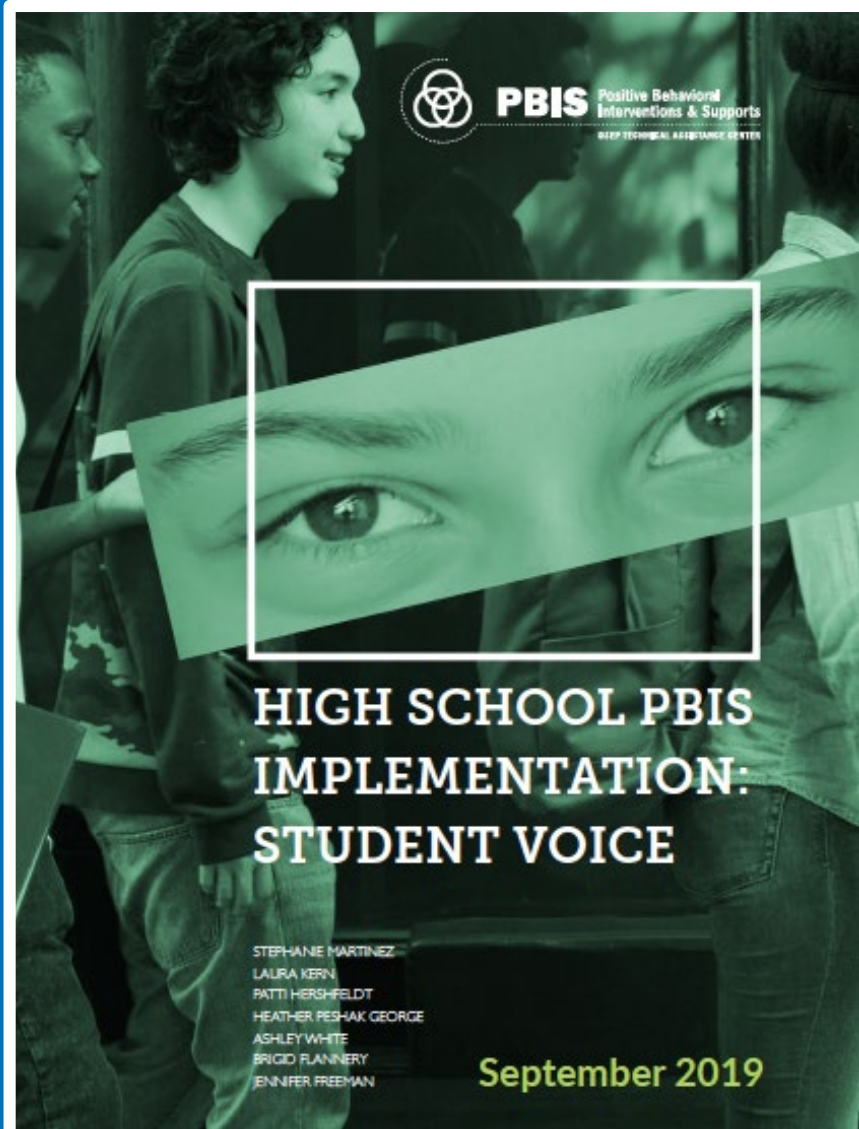
- Provide high rates of opportunities to respond (**OTRs**)
- Consider various observable ways to engage students
- Link engagement with outcome objectives

PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Milaney Leveson¹, Kent Smith¹, Kent McIntosh², Jennifer Rose³, Sarah Pirkelmar⁴
¹ Wisconsin PBIS Center, ² University of Oregon, ³ Loyola University of Chicago, ⁴ Utah State University

This field guide outlines an integrated framework to embed equity efforts into school-wide positive behavioral interventions and supports (SWPBIS) by aligning culturally responsive practices to the core components of SWPBIS. The goal of using this guide is to make school systems more responsive to the cultures and communities that they serve. This guide is part of a 5-point intervention approach for enhancing equity in student outcomes within a SWPBIS approach.

An overview and other elements of the approach can be found at:
<http://www.pbis.org/school/equity-pbis>.



<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

<https://www.pbis.org/resource/high-school-pbis-implementation-student-voice>

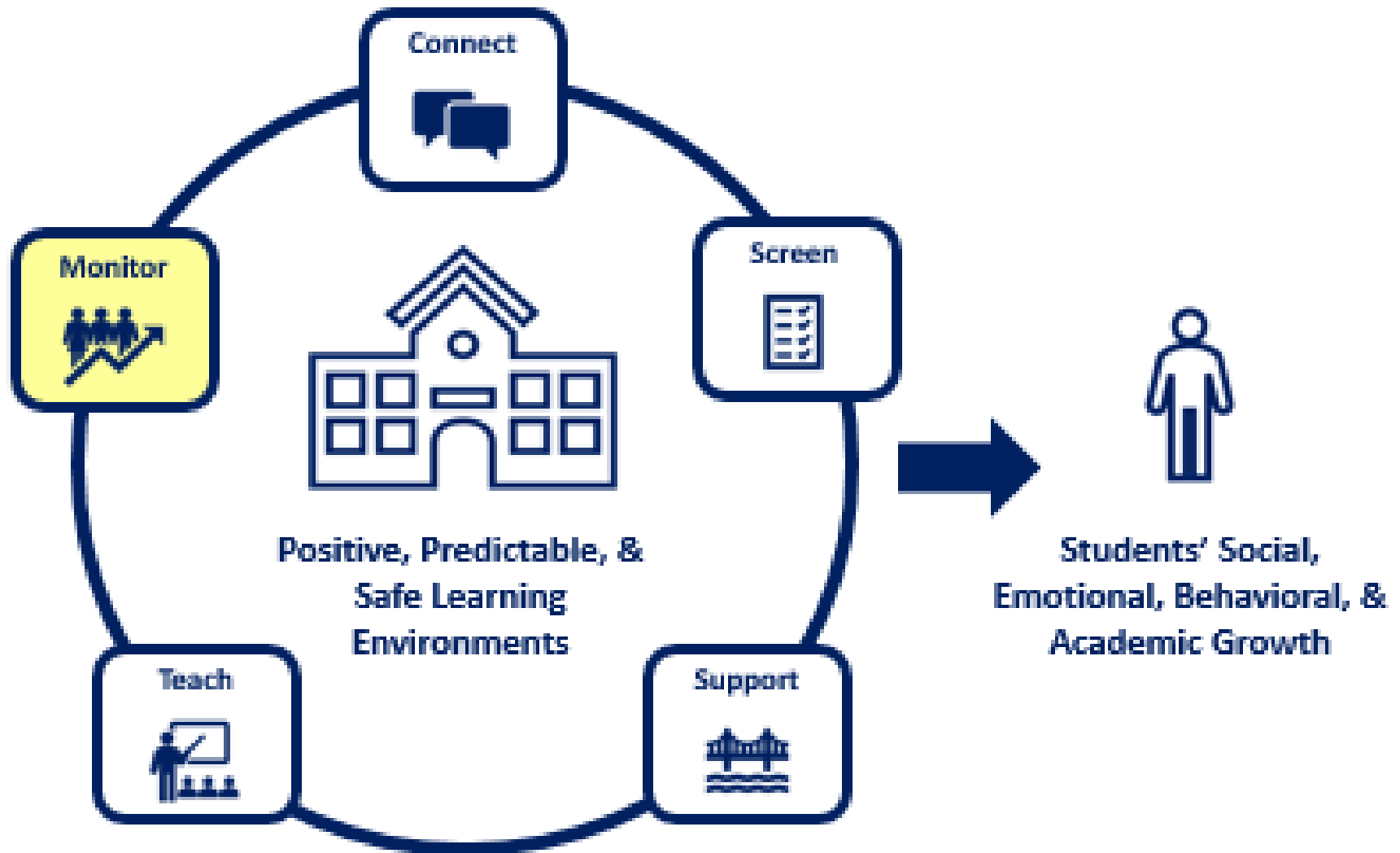
Integrating Academic & Behavioral Instruction



Classroom Integrated Academics and Behavior Brief

Introduction	Teachers have great responsibility to meet the educational needs of all students within the classroom. In addition to academic instruction, educators must also be concerned with students' behavioral and social needs. Given the educational complexity at the classroom level, it makes sense to streamline and integrate academic and behavior practices to support students in a "whole child" approach. As so many teachers have observed with their students, there is a strong relationship between academic and behavior skills.
Defining Integration	Integration of academic and behavior supports within the classroom involves strategically weaving together instruction and content from these two domains into one seamless experience for students. An integrated approach differs from disconnected strategies of separate academic and behavior supports. For example, a nonintegrated approach would involve teaching classroom behavior expectations as an independent learning unit outside of academic instruction.
Rationale	<p>Integrating supports within the classroom makes sense for students because we need to promote academic and social behavioral competence. It can be more efficient and effective for instructors to incorporate both academics and the core features of positive classroom behavior support (PCBS). There are many advantages to weaving together both academic and behavior practices for students within the classroom setting. These include:</p> <ul style="list-style-type: none">• Quality instruction reduces the likelihood of students engaging in problem behavior• Implementation of positive behavior support leads to increased academic engaged time and enhanced academic outcomes• Both effective academic and behavior practices share elements of quality instruction• Children who fall behind academically will be more likely to find academic work unpleasant and frustrating and also engage in problem behavior to escape completing academic tasks
Core Features of Integration	<p>Core features of effective integration of academic and behavior support include:</p> <ul style="list-style-type: none">• Effective design and delivery of instruction for both academic and behavior lessons.• Address social, emotional, and behavioral content within academic lessons.• Differentiated instruction and support matched to student need, with consideration of the potential interaction of academic, social, emotional, and behavioral needs.

“Back to Basics₅”



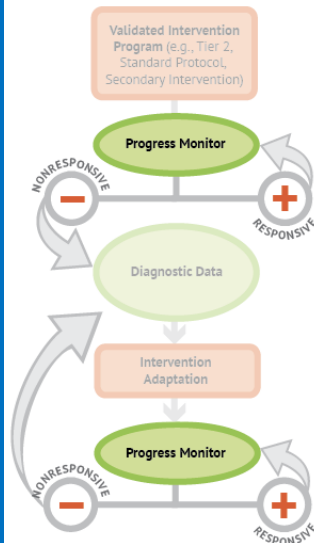
Monitor



Continue to **monitor** implementation and safety, health, SEB, and academic needs to (a) **enhance** supports for all students and (b) **identify** students who require more support (Tier 2 or Tier 3) over time. Match the intensity of monitoring to the intensity of need.



Progress Monitor



Progress monitoring, a key component of a multi-tiered system of support (MTSS), occurs throughout the data-based individualization (DBI) process to assess responsiveness to the validated intervention platform, as well as adaptations to the intervention.

Prior to delivering the validated intervention platform, intervention teams should develop a progress monitoring plan that outlines the progress monitoring tool, student goal, and frequency of data collection and review.

During delivery of the validated and adapted intervention, educators should collect and graph frequent progress monitoring data.

After sufficient data are collected, they are graphed and evaluated against the student's instructional or behavioral goal to determine whether the student is making sufficient progress. If so, the teacher continues to implement the validated or adapted intervention. If the student's progress is insufficient, the teacher consults with a team to determine how to further intensify the intervention. This cycle repeats regularly throughout the DBI process, with adaptations to the intervention indicated using phase change lines on the progress monitoring graph.

Progress monitoring data also may be reviewed along with other diagnostic data to assist teams in developing a hypothesis about why the student may not be responding. As part of the diagnostic data review, the team may conduct an error analysis or look for other trends in the progress monitoring data.

Steps in DBI Process:

Intensive Intervention >

Step 1: Validated Intervention Program >

Step 2: Progress Monitor >

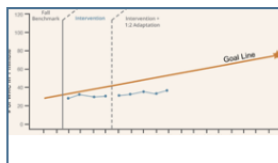
Step 3: Diagnostic Data >

Step 4: Intervention Adaptation >

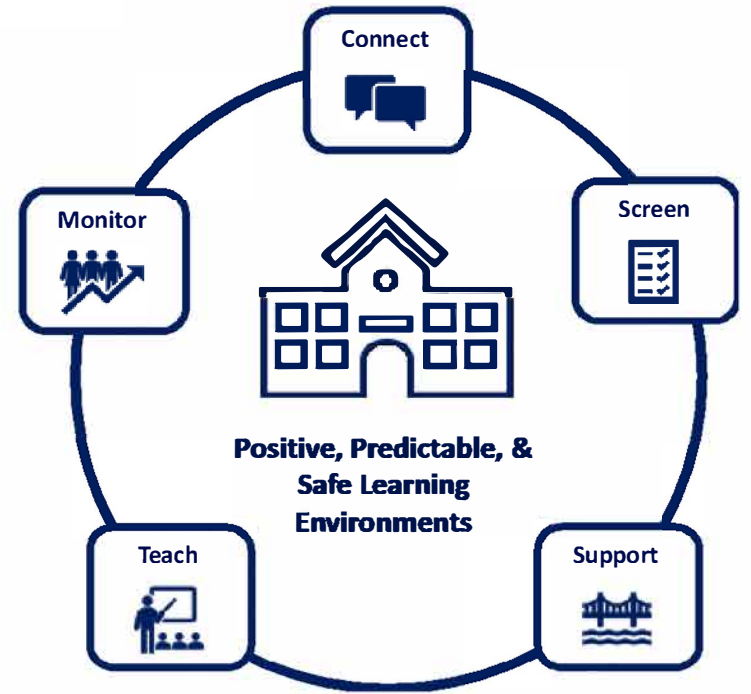
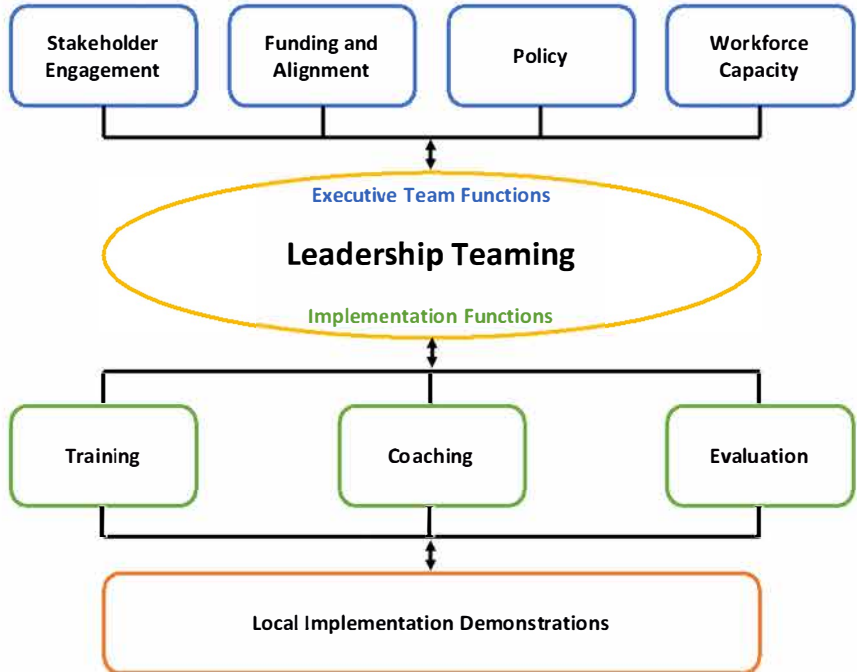
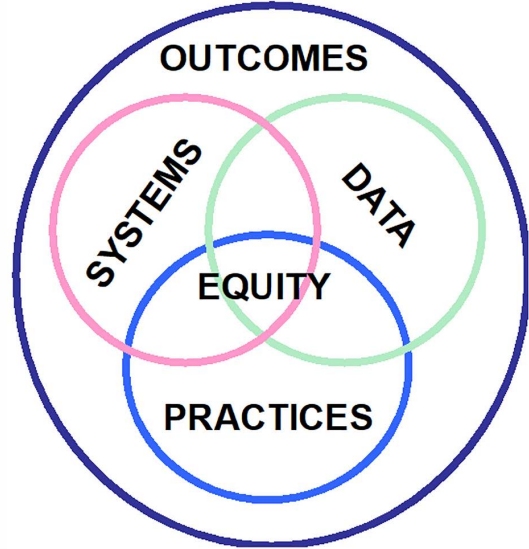
Step 5: Progress Monitor >

TIP FROM THE FIELD

Sharing graphed progress monitoring data provides educators with opportunities for engaging families and students in the DBI process by illustrating trends that are not



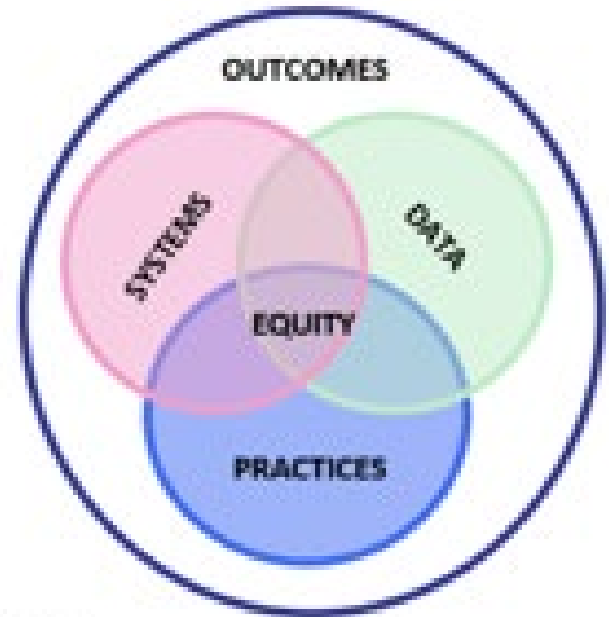
SUMMARY



Guiding Principles

Our recommendations are grounded in the core elements of PBIS and MTSS.

- Prioritize **equity**.
- Make student **outcomes** central to all decisions.
- Implement a small number of effective, culturally-relevant **practices** well.
- Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity).
- Continue to invest in **systems** to support high-fidelity implementation across time.



Check Back for Videos & Additional Resources

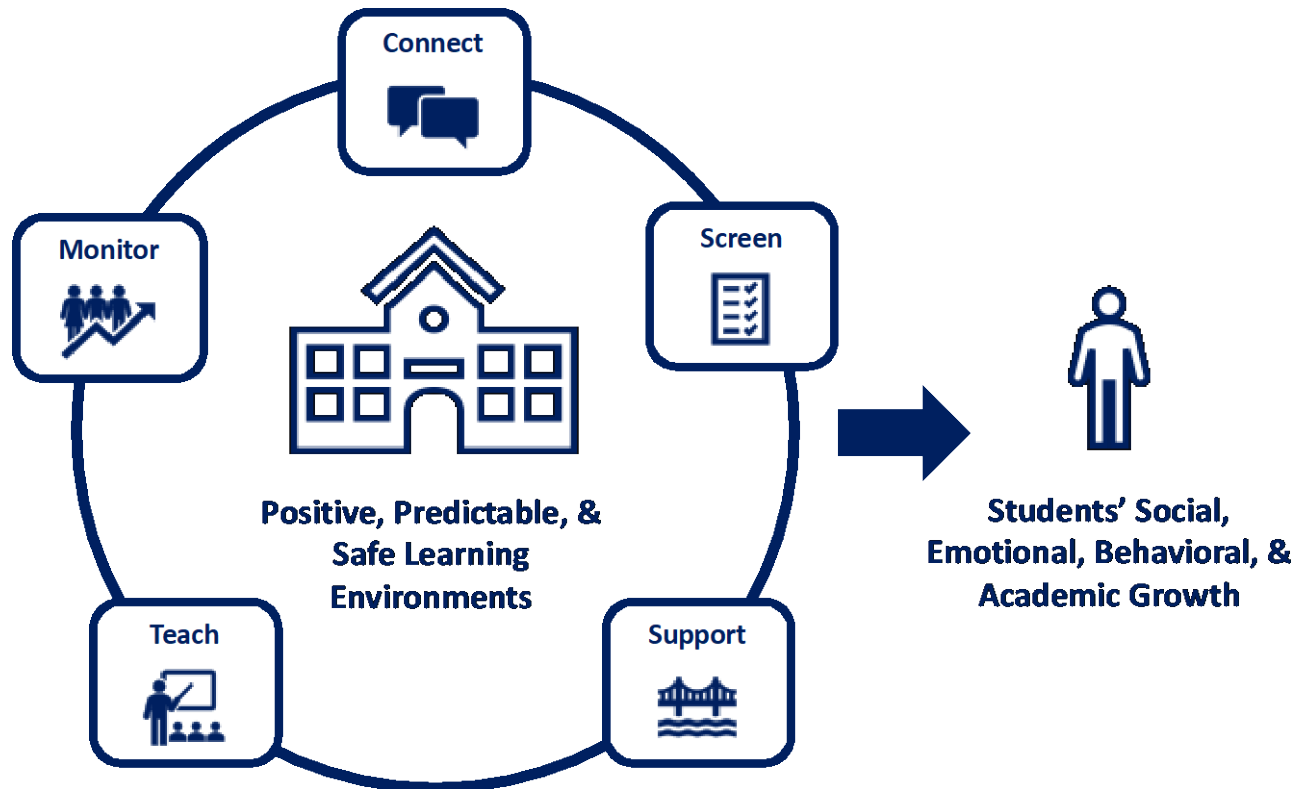
1. Provide Support Throughout the Implementation Cascade

To maximize student benefit, provide coordinated support and learn from feedback loops throughout the implementation cascade.



Thank You

for Creating Positive, Predictable, & Safe Learning Environments for All!



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