

UNIVERSAL DESIGN FOR LEARNING

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS



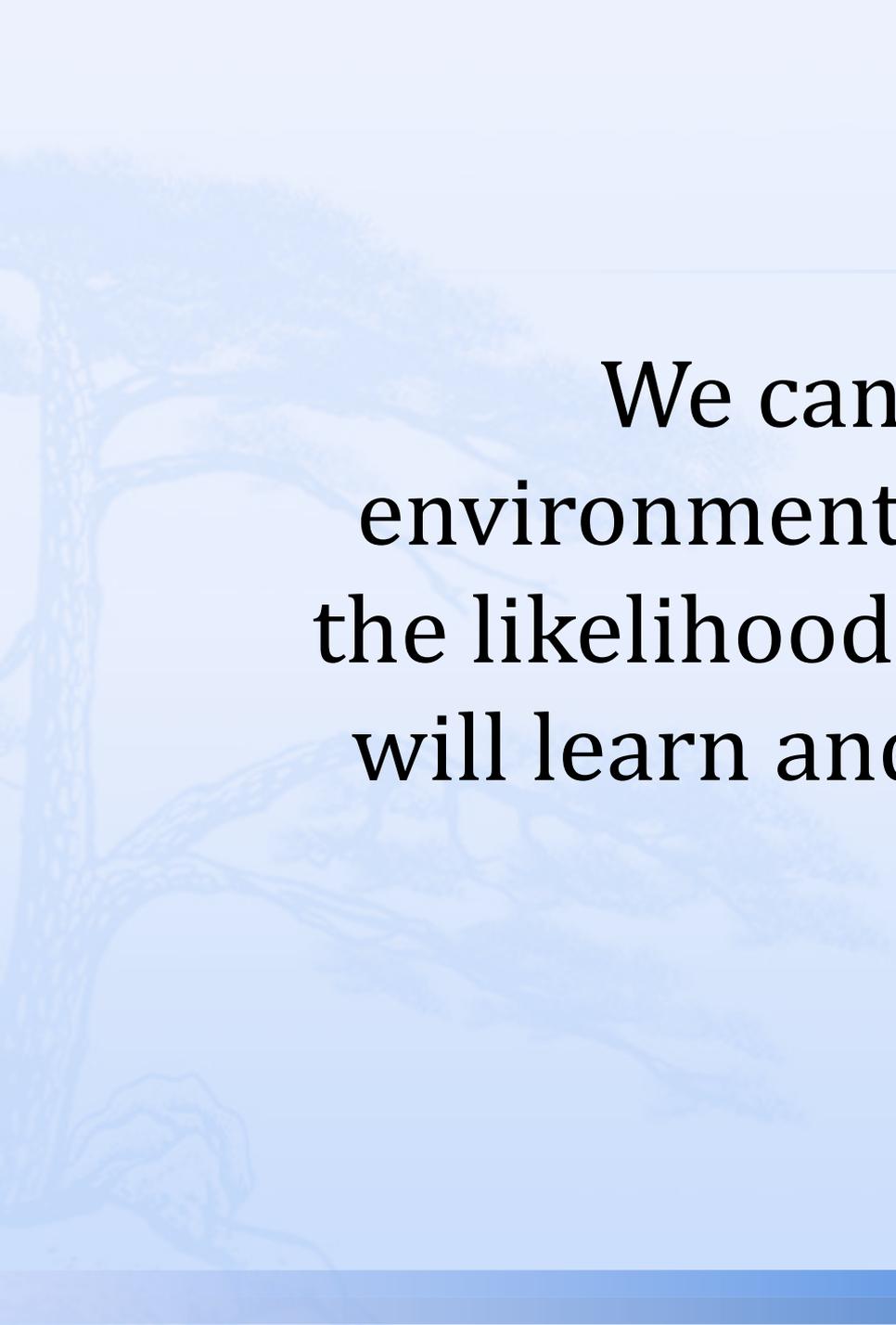
ADDRESSING SOCIAL DEVELOPMENT THROUGH THE
MASSACHUSETTS TIERED SUPPORT SYSTEM

Lets define our terms

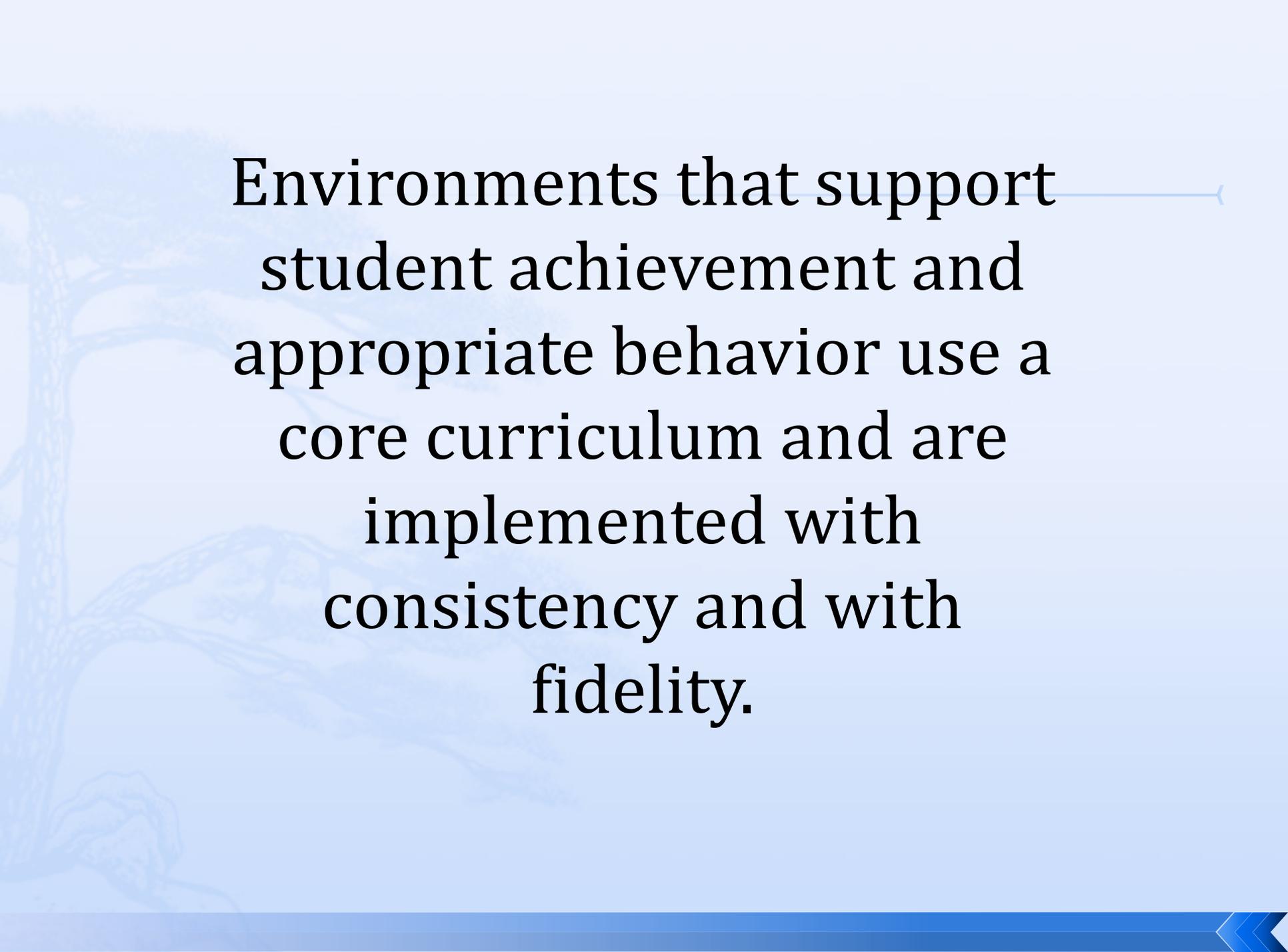
- ✿ **PBIS/PBS/SWPBIS:** interchangeable terms
- ✿ **Evidence based:** identifying what works based upon the best available research and experience (how do we know it works?)
- ✿ **Fidelity:** accuracy of reproduction, staying true to the model
- ✿ **Sustainability:** the capacity to endure over time

Where We Start

We cannot “make” students learn and we cannot “make” them behave. However.....



We can create
environments to increase
the likelihood that students
will learn and will behave



Environments that support student achievement and appropriate behavior use a core curriculum and are implemented with consistency and with fidelity.

Universal Design for Learning

Not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

**A Continuum
of Support
for All**

Intensive

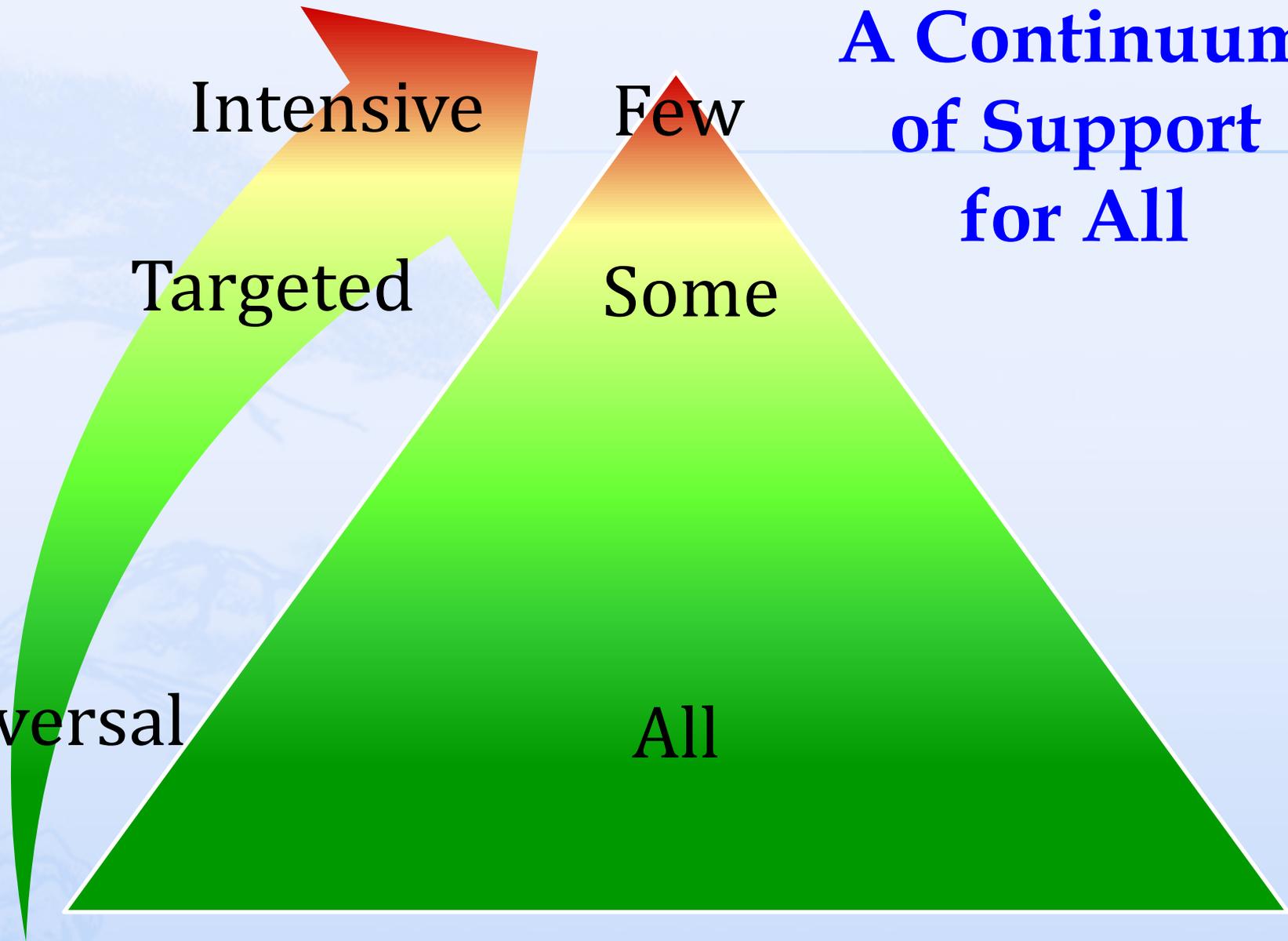
Few

Targeted

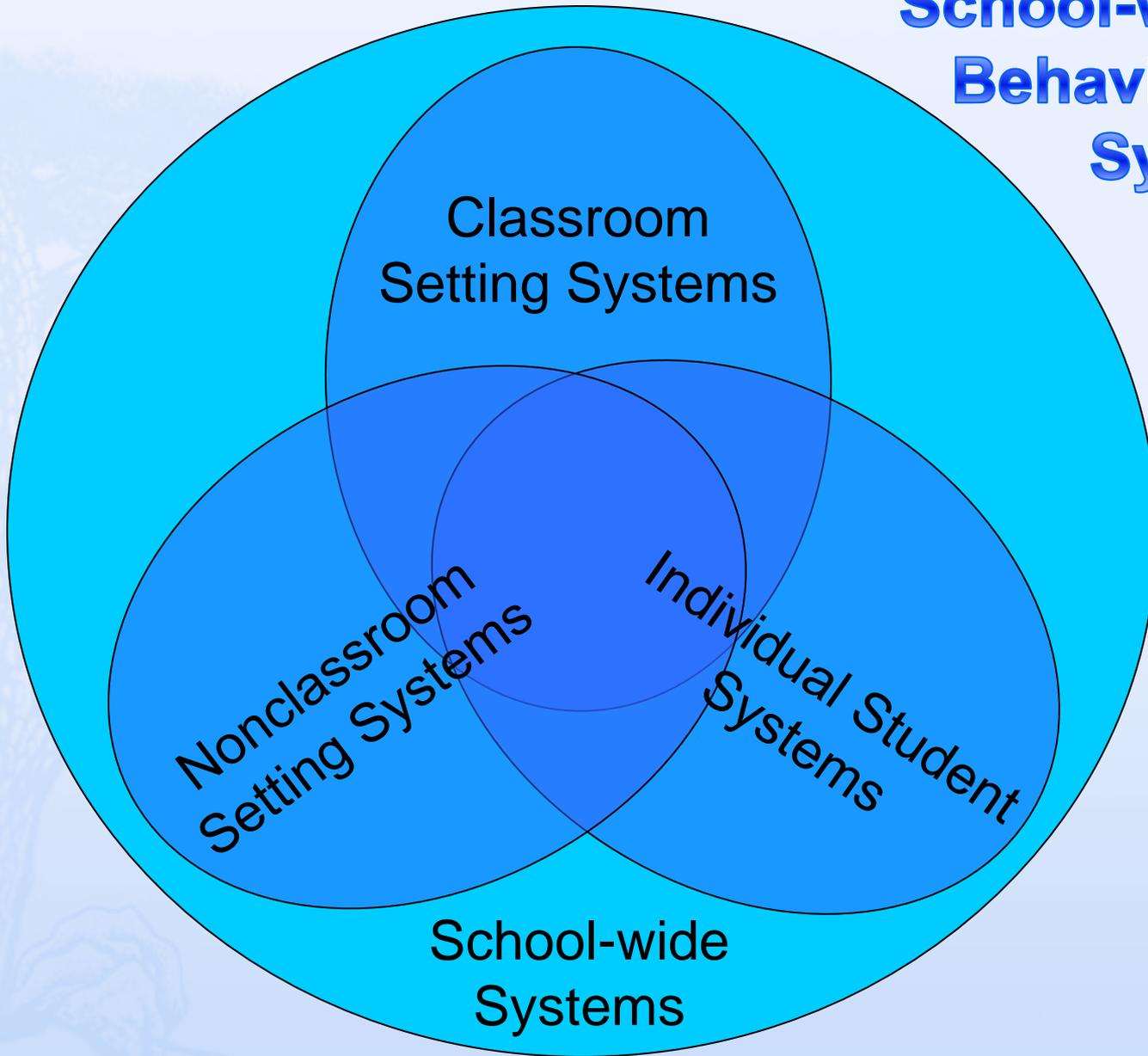
Some

Universal

All



School-wide Positive Behavior Support Systems



“BIG IDEAS”

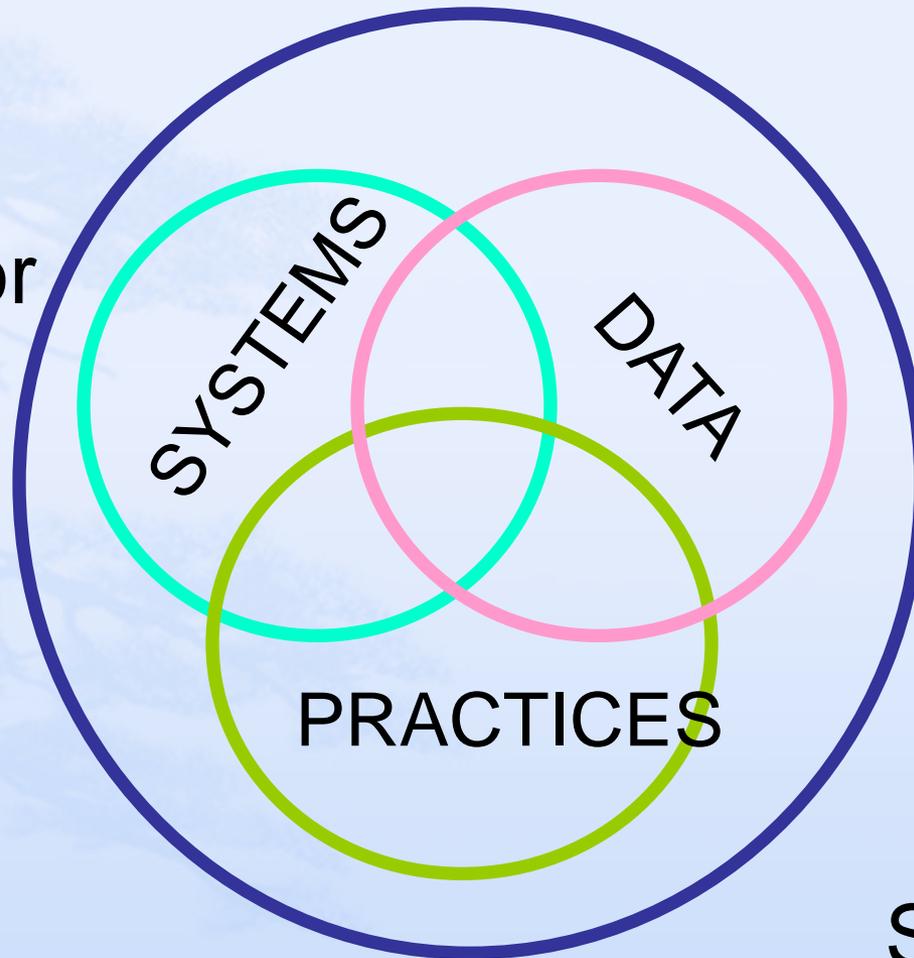
PBIS organizes the Host Environment

- How decisions are made, (Data)
- How things are done, (Systems) and
- How staff interact with students (Practices),

to ensure the sustained use of best practices school-wide.

Your SW-PBS Map

Support
Staff Behavior



Support
Decision
Making

Support
Student
Behavior

What Do Data, Systems & Practices Look Like?

DATA	SYSTEMS	PRACTICES
Central Data System	Leadership Team	Instructional Lessons/Cool Tools
Systematic Data Entry	Evaluation	Routines
Efficient Referral Form	Communication	Supervision
Multiple Data Sources	Coaching and Training	Reinforcement
Identification of Secondary/Tertiary	Policy Development and Funding	Continuum of Consequences Instructional Discipline

Next:

- ✿ How one middle school successfully integrates PBIS with academic interventions to raise achievement levels.
- ✿ PBIS tools that an elementary school uses to provide a consistent, safe and positive school culture.
- ✿ Description of Tier Two and Tier Three Supports for children with more intense behavioral needs.

Positive Behavioral Interventions and Supports at Worcester East Middle

PBIS is a process for creating safer, more effective schools. The goal is to create a positive school culture by *identifying, adapting, and sustaining effective school-wide disciplinary practices.*

PBIS School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Tertiary Interventions

- Individual students
- Assessment-based
- High Intensity

Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Secondary Interventions

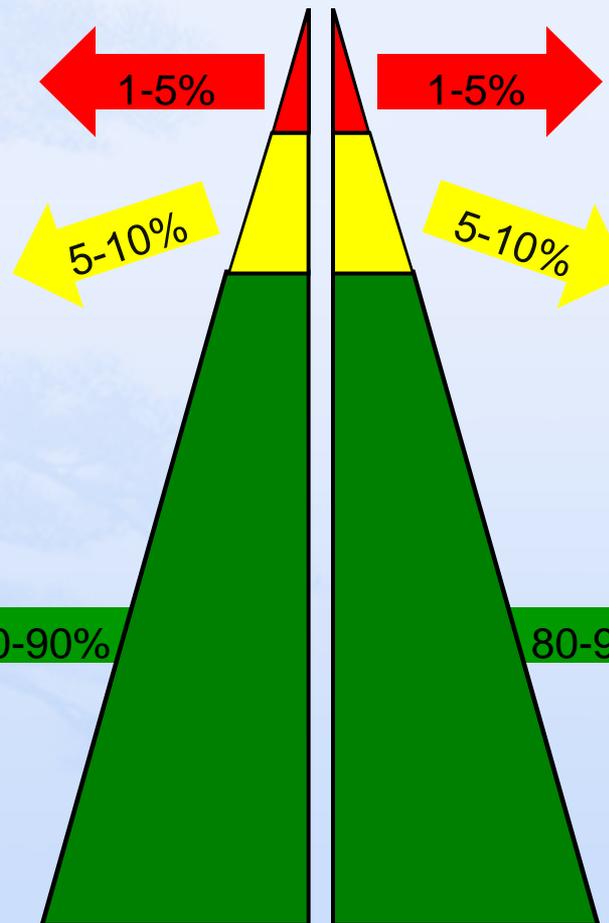
- Some students (at-risk)
- High efficiency
- Rapid response

Primary Interventions

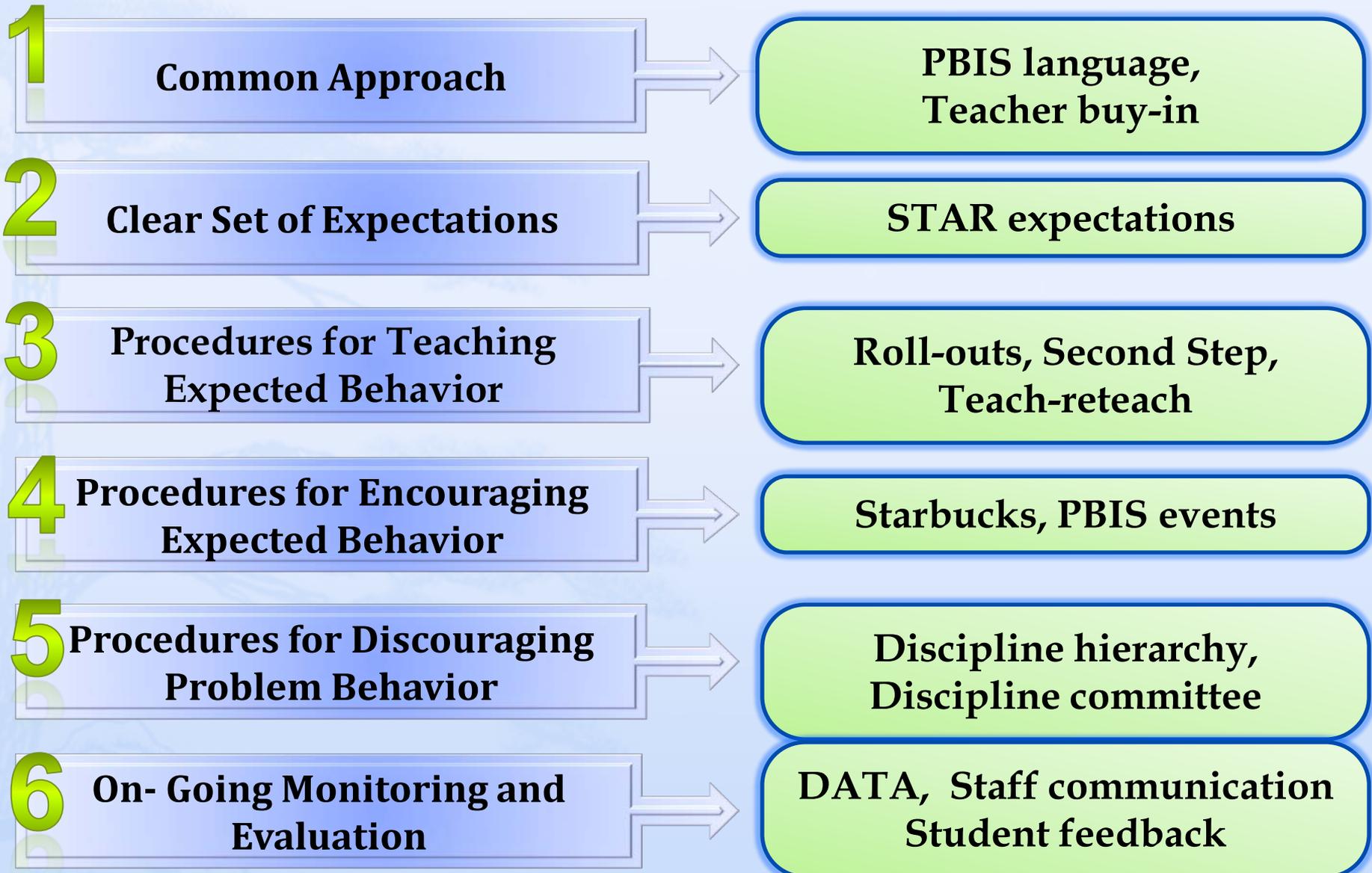
- All students
- Preventive, proactive

Primary Interventions

- All settings, all students
- Preventive, proactive



6 Components of PBIS





WEMS PBIS Universal Team

Weekly meetings every Wednesday at 7am

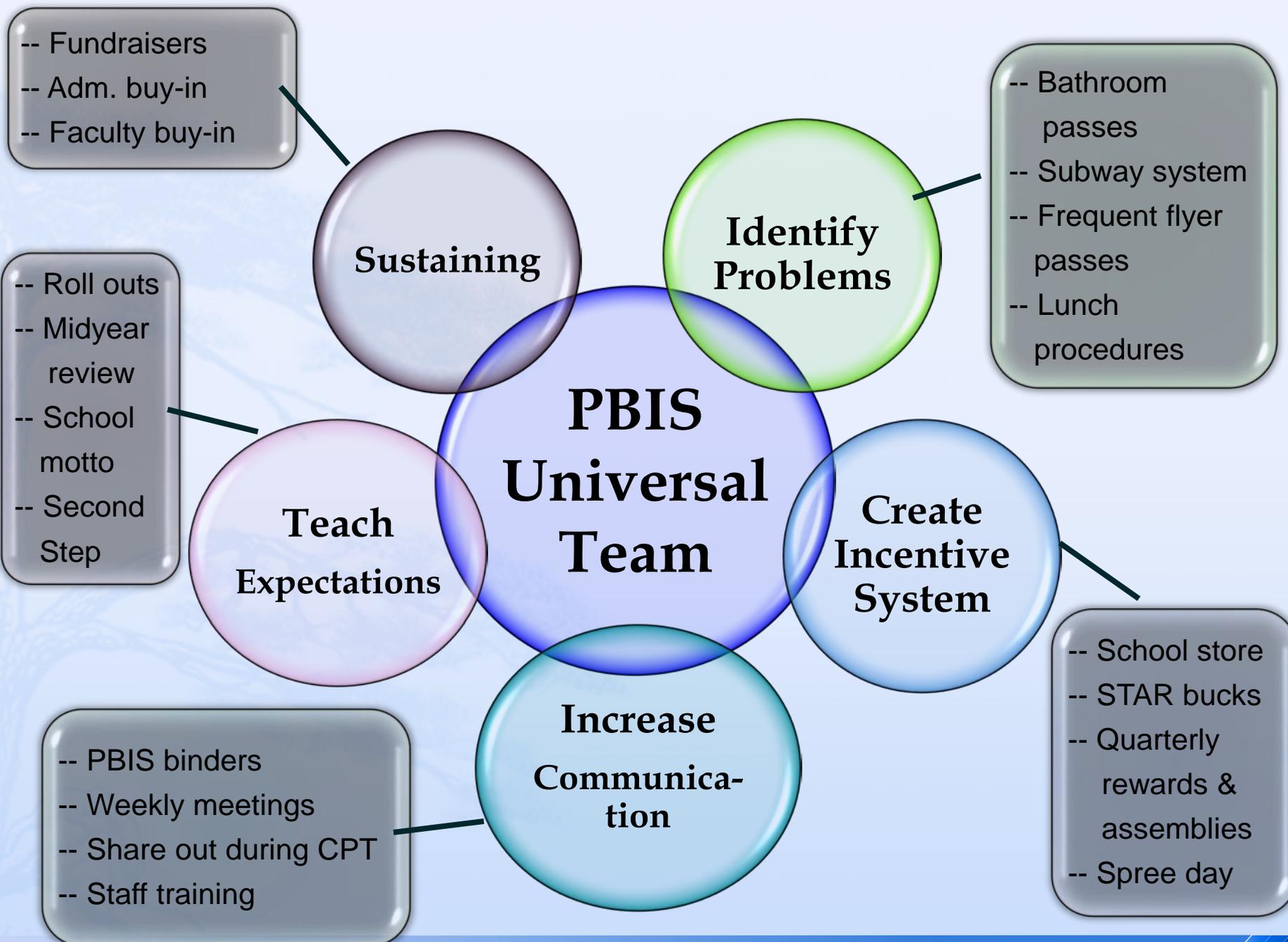
Internal Coaches

Administration

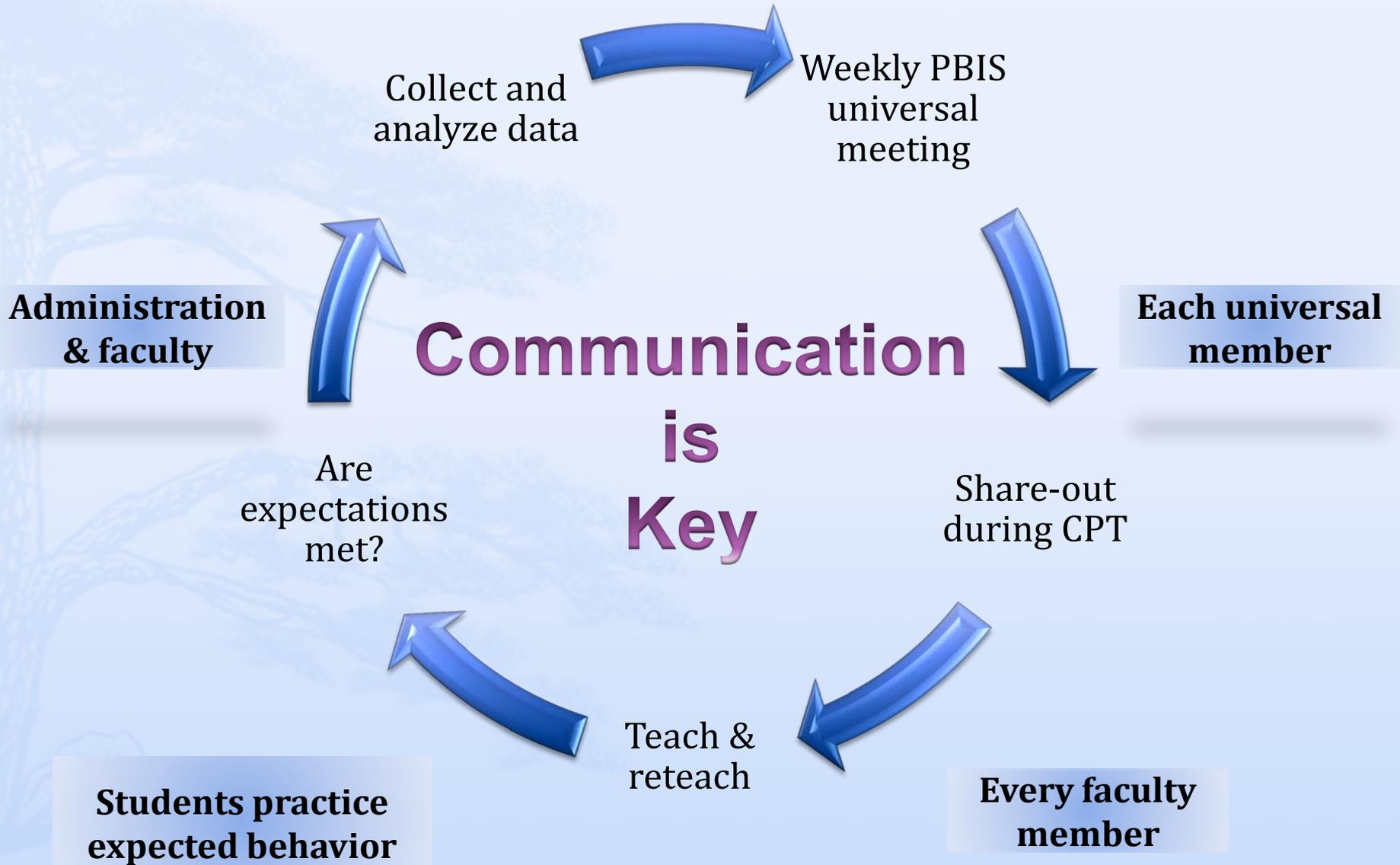
Adjustment Counselor

Universal Team Members

At WEMS we have a teacher representative from each of the 8 Academy's along with Enrichment representation



HOW THE PBIS UNIVERSAL TEAM WORKS



STAR Bucks

Academic Rewards



MAP testing



MCAS



Summer reading



Library

Behavioral Rewards



Show respect



Take responsibility



Act appropriately



Ready to learn

Welcome
To Worcester East Middle
Home of the Tigers



WEMS “Star” Expectations

Show Respect

Take Responsibility

Act Appropriately

Ready to Learn



Inappropriate attire for school



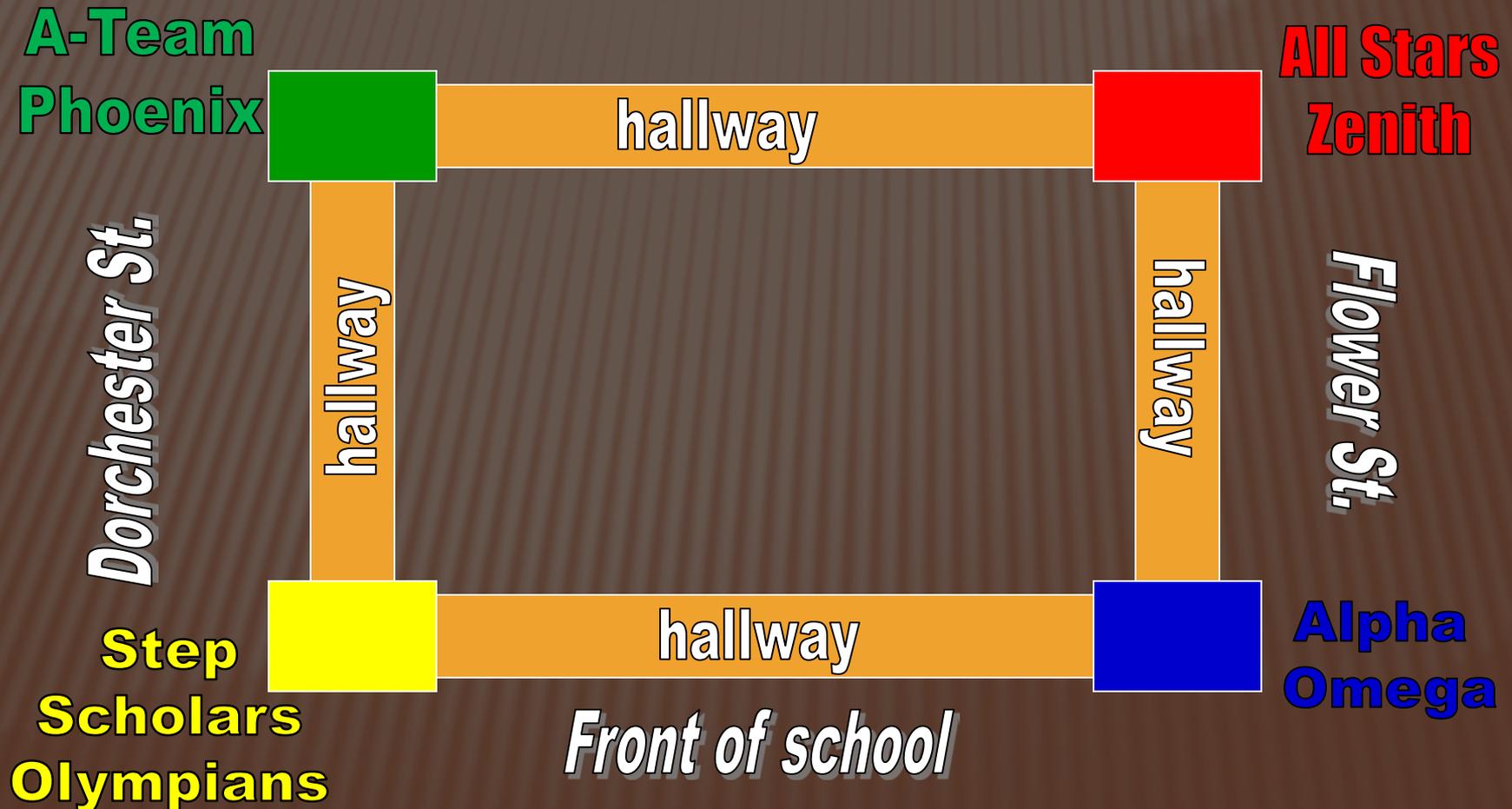
Take responsibility by leaving these items in your locker;

- ✿ Electronics (game boys, mp3 players...)
- ✿ Cell phones
- ✿ Backpacks
- ✿ Handbags
- ✿ Gum
- ✿ Jackets



WEMS Subway System

✘ Travel using the correct stairwell



PBIS EVENTS

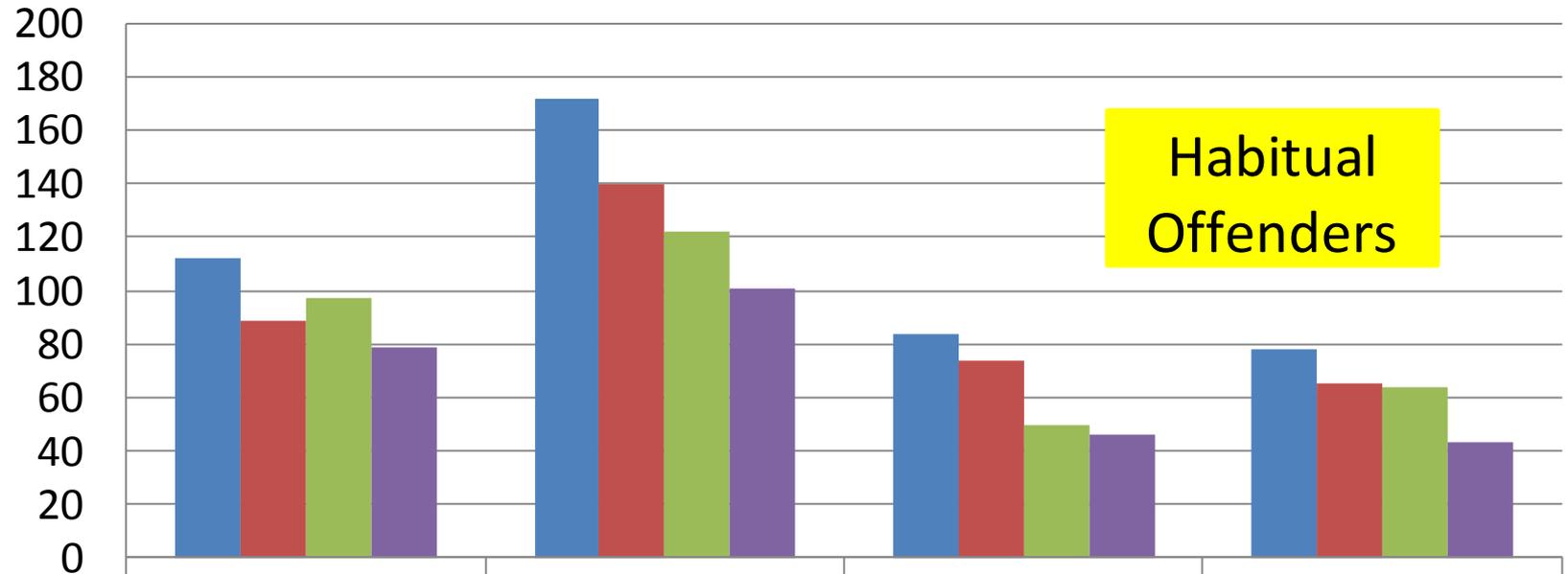
- ✘ Perfect Attendance Breakfast
- ✘ Honor Roll Awards
- ✘ MCAS, MAP Incentives
- ✘ Ice cream social / Harvest Fest / Bingo / Socials
- ✘ School Store
- ✘ Student / Faculty Basketball, Volleyball and Kickball games
- ✘ Spree Day
- ✘ Team Incentive Events, Award Ceremonies



Evidence of Effectiveness



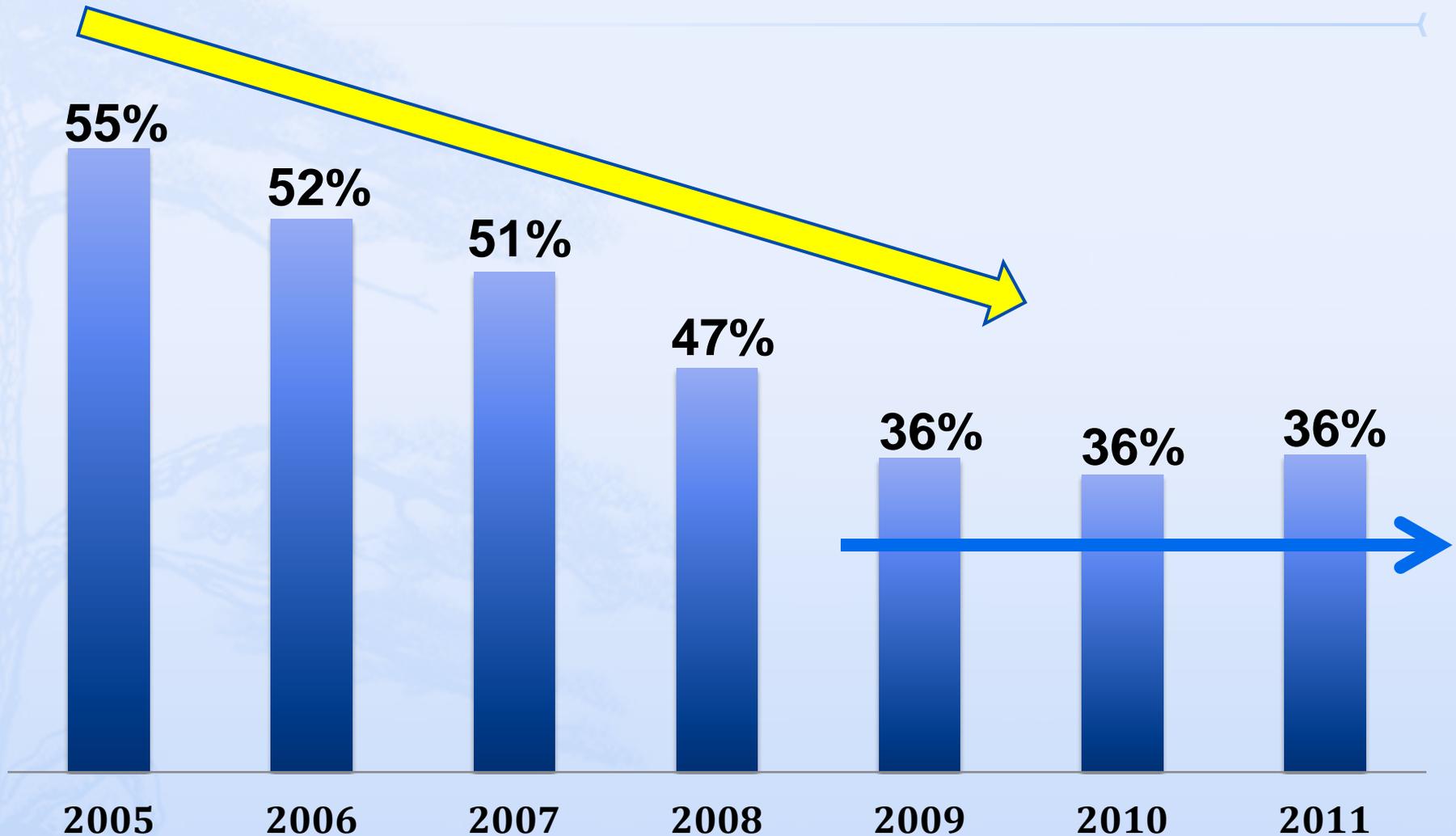
Decline in Habitual Offenders



	1 only Infraction	2 to 5 Infractions	6 to 10 Infractions	11 plus Infractions
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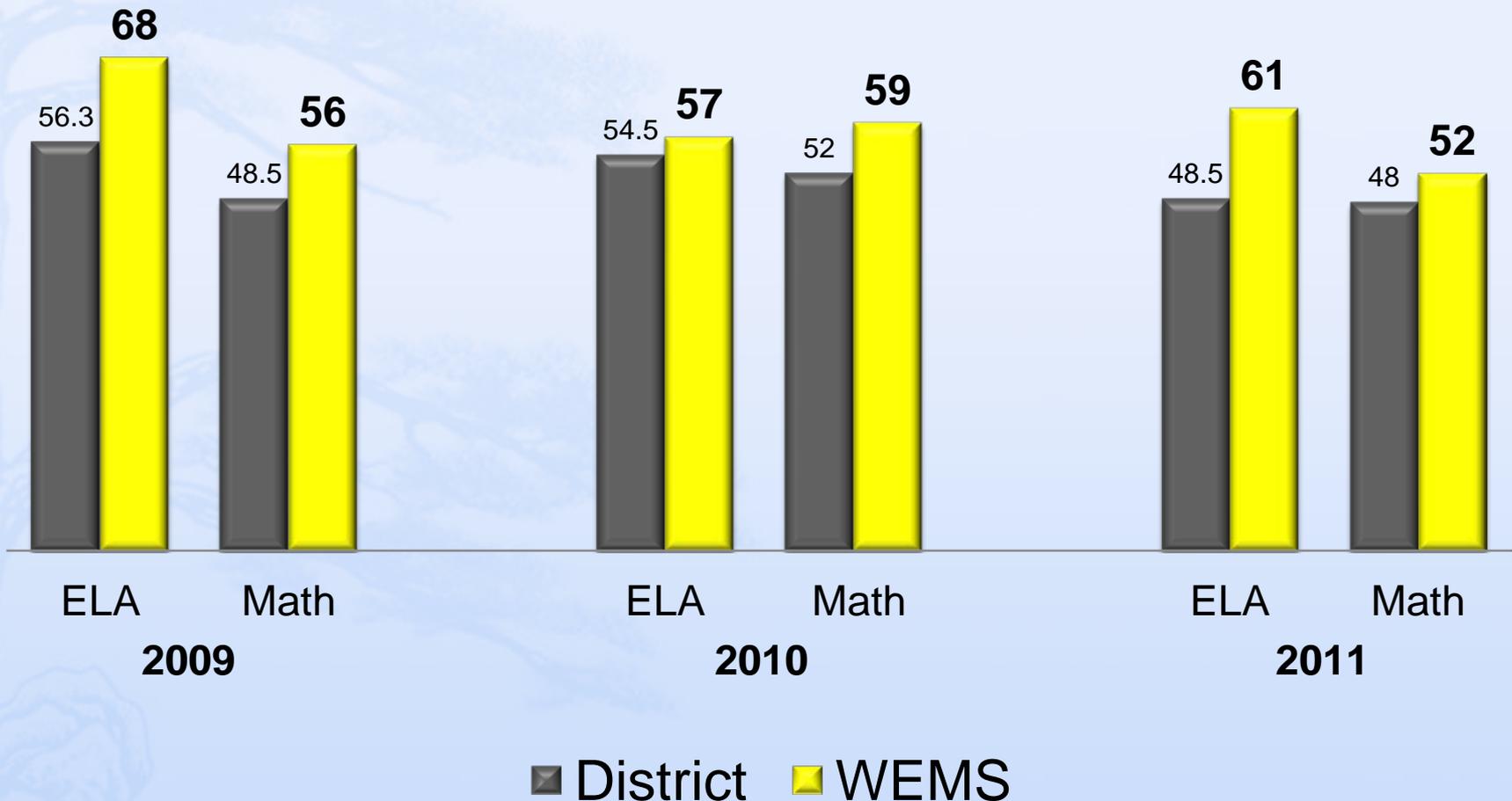
■ 2004-2005	112	172	84	78
■ 2005-2006	89	140	74	65
■ 2006-2007	97	122	50	64
■ 2007-2008	79	101	46	43
2008-2009				
2009-2010				
2010-2011				

Steady Decrease in Infractions by Individual Students



Student Growth Percentile

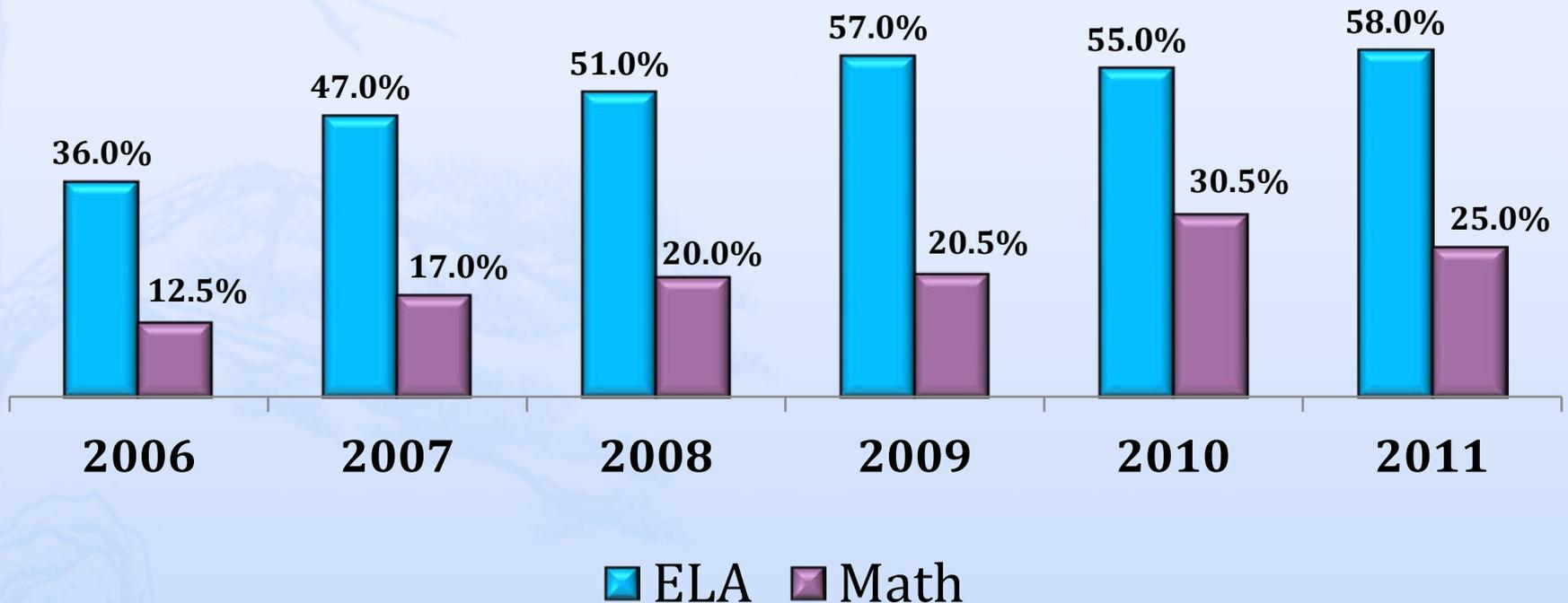
WEMS was moved from **level 3** to **level 2 status in 2011** due to the strength of our Student Growth Percentile numbers.



A Brief History

in 2005 WEMS was the first Worcester middle school in the district to be declared underperforming.

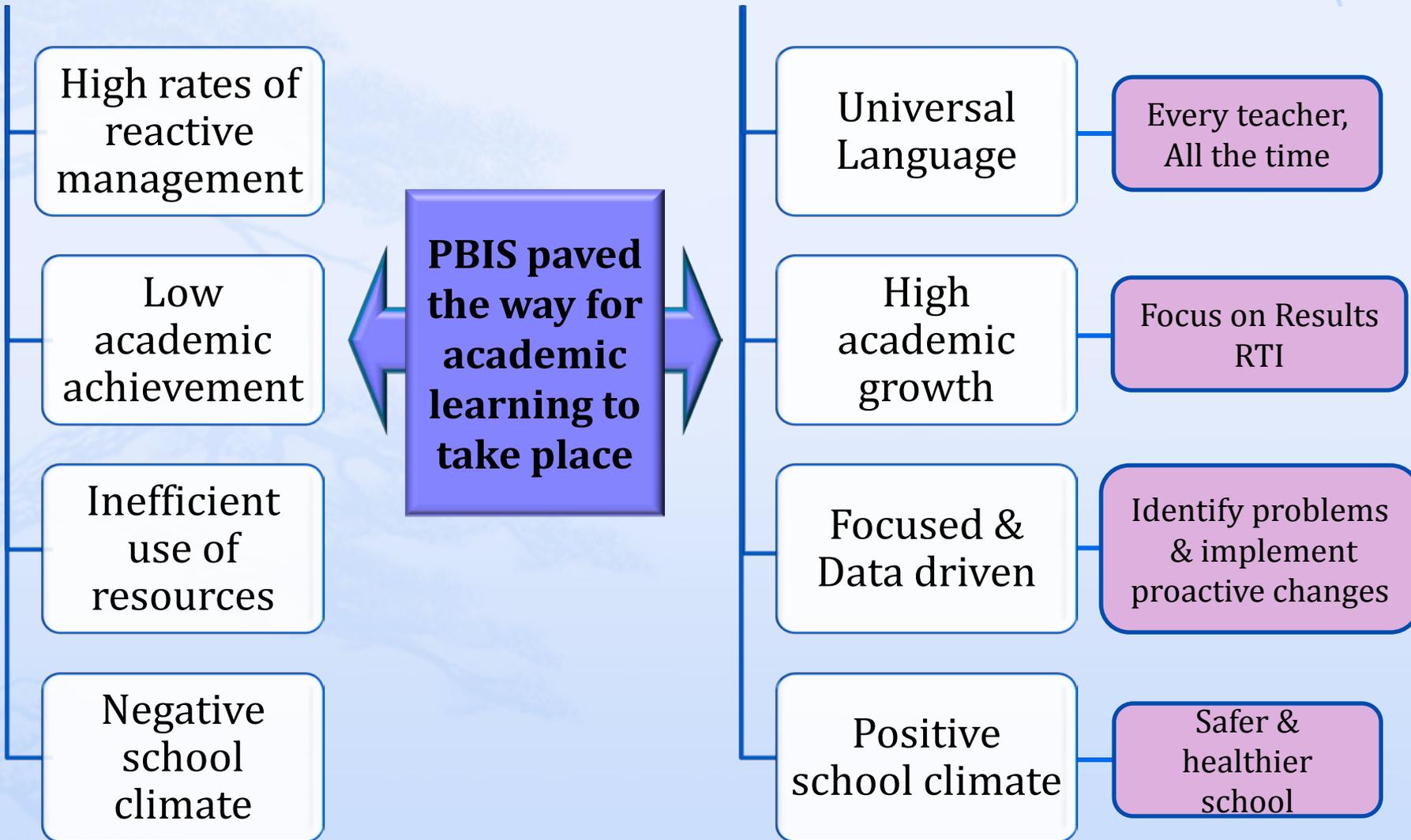
**WEMS Percentage
Proficient / Advanced**



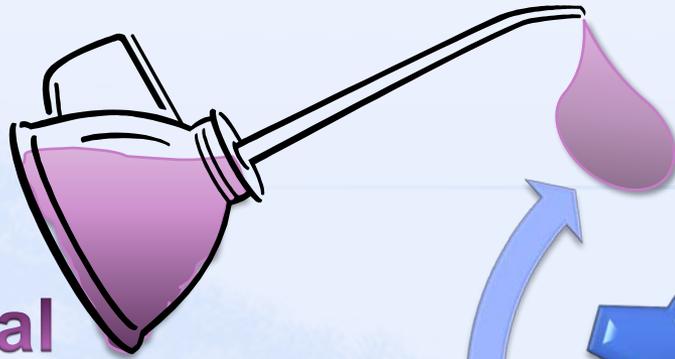
2005 Level 3

Vs.

2011 Level 2



Positive Behavioral Interventions & Supports





PBIS at Chandler Magnet Elementary School

Amy McDonald M.Ed., CAGS
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Chandler Magnet School Wide Expectations Matrix

School-wide Rules	Be Here, Be Ready	Be Respectful	Be Safe
Classroom	Be on time Dress appropriately Have your homework done Come prepared Follow directions	Stay in your seat Raise your hand Try your best Use kind words	Keep your hands and feet to yourself Keep chair legs on the floor Use materials appropriately
Hallways	Line up quickly and quietly Be ready to leave the area Remain facing forward Follow directions	Walk quietly Quietly use kind words when necessary	Walk in a single file Stay in line Stay to the right Pass the door carefully Keep hands and feet to yourself
Playground	Dress for the weather Line up when the whistle blows	Play fair Include others Take turns Use appropriate language Watch for others when running or throwing	Play safe Report any problems Use materials safely Obey the whistle and walk to your line
Cafeteria	Stay in a single file line Eat first (talk later) Keep your area clean Follow directions (1-2-3)	Practice good table manners Trash in receptacles Use quiet voices Stay in your own space	Wait your turn Take small bites Stay seated until dismissal Walk safely
Assembly	Follow directions Be ready to listen Sit quietly	Enter and exit quietly Listen attentively Sit appropriately Keep your feet on the floor Participate appropriately	Stay in your seat Stay with your teacher Keep hands and feet to yourself Walk
Bathroom	Be quick Stay in our own space Follow directions	Flush the toilet Place trash in the receptacles Respect other's privacy Wait your turn	Wash your hands with soap and water Keep water in the sink Walk in the hallways Report any problems to an adult

Chandler Magnet School Wide Teacher Matrix

	Be Here, Be Ready	Be Respectful	Be Safe
Classroom	Follow a routine Be prepared Have a continuum for responding to behavior	Praise and reward students	Actively monitor student behavior Establish high, yet attainable expectations
Hallways	Remind students of Hallway Expectations	Address adults and students with respect Model appropriate behavior Praise and reward students and classes	Use designated walking points (i.e. double doors, intersections) Check students and adults without hall pass or visitor's pass
Playground	Be on time for duty Be on time for pick up	Praise and reward students	Supervise and actively monitor students
Cafeteria	Greet students Be on time for duty Be on time for pick up	Ensure trash is picked up Praise and reward students	Supervise and actively monitor students
Assembly	Be on time Remain with your class	Be a role model Praise and reward students	Supervise and actively monitor students
Bus	Be ready for dismissal	Ensure lockers are shut Praise and reward students	Actively monitor hallway Actively monitor classroom Help direct students to their proper dismissal area

Chandler Magnet Sample Classroom Matrix

	Be Here, Be Ready	Respectful	Be Safe
Teacher's Desk	Have own materials and use them	Keep in front of, ask to have or use items from teacher's desk.	
Materials	Be prepared at beginning of class with ALL items: notebook, pencil, book, homework/assignment	Use your own items; always have your planner	Carry and use items safely and appropriately
Enter and Exit	Have all materials ready Start when bell rings	Quietly Hands, voices, etc. to self	Walking Go straight to seat Stay in seat until dismissed
Free Time	Work on assignments for this or other classes	Talk quietly when permitted	Stay seated in chairs Keep chair on floor
Asking for Help	Ask questions at appropriate times Ask specific questions	Raise hand and wait to be called on	Stay seated in chairs Keep chairs on floor
Quiet Time	Work on assigned tasks Have all materials out and ready to go.	Raise hand to be helped Talk quietly only if specifically allowed	Stay seated in chairs Keep chairs on floor
Seat Work	Work on assigned task Have all materials out and ready to go.	Raise hand to be helped Talk quietly only if specifically allowed	Stay seated in chairs Keep chairs on floor
Drinks	Keep allowed water bottles in the classroom half of the room, away from any computers.	Have only allowed items—water bottles with screw-on lids. Ask to use fountain in hall	Keep closed and to self
Bathroom	Use restroom during appropriate times—between classes, lunch, break, etc.	Get permission first Raise hand to ask	Leave and return in an orderly and direct manner
Additional Rules	Make-up work in a timely manner Student should arrange for help with teacher outside of class when necessary.	Ask for make-up work at appropriate times	

HALLWAY RULES

BE HERE BE READY

Line up quickly and quietly
Be ready to leave the area
Remain facing forward
Follow directions

BE RESPECTFUL

Walk quietly
Quietly use kind words
When necessary

BE SAFE

Walk in a single file
Stay in line
Stay to the right
Pass the door carefully
Keep hands and feet to yourself

Chandler Magnet PBIS Lesson Plan

AREA: HALLWAY

TIME ALLOTTED: 15-20 minutes

MATERIALS: 1-2 adults – Teaching Poster of Hallway Expectations

TEACH: A. Overview of the lesson:

“Today we are going to talk about how ‘we are ready, respectful and safe in the hallway.’”

B. Guided Discovery: “Could someone tell us what we are going to learn and practice today?”

MODEL: A. Demonstrate examples of not following expectations.

1. **Ready** – Show example of not being ready to leave the area. Talk with students about how else a person might not be following the Ready expectation in the hallway.
2. **Respectful** - Show example of not walking quietly (i.e., talking, banging lockers, etc). Talk with students about how else a person might not be following the Respectful expectation in the hallway.
3. **Safe** - Show example of not walking on the right, but on the left. Talk with students about how else a person might not be following the Safe expectation in the hallway.

PRACTICE :

- A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring. Follow up with frequent practicing as needed, particularly when students exhibit difficulty meeting expectations.

Passport System

Welcome to Chandler Magnet Elementary School



Steps to Becoming a Star Student

Name _____

Date _____

Before the student goes into a location, review the following.

What are the Chandler Magnet expectations for:

- Bathroom
 - Be quick
 - Stay in your own space
 - Follow directions
 - Flush the toilet
 - Place trash in receptacles
 - Respect other's privacy
 - Wait your turn
 - Wash your hands with soap and water
 - Keep water in the sink
 - Walk in the hallways
 - Report any problems to an adult

sticker

When you have all six star stickers in this booklet, bring it to Mrs. Guertin or Mrs. Perez to receive a prize.

Congratulations! You are on your way to becoming a Chandler Magnet Star Student.

Date finished: _____

Principal Signature: _____

Punch Cards

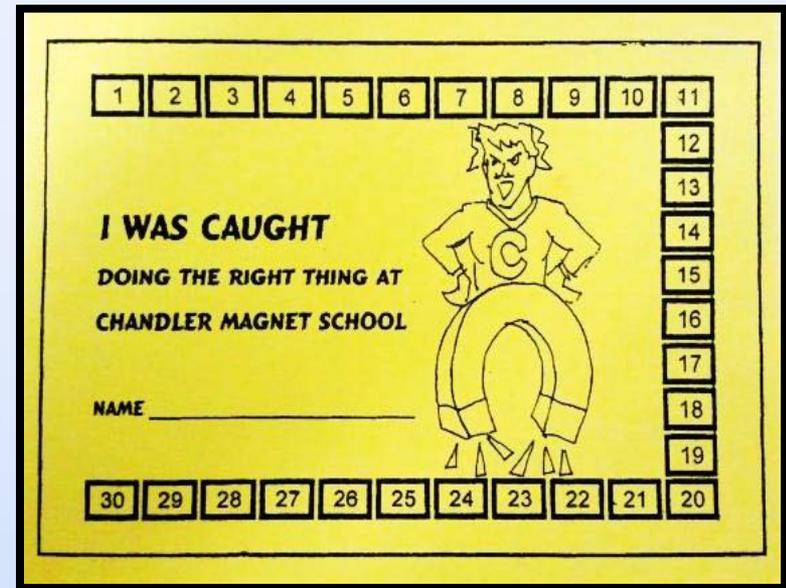
Allows adults to immediately reinforce positive behavior

WHO? = Classroom Teachers, non-instructional adults, administrators, or any other school staff.

WHEN? = Students meet school wide expectations.

WHY? = To reinforce positive/appropriate behaviour

To redeem it for a prize from the prize cart during their regularly scheduled art class.



Punch Cards: Ensuring Consistency Among Staff

When should punches be given?

- When some students are following expectations and the teacher would like to increase compliance among peers.
- When individuals go above and beyond.
- When expectations are being met with consistency.

How often should punches be given?

- Punches should be given daily.
- Each teacher should distribute at least 10 punches per day.
- When giving a punch, the staff should specifically label which expectation is being met.

For which behaviors should punches be given?

For meeting school wide expectations in the classroom, on the playground, in the hallway, etc.

Chandler Magnet's School Wide Recognition and Rewards



Quarterly Rewards

Recognition for students that have not had a suspension or office discipline referral.

Spirit Days

In an effort to promote spirit, unity, and cohesiveness as well as foster a more positive environment, the PBIS team has developed Spirit Days. Each month has a designated themed day.

Chandler Champions

Every month, each classroom teachers selects a Chandler Champion, or Student of the month. The qualities of a Chandler Champion are improved effort, improved attendance or improved behavior. Chandler Champions will be the school's ambassadors, helping to do odd jobs, run errands and lead the school in The Pledge of Allegiance and the morning songs for the remainder of the month.

Classroom Level Reinforcements

Individual

- Extra computer
- Lunch with someone special
- Homework pass
- Read a book in another class
- Line leader
- Stickers/prizes
- Positive phone call or letter home
- Help in office, custodian, or for another teacher
- Help a younger student with a learning task for a specified period of time
- Work or sit with a friend
- Work at the teacher's desk
- Allow student to call a parent
- Drawing time
- Choose a special seat during independent work time
- Play a game with a friend

Whole Class

- Extra recess
- Make puppets
- Picnics
- Game time
- Hat day
- Slipper day
- Baseball day
- Pajama day
- Extra art time
- Dance
- Free reading time
- Lunch bunch
- A lesson held outside
- Raffle
- Class store
- Class wide Bingo game
- Movie and popcorn
- Make your own sundaes

Addressing Problem Behavior

Classroom Managed Behaviors

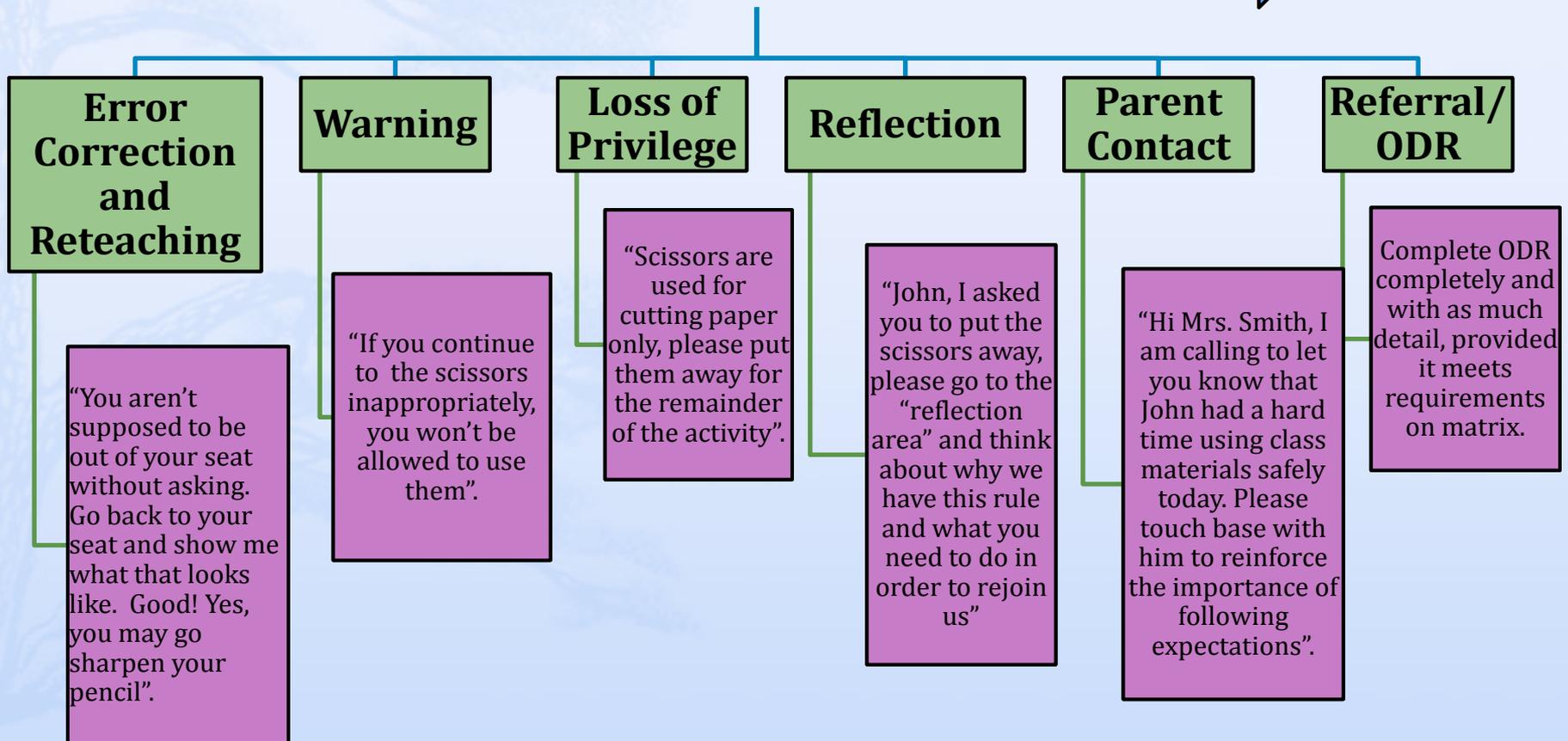
- Attendance/Tardy
- Running
- Off-task behavior
- Insubordination
- Profanity
- Gum Chewing
- Spitting
- Homework
- Off task/disruptive (+3/day)
- Non-compliant/defiant (+3/day)
- Name calling/minor harassment
- Lying/cheating
- Dress code violation
- Out of seat/wandering around the classroom
- Indirect, inappropriate language/gestures
- Inappropriate bathroom behavior

Office Managed Behaviors

- Physical assault/physical intimidation
- Leaves the classroom
- Repeated defiance
- Repeated noncompliance
- Sexual/racial harassment
- Major/repeated theft
- Direct, inappropriate language/gestures
- Overt defiance
- Theft
- Forgery
- Internet misuse/cyber bullying
- Chronic dress code violations
- Bullying
- Extreme property damage
- Gang related activity
- Possession of weapons, drugs or alcohol
- Reference in conversation, writing or pictures to weapons or acts of violence
- 3 or more classroom violations in one day

Continuum for Addressing Problem Behavior

Least Intrusive to Most Intrusive



PBIS - Tier 2

The Yellow Zone

Targeted Team & Wraparound

PBIS School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Tertiary Interventions

- Individual students
- Assessment-based
- High Intensity

Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Secondary Interventions

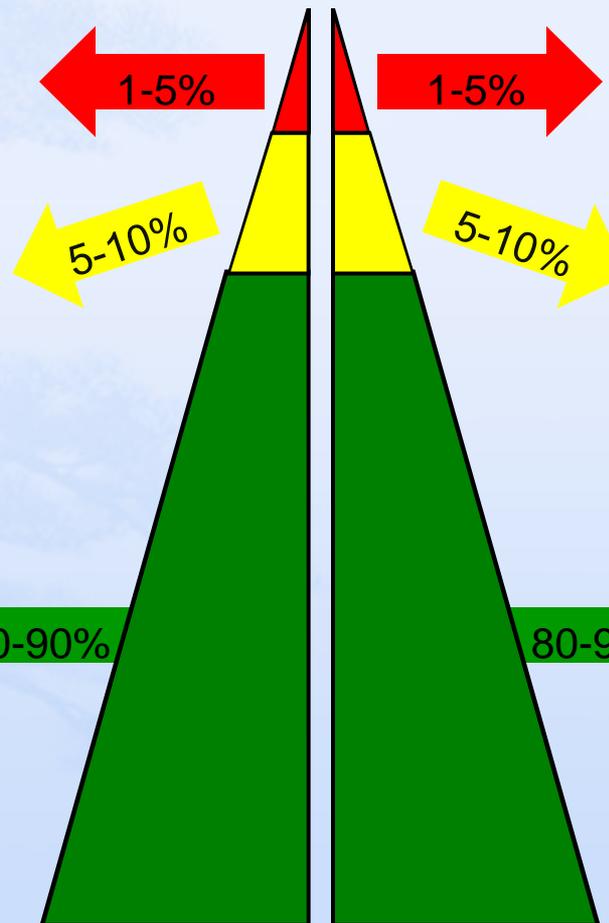
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Primary Interventions

- All students
- Preventive, proactive

Primary Interventions

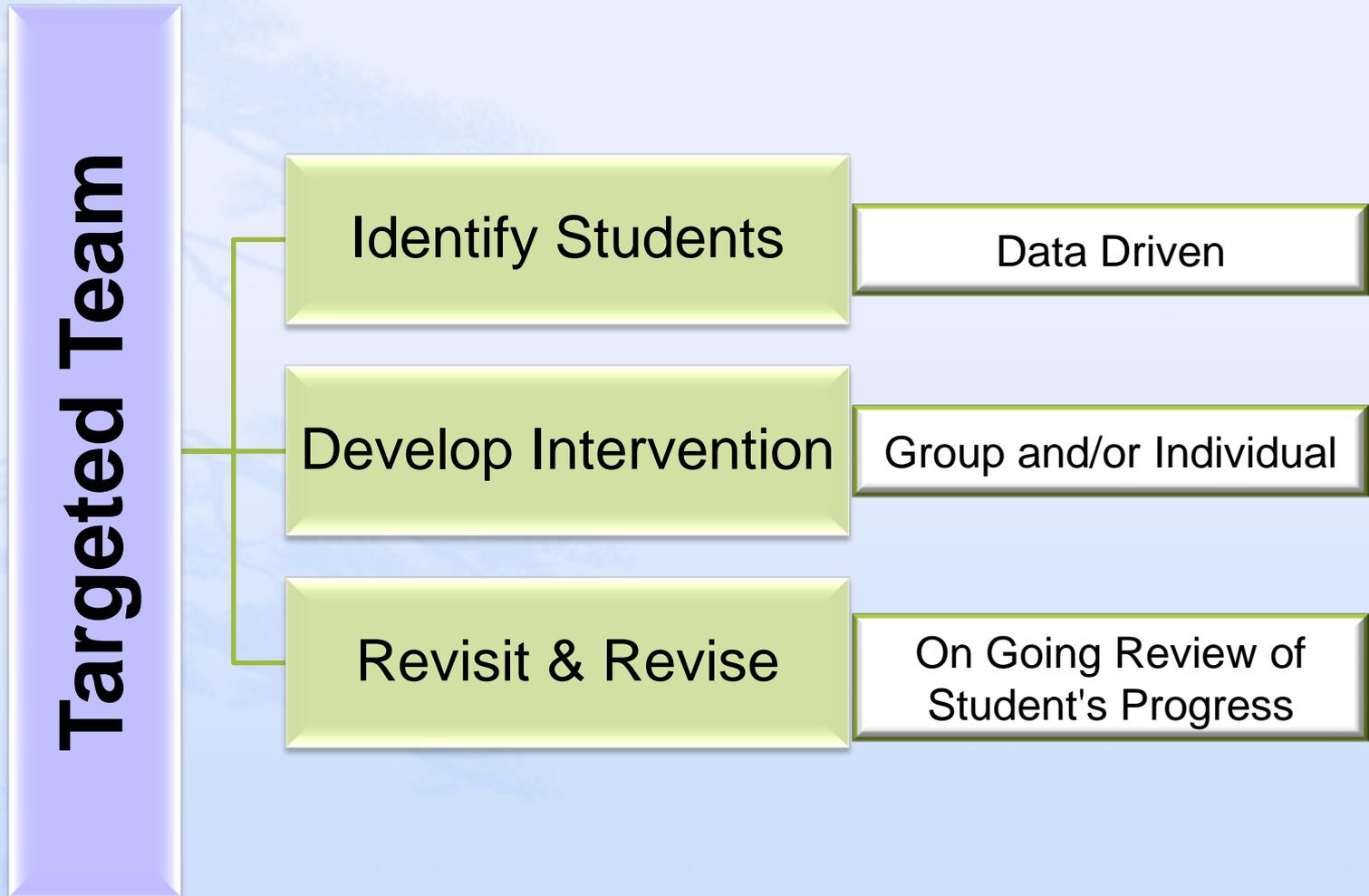
- All settings, all students
- Preventive, proactive



Tier 2 - The Targeted Team

- Mix of professionals
- Administration
- Student Support Staff
 - Clinical Training
- Special Education Teacher
 - Behavioral Training
- Teachers
 - Curriculum/Instruction Training
- Weekly Meetings

The Role of the Targeted Team



Check In/Check Out

- Staff participation
 - Student Greeters
- Teacher participation
 - Verbal and written feedback to students at pre-determined times.
 - The feedback should be quick, positive, and remind students what they need to work on if the goal was not met

Creating the Check In-Check Out Plan

- 1 to 2 goals at a time
- Realistic expectations
 - Plan for success
- Incentives
 - Immediate v delayed

Check In/Check Out Point Card

Name _____ Date _____

GOALS:	8:30	9:30	10:30	11:30	12:30	1:30
1. RESPECT OTHERS	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
2. MANAGE SELF	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
3. SOLVE PROBLEMS RESPONSIBLY	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Rating Scale

2 = Great

1 = Ok

0 = Goal Not Met

Goal _____

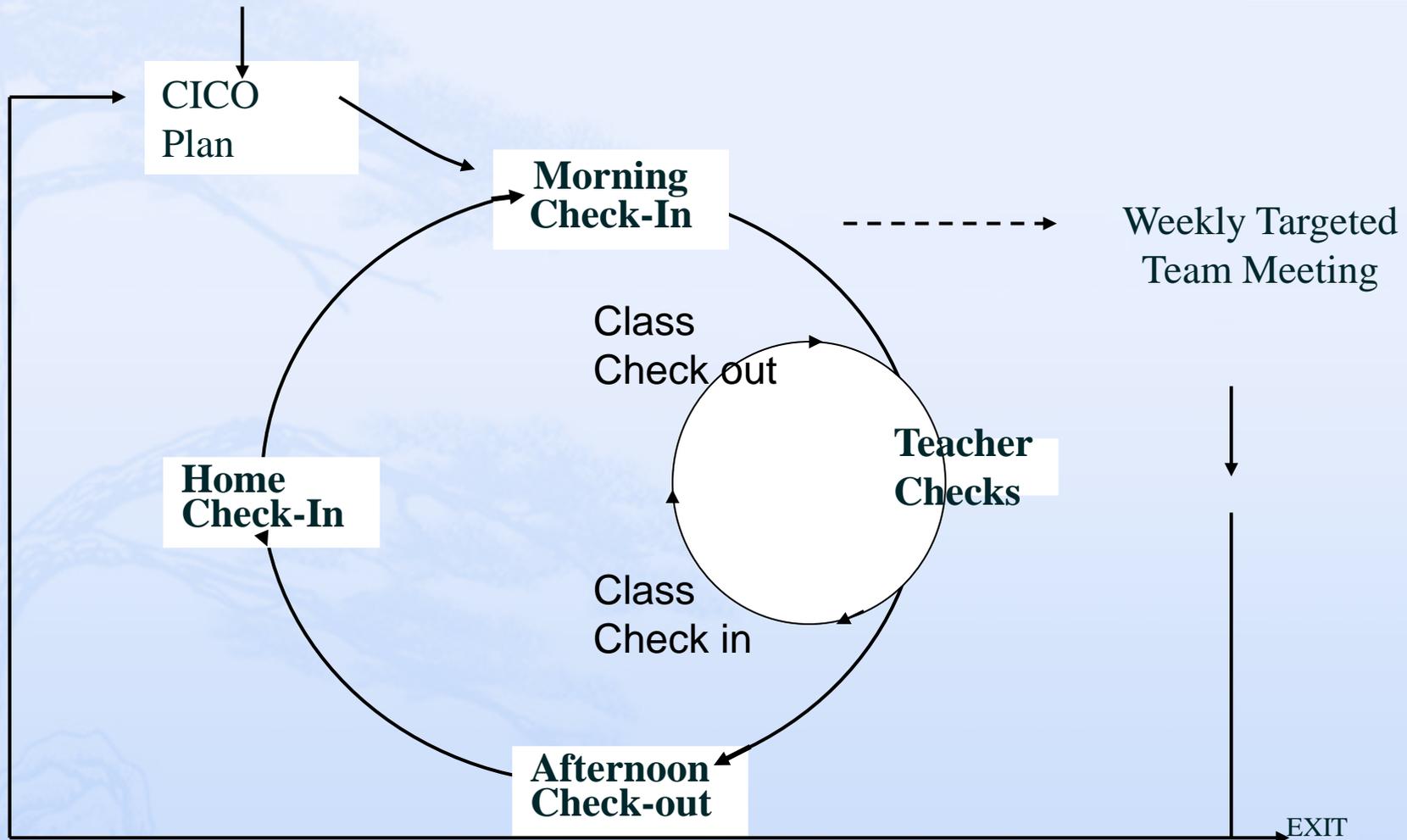
Pts Possible _____

Pts Received _____

% of Pts _____

Goal Met? Y N

Check-in Check-out Cycle



Tier 3 - Wraparound

The Red Zone

Functional Behavioral Assessment –
Behavior Intervention Plan

Wraparound

Needs driven rather than service driven

Parents have a valued and respected voice

Rooted in culture & community

Family & child centered

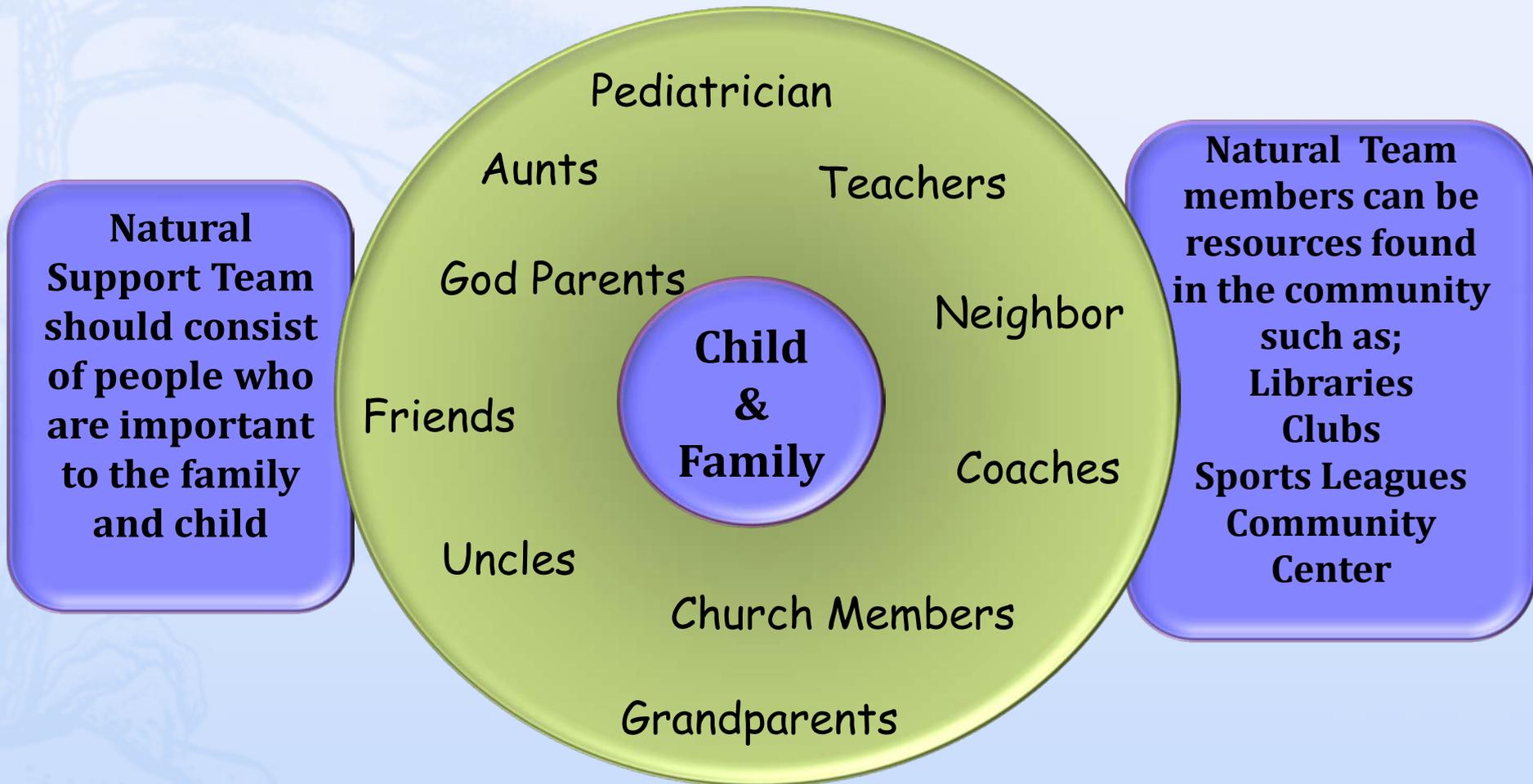
Plans include a balance of formal and informal services.

Based on strengths, values & preferences

A process for planning, organizing, coordinating, creating and delivering **interventions & assistance** that are matched with the family and child's unique needs and strengths

Creating a Circle of Support

Natural Support Team is a small network of people that are willing to work together over time to help the child and family



Creating The Plan

- Look at the **identified strengths** and needs identified in life domain areas.
- **Develop strategies** to address needs
- **Set goals** and expectations for team members
- Decide how to **measure outcomes**

Team meetings

Start with accomplishments

- Solicit team feedback
- Start on a positive note
- Celebrate successes
- Honor unique contributions
- Keep a strengths perspective
- Maintain team energy

VISION

- **Amber will be able to focus and tell someone she needs help with her work.**
- **Amber's grades will improve.**

Strengths

- Amber goes to school every day
- Amber tries in school
- Amber is good at basketball
- Betty is a good cook and enjoys being with kids

Concerns

- Betty is concerned about Amber's grades
- Amber's grades are keeping her from being on the basketball team
- Amber is not completing her homework

Options

- Amber can stay after school for extra help
- Amber can write a list of her homework
- Next door neighbor can help Amber with her homework

Tasks

- Amber will write who her "go to" person is as a "back up" person at school
- Betty will check and sign Amber's agenda daily
- Amber's teachers will sign her agenda daily

Getting Students Out of

The Red Zone

Implementing High Quality
Functional Behavior
Assessment and Intervention
Planning

PBIS School-Wide Systems for Student Success

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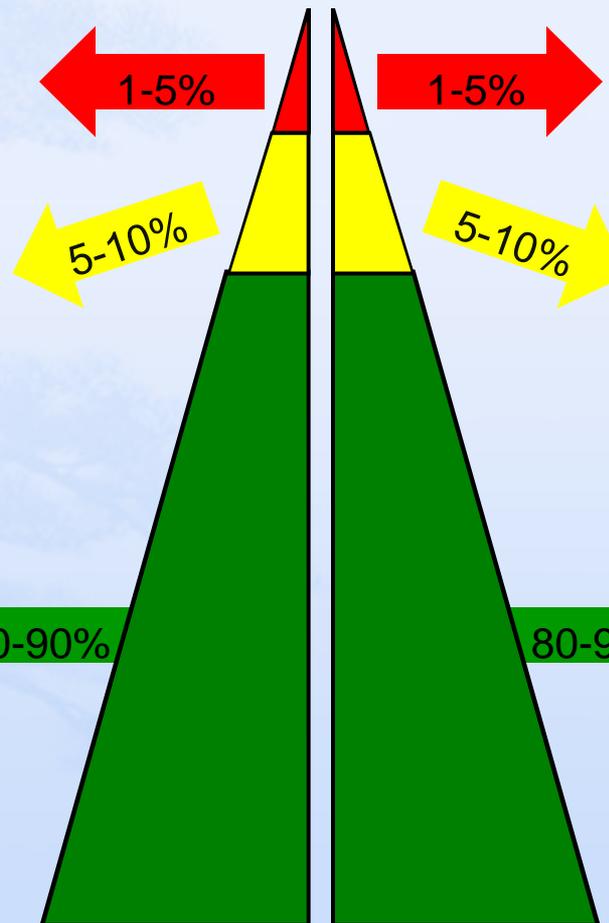
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Primary Interventions

- All settings, all students
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Sep

- 6 year old male
- Kindergarten
- First school exposure
- Refusing to enter school/walk to class
- Becomes physically aggressive towards staff and tries to run away
- Aggression escalates and parent is contacted to pick up student
- “Does well” if he is able to get to class with some **physical intrusiveness** noted

FUNCTIONAL BEHAVIOR ASSESSMENT

Student Name:

Data Sources: Observation | Student Interview | Teacher Interview | Parent Interview |

Rating Scales | Normative Testing | Record Review | Supplemental Sources (list): TLC Report

Description of Student:

Description of Behavior (No. _):

Setting(s) in which behavior occurs:

Frequency (Times per hour / day / week / month):

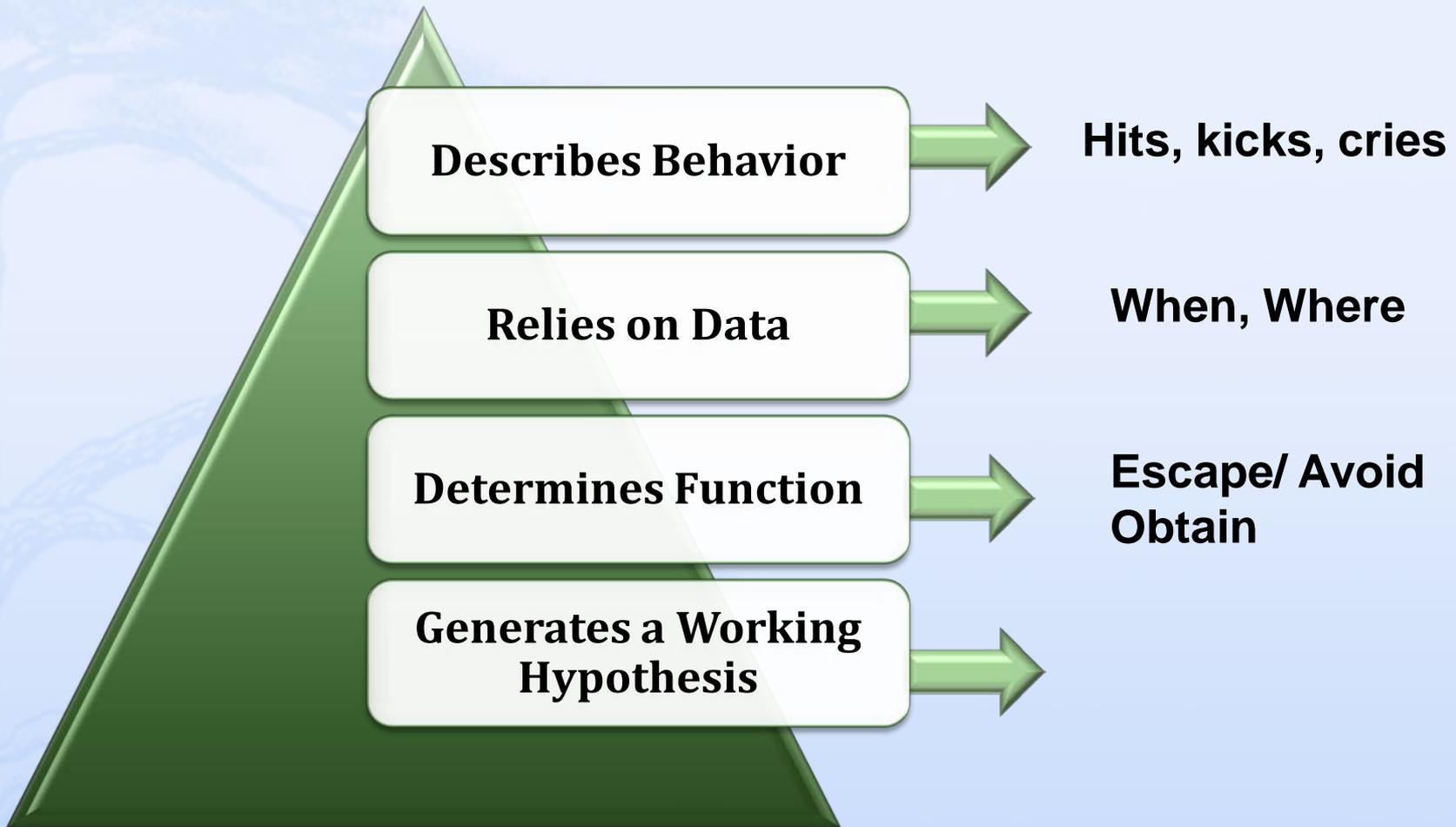
Intensity (Consequences of problem behavior on student, peers, instructional environment):

Duration (How long does the behavior last?):

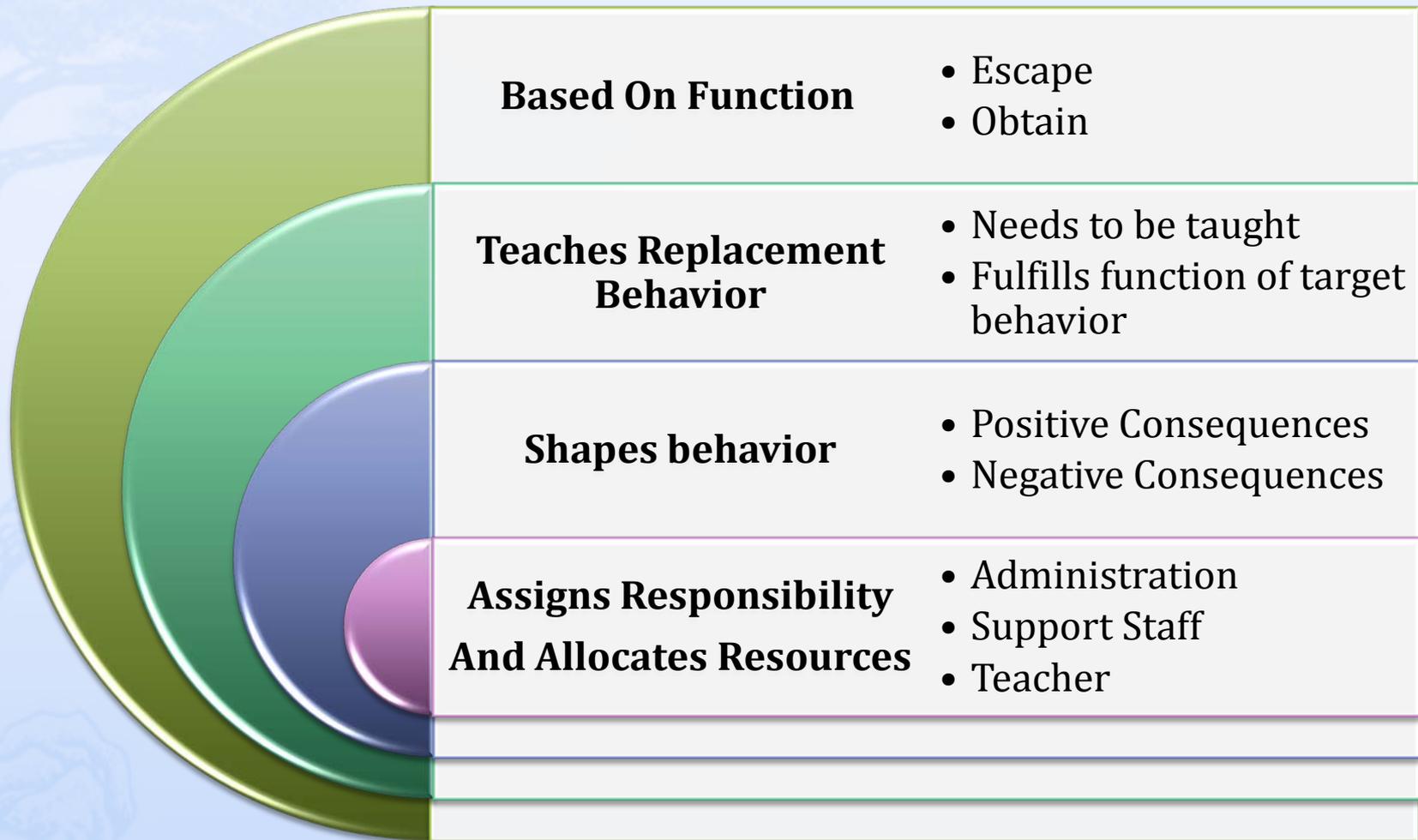
Describe Previous Interventions:

Educational impact:

Functional Behavior Assessment



Behavior Intervention Plan



Risks of Current FBA Model

- Plan Developed by Itinerant Staff
 - School Psychologist
 - School Counselor
 - Behavior Specialist
- Individually driven system of support
- Limited collaboration
- Limited view of student

Systems Issues With Current Practices

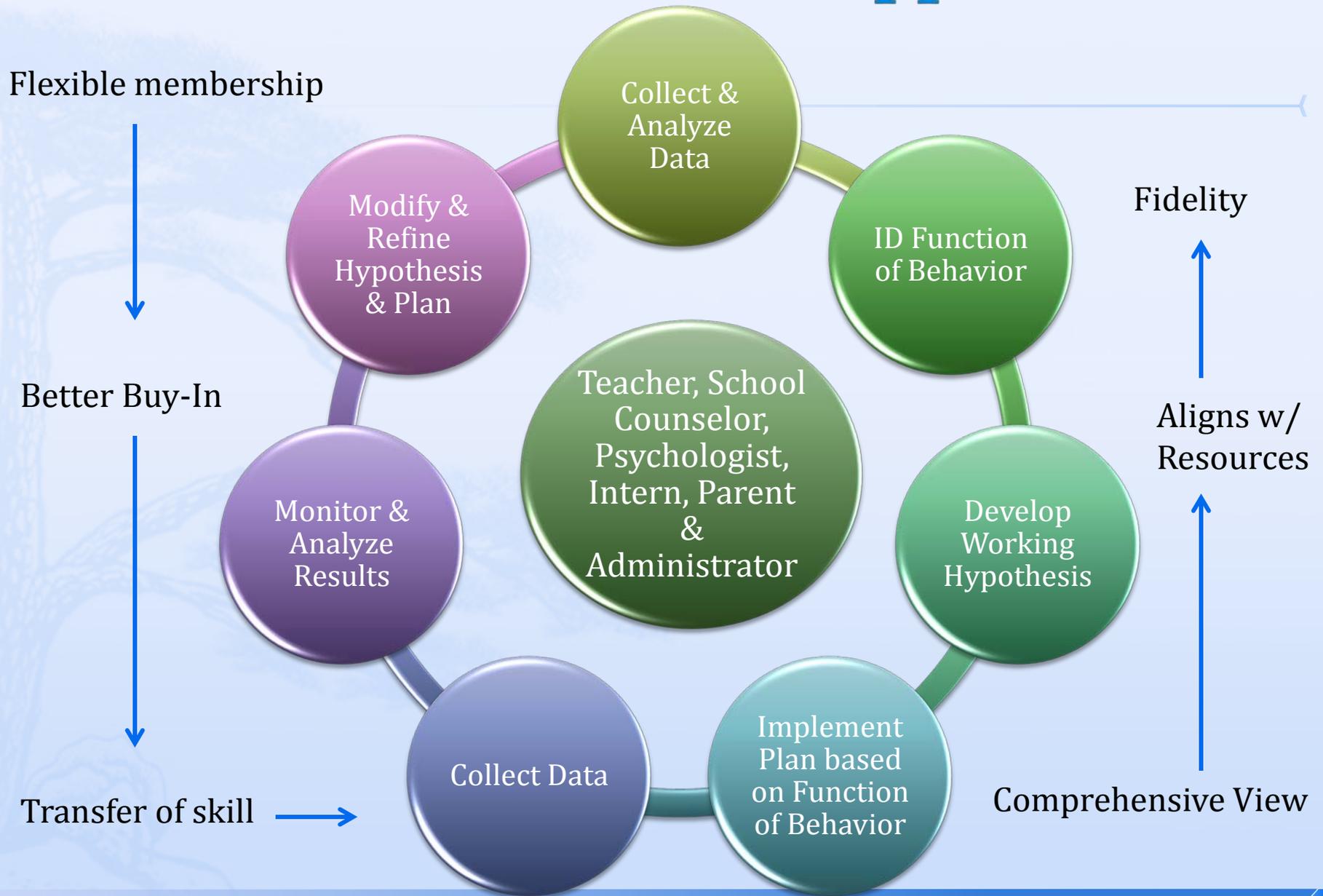
FBA/BIP Case Manager

- Not familiar with daily challenges of school
- Itinerant -Hard to build relationships
- Can't lead enduring system of support
- Not all staff assigned this role are behaviorists
- Fidelity hard to monitor

Teacher/School

- Teacher may feel burdened
- No “go-to” person when there is an issue
- May not align with resources of school/class
- Hypothesis is off due to missed information

Role of the Behavior Support Team



Functional Behavior Assessment Interview

Describe Behavior

- Objective, measurable
- Frequency, intensity & duration

**Setting Events/
Antecedents**

- When, Where, with Whom

Describe Consequence

- What is child getting out of the behavior?

**Determine Function/
Propose a testable hypothesis**

SAC, School Psychologist, Teacher, Intern, Administrator, Parent

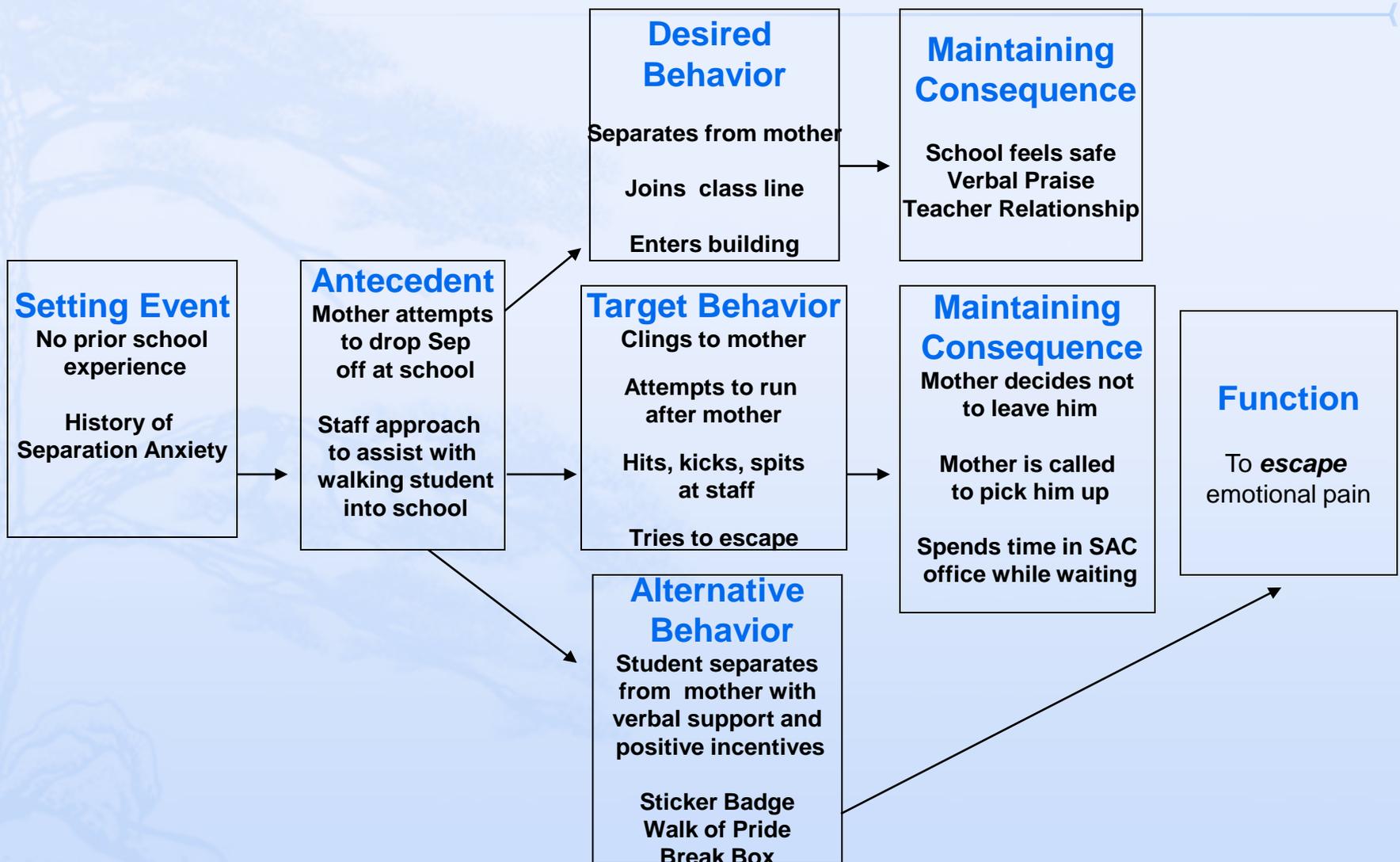
Other: OT, Speech, Gym Teacher, Community Providers

ABC – Behavioral Pathway Chart

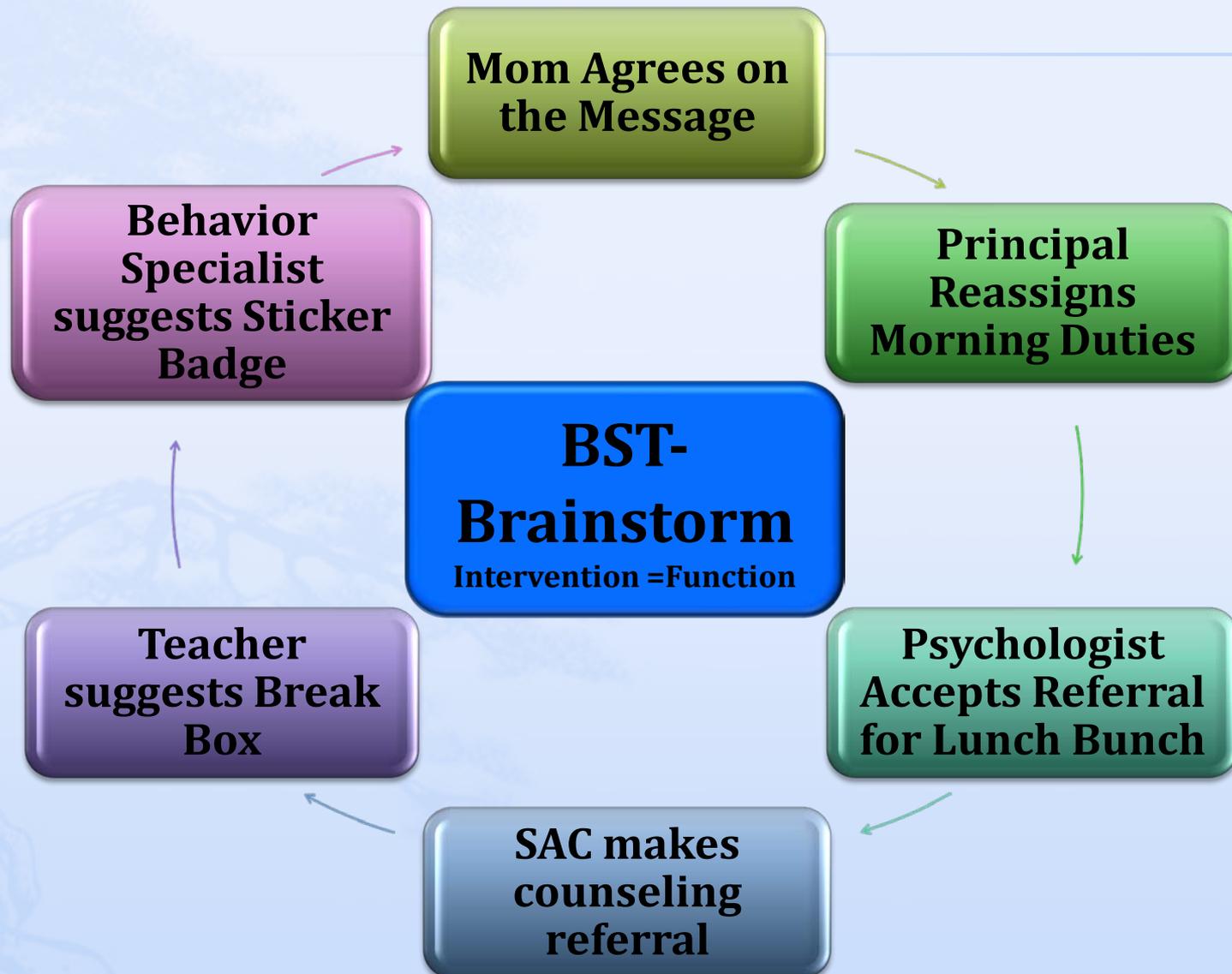
Refusal of Morning Transition

Setting Event	Antecedent	Target Behavior	Consequences
<ul style="list-style-type: none"> •No Health Issues •No prior School Exposure •Hx of Separation Anxiety 	<ul style="list-style-type: none"> •Student resists Mother at home. • Mother attempts to drop student at school. •Staff approach to assist mother 	<ul style="list-style-type: none"> •Student clings to mother •Walks slowly or stops •Student attempts to run. •Hits, kicks, and spits at staff •Tries to escape building • Daily, 5-90 mins 	<ul style="list-style-type: none"> •Student sent home early on 8 occasions •Mother opted to take him home on 6 occasions •Stays in admin offices with adults waiting for mom •When student has made it to class, He has engaged in activities

Competing Behavior Pathway - Refusal of Morning Transition



What Does the BST Do Now?



Intervention Strategies

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Positive Consequence Strategies	Negative Consequence Strategies
<ul style="list-style-type: none"> • Acculturate student • Novel/stimulating environment • Stick to Routine • Post and teach PBIS School-wide Expectations • Nurture relationship with student. • Interest student in what class and teacher have to offer 	<ul style="list-style-type: none"> • “We can fix this!” Educate staff, student and parent re: separation anxiety • Mother gives clear message • Mother says a brief goodbye • Administration provides support in am • Rehearse with student • Give student reason to get to class • “Safe Place” in class 	<ul style="list-style-type: none"> • Teach school-wide expectations utilizing the PBIS Matrix • Label positive behavior. “You have kept your hands and feet to yourself. Good job!” • Teach use of “Safe Place” • Kindergarten Lunch Bunch <ul style="list-style-type: none"> Calming Oneself Down Sharing Taking Turns Joining In Personal Space • Referral for Outpatient Counseling 	<ul style="list-style-type: none"> Fabulous Sticker Badge Plan • Verbal Praise • Sticker Badge • Walk of Pride • Break Box Classroom Safe and Welcoming Positive conference with mom Home Incentives 	<ul style="list-style-type: none"> • Minimize attention • Novel or engaging experiences at a minimum • Conference with mother • If student is sent home, Mom will keep enjoyable activities to a minimum

What will Sep do instead?

Behavior Teaching Strategies

- * **Universal level teaching of PBIS School-Wide Expectations** across school settings
- * Teach that his teacher and school is a safe place
 - * Develop Relationship.
 - * Stimulating Environment
- * **Describe and Label** positive and desired behaviors as they occur
- * **Lunch Bunch** - social skills training in calming down, personal space, sharing, joining in, listening, following directions and taking turns
- * **Community Based Counseling Referral**

Function Served - ESCAPE

- Classroom Safe and Welcoming
- Competes with safety of being with mother.
 - Encourages Use of Replacement Behavior
 - Builds Positive Relationship With Teacher

Reinforcement Schedule for PBIS expectation - “Be Safe”

- AM Transition - One sticker per threshold (7)
- In class - One sticker every ten minutes
- Differentially reinforced during “trigger times” – One sticker.

10 Stickers = Break Box

The Sticker Badge Plan



Break Box

The Break Box



- ✿ Ten Stickers = Break
- ✿ Earns 10 minutes of play at his desk with the Break Box
- ✿ Size of shoebox
- ✿ Four items of choice
- ✿ Reload every Friday

Implementation and Follow Up



Positive Behavioral Interventions & Supports

