



A Multi-Tiered Decision-Making Framework for Emotional and Behavioral Health

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Objectives

- Identify three challenges encountered by an urban school integrating universal screening with an existing SWPBIS framework
- Describe important components of teacher training for behavioral and mental health screening, and effective classroom management strategies
- Identify specific activities necessary to sustain and scale a Tier I and Tier II mental and behavioral health assessment to intervention program

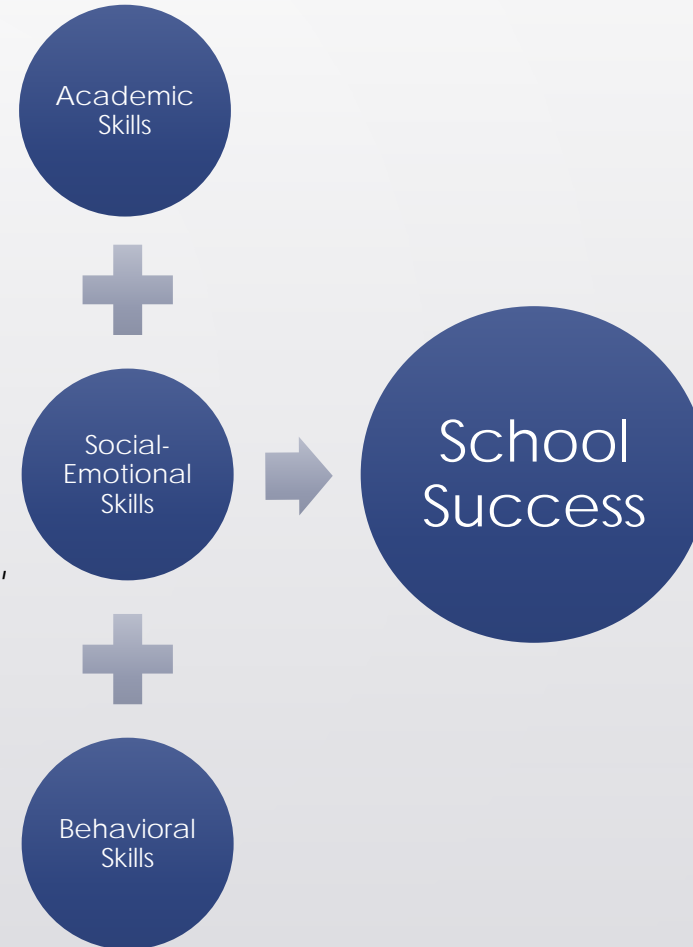
Current State of Child & Adolescent Mental Health: A “Public Health Crisis”

- Approximately **20% of children** are experiencing significant mental, emotional, or behavioral symptoms that would qualify them for a psychiatric diagnosis.
 - (Burns et al., 1995; Costello, Mustillo, Erkanli, Keeler, & Angold, 2003)
- “Most people with mental disorders in the U.S. remain either **untreated or poorly treated**”
 - (Kessler et al., 2005)



Social-Emotional & Behavioral (SEB) Functioning

- Academic success \neq School success
 - (Taylor & Kilgus, 2014)
- SEB Competence
 - (Denham, 2006; Kwon et al., 2012)
 - Display of appropriate behaviors and skills (e.g., interpersonal skills, study skills, self-regulation, self-awareness)
 - Limited display of inappropriate behaviors and skills (e.g., internalizing, externalizing)
- SEB Competence = protective factor
 - Among ethnic minority students living in low-income, urban communities
 - (Elias & Haynes, 2008)



In academics, universal screening instruments are widely recognized as adequate measures to identify students at-risk for developing further problems

(Ardoin et al., 2004; Elliott, Huai, & Roach, 2007)

However, PBIS frameworks continue to rely on psychometrically poor and problematic methods for identifying students at risk behaviorally **and** **emotionally**.



Addressing SEB Difficulties

- Most common approach is Positive Behavioral Interventions and Support (PBIS)
- Consistency found in recommendations for Tier 3 assessment
 - Targeted screening → Rating scales
 - Problem identification → FBA
 - Progress monitoring → Direct observation
- Recommendations for assessment are less clear at Tiers 1 & 2
- Problem!

Tier 1
(80%)

- Teach & reinforce school-wide expectations

Tier 2
(15%)

- Efficient, systematic, & continuously available targeted interventions

Tier 3
(5%)

- Intensive & individualized behavior support plans



Universal Screening



Teacher Referral and School Identification

- Refer-Test-Place models
 - teachers differ in their ability to work with students
 - perceptions of “teachability”
 - teachers not trained to know how problematic behavior must be prior to referral
- Children’s behavioral/emotional problems may be **under-referred** and/or **referral (and service!) is delayed**
 - (Lloyd, Kauffman, Landrum, & Roe, 1991; Severson et al., 2007; Tilly, 2008; Walker et al., 2000)

Screening for "At-risk" Students




Screening for "At-risk" Students



Universal Screening: Outcomes

1) Short term goal: provide early intervention



2) Long term goals: Decrease academic failure, improve student well-being, improve educators ability to effectively respond to concerns

Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)

- Brief behavior rating scale
 - 19-20 items
 - Teacher, Parent, and Student Self-Report
- Criterion-referenced
 - Research-based cut scores
 - Not At Risk and At Risk
- One broad scale and three subscales
 - Total Behavior
 - Social Behavior
 - Academic Behavior
 - Emotional Behavior
- Available via FastBridge Learning
 - fastbridge.org

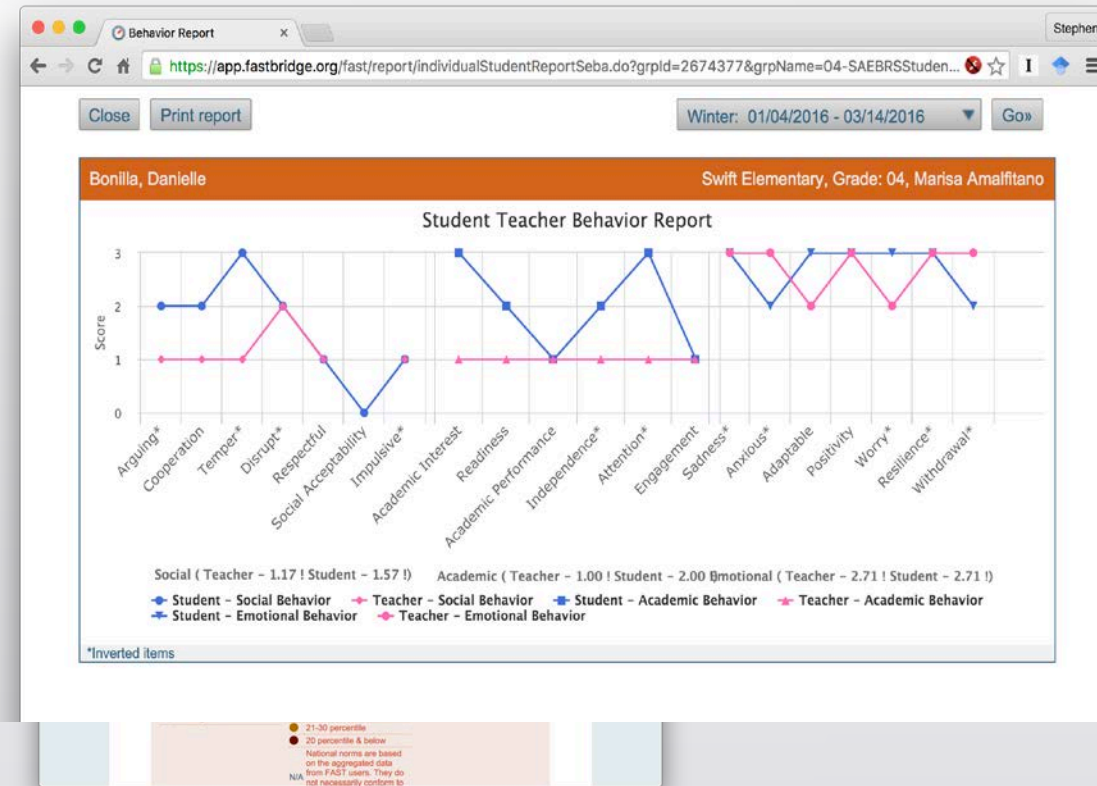
The screenshot displays the SAEBRS web interface. At the top, it shows the 'Fast' logo and 'SAEBRS Teacher' with the user name 'Judith Daniel'. Below this are navigation buttons: 'Cancel', 'Clear All', 'Hide Directions', and 'Submit test >'. The main section is titled 'Directions' and 'Preparation'. The core of the interface is a table for the 'Social Academic and Emotional Behavior Risk Screener (SAEBRS)'. The table has five columns: 'Behavior', 'Never', 'Sometimes', 'Often', and 'Almost Always'. The items are grouped into three subscales: Social Behavior (items 1-6), Academic Behavior (items 7-12), and Emotional Behavior (items 13-19). Each item has a radio button for each rating option. At the bottom, a summary row shows 'Total Items' (0), 'Total Score' (0), 'Social Score' (0), 'Academic Score' (0), and 'Emotional Score' (0). Navigation buttons are repeated at the bottom, and a copyright notice '© 2016 FastBridge Learning' is visible in the footer.

Behavior	Never	Sometimes	Often	Almost Always
Social Behavior				
1. Arguing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Cooperation with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Temper outbursts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Disruptive behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Polite and socially appropriate responses toward others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Impulsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Behavior				
7. Interest in academic topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Preparedness for instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Production of acceptable work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Difficulty working independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Distractedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Academic engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Behavior				
13. Sadness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Fearfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Adaptable to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Worry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Difficulty rebounding from setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

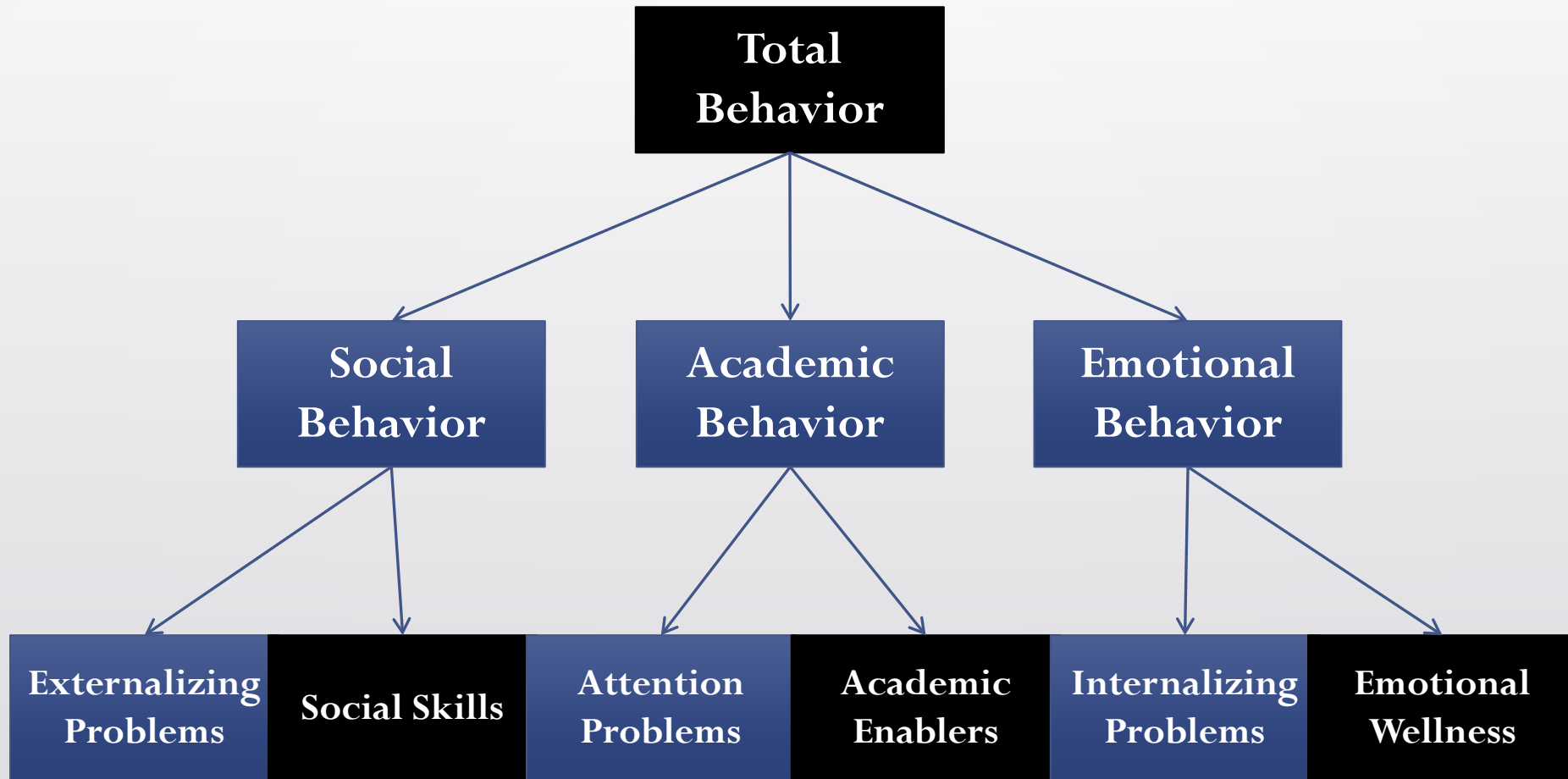
Total Items: 0 Total Score: 0 Social Score: 0 Academic Score: 0 Emotional Score: 0

Social, Academic, & Emotional Behavior Risk Screener (SAEBRS)

- Pros
 - Brief and efficient
 - Assesses multiple domains, based on SEB theory
 - Extent of diagnostic accuracy research
 - Multi-informant, Spanish versions
 - **Only screener that met psychometric criteria established by NCII**
- Cons
 - Need for more research at high school levels
 - Also need for more research regarding parent version
 - Cost: \$1-2 per student

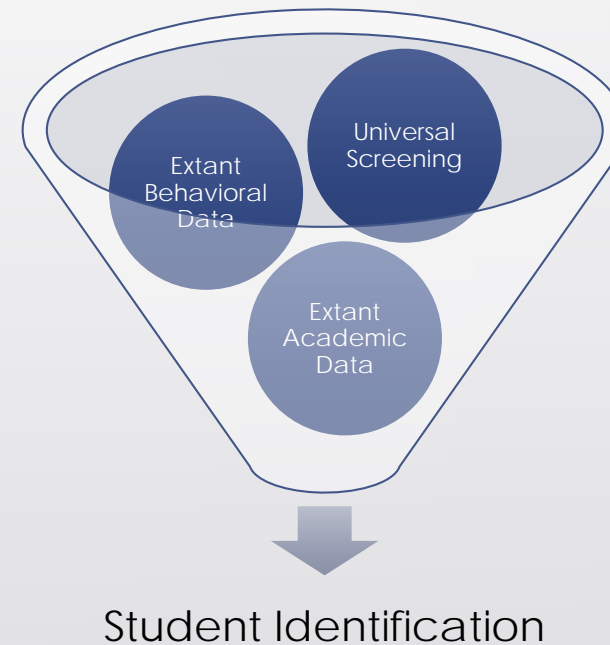


SAEBRS Conceptual Model

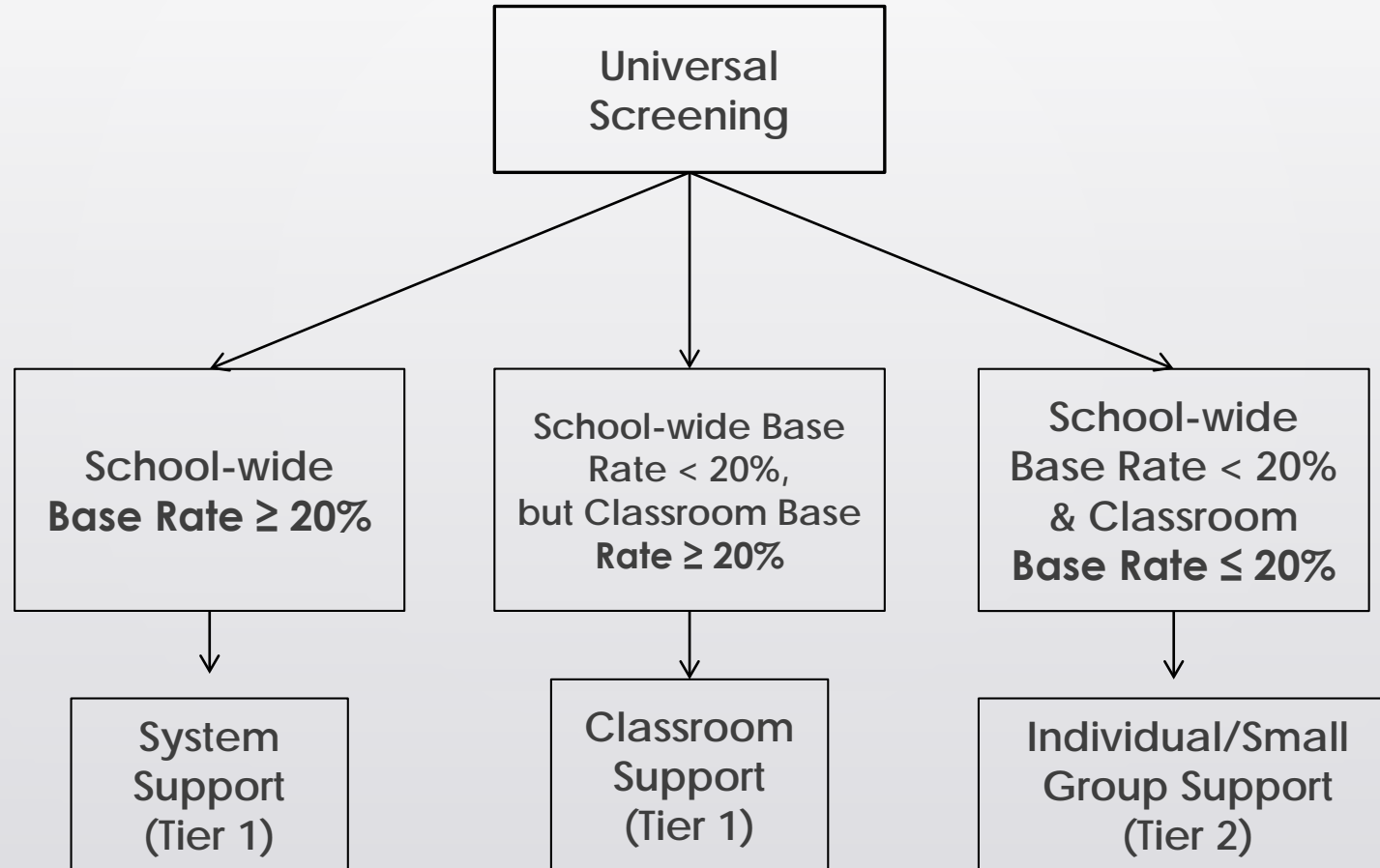


Universal Screening: Interpretation & Use

- Reactive vs. Prevention-oriented screening
- Already collecting data on
 - Attendance
 - Days absent, tardies, # of moves
 - Academic outcomes
 - Growth on CBM's
 - Benchmark assessment data
 - Standardized test scores (AIMS)
 - Grades
 - Office Discipline Referrals

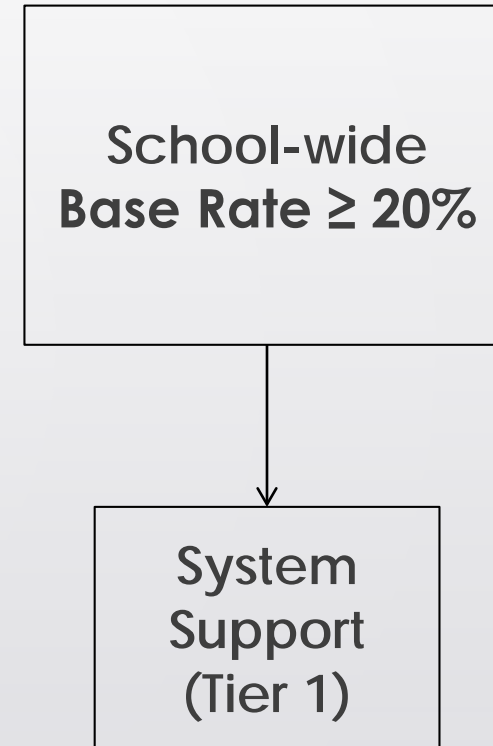


Universal Screening: Interpretation & Use



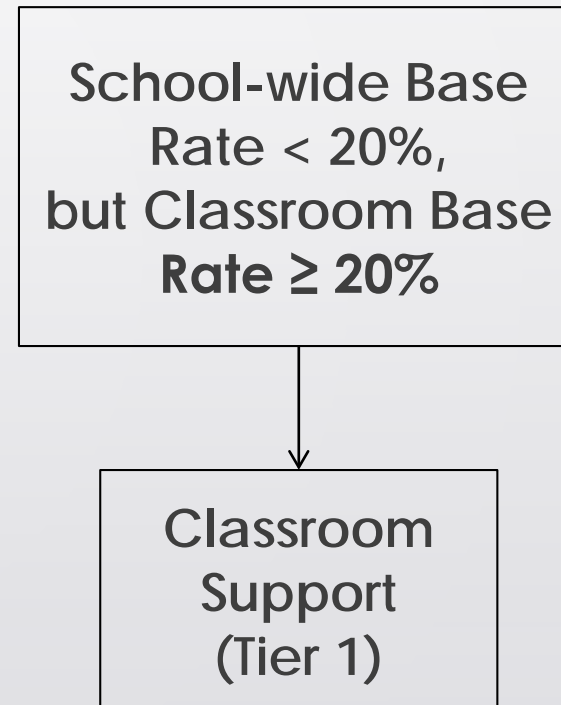
System Support (Tier 1)

- Start with universal strategies
 - Determine type of risk most prevalent
- SRSS or SSBD Example:
 - Externalizing Behavior
 - Revise school-wide expectations or reinforcement plan
 - Or rather, ensure integrity of existing plan
 - Internalizing Behavior
 - Implement social emotional learning curriculum:
 - Promoting Alternative Thinking Strategies (PATHS)
 - Second Step
 - Why Try?
 - Incredible Years



Classroom Support (Tier 1)

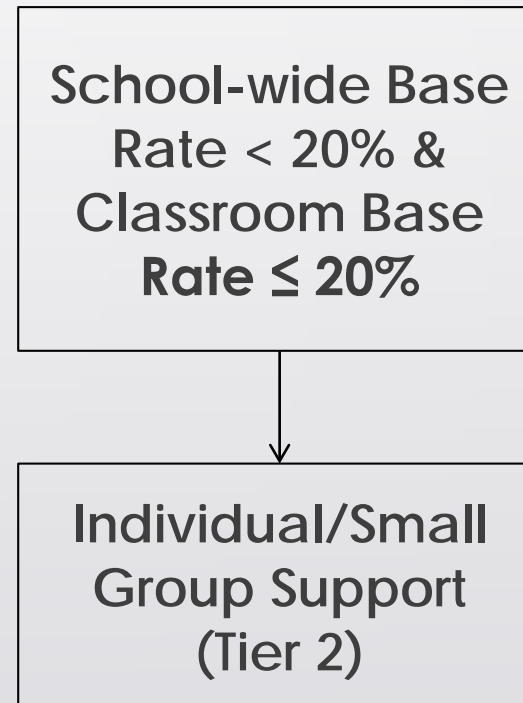
- Determine the **type of risk most prevalent** within the classroom
- Example: SAEBRS
 - Social Behavior
 - Classroom Checkup (Reinke, Herman, & Sprick, 2011)
 - Good Behavior Game
 - Academic Behavior
 - Classroom instruction of various academic enablers (e.g., organization, preparedness for instruction)
 - Promote instructional practices (e.g., opportunities to learn, pace of instruction)





Individual or Group Level Support (Tier 2)

- Individual or small-group interventions
- Example: SAEBRS
 - Teaching Strategies
 - Instruction of key skills
 - Social skills, academic enablers, emotional competencies
 - Antecedent/Consequence Strategies
 - Check In/Check Out (CICO) to prompt and reinforce appropriate behaviors
 - Research supporting use with social, academic, or emotional behavior





School District of Philadelphia Model



Urban Schools are hard...

1. Staff Turnover
 - FREQUENT changes in administration and staff from year to year
2. Lack of Resources
 - High numbers in classrooms; few teachers/open vacancies
 - Basic supplies missing or diminished
3. Difficulty Communicating
 - HUGE districts with many schools
4. Community Challenges



Predicting Abandonment of SWPBIS

- Investigation of 1861 schools across three states
 - Of these, 70 schools stopped implementation
 - Most schools abandoned within first three years
- The only predictor of abandonment **was urban settings**
- 44 schools provided reason for abandonment
 - 82% School Administrator Support
 - 11% Insufficient Data Submission
 - 5% Competing Initiatives



State of Affairs

- Due to budget cuts in recent years in the School District of Philadelphia (SDP), mental health services have been severely cut or eliminated, significantly reducing the number of school-based mental health professionals necessary to provide comprehensive services.
- An estimated 100,000 youth in Philadelphia schools may not be able to access mental health services.
- Moreover, 1 in 3 children in Philadelphia live below the poverty line and do not have access to outside mental health services.

Pilot School Model

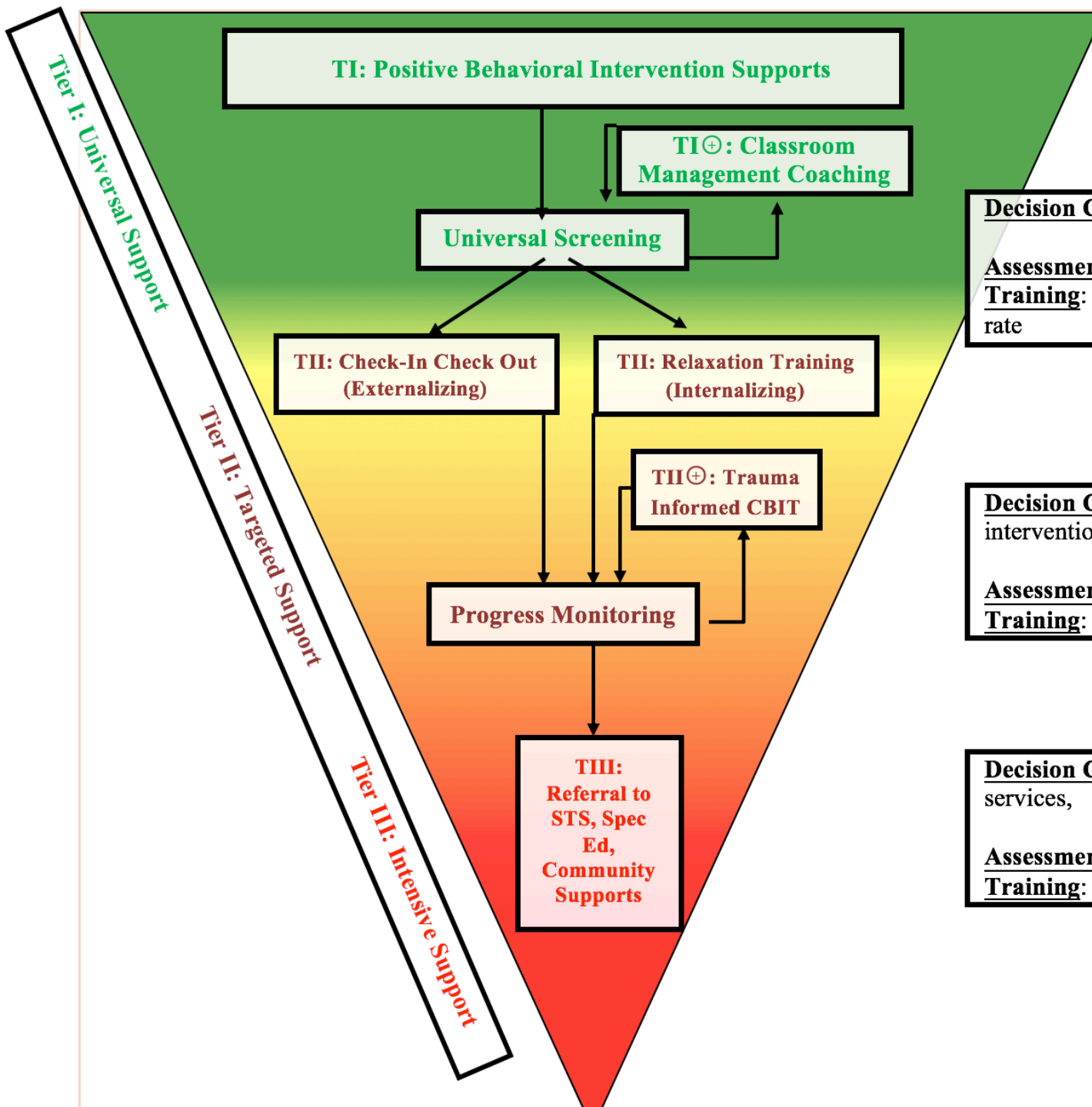
- Middle school (grades 5-8) in a K-8 building
- Eight teachers of ~200 students
- Implementing PBIS with fidelity across all three tiers (as of May 2018)
- High suspension/ODR rates





Multi-tiered Decision Making Framework

- *Decision-making framework* was developed via an iterative process that includes
 - feedback from school-based partners,
 - periodic and planned review of program effectiveness that will allow for necessary changes, and
 - data to inform key decisional cut points.
- The framework is based upon and augment a Multi-tiered Systems of Support (MTSS) implementation that is currently being initiated in several schools within the SDP and more broadly across the state, as well as best practices specified within a trauma-informed approach



Decision Cut-Points: Identify base rates, determine type of student risk
Assessment Tool: *SAEBRS*
Training: Universal screening, classroom management, base rate

Decision Cut-Points: Evaluate responsiveness to intervention,
 determine intervention intensity
Assessment Tool: *Direct Behavior Ratings*
Training: Tier II intervention implementation and evaluation

Decision Cut-Points: Evaluate responsiveness to STS services,
 develop data-based referral for services
Assessment Tool: *To be determined*
Training: Using Tier II data to inform Tier III referrals



Teacher Training on the SAEBRS

- 90 minute in-service training for teachers
- Benefits and purpose of universal screening
- School and teacher's role in student mental health screening
- Defining and recognizing behaviors on the screener
 - Videos of the behaviors
 - Practice identifying and distinguishing between behaviors

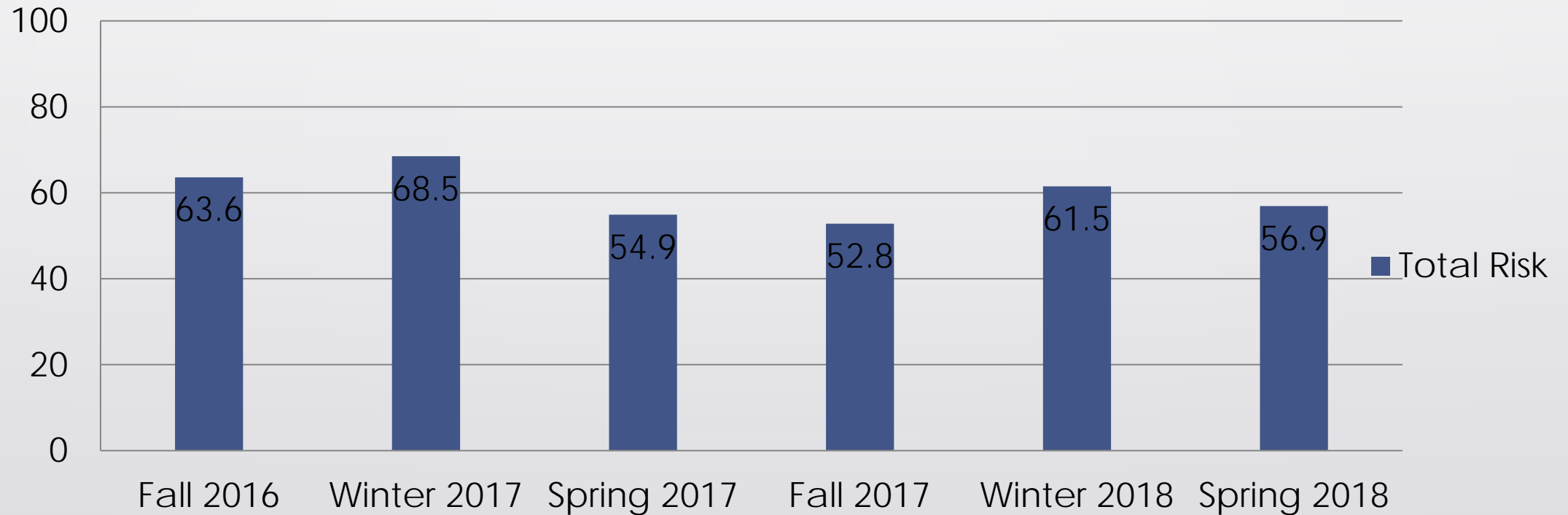


Fall and Winter Screening Data

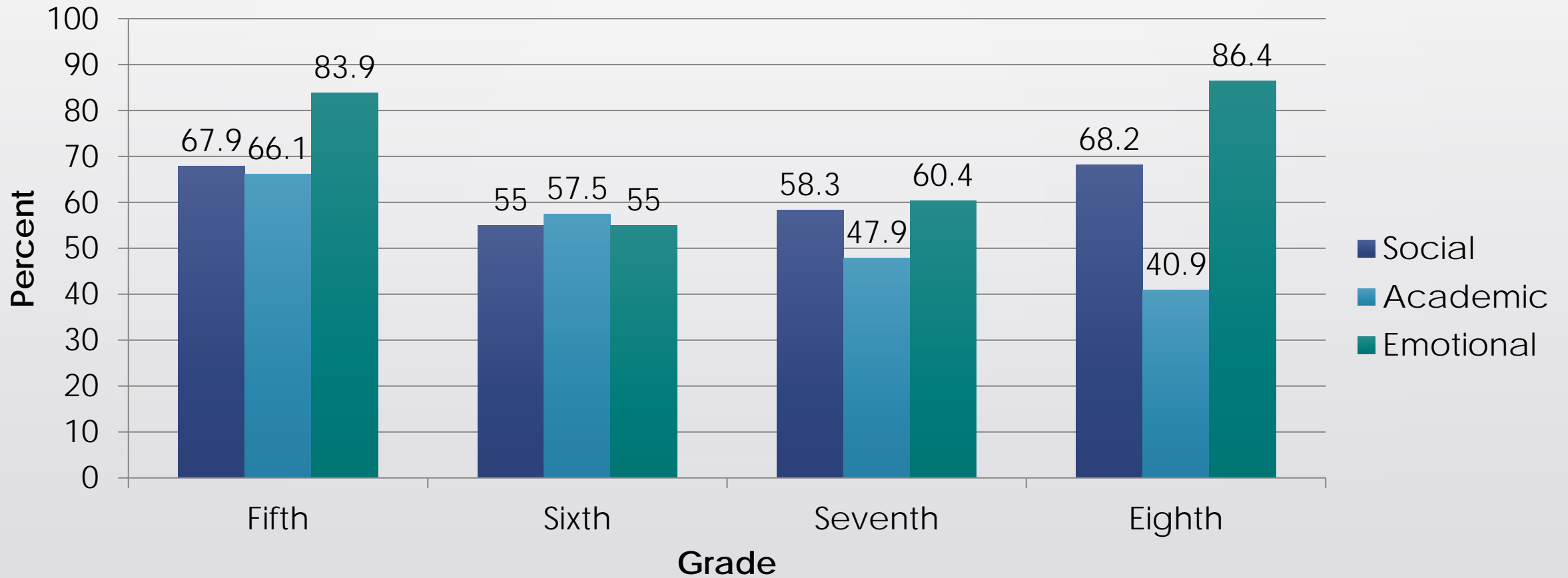


Students At Risk from Fall 2016 to Spring 2018

Percent of at-risk students on the total SAEBRS scale



Comparison of School-Wide Risk by Subscale and Grade in Spring 2018





Teacher Training in Classroom Management

Teacher Training In Classroom Management

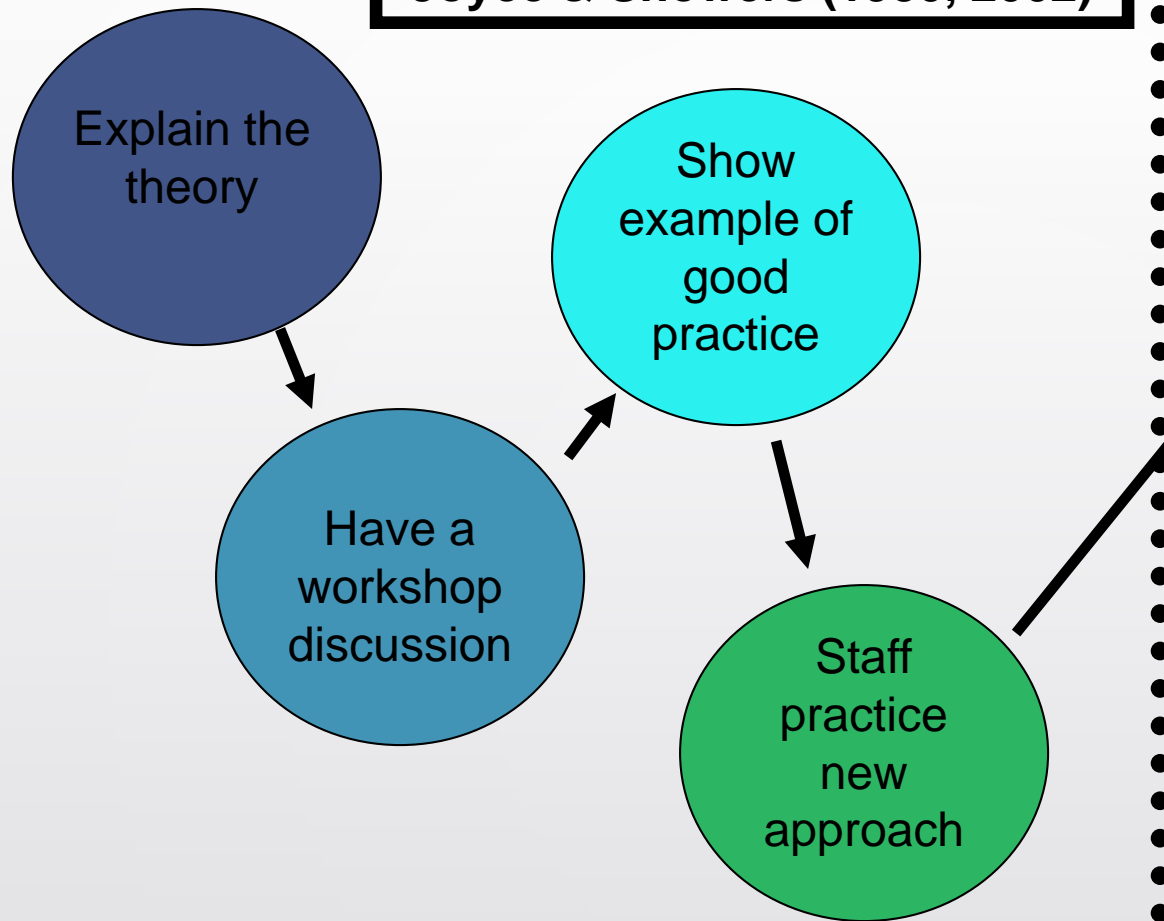
- Many teachers enter the field with limited, if any, classroom management training from pre-service programs (Begeny & Martens, 2006; Freeman, Simonsen, Briere, & MacSuga-Gage, in press)
- Most teachers report receiving little professional development in classroom management (Wei, Darling-Hammon, & Adamson, 2010)
- Student behavioral concerns are one of the leading causes for teachers leaving the field (Ingersoll & Smith, 2003; Smith & Ingersoll, 2004)



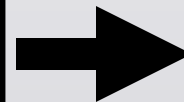



*Increasing rates of
effective instruction provided
to students with behavior
problems has been associated
with a decrease in problem
behavior*

Joyce & Showers (1980, 2002)



There is no measurable impact on classroom practice up to this point





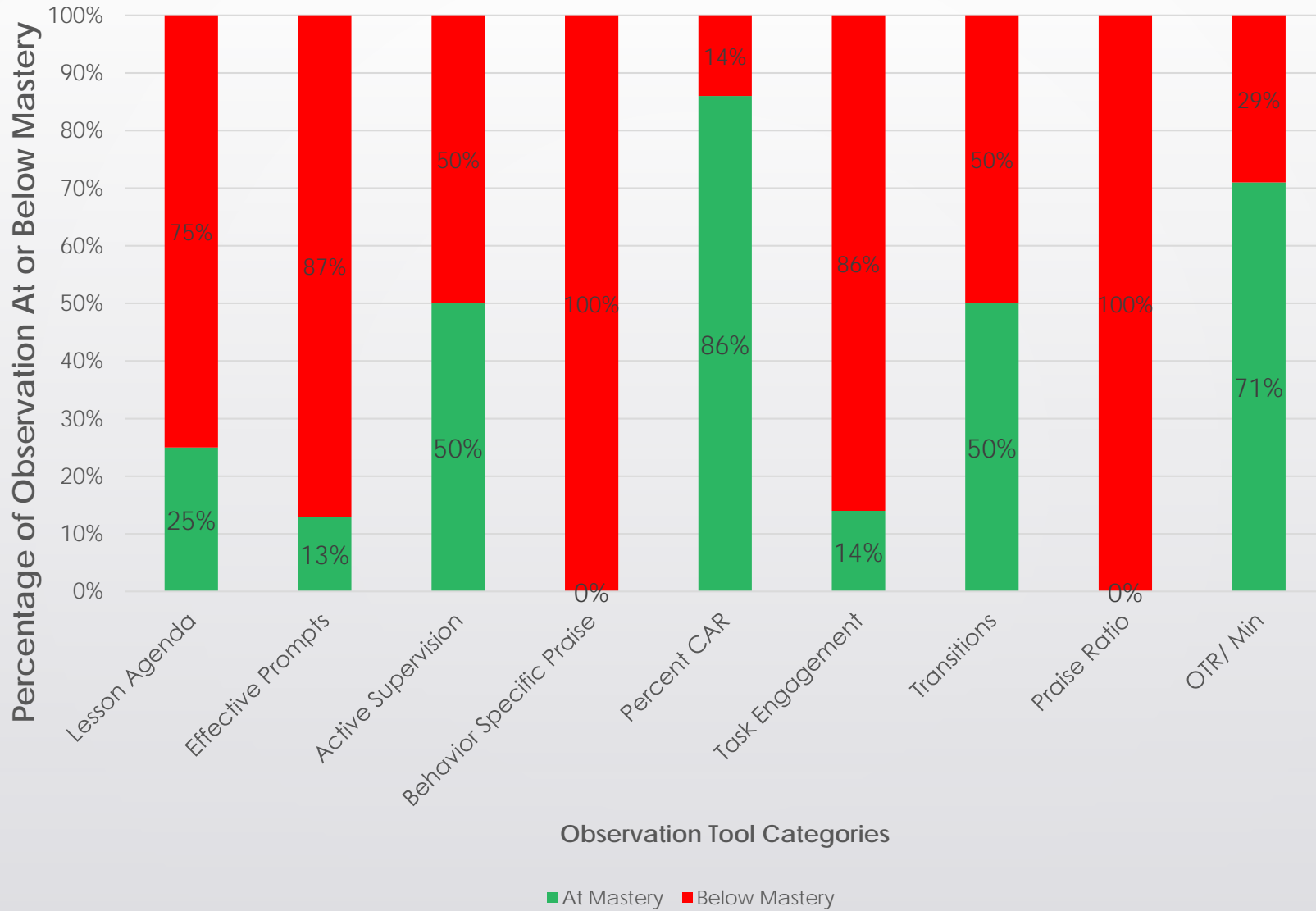
Plan: Classroom Management Training and Coaching

- Train teachers in skills to improve classroom environments and student behavior
- Completed the Devereux Classroom Observation Tool (DCOT) for baseline data
- Review individual data with staff and select skills to address
- Teachers receive performance feedback in target skills
 - Observations in classroom followed by feedback
- Once a skill is mastered, new skills will be addressed

Devereux Classroom Observation Tool

Skill	Observed?	Today's Observation Score	Mastery Level	At Mastery Level?
1. Using a Lesson Agenda	YES or NO		≥ 80% of Steps (up to 5 steps)	YES or NO
2. Using Effective Prompts	YES or NO		100% of Steps (up to 4 steps)	YES or NO
3. Actively Supervising Students	YES or NO		100% of Steps (up to 5 steps)	YES or NO
4. Praise to Correction Ratio (in Lowest Form)	YES or NO		4 Praise : 1 Correction	YES or NO
5. Percentage of Behavior-Specific Praise (BSP)	YES or NO		≥ 80% BSP	YES or NO
6. Opportunities to Respond (OTR) per Minute	YES or NO		≥ 1 OTR per Minute	YES or NO
7. Percentage of Correct Academic Responses (CAR)	YES or NO		≥ 80% CAR	YES or NO
8. Student Task Engagement	YES or NO		≥ 80% Student Task Engagement	YES or NO
9. Conducting an Effective Transition	YES or NO		≥ 80% of Steps (up to 6 steps)	YES or NO
10. Processing Students' Point Cards	YES or NO		100% of Steps (3 steps)	YES or NO
Total Number of Skills at Mastery:				____ of 10

Baseline Mastery Level November 2017





Coach Role

Assignments

- Each coach assigned two classrooms
- Logistical considerations

Observations and Feedback

- Observe one skill per week
- Complete feedback form with score and graph
- Leave hard copy with teacher immediately after observation

Praise Feedback Form –Project School

Date: _____ Observer: _____ TR _____ Time _____

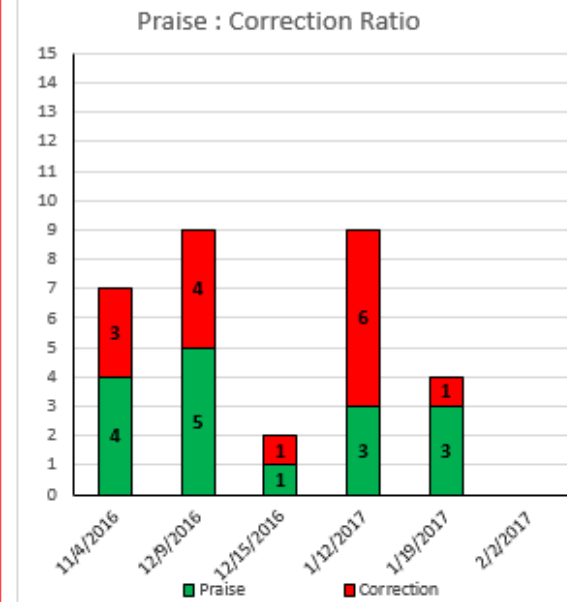
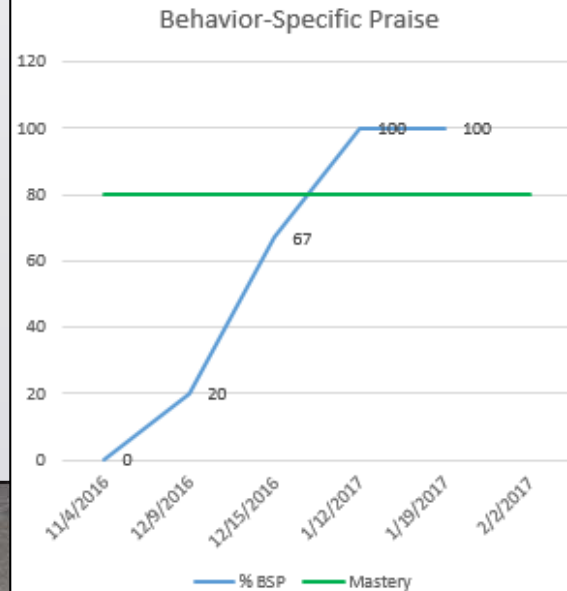
Teacher (T): Mr. D Other adults in classroom: _____

Class Period: _____ Grade: 6 Subject: _____

Praise			
Non-Behavior Specific Praise (NBSP) <i>Definition: A positive statement intended to reinforce the desired behavior of a student or students that does NOT specify the behavior being reinforced.</i>	Behavior-Specific Praise (BSP) <i>Definition: A positive statement intended to reinforce the desired behavior of a student or students that contains ALL of the following: (1) Specifies the student or students by name (or in a manner in which the student(s) know who is being praised), (2) Includes praise statement (e.g., excellent, good, great.), and (3) Specifies the desired behavior being reinforced (e.g., sitting in seat, raising hand).</i>	Correction/Negatives <i>Definition: A redirection/warning statement directed at a student to correct a problem behavior, or a negative verbal response which indicates Teacher disapproval of a student's social behavior (e.g., scolding, yelling, taking away privileges).</i>	
Today's Observed Totals			
NBSP = _____	BSP = _____	Corrections = _____	
Skill	Observation	Mastery Level	At Mastery Level?
Praise to Correction Ratio	____ Praise to ____ Correction	4 Praise : 1 Correction	YES or NO
Behavior-Specific Praise (BSP)	____ % BSP	80% BSP	YES or NO

DCOT Skill Definitions and Mastery Criteria

Performance Feedback Form: Front



DCOT Skill Graphs

Performance Feedback Form: Back

Recommendations for Successfully Using Praise

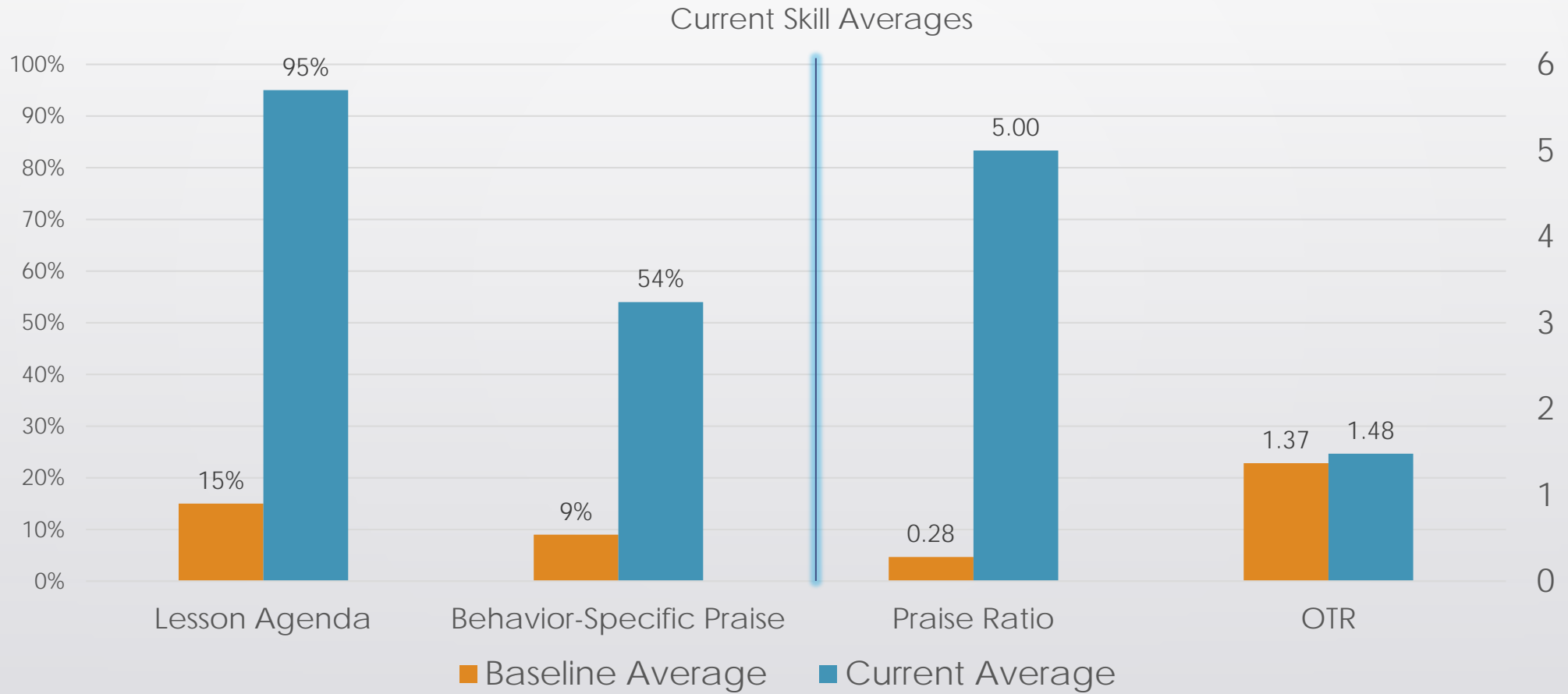
Examples of Praise		
Include all 3 Elements of Praise in Any Order!		
Give a Praise Statement or Gesture	Describe the Behavior Observed	Identify the Student
"Excellent!"	You are prepared for class today	Michael."
"Nice work"	following directions	group 3!"
"Great job"	staying seated	Jabari!"
"Wonderful!"	You have your hand raised so please read the next paragraph	Imani!"
"Good job"	using kind language	everyone!"
<i>High five</i>	"I know you're listening because I see your eyes on me	Makayla."
<i>Thumbs up</i>	"I like how you're waiting patiently	Desean."
<i>Fist bump</i>	"It was really nice of you to help Tia with her homework	Angela."
Tips to Increase Praise Statements		
<u>Praise Student Progress</u>		
<ul style="list-style-type: none"> o ...when a student is acquiring a new skill o ...when you see a small improvement in behavior 		
<u>Use a Cue Strategy for Praise</u>		
<ul style="list-style-type: none"> o Use cueing device to remind you to praise (e.g., Motivator or Timer) OR Self-Monitor (e.g., put 4 paper clips in your right picket, when you give a praise statement move 1 paper clip to your left pocket) 		
<u>Use Both Verbal and Non-verbal Praise</u>		
<u>Set a Goal</u>		
<ul style="list-style-type: none"> o e.g., Try to praise 4 students for raising their hand during Social Studies class o e.g., Put 10 Cat Cash tickets in your pocket and try to give them all away by the end of the day. Be sure to give behavior-specific praise with the Cat Cash. 		
Tips to Increase Behavior-Specific Praise		
<u>Catch Students Being Good</u>		
<ul style="list-style-type: none"> o Pick a problem behavior to focus on (e.g., calling out) and praise student(s) who are demonstrating the opposite, expected behavior (e.g., raising your hand) 		
<u>Reference the School-wide Behavioral Expectations (ROAR)</u>		
Tips to Reduce Corrections		
<u>Praise Around</u>		
<ul style="list-style-type: none"> o When a student is engaged in an inappropriate behavior (e.g., out of seat), instead of correcting the student, praise another student who is demonstrating the opposite, desired behavior (e.g., sitting appropriately in seat). o Give students 30 seconds to comply with a direction before giving a correction. 		

DCOT Skill Tips and Examples



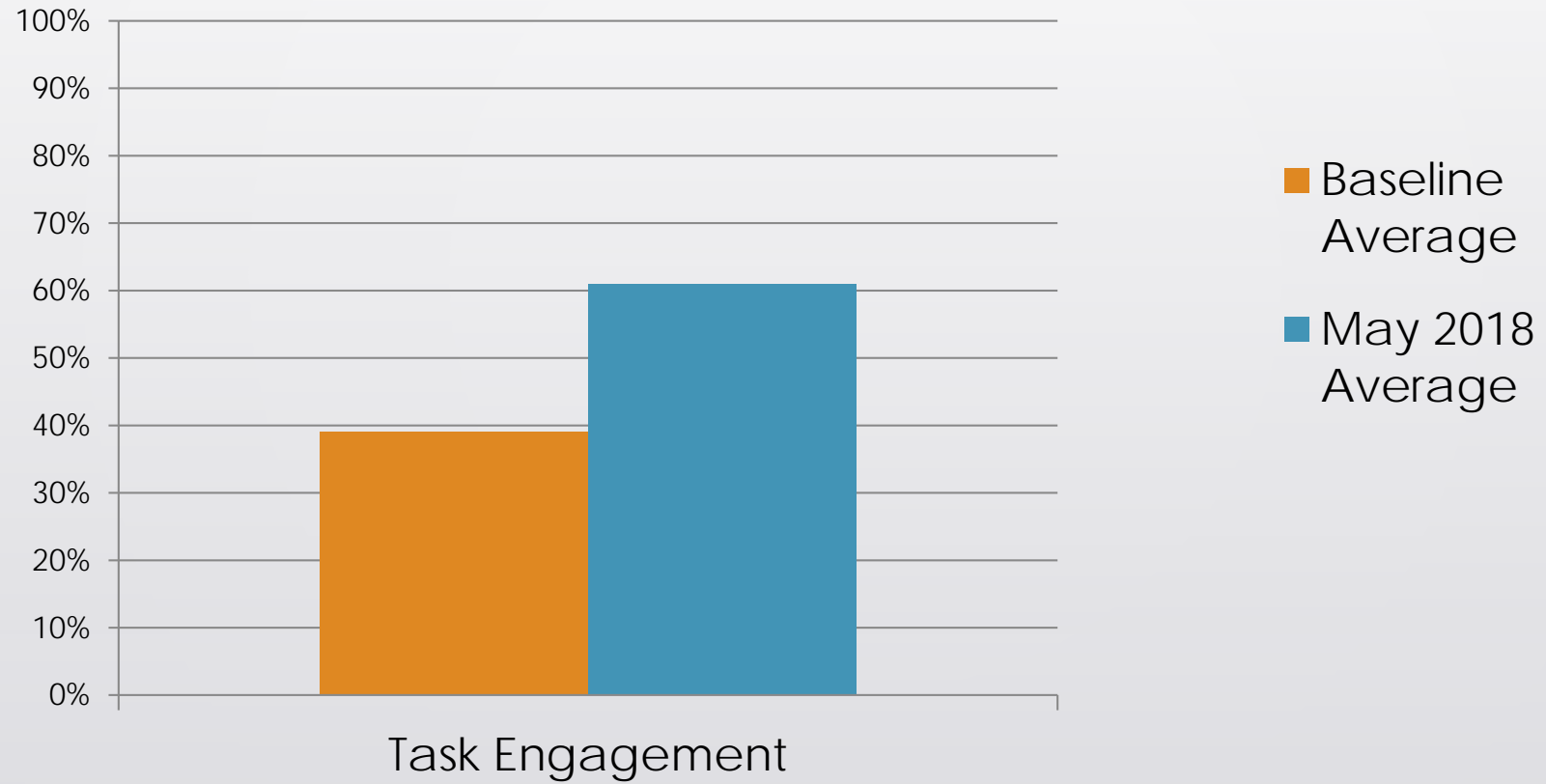
2017-2018 Outcome Data

May 2018 Group Results

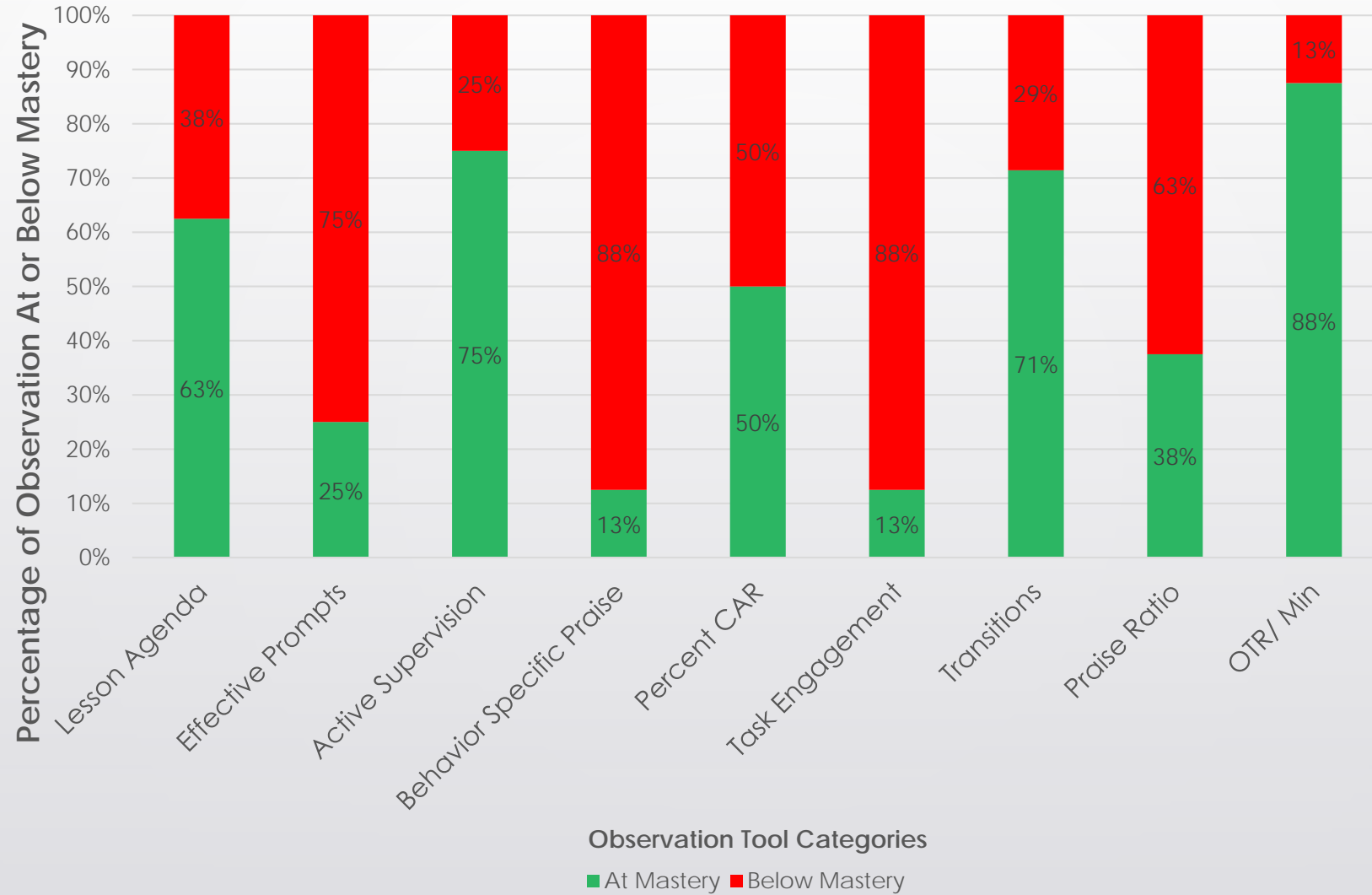


Outcome Data

Task Engagement



Mastery Level May 2018





Classroom Outcomes: Successes and Challenges

Successes

- Very concrete skills and targets
- Feedback provides details about what the skill looks like
- Lesson agenda was good place to start – not dependent on student behaviors/outcomes
- Students don't seem to notice additional staff – used to others coming in and out of classrooms
- Individualized use of specific skills

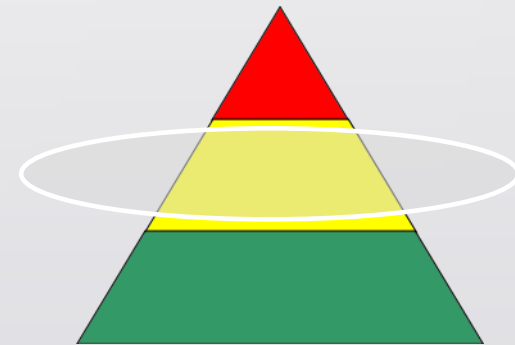
Challenges

- LOGISTICS
- More feedback at a time wanted (e.g. more than one skill at a time)
- Repetitive for second-year participants
- Specific suggestions for improvement wanted by participants



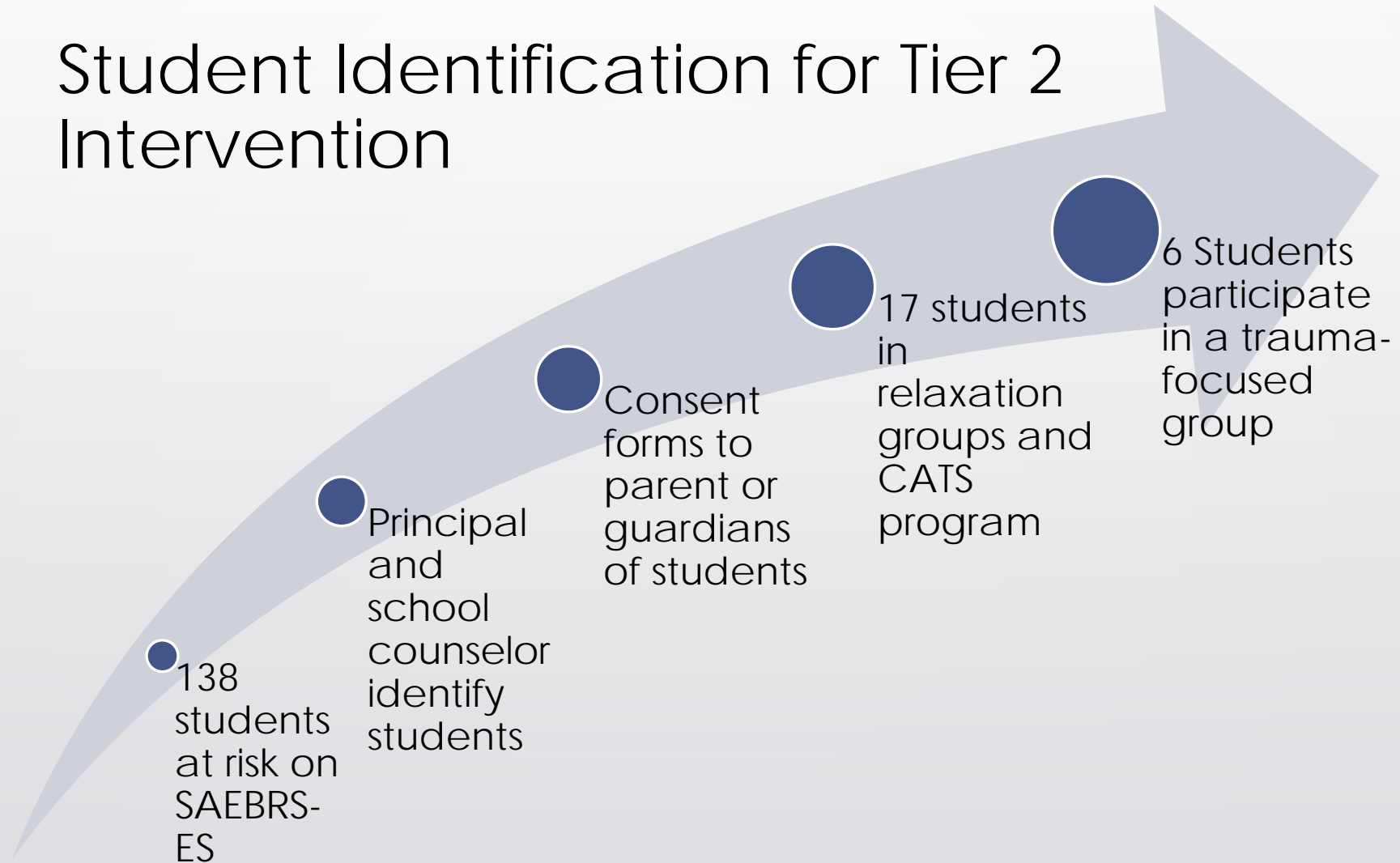
Secondary Prevention: Targeted Supports for At-Risk Students

Tier 2 Supports: Individual and Small Groups





Student Identification for Tier 2 Intervention





Relaxation Group Format



Relaxation Strategies



1) Breathing

- General, 4-7-8, changing postures



2) Identifying and Changing Automatic Thoughts

- CBT triangle, changing unhelpful thoughts to helpful thoughts



3) Progressive Muscle Relaxation

- Tense and relax all major muscle groups



4) Review

- Discussion and practice

CATS Program

	8:30 – 9:15	9:15 – 10:00	10:00- 10:45	10:45- 11:30	11:30- 12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:09
CONFIDENT	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
ADAPTABLE	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
TASK ENGAGEMENT	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
SHOWS POSITIVE ATTITUDE	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points									
Teacher Initials									

Please mark along the line the **percentage of total time** that the **student is withdrawn**.

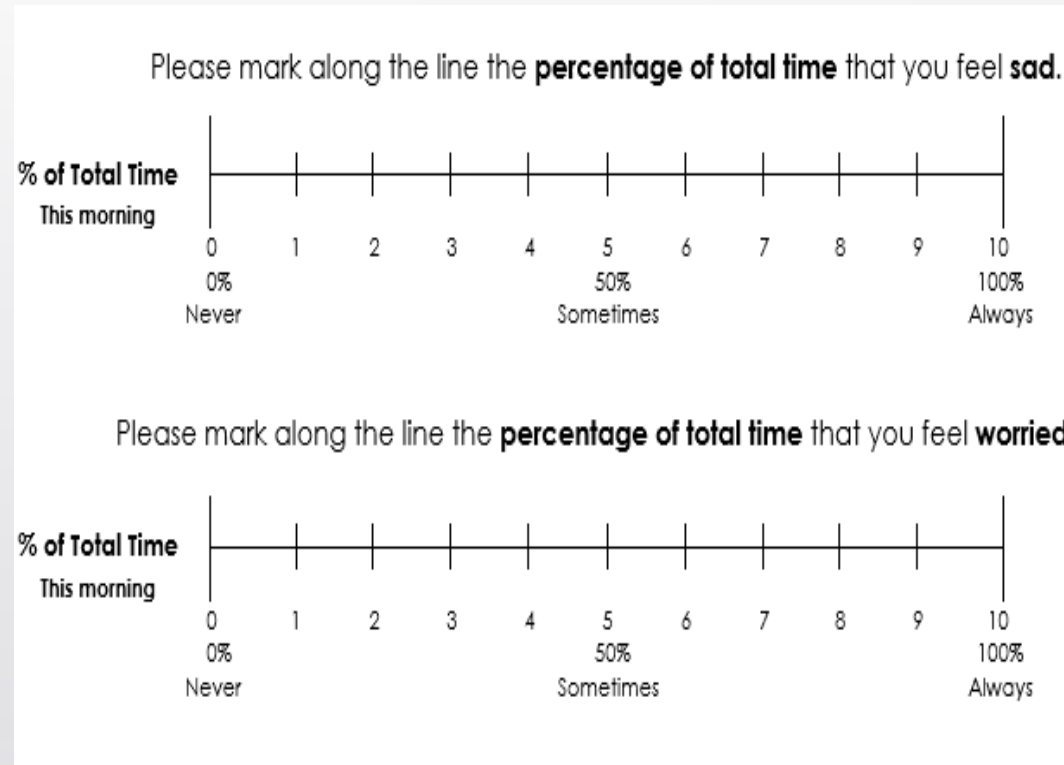
Class 1
% of Total Time

0 1 2 3 4 5 6 7 8 9 10
0% 50% 100%
Never Sometimes Always

Progress Monitoring

Student Direct Behavior Ratings (DBR):

- A research supported assessment that consists of the quantification of a behavior at a given point in time
- Commonly used to capture small increments of behavioral change in response to an intervention



(Christ, Riley-Tillman, & Chafouleas, 2009; Chafouleas, Sanetti, Kilgus, & Magin, 2012)



Student Comments about Relaxation Groups

"My mom says I have become nicer since I learned how to use these strategies instead of fighting"

"I did 4-7-8 breathing when I failed a test and it helped me stay calm and in the classroom"

"I practiced my breathing when my sister was yelling at me so that I didn't yell back"

"I taught my mom how to change her automatic thoughts and we practiced together"





Tier 2: Trauma Screening

- Trauma Exposure Checklist

Have any of the following events EVER happened to you? (Circle Yes or No)

1. Have you been in a serious accident, where you could have been badly hurt or could have been killed?	Yes	No
2. Have you seen a serious accident, where someone could have been (or was) badly hurt or died?	Yes	No

- Child PTSD Screener

				
1. Have you had upsetting thoughts or images about the event that came into your head when you didn't want them to?	Not at all	Once in a while	Half the time	Almost always

- Student assent and parent consent



Trauma Screening Data

Screening Guidelines

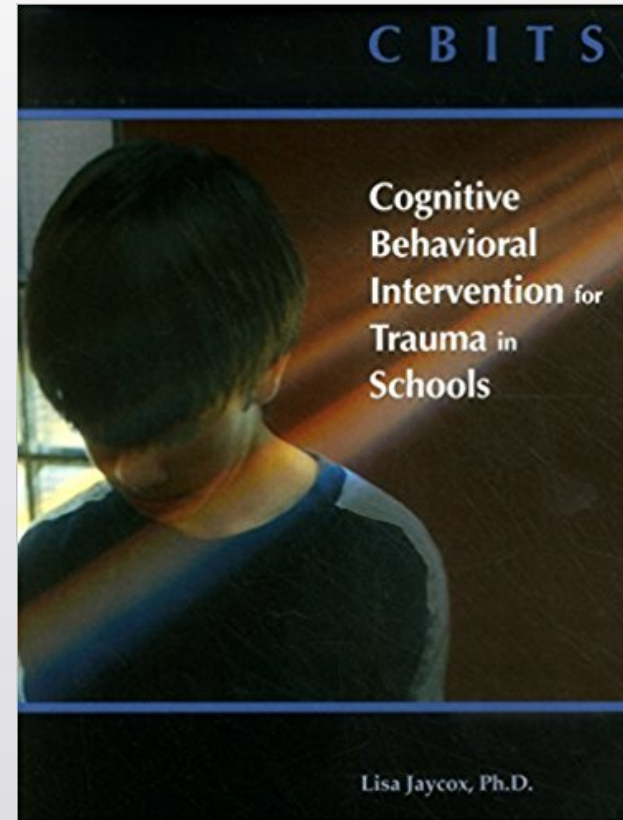
- Eligible students must have at least one exposure to trauma AND
- Related PTSD symptoms in the clinical range
 - Indicated by scores >14 on PTSD screener

Students at our school

- Students experienced range of 4-14 traumatic events
 - Average number = 9.3
- 10/13 students exhibit moderate to severe symptoms of PTSD
 - Average score = 19.1

CBITS: Cognitive Behavioral Intervention for Trauma in Schools

- Developed by a team of researchers in collaboration with the Los Angeles Unified School District
- Designed specifically for children of diverse ethnic and cultural backgrounds
- Intended to be implemented by people with some training in cognitive-behavioral therapy
- For students in grades 5-12






Goals of CBITs

1) Reduce symptoms of post-traumatic stress disorder (PTSD)



2) Reduce symptoms of depression and anxiety



3) Improve grades, attendance, behavior, and coping skills



Tier 2 Outcomes: Successes and Challenges

Successes

- Students reported positive changes in behavior after the groups
- Data sheets similar to currently existing CICO forms and simple to complete

Challenges

- Progress monitoring
- Timing of intervention
- Consents
- Implementers and Sustainability



Implementation Processes and Challenges



Implementation Challenges

1. Quick Fix
2. Upside Down Triangle
3. Data Literacy
4. Staffing and Workload issues



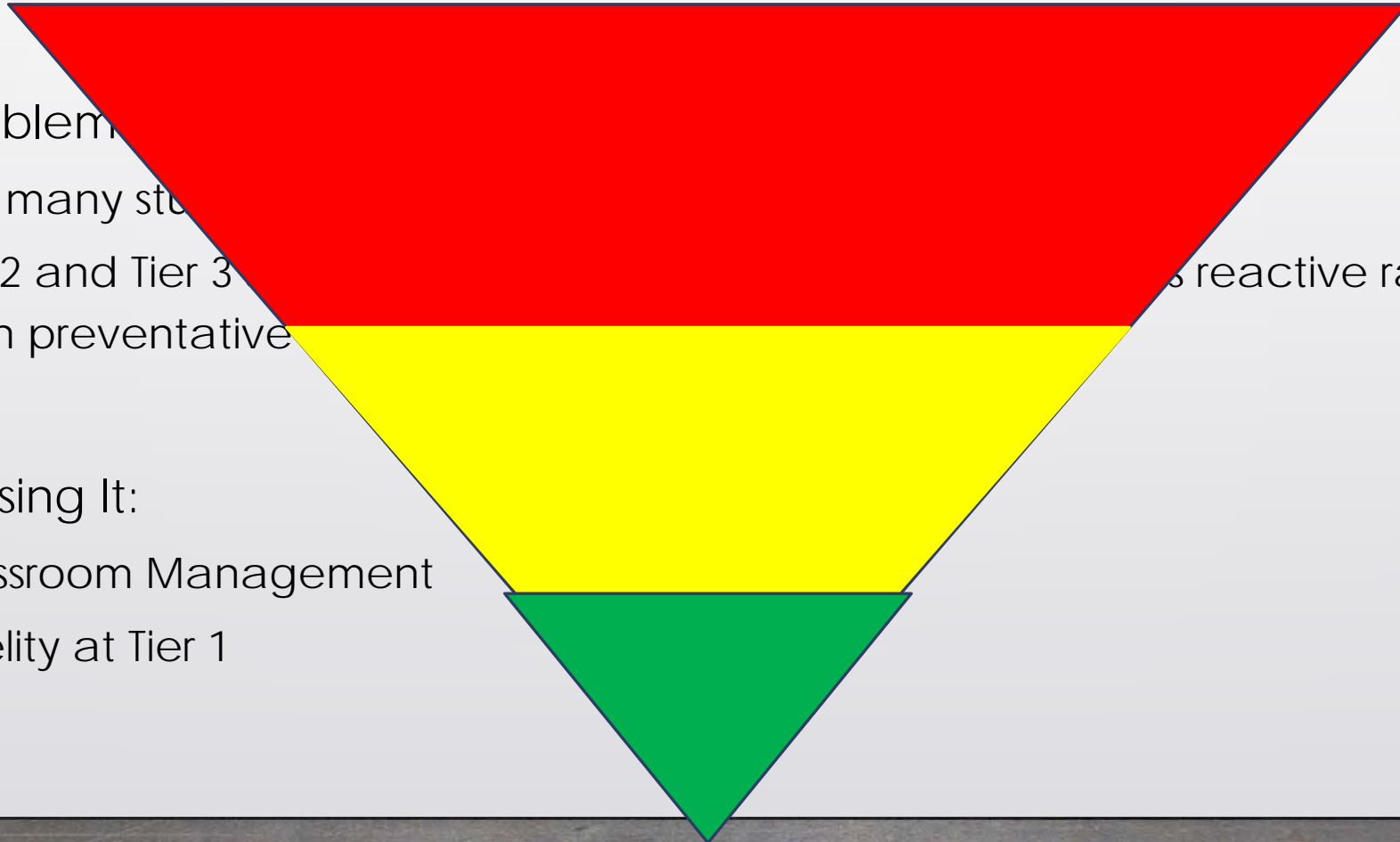
Challenge 1: Quick Fix WANTED!

- The Problem:
 - Districts/Staff want to buy a program that will be the “fix”
 - They don’t understand that MTSS is a framework where THEY do the work
 - The “fix” happens over time
- Addressing It:
 - Clearly state expectations for implementation in the overview
 - Show data frequently to teams and staff
 - Celebrate small successes to keep buy in



Challenge 2: Upside Down Triangle


- The Problem
 - Too many steps
 - Tier 2 and Tier 3 interventions are reactive rather than preventative
- Addressing It:
 - Classroom Management
 - Fidelity at Tier 1



SHOW ME THE DATA!!!!

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Challenge 4: Staffing/Workload Issues

- The Problem
 - Understaffed
 - Hard to implement interventions
 - Limited availability for trainings
 - Difficulty scheduling regular meetings
 - Staff Turnover
 - Difficulty maintaining fidelity and buy in
 - “Identity crisis”
- Addressing It:
 - Continuous retraining
 - Coaching to support the maintenance of buy in and fidelity



Making the Sale

- District/Building administration needs to buy in first
- Have to provide the "Why " behind "Why Screen"
- Need to have the next steps thought out
- System Change in hard – Go Slow to Go Fast!!
- Sustainability

Questions?

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