B7 — Restorative Practices
Companion Guide to the Tiered Fidelity Inventory

Lead Presenter: Jeff Sprague
Exemplar Presenters: Jessica Swain-Bradway

11:45am - 1:00pm
Key Words: Restorative Practices, Alternatives to Suspension, Assessment
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Why Integrate PBIS and RP?

• No magic—one approach doesn’t “do it all”
• “One-size-fits-all” approaches don’t address every valued outcome or risk factor
• Integration allows for tailoring to a specific area of need
  • Discipline data
  • Student and adult climate surveys
• Many evidence-based approaches “dovetail” naturally
  • The PBIS “systems” logic supports adoption and implementation of multiple practices
Why do people who are already using PBIS want to add RP?

• Many expect that it will:
  • (a) reduce out-of-school suspensions (even if PBIS has already reduced them to some extent);
  • (b) reduce racially or ethnically disproportionate suspensions; and
  • (c) improve school climate for students, staff members and families.

• What difficulties have been reported?
  • Typical complaints, which may be related to failure to implement with fidelity, perhaps due to inadequate training or being understaffed: (a) not enough time; (b) not reducing problem behaviors; and (c) seems like those who misbehave are not being held accountable.
Are you already implementing PBIS?

• “PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social outcomes for all students”

https://www.pbis.org/
School Wide Positive Behavior Interventions and Supports is....

- A **systems-based** strategy to create a “host environment” in schools to reduce problem behaviors and improve school climate
  - Three-tier intervention logic
  - Behavioral interventions
  - Team-based planning and implementation
  - Systematic use of student-level behavior data to support decisions and improve program implementation
  - Systematic use of intervention fidelity assessments to guide implementation
  - **NOT a single “program” but rather the “vessel” for many approaches**

- **Selected** (At-risk Students)
  - Classroom & Small Group Strategies
    - (10-20% of students)
  - Universal (All Students)
    - School-wide, Culturally Responsive Systems of Support
      - (75-85% of students)

### Targeted/Intensive
- (High-risk students)
- Individual Interventions (3-5%)

- Intensive academic support
- Intensive social skills teaching
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Restorative Practices

- Increased academic support and practice
- Increased social skills teaching
- Self-management training and support
- School based adult mentors (check in, check out)
- Parent training and collaboration
- Alternatives to out-of-school suspension
- Restorative Practices

- Effective Academic Supports
- School wide social skills teaching
- Teaching school behavior expectations
- Effective classroom management
- Active supervision and monitoring in common areas
- Positive reinforcement systems
- Firm, fair, and corrective response to problem behavior
- Restorative Practices
RP doesn’t “FIX” PBIS

- RP can be a data-based decision for inclusion in your existing framework.
- It is NOT a “balm” for broken systems, contraindicated practices, or a lack of Tier 1 foundations

- PBIS / MTSS Alignment
  - Social and academic policies and practices are sometimes incongruent with one another!

- What are your valued goals for RP integration? *Shout them out*
What is an Effective Teacher?
(Terry Scott, 2017)

• Anyone can tell students something or tell students what to do

• A teacher creates a set of circumstances that increase the probability of the student being successful now and in the future

• A team creates a set of circumstances that increase the probably of all stakeholders being successful.

We have strong empirical evidence that these general teacher behaviors are associated with student success

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Environment</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher facilitated</td>
<td>• Arranges physical space</td>
<td>• Communicates often</td>
</tr>
<tr>
<td>• Direct and explicit</td>
<td>• Develops routines</td>
<td>• Conveys genuine interest in students</td>
</tr>
<tr>
<td>• Authentic examples</td>
<td>• Develops Procedures</td>
<td>• Maintains role of encouraging teacher</td>
</tr>
<tr>
<td>• Multiple opportunities</td>
<td>• Consistent across time and students</td>
<td></td>
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<tr>
<td>• Engages students</td>
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</table>
A new move

• We need to address the root causes of behaviors that lead to suspension and expulsion and provide alternative disciplinary actions
  • These practices might be called “restorative practice,” adapted from the concepts and practices of “balanced and restorative justice” commonly used in juvenile and adult corrections and treatment programs.
• Alongside a general interest in restorative justice, attention has turned to the development of restorative justice practices in educational settings

• Restorative justice seeks to provide a much clearer framework for restitution

• Offenses can result in sanctions but,
  • The *relationship* damaged by the offense is the priority
  • This damaged relationship can and should be repaired
  • The offending individual can and should be reintegrated, not only for the good of that individual but also for that of the community as a whole.
Restorative Practices

• Rather than simply punishing offenders, restorative practices hold students accountable for their actions by involving them in **face to face encounters** with the people they have harmed.

Restorative Justice to Restorative Practice in Schools: Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
A balanced approach
Restorative practices are used in schools is where:

• Staff members and pupils act towards each other in a helpful and nonjudgmental way;
• Adults and students work to understand the impact of their actions on others;
• There are *fair processes* that allow everyone to learn from any harm that may have been done;
• Responses to difficult behavior have positive outcomes for everyone.

<table>
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<th>Affective questions</th>
<th>Small, impromptu conference</th>
<th>Group or circle</th>
<th>Formal conference</th>
</tr>
</thead>
</table>
Classroom Practices Continuum

Discipline Process Flowchart

Continuum of Support for Discouraging Inappropriate Behavior

- Ongoing Teaching and Encouraging of Expectations and Building Relationships
- Inappropriate Behavior Occurs
  - Classoom-Managed (minor)
    - Planned Ignoring
    - Physical Proximity
    - Signal/Non-verbal Cue
    - Direct Eye Contact
    - Praise (BSPS) Appropriate Behavior in Others
    - Re-direct
    - Re-teach
    - Proactive Circles
      - Continue teaching, encouraging, and building relationships; Think function (why)
  - Behavior Improves
  - Support for Classroom Procedure/Routine
    - Differential Reinforcement
    - Specific and Contingent Error Correction
    - Provide Choice
    - Conference with Student
    - Restorative Circle
    - If student behavior persists, begin using minor ODR (classoom-managed) for data collection to inform problem solving and decision-making.
      - Continue teaching, encouraging, and building relationships; Think function (why)
  - Behavior Improves
  - If the behavior doesn’t decrease in intensity and/or frequency, then enlist the support of
Types and Elements of Restorative Practices

1. Affective statements
2. Restorative questions
3. Small impromptu conference
4. Proactive circles
5. Responsive circles
6. Restorative conferences (and pre-conference meetings)
7. Fair process
8. Reintegrative management of shame
9. Restorative staff community
10. Restorative approach with families
CONTINUUM of PBIS and RP supports

Primary Tier
School & classroom systems for all students, staff, & settings
- Positive Expectations
- Teaching Expectations
- Positive Reinforcement
- Systematic Supervision

Secondary:
More intensive for students at-risk

Tertiary:
Individualized supports for students with high-risk behaviors

Restorative Discipline

Informal (relationship/community building):
Primary Restorative Practices:
- Affective statements
- Affective questions
- Active listening
- Reframing
- Class Meetings and Circle

Most formal (reintegration into community):
Formal Conferences
Alternative to Suspension

More formal (relationship/community affirmation):
Small circles
Peer mediation

~80% of students

~15%

~5%
Why do we think it “works”

An Authoritative approach is more effective than Authoritarian

- Social capital
- Shame (not guilt)
- Repair and Forgiveness
- Impulse control
  - Procedural justice
### Social Discipline Window: Authoritative vs. Authoritarian

<table>
<thead>
<tr>
<th>HIGH Control (limit setting, discipline)</th>
<th>Punitive</th>
<th>Restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW Control (limit setting, discipline)</td>
<td>Support</td>
<td>HIGH</td>
</tr>
</tbody>
</table>
• Social capital lends itself to multiple definitions, interpretations, and uses. Thomas Sander defines it as "the collective value of all social networks (who people know), and the inclinations that arise from these networks to do things for each other (norms of reciprocity)."

  • Relationship
  • Reciprocity
Discussion: Relationships

• Let’s reflect on this for a minute with a Think, Pair, Share.

  • **T:** Sit for a minute quietly, and think about how **relationships** (teacher-student, student-student) affect our decision making.
    • How would you describe your relationships with students?
    • What do you do to promote positive relationships in your classroom and school?
  • **P:** Pair with a neighbor and discuss what you came up with.
  • **S:** Share with the larger group.
Compass of Shame
From Shame and Pride (Nathanson 1994)

Shame is the reaction to interruption of any positive affect

How would a shame response interfere with impulse control?
Compass of Shame

**Attack Self**
Blaming oneself or putting self “down”

**Attack Other**
Blame others for what has been done

**Avoid**
Denial or escape

**Withdraw**
Pull away, try to “run and hide”
Reflection on Shame Responses

When a student misbehaves – how do you feel in the moment?

How do you think the student is feeling?

What are your thoughts about how “shame” could drive responses that get students into more trouble?
Responding to Shame Reactions; Shame Management

- Listen
- Acknowledge
- Give time
- Keep trying
Forgiveness

• Acknowledge the harm
• Apologize
• Restore or Repair
• Hold Accountable in the future
• Show mercy to the person who harmed you
• Move on/let go of the past
  • Does not mean “forgetness"
• Lather, rinse, repeat....

“Everyone thinks forgiveness is a lovely idea until he has something to forgive.”
  • C.S. Lewis
Three stakeholders in the restorative process
Restorative Questions for the persons “harmed”

• What did you think when you realized what had happened?
• What impact has this incident had on you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?
Restorative Questions for “person who caused harm”

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
  - In what way?
- What do you think you need to do to make things right?
The TFI-RP Companion

- RP as a “way of being”
- RP as a set of discrete practices and skills
- The inspiration for this tool, RP-TFI, for evaluating restorative practices within a Tiered Fidelity Inventory (TFI) (Algozzine et al., 2014) framework came from the SWPBIS Cultural Responsiveness Companion (Leverson, Smith, & McIntosh, 2015). In the Part 1, definitions and common elements are discussed. In Part 2, for each item in the TFI, related aspects of restorative practices are listed, along with criteria for evaluation. Part 3 contains additional tools, further discussion, and references.
Let’s do the TFI-RP!

http://tinyurl.com/tfirp

Restorative Justice to Restorative Practice in Schools: Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
TFI 1.5
Problem Behavior Definitions

- RP 1.5a Problem behavior definitions are related to information for teachers indicating distinctions among types of behaviors that are considered (a) "serious" enough to warrant a formal RP conference that includes an administrator, (b) best handled in informal RP conversations with teachers, (c) likely to be resolved by a classroom RP circle, or (d) not appropriate for RP management.

- This could be shown in a flowchart for when to use RP, which type (circle, conversation, conference). Note that participation in a formal RP conference should be voluntary although preliminary individual talk with teacher or principal may lead to student deciding to participate.

- 0 = Problem behavior definitions have not been related to any information for teachers about when to use RP or what type of RP to use and no flowchart about this for our school exists.

- 1 = Problem behavior definitions have been related to some information (or a flowchart) for teachers about when to use RP and/or what type of RP to use although it is still not clear.

- 2 = Problem behavior definitions have been related to information (or a flowchart) for teachers about when to use RP and/or what type of RP to use and it is clear so that decisions can be made quickly.
• RP 1.6c Discipline policies provide clear guidance (written protocols) in use of discipline procedures (e.g., office vs. classroom managed, out of school or alternative) and use of RP in connection with (or instead of) ODRs or out of school or alternative.

• 0 = The discipline policies do not provide clear guidance in these matters.

• 1 = The discipline policies provide some guidance on some of these matters but it is not clear for all of them.

• 2 = Discipline policies provide clear guidance (written protocols) in use of discipline procedures (e.g., office vs. classroom managed, out of school or alternative) and use of RP in connection with (or instead of) ODRs or out of school or alternative.
RP 1.6h RP support plans include consideration of possible use (or modification) of the school's PBIS Tier II and Tier III interventions and relevant follow-up activities for that.

- **0** = Restorative support plans do not include any consideration of possible use (or modification) of the school's PBIS Tier II and Tier III interventions.

- **1** = Restorative support plans include consideration of possible use (or modification) of the school's PBIS Tier II and Tier III interventions but no relevant follow-up activities.

- **2** = Restorative support plans include consideration of possible use (or modification) of the school's PBIS Tier II and Tier III interventions and relevant follow-up activities are scheduled.
• RP 1.6i A process is described for follow-through on agreed-upon plans made as part of a restorative practice to track accountability for repairing harm and provision of support.

• 0 = No such process about follow-through is described.

• 1 = Some mention is made of RP follow-up but it's not a clear description of a process for tracking accountability for repairing harm or providing any promised support.

• 2 = A process is clearly described for follow-through on agreed-upon plans made as part of a restorative practice to track accountability for repairing harm and provision of any promised support.
Appendix A:
Restorative Questions

• Page 38
• Questions for the person who caused the harm:
  • What happened?
  • What were you thinking at the time?
  • What have you thought about since then?
  • Who has been affected by what you did?
  • In what way have they been affected?
  • What do you think you need to do to make things right?
Appendix A: Restorative Questions

Questions for the person who was harmed:

• What did you think when you realized what happened?
• What impact has this incident had on you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?
• (Costello et al., 2009)
Appendix B: Restorative Circles Checklist

- Page 39
- 1. Circles are used for community building / welcoming. ___Yes ___No
- 2. Purpose of circle is clearly stated before the circle begins. ___Yes ___No
- 3. Students have contributed to establishment of circle values. ___Yes ___No
- 4. Circle keeper is identified for each circle event (can be staff or student). ___Yes ___No
- 5. Circle keeper consistently states circle guidelines. ___Yes ___No
- 6. Circle keeper initiates dialogue using a talking piece. ___Yes ___No
- 7. Circle keeper provides the opportunity for all participants to speak in turn. ___Yes ___No
- 8. Does the teacher keeps a log about circles? ___Yes ___No
Appendix C.
Checklist for
Restorative
Conferences

1. All relevant stakeholders (e.g., person(s) affected or harmed, person(s) who caused the harmful incident, school staff person with professional training in leading formal restorative conferences, advocate or support person(s) for the person(s) affected or harmed, advocate or support person(s) for the person(s) who caused the harmful incident) are invited to participate. ___ Yes   ___ No

2. Participation in a formal RP conference is voluntary although preliminary individual talks with teacher or principal may lead to all relevant stakeholders deciding to participate. ___ Yes   ___ No

3. RP conference is held as soon as reasonably possible after the harmful incident it concerns. ___ Yes   ___ No

4. Conference leader directs restorative questions to the person who caused the harm (See Appendix A) ___ Yes   ___ No

5. Conference leader directs restorative questions to the person who was affected or harmed (See Appendix A). ___ Yes   ___ No

6. The RP conference results in consensus how to repair the harm. ___ Yes   ___ No
The restorative plan includes measurable descriptions of:

- How the harm will be repaired.  ___ Yes  ___ No
- How the harm will be avoided in the future.  ___ Yes  ___ No
- How the person(s) who caused the harmful incident will give back to the community.  ___ Yes  ___ No
- Specific supports for the person(s) who was affected or harmed.  ___ Yes  ___ No
- Specific supports for the person(s) who caused the harmful incident.  ___ Yes  ___ No
- Timeline for completion of responsibilities, including, if needed, follow-up meetings.  ___ Yes  ___ No
Appendix D. Administrator’s RP Process

• When addressing harm, administrators will:
  • Meet individually, in pre-conference sessions, with each person involved to assess the readiness of all parties to participate in a restorative response. This preliminary individual talk may be the most important thing in success or failure of mediation efforts.
  • Use restorative questions in face-to-face meetings.
  • If appropriate, involve teachers or other staff affected by harm caused by students (or in cases where the adults may have caused harm) in face-to-face meetings with students.
  • Provide teachers with appropriate information on the agreements.
  • Keep track of data: office referrals, restorative meetings, agreements kept, and evaluation of the restorative process.
  • Involve the community (staff, students, family, community members) in reintegrating students into school and classroom.

(Riestenberg, 2012)
Appendix E. Orienting All Faculty/Staff Members on Core "School Wide Positive and Restorative Discipline" (SWPRD) Practices for Tier 1:

All are expected to:

- Understand and follow school-wide expectations and group agreements and to help others to do so also.
- Acknowledge valued behaviors, being generous with praise and recognition.
- Repair harm and correct errors in a positive way, using affective statements and restorative questions.
- Participate in circles and class meetings.
- Request assistance for dealing with chronic harm/misbehavior.

The following activities will help with orienting everyone:

- Scheduled annual training events for school leadership team members
- A faculty-wide orientation led by a leadership team
- A scheduled annual orientation specifically for new faculty members
- Documented strategies for orienting substitutes or volunteers
Appendix F. Culture of Care: Qualitative and Quantitative Features

Qualitative Features:
- Focus is on relationships and interactions.
- Students treated as co-creators.
- Power and responsibility are shared.
- Wrongdoing and conflict are learning opportunities.
- Capacity of students and teachers is built to solve problems nonviolently.
- Healing harm to relationships is a focus.

Quantitative Features Observed:
- Students are asked a question pertaining to empathy; empathy is the "ability to identify with and feel another person's concerns" (Riestenberg, 2012, p. 34).
- The teacher uses an I statement to express feelings or model the process of adult thinking.
- The teacher models active listening when seeking input from students (Costello et al., 2009).
- The teacher uses affective language when talking to students and responding to minor problem behavior (reframing, offering support, giving choices; expressing feelings).
Appendix G.
Frequency and Duration of Circles: Examples from Successful Use of Circles

- Pages 44-46
- **How often for circles?**
  - "Circles at the beginning of each day can help develop common understandings of guidelines, expectations, and values . . . address tensions or problems that may have arisen the day before" (Amstutz & Mullet, 2005, p. 55, emphasis added).
  - "A fifth-grade class began holding circle meetings every morning . . . [Students became] more respectful of each other." (Costello, Wachtel, & Wachtel, 2009, p. 23, emphasis added).
  - "At the beginning of each class, you may do a go-around in which each student responds to a question or statement like, 'How are you feeling today?'" (Costello, Wachtel, & Wachtel, 2009, p. 24, emphasis added).
  - "Once circles have been established as a normal part of the classroom routine, at the beginning of each class, at the beginning and ending of each week, or perhaps every Wednesday, students will become very comfortable with the process" (Costello, Wachtel, & Wachtel, 2009, pp. 27-28, emphasis added).
Appendix G. Frequency and Duration of Circles: Examples from Successful Use of Circles

• Pages 44-46 (cont.).

• How often for circles?

• CSF [Community Service Foundation] Buxmont School has "morning circle meetings" (Wachtel & Mirsky, 2008, p. 11, emphasis added).

• At the "Academy" [a project-based program for students "struggling with behavior or academic performance" at Palisades High School] 'check-in' and 'check-out' circles [occur] at the beginning and end of each 90-minute class period -- an opportunity for students to set goals and expectations together (Wachtel & Mirsky, 2008, pp. 37-38, emphasis added).

• "Souderton High Spanish teacher Tammy Caccova does check-in and check-out circles at the beginning and end of class periods, which has helped build community in her classes (Wachtel & Mirsky, 2008, p. 78, emphasis added).
Dosage

• Within our MTSS/ PBIS Framework we have to be flexible enough to deliver the appropriate dosage to match need (SEE the fluency building, generalization, maintenance).
• This is an error in implementation: partial fidelity, partial “dosage” = no change.
## Restorative Practices Continuum

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<td><strong>Group or circle</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Formal conference</strong></td>
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</tbody>
</table>

Class meetings and circles

- Steps to implement Class meetings and circles
  - Find time in your schedule (once a year, twice a year, more often)
  - Set duration of circle
  - Set up routine (moving desks, chairs)
  - Explain rules
    - Speak from the heart
    - Be respectful of others’ opinions
    - Honor confidentiality
    - Use the talking piece
    - You may pass
  - State purpose of circle
  - Turn leadership over to students

Restorative Justice to Restorative Practice in Schools: Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)
Stop Everything and Dialog

- Purpose: A way to engage the staff, a classroom or an entire school in a dialogue and action planning about a topic or challenging issue.

- Background: In working with schools around issues such as bullying, sexual behavior problems and discrimination or prejudice around students within the school, it became clear that a way to engage the whole school community in dialogue was critical in order to: Increase knowledge about a topic
- Understand the students perception of the issue
- Glean ideas for action to move things forward in a positive way
- Strengthen relationships between staff and students and within the student population
- Create a way for students to be heard.

“Functional” Restorative Follow Up Plan

• What was the behavior that resulted in class removal?

• What will the student who caused harm do to repair or restore? (consequence)

• How does the repair address the needs of those affected?
  • attention for the person who caused harm (and those harmed)
  • escape for the person who caused harm (and those harmed)

• How will we teach the student to behave a different way in the future?

• What does the student need from the teacher to be successful?

• If the student who caused harm does not meet the conditions of the repair or restoration, what will be the consequence/follow up?

• How and when will the student and the teacher follow up with each other?

• How will we monitor progress on the plan?
### Restorative Practice: What would you do?

<table>
<thead>
<tr>
<th></th>
<th>Restoration</th>
<th>Sanction</th>
<th>Treatment</th>
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</thead>
<tbody>
<tr>
<td><strong>Graffiti Gang</strong></td>
<td>Molly Coddle  Recruiting freshmen for gangs</td>
<td>Contribute to school by tutoring World History to 10th graders during intervention time</td>
<td>Restricted area for lunch time – away from 9th graders</td>
</tr>
<tr>
<td>George</td>
<td></td>
<td></td>
<td>Reteach expectations for leaving gang affiliations off campus, refocus on job here to learn</td>
</tr>
<tr>
<td><strong>Mel Content</strong></td>
<td>Cy Cology  Thrown out of multiple classes for putting head down on table and not working</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jack Daniels</strong></td>
<td>Molly Coddle  Brought whisky flask in backpack</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Benton Destruction</strong></td>
<td>Cy Cology  Vandalized desk – drew on it with Sharpie</td>
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Get a Vision!

- What are the key issues you would need to consider if you were going to help a school [or organization] implement restorative practice?
- What would be happening in a school that has fully integrated restorative practice?
- What would ‘restorative classroom’ look like?
- What would ‘teaching and learning’ look like?
Questions?
Restorative Justice to Restorative Practice in Schools: Jeffrey Sprague, Ph.D. (jeffs@uoregon.edu)

Contact Us!

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Feb 26 (Pre-Conference workshops)
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