PBIS in Georgia

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Georgia Association for Educational Leaders (GAEL): Athens, GA
Big Ideas

• Children in greater need than ever
• PBIS can address the whole child
• Systems approach and problem-solving is content neutral
• We can learn from others
• Georgia has a lot of great things happening!
High quality academic instruction by itself can reduce problem behavior (Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)

Implementation of school-wide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

"Viewed as outcomes, achievement and behavior are related; viewed as causes of the other, achievement and behavior are unrelated. (Algozzine, et al., 2011)

Children who fall behind academically will be more likely to find academic work aversive and also find escape-maintained problem behaviors reinforcing (McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)
Cycle of Academic and Behavioral Failure: Aggressive Response

(McIntosh, 2008)

Teacher presents student with grade level academic task.

Student engages in problem behavior.

Teacher removes academic task or removes student.

Student escapes academic task.

Student's academic skills do not improve.

So, which is it…

Academic problems lead to behavior problems?

or

Behavior problems lead to academic problems?

Not sure…

Probably a combination of both.
Effects of Suspension

• Research has shown that suspension and expulsion, when used frequently and across long durations, exacerbate academic deterioration, and increases the likelihood of student alienation, drop out, delinquency, crime, and substance abuse.

• There is little to no evidence across 30 years:
  – showing that suspension and expulsion are effective in reducing school violence or increasing school safety; and
  – to support the effectiveness of harsh policies in improving school safety.

• Although school shootings that triggered “zero tolerance” policies nationwide involved white students at predominantly white schools, black and Hispanic students are suspended and expelled at rates far higher than white students.

  (George & Sandomierski, in review)
Research on Suspension

School systems that incorporate:

• comprehensive school-wide practices that are positive, consistent, collaboratively regulated, and culturally sensitive are much more likely to have lower rates of suspension than schools without such practices.

• such comprehensive proactive policies are also much more likely to enhance their students’ current and future academic achievements as well as their broader life successes.
How can we transform learning environments so that students learn better, teachers teach more effectively, and schools become spaces to intentionally develop the whole child?
What We Know...

- Students must know what is expected of them
- Behavior is learned
- Schools must provide safe, learning conducive and predictable environments
- We must teach students what positive behaviors look like
"We shape our buildings; thereafter they shape us."

Winston Churchill
• How are our schools shaping our students’:
  – learning experiences?
  – social, emotional, and cognitive development?
  – behavior?
  – readiness for college, careers, and citizenship?

• What do our schools say about our:
  – values and views of learning?
  – teaching?
  – children?
  – educators?
  – the role of the community in schools?
Our Students Need...

• Emotional Well-Being
• Social Competence
• Cognitive Abilities
On school reform:

- Kauffman states (1993) that attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for students. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers.

In other words: “If you starve the teachers, they will eat the children.”
Beyond our school building, the ways we set up classrooms and cafeterias, use school buildings after the bell, create learning opportunities outside the classroom, and display student work in halls and on walls speak volumes about our learning cultures.

CLIMATE!
Establishing a Social Culture

Common Vision/Values

Common Language

Common Experience

Common Vision/Values

Quality Leadership

Effective Organizations

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Effective Organizations
Be Safe
Be Responsible
Be Respectful
POSITIVE BEHAVIOR SUPPORT

RESPECTFUL

RESPONSIBLE

RESOURCEFUL
Welcome Rugs

Welcome to Westwood!

- Be Kind
- Be a Positive Learner
- Be Safe
- Be Your Best

It's The Westwood Way
Office Rules

Wait quietly until you are acknowledged
Ask questions respectfully
Inside voices only
Thank the person for helping you

T. S. Morris Elementary School
Home of the Mighty Marlins

Bathroom Rules

Flush the toilet
Save the area clean
Use a quiet voice
Sanitize your hands
Help conserve supplies

T. S. Morris Elementary School
Home of the Mighty Marlins
CLASSROOM RULES

S - Show Respect
W - Work and Play Safely
I - Involved in Learning
M - Make Good Choices

T.S. Morris Elementary School
Home of the Mighty Marline
Thelma Smiley Morris Elementary

"GOTCHA" Ticket

Mighty Marlins

Always S.W.I.M. Upstream!!

11-12
Changing the Conversation

• From a focus on narrowly defined academic achievement...

“How do we prepare kids to compete in the 21st century global marketplace?”

or

“What will insure that graduates all have command of basic skills?”
Conversation Changed

• to one that promotes the long term
development and success of children...

“What qualities do we want to encourage in
OUR children as they grow toward adulthood?”
Whole Child Tenets

www.wholechildeducation.org

1) Each student enters school **healthy** and learns about and practices a healthy lifestyle

2) Each student learns in an environment that is physically and emotionally **safe** for students and adults

3) Each student is actively **engaged** in learning and is connected to the school and broader community

4) Each student has access to personalized learning and is **supported** by qualified, caring adults

5) Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment
New Approach to Discipline

• Address students' comprehensive needs through the **shared responsibility** of students, families, schools, and communities

• Ensures that **each student** is healthy, safe, engaged, supported, and challenged

• Sets the standard for **comprehensive, sustainable school improvement** and provides for long-term student success
Qualities Sought to Develop

- Initiative
- Integrity
- Imagination
- An inquiring mind
- Self-knowledge
- Interpersonal skills
- Ability to feel and recognize truth on different levels

(Lynn Stoddard, *Educating for Human Greatness*)
How Do We Do This?

• Need a foundation that provides a safe and orderly environment that is conducive to learning
• Need data to guide problem-solving
• Need a diverse team-based approach
• Need to be willing to do things differently!
"I think you should be more explicit here in step two."
What is PBIS?

The application of evidence-based strategies and systems to assist schools to improve academic performance, enhance school safety, decrease problem behavior, and establish positive school cultures.
Traditional Discipline versus PBIS

**Traditional Discipline:**
- Undesirable behavior is expected to stop through the use of punishment
  - Waits for the problem behavior to happen
  - Appropriate alternative behavior may or may not be addressed
  - May actually reinforce the problem behavior
  - Removes students with frequent problems

**Positive Behavior Support:**
- Undesirable behavior is reduced by:
  - Altering environments to prevent common problems
  - Teaching appropriate skills
  - Rewarding appropriate behavior
  - Systematically using data to identify appropriate supports for students
Goals of Positive Behavior Support

1. Build effective, positive school environments which increases school safety
2. Improve academic and behavioral outcomes for all students
3. Prevent and/or reduce problem behaviors using a collaborative, assessment-based approach for developing effective instruction and interventions
4. Teach and reinforce appropriate behavior to enhance social-emotional learning leading to meaningful and durable lifestyle outcomes
Core Principles of PBIS

• **Team** process with structured problem-solving
• Facilitated **leadership**
• School, district, and state **action planning**
• **Data-based** problem-solving with integrated data system and ongoing **progress monitoring** of student outcomes and fidelity of implementation
• Flexibility with **fidelity** of implementation of evidence-based instruction/interventions matched to student needs
• Working **smarter**, not harder
• Emphasizing **prevention, teaching** and **effective consequences**
U.S. Public Health: 3-Tiered Logic Model

A few
- Cancer treatment; nursing homes; dentures; organ transplants

Some
- Medication; medical treatment; fill cavities; vision correction

All
- Check-ups; diet; exercise; vaccinations; fluoride; seatbelts

Monitoring the progress and outcomes of all students.

Classroom Consultation

Classroom-Level PBS

Universal PBIS

Check-In/Check-Out (CICO)

Brief Mentoring

Small Groups

Simple FBA/BIP

Comprehensive FBA/BIP

Wraparound

Monitoring the progress and outcomes of the system.
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
SWPBIS: Tiered Logic Model

Universal

Targeted

Intensive

Few

Some

All

- Clear, consistent expectations
- Teach expected behaviors
- Acknowledge
- Effective responses for misbehavior
- EFFECTIVE CLASSROOM MANAGEMENT

- Check In/Check Out
- Check, Connect, Expect
  - Mentors
  - Social skills instruction
  - Academic remediation

- Brief functional assessment
- Structural analysis
- Functional analysis
- Function-based interventions
Continuum of Support for ALL

Universal
Targeted
Intensive

Label behavior...not people

- Math
- Science
- Reading
- Spanish
- Soc studies
- Basketball
- Soc Studies

Science Studies
Tier I
(Universal/Core Features - all)

• Clearly define expected behaviors (Rules)
  – All Settings
  – Classrooms
• Procedures for teaching & practicing expected behaviors
• Procedures for encouraging expected behaviors
• Procedures for discouraging problem behaviors
• Procedures for data-based decision making
• Family Awareness and Involvement
Tier II
(small targeted group)

• Efficient and effective way to identify at-risk students
  – Screen
  – Data decision rules
  – Teacher referral

• Informal assessment process to match intervention to student need
  – Small group Social Skill Instruction
  – Self-management
  – Academic Support

• Part of a continuum
  – must link to universal school-wide PBS system
Tier III
(individualized support)

• When small group not sufficient
• When problem is intense and chronic
• Driven by Functional Behavioral Assessment
• Connections to Mental Health and Community Agencies
• Part of a continuum
  – must link to universal school-wide PBIS system
Tier 1
GOAL: 100% of students pass benchmark assessments
Tier 1 effective if approx. 80% are meeting benchmark assessments with only access to Core.

Tier 2
For approx. 20% of students, Tier 1 Core + Supplemental...to pass benchmark assessments.
Tier 2 Effective if approx. 70-80% of students in group improve performance (i.e., gap is closing)

Tier 3
For Approx. 5% of Students, Tier 1 Core + Supplemental + Intensive Individual Instruction...to pass benchmark assessments.
Tier 3 Effective if there is progress (i.e., gap closing).
Multi-Tiered System of Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.
Multi-Tier System of Support

Changing the triangle:
Think of the lava as children moving across the continuum.
PBIS in Florida:
State-wide Evaluation

2013-2014

HTTP://FLPBS.FMHI.USF.EDU/PDFS/2013-2014%20ANNUAL%20EVAL%20REPORT%20FINAL.PDF
Florida’s PBS:MTSS Project is currently working with 53 out of 67 school districts - 79% of Florida’s school districts.
Tier 1 BoQ Critical Elements

- PBIS Team
- Faculty Commitment
- Effective Procedures for Dealing with Discipline
- Data Entry and Analysis Established
- Expectations and Rules Developed
- Reward/recognition Program Established
- Lesson Plans for Teaching Expectations/rules
- Implementation Plan
- Classroom
- Evaluation

(BOQ; Kincaid, Childs, & George, 2005; 2010)
Florida Tier 1 PBS:MTSS
Fidelity of Implementation

Percent of Schools Implementing with Fidelity & Their Average BoQ Score

- Percent of Schools Scoring 70% or Greater on BoQ
- Average BoQ Score

Years: 2004-05 to 2013-14

Values:
- 2004-05: 54%
- 2005-06: 81%
- 2006-07: 84%
- 2007-08: 86%
- 2008-09: 86%
- 2009-10: 87%
- 2010-11: 87%
- 2011-12: 87%
- 2012-13: 88%
- 2013-14: 88%
Percentage Change in Rate of Discipline Outcomes from Baseline to Year 1

ODR/100 Students (664 Schools) -13.35%

ISS/100 Students (547 Schools) -18.00%

OSS/100 Students (642 Schools) -2.45%
ODR Rates by Implementation Level Across Years

Average ODRs per 100 Students

Implementation Level:
- Low (BoQ < 70)
- High (BoQ ≥ 70)

Year:
- 2004-05
- 2005-06
- 2006-07
- 2007-08
- 2008-09
- 2009-10
- 2010-11
- 2011-12
- 2012-13
- 2013-14
Stages of Implementation

Where are you?

Exploration/Adoption
- Development Commitment

Installation
- Establish Leadership Teams, Set Up Data Systems

Initial Implementation
- Provide Significant Support to Implementers

Full Implementation
- Embedding within Standard Practice

Innovation and Sustainability
- Improvements: Increase Efficiency and Effectiveness

Should we do it?
Do it right
Doing it better
Past initiatives have failed due to lack of integration and alignment of **ALL** systems.
National PBIS Landscape
Number of Schools Implementation SWPBIS (Tier I) by State
August 2014

14 states with more than 500 schools
Proportion of Schools Implementing SWPBIS by State
August, 2014
Fidelity of PBIS Implementation (number of schools reporting fidelity, and number of schools meeting Tier I fidelity) by state  (July 2014)
Moving Toward Collaboration

• Need sustainable, collaborative action

• Need to address our systems
  – School-Wide
  – Classroom
  – Non-Classroom Settings
  – Students
  – Family/Community
School-wide

Classroom

Non-classroom

Family

Student

SWPBS Systems
What Does this Mean for Us?

Changes Needed to Support:

Social and Emotional

Physical Environment

Community Involvement

Family Engagement
PBIS STAKEHOLDERS

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Selection

LEADERSHIP TEAM
- Coordination, Readiness, Priority

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

Local Implementation Demonstrations
Effective leadership evidenced by teams/individuals who:

- Establish a clear vision for change
- Focus on schools
- Create relationships with stakeholders
- Engage in problem solving
- Identify the correct barriers and goals
- Apply appropriate strategies based on school needs
- Evaluate the effectiveness of implemented strategies
- Invest in professional development

(Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)
Georgia’s PBIS Landscape
**Vision:** By 2020, all children in Georgia will read proficiently by the end of third grade

**Common Agenda for Change**
Elements that unify all partners and efforts

<table>
<thead>
<tr>
<th>Language Nutrition</th>
<th>• Language is as critical to a baby and young child’s brain development as healthy food is to the physical growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>• All children and their families, have access to, and supportive services for, healthy development and success in high quality early childhood and early elementary education</td>
</tr>
<tr>
<td>Productive Learning Climate</td>
<td>• All educators understand the important role that climate plays in social-emotional development, school attendance, engagement, and ultimately student success.</td>
</tr>
<tr>
<td>Teacher Preparation and Effectiveness</td>
<td>• All teachers provide high quality evidence informed instruction and effective learning experiences tailored to the needs of each child, regardless of the child’s background.</td>
</tr>
</tbody>
</table>

**Approach to implement the common agenda**

- Local Ownership and Innovation
- Family Engagement and Involvement
- Seamless Continuity

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org
PBIS Mission: To improve school climate in Georgia schools through the Positive Behavioral Interventions and Supports (PBIS) framework.

**Goal 1:** Increase awareness and visibility of PBIS
- Obj. 1: Create a PBIS “brand” and message
- Obj. 2: Create a unified PBIS communication plan in multiple languages for all stakeholders

**Goal 2:** Improve the state infrastructure to lead and support PBIS implementation
- Obj. 1: Form a state leadership team that guides and advises the implementation plan
- Obj. 2: Increase capacity within RESA to support PBIS implementation
- Obj. 3: Increase collaboration within GaDOE divisions related to discipline (code of conduct, data, CCRPI)
- Obj. 4: All teacher prep programs in Ga will include PBIS within their respective curricula

**Goal 3:** Increase PBIS training/coaching capacity at all Tiers
- Obj. 1: A curriculum developed for each tier of behavior support
- Obj. 2: Develop a coaching and technical assistance model for school PBIS coaches
- Obj. 3: Develop a coaching and technical assistance model for PBIS District Coordinators
- Obj. 4: Develop a coaching and technical assistance model for regional Climate Specialists
- Obj. 5: Collaborate w/Pre-K and child care centers to implement PBIS

**Goal 4:** Develop a comprehensive PBIS evaluation system
- Obj. 1: Form a PBIS evaluation team
- Obj. 2: Develop a state evaluation plan that addresses the continuum of supports
- Obj. 3: Data reporting platform for EOT school data and fidelity data
- Obj. 4: Establish a program evaluator position for PBIS work
- Obj. 5: Implement a PBIS recognition system
- Obj. 6: Build data reporting system that links funding, expenditures and student outcomes

**Goal 5:** Engage community stakeholders in PBIS
- Obj. 1: Each agency (including family & mental health) will include PBIS in their strategic plan
- Obj. 2: Develop interagency agreements surrounding PBIS
- Obj. 3: Formally engage with Ga Chamber of Commerce in collaboration with PBIS

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GaDOE PBIS will take lead on objective
Unknown Georgia agency will take lead on objective
Combined GaDOE PBIS & unknown Georgia agency will take lead on objective
An active PBIS district has:

- A district leadership team that meets at least annually
- A dynamic PBIS Implementation Plan
- A district coordinator to support school implementation
- PBIS schools devoted to improving their climate through the PBIS framework

Actively preparing for PBIS implementation within 6 - 9 months
Ginny O’Connell, PBIS State Coordinator
MiMi Gudenrath
Tara Davis
Sandra DeMuth
Mark Fyneweaver
Georgia PBIS
End of Year Data
2013-2014

JOEL MEYERS AND ANDY ROACH
GEORGIA STATE UNIVERSITY
Mean Benchmarks of Quality Schools Across Grade Levels

Description of Data. The graph below depicts the average BoQ scores for schools that completed the Benchmark of Quality instrument for school years 2012-2013 and 2013-2014.
High Implementing Schools

Description of Data: The graph below depicts the percent of schools with 70% or more of their students at Tier 1 (i.e. 0-1 ODRs) and these school’s mean Benchmarks of Quality scores for years 2012-2013 and 2013-2014.

Georgia Tier 1 PBIS:
Fidelity of Implementation

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Schools &gt; 70% Tier I Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>77.1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>85.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Benchmark Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>82.7</td>
</tr>
<tr>
<td>2013-2014</td>
<td>80.1</td>
</tr>
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</table>
Office Discipline Referral (ODR) Data For High and Low Implementers

Description of Data: The chart below shows the average number of office discipline referrals per 100 students for schools that are implementing with higher fidelity (BoQ > 70) and those implementing with lower fidelity (BoQ < 70) across multiple school years.
In-School Suspensions (ISS) Data for High and Low Implementers

Description of Data: The chart below shows the average number of in-school suspensions per 100 students for schools that are implementing with higher fidelity (BoQ > 70) and those implementing with lower fidelity (BoQ < 70) across multiple school years.
Out-of-School Suspensions (ISS) Data for High and Low Implementers

Description of Data: The chart below shows the average number of out-of-school suspensions per 100 students for schools that are implementing with higher fidelity (BoQ > 70) and those implementing with lower fidelity (BoQ < 70) across multiple school years.

Mean OSSs per 100 students

<table>
<thead>
<tr>
<th>Year</th>
<th>High: BoQ &gt; 70</th>
<th>Low: BoQ &lt; 70</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>88.5</td>
<td>42</td>
</tr>
<tr>
<td>2012-2013</td>
<td>89</td>
<td>37.2</td>
</tr>
<tr>
<td>2013-2014</td>
<td>85.7</td>
<td>26.6</td>
</tr>
</tbody>
</table>
Basic Recommendations

• Never stop doing what already works
• Keep the child/children as the focus
• Always look for the smallest change that will produce the largest effect
• Do not add something new without also determining what to be removed
• Collect and use data for problem-solving
• Adapt any initiative to make it “fit” your school community, culture, context
• Work together!
“There are really only three types of people:

Those who *make* things happen;

Those who *watch* things happen; and

Those who *ask*, ‘What happened?’”

Ann Landers
http://flpbs.fmhi.usf.edu
ENROLL NOW!

Program Website:
http://pbs.cbcus.usf.edu/

Instructors:
Don Kincaid, Heather George, Jolenea Ferro, Lise Fox, & Kwang-Sun Blair

12 Credit Hours

Fully Online!
Directors: Rob Horner, George Sugai & Tim Lewis
USF: Don Kincaid & Heather George

Evaluate a multi-tiered system of support to increase capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.
October 22-23, 2015

Donald E. Stephens Convention Center
Rosemont, IL
(Chicago O’Hare)

www.pbis.org
The purpose of the State Implementation of Scaling-up Evidence-based Practices (SISEP) Center is to promote students' academic achievement and behavioral health by supporting implementation and scaling-up of evidence-based practices in education settings. SISEP will provide the critical content and foundation for establishing a technology of large-scale, sustainable, high-fidelity implementation of effective educational practices. SISEP will work with selected states to improve their capacity to carry out implementation, organizational change, and systems transformation strategies to maximize achievement outcomes of all students in each state.
Positive behavior support is now being implemented in a variety of places including schools, early childhood, mental health, and child welfare settings, and in organizations that provide services to adults with developmental disabilities. Individuals of all ages can benefit from positive behavior support from the very young to old age. To learn more about positive behavior support, select the button below that best fits the community that you represent.

APBS is an international organization dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem.
Save the dates for the...

12th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT
The Expanding World of PBS:
SCIENCE, VALUES, AND VISION

March 11 – 14, 2015 | Boston
Westin Boston Waterfront • 425 Summer Street • Boston, MA 02210

- Pre-Conference Workshops (March 11)
- Skill-Building Workshops (March 14)
- Breakout Sessions
- Networking
- Exhibits
- Posters

Register Now for BEST RATES
www.apbs.org/conference
APBS International Conferences

- Association for Positive Behavioral Support

www.apbs.org

- Boston, MA: March 12-14, 2015
- San Francisco, CA: March 24-26, 2016
- Denver, CO: March 2-4, 2017
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