



3C- Best Practices for Academic Instruction Following Crisis

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- **Topic:** Crisis Recovery
- **Keywords:** Academics, Tier 1, Trauma



Purpose of this session

- Not necessarily on instruction for academic achievement
- Highlight how effective instruction can influence and impact students' social-emotional-behavioral health and well being.
- These instructional strategies provide conditions for favorable learning environments
 - Positive, predictable, consistent with student social emotional behavioral competencies while reducing disruption to instruction due to discipline issues



General Considerations

- It is important to understand that recovery efforts are unique to the specific event, context of the setting, and the culture of the school...no two recovery efforts are exactly the same. Also, not everyone in the same school or community is affected in the same way.
- These strategies are informed through research and include high leverage practices.
- We need to create schools where students feel safe and supported, where the environments are positive and predictable, and where instruction is effective.
- The more the system is disrupted, chaotic, or traumatic... the greater the importance to provide structure, supports matched to need, and focus on high impact strategies.
- Recovery is not a straightforward linear process. In reality, it tends to fluctuate between progress and setback with greater improvement realized over time.

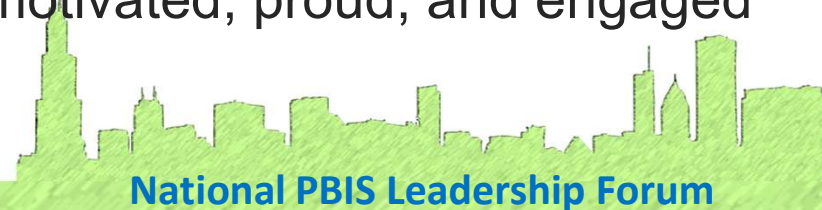
What to expect from students academically and instructional consideration



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Trauma and academic performance

- Trauma can undermine skills crucial for learning,
 - Development of language and communication skills, the ability to organize and remember new information, and reading comprehension.
- Students coping with trauma may experience intrusive thoughts or flashbacks
 - Interferes with attention in class, studying, or focusing during timed assignments.
- School-related trauma often leads to school avoidance
 - Leaving students in most vulnerable situations to be behind academically.
- Trauma also negatively impacts young people's sense of self
 - Making it difficult for those students to feel motivated, proud, and engaged in their learning.



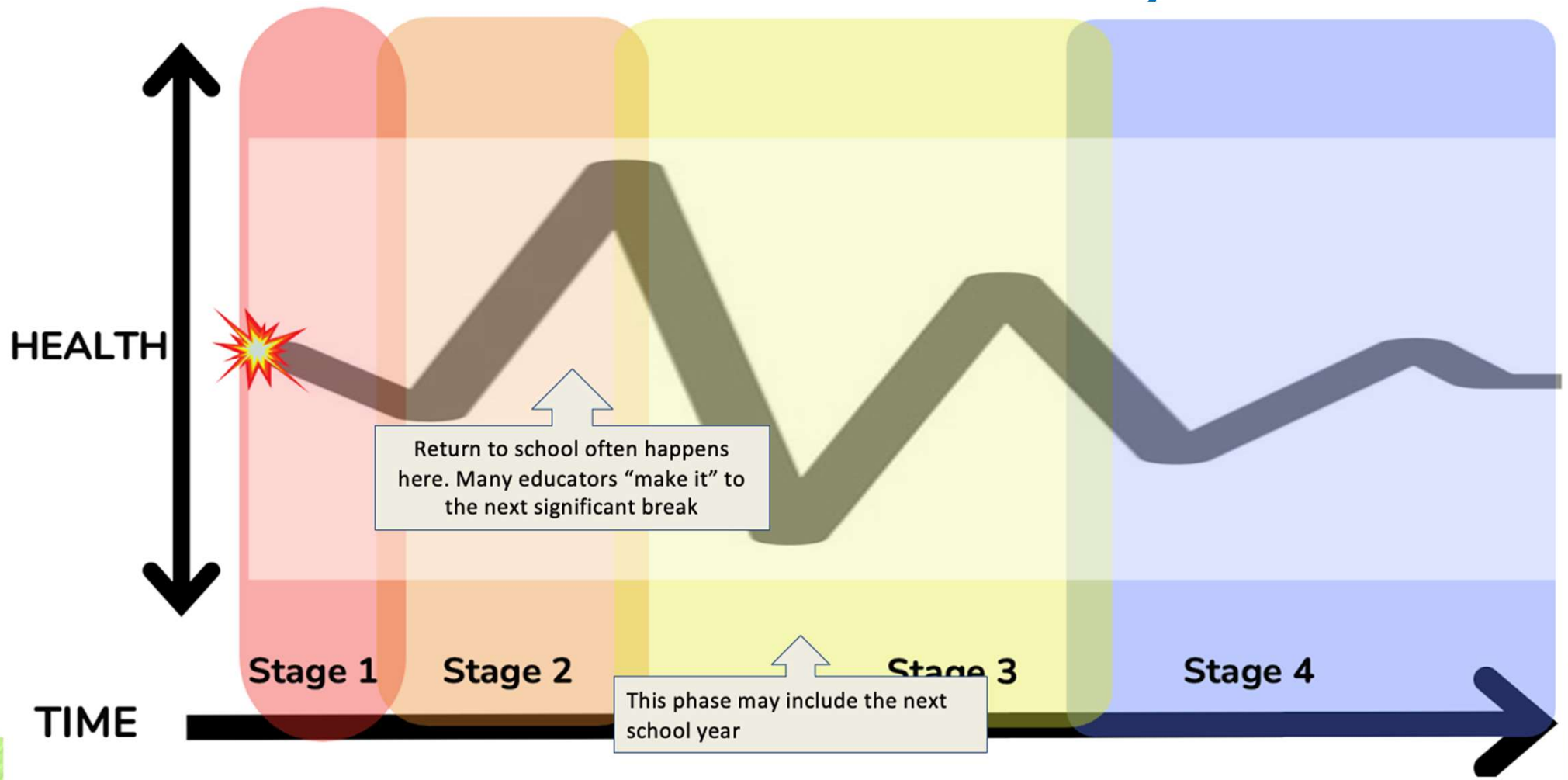
Academic achievement is negatively impacted following a school shooting or traumatic crisis event

Is this due to ...

- Students' struggle with mental health and well being?
- Change in academic instructional focus?
- Increased absenteeism?
- Other (i.e., changes in student demographics)?

*Not sure, but probably a combination of these issues so
requires a holistic response*

Planning and Implementing Response Action Steps across Phases of Recovery



Balancing focus on academic and social-emotional- behavior (SEB)

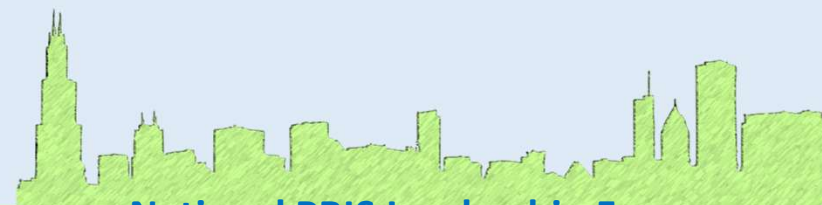
Content area	Pressure to accentuate domain area	Indicator for need to focus on domain	Supports for students	Supports for staff
Academics	• Need to return to normal instruction and curriculum • Concerns about meeting proficiency standard	• Discussion indicating greater readiness to focus on academics • Urgency and priority for the practices are communicated from leadership	• High leverage instructional practices • Focus on key concepts and skills from curriculum	• Coaching • Feedback • Technical assistance • Problem solving
Social-Emotional-Behavioral (SEB)	• Mental health concerns	• Discussion indicating need to address SEB • Students SEB concerns interfering with instruction	• High leverage SEB practices • Focus on key concepts and skills from for SEB	• Coaching • Feedback • Technical assistance • Problem solving

Instructional and curricular considerations in crisis recovery

	Initial Response Phase	Intermediate Response Phase	New Normal
Instruction	• Increase Opportunities to Respond • Provide more explicit approach to guide and monitor instructional success (e.g., I do, we do, you) • Increased emphasis on directed structured routines and procedures • Reduce “lecture” segments of lessons	• Continue with increased opportunities to respond (may be at less intense rate for some students, but be prepared to increase for all as need arises) • Use spaced or distributed practice over time • Reduce emphasis on routines but increase as need arises	• Utilize standard instruction with sensitivity for dynamic approach to instructional routines and opportunities to respond based how students are responding
Curriculum	• Focus on content that emphasizes the “basics” • Provide curriculum at students’ independence level (5% or fewer errors) • Focus on Fluency and Mastery over Acquisition curriculum content	• Provide curriculum that focuses on Acquisition of new material along with review of existing content • Utilize core features of school/district curriculum	• Balance curriculum that addresses Acquisition, Fluency, Generalization, and Adaptation • Focus on school/district curriculum and standards
Intersperse Social-Emotional-Behavioral (SEB) supports	• Embed Social Emotional Behavioral (SEB) content throughout instructional periods • Monitor and address SEB concerns as they arise	• Review relevant SEB skills that impact learning and be aware of student needs during instruction respond as necessary	• Review relevant SEB skills that impact learning and be aware of student needs during instruction respond as necessary
Important across all phases	• Select practices that high confidence of success based on needs of individuals (high leverage practices), and context of your setting, your capacity to implement well • Use data to inform instruction and supports • Differentiate intensity of supports based on magnitude of student need		

Frequently Asked Questions

Regarding Instruction and School Crisis Recovery



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Why is instruction important following a crisis incident? Shouldn't we just focus our attention to addressing trauma, mental health, and behavior supports?

- Getting back to academic instruction is a way to return to some normalcy in school routines.
- Furthermore, effective instruction serves as a protective factor that not only promotes academic learning but also helps to protect against unwanted student behavior by helping the student feel successful and engaged in their learning.
- This increases self-confidence, and connections to the school.



What about Instruction?

Immediate Crisis Response

Ensure Safety

Physical and
emotional safety
are the priority
here

Initial Recovery

**Learning
Environment**

Reintroduce
academic
routines and
procedures at an
independent
instructional
level



Intermediate Recovery

**Differentiate
Based on Data**

Slowly increase
academic content
and challenge level

Monitor student
response and
either increase
emotional supports
or decrease
academic rigor or
rate as needed to
maintain recovery
progress

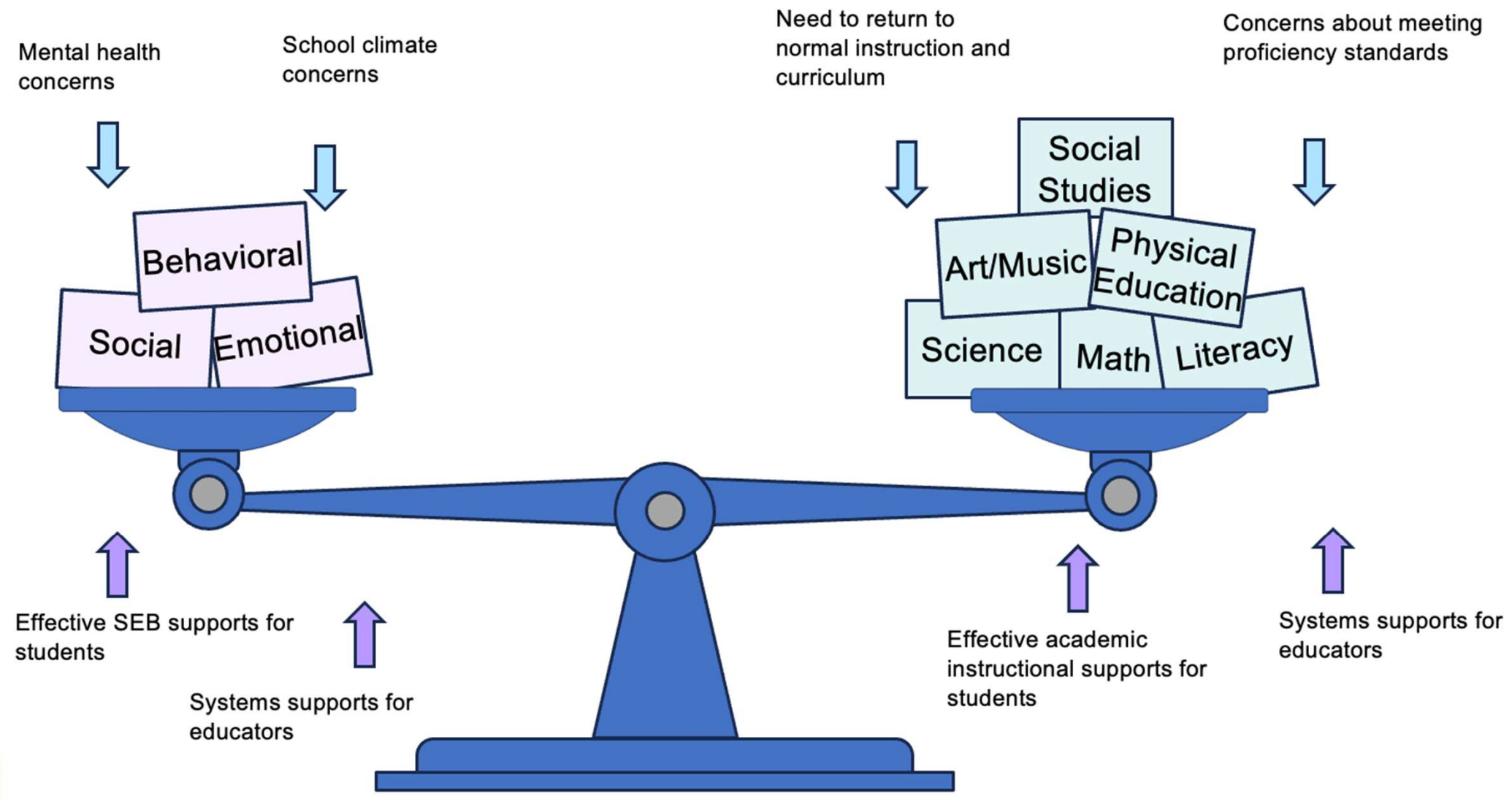
Enhanced Implementation

**Promote Culture
of Wellness**

Use multiple types
of data to identify
groups of students
needing more
support

Provide a full
continuum of
integrated
academic and
emotional supports
to address full
range of student
needs

Balancing the focus on Academics and Social Emotional Behavioral



Why should instruction change after a crisis incident?

- Trauma can adversely impact the skills that are critical for student learning such as using effective communication, organizing information, and comprehension (e.g., cognitive load)
- New complex academic content and the amount of information presented can be a challenge post crisis.
- Cognitive load is impacted not only by the trauma, but also by the added coping skills that students may be developing in response to the crisis.



How do we even begin to focus on academic instruction after such a traumatic event?

Effective instruction is a protective factor that is crucial in the recovery process

- It provides comfort
 - Provides predictable environment
 - Provides familiarity
- Provides opportunity to focus on constructive activities
- Provides for students to experience success



Supporting Students who are Reading Below Grade Level

- Older students who have not mastered reading are at risk for disengaging from school. Here are some expert-recommended do's and don'ts for teachers:
- Do build a supportive classroom environment where students feel empowered to be vulnerable and make mistakes.
- Don't force students to read aloud in front of their peers.
- Do offer scaffolding and supports so that students can access grade-level content even if they are not reading at grade level.
- Don't always group students who are reading below grade level together. Instead, utilize flexible grouping that are sometimes homogenous and sometimes heterogeneous.
- Do give struggling readers books that are interesting and age-appropriate while still being accessible in terms of reading level.
- Don't assume that a student who is refusing to engage in classwork is lazy or doesn't care about school. Embarrassment and shame might be at the root of their behavior issues.
- Do incorporate students' strengths and interests into reading instruction.

(Will, 2022)

Cognitive load

- Tragic events affect students' cognitive load, as “working memory capacity is reduced immediately following an acutely stressful experience”
- Consider being lenient with due dates or adapt syllabus for the weeks following the crisis to accommodate a reduced workload, both in terms of introducing new concepts and expecting students to exercise typical study habits.
- Holding a review session for material covered during the crisis may also be helpful.

Teaching in times of crisis

<https://cft.vanderbilt.edu/guides-sub-pages/crisis/>



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Efficacy and Cognitive Load

- Explicit instruction leads to high levels of student success, reinforcement, and motivation.
- Elements of explicit instruction have medium to large ($d > 0.6$) effect sizes for student learning.
- Explicit instruction is more effective than less direct strategies such as discovery learning.
- Explicit instruction reduces cognitive load (the amount of information that needs to be processed at one time).



Common ways of ***overwhelming*** intrinsic and extraneous load

(Kennedy & Romig, 2024)

Type of Cognitive Load	Ways Load Can Be Overwhelmed
Intrinsic Load	• Presenting concepts that are too complex (i.e., concepts that are outside students' instructional level) • Using technical and other unknown language • Presenting too many concepts at once • Presenting interesting but unessential information • Assuming students have memorized formulas, facts, or other needed background knowledge needed to complete a novel task
Extraneous Load	• Presenting a large amount of text on a screen while providing oral instruction (e.g., splitting attention between two competing sources of input) • Presenting large amounts of information in one burst • Presenting abstract information without illustrative images • Presenting processes and strategies without demonstrations • Stimuli from the environment (e.g., noise from other groups or classrooms, uncomfortable temperature, activity outside windows, etc.)

Common ways of ***supporting*** intrinsic and extraneous load

(Kennedy & Romig, 2024)

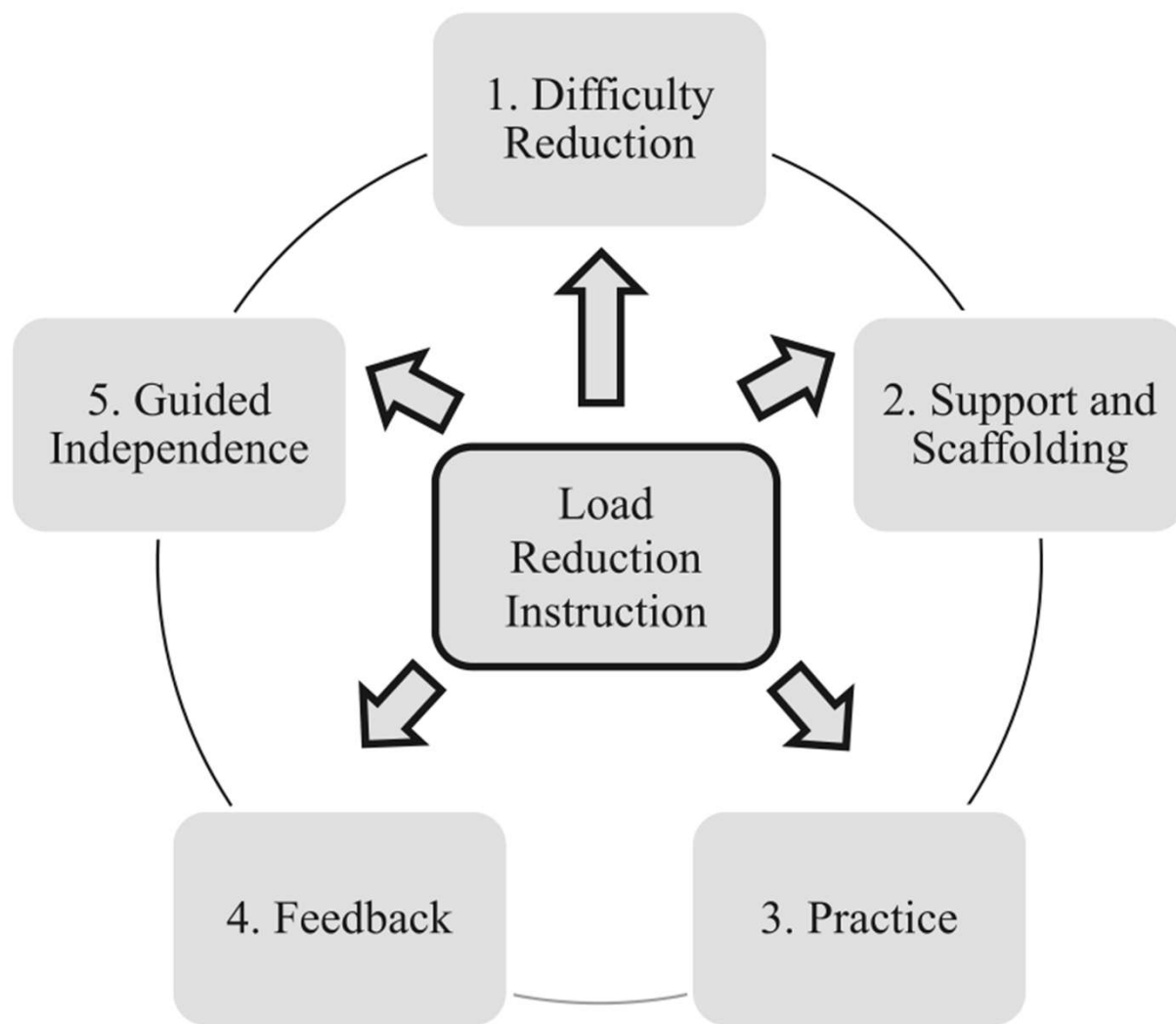
Type of Cognitive Load	Ways Load Can Be Overwhelmed
Intrinsic Load	• Repeat key information • Use rich images to illustrate content • Chunk information into meaningful segments • Provide worked examples • Filter out interesting but unnecessary details • Make connections between content and real-world scenarios • Monitor oral instruction for jargon or other potentially unknown words
Extraneous Load	• Use slides or other instruction with clear images and limited text • Limit distractions not related to lesson • Break instruction into chunks of content and amount of time • Provide frequent breaks and comprehension checks • Use principles of explicit instruction to design and deliver instruction (Archer & Hughes, 2011).

Reducing Extraneous Language and Cognitive Load is Crucial:

- Teachers should be mindful of the language they use and the cognitive demands of their instruction.
- Long, complex instructions, abstract language, unnecessary teacher talk, low-frequency words, and fast-paced verbal instruction can create significant barriers for students.
- By reducing these extraneous elements, teachers can free up students' mental effort to focus on learning.



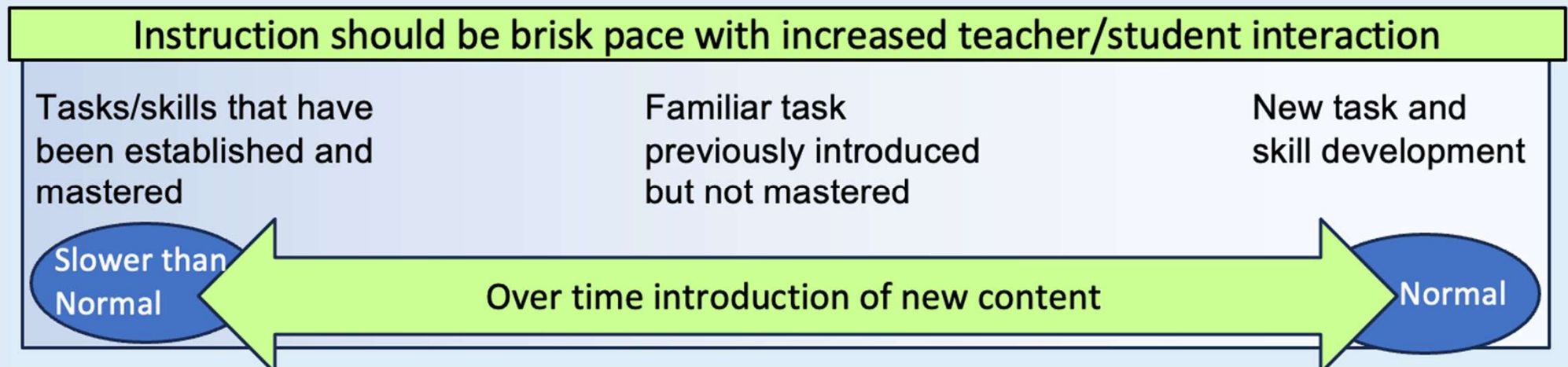
Load Reduction Instruction Framework



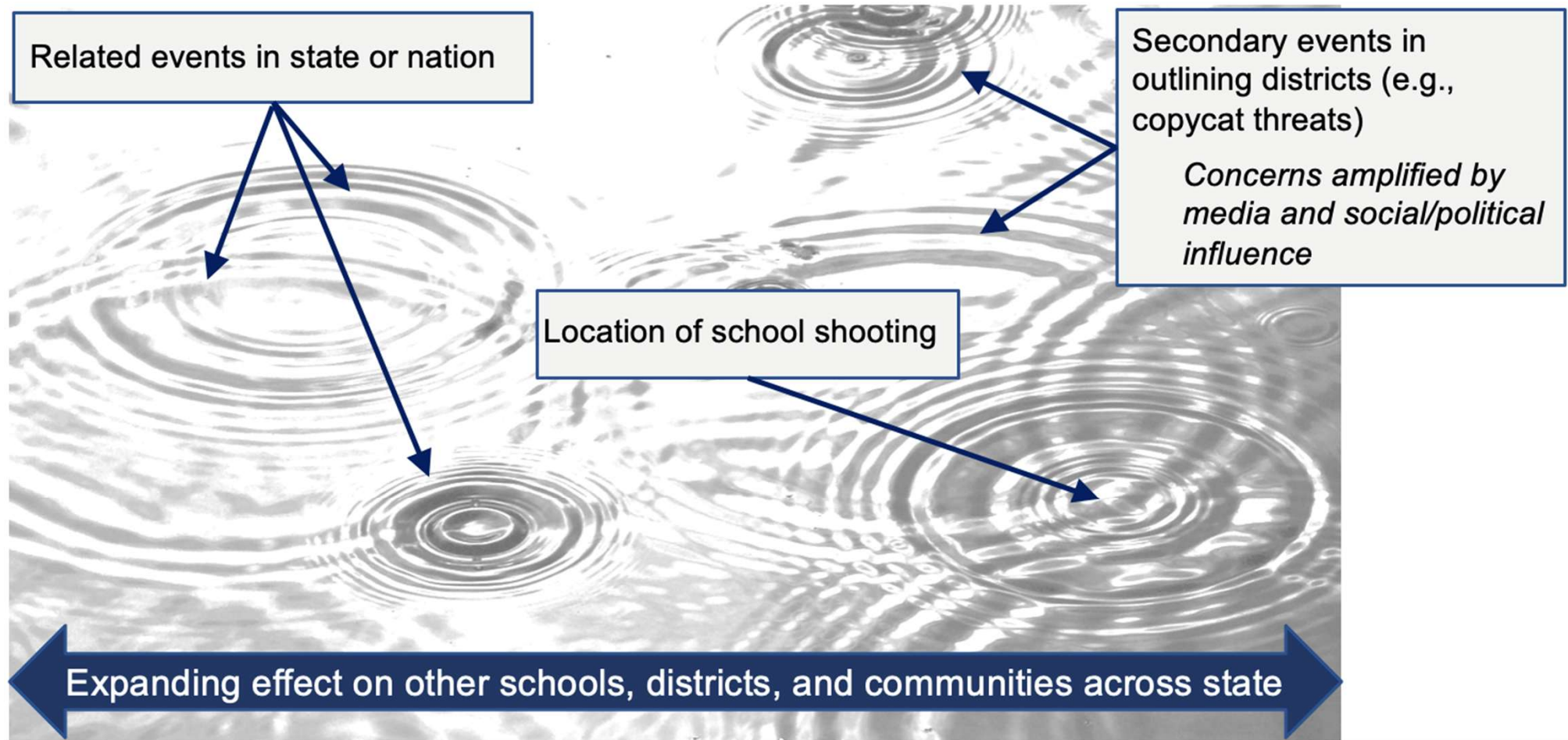
adapted from [Martin \(2016\)](#)

I understand that we should be mindful of the “cognitive load” for students, but I also hear that we should provide instruction at a brisk pace... aren’t these incompatible?

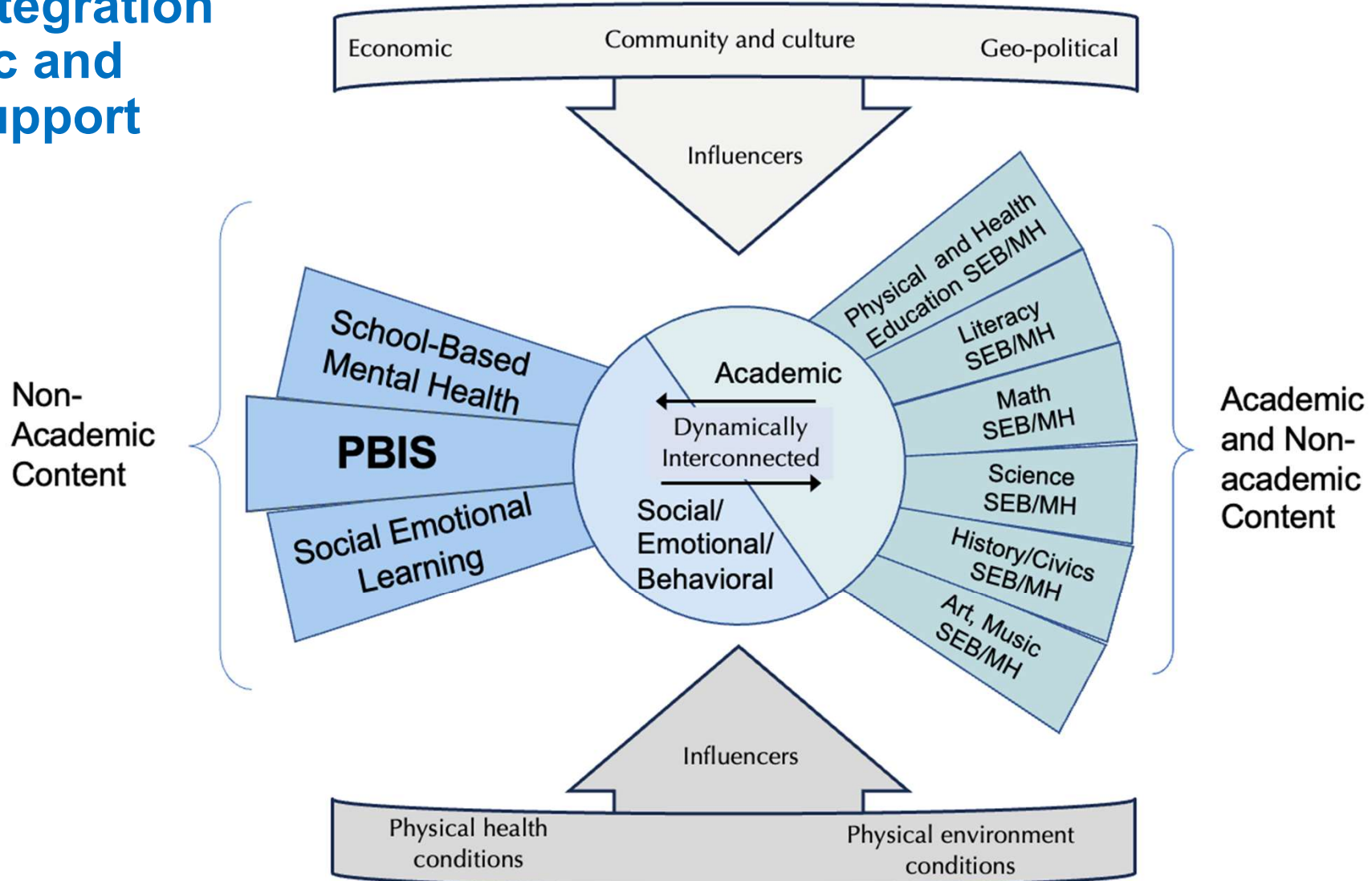
- It is important to keep in mind that the instruction and the curriculum content are separate things.
- We want to slow down the introduction of new content and increase practice opportunities following the crisis event.
- This allows the teacher to check for understanding and reinforce students’ knowledge of the concepts.



This ripple effect contributes to heightened anxiety directly associated with the violent event and also combines with other anxiety producing stressors affecting students, families and school personnel.



Dynamic integration of academic and behavior support

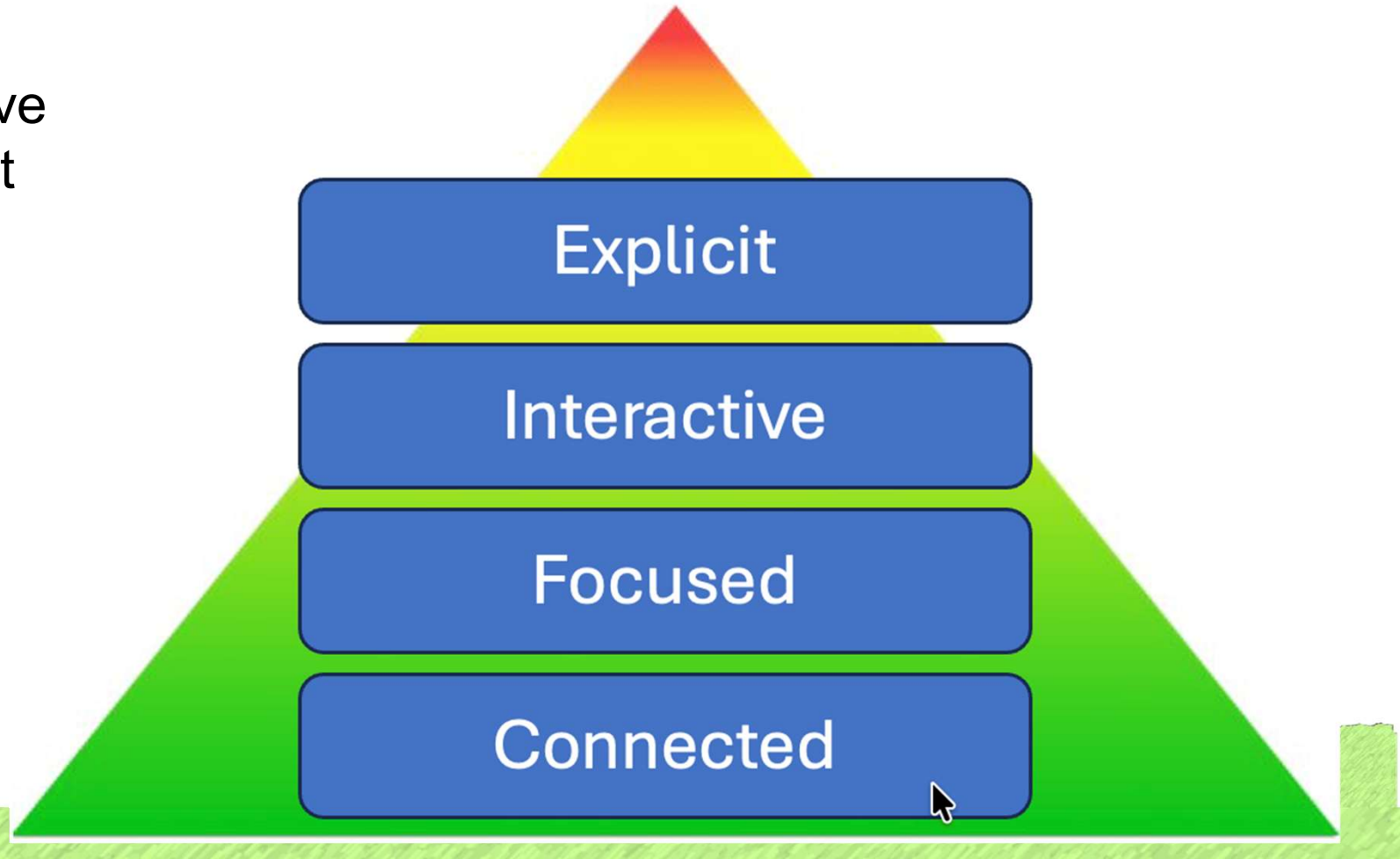


How can I embed and integrated social-emotional-behavioral mental health and wellness strategies within my academic instruction?

- The recovery process is most effective when implementing a “whole child” approach that addresses academics and social-emotional-behavior wellness.
- Social-emotional-behavior wellness strategies can be embedded within the instructional lesson.
- Let students know that concepts in the curriculum subject might produce a level of anxiety for some students.
 - Previously taught self-regulation coping strategies to address anxiety might be prompted.

So what do we do when we don't know what to do?

Do the smallest thing that will have the biggest effect and intensify by being more:



How should our approach to academic curriculum and instruction change following the school crisis event?

- Explicit instruction with teacher directed learning
- Increasing engaging and interactive instruction
- Focused content that amplifies core concepts and competencies from subject area outcomes
- Connection to student skills, interest, and needs



Make instruction more explicit
Provide teacher directed structured
instruction



Explicit Instruction Features

- Steps for teaching
 - Demonstration (I do)
 - Guided practice (we do, we do, we do)
 - Check for understanding (you do)
- Delivery of Instruction
 - Interaction: teacher does something-student does something
 - Monitoring and providing feedback
 - Brisk pace
- Provide practice
 - Deliberate
 - Spaced practice
 - Retrieval practice



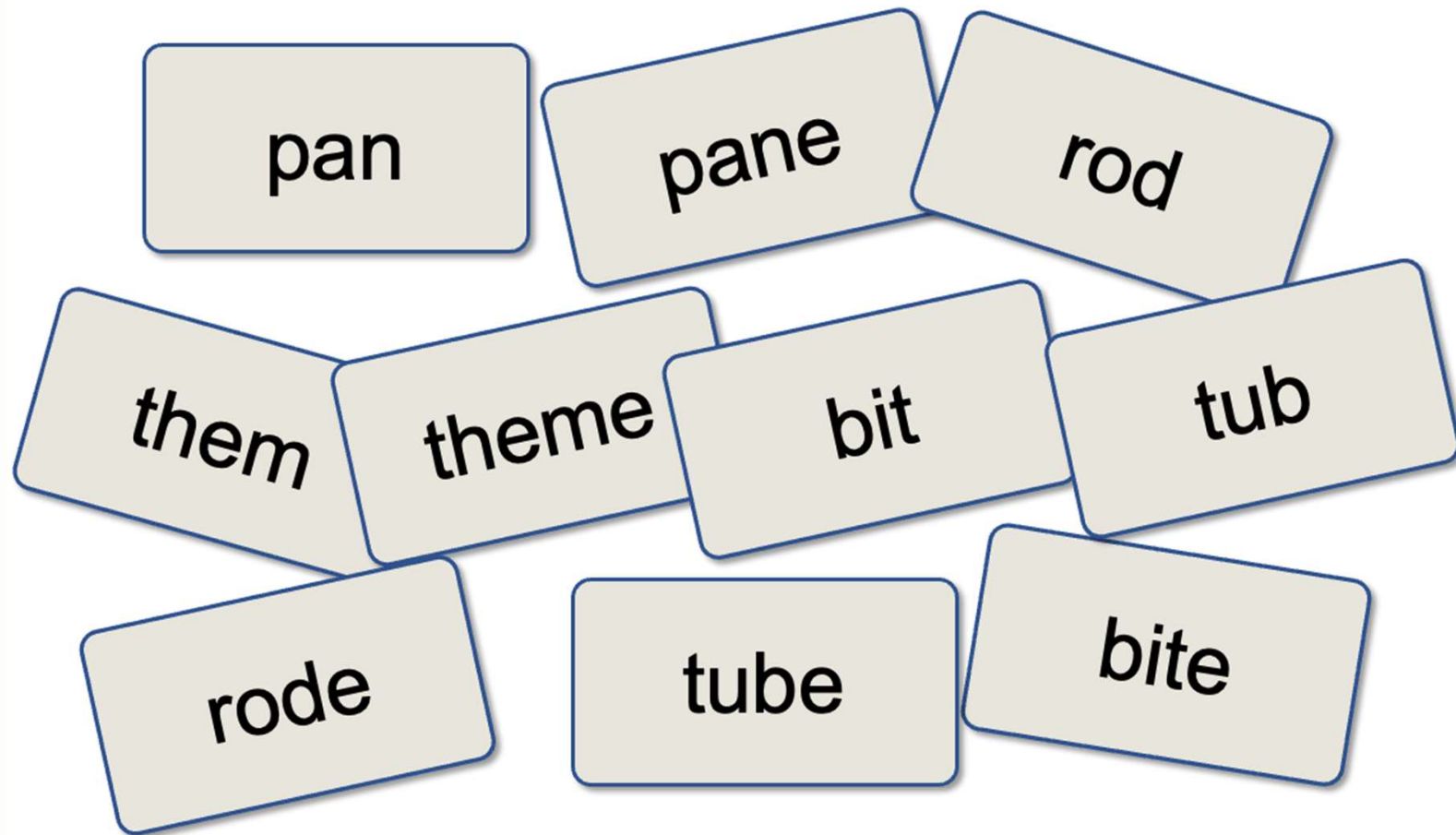
Brisk vs slow instruction

- When we talk about brisk instruction, we are focusing on the pace in which the teacher delivers the instruction
- We differentiation between instruction and the curricular content
- We recommend that the moving through the content take place more slowly, focusing on students' independence level and more review of familiar content



Your Turn:

With a partner...
Please sort the words in a way that makes sense



Students who need increased supports are likely to make greatest improvement when teachers take charge of the learning

- For children who have failed to make adequate progress in Core instruction, inferential teaching has two drawbacks
 - It is inefficient
 - Less explicitness can produce confusion if students draw the wrong conclusions
- By providing students with clarity from the beginning, we avoid the possibility that they will misunderstand the content by constructing knowledge incorrectly

Continuum of Explicit and Discovery



Archer 2019

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Make instruction more focused
Focus on most important core concepts



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Core Concepts and Competencies

(Shay & Pohan, 2021)

- Focus on amplifying core concepts and competencies outlined in the subject learning outcomes.
 - What are the essential knowledge, and skills associated with the subject?
 - What extraneous material may be causing unneeded complexity and/or distraction for students?
- Chunking content into smaller, more manageable pieces can assist the brain with organizing and encoding new information into long-term memory
 - Learning guides and a user-friendly organization of content also enhances conceptual understanding

Make **content** more connected
to student skills and interest



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Task Variation

Variation: The sequence in which easy or hard tasks are scheduled within a lesson

- Varied- easy and hard tasks are varied on after another
- Unvaried- tasks are not changed in sequence

Examples:

- Behavioral momentum
 - Beginning with a series **easier** task to prompt engagement in a more **difficult** task
- Premack principle
 - Student first does **less preferred** activity to then access **preferred** activity

Use of Schedules

For predictable routines

- List activity
- List time (begin and end)
- List assignment or product
- Explain changes
- Take advantage of schedule to prompt and give reminders

9:00 - 9:30 spelling	-page 23
9:30 - 10:20 math	-workbook - pages 19-20
10:20 - 10:30 restroom break	-wash hands!
10:30 - 11:15 music	-walk quietly
11:15 - 11:25 wash hands	-soap!
11:25 walk to lunch	-hands to self!
11:30 - 12:30 lunch and recess	-outside recess today
12:30 - 1:15 science	-bring your journal
1:15 - 1:45 independent work.	-get ahead on homework
1:45 - 2:30 language arts	-text book page 224

Based on T Scott (2024)

Consider sequencing and length of activities

- How long should an activity be?
 - Consider how long can students work on this before getting off task or engaging in behavior challenges...don't go that long
- Break activities into small durations
 - Instead of 45 minute reading have 25 minute and 20 minute sections

Task Variation

- When multiple tasks are presented in a lesson, they create a sequence that is comprised of both easy and hard tasks, all easy tasks, or all hard tasks.
- Presenting difficult tasks back-to-back often sets the occasion for frustration failure, and perhaps behavior problems.
 - A better approach is to vary the sequence so that difficult tasks are followed by easy or moderately difficult tasks.
- The task variation is most important for students who experience academic learning problem and are at risk for behavior problems
 - While it may be unnecessary for learners who are doing all right.

Task Complexity

Complexity: The extent to which a task involves multiple steps, new concepts, unfamiliar procedures, etc.

- Easy –task is not complex
- Hard- task is complex

Example: a teacher gives her students an assignment to write a 5-page paper on the causes of the Civil War in the United States. The students have little background knowledge with the task. Without providing the instructional support for completing the assignment, then successful completion of the writing assignment is not very likely.



Task History

The status of a task, the extent to which it has been taught before, and the likelihood the learner will be familiar with the task

- Features
 - Old- mastered and established
 - Familiar- introduced previously but not mastered
 - New- novel and never seen before
- The more a student knows about a task the more demands can be placed on the student.
- New tasks are the most difficult and may set the occasion for challenging behavior

Consider Task Dimensions...

Which "task" is more likely to produce Behaviors that are Inconsistent with School or Classroom Expectations

Your Turn:

A	B
• History: New • Response Form: Production • Modality: Written • Complexity: Hard • Schedule: Extended • Variation: Unvaried	• History: Old • Response Form: Yes/No • Modality: Oral • Complexity: Easy • Schedule: Abbreviated • Variation: Varied

(Darch & Kame'enui, 2004)

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Connected to social-emotional-behavior mental health strategies within **academic instruction**

- Consider age appropriateness and developmental level
- Remind student of behavior expectations before/during instruction
 - Example: Engagement in instruction, participating with others,
- Prompt self regulation or coping skills that have been previously taught
- Example: Middle school, High school
 - schools foreshadowing violent content in instruction and connect to use of self-regulation strategies when needed

Make instruction more engaging more interactive

Active engagement during instruction is highly predictive of an increase in student academic achievement (Hattie, [2009](#))



Engagement During Instruction

- Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement
- Engagement is a *Teacher Behavior*
 - Effective teachers find ways for students to engage

Keys:

- High rates of success
- Used as vehicles for delivering positive feedback

Three Opportunities to Respond/minute seems to be the magic number!

Engagement Strategies

(Shay & Pohan, 2021)

- To help students engage deeply with the content instructors can integrate purposeful pauses such as quick writes, minute papers, or polling.
- Cognitive aids (instructor-provided or collaboratively produced) can facilitate deeper understanding by highlighting important concepts, and connections among ideas.
- Some examples of cognitive aids include timelines, flow charts, concept maps, visual images, etc.



Engagement and Opportunities to Respond

Whole Group	Individual
Choral Response	Calling on Volunteers
Partner discussion	Calling individually • no hand raising or cold call
Small-Group discussion	Written response-Sentence starter
Precision Partnering	Graphic organizer
Hand signals • This might include sit/stand, thumbs up/down, 4 corners or other actions	Structured note-taking • Skeletal notes or fill-in-the-blank
Response Cards • These might be pre-printed, write-on, or cover part to answer.	Copying from the board
Marking something	Journaling
Pointing at something	Come up to board
Whiteboards	Computer Assisted Instruction

Your Turn:

Raise your hand if you have
used these techniques in the
past week



Your Turn:

Show of fingers

- How many of these Opportunity to Respond techniques have you used (or seen used) in the past few weeks?
 - Choral responding
 - Electronic responses
 - Response cards
 - Non-verbal responses (thumbs up, fingers)
 - Think-pair-share

Your Turn:

How comfortable are you with
the concepts?



Very much



Kinda



Not really

Universal Response: all students to respond at the same time

- Checks for understanding that allow teachers to adjust lessons in real time based on how students are responding to the lesson.
- Unlike calling on individual students to answer a question, universal response requires all students to respond at the same time.
- Provide an opportunity for teachers to check for understanding and then use the information they obtain from students to make next-steps instructional decisions
- In general, we suggest that universal-response opportunities are provided at regular intervals, ideally less than 10 minutes apart.

Sentence Frames or starters allow students to jump-start their thinking and response



Wait Time

- Educators provide a prompt or ask a question and wait 3-5 seconds before asking students to respond.
- The use of wait time yields multiple benefits:
 - It allows students to think more deeply and enrich their responses.
 - It sends the message expecting students to think deeply and respond richly.
 - Peers can reflect on their classmate's responses. They might want to add to, agree with, or challenge the responses of other students
 - It affords English-learners time to process multiple translations. Remember, ELs might have to translate your question into their home language, think of their response in their home language, translate their response into English, and verbalize the response to you.
 - It provides opportunities for neurodivergent thinkers and students with special needs to consider strategies and supports they've been taught to help them gain and retain new concepts.

Engagement

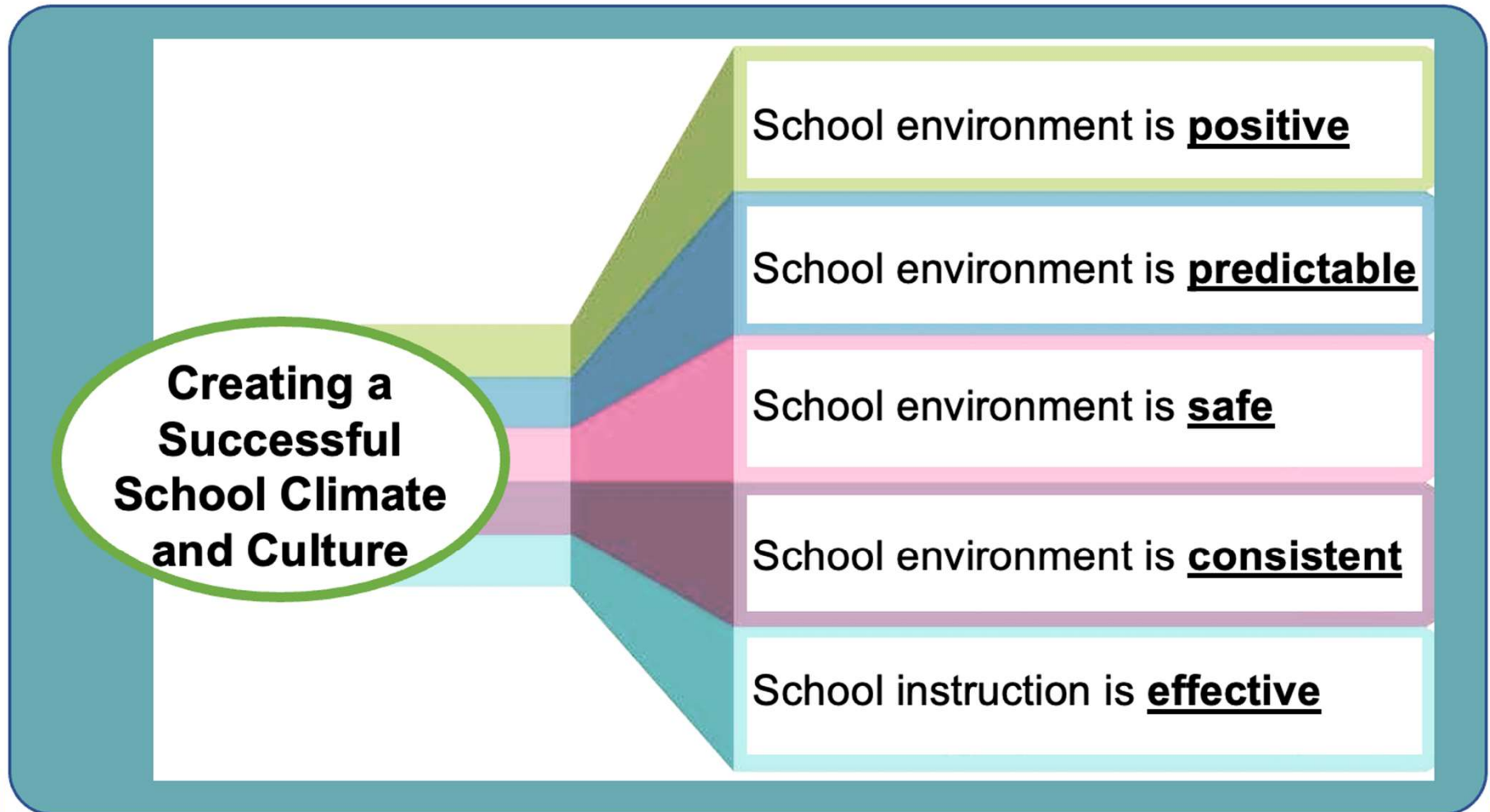
- You are competing with all that is on the student's mind at the time
- Engagement in the learning activity reduces the competition (incompatible behaviors...engagement competes with other thoughts)
- Creating welcoming relationship (5:1 positive to negative interactions) not just for behavior interactions but should also be academic interactions
- Every time you have a positive interaction with a student it is a predictor for future successful interactions (probability)
 - What is positive...not negative

Final thoughts



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Creating a Successful School Climate and Culture



When I should return to more rigorous academic instruction?

- There are a variety of factors to balance when deciding when to move towards more rigorous instruction (recovery is not a linear progression but a process where teacher judgement on pace of instruction is based on the daily recovery context).
- Considerations:
 - When more normal routines have returned.
 - When other cognitive demands have been reduced (students are not learning new SEB coping skills and new/challenging academic concepts at same time).
 - When the disruptiveness of the school environment has stabilized.

What should I do during my academic instructional lesson when I notice that students are struggling?

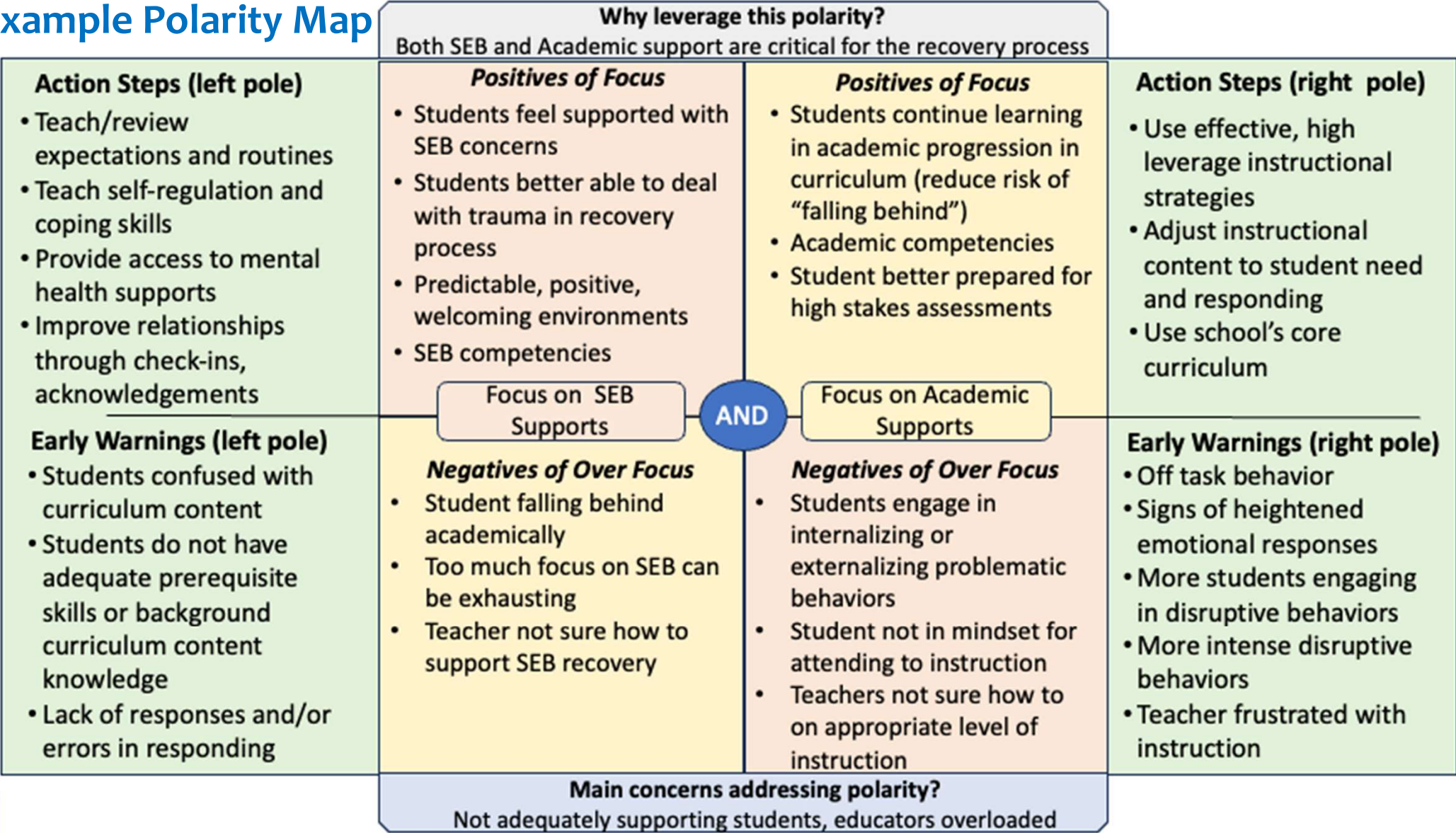
- Some students have likely struggled with academic concepts before the crisis event (some more than others).
- Number and frequency of students who struggle and the magnitude of the difficulty that students experience may increase.
- If a small number of students are struggling, have the rest of the class work on independent or review academic content while the instructor works more intensively with the few students who struggle.
- Consider reason for the student(s) difficulties (e.g., instructional strategy, level of the academic content, social-emotional-behavioral challenges).
 - Adjustment should then be matched to these possibilities.

Polarity Mapping to Manage Academic and Social-Emotional-Behavioral (SEB) Supports

- A visual framework for understanding and managing pressures between two factors that exist on opposite ends of a spectrum.
- Helps to understand the interconnections between these factors
- Useful for planning, implementing, and monitoring situations when both poles are important (e.g., social-emotional-behavior support vs. academic supports in crisis recovery)



Example Polarity Map



Importance of Relationships

Student motivation, or the willingness to engage actively with course content and instruction, is influenced by a student's sense of belonging, value, and well-being in the classroom

(Shay & Pohan, 2021)



Effective Instruction as a Protective Factor

Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors by

- creating an effective context for learning
- emphasizing appropriate content
- using data-driven instructional practices, all students are likely to experience academic and social emotional behavioral benefit, which contribute to wellness.

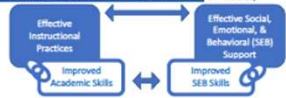
In contrast, ineffective instruction may exacerbate competing risk factors.

<https://www.pbis.org/resource/effective-instruction-as-a-protective-factor>

 **Center on PBIS** Positive Behavioral Interventions & Supports

Effective Instruction as a Protective Factor

During the COVID-19 pandemic, educational and mental health leaders have expressed growing concern about [academic learning loss](#) and the [effects of the public health crisis and social isolation](#) on social, emotional, and behavioral (SEB) wellness. The most supportive approach to addressing these concerns recognizes the reciprocal relationship between effective instructional practices and SEB supports, as illustrated by the figure to the right.



Effective academic instruction and SEB supports (a) create positive, predictable, and safe learning environments and (b) facilitate growth in key academic and SEB skills—important protective factors for wellness. This practice brief (a) describes how effective instruction may function as protection to mitigate risk and (b) provides implementation tips for school leaders, coaches, and educators.

How is Academic Instruction a Protective Factor for Wellness?

Effective academic instruction can be a protective factor for student wellness, mitigating competing risk factors. In contrast, ineffective instruction may exacerbate competing risk factors. When educators (a) create an effective context for learning, (b) emphasize appropriate content, and (c) use data-driven instructional practices, all students are likely to experience academic and SEB benefit, which contribute to wellness.

Create Effective Context for Learning

Creating an effective context for learning sets the stage for effective instruction, positive academic outcomes, and positive health outcomes (CDC, 2009). Positive, safe, predictable, and welcoming environments enable educators to teach and students to be better prepared to learn. Effective educators engage in the following protective practices to address competing risk factors.

Protective Practices	Competing Risk Factors
• Positively greet and welcome students into the lesson (learn more)	• Unwelcoming environments where students lack positive relationships with teachers are risk factors for poor outcomes (Gubbles et al., 2019)
• Establish predictable routines (learn more) and procedures (learn more)	• Unpredictable environments may increase stress (Peters et al., 2017; Rimm-Kaufman et al., 2005)
• Explicitly teach positive expectations and SEB skills to support learning (learn more)	• Chaotic or disruptive learning environments interfere with learning, and negative climate is a risk factor for dropout (Day et al., 2015; DiPietro, 2018)

Considerations

- Each student (and staff) reacts differently within the moment and across time based on their skills, history, and supports in environment.
- Students may have more difficulty with cognitive load related to learning
- You may have learning impacted with behavior and social emotional mental health concerns instruction may be competing with these others issues
- Student who struggled before will likely continue to struggle or be at higher risk for greater struggles
- May need to differentiate and intensify
- Students may have greater sensitivity and react to situations conditions associated with the crisis event

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3C – Best Practices for Academic Instruction Following Crisis

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