

# Integrate Behavior Expectations Throughout the Curriculum with Literature



Quincy Conference 2.0  
January 4, 2016

# Session Behavioral Expectations


<u>EXPECTATION</u>	<u>SESSION</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>◆ Make yourself <b>comfortable</b> &amp; take care of your needs</li><li>◆ Address question/activity in group time <b>before</b> discussing “other” topics</li><li>◆ <b>Ask questions</b></li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>◆ Turn <b>cell phones</b>, beepers, and pagers “off” or to “vibrate”</li><li>◆ <b>Contribute</b> where possible</li><li>◆ Save talking with your neighbor/s until <b>team time</b>.</li></ul>
BE PREPARED	<ul style="list-style-type: none"><li>◆ <b>Follow up</b> on tasks for next training day</li><li>◆ Take notes to use for your own <b>action planning</b>.</li></ul>

**“Tell me and I’ll forget; show me  
and I may remember; involve me  
and I’ll understand.”**

Chinese Proverb




# Key Features of Session

- To learn methods of incorporating literature to teach behavioral expectations and social/emotional learning standards.
  - Explore strategies to engage students to make the connection between literature and their life/world.
  - Share ideas how participants can integrate children's books into all subject areas.
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# Why is Tying Expectations to Literature a Good Idea?

- Children's literature is wonderful for reading, understanding, and discussing social and emotional learning.
- As students respond to the text they read, they begin to make connections from previous learning.
- Oral discussions allow students to explore issues and relate those issues to their own lives.
- All of this connects to the emotions and senses enhances comprehension skills.


(Ketch, 2005; Spiegel,1998)

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# Connecting To Text Helps Students:

- Understand how characters feel and many times they can relate to their personal experiences
- Prevents boredom
- Sets a purpose for reading and keeping students focused
- Stay actively involved
- Remember what they have read

Tovani (2000)

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# How Do You Make Those Connections?

- **Text to Self**-Students say to themselves, “This reminds me of ....”
- **Text to Text**-How is this story like another story I have read?
- **Text to World**- How does this story relate to the real world where I live?

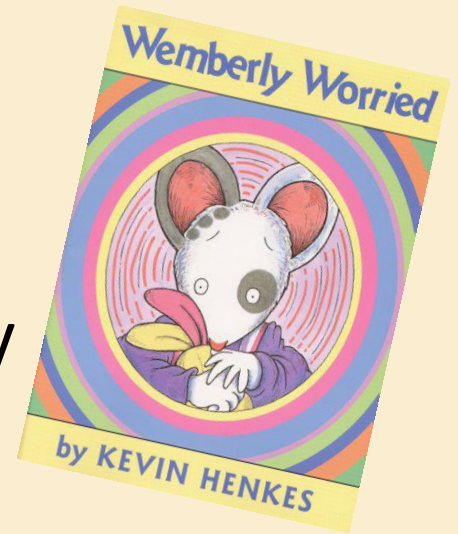
# Text to Self

- Easiest connection to teach
- Key phrase “this reminds me of”
- Easily integrated with SEL performance indicators





# Text to Self



- What does this remind me of in my own life?
- What is similar in my life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read/heard this?

<http://forpd.ucf.edu/strategies/stratText.html>

# Text to Text Connection:

## Using the School Expectations/Matrix

### Show Respect for:

- ◆ Ourselves
- ◆ Area
- ◆ Rights of Others



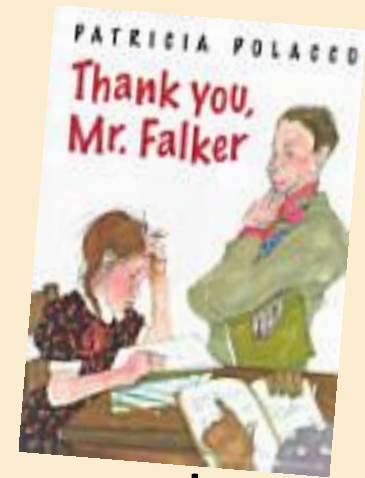
# Text to Text

- What does this remind me of in another book/material I have read?
- How is the text similar to other things I have read?
- How is this different from other books I have read?
- Have I read about something like this before?

<http://forpd.ucf.edu/strategies/stratText.html>



# Text to World

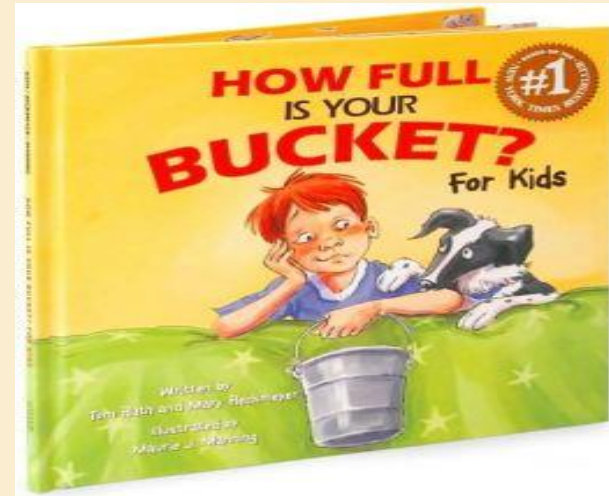


- What does this remind me of in the real world?
- How is this similar to what is currently happening in the real world?
- How is this different from things I have read about in the real world?
- How did that part relate to the world around me?

<http://forpd.ucf.edu/strategies/stratText.html>

# Practice: Connecting to Text


- Text to Self
- Text to Text
- Text to World



*How Full is Your Bucket? For Kids* by Tom Rath & Mary Reckmeyer

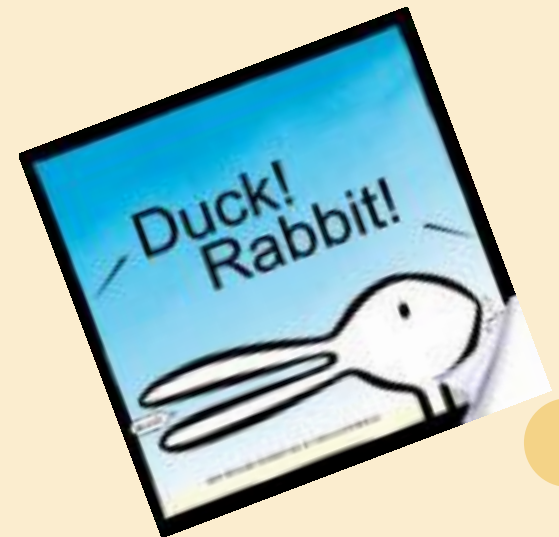
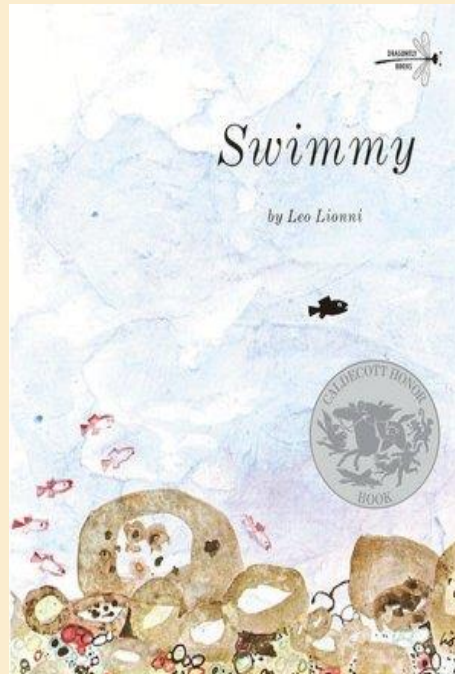
Many schools/classrooms use the bucket idea as a theme for the year.

# Using Books to Lead in a Discussion on Expectations

- Pre-read story
  - Discuss why you are reading the selected story (i.e. to focus on characters feelings)
  - During preselected points you may wish to stop and use some think aloud questions or comments relating to the matrix.
  - Open and guide discussion using open ended questions.
  - Balance “heavy” and “light” experiences in the book.
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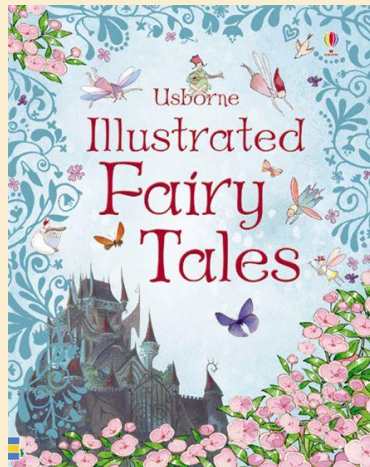


# Books Provide Character Trait Development and Personal/Emotional Learning



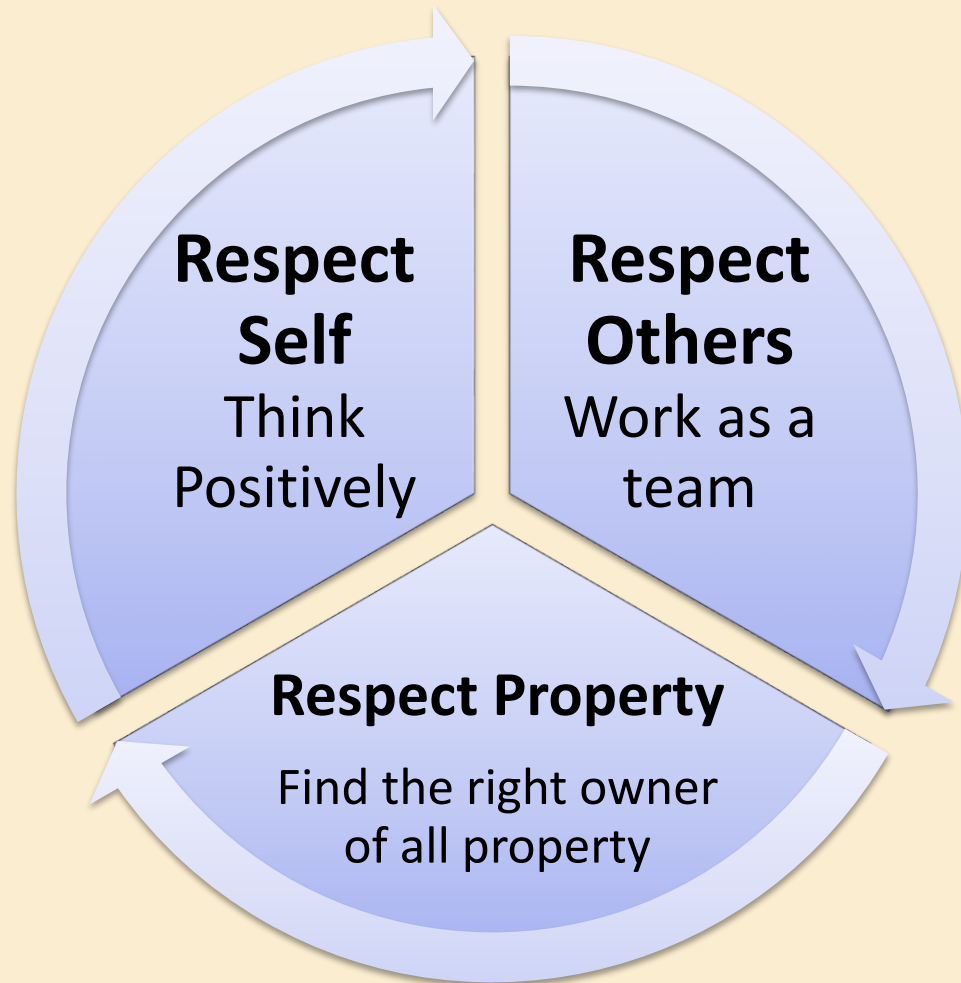
# Teaching Expectations Using Fairy Tales

Rereading a fairy tale that most, if not all, students recognize will give them a sense of familiarity. They will enjoy hearing the tale again, no matter what their age, and many tales can be connected back to the school-wide/classroom expectations.

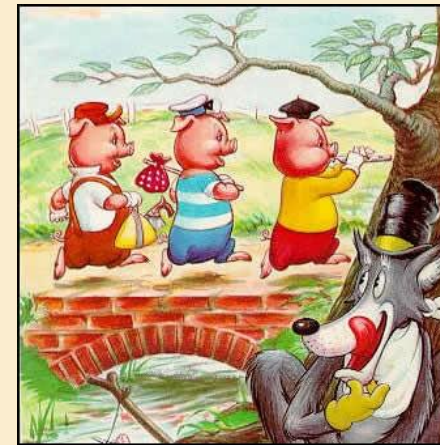




# *Cinderella*



# *Three Little Pigs*



## **Respect Self**

Take the  
time to do it  
right the first  
time



## **Respect Others**

Understand  
that everyone  
has an  
opinion/right  
s



## **Respect Property**

Leave things  
as you found  
it or better  
than when  
you arrived

# Instructional Books to Teach School Expectations

*Respect and Take Care of Things* by Cheri J. Meiners

*Howard B Wigglebottom Learns To Listen* by Howard Binkow

*Don't Squeal Unless It's a Big Deal* by Jeanie Franz Ransom

*How to Be A Friend: A Guide to Making Friends* by Laurie Krasny Brown

*Know and Follow the Rules* by Cheri J. Meiners


*A Bad Case of Tattle Tongue* by Julia Cook

*My Mouth is a Volcano* by Julia Cook

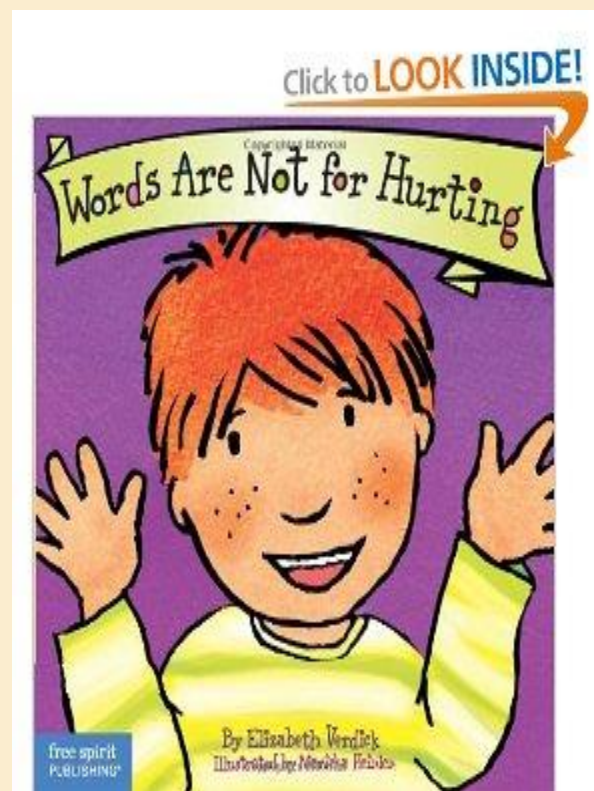
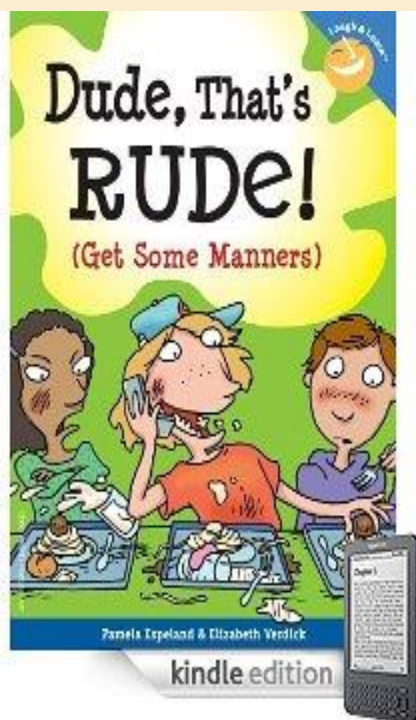
*Sorry* by Trudy Ludwig

*How To Lose All of Your Friends* by Nancy Carlson

*The Essential 55* by Ron Clark

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# Have Students Bring Books from Home Depicting a School Expectation



# Create a List of Books



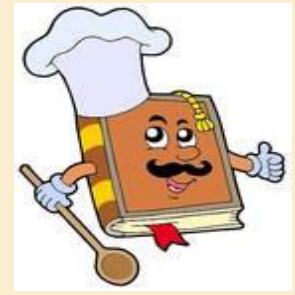
- If each teacher would collect a list of all the books brought in from home and the PBIS team typed up that list, you would have a huge resource for future use.
- This list could be shared with parents as possible birthday and holiday presents.

# Pair and Share/ Speed Dating



- Students switch books with each other. They read the books and then share orally with the class how the books teach the expectations.
- Can also do “Speed Dating”.  $\frac{1}{2}$  the class are the movers, the other  $\frac{1}{2}$  stay where they are. Students have 2 minutes to share how the book teaches about expectations. When the signal is given the movers move to the next student.

# Idea-Recipe for Success



- This is an activity that lasts for about a week at the beginning of the school year. It needs to be well thought out before it is introduced to the students.
- The teacher chooses books that tie in with the desired “ingredients” for their Recipe for Success.
- Each time a book is read the teacher leads a discussion about the lesson learned or the moral of the story.
- The lesson/moral is written on an index card with a picture of the book cover. It is then hung on the display under the ingredient that best fits with the story. Students also participate in an activity based on the story.



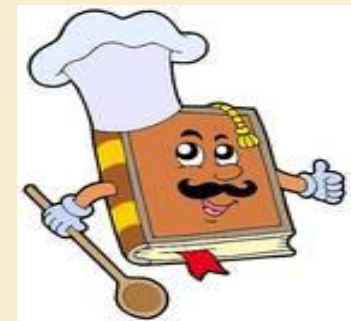
# Never Give Up





# Recipe for Success Continued

- The teacher brings in some type of food that ties in with the story (i.e. fish crackers for Rainbow Fish, etc..) in a plastic bag. The food is put into a giant bowl.
- When all the stories/books have been read and discussed the teacher mixes all the food together so that the students can “taste” success.
- This is the basis for all their efforts throughout the school year. The Recipe for Success stays up all year as a reminder of the ingredients they all need to be successful.



# Example of Recipe for Success

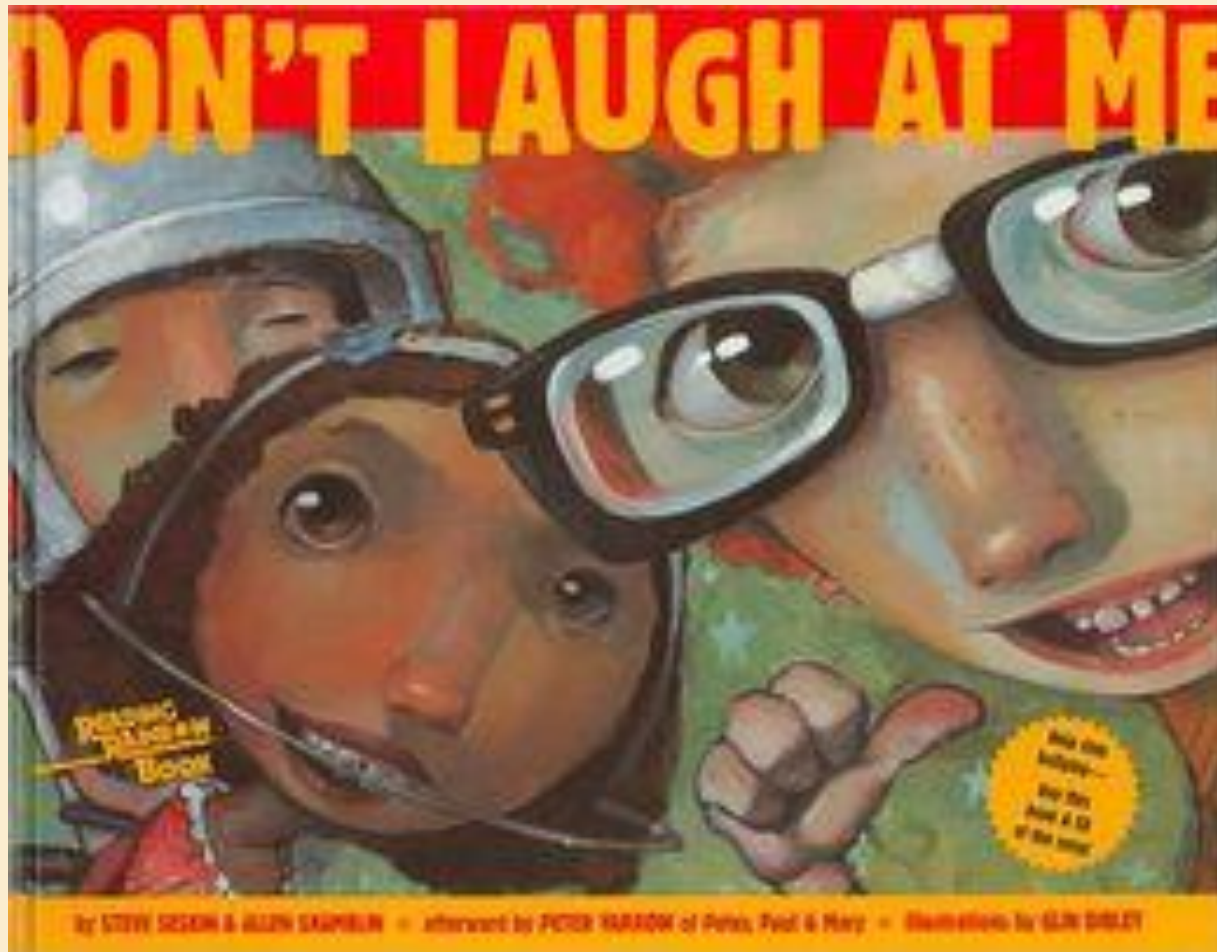
- Treat others the way we want to be treated. (Compassion, accept differences, include others, don't wrinkle)
  - Books-*Someday, Hey Little Ant, Rainbow Fish, Bucket Book, Ruby the Copycat, Different & Alike, Don't Laugh At Me, Out of My Mind, Only One You, Chrysanthemum*
- Do the right thing (responsible, making good choices)
  - Books-*Wrinkle in Time, Whoopi's Big Book of Manners, Piggybook, The Great School Lunch Rebellion*
- Never give up (perseverance)
  - *Loser, The Very Quiet Cricket*
- Work together
  - *The London Eye Mystery, The Wizard, the Fairy and the Magic Chicken, Alphabet Adventure*
- Overcome challenges
  - *Alex Rider Series*
- Look out for each other
  - *Because of Mr. Terupt, Ant & the Elephant*
- Celebrate and feel grateful
  - *Take Time to Relax, I'm in Charge of Celebrations*

Please note-Some of the books listed are novels and are read during the school year.

# Recipe for Success Display in Classroom



# Don't Laugh At Me Activity



# Wrinkled Boy Activity

“Please don’t wrinkle other people. Nobody likes the way it feels to be wrinkled”.



# Other Ideas.....

- Have students with a partner (eye to eye) or (knee to knee) brainstorm actions from the story that fit in the school matrix.
- Thumbs up, thumbs down---list stories under a list of your school-wide expectations.
- Journal Time-Have students write how they feel the story met an expectation.





# Older Students....

- Have older students write “Fractured Fairy Tales” for the younger classes- with the same messages- but with more modern characters.
- Have the students share their “tales” with the younger students during an indoor recess day or “reading buddy day”.
- Example: <http://www.storylineonline.net/>
- Watch Romeow and Drooliet

# Discuss Disabilities with your Students

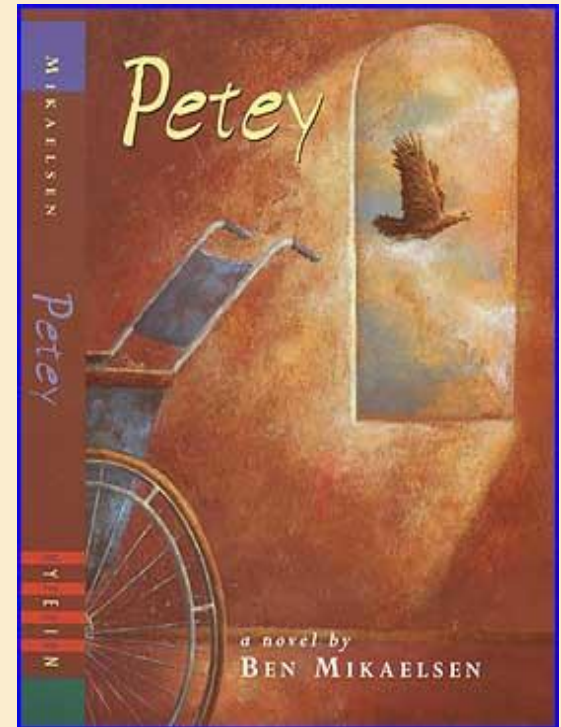
- Teaching empathy for others who are different is an important part of PBIS.
- List of books, movies, songs where main characters are shown as real people and sometimes the hero of the story.

ACCEPT  
DIFFERENCES



# Petey by Ben Mikaelson

- Petey was born in the 1920's with Cerebral Palsy and was institutionalized.
- Petey was considered to be of less intelligence because he didn't speak with words.
- Petey showed them how smart he really was.



# Example of PBIS Story Questions

- If Petey were in our classroom how would we show him what respect looks like?
- What would be our responsibility to Petey?
- How could we use our behavioral expectations in helping Petey be an active member of our classroom?

# Incorporating PBIS into Writing

Have students write examples of how they displayed the expectations on a particular day.



# Integrating with Writing & Literature

- *Letters to Kegan: 30 Truths for Life 's Journey* written by Aaron Boe
- *Thank You Mr. Faulkner* by Patricia Polacco
- *Tuesdays With Morrie* by Mitch Albom
- *The 6 Most Important Decisions You 'll Ever Make* by Sean Covey
- *Rewind* by William Sleator
- *When Zachary Beaver Came to Town* by Kimberly Willis Holt

# Students Write About the Expectations

**Example:** One of our expectations is to Be Respectful which means to: respect self, others, and property. Respecting ourselves means getting enough sleep so we are prepared for the day. It also means preparing by studying and having everything we need at school. Respecting others is probably the most important rule to follow. We need to remember the golden rule and treat others as we would like to be treated. Finally, respecting property means taking care of what is ours. We pick up our own trash and remind others to do likewise. Being respectful is an important part of being a student at our school.

# Three★s and a Wish

- Three things I did well today:
  - I respected my neighbor by raising my hand to speak and waiting to be called on.
  - I respected myself by getting enough sleep last night so I was ready for the day.
  - I respected property by putting my trash in the proper bins.

# Three ★s and a Wish

- One thing I wish had done better today:
  - I wish I hadn't called Joey a "pea brain" on the playground. That wasn't respectful of me.



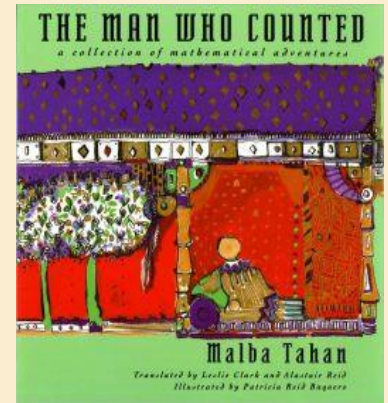
# Incorporating PBIS into Math

- Have students write story problems using the number of “gotcha’s” given in the school.
- Have students keep personal graphs of their “gotcha’s” or do it by grade level.





# *The Man Who Counted: A Collection of Mathematical Adventures* by Malba Tahan



The adventures of Beremiz Samir, *The Man Who Counted*, take the reader on a journey in which, time and again, he summons his extraordinary mathematical powers to settle disputes, give wise advice, overcome dangerous enemies, and win for himself fame and fortune.


Have your students discuss the various ways he solves problems and how he is respectful to everyone he meets throughout his journey.

# Acknowledgement Count

## Examples:


- Write math story problems using the number of acknowledgement slips given in the school.
- We have given out 7,897 slips so far this year. We have 415 students. What is the average number of slips given per student?

# Student Create Surveys

- Have a class survey everyone to find out how many acknowledgement slips they think they have received this year.
  - Graph the actual number of acknowledgements by grade level and post in the hallway.
  - This will be a great reminder to the adults to give out more acknowledgement slips.
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# Behavior Graphs

Have each student graph their own behavior for the day. Have the student give himself/herself a score for every hour of the day:

- 2= It was a beautiful day- I followed all the school expectations.
  - 1= It was a pretty good day- I followed most of the school expectations with some reminders.
  - 0= This day could have been a lot better.
- 

# Incorporating PBIS into Social Studies

- Have students relate how people in the Armed Forces display responsibility to our country.
- Discuss how various community members display responsibility.



# Integrating PBIS & History

*The Story of Rosa Parks* by Patricia Pingy

*Vinnie and Abraham* by Dawn Fitzgerald

*If You Sailed on the Mayflower in 1620* by Ann McGovern

*If You Grew Up With Abraham Lincoln* by Ann McGovern

## **For Older Students:**

*The Freedom Writers Diary* by The Freedom Writers with Erin Gruwell

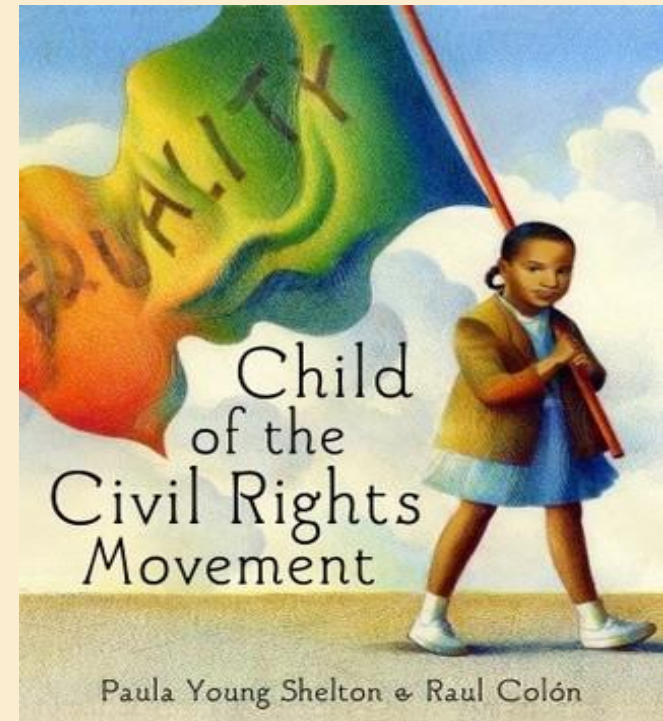
*Warriors Don't Cry* by Melba Pattillo Beals

*Ben Franklin's Almanac: Being a True*

*Account of the Good Gentleman's Life* by Candance Fleming

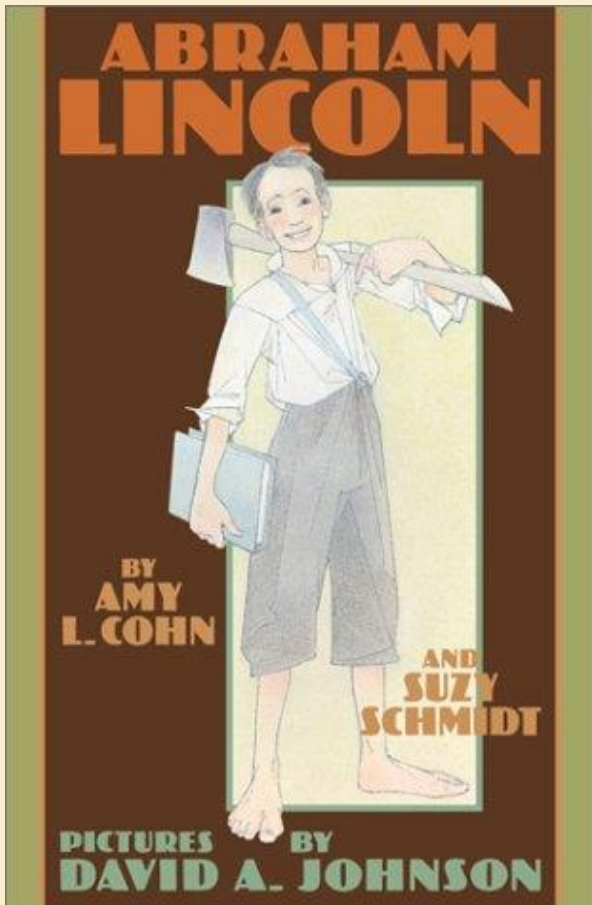
# Apply the PBIS Expectations and how they relate to a Social Studies topic such as the Civil Rights Movement....

- ◆ The Holocaust
- ◆ The American Revolution
- ◆ The Korean Conflict





# History Books with Respect Theme



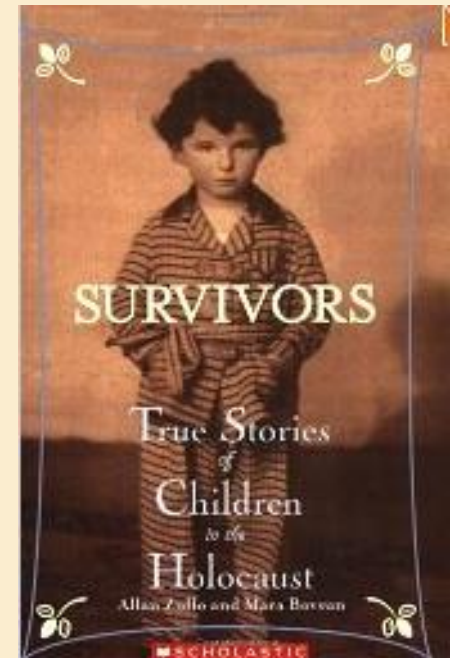
- Abraham Lincoln by Cohn, A. & Schmidt, S.
- Have students research Lincoln's speech as he boarded the train from Springfield, Illinois to Washington, D.C.,
- Discuss what this statement means: "To this place, and the kindness of these people, I owe everything".

# Survivors: True Stories of Children in the Holocaust

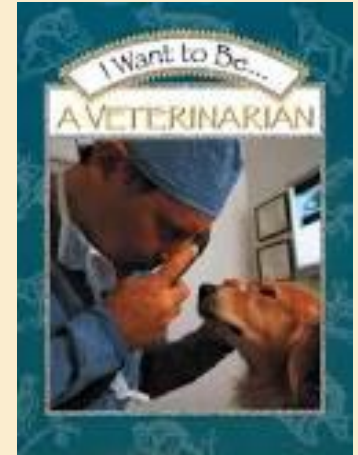
Read this book with your class and discuss:

- “How did a group of people believing that some people were superior to others lead to a war and the death of :
  - Jews- 5.9 million
  - Soviet POW's- 3.3 million
  - Non-Jewish Poles- 1.8-2 million
  - Romanis ('gypsies')- 220,000- 270,000
  - Disabled- 200,000 - 250,000
  - Homosexuals- 5,000 - 15,000
  - Jehovahs Witnesses- 2,500 - 5,000

From wikipedia 2011 data



# Integrating with Health & Science



*You are Healthy* by Todd Snow

*Dr. Strong and Sweet Potatoes* by Yori Takeda

*Why Do I Wash My Hands?* by Royston Angela

*I Want to be a Veterinarian* by Stephanie Maze


*What is a Scientist?* By Barbara Lehn

# Incorporating PBIS into Science

- Have students discuss how scientists would need to be respectful of each other when working on experiments.
- Students can work together to create a Science Fiction story.



# Students can write about Aliens Learning Expectations

- Write your own science fiction story using what we are studying about the galaxy and aliens from the galaxy visiting our planet and having to learn our behavioral expectations in order to survive.
  - You must describe the aliens and why they look like they do based on the oxygen, water, and vegetation content of their planet.
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# Invite guest speakers to come in and talk about science and how behavioral expectations learned in school helped them become great scientists

- |                                   |                        |
|-----------------------------------|------------------------|
| Arachnologist                     | • Entomologists        |
| Arborist                          | • Environmentalist     |
| Archeologist                      | • Marine biologist     |
| Artificial Intelligence Scientist | • Mechanical Engineer  |
| Astronomist                       | • Nurse                |
| Behavior Specialist               | • Pathologist          |
| Biologists                        | • Pest control         |
| Botanist                          | • Pharmacists          |
| Chemical Engineer                 | • Psychiatrist         |
| Chemist                           | • Psychologist         |
| Doctors/Veterinarians             | • Research Professors  |
| Ecologist                         | • Rocket Science- NASA |
|                                   | • Science Professor    |

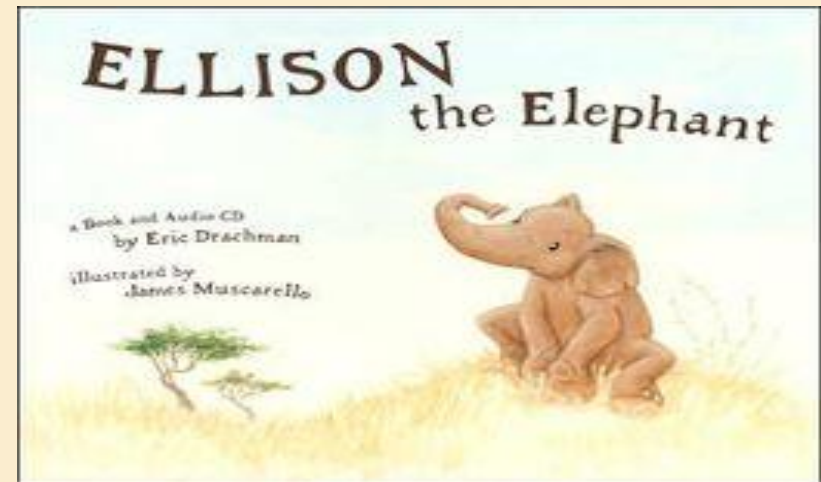
# Incorporating PBIS into Music

- Find songs using the word “respect”. Discuss what the song’s message is.
- Listen to songs and talk about how they relate to the behavioral expectations





# *Ellison the Elephant* by Eric Drachman



This story is about an elephant who has trouble finding his voice. With the help of his imaginary friend, Weasel, Ellison finds his very own voice-a jazzy sound that charms all the other animals. This story teaches students that it is okay to be different.

# Students can Write their own Songs

- Have a contest in the school to write a song about the behavioral expectations.
- Have an American Idol type try out and have the students vote for the new school song.



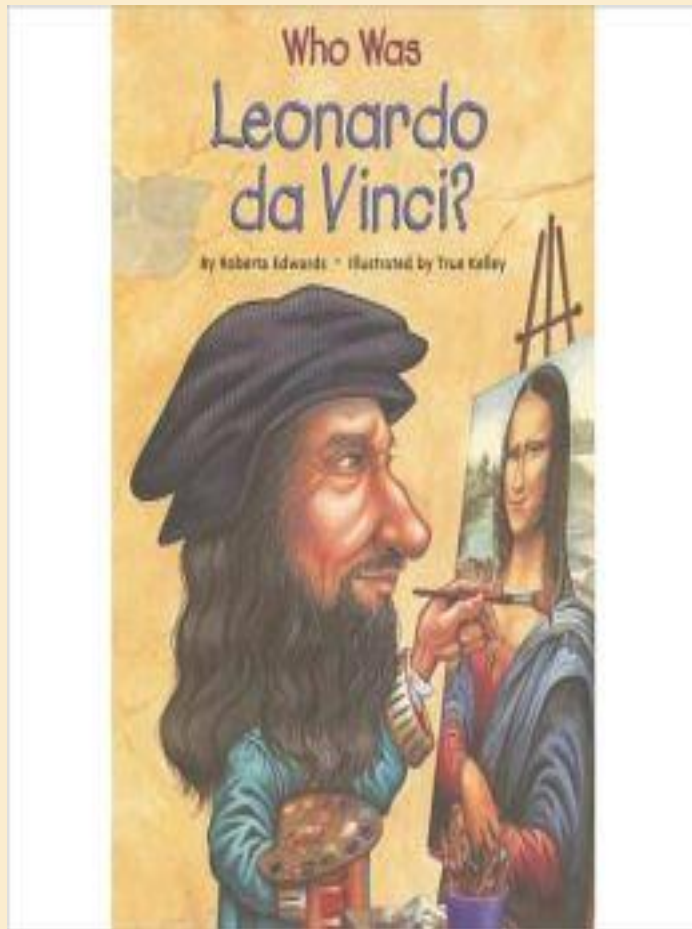
# Incorporating PBIS into Art

- Have students make posters displaying the expectations.
- Have a contest to design the yearbook cover using the expectations as the theme.



# *Who Was Leonardo da Vinci?*

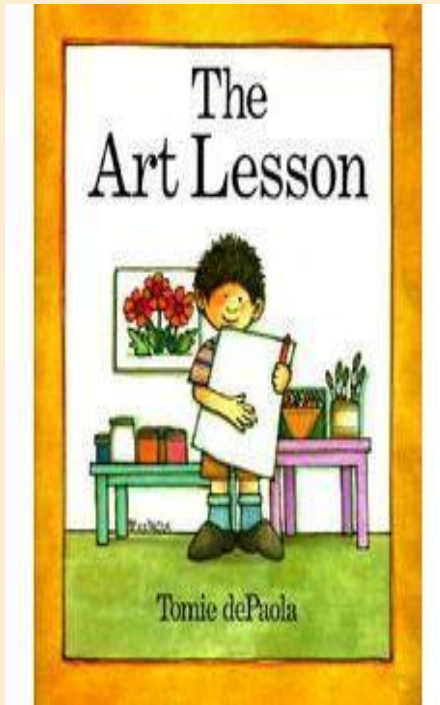
## By Roberta Edwards



Leonardo da Vinci was a gifted painter, talented musician, and dedicated scientist and inventor, designing flying machines, submarines, and even helicopters. Yet he had a hard time finishing things, a problem anyone can relate to.

This would be a perfect book to share with the class to discuss organization skills and responsibility.

# *The Art Lesson* by Tomie dePaola



Having learned to be creative in drawing pictures at home, young Tommy is dismayed when he goes to school and finds the art lesson there much more regimented.

Lead a discussion on how the teacher and Tommy reached a compromise, explaining that people are usually willing to compromise when they have been treated respectfully.

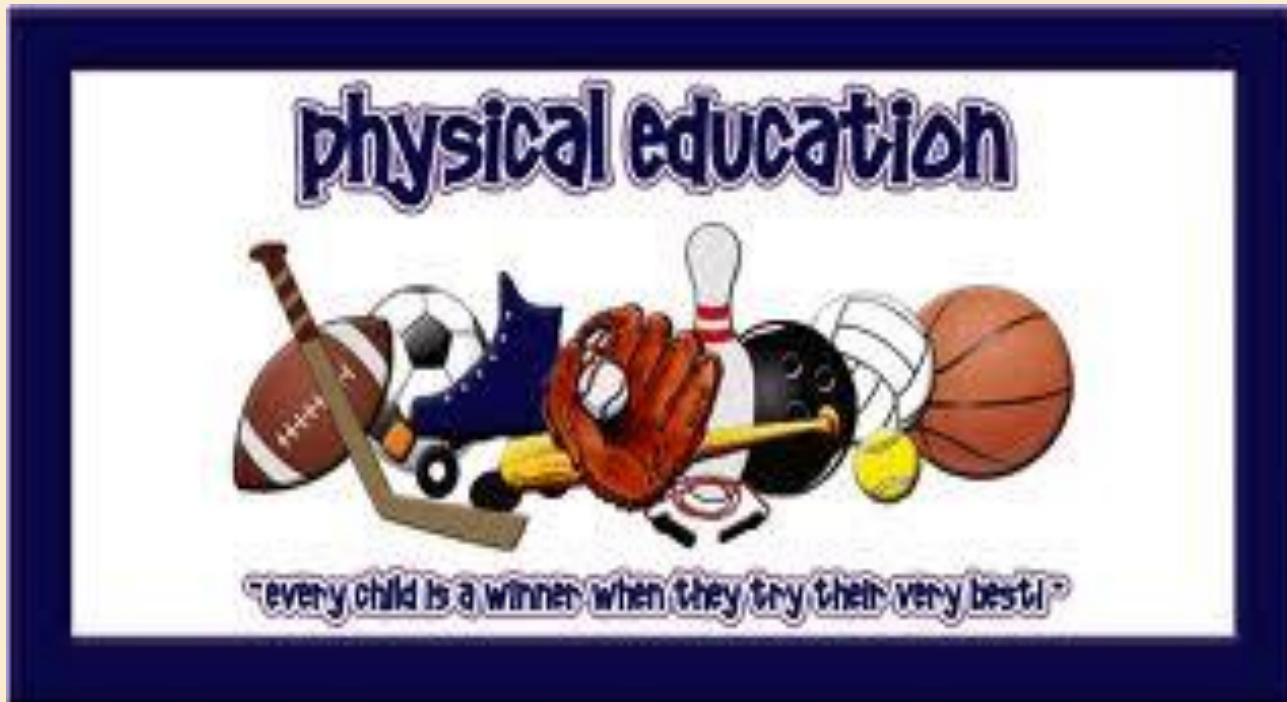
# Ideas for PBIS and Art

- Sidewalk chalk
- Art fair- like the Plaza Art Fair
  - Invite vendors to give away food samples etc. – or sell with some profit going to school
- Create a school logo contest



# Incorporating PBIS into Physical Education

- Tie the rules of any physical activity in with showing respect and responsibility.

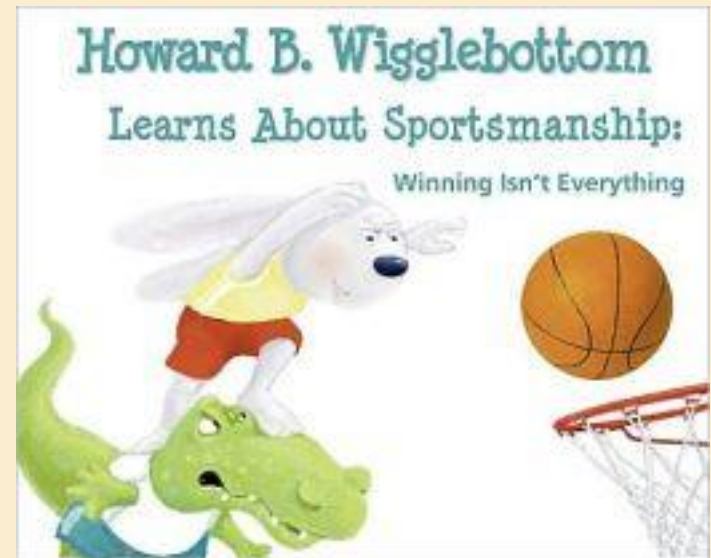




# *Howard B. Wigglebottom Learns About Sportsmanship* by Howard Binkow

This book introduces the ideas of camaraderie, teamwork and the pleasure of playing sports and games for the fun of it.

It also helps younger students learn that it is okay not to win all of the time.



# Physical Education

- In PE have the students make a video about about using the expectations on the playground for each of the areas of the playground:

4 square

Basketball

Soccer

Baseball

Swings

Monkey bars

Jungle Gym

Slide

Blacktop area

Jump rope


Making the merge...

# One System—Common Language

## **Be Respectful:**

- Respect
- Caring
- Acceptance
- Kindness
- Sportsmanship

## **Be Responsible:**

- Responsibility/Safety
  - Citizenship
  - Honesty
  - Perseverance
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# Making the Merge: Cool Tools + SEL Goal 1

Develop self-awareness and self-management skills to achieve school and life success.


## **SEL 1A: Identify and manage one's emotions and behavior.**

- Keep Your Cool—Coping with feelings of upset (Respect)
- Stop-Breathe-Leave (Respect/Responsibility)

## **SEL 1B: Recognize personal qualities and external supports.**

- Think Positive—Positive self-talk (Perseverance)
- Put Your Pride to the Side—Asking for help (Perseverance)

## **SEL 1C: Demonstrate skills related to achieving personal and academic goals.**

- Practice Makes Perfect—Reacting to failure (Perseverance)
  - Be Prepared—Bringing materials to class (Responsibility)
  - Follow Directions (Responsibility)
  - Stay Focused—Ignoring distractions (Responsibility)
- 

# Making the Merge: Cool Tools + SEL Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

## **SEL 2A: Recognize the feelings and perspectives of others.**

- Learn to Listen (Respect)
- Show You Care—Understanding others' feelings (Caring)

## **SEL 2B: Recognize individual and group similarities and differences.**

- Be Unique—Appreciating differences (Acceptance)
- Put-Ups are Paw-some—Giving compliments (Kindness)

## **SEL 2C: Use communication and social skills to interact effectively with others.**

- Grrreat Greetings—Greetings and introductions; Polite Words (Respect)
- Sharing is Caring (Caring)
- Lend a Hand—Offering help (Kindness)
- Paws to Yourself—Respecting personal space (Respect)
- Being a Team Player; Rules of the Game; Dealing with Losing (Sportsmanship)

# Making the Merge: Cool Tools + SEL Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**SEL 2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.**

- Tattling vs. Telling—Solving problems (Responsibility)
- S.W.A.T.—Solving problems peacefully (Respect/Responsibility)
- Play it Cool—Dealing with teasing/embarrassment (Acceptance)
- Saying Sorry—Apologizing (Caring)

# Making the Merge: Cool Tools + SEL Goal 3

## Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.


### **SEL 3A: Consider ethical, safety, and societal factors in making decisions.**

- Reasons for Rules—Following rules and laws (Citizenship)
- Tell the Truth—Being Honest (Honesty)
- Wanting Something That's Not Yours (Honesty)

### **SEL 3B: Apply decision-making skills to deal responsibly with daily academic and social situations.**

- Accepting Consequences (Citizenship)
- Courage to Say No—Resisting peer pressure (Honesty)

### **SEL 3C: Contribute to the well-being of one's school and community.**

- Be a Good Citizen (Citizenship)
  - Stash the Trash—Respecting the environment (Citizenship)
- 



# Making the Merge: Cool Tools + Literature

**Showing  
Perseverance  
is RESPONSIBLE!**

**Think Positive (SEL 1B):**

The Little Engine that Could

The Pout-Pout Fish in the Big-Big Dark

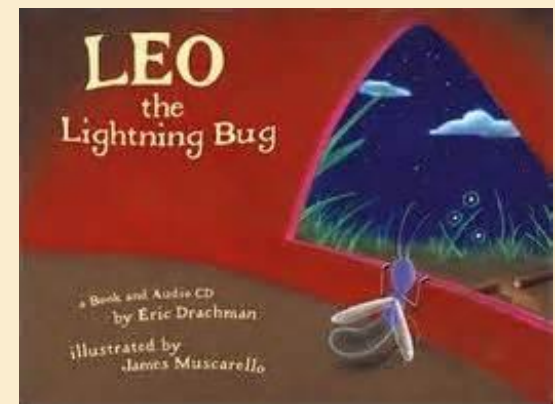
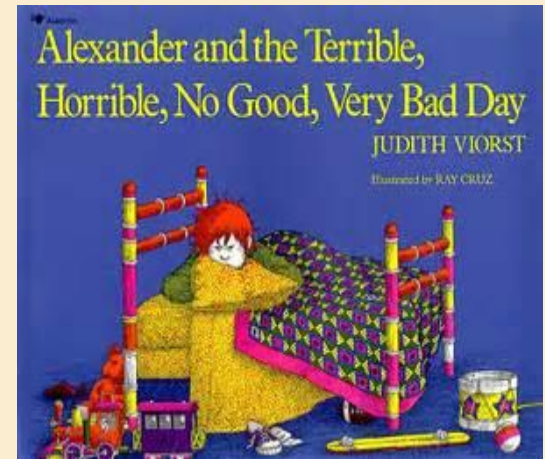
Alexander and the Terrible, Horrible, No Good, Very  
Bad Day

**Practice Makes Perfect (SEL 1C):**

Ellison the Elephant

Leo the Lightning Bug

Seabiscuit the Wonder Horse



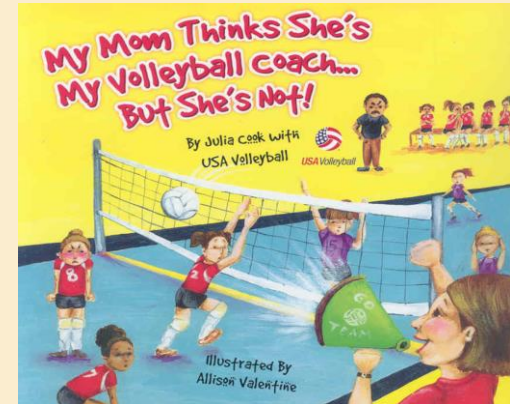
# Making the Merge: Cool Tools + Literature

## Showing Sportsmanship is RESPECTFUL!

### Being a Team Player (SEL 2C):

Shawn Sheep the Soccer Star

My Mom Thinks She's My Volleyball Coach,  
But She's Not!

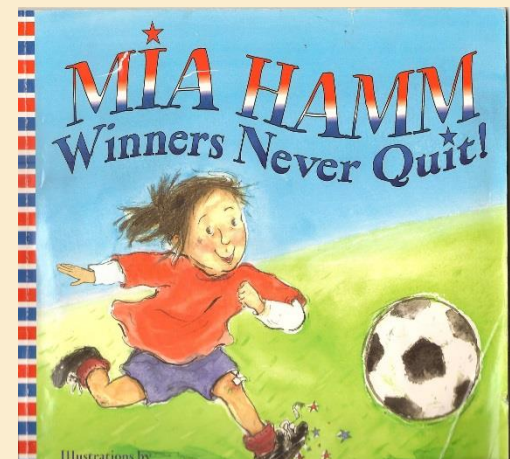


### Dealing with Losing (SEL 1A/2C):

Win Some, Lose Some

Liam Wins the Game, Sometimes

Winners Never Quit



# Making the Merge: Cool Tools + Literature

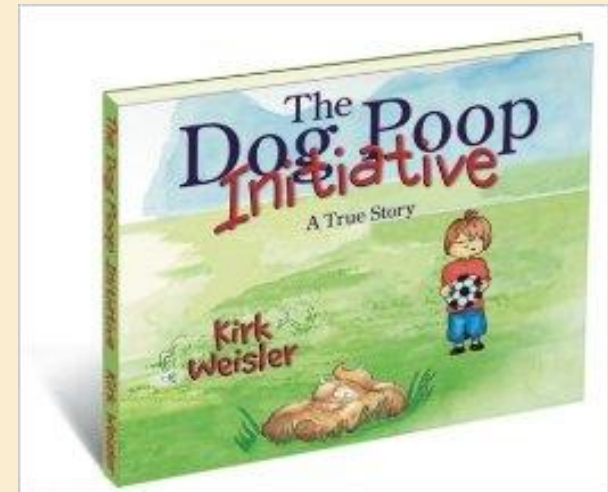
## Showing Citizenship is RESPONSIBLE!

### Being a Good Citizen (SEL 3C):

The Dog Poop Initiative  
If Everybody Did  
Zoolidays

### Accepting Consequences (SEL 3B):

The Cookie Thief  
Pickers is a Thief  
Lucy Goosey Takes Responsibility



# Making it All Fit & Flow: Within the Curriculum



Cool Tool lesson plans include suggested:

- **Books:** Opportunities for questioning and critical thinking (Common Core)
- **Games:** Physical education (gross motor and cooperative learning)
- **Supplementary Videos:** Engaging use of technology to prompt further discussion, critical thinking or writing activity
- **Other Activities:** Arts and crafts (fine motor); Skits and plays (cooperative learning)

# Making it All Fit & Flow: Day-to-Day Integration & Reinforcement

- Daily Morning Announcements by students
- Monthly Pep Rally Assemblies
  - Community Involvement—Police Department
  - Administrator & Social Worker Involvement
  - Student Involvement—Awards, skits and audience participation
- ‘Character in Action’
  - Cards to the Troops
  - Pennies for Patients
  - Compliment Candy-grams
- Challenges/Celebrations
  - Put-Ups for Pie
  - ‘A Healthy Me’ Week



# Making it All Fit & Flow: ALL Environments—ALL Involved

- Classrooms—Weekly Cool Tools
- Library—Reinforcing with literature
- Social Work
  - Classroom/School wide supplementary lessons
  - Tier 2 Intervention—SAIGs incorporating literature
- Home/Community
  - Monthly ‘PBIS Piece’ in school newsletter and online
  - PBIS Parent Night—Using Literature and Play

# Center on the Social and Emotional Foundations for Early Learning

- The Center on the Social and Emotional Foundations for Early Learning has created a Children's Book List that is divided by social emotional themes for young children. They also have a Book List and a Book Nook, which contains easy-to-use guides on ways to embed social emotional building activities into everyday routines. For more information go to: <http://csefel.vanderbilt.edu>. (Click on "For Teachers/Caregivers and then Book List/Book Nook").



# Behavior Doctor

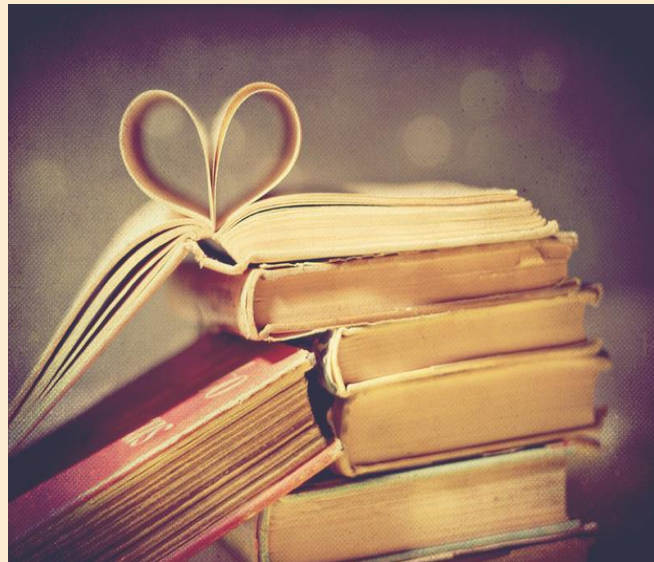
Some of the ideas in this presentation came from a presentation entitled “Integrating PBIS in the Curriculum” by **Laura A. Riffel, PhD**. She is a behaviorist who specializes in assisting adults to make proactive changes so that targeted behaviors of children disappear like magic. Her website ([www.behaviordocor.org](http://www.behaviordocor.org)) is filled with free resources for educators and parents. Included in the resources is a detailed Book List for students of all ages.

# 2015 Young Adults' Choices

- The 2015 Young Adults' Choices list is the 29<sup>th</sup> that U.S. teenagers (grades 7-12) have helped create as part of a International Reading Association Project. The goals of the project are to encourage young people to read; to make teens, teachers, librarians and parents aware of new literature for young adults and to provide middle and secondary school students with an opportunity to voice their opinions about books being written for them. For more information and a summary of all the books chosen this year go to: <http://www.literacyworldwide.org/docs/default-source/reading-lists/young-adults-choices/young-adults-choices-reading-list-2015.pdf?sfvrsn=4>

# Remember...

“Literature is the safe and traditional vehicle through which we learn about the world and pass on values from one generation to the next”. Laurie Anderson



# Resources:

- [www.pbis.org](http://www.pbis.org)
- [www.pbisillinois.org](http://www.pbisillinois.org)
- [www.missouri.org](http://www.missouri.org)
- <http://flpbs.fmhi.usf.edu>
- [www.behaviordocor.org](http://www.behaviordocor.org)
- <http://csefel.vanderbilt.edu>
- <http://www.literacyworldwide.org/get-resources/reading-lists/young-adults-choices-reading-list>

# Presenter

- Stephanie Burry, PBIS External Coach, Quincy Public Schools #172 and Adams County, [burryst@qps.org](mailto:burryst@qps.org)

# Before you leave the session...

- Take a moment to reflect on the session.
- Your comments are valued and assist in developing future sessions.

