



New York State Education Department
Office of Special Education
Educational Partnership

PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

TFI 1.5: Problem Behavior Definitions

TFI 1.6: Discipline Policies

TFI 1.8 Classroom Procedures (*continuum of responses*)

Produced by the Technical Assistance Partnership for Behavior

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Thank you to Midwest PBIS Network, Mid-Atlantic PBIS Network, Missouri Schoolwide PBS, Virginia Dept of Ed PBIS, and other National Partners for their contributions

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

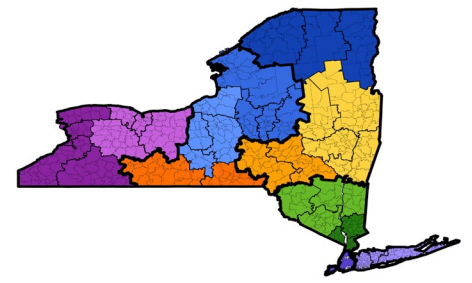


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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none">✧ Take care of your personal needs✧ Return on time and quietly✧ Sign attendance sheets / complete eval. form✧ Use electronic devices when necessary
BE RESPECTFUL	<ul style="list-style-type: none">✧ Put cell phones to “off” or “vibrate”✧ Listen to others attentively✧ Honor confidentiality when applicable✧ Stay on topic
BE ENGAGED	<ul style="list-style-type: none">✧ Be an active participant✧ Participate with an open mind✧ Take notes✧ Make plans to stay until training dismissal

Agenda



Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

Slide Marker Icons



Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

TFI 1.5 & 1.6 Purpose & Outcomes

Purpose:

Prepare and plan for facilitating implementation of effective discipline procedures

Outcomes:

1.5 Problem Behavior Definitions:

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems

1.6 Discipline Policies:

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently

1.8 Classroom Procedures:

Tier I features (school-wide expectations, routines, acknowledgements, [in-class continuum of responses](#)) are implemented within classrooms and consistent with school-wide systems.

Definition

Disciplinary policies and practices are part of a cohesive behavior support system within a school. Discipline is a complementary system to expectations and acknowledgements.

Effective discipline includes opportunities for students to LEARN and PRACTICE appropriate behaviors through an instructional approach.

Rationale for Discipline Definitions and Policies

Clearly defined procedures support consistency with responding to behavioral infractions. Consistency creates the conditions for increased structure, feelings of safety, and a positive learning environment.

Research indicates that subjective behaviors more often result in disproportionate discipline for students of color. *

It is imperative that staff examine their beliefs about what behaviors are considered “normal” or “appropriate.”

Rationale for Discipline Definitions and Policies, continued

Differentiating between behaviors addressed in the classroom, versus those addressed by administration, can:

- a) improve consistency within the classroom,
- (b) provide more meaningful information for problem solving,
- (c) increase instructional minutes, and
- (d) free up administrative time spent on discipline.

Responsibility for Behaviors

Behavioral Examples

Classroom-managed (minor)	Office-managed (major)
<i>Involve opportunities for teachable moments and minimizing interruption to instruction</i>	<i>Involve school and student physical and emotional safety</i>

How does your school/district differentiate between classroom and office managed behaviors?

Defining Behaviors

- The School-Wide Information System (SWIS) developers have definitions for problem behaviors
- The definitions are clear, observable, and can be measurable
- Establish alignment with SWIS definitions

SWIS Minor Examples

Minor Problem Behavior	Definition
Defiance/ Insubordination/ Non-Compliance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespect)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.
Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

See Workbook Pages 26-28

SWIS Major Examples

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.

See Workbook Pages 26-28

“T-Chart” School Example

Teacher Managed Behavior (Minor)

- Attendance/Tardy – Inform parents on effect on academic performance
- Profanity directed at student
- Gum chewing
- Homework
- No supplies
- Tattling
- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment
- Disrespect
- Disruption
- Defiance

Office Managed Behavior (Major)

- Attendance/Tardy
- Vandalism
- Substances
- Weapons
- Profanity directed at Adults
- Fighting
- Verbal/Physical intimidation
- Major stealing
- Cutting school
- Wanderers
- Gang Related Activity
- Chronic Dress Code Violation
- Harassment (including sexual)
- Disrespect
- Disruption
- Defiance

“T-Chart” School Example Continued

Teacher Managed Behavior (Minor)

- Attendance/Tardy – Inform parents on effect on academic performance
- Profanity directed at student
- Gum chewing
- Homework
- No supplies
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- Non-compliance
- Name calling
- Lying
- Minor stealing
- Cheating
- Dress Code Violations
- Minor Harassment
- Disrespect
- Disruption
- Defiance

Office Managed Behavior (Major)

- Attendance/Tardy
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- Profanity directed at Adults
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- Wanderers
- Gang Related Activity
- Chronic Dress Code Violation
- Harassment (including sexual)
- Disrespect
- Disruption
- Defiance

What about these examples?

Example of a School Reviewing their Major Office Discipline Referral (ODR) Data

Infraction	Notes
Disruption	Refusal to do work, throw paper
Disruption	Refusal to do work, cry, pout, stomp
Disruption	Off task, refusal
Disruption	Arguing with teacher
Disruption	Prohibited teaching and learning
Disruption	Playing, throwing water
Disruption	Off task
Disruption	Throwing paper, yelling, hitting, crawling
Disruption	Following directions, playing, off task
Disruption	Not following directions

Analysis of Data on Disruption

*What does **Disruption** look like and sound like?*

Classroom-managed	Office-managed
Refusal to do work	Disruption escalated into a physical or verbal confrontation
Argue with the teacher Calling out Tapping pencil/objects Talking to others Unnecessary movement (out of seat/fidgeting) Touching others	Minor actions repeated to the point of an “unteachable” learning environment

Completing T-charts with Staff



T Chart for Problem Behaviors

1. List all Minor Behaviors (Classroom managed) on one side
2. List all Major Behaviors (Office managed) on the other side
3. Finalize the list and definitions
4. Provide additional examples for any behaviors that are listed as both Minor and Major.

Teacher Managed Behavior (Minors)	Office Managed Behavior (Majors)
<ul style="list-style-type: none">• Attendance/Tardy – Inform parents on effect on academic performance• Profanity directed at student• Homework• No supplies• Tattling• Non-compliance• Name calling• Lying• Minor stealing• Cheating• Dress Code Violations• Minor Harassment	<ul style="list-style-type: none">• Attendance/Tardy• Vandalism• Substances• Defiance• Weapons• Profanity directed at Adults• Major disruptions• Fighting• Verbal/Physical intimidation• Major stealing• Cutting school• Wanderers• Gang Related Activity• Chronic Dress Code

Defining Individual Behaviors

1. Share discipline data identifying the top 5 behaviors showing up in your data and any descriptive data that describes what happened
2. Ask staff: What do you notice?
3. Arrange staff in vertical teams (multiple perspectives)
4. Assign each team one of the top 5 behaviors and provide them with the descriptive data
5. Ask teams to draw a t-chart with identified behavior at the top
6. Ask teams to identify behavioral examples of what minor and major types of this behavior look and sound like.

Workbook: TFI 1.5, 1.6 Activities 1 & 2

“When everyone handles infractions with instructional correction procedures, students learn that what happens when they misbehave is procedure not personal.”

~Bob Algozzine

How do you Respond?

Preventing and Responding to Inappropriate Behaviors



8 Classroom Management Practices

1. Arrange orderly physical environment
2. Define, Teach, Acknowledge Rules and Expectations (T1 Modules 1.3, 1.4, 1.9)
3. Define, Teach Classroom Routines (T1 Modules 1.3, 1.4)
4. Employ Active Supervision
5. Provide Specific Praise for Behavior (T1 Module 1.9)
6. **Continuum of Response Strategies for Inappropriate Behaviors (T1 Module 1.5-1.6)**
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

Why Focus on a Continuum of Strategies to Respond to Inappropriate Behavior?

What is the single most used, but *least effective* method for addressing undesirable behavior?

To *verbally scold and berate a student.*
(Albetro & Troutman, 2006)

Consistency is key, not severity

- It is less important what the consequence is, than that something is reliably done
- How staff respond or what consequence is used is less important than the certainty that something will be done, even something relatively brief such as redirection or re-teaching

School Sign



Set the tone

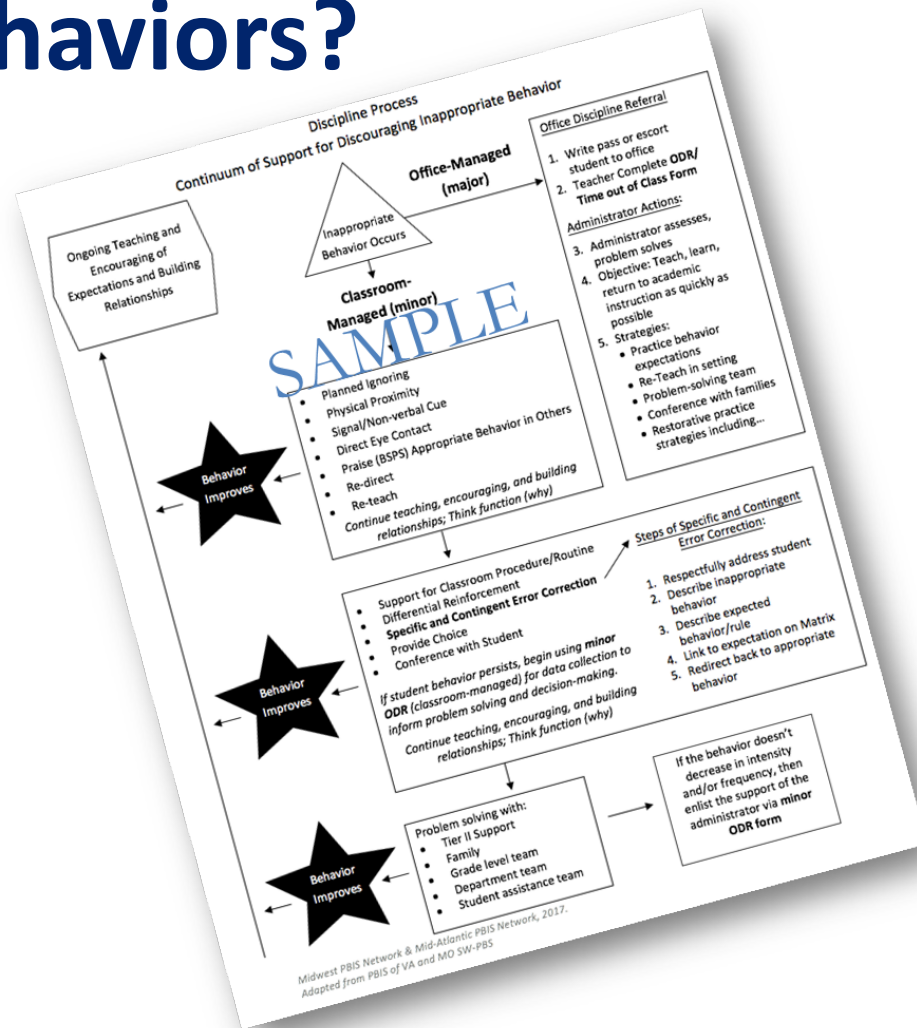
Responses to inappropriate behaviors are always:

1. Calm
2. Consistent
3. Brief
4. Immediate
5. Respectful

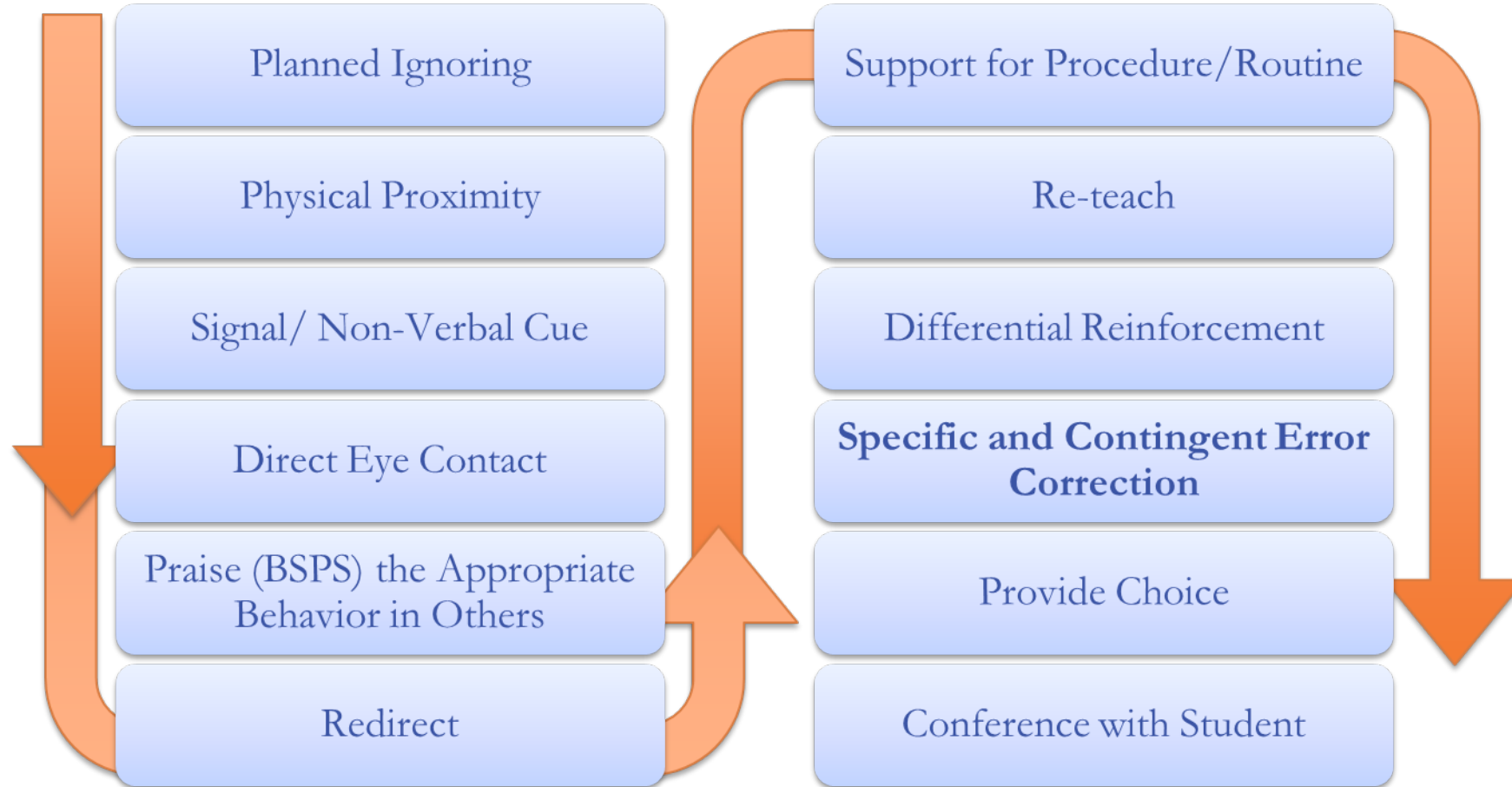
I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool for torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

~Haim Ginott

Where do you document the process and practices for how staff prevent and respond to problem behaviors?



Develop a Continuum of Strategies to Respond to Inappropriate Behavior



Definitions of Strategies

Strategy	Definition
Planned Ignoring	Ignore student behaviors when their motivation is attention, and continue instruction without stopping
Physical Proximity	Using teacher proximity to communicate teacher awareness, caring, and concern
Signal/Non-Verbal Cue	Teacher gestures to prompt a desired behavior, response, or adherence to a classroom procedure and routine.
Direct Eye Contact	The "teacher look" to get attention and non-verbally prompt a student
Praise (BSPS) the Appropriate Behavior in Others	Identify the correct behavior in another student or group and use behavior specific praise to remind all students of the rule/expectation.
Redirect	Restate the desired behavior as described on the teaching matrix

Definitions of Strategies Continued

Strategy	Definition
Support for Procedures/ Routine	Identify and install a classroom routine to prevent the problem behavior. Provide a booster for a routine already in place.
Re-teach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Differential Reinforcement	Reinforcing one behavior and not another. For example, reinforce the positive behavior while ignoring the student's inappropriate behavior.
Specific and Content Error Correction	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Conference with Student	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Specific and Contingent Error Correction Definition

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior.

It is ***contingent*** (occurs immediately after the undesired behavior; ***specific*** (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and ***brief*** (after redirecting back to appropriate behavior, move on).

Goals of Specific and Contingent Error Correction

- Interrupt the problem behavior and engage the students in the expected behavior
- Ensure the students exhibit the expected behavior in future occurrences of similar situations
- Avoid escalation of the problem behavior

(Colvin, 2010)

Error Correction: Non-Examples...

How many times do I have to tell you to work quietly?

Didn't I just tell you to get your work done?

Why are you talking when I'm talking?

Do you want me to send you to the office?

What's going to happen if I call your mother?

What do you think you're doing?

Don't you think you should be using your time better?

Steps to Specific and Contingent Error Correction:



Respectfully address student

Describe inappropriate behavior

Describe expected behavior/rule

Link to expectation on Matrix

Redirect back to appropriate behavior

Practice: Come up with a sample Error Correction statement that includes all steps above and is brief!

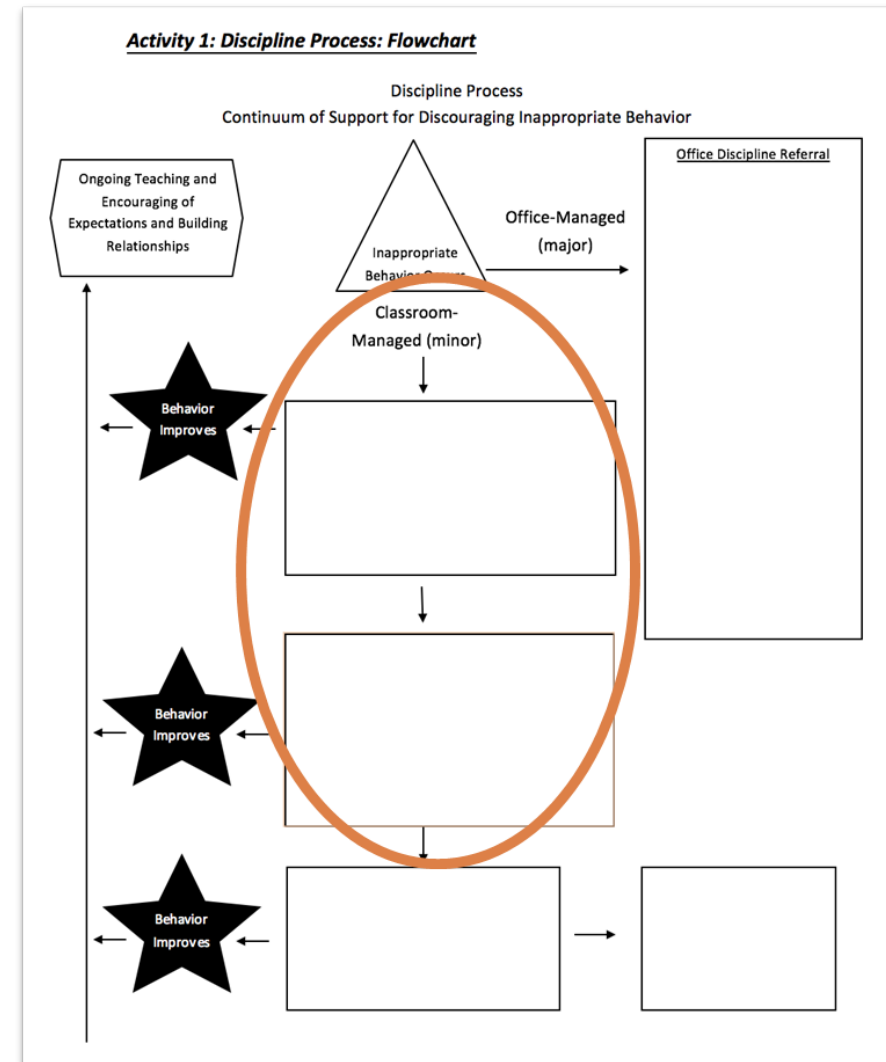
Add a Continuum of Strategies to your Discipline Flowchart



What effective strategies are currently in place for responding to a minor/teacher managed behavior problems in your school?

1. Identify your continuum of strategies
 - Include prevention strategies
 - Include re-teaching and other classroom management practices
2. Add your continuum to the flowchart to document the process for responding to behavior.
 - Avoid “3 minors equals a major” logic
3. When do staff complete a minor ODR form?

Workbook: TFI 1.5, 1.6 Activity 3



Classroom Management Module on: Continuum of Strategies to Respond to Inappropriate Behavior



Classroom Snapshot: Error Correction

Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. It is **contingent** (occurs immediately after the undesired behavior; **specific** (tells the learner exactly what they are doing incorrectly and what they should do differently in the future); and **brief** (after redirecting back to appropriate behavior, move on).

Continuum of Response	Responses are 1. Calm 2. Consistent 3. Brief 4. Immediate 5. Respectful
Redirect	Restate the desired behavior as described on the teaching matrix
Reteach	State and demonstrate the matrix behavior. Have the student demonstrate. Provide immediate feedback.
Contingent Instructions	Specific directions that prompt or alert the student to stop the undesired behavior and to engage in the desired behavior.
Provide Choice	Give choice to accomplish task in another location, about the order of task completion, using alternate supplies to complete the task or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the <i>same</i> outcome.
Conference	Describe the problem. Describe the alternative behavior. Tell why the alternative is better. Practice. Provide feedback.

Assessment for Error Correction

Observe and monitor the components of Error Correction during a 10 minute period or during predictable problematic times:

Are disruptions and problem behaviors minimal?	No	Sometimes	Frequently
Is a continuum of consequences to discourage rule violations (e.g., ignoring, praising others, proximity, specific reprimand) used?	No	Partial/informal	Frequently
Is there a documentation system for dealing with specific behavioral violations?	No	Sometimes	Frequently
When correcting misbehavior, is the teacher calm?	No	Sometimes	Frequently

What is the purpose of the office discipline referral form?

Is it used as an intervention?

Is it used to collect data?

What happens if a student needs to be referred to the office?

- Do you complete an office referral electronically?
- Do you complete an office referral on paper?
- What is the procedure for getting a student to the office (call to office, student goes to the office)?
- What's the administrator's disposition and is it communicated to referring teachers?

Office Procedures for Discipline Referral

1. Write pass or escort student to office
2. Teacher Complete Time out of Class Form
3. Administrator assesses, problem solves
4. Objective: Teach, learn, return to academic instruction as quickly as possible
5. Strategies:
 - Practice behavior expectations
 - Re-Teach in setting
 - Problem-solving team
 - Conference with families
 - Restorative practice strategies including...

What happens if a student needs to be referred to the office? ~Activity



Workbook TFI 1.5, 1.6, Activity 4

1. In small groups, read and discuss the statements on considerations for consequences in your workbook.
2. Discuss with the full table how your team can use this activity with all staff



Workbook TFI 1.5, 1.6, Activity 5

1. Review the examples of alternatives to suspension.
2. Identify alternatives in place at your school to add to your discipline flowchart.

Peterson, R. L. (2005). Ten alternatives to suspension. *Impact: Feature Issue on Fostering Success in School and Beyond for Students With Emotional/Behavioral Disorders*, 18(2).
<https://ici.umn.edu/products/impact/182/over5.html>

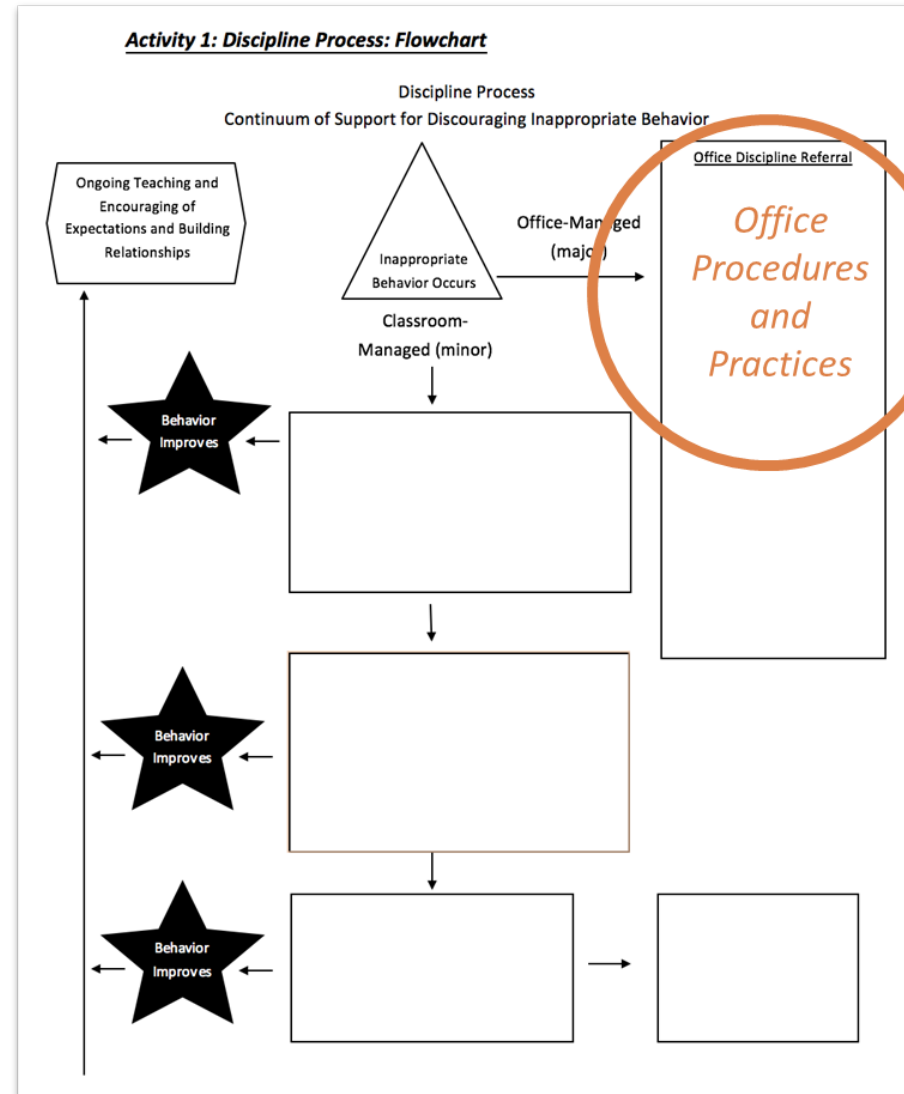
Add a Continuum of Strategies to your Discipline Flowchart – Effective Practices



What practices are in place for how school administration responds to a major discipline referral?

1. Identify your office process and practices
 - Include prevention strategies
 - Include re-teaching and other educational approaches to discipline
2. Add your process for Major ODRs to the flowchart

Workbook: TFI 1.5, 1.6 Activity 6



Do your data collection tools have all the information to make data-informed decisions?

- Student's Name
- Date
- Time of Incident
- Location of Incident
- Student's Teacher
- Student's Grade Level
- Referring Staff
- Others Involved
- Problem Behavior
- *Possible Motivation*
- *What was happening before the behavior (antecedent)?*
- Possible consequences
- Administrative Decision
- Other Comments

Workbook: TFI 1.5, 1.6 Activity 6

Supplemental Resources

Time Out of Class Form

Name: _____ **Location**
Date: _____ **Time:** _____ Playground Library
Teacher: _____ Cafeteria Bathroom
 _____ A B C
Grade: K 1 2 3 4 5 6 7 8 Hallway Arrival/Dismissal
Referring Staff: _____ Classroom Other _____
Others involved in incident: None Peers Staff Teacher Substitute

Minor Problem Behavior	Major Problem Behavior	Possible Motivation
Inappropriate language Physical contact Defiance Disruption Dress Code Property misuse Tardy Electronic Violation Other _____	Abusive language Fighting/ Physical aggression Defiance/Disrespect Harassment/Bullying Dress Code Inappropriate Display Aff. Electronic Violation Lying/ Cheating Skipping class Other _____	Obtain peer attention Obtain adult attention Obtain items/activities Avoid Peer(s) Avoid Adult Avoid task or activity Don't know Other _____ Nurse School Counselor
Administrative Decision/Time Out of Class = _____		
Loss of privilege Time in office Conference with student Parent Contact	Individualized instruction In-school suspension (____ hours/ days) Out of school suspension (____ days) Other _____	

What activity was the student engaged in when the event or complaint took place?

Whole group instruction	
Small group instruction	
Individual work	
Working with peers	
Alone	
1-on-1 instruction	
Interacting with peers	
Other: Please identify below	

Finalize your Office Referral Form



- Review “Constructing your Office Referral” resource in the workbook
- Review sample data collection tools for office-managed (major)
- Review your current office discipline referral and identify data fields to add
- Identify data collection form and process for classroom-managed behaviors (minor)
- Identify when and how you will provide support staff to use data collection tools



Workbook: TFI 1.5, 1.6 Activity 7

TFI 1.5 & 1.6 Problem Behavior Definitions & Discipline Policies

ACTION PLANNING

1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



PBIS Cultural Responsiveness Field Guide

Task: 1.5 Problem Behavior Definitions & 1.6 Discipline Policies

Team: Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.



Action Items and Planning - 1.5



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.5	Engage staff in a facilitated process to define behaviors and differentiate between office-managed and classroom-managed behaviors that are connected with cultural norms as identified by families			
1.5	Create a narrative and/or flowchart to establish discipline procedures			
1.5	Develop examples and a plan for training staff on the difference between office-managed and classroom-managed behaviors			
1.5	Create new or revise current district/school office discipline referral form to include all necessary fields for meaningful decision-making			
1.5	Define a continuum of appropriate instructional responses to office-managed and classroom-managed behaviors			

Action Items and Planning – 1.6



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item <i>(Not In Place; Partially; Fully In Place ->)</i>	NI	PI	FI
1.6	Identify culturally responsive school policies and procedures that describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.			
1.6	Establish alternative (e.g., restorative practices) to traditional disciplinary procedures.			
1.8	Procedures exist for tracking classroom behavior problems			
1.8	Classrooms have a range of interventions for problem behavior that are documented and consistently delivered.			

Questions?





THANK YOU!

Appreciation is given for the contributions to this Professional Learning



Contact Us



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