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PaTTAN 2011 PDE Conference

Breakfast Awards

RON: . . . most importantly of all, the schools who really do the work that yields the kind of results that we need to see, and we like to see with students and schools. So we're going to do that, and then we're going to have Dr. Horner talk a little bit about the practices nationally and in Pennsylvania of note.

And then we'll recognize the schools, and after that have the schools come up and take pictures with their banners. Okay? So this morning, what I'd like to do as I introduce my colleagues, who will assist me in hosting this morning, Tina Lawson, from our King of Prussia Office and Kelly Perales from Community Care Behavioral Health. Thank you. Okay. At this time, I'd like to have Kelly introduce the state, just have the recognition of the state leadership team.

PERALES: Good morning, everyone. As Ron said, we are all here together as part of our PAPBS Network, and we want to just take a couple of minutes to acknowledge the hard work of everyone who's been involved in our project. So if we could ask anyone in the room who sits on the State Leadership Team to please stand and be recognized at this time.

We would also like to acknowledge a group of individuals whom make up what refer to as our Co-Director Group, and these are agency leaders who have been some primary stakeholders in our network thus far. And, unfortunately, none of them have, were able to join us this morning, but if we could just please take a quick moment to show our appreciation for them.

And then, finally, under our Co-Directors, in our sort of loosely affiliated organizational chart, we have a group of coordinators who have been leading the charge with regards to our curriculum groups and other workgroups that we have been doing and kind of moving our network along to get us where we are today, which is really having an opportunity to recognize schools who have implementing PBIS with fidelity, so if the coordinators could please stand at this time. Okay. And at this time, I will turn it over to Tina.

RON: We have . . .

PERALES: I'm sorry.

RON: That's okay. We have . . .

PERALES: Poor Ron.

RON: We have one more group that we should not be remiss in acknowledging, and those are, number one, the facilitators. So would all the school-wide facilitators supporting schools please stand? We'd also next like to have the coaches that are supporting schools stand, please, and be recognized.

And, finally, most important of all, the schools that implementing school-wide PBS, would you all please stand? We owe you a tremendous amount of gratitude. Saving the best for last. Thank you so much. Without your efforts, we could not be where we are today. All right. At this point, I'll let Tina introduce Dr. Horner here.

LAWSON: Now it's my turn. It is my pleasure to have the opportunity to introduce Dr. Rob Horner. He, along with Dr. George Sugai are the co-founders of all the great work that we are implementing here in our Commonwealth. And so, without any further delay, I give you Dr. Horner.

DR. HORNER: Good morning. You know, I'm actually, I'm delighted to be here, and I've been hearing lots of different pieces about the development you've been doing with schools across Pennsylvania, work that's been happening in Philadelphia, work that's been happening extending from elementary to middle and to high, so I'm very, very interested in learning more about some of the details.

But it's, the point that I was given this morning was to take just a little bit of time. And Ron, Ron kept saying now you've got some time. Now you've got a little bit of time. Now you've got just a little bit of time. So I want to take just a little bit of time and do basically two things.

The two basic things that I want you to leave with are, one, the sense that you're part of an initiative that is really focused all across the United States on making schools more effective learning environments. I mean, we are all about this whole notion of positive behavior interventions and supports. We're about creating schools that are predictable, consistent, positive, and safe.

We're about creating environments where kids come in, and they feel welcome, and they're actually excited about learning. But the thing I really want you to keep focused on over and over again, don't get so focused on PBS that what we lose is that notion that what we're really about is making schools more effective places, so one of the things that I really want to share is, I want to share a little bit.

Let's come back. The messages that I'd like you to take away, I mean, remember, this is the beginning of the day. This is morning. All right. I mean, in Oregon, it's only 4:00 a.m. Okay? Now so the big things I want you to take away.

Number one, the things that we're doing are not just things that George thought up. They really are evidence-based practices. So what we're really trying to look at are the smallest changes that will produce the biggest effects that actually make things work. Second is I want you to have a sense that this is happening all across the United States.

In fact, right now, school-wide positive behavior support is being used in Canada, Norway, Denmark, Iceland, New Zealand, and Australia. So any of those of you who want to go to one of those places, let me know. Right? I can help you out. But the other real piece, I always want to come back and share a little bit of data, and so in my

little bit of time that I've got, I want to share just a couple of graphs, something to take away.

And the theme that I'd like to have is if we do this well, if we really do PBS well, it works not just for the kids, but it also works for the adults. All right. So if we go forward, first big message I want you to remember, George Sugai, who is currently at the University of Connecticut, is really the person who has started the majority of this movement.

His big idea was to take everything that we've learned about how to do things with individual kids and individual classrooms. And, remember, all of us came from being teachers. I mean, we were in classrooms. We were working with kids. The real learning that we got around building positive behavior support came from working with children and families.

It's that message that George took, and he said, look, if we're going to do this well, we have to use the whole school as the unit of analysis. We need to make schools effective places, not just classrooms and not just individual support systems. So as you think about the whole school, I mean, that's a daunting task, because you've got the administrator, you've got the faculty, you've got the staff, you've got the secretary, you've got the bus drivers. Right?

So part of it is really creating a coherent system where the kids really feel that there's something that's constant, clear, and clean. Something that they can look at as being really predictable and something that really works. Part of what I really want you to think about is when we usually talk about behavior support, we think about those skills that we're going to teach.

Remember those greeting skills you used to teach, right, greeting skills? You know, do not spit on the teacher skills, that sort of stuff. Right? School-wide positive behavior support is about altering the social culture of the school. It's about changing the way in which students interact with each other.

We will achieve the kind of schools that we admire, that we're proud of not when kids are controlled by adults, but when the students are expecting appropriate behavior from each other. So part of what I really want you to take away is this whole notion that school-wide positive behavior support is very empowering. We build things that are predictable.

Remember, 80% of the kids come to school wanting to play. I mean, they're ready. We're giving them the context where their voice becomes much more clear. Now what the research tells us is that there are a gazillion things you can do. I mean, my goodness, one of the things you always worry about, anytime somebody comes from a university, you need to worry. All right.

Part of what George has really held us accountable for is not to say what is everything we can think of, but what is the smallest, most efficient change that we can make that'll make things work? I mean, I want you to think. You don't have a lot of faculty and staff who are saying, you know, I don't have anything to do on Tuesday, Thursday afternoon. Is there a meeting I could be part of? Right?

We don't have a lot of that. In fact, all across the country, especially with the fiscal crisis that we're dealing with, people are looking at cutting back. I mean, in Oregon, we've just cut 12 days of school. That's how tight, right, I mean, think about the pain that goes into something like that.

Part of what we've got to do is we've got to work. We've got to work with quality. We've got to work with quality in a way that gets access to all students, students with disabilities, students of color, students from low income, and we've got to work with efficiency. So here's what the science tells us, what the science says.

You want to do that well? Invest first and foremost in preventing problems rather than investing so much in remediation. And you've heard that story over and over again. This is an example of actually doing it. Starting every year, when you walk into school, I mean, really, on Friday, when you go back, stop ten kids in your school, ten different kids, stop them and say, kid, do you know what the expectations are here?

And you know, do it at the developmental level. Right? If it's little kids, you know, you say, you know, what are you supposed to do on the playground? If it's older, you say what are the behavioral expectations? If you're using a character ed program, what are the pillars? Whatever.

Can they tell you what the expectations are? So those are the words. But then I want you to do two more things. Thing number two, say what does it actually mean right here? So we're in the cafeteria, we're in the hallway, we're in the gym, wherever we are, if they can't translate it into what it means, what do you right here, then we haven't done our job. We've got to do more than teach words. We've got to teach real concepts.

And then the third question, so third question, kid, has anybody acknowledged you for doing things the right way in the past two weeks? Has anybody acknowledged you for doing things the right way? All right. In schools that are really using school-wide positive behavior support, 80% of the kids can give you the words, tell you what it means, and they've got some way in which they identify that they've been acknowledged.

And the way that they've been acknowledged, very tremendously, if it's in high school versus kindergarten, right, I mean, in kindergarten sometimes they don't have a clue, but it's, it is oftentimes in schools that work, those are the three questions that'll really make things happen.

So part of what we're learning, part of what we're learning is we've just published an article in *Focus on Exceptional Children*. And for those of you who deal with, you know, your administration or your school board is looking for where's the evidence, we now have published a study that summarizes the evidence.

Now those of you who are hardcore scholars, you're welcome to go and look at the randomized control trials, and especially if you're really good at hierarchical linear modeling, there are a couple of papers that you'll really enjoy. But for those of you who are less interested in that, this is a paper that basically walks through what is it that we do know and what we don't know.

Part of what we can say is if you actually implement school-wide positive behavior support, you will get reductions in problem behavior, 20% to 60% reduction in problem behavior over a two-year period when you implement with fidelity. In addition, you'll get increases in attendance. You'll get decreases in staff turnover. You'll also get, in elementary schools, in elementary schools you get an increase in academic engagement.

You get kids paying attention better in class, and that translates into actually improved standardized test scores. Now those data are only in elementary, but we're

also now replicating that at the school level, at the middle school and high school level. So part of what I want you to get excited about, I mean, you get a banner. Ron thinks you're a good person. We all are trying, right, when you do PBS, but what I really want you to be excited about is when you do this, it actually is in the best interest of kids.

Now part of what I want you to see, these are the, this is the number of schools in the United States that are currently implementing school-wide positive behavior support. So there are now, and these data were as of October, there are, right now, close to 14,000 schools in the United States that are implementing school-wide positive behavior support, so this is something that is really growing.

There are about 110,000 schools across the whole country, so we're looking at over 10% of all the schools in the United States. This is the rate, this is the number of schools by state. So one of the things you look at is there's Illinois. Now I don't know the most current data for Pennsylvania, but there's where we, what is in our database.

There are 9 states with over 500 schools, and there are 3 states with over 1,000. There are over 1,400 schools in Illinois. Over 30% of all the schools in Illinois that are actually implementing school-wide positive behavior support. The reason that I'm going through this, we will, within the next couple of years, stop being an initiative, and we will start being the regular way that education is done.

Those of you who have watched, I mean, who have studied and watched the laws within special education, you know that IDEA currently talks about positive behavior support. There are 19 different places in the current draft of the new ESEA, the No Child Left Behind, the Elementary and Secondary Education Act, that reference positive behavior support and school-wide positive behavior support in the regular education initiative.

Part of what that means is that we are beginning to acknowledge that if we are to accomplish the academic gains that we're so focused on, we've got to create schools that are behaviorally coherent, clear, positive, and safe.

Now a couple of the big messages. Coming back to Pennsylvania, one of the things that I love about PBS, and one of the things I want you to really take away, of the things that I want you to take away today, messages from me, if we do PBS well, one of the defining features is our commitment to measuring fidelity.

So fidelity in the sense, this is not a marital thing, this is the sense to which we are actually doing what we said we would do. So think about, those of you who have implemented math, you've implemented reading, you've implemented different things, one of the characteristics I really worry in education, that we start something and then it goes away. Right?

I mean, how many times, when I was a teacher, I mean, I can't tell you the number of workshops I got sent away to, and every year, I'd come back with a glossy, three-ring binder, right, and I was to inoculate the rest of the staff. And it was great until the next year, when I was sent away again to another workshop. Okay.

Part of what will make the difference, one of the things I want you to think about, in schools that implement school-wide positive behavior support with fidelity, there's an 85% chance that if they meet fidelity, they will continue to implement for at least three to five years. Now that's as much as we've been able to study. But in Oregon, we've got schools that have been implementing PBS for over 15 years.

One of the things I want you to get excited about is not just that we can get change, but we can make it keep happening. One of the differences, one of the things that'll make it work is the extent to which, on a regular basis, we stop and we say are we doing what we said we would do?

So if you're using school-wide positive behavior support, one of the features is the extent to which, at least once a year, you use the Team Implementation Checklist, or you use the Benchmark of Quality. They're free. They're online, and there are ways to come back and say are we doing what we said we would do? How does it fit?

And here's the reason that I'd like you to take a look at that. These are the data from Pennsylvania that have been entered into our national database. A number of schools, about 130 schools in Pennsylvania have, in the past year, entered either fidelity data or office discipline referral data. So these, this is a count of the number of schools.

The blue bar is the number that were repeaters. The red bar is the number of schools that were added. Those of you who have been doing training and coaching, see how that bar goes up, I mean, that's your, that's what you've done. This is the same data allocated by year by grade level.

Look at the bottom. See where it says K-6? Those are elementary. Six-9 middle school, 9-12 high school, K-8, K-12, so the schools that are larger, we pull them out and look at them a little bit differently. So you can see across the last four years, substantial increase in the number of elementary schools implementing within Pennsylvania.

Now schools that have actually used the Team Implementation Checklist to say are we doing this, part of what you get is if you're implementing school-wide behavior support, you're doing it with at least an 80% fidelity. Right? So if you look up here, this is '08-'09, those are schools implementing at 80% to 90%. This is last year. All right. So, and in part, those are new schools coming on.

The big message is that you are, in fact, able to put things in place. If you look at the pieces of what you're doing well, all right, those of you who are coaches, right, and we actually took a picture when you all stood up, so we know who you are. All right. If you're a coach, if you are a coach of a school using PBS, you should be looking at this graph for your school.

You can go online. You can pull it down. It costs you nothing. If you don't know how to do it, contact your coordinator and facilitator. Part of what I want you to look at is if you look at schools, this is the most recent, schools are doing a very good job of teaching behavioral expectations.

You all have one. You know, in terms of have you identified three to five positive behavioral expectations, be safe, be kind be responsible, try hard, your kids are getting that message. In addition, take a look over here. Right?

In terms of the extent to which you've built commitment, you've got your teams set up, you all are doing well in terms of making that happen, the pieces to take a look at, things to write down, you know how we're always looking to make, and every time you look at a graph, always start with what works well. Right?

You always make people feel good, get the endorphins flowing, and then you say, okay, once you're doing that, how do we make things work better? Some things I

want you to think about. We are doing better at getting school-wide systems in place than we are getting those extended to the classroom.

So when you think about it, remember, we've got this history of all of us have, remember when you had your own classroom? I mean, I love it. I can remember. They gave me my 26 kids, my classroom, shut the door, and said God bless you, good luck, you know. Come and see us in May. All right.

That era is over. This whole idea of the whole school is really changing what's going on, so part of it is we've got to extend things to the classroom. The other part is taking a look at consequences. Consequences for problem behavior are part of school-wide positive behavior support.

I mean, too often people say positive behavior support, and they have this image of us all getting together and having a group hug. And that's good, but we've got to have clear, consistent consequences. The key is we use consequences to prevent problem behaviors from being rewarded. We use consequences to prevent problem behavior from escalating.

We use problem, we use consequences to prevent the problem behavior of one child from removing access to education for everybody else. We don't use consequences to change behavior. You want to change the behavior? Define, teach, monitor, and acknowledge what you want.

So we use consequences proactively. So that sounds like an oxymoron, but it's actually true. Part of what I want you to be thinking about is we can do better at doing that. But of all the pieces, information, rely on your people. PBS is nothing if not a focus on empowerment, empowerment for kids, empowerment for faculty, empowerment for administrators.

And of all the things that you can give the kids, give them clarity in what the expectations are. Of all the things you can provide for the adults, give them the information to respond to the environment. And part of the reason for that is PBS will look differently in a small, rural school than a large, urban school. It'll look different in Philadelphia, right, than it does in other places.

And that's okay, as long as we stay firm with what the core features are. The key to having different paths to get to the same place is giving people access to the information on a regular basis. Do your people have the ability? Do they have the information on at least a monthly basis to answer two questions?

Question one. Are we doing what we said we would do? Question two. Is it benefitting kids? If you're using PBS, the faculty in your schools can answer that. Now here are your office discipline referral data. So these are data for four years, and if you look over here, you can see these are elementary schools. This is 39, 15, and 9 elementary schools. This is the average office discipline referral rate per 100 kids.

These are middle schools. This is high schools. This is K-8, K-12. These are the medians for about 8,000 schools that are implementing and using the SWIS Data System. So it gives you a little bit of a comparator. Your elementary schools are right about there. Middle schools are a little bit high. You only have two or three high schools that are actually entering data, and as is usual, the first ones look great. Right?

Okay. So but use those comparators. Part of what you've got now is you can actually go on the SWIS Data System, and when you say how many referrals do we have per day, click on the box to say show national data, and it'll give you the median,

the 75th percentile, and the 25th percentile. Teach people to use the information, so you've got power.

Now here's some of the other. These are your data. These are your kids. So in elementary school, what are kids in Pennsylvania doing? Well, you've got physical aggression and defiance and insubordination in elementary school. Right? So we've got the basics. And I want you to especially look at the physical aggression.

One of the things you're seeing, student-to-student interactions, right, we get a lot of problems with kids interacting. How many of you actually work in middle schools? Aha. All right. Here's middle schools. I want you to look at how it shifts. Watch that shift. Watch again. All right. I love this. Right?

So, see, kid-kid interactions. Boom. Defiance and insubordination. Do you know what it takes to have defiance and insubordination? An adult. What is middle school? Middle school is that time, I mean, come on, we know about the hormones. We know about, actually, we're learning a huge amount about brain variables. It is an appropriate time. It's this thing where, I mean, come on. In elementary school, they still love us. Right?

Middle school, they are becoming ambivalent. I mean, it really is, it's an interesting process. Here's the basic message. We've got to do a much, much better job in middle school of teaching students how to interact with adults. We don't do that. We expect it. We haven't clarified well enough. High school. Not being there. Okay. All right.

Now part of what I want you to think about. Where do things happen? Elementary school in the classroom. But I want you to take a look at the number of things, remember the kid-kid problems, look at those other places. Middle school, huge amount in the classroom. High school, it shows up in classroom, because they're not there.

Last piece of information, and this is actually something that's going to be on the exam. I want you to worry about this. All right. That actually works in the university when I say that. These are the data, office discipline referral data in Pennsylvania for only elementary schools that are organized by ethnicity.

Now I want you to look at the green bar. See the green bar? So the green bar is the proportion of students enrolled, and these are for 21 elementary schools in Pennsylvania that provided data, so it's only 21 schools. We typically don't trust the data until we get to about 30 to 50. So there's a lot that can still change, so this is just preliminary.

But part of what I want you to start doing is if we are going to really achieve, I want you to think, quality access for everybody, equity, and efficiency, if we're going to achieve those things, we've got to make schools work for everybody. The blue bar is the proportion of office discipline referrals.

So take all the office discipline referrals and divide by the number of those referrals from a kid who is African American, kid who's Latino, kid who's Native American. Right? If the blue bar is bigger than the green bar, we've got a problem. And one of the things I want you to start thinking about is this thing is called a risk ratio, so take the green bar, right, or take the blue bar and divide the green bar into it.

If the number is bigger than one, then you've got a problem. So you see this 2.64? 2.64 says that we in Pennsylvania, we're sending kids who are of African

American descent more to the office than would be expected. And part of what we're learning, we're working with the Office of Civil Rights, we're also working with RUSKIBA(?) out of Indiana, part of it is we can all get together and feel bad, but the real thing, the thing I love about what George has led us to is it's not about admiring the problem. It's really about coming up with solutions.

We, actually, we have strategies that can make schools more effective places for all kids, and it starts by defining really quickly what the expectations are. It invests in teaching the kids this is how you can be successful. So part, one of the things that I really want you to do is I want you to take away a sense of these are things that we can do that are going to make Pennsylvania a more effective state education system.

All right. Couple of other, one more quick thing, and then I'll stop. I wanted to focus especially on the extent to which, if PBS works well, it works not just for the kids but for the adults. This is a study that has just been accepted. It's been reviewed and accepted for publication. It'll come out next year, and it is focused on the issue of staff.

Now the effort used the term staff burnout, because burnout is sort of in the literature, something that works, but don't get too caught up in the words. Here's essentially what we did. We took 20 elementary schools in Oregon that were implementing school-wide behavior support well, and we matched them for grade level and size with 20 elementary schools that were not implementing school-wide behavior support criterion. Make sense?

In each school, we randomly selected five staff, five faculty. These were instructional faculty, and they completed two different surveys. One, these are standardized surveys looking at the extent to which people perceive themselves as being educationally effective. I mean, how confident are you that you're really having an impact on the kids? That's what the efficacy scale looks at.

The Maslach Burnout Inventory looks at three things. It talks about this one thing which is called emotional exhaustion, and I've got to tell you, the teachers that filled this out loved emotional exhaustion. All right. You've got to, I'd actually leave that off.

Depersonalization and personal accomplishment. The personal accomplishment is very similar to can you be effective. But I want you to worry, I want you, come on, those of you who are administrators, how bummed out are you when you get five really hot, good, effective young teachers, and the next year, there are only two left? Right?

Why is that happening? How can we create an environment where young people coming into the field lock in and are successful? Part of that is we've got to create the environments where that works. All right. So part of what we did is we compared. So here are the results.

Those of you who are really excited about these things, this is, these are a chi square with statistical probability of less than .01, effect size of .4. Those of you who are less excited about that, this is a bigger bar than that one. Okay? No. I mean, really, this is a whole lot bigger, and what it means is that schools that were implementing positive behavior support, schools implementing positive behavior support, the teachers identified themselves as being more effective.

I want you to think about that. I want you to think about is what we are doing is we're creating effective learning environments. In terms of emotional exhaustion, schools that were using PBS had statistically significant but small effect size decrease.

The basic message is all of them identified themselves as being emotionally exhausted. All right.

So it is an exhausting career. So be it. All right. In terms of depersonalization, less depersonalization, in terms of personal accomplishment, huge difference. Now big message I want you to take away, I mean, this is breakfast, you know, just a couple of big messages. One is there are a lot of schools using PBS. Two, it's evidence-based, and, three, this is not just about creating things that work for kids. It's about creating learning environments that we all want to be part of.

Now here's the final one. This is a little bit of a tough one for this early in the morning, but hang in there with me. All right. Yes. Oh, God. Okay. Okay. We took the schools, come on, Ron said I could do one graph, we took the schools and divided them into three groups, schools that were hot, came from high-SES communities, medium-SES communities, and low-SES communities.

So down here, this is are you using PBS? No down here. Yes up there. This is the extent to which the teachers perceive themselves as being effective, not effective, very effective. The blue bar are high-SES schools. All right. Look at the . . . see how it's flat. It says if you come from a high-SES school, implementing PBS had almost no change in whether the teachers perceive themselves as being effective.

If you came from a school where the families were together, you had intact families, the kids were being asked every day at home how are you doing, they got help with their homework, the families were coming to school on a regular basis checking in with the teachers, the teacher said, you know, we're just as effective in either setting.

Are you ready? This is medium-SES, and this is low-SES. If you were working in schools that came from medium- to low-SES environments, implementing PBS, investing in the social culture of the school had a dramatic difference on the extent to which the teachers perceive themselves as being effective.

Part of what I want you to get excited about, remember that graph that I showed you about kids from different ethnicities, part of what I'm most proud about the work that you have done around establishing PBS, you are creating schools that are going to be successful for a wider range of children.

In an era where over and over again, what we see is people drawing a circle, and they say we only are good at educating kids inside the circle, and we've got, she's outside the circle, I mean, how many times, those of you school psychologists, have you been, you know, in a meeting where you look at Ron, you say we really like Ron. Ron is a nice student. He has lots of assets and values. We really want a place that's appropriate for him, right, preferably very far from us.

In that environment, no, seriously, in that environment, here's what you're doing. You are creating schools that are going to allow children who come from environments that none of us would value, none of us would consider to be appropriate environments for kids. You are creating environments where those kids are going to learn. Education is the most critical thing within a democracy.

You are doing something that is of stunning importance. It is very difficult to do. Implementing something in a classroom is great. Implementing something at a whole school, a whole district, a whole state is phenomenal. I wish you well. Thank you.

LAWSON: Thank you so much. What Ron and I are going to do right now is show a sample of the banners that are going to be awarded to each of the schools, so we'll just take a moment to that. And what we're going to ask you to do is when we announce your schools, the three of us are going to take turns announcing the schools from the different regions.

What we'd like to do is have the schools stand up, and then at the end of the breakfast, we're going to ask all the schools to come up here, and we're going to be taking pictures. Just to let you know how we went about this process, you know, we're very new. We're just baby steps right now with implementing across the Commonwealth, and so what we wanted to do is look at those schools that were implementing at high fidelity at tier one.

So in 2009, the spring of 2009, we took a look at those Benchmarks of Quality Scores, and we looked at the schools that scored a 70 or above. And we said, okay, let's go into those schools and do the SET, which you could see that was referenced many times in Dr. Horner's presentation. The SET is a school-wide evaluation tool, and it's a . . . reliability.

We go in. We observe what's going on. We interview people. And there were a group of us that were trained by Amanda Laney and Kelly Perales on how to implement the SET. So then the PaTTAN folks went out with our colleagues, and we did SETs. And we're proud to announce that we have a lot of schools that did very well on the SET, and that's why we're here now to recognize those schools.

So in the east, for IU20, we have Swiftwater Elementary Center. Stand up. F.A. March Elementary Center, Elementary School, and Clear Run Elementary Center. In IU21, I'm sorry, IU23, we have Lower Pottsgrove Elementary and Abington Junior High School. In IU22, we have J.M. Grasse Elementary and Booth-Winn Elementary, I'm sorry, IU25, we have Boothwyn Elementary. So that's the schools from the east, and I'm going to turn this over to Theresa, who's going to do the central region.

THERESA: I have the pleasure of announcing the schools in the central region. We have John Bonfield Elementary from IU13 and Donald Eichhorn Middle School from IU16.

MAN: Good morning. It's my privilege to announce the schools in the western region. Okay. In IU3, we have Avalon Elementary School in the Northgate School District. In IU5, we have Elk Valley Elementary School in the Girard School District. And I'm not sure if they're able to be with us this morning, but, also, from IU5 is Maplewood High School in the PENNCREST School District.

RON: Wow. We have a lot to celebrate, and Rob has packed a lot of information and wisdom in a really brief amount of time, which we're really grateful for and just points out that we've come a long way. We still have a lot to do. There's a great challenge ahead of us. But I know we're all up to it, and with the efforts that you've done and will continue to do, I know that we'll really achieve it.

So, again, a big round of applause to all of you. I guess that concludes our breakfast for this morning and recognition. What we'd like to do is to have the schools, anyone who's been involved in the project of school-wide PBS implementation at the

school, including the facilitators and coaches, come up and receive your banner and have your picture taken. Thank you.