

# Detailed Agenda

## Wednesday, October 21st

### Welcome

11:00 AM -11:15 AM CST **Welcome & Organizer**

### Keynote Speaker

11:15 AM-12:15 PM CST **PBIS Framework & Just & Equitable Learning Environments**  
*George Sugai, Co-Director, Senior Advisor, Center on PBIS*

The challenging current affairs (e.g., COVID-19, racial injustices and inequities) serve as an backdrop in this discussion of essential PBIS framework features which unify the PBIS community. PBIS, Multi-tiered Systems of Support, “better new normal,” anti-racist cultures and systems, systems decision-making and implementation, and suggestions for moving words-to-action will be highlighted.

### Breakout Sessions A

12:45pm-2:00pm CST **A1: PBIS, Black Lives Matter, & Just & Equitable Learning Environments**  
*Tamika La Salle, University of Connecticut; George Sugai, Center on PBIS (CT)*  
As a follow up to the Keynote presentation, this session will highlight the intersect with the Black Lives Matter movement and establishing anti-racist learning environments. Participants will be given the opportunity to comment, ask questions, and/or make suggestions. A summary of actionable suggestions will be shared.

12:45pm-2:00pm CST **A2: Returning after COVID: Differentiating School/District Supports**  
*Jennifer Freeman, University of Connecticut; Steve Goodman, Michigan's MTSS Technical Assistance Center*  
Recent COVID-19 related disruptions may have weakened PBIS implementation efforts. This session will discuss strategies to revisit PBIS commitment, increase focus for leadership teams, promote capacity development for staff who may be in new roles, and use data to inform action with the purpose of ensuring effective and efficient Social Emotional and Behavioral Supports are available for all students and staff.

12:45pm-2:00pm CST **A3: Multi-tiered Systems to Support Adult Wellness**  
*Susan Barrett, Center for Social Behavior Supports at Old Dominion University (VA); Ami Flammini, Midwest PBIS Network (IL)*  
This session will focus on an integrated approach to organizational health, professional learning networks, and discussion on the way we establish a culture of health and wellness for teachers to feel connected and have the skills to support ALL students.

12:45pm-2:00pm CST **A4: Getting Started with PBIS**  
*Heather Peshak George & Stephanie Martinez, University of South Florida*  
Are you new to school-wide PBIS or need a refresher? If yes, this Q & A session will provide information on the key features and operating principles of PBIS for effective implementation planning. Please bring your questions for an interactive dialogue with the presenters.

12:45pm-2:00pm CST **A5: Supporting Students with Disabilities in the Classroom**  
*Brandi Simonsen, University of Connecticut; Bob Putnam, May Institute (MA); Kitty Clemens, Cedarhurst School (CT)*  
This session will describe critical features of PBIS to support students with disabilities, discuss how to differentiate and intensify key practices, and highlight new Center resources to support students with disabilities at home and school throughout the 2020-2021 school year. An exemplar from a therapeutic junior/senior high school that serves students with disabilities will share their experience.

12:45pm-2:00pm CST **A6: Applying the Multi-tiered Framework to Suicide Prevention**  
*Tim Knoster, McDowell Institute (PA); Kelly Perales, Midwest PBIS Network (IL)*  
This session will describe how to integrate suicide prevention, intervention, and postvention within a PBIS framework. Curriculum, professional development, resources and tools to support the alignment of these approaches within a multi-tiered system of support will be shared.

12:45pm-2:00pm CST **A7: PBIS in Early Childhood: A District & State Example**  
*Anna Winneker, University of South Florida; Krista Dickens, Ohio State Support Team - Region 4; Margie Spino, Ohio Department of Education's Office of Early Learning & School Readiness; Katie Jezek & Julie Cook, Community Consolidated School District 93 (IL)*  
Developmentally appropriate School-wide PBIS practices can change the social, emotional, and behavioral trajectory of young children. This session will discuss what PBIS implementation and state-wide scale-up looks like in PreK/K settings. Tier 2 and 3 examples will be shared.

## Breakout Sessions B

- 2:30pm-3:45pm CST **B1: Fortifying Your Framework: PBIS During & After a Global Pandemic**  
*Steve Goodman, Michigan's MTSS Technical Assistance Center; Brandi Simonsen, University of Connecticut*  
This session will briefly discuss the challenges and opportunities presented by our current context, highlight critical practices to support all students, and describe how to enhance systems to support contextualized implementation. Resources to support implementation at the school, district, and state levels will be shared.
- 2:30pm-3:45pm CST **B2: Enhancing PBIS to Promote Resilience & Relationships During Crisis**  
*Susan Barrett, Center for Social Behavior Supports at Old Dominion University (VA); Cat Raulerson, University of South Florida; Maricel Ocasio Figueroa (Puerto Rico)*  
Returning to school, in person, online, or a hybrid of both, after an abrupt interruption amplifies the need for a social-emotional wellbeing and a 'mental health for all' approach. This session will highlight Puerto Rico's PBIS enhancement efforts, including strategies that focus on building a resilient, culturally responsive community and acknowledging the diverse populations and their needs.
- 2:30pm-3:45pm CST **B3: Supporting our Coaching Practice: Wellness + Content + Process + Scaling Up**  
*Kimberly Yanek, Center for Social Behavior Supports at Old Dominion University (VA); Nicholas Diggs, Old Dominion University (VA)*  
Coaching requires that we first take care of ourselves so that we can show up effectively for others. Building fluency with our coaching practice requires knowledge of content and processes to facilitate. We will explore considerations to support and scale our coaching practices that address well-being for ourselves and others and fluency building with content and process skills.
- 2:30pm-3:45pm CST **B4: Systematic Screening: The Practicalities of Using Screening Data to Inform Instruction**  
*Kathleen Lynne Lane, University of Kansas; Stacey Kramer, Topeka Public Schools (KS); Melissa Blevins, Lawrence Public Schools (KS)*  
This session will focus on the practicalities of systematic screening: the why and the how. Examples from multiple districts using systematic screenings to inform instructional experiences for students and empower faculty and staff with feasible, effective strategies to meet students' multiple needs will be highlighted. This session will feature lessons learned from screening at the elementary, middle, and high school levels.
- 2:30pm-3:45pm CST **B5: Exploration of Readiness to Implement Substance Abuse Programs within a Multi-tiered System of Support**  
*John Seeley & Sean Austin, University of Oregon*  
This session will discuss the selection and implementation of substance abuse prevention programs within multi-tiered system of support frameworks using the Hexagon tool developed by National Implementation Research Network to examine both program indicators (evidence, usability, and supports) and implementation site indicators (need, capacity, and fit).
- 2:30pm-3:45pm CST **B6: Integrating Restorative Practices into Multi-tiered Systems of Social Emotional Behavioral Support**  
*Jessica Swain-Bradway, Northwest PBIS Network (OR); Lori Lynass, Sounds Supports (WA); Michael Stufflebeam, Renton Academy (WA)*  
This session will provide participants with an introduction of Restorative Practices concepts (RP), an overview of the alignment of RP into multi-tiered systems of social-emotional supports, and fidelity resources. Concrete examples, and example activities for your teams and/or staff will be provided.
- 2:30pm-3:45pm CST **B7: Preventing Seclusion & Restraint**  
*Brian Meyer, Midwest PBIS Network (IL); Laura Kern, University of South Florida; Rachel Njenga, Kentucky Department of Education*  
This session will examine the ineffectiveness and overuse of restraint and seclusion. State, district, and school leaders will consider how multi-tiered organizational policy and procedural supports, like PBIS, will enable educators to be more effective in preventing and responding to problem behaviors. Data, state policy examples, and considerations for supporting staff and students through data, systems, and practices will be shared.

## Thursday, October 22nd

### 3-Part Topic-specific Strands

11:00am to 3:45pm CST with two 30-minute breaks

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#### C: District/State Leadership

This strand is for all district and state leaders interested in building capacity for PBIS. What practices, structures, and supports are needed for leadership teams to successfully implement PBIS? The sessions in this strand will explore topics such as assessing for action planning,

establishing infrastructure to support implementation, leveraging resources to work smarter, building stakeholder involvement, and using data for problem-solving to positively impact all.

**Resources:**

- [What is District & State PBIS?](#)

11:00 AM- 12:15 PM CST

**C1: Establishing District Systems & DSFI**

*Kelsey Morris & Lisa Powers, University of Missouri; Bonita Jamison, Ferguson-Florissant School District (MO)*

Scaling up PBIS implementation across a district requires a renewed focus on sustainability. Learn how district leadership teams can design systems to support staff and increase opportunities for students.

12:45 PM - 2:00 PM CST

**C2: Variables to Consider for Strategic PBIS Planning**

*Heather Peshak George & Karen Elfner, University of South Florida; Jason Byars, Georgia Department of Education*

Effective leadership starts with a vision guiding a team of stakeholders toward strategic action planning. Assessing the capacity to implement PBIS, identifying resources available, and prioritizing what's needed allows teams to develop relevant goals and objectives. This session explores the critical elements of the implementation model using the State Systems Fidelity Inventory (SSFI) and learn directly from states on how they use data for effective planning.

2:30 PM - 3:45 PM CST

**C3: Using Data & Decision-making Practices to Support Effective PBIS Implementation at the District & State Levels**

*Brian Gaunt & Betsy Lazega, University of South Florida; Sheri Weretka & Ashley Pierce, Osceola County Schools (FL)*

This presentation will feature data-based decision-making practices at both the LEA and SEA levels addressing PBIS implementation for scale-up and improved outcomes. We will illustrate a state-level initiative to enhance the problem-solving process used to support district planning. Exemplar districts will highlight innovative ways they have integrated data-based decision-making practices into their implementation planning.

**D: Equity in School Discipline**

To ensure each student is successful, we need to examine our PBIS systems with an equity lens, including disaggregating data and adapting systems to meet the needs and strengths of students and families. This strand will share strategies for increasing district commitment to equity, neutralizing implicit bias, and making PBIS systems more culturally responsive.

**Resources:**

- [Equity section of Center on PBIS' website](#)
- [A 5-Point Intervention Approach for Enhancing Equity in School Discipline](#)
- [Using Discipline Data within SWPBIS to Identify & Address Disproportionality: A Guide for School Teams](#)
- [PBIS Cultural Responsiveness Field Guide: Resources for Trainers & Coaches](#)

11:00 AM- 12:15 PM CST

**D1: Establishing Commitment to Equity in School Discipline: Starting with District Systems to Ensure Implementation**

*Kent McIntosh, University of Oregon; Tabathia Baldy, Colquitt County Public Schools (GA)*

Although there are now interventions that have been shown to increase racial and ethnic equity in school discipline, establishing commitment to implement remains challenging. Just like in all other areas of PBIS, district support is critical. This session will provide strategies for increasing district and school commitment to implementing equity interventions within a PBIS framework.

12:45 PM - 2:00 PM CST

**D2: Centering Equity in School Discipline**

*Ruthie Payno-Simmons & Beth Hill, Michigan's MTSS Technical Assistance Center*

This session will share Michigan's MTSS Technical Assistance Center Equity Pilot that utilizes the Center on PBIS' five-point approach to prevent and reduce school disproportionality. Technical and adaptive strategies used by the equity specialists to support a school leadership team in increasing equitable discipline practices and intentional interventions will be shared.

2:30 PM - 3:45 PM CST

**D3: Beginning to Embed Culturally Responsive Practices into Your School Universal Practices**

*Milaney Levenson & Kent Smith, Wisconsin Rtl Network; Jennifer Rose, Loyla University (IL)*

Culturally responsive practices and PBIS are critical elements of how teams can ensure every student achieves. This session will discuss current research, best practices, critical conversations, resources, and how to begin embedding them into PBIS systems.

**E: Integration of Mental Health & Trauma-informed Care within the PBIS Framework**

This strand will build fluency for coaches and leaders at the state, regional, and district level with the integration of mental health, including trauma-informed care into the PBIS Framework. Application of the Interconnected Systems Framework (ISF) will be illustrated. Tools and resources to guide the process will be reviewed. Prerequisites include basic knowledge of the integration of mental health through the ISF, trauma-informed care, and awareness of the resources available for installing the ISF.

**Resources:**

- [Integrating a Trauma-Informed Approach within a PBIS Framework, A Practice Guide](#)
- [Recorded Overview of the Interconnected Systems Framework](#)

- [Fact Sheet -- Interconnected Systems Framework 101: An Introduction](#)
- [Fact Sheet -- Interconnected Systems Framework 201: When School Mental Health is Integrated within a MTSS: What's Different](#)
- [Fact Sheet -- Interconnected Systems Framework 301: Installing an Integrated Approach](#)
- [Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide](#)

11:00 AM- 12:15 PM CST

**E1: Integrating a Trauma-informed Approach within a PBIS Framework**

*Lucille Eber, Midwest PBIS Network; Susan Barrett, Center for Social Behavior Supports at Old Dominion University (VA); Allison Olivo, Michigan's MTSS Technical Assistance Center*

It is important that investments in training school personnel about trauma can be linked to student outcomes. This session will describe how district and school leaders can incorporate trauma-informed practices within a PBIS framework to ensure efficiency and effectiveness with multi-tiered practices to support students impacted by trauma. Recommendations for how to adjust the PBIS framework to support trauma-informed practices are included.

12:45 PM - 2:00 PM CST

**E2: Moving from Co-located Mental Health in Schools to a Single System of Social-Emotional-Behavior Support**

*Susan Barrett & Patti Hershfeldt, Center for Social Behavior Supports at Old Dominion University (VA); Kacey Rodenbush, Monterey County Behavioral Health (CA); Haley Newman, Salinas Union High School District (CA)*

Shifts in funding and resource allocation are needed to integrate community mental health and school systems to meet the social-emotional-behavioral needs of all students. A county-level mental health system will share their experiences with this change, including the changing role of community and school clinicians. A high school will illustrate the application of MTSS features to mental health interventions.

2:30 PM - 3:45 PM CST

**E3: Installation and Implementation of an Interconnected Systems Framework at the State, District, and School Level**

*Kelly Perales & Lucille Eber, Midwest PBIS Network (IL); Erin Scherder, University of South Carolina; Kathryn Tillet, Kentucky Department of Education*

This session will describe how exemplars are installing and implementing an Interconnected Systems Framework (ISF) at the state, district, and school level. Selected tools and strategies to guide technical assistance will be used to illustrate how coaches can support the ISF process.

**F: Tier 2 Systems**

This strand, developed for coaches and building leaders, will provide an overview of core systems features, including readiness and data-decisions, and highlight evidence-based Tier 2 practices. Participants should have a thorough understanding of the PBIS framework and essential features of universal supports. Prior to participating in the strand, participants are encouraged to review the resources below.

**Resources:**

- [The Tiered Fidelity Inventory](#)
- [Tier 2 Readiness Guide](#)
- [Missouri Tier 2 Workbook & Resources](#)
- [Class-wide Function-related Invention Teams \(CW-FIT\)](#)
- [Cognitive Behavioral Therapy & Check-in Check-out](#)

11:00 AM- 12:15 PM CST

**F1: Essential Features of Tier 2: Data, Practices and Systems**

*Danielle Starkey, Missouri University Center for School-wide Positive Behavior Support; Heather Hatton, University of Missouri; Chris Hubbuch, Fulton Public Schools (MO); Holly Broadway, Bush Elementary School (MO)*

This session will provide an overview of the critical features of successful Tier 2 systems. Emphasis will be placed on readiness factors and using data to identify students and progress monitor student outcomes and implementation fidelity.

12:45 PM - 2:00 PM CST

**F2: Tier 2 Evidence-based Practices**

*Kelsey Morris & Trisha Guffey, University of Missouri; Mimi McGrath Kato & Nadia Sampson, University of Oregon*

This session will provide an introduction to recommended Tier 2 practices, including self-monitoring strategies (e.g., Check-in Check-out, check & connect), small group social skills, and academic accommodations and supports. High School examples will be shared.

2:30 PM - 3:45 PM CST

**F3: Tier 2 Practice Adaptations**

*Lisa Powers, University of Missouri; Steve Kilgus & Katie Eklund, University of Wisconsin-Madison; Howard Wills, University of Kansas; Amanda Boyce, North Kansas City School District (MO)*

This session will provide a range of Tier 2 adaptations including virtual Check-in Check-out, embedding cognitive behavioral strategies within self-monitoring interventions to support students displaying internalizing concerns (e.g., anxiety, depression), and using Tier 2 strategies class-wide.

## Friday, October 23rd

**3-Part Topic-specific Strands**

11:00am to 3:45pm CST with two 30-minute breaks

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## G: Classroom Behavior Systems: Systems, Data, & Practices

Educators are challenged to design and implement curriculum to support the continuum of academic and social-emotional-behavioral needs of students. This strand will focus on classroom behavior systems that include best practices, data informed decision making, and systems to increase effective instruction. Strategies to support teachers with the challenges surfacing in the current reality in schools will be shared.

### Resources:

- [Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers](#)
- [PBIS Technical Guide on Classroom Data: Using Data to Support Implementation of Positive Classroom Behavior Support Practices & Systems](#)
- [Classroom Systems: Effectiveness of Student-Teacher Interactions \(video presentation\)](#)

11:00 AM- 12:15 PM CST

### G1: Best Practices to Support a Positive, Safe, & Predictable Classroom

*Terrance Scott, University of Louisville (KY); Ami Flammini, Midwest PBIS Network (IL)*

Effective management of learning environments is critical for student success and teacher well-being. This session will describe best classroom practices within the context of our current reality of remote instruction and the increasing social emotional needs of students. Examples of how classroom practices support students with or at-risk of trauma will be included.

12:45 PM - 2:00 PM CST

### G2: Data Informed Decision Making to Support Classroom Practices

*Jennifer Freeman, University of Connecticut; Kimberly Yanek, Center for Social Behavior Supports at Old Dominion University (VA); Christine Tapia, Jaime Torres, & Nicole Gonzales, Santa Clara Unified School District (CA)*

Data informed decision making is an important component of classroom behavior systems. This session will explore how coaches can use data to support accuracy and fluency with classroom practices, including considerations for using data to support teacher use of effective practices for remote and hybrid models for schooling.

2:30 PM - 3:45 PM CST

### G3: Systems of Support for Classroom Practices at the State, District & School Level

*Kimberly Yanek, Center for Social Behavior Supports at Old Dominion University (VA); Christine Tapia & Nicole Gonzales, Santa Clara Unified School District (CA); Regina Pierce, Virginia Tiered Systems of Supports*

In this session, a panel representing state, district, and school perspectives will share strategies for designing systems of support for the implementation of classroom practices. State level efforts to align academic and social-emotional-behavioral practices as part of a comprehensive professional learning system will be described. Approaches to build coaching capacity at the district and school levels will also be discussed.

## H: Family & Student Voice

This strand will focus on equity in student and family engagement. Guidance and best practices are provided for building equitable family-school collaboration, using data from families to inform collaborative systems and practices, and leveraging PBIS during the COVID-19 outbreak to strengthen family-school support for integrated mental health and academics. Examples from schools and communities will be shared and opportunities to share ideas in a community of practice will be offered.

### Resources:

- [Supporting Families with PBIS at Home](#)
- [PBIS Cultural Responsiveness Field Guide: Resources for Trainers & Coaches](#)

11:00 AM- 12:15 PM CST

### H1: Equitable Family-School Collaboration in PBIS

*Jennifer Rose, Loyola University Chicago (IL); Therese Sandomierski, University of South Florida*

This session will describe how to build equitable family-school collaboration through the integration of family and youth voice to enhance cultural responsiveness in PBIS, including strengthening family-school systems to address discipline disproportionality.

12:45 PM - 2:00 PM CST

### H2: Using Family Data to Inform Home-School Communication and Collaboration within PBIS

*Adam Feinberg, University of Connecticut; Sarah Fefer, University of Massachusetts-Amherst; Chris Vatland, University of South Florida*

This session will describe and illustrate data-based home-school collaboration within Tier 1, Tier 2, and Tier 3 PBIS implementation.

2:30 PM - 3:45 PM CST

### H3: Using PBIS During the COVID-19 Outbreak to Facilitate Improved Home-School Support for Integrated Mental Health and Academics

*Mark Weist, University of South Carolina; Devon Minch, University of North Carolina; S. Andrew Garbacz, University of Wisconsin-Madison; Jen Hoskins, University of Oregon*

This session will describe findings from a study that examined caregiver concerns during the COVID-19 outbreak, discuss barriers and facilitators to integrated mental health and academic support during the COVID-19 outbreak, and develop shared ideas and action steps for using PBIS to facilitate home-school support for youth mental health and academics.

## I: PBIS in Alternative Juvenile Justice, Mental Health, & Disciplinary Programs

This strand, for administrators, staff, and support personnel from residential and alternative day school programs, will describe systems, data, and practices for successful and effective PBIS implementation across alternative mental health, juvenile justice, and disciplinary settings. Exemplars will describe their experiences, challenges, and successes with PBIS in these settings, lessons learned, and recommendations for colleagues.

**Resources:**

- [Education & Treatment of Children](#)
- [PBIS in Juvenile Justice Programs: Planning for Long-term Implementation](#)
- [Approaches in Implementing PBIS in Juvenile Correctional Facilities](#)
- [Extending the Reach of PBIS to Novel Environments](#)
- [Nevada PBIS Implementation in Non-School Settings](#)
- [Monitoring Process & Outcomes for Positive Behavior Interventions & Supports in Residential Settings: Better Uses of Data](#)

11:00 AM- 12:15 PM CST

**11: PBIS in Residential Mental Health and Juvenile Justice Settings**

*Andrew Guthrie, Mitchell Gould, & JoDonna Burdoff, West Virginia Office of Diversion & Transition Programs*

Implementing PBIS in residential mental health and juvenile justice settings poses unique challenges and opportunities. This panel session will include site directors, principals, and direct care staff from different types of residential facilities to discuss the systems and practices they have adopted to implement PBIS with fidelity and to sustain PBIS over time, and how they have addressed common challenges.

12:45 PM - 2:00 PM CST

**12: PBIS for Alternative Day School Programs**

*Lori Lynass, Sound Supports (WA); Travis Hall, Renton Academy (WA)*

This session will provide a rationale and guidelines for the adoption of PBIS in alternative education settings, and the integration of PBIS and Restorative Practices (RP). Special contextual factors to consider when adopting and adapting PBIS and RP to the range of settings within these programs will be described. Case study data to support the rationale for extending PBIS and RP to alternative settings, and to show the benefits for youth and staff will be provided.

2:30 PM - 3:45 PM CST

**13: PBIS Data in Alternative Settings: Connecting Data, Systems, and Practices**

*Kim Wood, Placer County Office of Education (CA); Ashley Greenwald & Shari Daisy, University of Nevada-Reno*

This session will describe strategies for collecting and using data for PBIS in alternative settings. Techniques for efficient data collection and analyses, including use of online data programs to monitor impact and implementation, will be shared. A real-time data system for youth receiving Tier 2 supports in a residential program will be described.

**J: Tier 3 Supports for Students with Intensive Needs: Basic, Comprehensive, & Systems Approaches**

This strand, for trainers, coaches, and those who facilitate Tier 3 plans for students who are not responsive to less intensive and individualized approaches, will introduce basic and comprehensive approaches to behavioral supports. Systems issues that need to be addressed at a district and school level for such approaches to be successful will be discussed.

**Resources:**

- [What is Tier 3 Support?](#)
- [A Blueprint for Tier 3 Implementation](#)
- [Basic FBA to BIP](#)

11:00 AM- 12:15 PM CST

**J1: Basic FBA to BSP: A Practical Approach to Designing and Implementing Function-based Support**

*Kathleen Strickland-Cohen, University of Oregon; Chris Borgmeier, Portland State University (OR)*

This session will provide an overview of the procedures and tools to efficiently train school-based personnel to conduct functional behavior assessments (FBA) and design function-based support plans for students with persistent non-dangerous challenging behavior. Systems and coaching practices required to ensure that function-based support is feasible and sustainable will be discussed.

12:45 PM - 2:00 PM CST

**J2: Comprehensive FBA/BIP Practices for Tier 3**

*Rose Iovannone, University of South Florida*

This session will describe essential practices for supporting students with more intensive behavioral support needs, introducing Prevent-Teach-Reinforce (PTR) as team-based comprehensive Functional Behavior Assessment/ Behavior Support Plan model. PTR is research-based and includes a manualized protocol consisting of collaborative team processes, coaching structures, fidelity measures, and daily progress monitoring tools. Case examples from elementary and high schools will be shared.

2:30 PM - 3:45 PM CST

**J3: Critical Systems that are Necessary to Support Effective Tier 3 Practices**

*Don Kincaid, University of South Florida*

This session will describe the critical Tier 3 system features needed for success at the district and school level. Discussion will include coaching, teaming, building expertise, fidelity and progress monitoring, and ensuring cultural and contextual fit.

