PBIS within an MTSS Framework:
Coaches Workshop
Day 2

October 11th, 2017
Office of Learning Supports
Housekeeping

- PowerPoint & Materials (https://www.cde.state.co.us/pbis/coachescorner)
- Take care of your needs
  - Parking lot
  - Coffee/Tea/Water
  - Restrooms
  - Charge stations
  - WiFi
  - Signal
Coaches' Corner

Coaching Documents

Core Competencies Documents and Info
- Coaches Competencies Matrix
- Core Competencies Self-Assessment
- Core Competencies Link

Coaching Readiness Documents
- Outline of Dates
- Overview of CDE's and Coaches' Commitment
- School Readiness Document

Additional Resources
- Simonsen et al., 2008 (Article on PBIS)
- PBIS Implementation Blueprint

Coaches' Workshop Materials

Day 1: Aug 30th
- Agenda
- Powerpoint Slides for Day 1 (Full-page pdf)
  - Click here for ppt file
- PBIS Blueprint (Lewis et al., 2016) (Guiding Questions are in Appendix E)

Day 2: Oct 17th
- Powerpoint Slides for Day 2 (Full-page pdf)
  - Click here for ppt file
- Handout Packet (with agenda) for Day 2
- Active Listening Handout
- Blaze et al (2014) article (Loud vs quiet praise)
### Training Expectations

<table>
<thead>
<tr>
<th>Collaboration:</th>
<th>Communication:</th>
<th>Respect:</th>
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</thead>
<tbody>
<tr>
<td>1. Incorporate active listening skills</td>
<td>1. Be explicit and make points clearly and succinctly</td>
<td>1. Invite different perspectives</td>
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<tr>
<td>2. Nurture a “can do” attitude</td>
<td>2. Allow for multiple voices.</td>
<td>2. Maintain 4:1 ratio</td>
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<tr>
<td>3. Look for opportunities to engage in teaming and partnering</td>
<td>3. Focus on the task at hand and be present</td>
<td>3. Disagreement is topic related and not personal</td>
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<tr>
<td>4. Contribute and participate in discussions</td>
<td>4. Seek clarity and understand another’s point of view before stating your own opinion.</td>
<td>4. Be on time</td>
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<tr>
<td></td>
<td>5. Limit side conversations and distracting activities (for yourself or others)</td>
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### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:30-8:45</td>
<td>Welcome and Introductions; Self-Assessment Results</td>
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<tr>
<td>8:45-9:15</td>
<td>Day 1 Recap and Reflection</td>
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<tr>
<td>9:15-10:15</td>
<td>Building Readiness and Buy-In</td>
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<tr>
<td>10:15-10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Effective Implementation Practices</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Feedback: Gallery Walk</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Discussion on Teaching Schoolwide Expectations</td>
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<tr>
<td>11:45-12:45</td>
<td>Lunch</td>
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<tr>
<td>12:45-1:45</td>
<td>Data for PBIS</td>
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<tr>
<td>1:45-1:55</td>
<td>Break</td>
</tr>
<tr>
<td>1:55-2:40</td>
<td>Interpersonal Skills</td>
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<tr>
<td>2:40-3:10</td>
<td>Technical Knowledge: Day 2 Content</td>
</tr>
<tr>
<td>3:10-3:30</td>
<td>Coaching Self-Assessment, Feedback Survey, Questions</td>
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</tbody>
</table>
Coaches’ Self-Assessment Results
Self-Assessment Results: Aggregate

- Technical Knowledge: 46%
- Interpersonal Skills: 53%
- Effective Implementation Practice: 39%
- Total: 42%

Average Item:
- Technical Knowledge: 2.31
- Interpersonal Skills: 2.69
- Effective Implementation Practice: 1.91
- Total: 2.29
Lowest and Highest Average Item for Each Subscale

Technical Knowledge

1.63; 32%   Fluent with PBISApps
2.69; 54%   Answers questions within scope of expertise and looks for assistance outside of expertise

Interpersonal Skills

1.86; 38%   Provides feedback on skill development with PSP (Problem Solving Process)
3.44; 69%   Considerate of context and culture

Effective Implementation Practices

1.61; 32%   Holds effective pre-meeting and debrief with team lead
2.33; 47%   Able to make connections among various concepts
Recap from School-level Day 1
Where were some key take-aways for you from Day 1?
Activity 1: Group Discussion

• Discuss as a table, learnings or takeaways from School-level Day 1

  • What did you take away from it?
  • How did your school team(s) respond?
Big Ideas from Day 1

• PBIS is a schoolwide framework to improve school climate, culture, and discipline
  • PBIS fits within an MTSS framework when intentionally implemented

• PBIS is the redesign of environment to remove barriers for all students and increase likelihood that students will learn

• Utilize effective teaming practices as the vehicle for implementation

• Create a common language and expectations

• Directly teach and acknowledge appropriate skills
  • Especially more often than correcting inappropriate/unexpected behavior

• PBIS consists of 5 major, actionable steps
• Exploration is important for readiness. Many ways to build consensus/buy-in
Next Steps from Day 1

• Build readiness and buy-in among staff
  • *Discussion on need for PBIS in school*
  • *Presentation/overview of PBIS*
  • *Confirm buy-in*
  • *Self-Assessment Survey*

• Take a draft of the expectations and rules (matrix) and teaching strategies (lesson plans) and gather input
  • *Then revise accordingly*
  • *Be thinking of teaching plan/format*
Activity 2: Next Steps

• Looking at the next steps, go round-robin at your table and share your answers to these questions:
  • *Where are you with your team and implementation?*
  • *What’s your next step?*
Readiness and Buy-In Discussion
• You’ve been asked to present to a school staff on PBIS for 20 minutes.
• What are key things to cover during the presentation?
Activity 3: Outline

• As a table, draft out a rough outline for a PBIS presentation that takes 15-20 minutes to deliver.

• Your goal is for the attendees to understand what PBIS is

• How would you measure commitment from the attendees at some point after the presentation?

• We can post these outlines to the Coaches’ Corner website
Your team lead comes to you and shares that they have less than 80% commitment from their staff.

- **Draft explicit steps on a poster sheet for your assigned method to build buy-in. How would you complete your method? When? How? Where?**

1. Determine the “why” as a leadership team (Simon Sinek)
2. Assess and determine staff perceptions
3. Conduct a Gallery Walk of school data
4. Ensure everyone is on the same page (communication loop, communication planning)
5. Show consequences of the “cool teacher” (accountability of staff)
6. Build staff background knowledge of PBIS
Effective Implementation Practices
<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exploration and Adoption</td>
<td>Gathering information on the innovation to determine if it should be used and supported. Build consensus and understanding of what it is and resources needed.</td>
</tr>
<tr>
<td></td>
<td>Installation</td>
<td>Designing the innovation for your setting. Setting up the infrastructure and securing resources for successful implementation (e.g., establish team, identify data systems, train staff, etc).</td>
</tr>
<tr>
<td></td>
<td>Initial Implementation</td>
<td>Innovation is used for the first time with students. Focus is on achieving fidelity with innovation. Work out details before expanding to other contexts.</td>
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<tr>
<td></td>
<td>Full Implementation</td>
<td>The site has achieved over 80% fidelity with the innovation and is considered a part of the fabric of the site. More focused on achieving the desired outcomes and making adjustments to achieve those.</td>
</tr>
</tbody>
</table>
Activity 4: Implementation Stages

• Read the Installation (Infrastructure) stage after clicking on the corresponding stage: http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/installation

• Talk with your neighbor:
  • What would this stage look like in a school?
  • What can a coach do to help during this stage?
• Site is determining if they should use the innovation.
  • *What is the need of the site and then the fit of the innovation to the site?*

• What would you see in a school that’s reflective of this stage?

80% of staff agree to implement. Leadership on board.
• The site designs the model and secures the necessary resources in order to launch. Preparing the organization to use the innovation
  • What resources are needed and how are we securing them?

• What would you see in a school reflective of this stage?

PBIS team formed. FTE and funding allocated. Fidelity with completing an ODRs (prof learning). Expectations and discipline system organized.
Questions:

• What will PBIS look like for the school?
• What resources are needed to ensure implementation?
• What training and support does the staff need to implement the practices?
Implementation Plan (?)

- Exploration
- Installation
  - Initial Implementation
  - Full Implementation

- Spring 2017
- Summer 2017
- Fall 2017
- Winter 2018
- Spring 2018
- Summer 2018
- Fall 2018
Activity 5: Implementation Plan Examples

• Take a few minutes and review each example.
• What are your thoughts or reactions to these examples?
Feedback: Gallery Walk
• Take a few minutes and gather your products on expectations, rules, and mission statements.

• Post them on the wall.
Guidelines on Expectations & Rules

Effective schoolwide expectations:

- Are few in number (3-5) and easy to remember
- Are positively stated, teachable, and culturally relevant
- Target all forms of behavior in multiple settings
- Are known and understood by all students and adults

Effective rules:

- Are few in number (3-5) and easy to remember
- Describe specific behaviors in positive terms
- Clarify behaviors for specific settings
- Identifies routines and procedures
• Our mission is to...[create] an environment which reinforces positive behavior to help educate, support, and prepare citizens of the world.

• By creating and maintaining a safe and effective learning environment using PBIS, we believe ideal academic and behavioral success can be reached.

• We are committed to providing a positive learning environment that advocates considerate, responsible, and emotionally healthy behaviors. Each individual student will feel a part of the Central community, which promotes positive behavioral development.

https://www.cde.state.co.us/pbis/pbismissionstatements
Activity 6: Feedback

• Follow the principle of 3 praise statements or positive feedback relative to 1 redirect or constructive criticism

• Walk about the room and post feedback on products using the post-it notes.

  • Use yellow post-its for positive comments
  • Use non-yellow for constructive feedback
Teaching Expectations
Installation:

- Divide up the expectations among your team.
  - Each person creates a draft of a lesson plan for the expectation they were assigned.
- When completed, discuss how best to teach the expectations to:
  - Students (e.g., assembly, classroom-teaching, rotating schedule, etc)
  - Staff (e.g., assembly, small group, etc)
  - Family (e.g., parent night, attendance at assembly, newsletters home, etc)

Initial or Full Implementation:

- Review previously created lesson plans and revise them accordingly. Consider any areas where terms or rules were abstract and not well-defined. Also consider any trouble areas/locations in the school and create a lesson plan for that area/location.
- Generate strategies to embed the expectations into other facets of the school and make them more viable.
- Generate strategies to integrate the expectations into other concepts and curriculum in the school, such as social-emotional curriculums.
Activity 7: Discussion on Teaching

- Find a new table to sit at for this activity.
- Where are your school(s) at with teaching?
- What have you talked about with how to teach the expectations to students and staff?
TIME FOR LUNCH
Overview PBIS Applications
Navigating PBISApps.org

Please go to pbisapps.org
Navigating PBISApps.org

- PBISapps.org
- Video Tutorials
- PBIS Assessment Videos
- User Guides and Materials
- PBIS Assessment 21-31
- Self-Assessment Survey
- TFI Manual and Slide deck
Overview and Completion of the Tiered Fidelity Inventory (TFI)
Part 1: Preparation

Part 2: Completing & Recording

Part 3: Reviewing & Analyzing Reports

Part 4: Action Planning
Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory’s Tier I subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.
Activity 8: Data

Access the TFI Reports for your school
www.pbisapps.org

TFI video series can be found:
https://www.pbisapps.org/About-Us/Pages/TFI-Administration-Video-Series.aspx

Manual can be found at

Review Scoring form online at
http://www.cde.state.co.us/pbis/tfiscoringcriteriaandscoresheetpdf
Demo of School Wide Information System (SWIS)
Demonstration of SWIS Application

Overview

The SWIS Suite is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. Research tells us educators can make more effective and efficient decisions when they have the right data in the right form at the right time. SWIS provides school personnel with the information they need to be successful decision makers.

For more than a decade, SWIS Suite has assisted teams to improve their internal decision making and overall support plan design for individual students and their families. The three SWIS applications, SWIS, CICO-SWIS, and ISIS-SWIS, align with a PBIS framework and provide the needed data for both universal screening as well as progress monitoring.
Introduction into SWIS

- PBISapps.org
- SWIS Suite
- Try the SWIS Demo
Introduction into SWIS

- PBISapps.org
- User Guides and Materials
- SWIS Materials
- 11-20 SWIS Readiness Checklist
- 1-10 Referral Category Definitions
- 1-10 PBIS and MTSS Program Examples
- 11-20 Referral Compatibility
Requirements necessary for a school to access the SWIS application.

This has been provided on the last page of the CO School Based Team Readiness Checklist.

<table>
<thead>
<tr>
<th>SWIS Requirements</th>
<th>Data Source</th>
<th>Status</th>
<th>Next Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building administrator supports the implementation and use of SWIS.</td>
<td>Administrator Interview</td>
<td>Not in place</td>
<td></td>
</tr>
<tr>
<td>2. A school/facility-wide behavior support team exists and reviews SWIS referral data at least monthly.</td>
<td>Team Roster &amp; Meeting Schedule</td>
<td>Partial</td>
<td></td>
</tr>
<tr>
<td>3. The school/facility has an incident referral form and definitions for behaviors resulting in administrative-managed (major) vs. staff-managed (minor) incidents in place that is compatible with SWIS referral data entry.</td>
<td>Incident Referral Form(s) Problem Behavior Definitions</td>
<td>In Place</td>
<td></td>
</tr>
<tr>
<td>4. Within three months of SWIS licensing, the school/facility is committed to having in place a clearly documented, predictable system for managing minor/medium/major behaviors.</td>
<td>Written Guidelines</td>
<td></td>
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</tr>
</tbody>
</table>
Systems Coaching and Interpersonal Skills
Systems Coach:

• Focuses on organizational structures to support change
• Supports the accurate and durable implementation of practice
• Ensures efficient use of data, and measurable achievement outcomes
• Builds the capacity of all individuals within the educational system to sustain use of evidence-based practices with fidelity

What a Systems Coach is NOT

• Working 1:1 with a teacher
• About individual kids, observing instruction and giving tips
• Locked into one, rigid role
Role of a Systems Coach

Provide Technical Assistance for the purpose of translating plans into actionable steps by the following behaviors:

1. Prompt, support and reinforce the content skills acquired during school-based trainings
2. Provide a road map of activities based on stages and drivers of implementation
3. Guide/support facilitation of the data-based problem solving and decision making process to remove barriers and improve practice
4. Engage in the pre-planning, meeting, debrief cycle with the team lead
Positive Behavioral Interventions And Supports

District Coach-Team Lead Coaching Sequence

1. Pre-meeting between Coach, and Universal/Tier 1 Team Lead

2. Universal/Tier 1 Leadership Team Meeting

3. Post-meeting debrief between Coach, and Universal/Tier 1 Team Lead

Follow-Up Communication to Team Lead— including outstanding responsibilities, etc.

Preparation of designated responsibilities
Relationship building that focuses on personal outcomes. It may not have programmatic outcomes.

Capacity building that focuses on the skills and capabilities of individuals to impact program implementation. Can have both personal and program outcomes.

Focuses on providing expertise and specific outcomes of a program. May not have personal outcomes.
Activity 9: Interpersonal

1. Duplicate the TA Continuum on a piece of chart paper.
2. Individually, write down 5-10 activities you engage in that corresponds to TA.
3. Place your activities on the continuum
4. Discuss as a table group:
   - What was the most common role you play
   - Would you like to spend more of your time on one end of the continuum or the other if you had a choice? Why or why not?
   - Where on the continuum do you find most valuable? Why? Most time consuming? Why?
Techniques that support an **intentional** and **conscious** effort to understand the listener and make known your desire to do so. Allows the listener to fully understand what the speaker is trying to communicate and provides the speaker with the cues that their communication is valued.
Active Listening

3 Critical Components to Active Listening:

- Presence
- Paraphrase
- Powerful Questions

Spend a few minutes looking at the handout.
Activity 10: Triad Application

1. Number off
2. Use these ideas to guide your dialogue:
   - Memorable moment during last school year
   - Student success story
   - Teacher success story

3. Practice using Active Listening components of Presence and Paraphrasing

After 1 mins, switch roles, and repeat.
Activity 10: Triad Application

1. Now that you are warmed up, Select a Scenario, but don’t tell your partners.

2. Practice using all 3 Active Listening components of Presence and Paraphrasing, and Powerful Questions.

Ask one powerful question then switch roles, and repeat.
Day 2 Content for School-Level Training
Activity 11: Feedback and Acknowledgment Articles

• Find 3-4 others who read the same article as you did and have a discussion about the article and how it:
  • *Was consistent or different with what you have heard/believed about positive reinforcement?*
  • *What are some ways you can apply this information in your daily work?*
  • *How you can use this information to impact your school(s)*
Bottom Line...

Catch’em Being Good!!!

- Focus on POSITIVE not negative behavior
- Provide POSITIVE not negative attention
Create working environments where employees:

1. Know what is expected
2. Have the materials and equipment to do the job correctly
3. Receive recognition each week for good work
4. Have a supervisor who cares, and pays attention
5. Receive encouragement to contribute and improve
6. Can identify a person at work who is a “best friend”
7. Feel the mission of the organization makes them feel like their jobs are important
8. See the people around them committed to doing a good job
9. Feel like they are learning new things (getting better)
10. Have the opportunity to do their job well

Buckingham & Coffman 2002, Gallup
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Buckingham & Coffman 2002, Gallup
Aren’t “rewards” dangerous?

“...there is no inherent negative property of reward. Our analyses indicate that the argument against the use of rewards is an overgeneralization based on a narrow set of circumstances.”

- Cameron, 2002
- Cameron & Pierce, 1994, 2002
- Cameron, Banko & Pierce, 2001
- Theory of Motivation (Ledford, Gerhart, & Fang, 2013)
Common Questions about the Content

 Won’t students come to depend on tangible rewards? Don’t extrinsic reinforcers decrease intrinsic motivation?

• Theory of Motivation *(Ledford, Gerhart, & Fang, 2013)*
  • *Internal motivation can be strengthened with external feedback,*
  • *Value or importance of behavior given within positive relationships*

• Tangible should always be combined with social rewards (i.e. verbal feedback paired with “the gimmick”)

• Important message to convey – Self-sufficiency is the goal. In order to expect student to be accountable for their own behavior, they must be explicitly taught and given feedback on their success. (scaffold just like academics)
Common Questions about the Content

Shouldn’t students this age already know what is expected of them and how to behave?

- Behavior that is acknowledged is more likely to occur again
- Behavior that is ignored is less likely to be repeated
- Frontal lobe! Learning Theory!

![Behavior Image](image-url)
Praising feels unnatural. Won’t kids think that it’s phony?

- Shift your thinking from “praising” to “providing feedback” just like you would for display of academic skills.
- The more you praise, the more natural it will feel
- If you praise for desirable behavior that has truly happened, there is nothing phony about it
Isn’t giving a reward like bribing students to do what you want them to do?

- Bribe is given to influence a behavior that hasn’t yet happened (benefits briber)
- Reward is given after a desired behavior has occurred to reinforce the behavior and increase the likelihood of it happening again (benefits student)
Aren’t we creating a generation of overly sensitive individuals who cannot tolerate criticism?

• I would argue, like Jim Fay and Charles Fay, that this is more the result of parent fads that demonize the word “no”, create situations with too much choice and not enough structure/boundaries, rescue children instead of letting them fail, and solving problems for children instead of encouraging them to use their own problem solving abilities then it is from providing more positive attention than negative attention.
64% of teachers report that the best student motivator is teacher praise (Jensen, 2010)

Does not take a lot of training, complex materials, forms or data collection

It is probably the least cumbersome of all of the interventions

Has the strongest evidence base

(Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008)
Common Questions about the Content

• Delivering praise for **social behaviors** increased participants’...
• On-task behavior
• Student attention
• Compliance
• Cooperative work/play
• Positive self-referent statements
What is the first step in creating a system to manage unwanted behavior within PBIS?

Agreeing on the definitions of problem behaviors.

Next step is then determining what is office-managed and what is teacher or classroom-managed.
Common Questions about the Content

**What are some benefits of a system to manage unwanted behavior?**

- Clarity about who handles what behavior
- Consistency among staff
- Students can expect the same process, regardless of staff member
- Promotes teaching of prosocial behavior
Common Questions about the Content

**What are the 5 major steps to implement Tier 1/Universal PBIS?**

1. Create a team to lead PBIS implementation.
2. Identify and teach 3-5 schoolwide expectations.
3. Develop a system to acknowledge or encourage appropriate behavior.
4. Develop a system to discourage misbehavior (discipline system).
5. Develop a system to evaluate implementation and impact of PBIS.
Self-Assessment
Self-Assessment

• Complete the Self-Assessment
  • Monitor growth
  • Reflect on progress and set goals
  • Evaluating state efforts to support coaches
  • Inform future content sessions and support

https://www.surveymonkey.com/r/pbiscorecomp
Questions and Wrap-Up
Questions
Feedback Survey

• Please complete this survey now:

https://www.surveymonkey.com/r/coachday2
Travel and Reimbursement

- Reimbursement for **mileage** if they traveled over 60 miles one-way (120 round trip)
  - Will only cover above 60 miles (one-way)
  - An accounting error led us to pay for all miles for Day 1, but will only cover above 60 miles for remaining days
- Reimbursement for **lodging** if traveled further than 125 miles (one-way)
Contact

• Lynne DeSousa
  • desousa_l@cde.state.co.us
  • 303-866-6768 (office)
  • 303-501-2067 (cell)

• Jason Harlacher
  • harlacher_j@cde.state.co.us
  • 303-866-6242

• Katy Goebel
  • goebel_k@cde.state.co.us

• www.cde.state.co.us/pbis/coachescorner
Next Steps

• Provide input on expectations, rules, matrix, and lesson plans

• Attend Day 2 with school teams (Nov 17)
  • After Day 2, work with teams to develop acknowledgement system and discipline system
  • Plan to launch!
<table>
<thead>
<tr>
<th>Calendar of Events</th>
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<tbody>
<tr>
<td><strong>August 30, 2017</strong></td>
</tr>
<tr>
<td><strong>Face-to-Face Quarterly Coaches Workshop 1</strong></td>
</tr>
<tr>
<td>Location:&lt;br&gt;Lowry Conference Center&lt;br&gt;Bldg 697&lt;br&gt;1061 Akron Way&lt;br&gt;Denver, CO 80230</td>
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<tr>
<td><strong>January 10, 2018</strong></td>
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<tr>
<td><em>Schools launch PBIS Face-to-Face Quarterly Coaches Workshop 3</em>*</td>
</tr>
<tr>
<td>Location:&lt;br&gt;Lowry Conference Center&lt;br&gt;Bldg 697&lt;br&gt;1061 Akron Way&lt;br&gt;Denver, CO 80230</td>
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