The Teacher’s Role in Facilitating Student Success: High Probability Practices

A teacher’s ability to create student success now has a significant impact on the predictability of future success

- Disadvantaged students get less teacher attention and instruction
- Students with identified behavioral challenges receive less instruction and more negative feedback from teachers
- Minority students (males) receive more negative feedback from teachers

Suspensions by Location and Ethnicity

The classroom is by far the most likely location of a suspension offense – and that is the same across ethnicities

Student Behavior by Ethnicity and Level

There are no significant differences in student’s disruptive behavior at any grade level.

Looking across grade levels, the difference in rate per minute of disruptive behavior between White and Non-White Students is .009. Yet, the difference in suspension rates (White = 1.99 and Non-White = .260) is .61.

This is evidence of the larger disproportionality issue that is apparent in disciplinary practices across schools and grade levels.

A Basic Logic

The Teacher’s Responsibility

David Berliner (1990) suggests that the relationship between engaged time and student achievement has the same scientific status as the concept of homeostasis in biology, reinforcement in psychology, or gravity in physics. (p. 3)

Robert Pianta describes why teachers must create engagement: “The asymmetry in child-adult relationship systems places a disproportionate amount of responsibility on the adult for the quality of the relationship” (p. 73).

What Adult Behaviors Provide the Best Probability for Snowballs Rolling Right?

What Works?

- Effective Classrooms Literature from 1970s (e.g., Brophy, Good, Rosenshine, Berliner, et al)
- Meta-Analyses from past 15 years (e.g., Hattie, Gottfredson, et al)

What Works?

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Considering the Logic of Probability for Instruction and Management

A  Students + B  Teacher Behaviors = C  Outcomes

Provide the Highest Probability of Positive Outcomes
- Explicit curriculum
- Modeling
- Engagement
- Goals
- Consistent routines
- Guided practice
- Proximity
- Spaced authentic practice
- Formative assessment
- High rates of positive to negative feedback

Success Enhances Relationships

PBIS

Multi-Tiered Systems

1. Predict Failure
2. Prevent Failure
3. Implement with Fidelity
4. Evaluate Success

PBIS Fidelity and Suspension

At the elementary school level, 17 of 31 schools assessed met or exceeded the 80% criteria with an average of 82 across all schools. At the middle school only 1 school (Knight) met the 80% criteria and the average across 14 schools was 50%. At the high school no schools were seen to meet the criteria, but the overall average was slightly higher than middle school at 57%. Statistically significant negative effect

- Schools with higher PBIS walkthrough scores had fewer suspensions.
- Schools one standard deviation above the mean on the PBIS walkthrough had 0.30 standard deviation unit smaller suspension rate.

The Four Essential Components of MTSS

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STEP 1
Teaming and Buy-In

Big Ideas
- MTSS is driven by the school as a whole – not be the administrator or a small number
- MTSS Team needs to be representative of faculty/staff
- Administrator must be an active member
- Team engages the entire faculty/staff

STEP 2
Predict and Prevent Student Failure

Big Ideas
- Use information about the past to predict the future
- People who work in the school have this information
- Data is useful – but not necessary in this first step
- If you make data necessary to start then schools without it will not be able to complete this step

School-wide MTSS Team
A school-wide team exists to improve behavior support systems
- The team is representative and includes an administrator
- The team has a scheduled meeting time
  - Monthly?
- The team has efficient internal process
  - Agenda & Minutes
- The team uses data to make decisions

Obtain 80% Staff Consensus
Being a PBIS School means that I agree to:
1. Provide input in determining what our school’s problems are and what our goals should be
2. Make decisions about rules, expectations, and procedures in the commons areas of the school as a school community
3. Follow through with all school-wide decisions, regardless of my feelings for any particular decision
4. Commit to allowing performance toward our goals to determine future plans (data drives decisions)

Predictable Problems Summary

<table>
<thead>
<tr>
<th>Location</th>
<th>Who</th>
<th>What</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunchroom During lunch</td>
<td>pushing, shoving, food issues, no cleanup</td>
<td>main back-up table &amp; lunch rush</td>
<td>insufficient supervision, no uniform, too many distractions</td>
</tr>
<tr>
<td>Hallways and Walkways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework in portables</td>
<td>wandering, slow, safety issue, don’t know which kids should be there</td>
<td>insufficient supervision</td>
<td></td>
</tr>
</tbody>
</table>
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**Instruction is Prevention**

**Rules, Routines, and Arrangements**

**Rules**

- What do we want the students to do to predict success?
  - Teach when, where, why of skill
  - Use authentic examples
  - Be explicit

**Routines and Arrangements**

- What will we do to increase likelihood of student success?
  - Be consistent with schedules and procedures
  - Engage students
  - Consider proximity and arrangements to predict student success
  - Actively supervise
  - Provide consistent feedback

**Finalize Agreed Upon Solutions**

- Consensus as to school-wide curricula
  - High-probability instructional practices
- Commit to adult responsibilities to facilitate success
  - Rules, Routines, Arrangements

**Big Ideas**

- Develop 3-5 anchors for entire school (academic and behavior)
- Connect all smaller rules to these anchors
- All rules are developed as a means of keeping students successful – avoiding predictable failures
- Teach all rules (discuss, engage, model, practice)

**STEP 3**

**Teach**

**Big Ideas**

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
   - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year
6. Acknowledge compliance / correct errors

**Teaching Rules:**

**Anchor to Big Ideas**

- Respect Yourself
  - Keep yourself safe and keep learning
- Respect Others
  - Treat others the way you’d like them to treat you
- Respect Property
  - Treat others' property and public property the way you’d like yours treated

**What Science Tells Us About Teaching and Learning**

- Guided explicit instruction with repetition and varied examples enhances storage in long-term memory
- Unstructured learning places a heavy load on working memory – information not stored in long-term memory is lost in 30 seconds
- Students with deficits can actually lose ground when instruction is not structured and explicit
- Especially important for novice learners (Based on: Kirkner, Sweller, & Clark, 2006).
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Here are the three R’s for lunchtime in the cafeteria:

<table>
<thead>
<tr>
<th>Rule:</th>
<th>Behavior:</th>
</tr>
</thead>
</table>
| I am respectful.  | • Raise hand for help  
                    • Use quiet voices |
| I am responsible. | • Eat your lunch  
                    • Keep hands, feet & food to yourself |
| I am ready to go. | • Clean up messes  
                    • Line up quietly  
                    • Face front |

Tier 1: Effective Instruction
Provide the Highest Probability of Positive Outcomes
- Explicit curriculum
- Modeling
- Engagement
- Goals
- Consistent routines
- Guided practice
- Proximity
- Spaced authentic practice
- Formative assessment
- High rates of positive to negative feedback

Big Ideas
- There must be plans for acknowledging successful students
- First key is verbal – but easier to count tangible
- Must be consistent across time, students, and adults

STEP 4
Acknowledge Success

Frequent Feedback
Positive acknowledgement is associated with positive relationships and increased student achievement
- Feedback is a Teacher Behavior

 Acknowledge Success
- Level 2: Access to Privilege
  - Things that are already exist and are used
  - Make contingent

 Acknowledge Success
- Level 3: Public Acknowledgement
  - For those who like it
  - For those deserving more
  - Free

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**STEP 5**
Address Errors

- School-wide plans for how to address misbehavior
- Full range of practices prior to seclusion from classroom
- Faculty/staff have agreed upon consequences and teach to students

**STEP 6**
Monitor Outcomes

- Level 4: Token Reinforcement
  - For specific behaviors, times, & contexts based on data
  - Token may be the reinforcement for young children
  - Trade for existing privileges
  - Drawings and Chances to Win
- More tokens = better chance

**STEP 7**
Evaluate Decision Making

- We need data to know if implementation of our plans is worth continuing

**Big Ideas**

- Monitor student outcomes (academic and behavior)
- All adults use same system in same way
- System for reporting misbehavior – large and small
- Data is considered formatively – each month
- Data includes who, what, when, where, and why

**Responding to Misbehavior/Errors**

- We have zero evidence that removing a student from the classroom or school results in a decrease in problem behavior
  - More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language

(Hirn & Scott, 2014; Scott, Gage, & Hirn, 2018)

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Portable Referral Form

Step 7
Data-Based Decision Making

Big Ideas
- Team meets monthly to consider data
- Use data to answer specific questions about the success of specific prevention strategies
- Data is used to identify students at-risk for larger failure – may refer students to more individualized teams
- Data is reported back to entire faculty monthly

Tracking Behavior Outcomes

Make Data Public

Elementary School posts the monthly data on the mailroom door so staff can look for patterns and changes.

Notice that they post POSITIVES and ODR data.

Effective Instruction Involves:
(1) teacher is explicit with lesson content and considers what is necessary to facilitate success with learning
(2) teacher responsibility for delivery and control of lesson to maximize student engagement
(3) students get multiple opportunities to practice success at high rates with positive teacher acknowledgment

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Effective Instructional Practices and Student Success/Failure
Consider the degree to which teachers provide:
- Focus on students (time spent teaching)
- Opportunities to respond (OTR)
- Positive feedback

• Teachers using the least amount of these practices have students that are 27% more likely to be off task and 67% more likely to be disruptive (Gage, Scott, & Hirn, 2018)

Project Follow-Through
• Project Follow-Through began in 1967. Its express purpose was to study instructional methods that would lead to a reduction in the disparity between low- and high-performing students by improving the performance of low-performing students. It was ultimately concluded in 1995 after consuming $1 billion and conducting research on over 20,000 students nationwide.
• Each program had four to eight sites, with children starting in either kindergarten or first grade. Each Follow-Through (FT) school district identified a non-Follow-Through (NFT) district to act as a control group.
• The Department of Education hired two independent agencies to collect and analyze the data.

Exposure & Discovery
Just exposing students to print materials in school does not produce strong effects in predicting reading success.

Naturalistic Discovery?
The real world has all the necessary teaching examples
But the real world does not sort or present examples in a teaching manner
Teachers can maximize the benefit of real examples by selecting them and presenting in an explicit manner

Engagement
Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement

Engagement is a Teacher Behavior
• Effective Teachers find ways to engage all students
  – Verbal responses
  – Raise hand or other signal
  – Create and share
  – Demonstrate
  – Talk to neighbor

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Interesting Content Enhances Engagement
(And that’s a teacher responsibility!)

Questioning Strategies
- Asking questions and using student answers to drive instruction can be done in productive or unproductive ways
- We want questions that provide a high probability of student success

High Poverty Schools & Engagement
Hierarchical Linear Modeling of Instruction to Predict Success
22 Elementary Schools
All Title One Eligible
11 “Distinguished” in Reading & Matched Sample of 11 “Needs Improvement” in Reading

<table>
<thead>
<tr>
<th>“Distinguished” in Reading</th>
<th>“Needs Improvement” in Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability</td>
<td>Reliability</td>
</tr>
<tr>
<td>Intraclass correlation</td>
<td>Intraclass correlation</td>
</tr>
<tr>
<td>Group OTR</td>
<td>0.0000</td>
</tr>
<tr>
<td>Individual OTR</td>
<td>0.001</td>
</tr>
<tr>
<td>Positive Feedback</td>
<td>0.000</td>
</tr>
<tr>
<td>Negative Feedback</td>
<td>0.004</td>
</tr>
<tr>
<td>Reliability</td>
<td>0.000</td>
</tr>
<tr>
<td>Intraclass correlation</td>
<td>0.053</td>
</tr>
<tr>
<td>Rho</td>
<td>0.63</td>
</tr>
</tbody>
</table>

- Group OTR predictive of academic achievement
- Differences across schools are at the teacher level

Feedback
- Simple feedback on performance – formative and summative – is one of the most effective components of instruction
- This means nothing more than simply acknowledging student success when you see it

Learning Curve
- Level 1: Verbal Praise
  - Age appropriate
  - “Thanks” “I appreciate” “I’m impressed” etc.
  - Delivered with specificity “you did XX correctly”
  - Mix up use of superlatives
    - Exactly, super, awesome, perfect, thank you, etc
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**Instructional Observations**

National Norms for Effective Instructional Practices
- 15 minute observations
- Only watch instruction
- See every teacher in the school
- Randomly select target student
- Code gender and ethnicity of teacher and student
- 13,000+ observations

**Responding to Misbehavior/Errors**

- We have **zero** evidence that removing a student from the classroom or school results in a decrease in problem behavior
  - More likely to be used with minorities and students with disabilities
- Correction is a more positive and effective response
- Consider the Restorative Practices language

**Acknowledge Errors with Correction**

1. Feedback that behavior is inappropriate
   - "Is that the right way?"
   - "Is there a better way?"
   - "Are you being respectful – why not?"

2. Re-teach appropriate behavior
   - "What is a better way?"
   - "What would it look like if it was done better?"
   - "What is a more respectful behavior?"

3. Facilitate success with positive feedback
   - "Show me that --- thanks – remember to do that."

**EFFECTIVE LEARNING ENVIRONMENTS**

**Schedule**

- Consistency!!
- Expectations for arrival times
- Sequencing and length of activities
- Explaining changes

**Physical Arrangements**

- Sight lines
  - **KEY:** Student Eye Contact
  - Teacher movement
  - 1-second rule
- Furniture
  - **KEY:** Consider Prevention
  - Teacher’s desk
  - Students’ desks
  - Assigned Seating

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Reactive Proximity

• Move About the Room
• Reactive Proximity
  – Start with eye contact
  – Approach and eye contact
  – Hover and eye contact
  – Hover and question
    • What should we be doing?
    • Do you remember the first step?

EFFECTIVE RESPONSES TO ESCALATING BEHAVIORS

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Phases of Escalation

1. Calm
2. Trigger
3. Agitation
4. Acceleration
5. Peak
6. De-escalation
7. Recovery

Big Ideas

- Teach appropriate behavior during the Calm; escalation time is not teaching time
- Watch for Agitation and intervene
- Minimize the Peak and focus on safety
- Avoid confrontation in De-escalation
- Debrief and follow-through during Recovery

Teach a Standard Consequence

- Students must know well ahead of time what the consequences are for misbehavior
- Students must be taught alternatives to misbehavior
  - Students must understand why some behaviors are deemed inappropriate

Teach Appropriate Behavior

- Consider the purpose or function of behavior
  - If the purpose is to get peer attention, teach appropriate ways to get peer attention
  - If the purpose is to express frustration and avoid work, teach a better way to ask for assistance or a break
- Model with students and engage in discussion
- Provide reminders
  - especially at times where non-compliance is predictable and with students who are likely to forget
- Develop routines and arrangements to facilitate success
- Avoid predictable triggers for student disruption

Disruptive Behaviors

Teach Appropriate Behavior

- Recognize agitation early
- Redirect student in a clear and neutral manner
  - Provide one very clear direction for student to follow – should focus on the behavior that was taught
  - Express as a choice the student makes – not an ultimatum
  - Break complex directions into smaller steps and direct the first step
- Communicate concern for student – not for you
  - Present options for student – not ultimatum
  - Be private as much as possible – but don’t hover
  - Remind and assist student to use appropriate behavior

Provocative Behaviors

Teach Appropriate Behavior

- Teach what is and is not appropriate and be clear about expectations
  - Use very specific relevant examples
  - Make clear the line between what is and is not appropriate
  - Tie to school-wide expectations
- Teach a standard consequence for specific types of provocative behavior
  - Dress code violation
  - Inappropriate language or gestures
  - Sexually inappropriate behavior
  - Other inappropriate actions
- Engage students
  - Discuss why specific expectations are necessary

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<tr>
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<th>Non-Compliant Behaviors</th>
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<tbody>
<tr>
<td><strong>Keys to Addressing Provocative Behavior</strong></td>
<td><strong>Teach Compliance</strong></td>
</tr>
<tr>
<td>• Speak privately to student</td>
<td>• Make it part of a class-wide or school-wide set of expectations (following directions)</td>
</tr>
<tr>
<td>• Identify as a problem for the student – not you</td>
<td>• Teach at the start of the year and be clear about what and how to demonstrate compliance</td>
</tr>
<tr>
<td>✓ Present options as a choice to avoid consequence and ask the student to choose</td>
<td>• Model with students and engage in discussion</td>
</tr>
<tr>
<td>✓ Offer assistance but ask the student to take care of the problem</td>
<td>• Provide reminders</td>
</tr>
<tr>
<td>• Don’t argue and don’t show any shock or offense to the student’s behavior – it’s imply a violation of the rules and you are there to help</td>
<td>✓ Especially at times where non-compliance is predictable and with students who are likely to forget</td>
</tr>
<tr>
<td>• Acknowledge cooperation</td>
<td>• Regularly praise compliance</td>
</tr>
<tr>
<td>• If student refuses to comply with a solution follow through with bottom line consequence</td>
<td>• Gently but firmly correct those that do not comply</td>
</tr>
<tr>
<td>✓ Delivered in a matter of fact manner</td>
<td></td>
</tr>
<tr>
<td>✓ Presented as a choice the student made</td>
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<td><strong>Teach Appropriate Behavior</strong></td>
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<tr>
<td>• Make it part of a class-wide or school-wide set of expectations (following directions)</td>
<td>• Teach what it means to be respectful</td>
</tr>
<tr>
<td>• Teach at the start of the year and and be clear about what and how to demonstrate compliance</td>
<td>✓ Big idea: do unto others as you would have them do unto you</td>
</tr>
<tr>
<td>• Model with students and engage in discussion</td>
<td>✓ Tie to school-wide expectations and teach to all</td>
</tr>
<tr>
<td>• Provide reminders</td>
<td>• Discuss and model both positive and negative examples</td>
</tr>
<tr>
<td>✓ Especially at times where non-compliance is predictable and with students who are likely to forget</td>
<td>✓ Use naturally occurring examples</td>
</tr>
<tr>
<td>• Regularly praise compliance</td>
<td>✓ Urge students to think about others’ feelings</td>
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<td>• Provide one very clear direction for student to follow</td>
<td>• Teach what it means to be respectful</td>
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<tr>
<td>✓ Break complex directions into smaller steps and direct the first step</td>
<td>✓ Big idea: do unto others as you would have them do unto you</td>
</tr>
<tr>
<td>Initial Direction: move to desk, get out book, get paper, begin work</td>
<td>✓ Tie to school-wide expectations and teach to all</td>
</tr>
<tr>
<td>After Non-Compliance: move to desk</td>
<td>• Discuss and model both positive and negative examples</td>
</tr>
<tr>
<td>Initial Direction: complete all problems on page 76</td>
<td>✓ Use naturally occurring examples</td>
</tr>
<tr>
<td>After Non-Compliance: get started on work</td>
<td>✓ Urge students to think about others’ feelings</td>
</tr>
<tr>
<td>• Be neutral but direct to student and stay with the direction – broken record</td>
<td>• Provide reminders</td>
</tr>
<tr>
<td>• All other student requests and issues are contingent upon compliance</td>
<td>✓ Especially under conditions where provocative behavior is predictable</td>
</tr>
<tr>
<td>• Follow-up with student quietly rather than in front of group</td>
<td>• Regularly praise use of respectful behavior</td>
</tr>
<tr>
<td>• Continue to acknowledge other on-task students</td>
<td>• Gently but firmly correct disrespectful behavior</td>
</tr>
<tr>
<td>• Acknowledge cooperation or implement consequence in a neutral manner</td>
<td></td>
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</tr>
<tr>
<td>• Teach what it means to be respectful</td>
<td>• Teach respectful interactions as a school-wide expectation</td>
</tr>
<tr>
<td>✓ Big idea: do unto others as you would have them do unto you</td>
<td>✓ Use very specific relevant examples</td>
</tr>
<tr>
<td>✓ Tie to school-wide expectations and teach to all</td>
<td>✓ Make clear the line between what is and is not appropriate</td>
</tr>
<tr>
<td>• Discuss and model both positive and negative examples</td>
<td>✓ Tie to school-wide expectations</td>
</tr>
<tr>
<td>✓ Use naturally occurring examples</td>
<td>• Teach conflict resolution</td>
</tr>
<tr>
<td>✓ Urge students to think about others’ feelings</td>
<td>✓ Engage students in discussions</td>
</tr>
<tr>
<td>• Provide reminders</td>
<td>✓ Practice with role plays</td>
</tr>
<tr>
<td>✓ Especially under conditions where provocative behavior is predictable</td>
<td>✓ Teach how to help others resolve conflicts peacefully</td>
</tr>
<tr>
<td>• Regularly praise use of respectful behavior</td>
<td>• Model and encourage respectful interactions</td>
</tr>
<tr>
<td>• Gently but firmly correct disrespectful behavior</td>
<td>• Provide reminders</td>
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Aggressive Behaviors
Keys to Addressing Aggressive Behavior

- Recognize conditions under which conflict is likely and attempt to avoid
  - Assign seats, use teacher proximity, provide options, space
  - If altercation becomes verbal intervene verbally
  - Attempt to solve – don’t use this as an opportunity to scold
  - Re-direct any or all students involved - get attention off altercation
  - Separate student as much as possible without placing hands on
  - Give directions to move and provide alternative activities
- If initial attempts to resolve are not effective or if altercation becomes physical
  initiate crisis procedures immediately

FINAL PLANNING ACTIVITY

Consider the professional development planner
- Create 3 professional development goals for yourself
  - Describe what you want to improve at
  - Detail what you need to do to improve
  - Consider how you might self-assess and what is your goal?

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