

# 2024 SPEAKER SERIES



HOSTED BY NORTHWEST  
MHTTC & CO-SPONSORED  
BY UW SMART CENTER



**VIRTUAL | LEARNING**

**PROMOTING A POSITIVE SCHOOL CLIMATE FOR STUDENT  
MENTAL HEALTH: EFFECTIVE DATA, SYSTEMS AND PRACTICES**

**OCTOBER 9** ▶ **NOVEMBER 29** ▶ **JANUARY 17** ▶ **MARCH 20** ▶ **APRIL 17**

10AM - 11:15AM AKT    11AM - 12:15PM PT    12PM - 1:15PM MT

## LAND ACKNOWLEDGEMENT

The UW SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here.

We are grateful to aim to respectfully live and work on these lands with the Coast Salish and Native people who call this home.



VIRTUAL | LEARNING

PROMOTING A POSITIVE SCHOOL CLIMATE FOR STUDENT MENTAL HEALTH:  
EFFECTIVE DATA, SYSTEMS AND PRACTICES

The Northwest Mental Health Technology Transfer Center and the UW SMART Center are pleased to present the 2024 Virtual Speaker Series to the school mental health workforce. The six-session series features discussions on ways to create a positive school climate for students and staff. Through this series, we are spotlighting evidenced-based strategies to address universal screening, staff retention, and bullying and its intersection with youth mental health and violence.

ALL SESSIONS 10AM - 11:15AM AKT, 11AM - 12:15PM PT, 12PM - 1:15PM MT  
Certificates of completion and Washington State clock hours available for attendees of the live sessions.

This resource sheet provides the links to each session. You may also learn more about the full series here: <https://bit.ly/2024VirtualSpeakerSeries> or by scanning the QR codes below.



SESSION 1 ▶ OCTOBER 9  
SCHOOL MENTAL HEALTH THROUGH A MULTI-TIERED  
SYSTEM FRAMEWORK

CLYNTA GRAFENREED, Ph.D.  
SCHOOL MENTAL HEALTH TRAINING AND TECHNICAL  
ASSISTANCE COORDINATOR  
NORTHWEST MHTTC/UW SMART CENTER



SESSION 2 ▶ NOVEMBER 29  
COMPREHENSIVE UNIVERSAL SCREENING:  
A STATEWIDE APPROACH

MARI MEADOR, M.Ed.  
IMPLEMENTATION COACH  
NORTHWEST MHTTC/  
UW SMART CENTER

RAYANN SILVA, M.Ed.  
SCHOOL MENTAL HEALTH TRAINING AND  
TECHNICAL ASSISTANCE  
COORDINATOR AND TRAINING  
UNIT COORDINATOR  
NORTHWEST MHTTC/UW SMART CENTER

KRISTI GREENAWAY CIRIOGANO  
SINGLE ORG. COORDINATOR  
TACOMA PUBLIC SCHOOLS



SESSION 3 ▶ JANUARY 17  
FOSTERING BELONGING IN STAFF  
RECRUITMENT AND RETENTION

NIKOLE Y. HOLLINS-SIMS, Ed.D.  
EDUCATIONAL STRATEGIST/CONSULTANT  
HOLLINS-SIMS CONSULTATION



SESSION 4 ▶ FEBRUARY 8  
BECOMING -  
THE JOURNEY OF A CHANGE AGENT

NIKOLE Y. HOLLINS-SIMS, Ed.D.  
EDUCATIONAL STRATEGIST/CONSULTANT  
HOLLINS-SIMS CONSULTATION



SESSION 5 ▶ MARCH 20  
BULLYING PREVENTION IN ELEMENTARY AND MIDDLE  
SCHOOLS: FOUNDATIONS AND STUDENT OWNERSHIP

RHONDA REESE, Ph.D.  
ASSISTANT PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION AND CLINICAL  
SCIENCES PRINCIPAL INVESTIGATOR, EDUCATIONAL AND COMMUNITY SUPPORTS  
AFFILIATE FACULTY, PREVENTION SCIENCE PROGRAM  
UNIVERSITY OF OREGON



SESSION 6 ▶ APRIL 17  
BULLYING PREVENTION IN ELEMENTARY AND MIDDLE  
SCHOOLS: LEVERAGING EXPERTS IN YOUR BUILDING

SARA MCDANIEL, Ph.D.  
PROFESSOR OF SPECIAL EDUCATION IN THE DEPARTMENT OF SPECIAL EDUCATION AND  
MULTIPLE ABILITIES AND DIRECTOR OF THE CENTER FOR INTERCONNECTED BEHAVIORAL AND  
MENTAL HEALTH SYSTEMS  
UNIVERSITY OF ALABAMA

## Brought to you by:

*Northwest Mental Health Technology Transfer  
Center Network (NWMHTTC)*

*University of Washington School Mental Health  
Assessment Research & Training Center  
(UW SMART CENTER)*

Thank You for Joining us for Session 5: 2024 Speaker Series

## A FEW REMINDERS ABOUT TODAY'S SESSION...

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted, and videos are turned off.
- Have a question for the presenter? *Use the Q&A feature.*
- Need technical help? *Use the chat to message panelists.*
- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.
- Certificates of attendance and Washington in-service forms will be provided after you complete the evaluation.

Thank You for Joining us for Session 5: 2024 Speaker Series  
**A FEW REMINDERS ABOUT TODAY'S SESSION...**

**PLEASE NOTE:**

The recording and slide deck will be posted on our [event page](#) as soon as possible.

# NATIONAL MHTTC NETWORK

## GOALS OF MHTTC NETWORK:

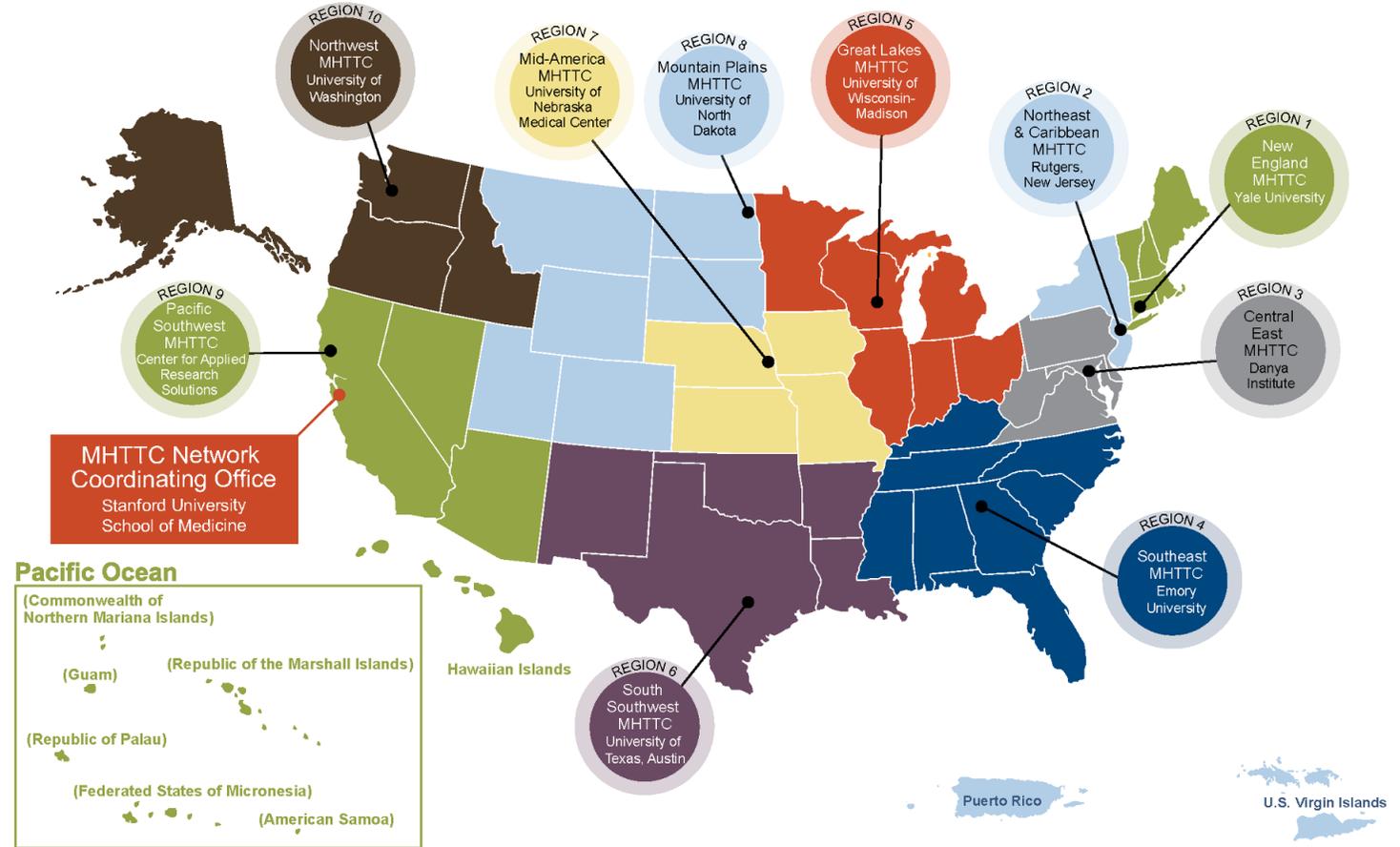
- **ACCELERATE**  
Adoption and implementation of evidence-based practices and use implementation science to inform training and TA strategies
- **HEIGHTEN**  
Awareness, knowledge, and skills of the workforce
- **FOSTER**  
Regional and national alliances
- **ENSURE**  
Availability and delivery of publicly available, free of charge, training and technical assistance



**MHTTC**

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

**MHTTC Network**



VISIT THE MHTTC WEBSITE  
<https://mhttcnetwork.org/>

## ABOUT NORTHWEST MHTTC

The Northwest MHTTC partners with the University of Washington School Mental Health Assessment, Research and Training (SMART) Center, a national leader in developing and supporting implementation of evidence-based practices in schools, including prevention, early intervention and intensive supports.

- Building a Multi-Tiered System of Supports
- Training the Workforce
- Advancing the Research Base



## ABOUT THE UW SMART CENTER

A national leader in developing and supporting implementation of evidence-based practices (EBPs) in schools, including prevention, early intervention, and intensive supports.

- Research & Evaluation
- Training and Technical Assistance
- Community Partnering and Outreach



2024  
SPEAKER  
SERIES



HOSTED BY NORTHWEST MHTTC  
CO-SPONSORED BY UW SMART CENTER

## BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: FOUNDATIONS AND STUDENT OWNERSHIP



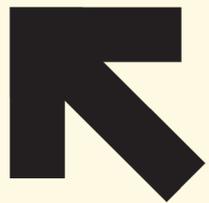
VIRTUAL LEARNING | WEDNESDAY, MARCH 20, 2024

10AM - 11:15AM AKT ▶ 11AM - 12:15PM PT ▶ 12PM - 1:15PM MT



**RHONDA NEASE, Ph.D.**

ASSISTANT PROFESSOR, DEPARTMENT OF SPECIAL EDUCATION  
AND CLINICAL SCIENCES PRINCIPAL INVESTIGATOR, EDUCATIONAL  
AND COMMUNITY SUPPORTS AFFILIATE FACULTY, PREVENTION  
SCIENCE PROGRAM  
UNIVERSITY OF OREGON

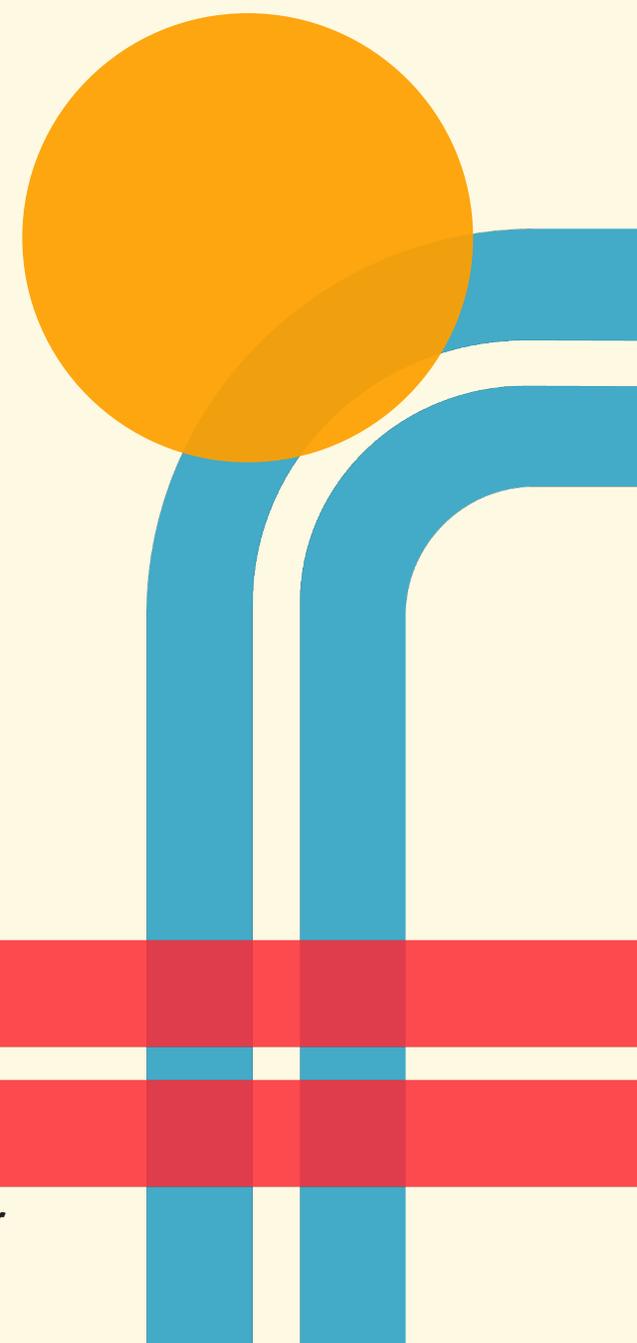


# **Bullying Prevention in Elementary and Middle Schools: Foundations and Student Ownership**

**Rhonda Nese, PhD  
University of Oregon**

**Hosted by Northwest MHTTC and The University of Washington SMART Center**

**2024 Speaker Series  
March 20<sup>th</sup>, 2024**



# Learning Objectives

**Core features of bullying prevention**

**1**

**Increasing student buy-in and ownership**

**2**

**Examples of student ownership from exemplar districts**

**3**

**Q & A**

**4**



# Women's History Month



Click on the image to play video.



**Before we begin...**

**In the Chat Box, please share:**

**A woman who changed your life for the better**

**By the end of today, please:**

**Send her a text, voice message, note, phone call, or thought telling her thank you. Whether she's on this earth or has passed away, putting goodness into the universe is nurturing for the soul.**



## A big thank you to my partners!

- Brianna Stiller
- Rob Horner
- Celeste Rosetto Dickey
- Anne Tomlanovich
- Scott Ross
- Sara McDaniel
- Our Data Collectors
- The Students & Staff





# What is bullying?

- ABA (Anti-Bullying Alliance) defines bullying as:
- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power
- Bullying can be physical, verbal or psychological
- It can happen face-to-face or through phones/online





## Scope of the Issue

- 30% of youth in the United States are estimated to be involved in bullying as either a perpetrator or a recipient.
- Most prevalent in middle school, and during points of transition (e.g. hallways, classrooms).
- Staff are likely to underestimate the extent of harassment and bullying. One study showed:
  - **58% of students perceived** teasing, spreading lies or rumors, or saying mean things to be problematic.
  - **Only 25% of teachers perceived** these behaviors to be problematic.



# Impact of Bullying

## Somatic symptoms

(Gini & Pozzoli, 2013; Hunter et al., 2014)

## Symptoms of depression

(Ttofi et al., 2011)

## Anxiety and self-harming behavior

(Kidger et al., 2015; Klomek et al., 2009; 2015)

## Suicidal ideation

(Patchin, 2006; Ybarra et al., 2006)

## Alcohol and drug abuse

(Radliff et al., 2012)

## Aggression

(Reijntjes et al., 2011)

## Truancy and delinquency

(Reijntjes et al., 2011)

## Lower grades and standardized test scores

(Espelage et al., 2013; Nakamoto & Schwartz, 2010)

**These Symptoms can Last for Years (Bowes et al., 2015)**



A decorative graphic featuring a green line that starts from the left, curves down, and then continues horizontally. A blue line starts from the bottom, curves up, and then continues horizontally, overlapping the green line. A red line starts from the top right and curves down. An orange circle is positioned on the left side. Two small black dots are placed on the green line: one on the upper curve and one on the horizontal segment.

# **Why invest in school-wide bullying prevention?**



# Concerns with typical practice

- Many bullying prevention programs focus on the bully and the victim
  - **Problem #1:** Inadvertent “teaching of bullying”
  - **Problem #2:** Blame the bully
  - **Problem #3:** Ignore role of “bystander/upstander”
  - **Problem #4:** Expensive with little evidence
  - **Problem #5:** Initial effects without sustained impact
- Many bully prevention programs are either ineffective, only show change in verbal behavior, or inadvertently result in increases in relational aggression and bullying.



# **Bully Prevention: The Foundation**

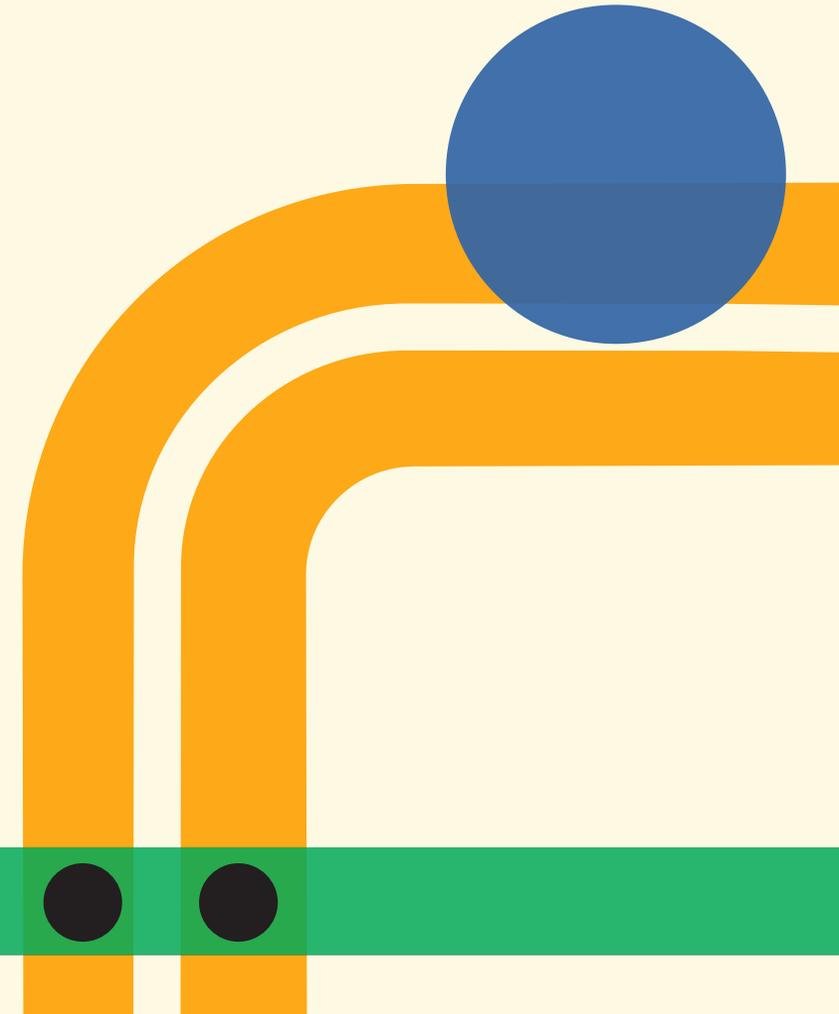
- **What rewards Bullying Behavior?**
  - Likely many different rewards are effective
  - Most common are:
    - **Attention and reaction from bystanders**
    - **Attention and reaction from the recipient**



# Bullying Prevention: The Foundation

Build on what you already do well, PBIS Tier 1 Practices:

- Emphasize praise, attention, recognition for **respectful behavior**.
- Remove the praise, attention, recognition that follows **disrespectful behavior**.
- Teach students how to interrupt disrespectful behavior.
- Do this without (a) teaching bullying, or (b) denigrating children who engage in bullying behaviors.



# Research on Bullying Prevention within PBIS

Nese, R. N. T., Horner, R. H., Rossetto Dickey, C., Stiller, B., & Tomlanovich, A. (2014). Decreasing bullying behavior in middle school: Expect respect. *School Psychology Quarterly, 29*, 272-286.

# Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



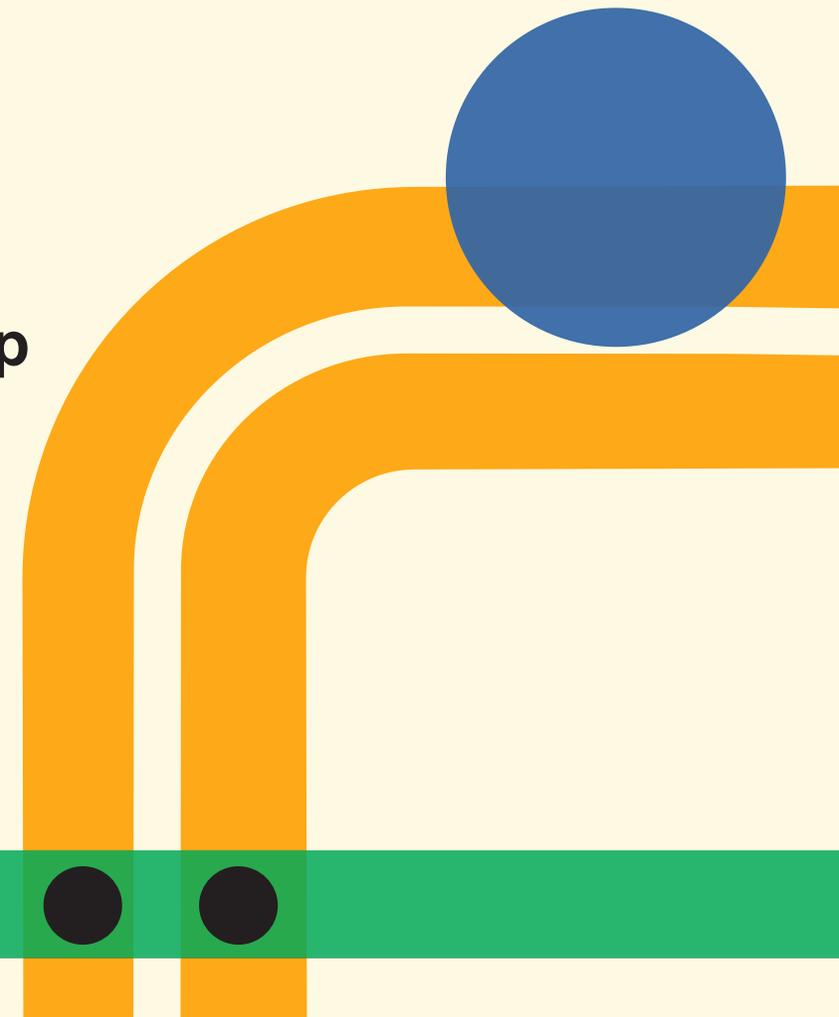
UNIVERSITY OF OREGON

Available at [www.pbis.org](http://www.pbis.org)



# **Our job as staff members:**

- 1. Teach and reinforce respectful behaviors**
- 2. Interrupt disrespectful behaviors**
- 3. Provide support to students who need help**





# Skills taught within Expect Respect

**Stop  
Strategy**

**Stopping  
Strategy**

**Seeking  
Support  
Strategy**

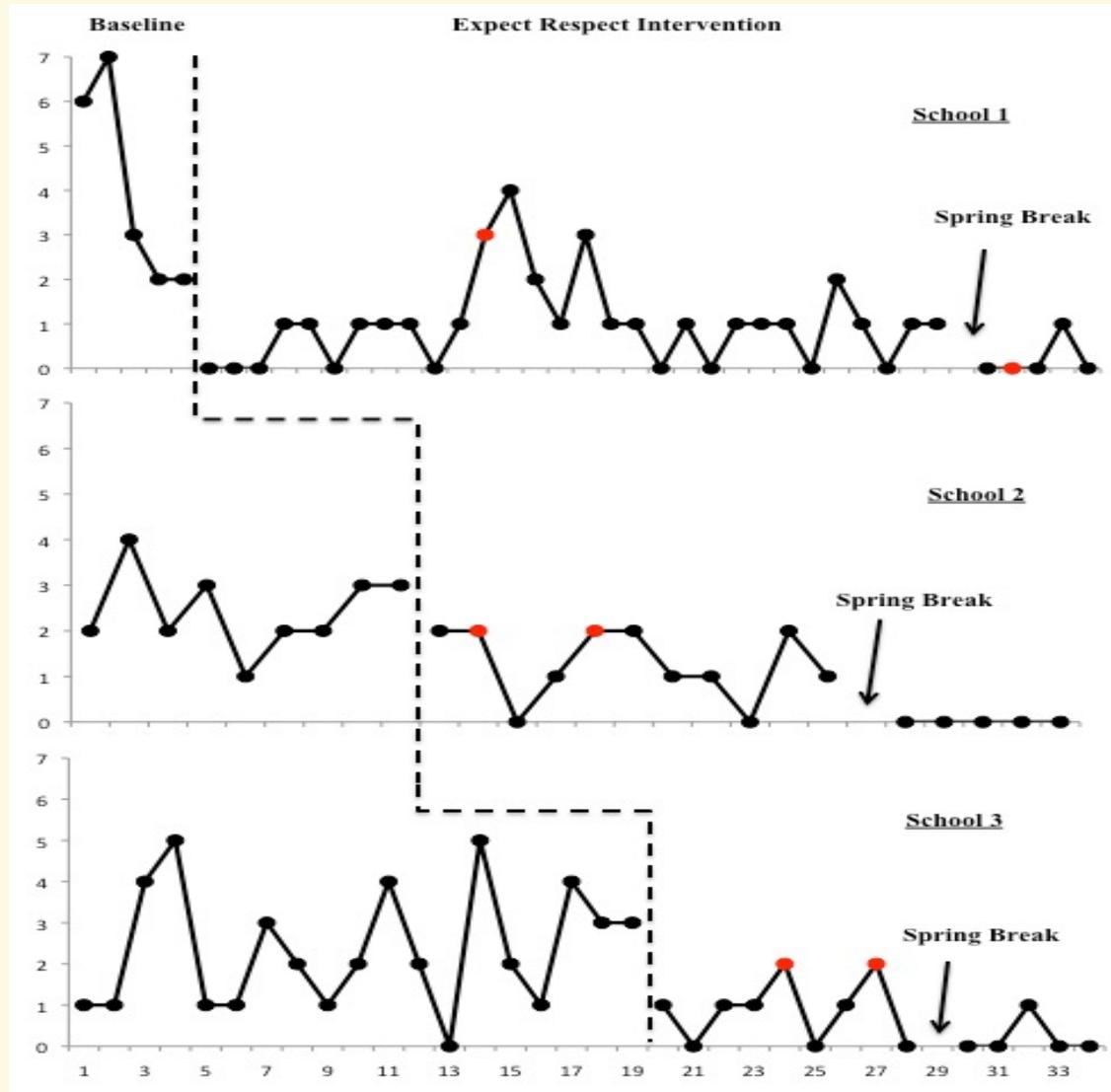
**Bystander  
Strategy**



## ***Expect Respect: Main Components***

- **Readiness Checklist**
- **Staff Orientation**
- **Student Advisory Committee**
- **3-4 Formal Lessons**
- **Repeat and Repair**
- **Fidelity Checklists and Student Survey**

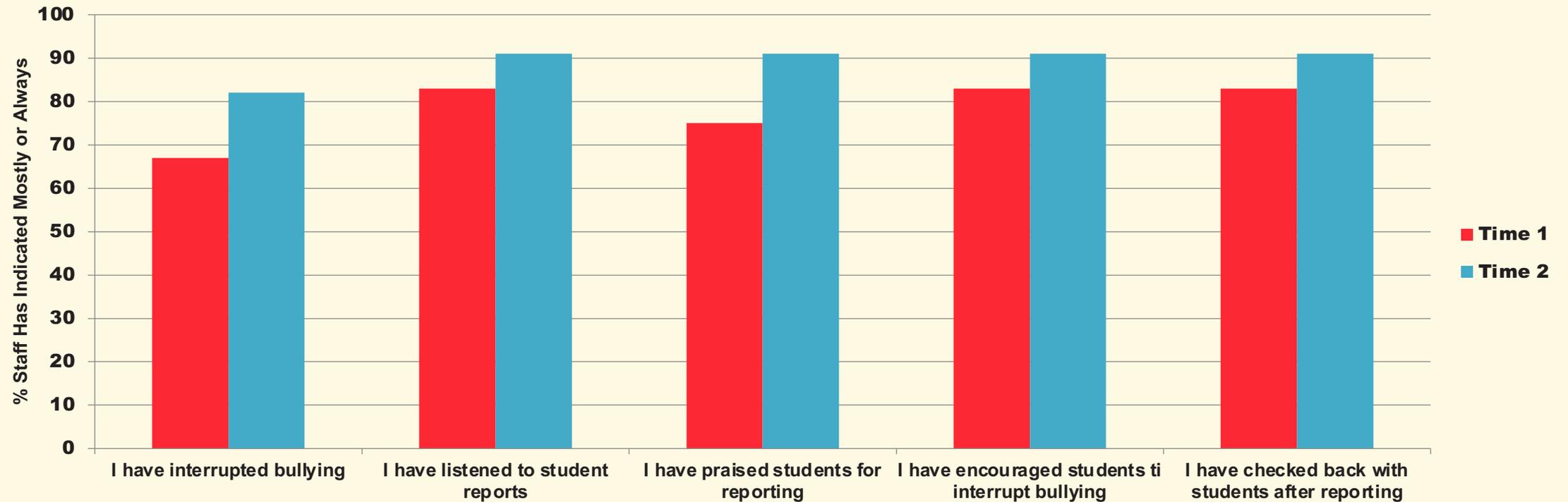
# Student Behaviors





# Staff Fidelity of ER

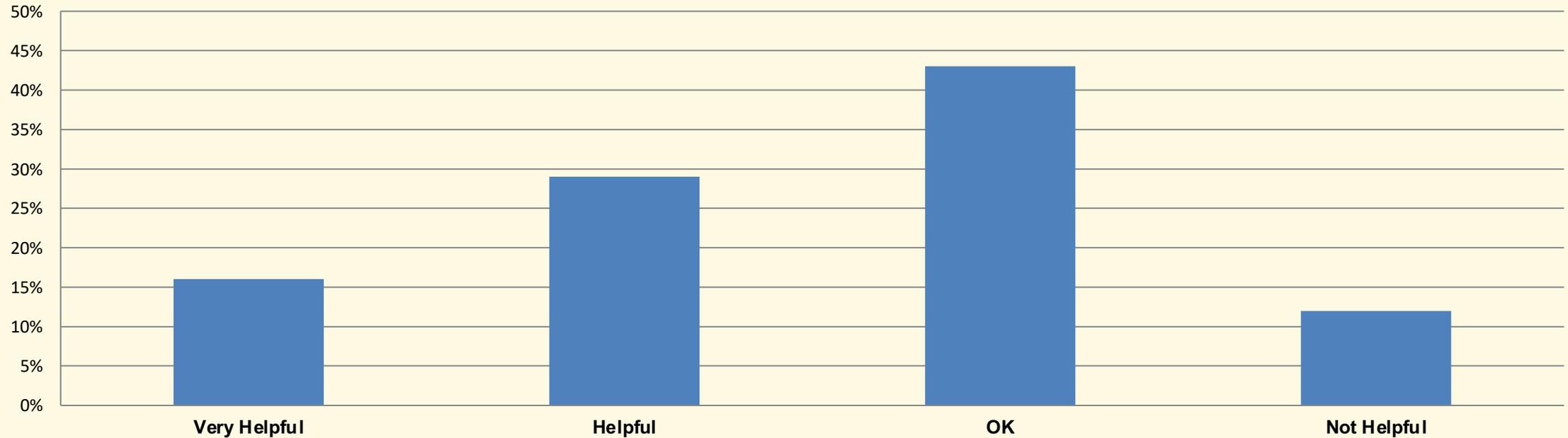
## School 2 Staff Fidelity Checklist Expect Respect Program





# Student perceptions of ER

**Was Expect Respect Helpful for You and Your School?**  
**School 1 Post Student Survey**  
May 2012

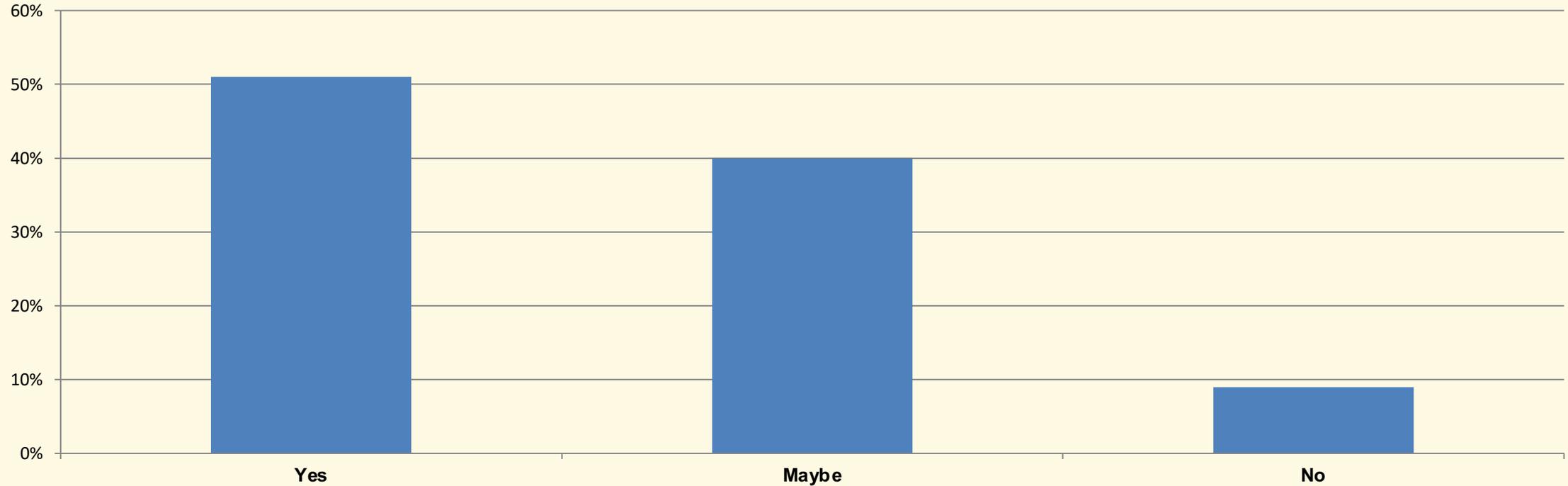




# Student perceptions of ER

Should Your School Teach Expect Respect Next Year?

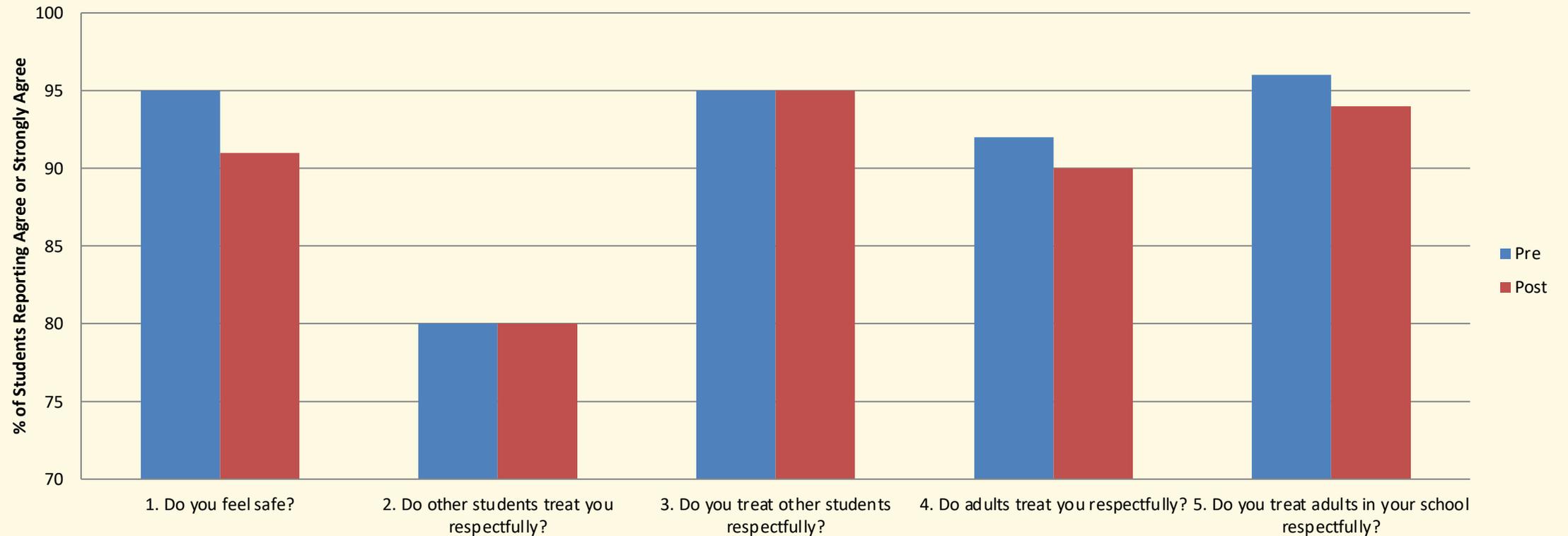
May 2012





# Student perceptions of Climate

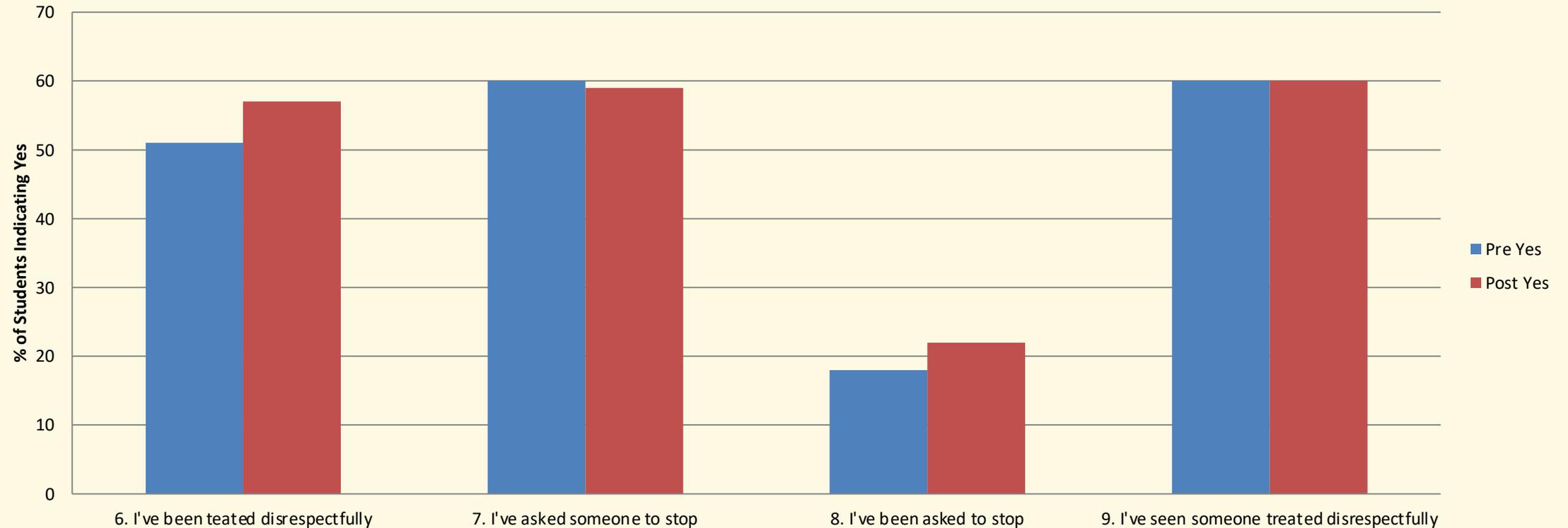
## School 1 Student Survey Expect Respect





# Student perceptions of Climate

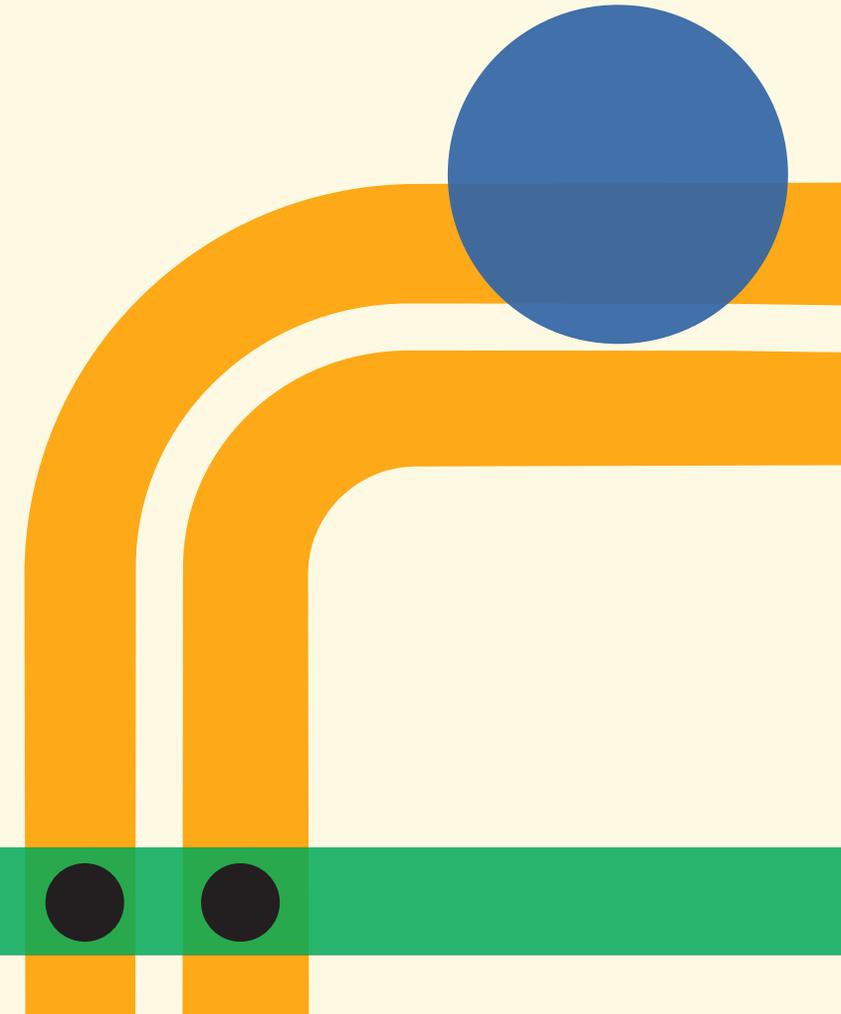
School 1 Student Survey  
Expect Respect





## What we learned

- When taught explicit strategies, behavior change can be observed.
- It takes behavior change a long time to get actual changes in perception.
- **Students' involvement in the program = CRITICAL for school climate sustainability**



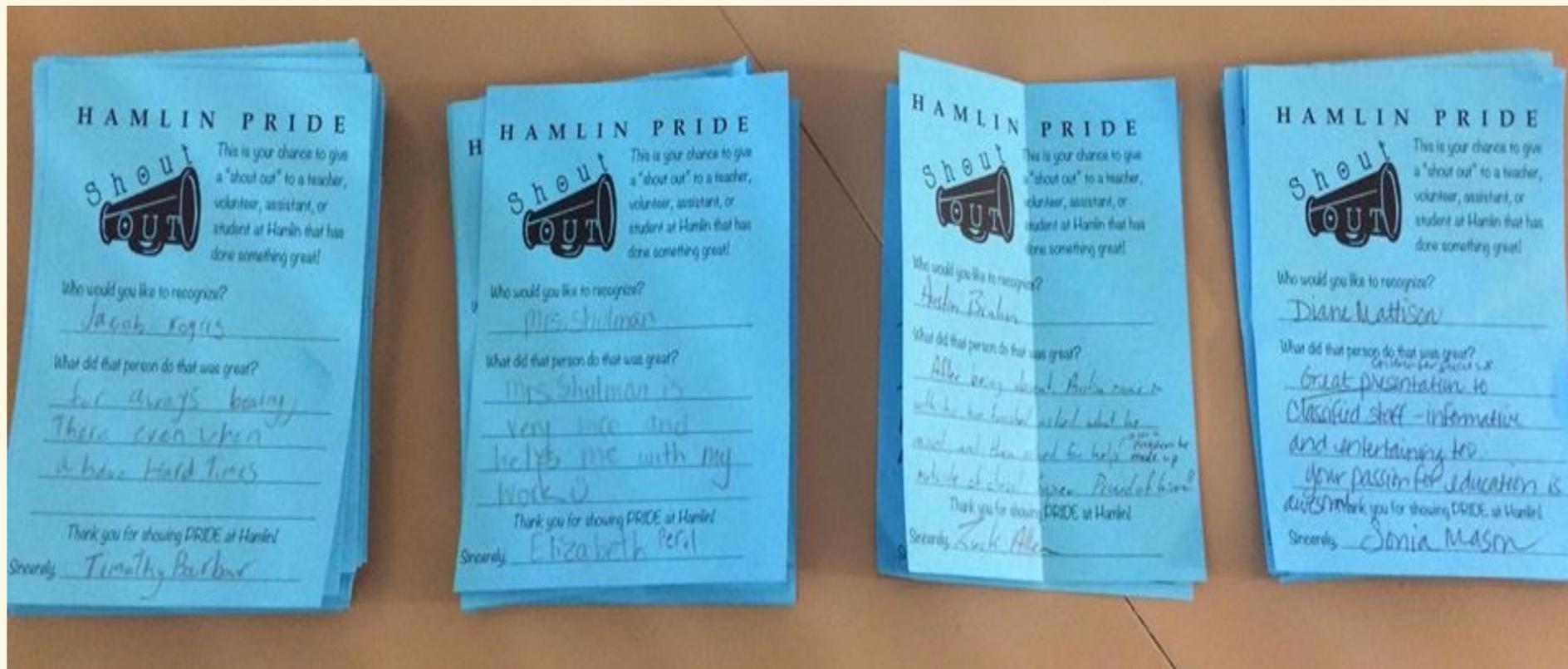


# It's more than just the lessons!





# Shout Outs!





# EXPECT RESPECT STRATFORD MIDDLE SCHOOL

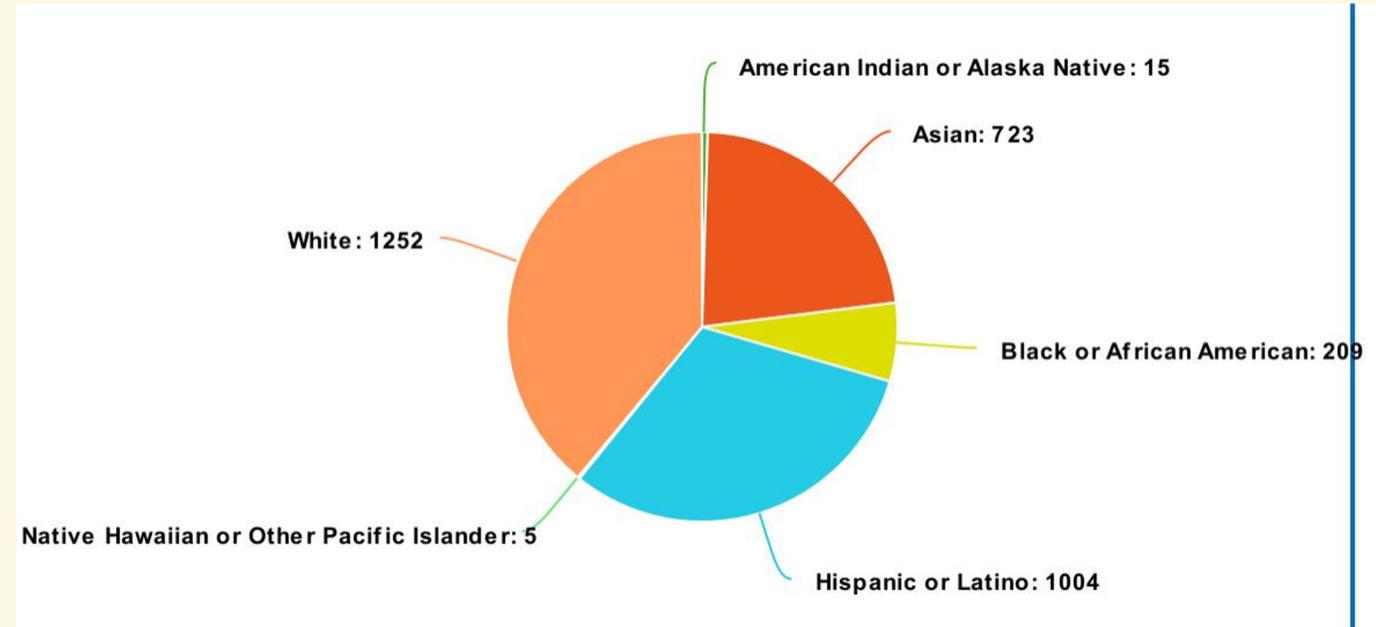


# District Demographics

Bloomington, Carol Stream, and Hanover Park, IL

ECC, 6 Elementary Schools and 2 Middle Schools

**District Enrollment: 3264**  
**Economically Disadvantaged: 35%**  
**Languages Spoken: 44**



# STRATFORD STALLIONS



**Bullying/Harassment Prevention in Positive Behavior Support: *Expect Respect* Readiness Checklist**

This readiness checklist is designed for use by school and district administrators considering implementing bullying prevention efforts in their school. Schools that have these five features in place are more likely to be successful in their implementation of *Expect Respect*.

**Our school is ready to adopt *Expect Respect* when...**

Item	Data Source	Scoring Rubric	Score (circle)
<b><i>School Need</i></b>			
1. Bullying is identified by our faculty and administration as an issue in need of intervention.	* Office discipline referral (ODR) data * Survey data * Comments from teachers, students, and parents * Staff vote	<b>Yes</b> = Data indicate a level of need  <b>No</b> = Data does not indicate a level of need	<b>Yes</b>  <b>No</b>
<b><i>Team Support</i></b>			
2. We have a team that can follow through with implementation and adaptation of <i>Expect Respect</i> .	* School-wide system already implemented * Team established * Team vote	<b>Yes</b> = Data indicate team readiness  <b>No</b> = Data does not indicate team readiness	<b>Yes</b>  <b>No</b>
3. The team has time to (a) receive training, (b) adapt <i>Expect Respect</i> to fit their school, (c) deliver the <i>Expect Respect</i> lessons, and (d) meet at least monthly to manage on-going improvement.			<b>Yes</b>  <b>No</b>
<b><i>District &amp; School Support</i></b>			
4. We have access to district coaching that will work with the school team to adapt and implement <i>Expect Respect</i> after training.	* Contact information for district coaches * School-wide data system being used * Staff vote	<b>Yes</b> = Data indicate availability of district and school support  <b>No</b> = Data do not indicate availability of district and school support	<b>Yes</b>  <b>No</b>
5. We have a data system that will help us determine if we are implementing <i>Expect Respect</i> with fidelity and that it is having a meaningful impact on student behavior.	* Part of school improvement plan for next year		<b>Yes</b>  <b>No</b>

# **Expect Respect Club**

## **2023-2024**

**2 Teachers**

**28 Middle  
Schoolers (6-8  
grade)**

**1 District PBIS  
Coach**

# What is the Expect Respect Club?

A club welcome to all students and all grade levels

Goal:

- ★ Spread positivity and kindness throughout the school
- ★ Teach students anti-bullying strategies
- ★ Spread awareness of disrespect towards classmates
- ★ Make students feel comfortable in school

What do they do?

- ★ Develop lessons for the school and community
- ★ Create videos and posters to spread the word
- ★ Post-it notes on lockers to spread kindness



# STUDENT INTEREST

28 student members during the 2023-2024 school year

- ★ Students were recommended by teachers. **\*A note about this\***
- ★ Each student then got an email inviting them to join the Expect Respect Club.
- ★ Students who saw the fliers and were interested were also allowed to join the club.

# How do they know what to do?

They use student and staff input to tackle problems occurring in our school.

## Students are...

- ★ Brainstorming at Expect Respect Club meetings
- ★ Google Form for students to share concerns anonymously
- ★ Survey students to get their input

## Staff are...

- ★ Brainstorming at PBIS Tier 1 meetings
- ★ Collaborating with Tier 1 team to gather common concerns from different grade levels
- ★ Share back with Expect Respect Club

# What do you think of when you hear the word bully or bullying?



## Common Themes

- ★ Making fun of others
- ★ Being rude
- ★ Abusing others
- ★ Mean words that could affect someone's mental health resulting in zero confidence and bad behavior



## Student Quote

“People that may be saying or doing **unkind** things to someone.”

“Someone that **puts others down** to make themselves feel better.”

# What does bullying look like in our school?



## Common Themes

Some common themes in this topic were examples of physical, verbal, and social bullying.

- ★ Name Calling
- ★ Pushing and Shoving
- ★ Teasing or Taunting
- ★ Harassing
- ★ Gossiping



## Student Quote

“Bullying looks like someone antagonizing another person to **intimidate them.**”

“**Posting** rude things on **social media.**”

“Spreading **lies/rumors** about people.”

“Saying offensive and rude slurs to others.”

# When you see someone being bullied how do you react? Why?



## Common Themes

Step into action instead of watching.

- ★ Tell the bully to stop
- ★ Ask the victim if they are okay
- ★ Talk to a teacher or a trusted adult



## Student Quote

“I would ask the victim if they are ok, and then I may go tell a trusted adult.”

“When I see someone being bullied, I quickly react by asking them if they are okay and comforting them. I’d tell the bully to stop. I also would tell a teacher if the bullying gets very intense.”

# What can we do to stop bullying at our school?



## Common Themes

### Our Strategies:

- ★ Stop, Breathe, & Leave
- ★ Stop, Walk, & Talk
- ★ Stand up to kids that are being disrespectful
- ★ Tell a trusted adult or other students to try to help stop the disrespect
- ★ Be an Upstander- spread kindness



## Student Quote

“Inform others about the negative consequences of bullying”

“Inform people why it’s not okay using posters and videos”

# CLUB Goal for 2023-2024



- ★ Their PBIS goal is to have more student voice on the Tier 1 team.
- ★ Their Expect Respect goals are to...
  - Teach peers how to stand up to disrespect
  - Encourage peers to stop disrespect
  - Make staff aware of disrespect

# Our Strategies/Background/Modeling

## SBL

### UPSTANDER

#### **S- Stop**

Stop what you are doing at the moment

#### **B- Breathe**

Take a deep breath

#### **L-Leave**

Leave the situation (premises)



#### **S- Stop**

**W- Walk away**

#### **A- And**

**T- Talk** to a trusted adult if the dilemma continues

## SWAT

- ★ An upstander is someone who speaks up in support of a person being disrespected.
- ★ Upstanders intervene in situations and act on behalf of a person being disrespected
- ★ Upstanders help the victim when they witness the disrespect.

# If you're not being treated with respect:

Tell the person to



**S**TOP

Then



**W**ALK  
**A**ND

If the problem continues



**T**ALK

To an adult immediately

# If you are asked to stop:



**S**top

the behavior

123

No big deal!



**B**reathe

and count to 3



**L**eave

the area

Click on image to play video.





You're cool  
& a great person!  
Have a spectacular  
day :-)

Have  
a wonderful  
day ☺





eliminating racism  
empowering women  
**ywca**



ALEXIAN BROTHERS  
MEDICAL GROUP



Community

Coalition

Luncheon



# Carol Stream Concert in the Park



Carol Stream Mayor

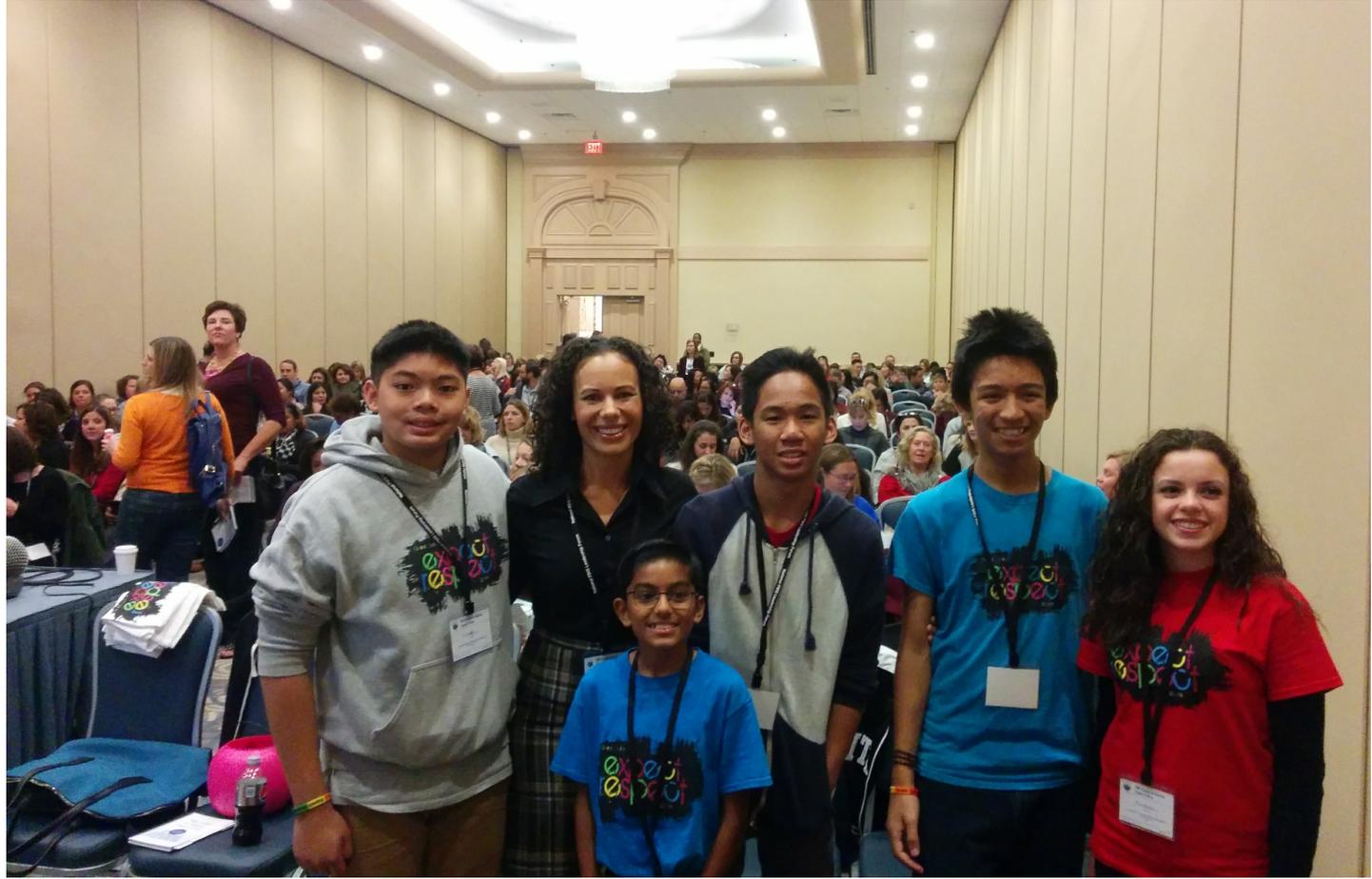


# Windsor Park Senior Living Technology Support



# Student Expect Respect Clubs in all Schools Across the District











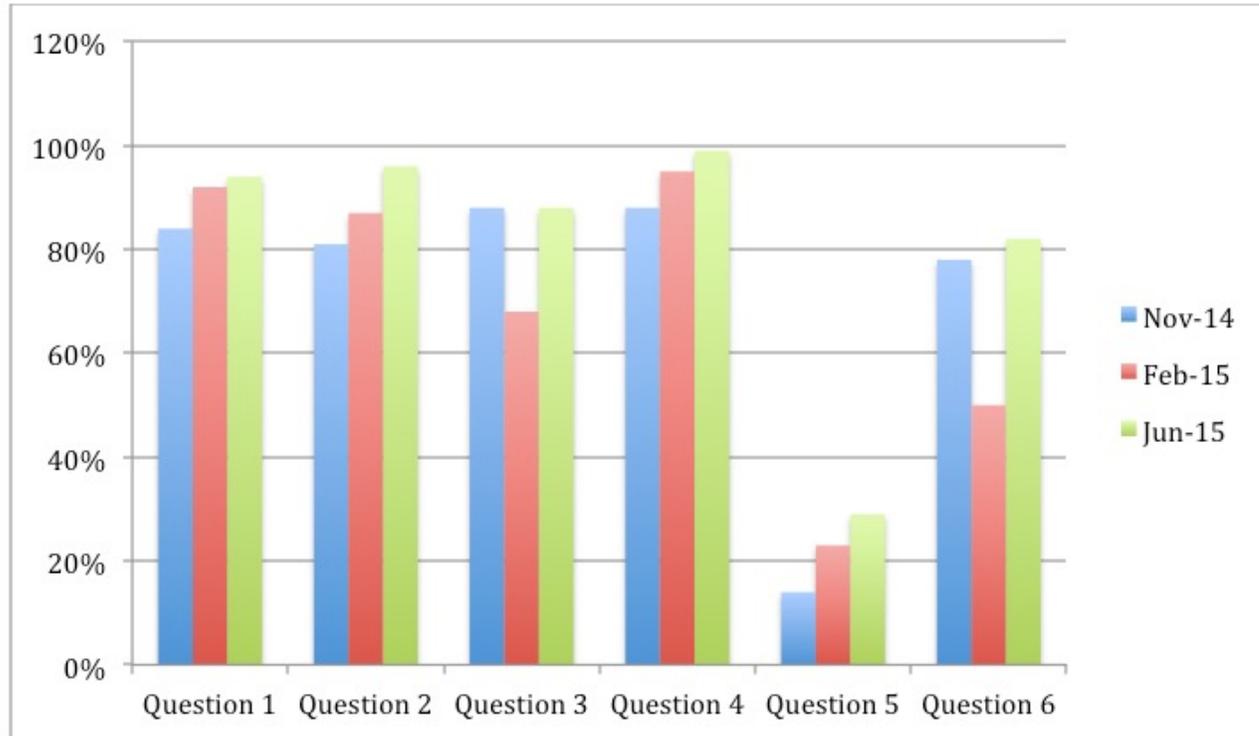


# END OF THE YEAR CELEBRATION



# RANDOM SAMPLING DATA

Stratford Middle School



Question 1:

What do you do if someone is being disrespectful towards you?

Question 2:

If you tell them to stop and they don't what do you do next?

Question 3:

What do you do if you see someone being treated disrespectfully?

Question 4:

What do you do if someone asks you to stop?

Question 5:

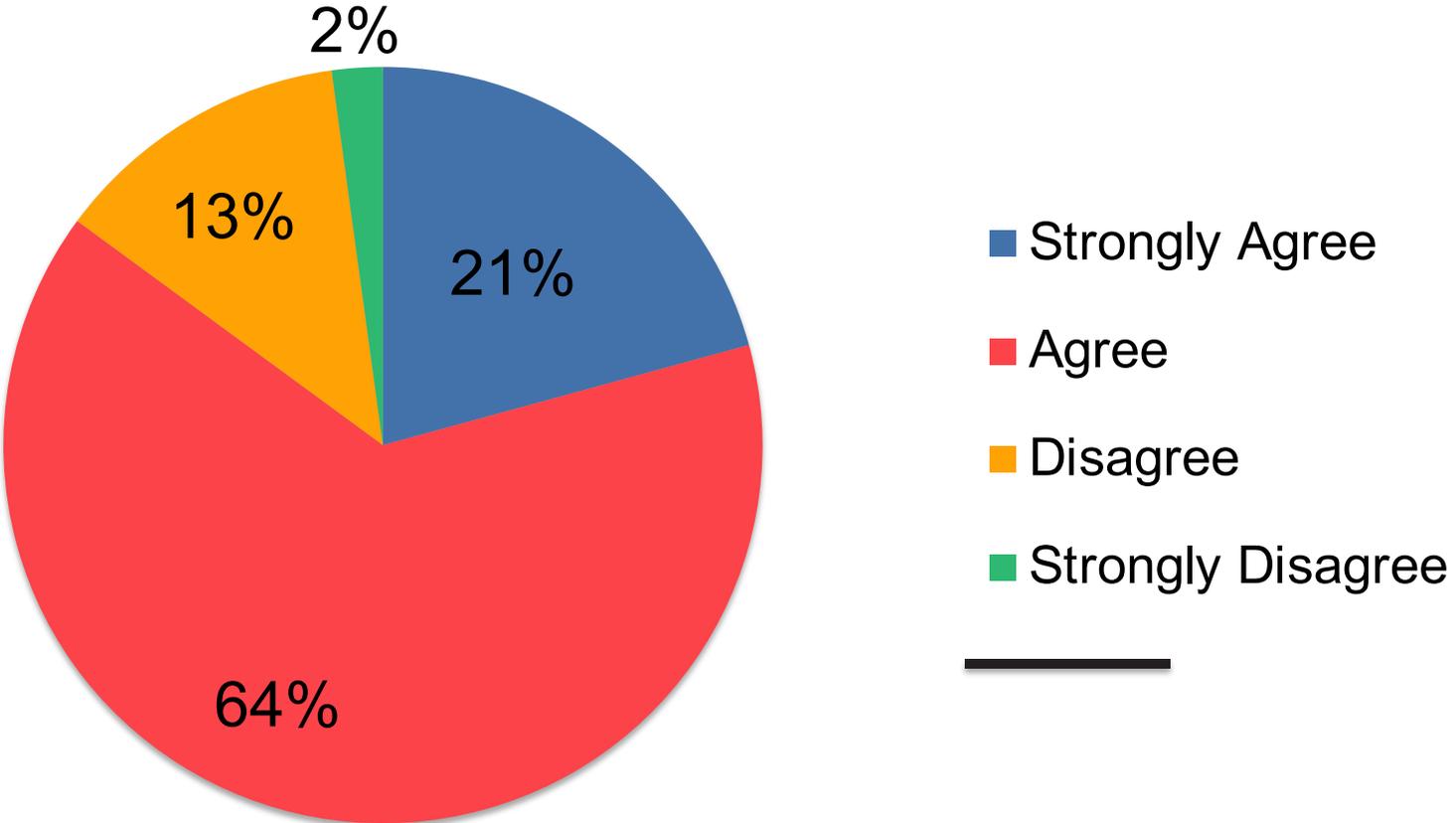
Have you ever used Stop Walk and Talk?

Question 6:

If you used SWAT, did it stop the disrespectful behavior?

# Google Survey - All Students

**Prompt: Other students treat me with respect.**



# Roosevelt Middle School



Click on image to play video.

The background features abstract, thick, rounded lines in red and orange. A vertical orange line runs down the left side, with a black dot at its intersection with a horizontal red line. Another horizontal red line is positioned above it. On the right side, a vertical red line descends, with a black dot near the top and a large green circle at the bottom. The text is centered in the white space between these lines.

# Thank you & Questions

**Rhonda Nese**

**[www.neselab.org](http://www.neselab.org)**



## YOUR FEEDBACK IS IMPORTANT



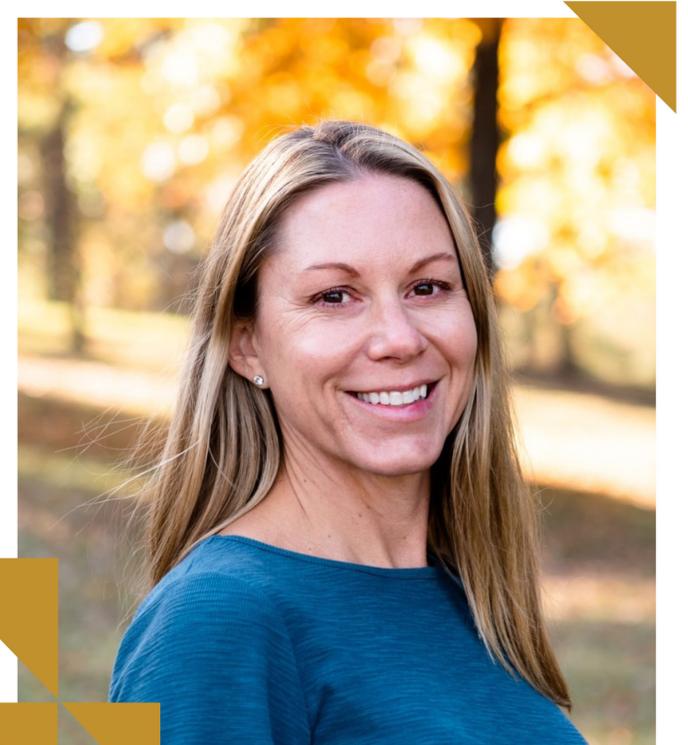
EVAL\* LINK | <https://ttc-gpra.org/P?s=737220>

*Certificates of attendance and Washington in-service forms can be accessed after completing the evaluation.*



HOSTED BY NORTHWEST MHTTC  
CO-SPONSORED BY UW SMART CENTER

## BULLYING PREVENTION IN ELEMENTARY AND MIDDLE SCHOOLS: LEVERAGING EXPERTS IN YOUR BUILDING



**SARA McDANIEL, Ph.D.**

PROFESSOR OF SPECIAL EDUCATION IN THE DEPARTMENT OF SPECIAL EDUCATION AND MULTIPLE ABILITIES AND DIRECTOR OF THE CENTER FOR INTERCONNECTED BEHAVIORAL AND MENTAL HEALTH SYSTEMS  
**UNIVERSITY OF ALABAMA**



**VIRTUAL LEARNING | APRIL, 17, 2024**

10AM - 11:15AM AKT ▶ 11AM - 12:15PM PT ▶ 12PM - 1:15PM MT



# DISCLAIMER

- This presentation was prepared for the Northwest Mental Health Technology Transfer Center under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA).
- All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northwest MHTTC. This presentation will be recorded and posted on our website.
- At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.
- This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

CONNECT WITH US | NWMHTTC  
VIA OUR WEBSITE, EMAIL OR SOCIAL



<https://mhttcnetwork.org/northwest-mhttc-school-mental-health/>



[nwsmh@uw.edu](mailto:nwsmh@uw.edu)



<https://bit.ly/NWSMHsignup>



[@Northwestmhttc](https://www.facebook.com/Northwestmhttc)



[@NorthwestMHTTC](https://twitter.com/NorthwestMHTTC)



CONNECT WITH US | UW SMART CENTER  
VIA OUR WEBSITE, EMAIL OR SOCIAL



[uwsmart@uw.edu](mailto:uwsmart@uw.edu)



<https://smartcenter.uw.edu/>



[@SMARTCtr](https://twitter.com/SMARTCtr)



[Facebook.com/UWSMARTCenter](https://www.facebook.com/UWSMARTCenter)



[Linkedin.com/company/uw-smart-center](https://www.linkedin.com/company/uw-smart-center)

