



10TH ANNUAL NORTHWEST PBIS CONFERENCE

2012 Conference Schedule

WEDNESDAY, FEBRUARY 29: PRE-CONFERENCE WORKSHOPS

7:30-8:30	Registration & Breakfast	<i>Conference Center Lobby</i>
8:30-11:30	Morning Sessions	
11:30-12:30	Lunch	
12:30-3:30	Afternoon Sessions	
	<i>There will be 15 minute breaks at 9:45 and 1:45.</i>	
4:00-8:00	Registration	<i>Conference Center Lobby</i>

DAY 1: THURSDAY, MARCH 1

7:00-9:00	Registration & Breakfast	<i>Conference Center Lobby</i>
8:30-10:00	Welcome & Keynote	<i>Grand Ballroom</i>
10:00-10:30	Break	
10:30-11:45	Session 1	
11:45-12:45	Lunch	
12:45-2:00	Session 2	
2:00-2:15	Break	
2:15-3:30	Session 3	
3:30-3:45	Break	
3:45-5:00	Session 4	
5:15 – 6:45	Poster Sessions	
6:30 -11:00	Food, Fun & Friends Event	<i>JB's Night Club</i>

DAY 2: FRIDAY, MARCH 2

7:00-9:00	Registration & Breakfast	<i>Conference Center Lobby</i>
8:00-9:00	Keynote	<i>Grand Ballroom</i>
9:00-9:15	Break	
9:15-10:30	Session 5	
10:30-10:45	Break	
10:45-12:00	Session 6	
12:00-1:00	Lunch	
1:00-2:15	Session 7	
2:15-2:30	Break	
2:30-3:45	Session 8	

COACHES INSTITUTE & PRE-CONFERENCE WORKSHOPS WEDNESDAY, FEBRUARY 29TH, 2012

Tentative Schedule: Subject to change

**Full Day Workshops: 8:30am to 3:30pm****Tier 2**

Brianna Stiller, Eugene School District 4J

Christopher Pinkney, University of Oregon

This session will present an RTI approach to providing secondary systems of behavioral support in elementary and middle schools. Specific procedures for screening, progress monitoring, and teaming will be covered. Strategies for putting specific, research based interventions including Check-In/Check Out and Breaks are Better will be covered in detail. Strategies for evaluating intervention efficacy, as well as cost efficiency, will be included. Participants will leave with specific tools for implementing Tier II behavioral interventions in their own schools. Schools are encouraged to send teams who will work together on the Tier II system when they return to their schools. Teams will be given work time to start putting the pieces in place for start-up in September 2012.

Strand: *Tier 2*

Target Audience: *Behavior Specialists, PBIS Coaches, School Administrators, District Administrators, School Psychologists, Special Educators, Teachers*

Tier 3 PBIS: Practical Functional Behavioral Assessment and Behavior Support Planning

Chris Borgmeier, Portland State University

Shawn Fletcher, Clackamas ESD

This session will focus on supporting students with challenging behavior who require Tier 3 behavioral intervention. The focus of this workshop will be (a) to build skills in conducting Functional Behavioral Assessment (FBA) to develop Behavior Support Plans (BSP) and (b) to provide a framework and tools that Behavior Specialists, PBIS coaches and trainers can use to build skills and systems to train and coach school personnel to conduct FBA and develop and implement BSP's in schools. Common challenges, barriers, misrules and misapplication of FBA and Tier 3 Behavioral Support will be discussed with suggestions for addressing these concerns

Strand: *Tier 3*

Target Audience: *Behavior Specialists, PBIS Coaches, School Administrators, District Administrators, School Psychologists, Special Educators, Teachers*

Making it Real, Making it Last: Developing and Sustaining an Effective Program for Students with EBD and Related Disabilities

Bridget Walker, Seattle University & WAREA

Samanth Arons, WAREA

Lisa Hoyt, Renton School District & WAREA

Services for students with EBD present ongoing challenges related to poor program quality, student outcomes and staff retention. PBIS has much to offer these programs, but there are numerous challenges when adapting these approaches in specialized settings. Developing and sustaining an effective EBD program CAN be done, and this session will show you how! Participants in this session will: Become familiar with key components and evidence based practices for schools/classrooms serving students with EBD and related disabilities, as well as explore strategies to help staff implement them. Discuss aspects of district, school, and program leadership that are crucial to sustaining successful programs. Be introduced to the Peer Evaluation and Program Review for Programs Serving Students with EBD and related disabilities (PEER-EBD), a comprehensive program evaluation and improvement planning process that can help you evaluate and chart change in your own program. Results and strategies from two large urban districts that have used this approach to successfully improve their EBD program quality and student outcomes while reducing staff turnover will also be shared.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches; Any*

**The Systems Coach Manual: Coaching at the District Level**

Erin Chaparro, Ph.D., University of Oregon

Kathleen Jackson, M.S., University of Oregon

This day long workshop will introduce participants to the K-12 Systems Coach Manual. The manual is intended to help district teams and coaches implement a blended model of SW Academic RTI and PBIS. Participants will be given a copy of the manual as well as access to additional training resources. Participants will be introduced to the Systems Coach Manual. The goal is to train participants on the purpose and use of each of the tools included in the manual. Participants will learn when and how to use the tools within the manual to facilitate district implementation of SW PBIS and Academic RTI.

Strand: *Academics & Behavior*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/RtI Coaches, Community Agency Staff; Any*

The Essentials of Classroom Behavior Management

Jessica Sprick, North Clackamas School District

This session will assist teachers and other personnel with practical strategies of classroom management that will allow them to be proactive rather than reactive with behavior. Participants will learn how to clearly define and teach classroom expectations, develop a positive and productive setting, and respond effectively and reduce student misbehaviors. Participants will develop and/or refine their classroom management plan and learn strategies for increasing student motivation and responsibility and improving behavior in the classroom. Participants will learn to self assess and implement a wide range of classroom management strategies, such as identifying the level of structure needed with individual classes, increasing positive ratios of interaction, clarifying expectations, and responding to misbehaviors.

Strand: *Classroom*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches; Any*

Coaching Classroom Management

Randy Sprick, Safe & Civil Schools

This session focuses on the essential components to support teachers with management and behavior support: a consistent model, clear expectations from administrators, and skilled, non-evaluative coaching. This session explores all three, with an emphasis on coaching teachers, providing meaningful data, and assisting teachers in selecting and implementing strategies. The major purpose of the session is to assist building leaders and classroom coaches help classroom teachers with managing classroom behavior. Participants will be able to identify and explain the importance of a clear model, expectations from administrators on the outcomes of good management, and the essentials of coaching. Participants will be able to identify and implement the "big five" data collection and feedback strategies involved in coaching classroom management.

Strand: *Classroom*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/RtI Coaches; Any*

**Half-Day Workshops (morning): 8:30am to 11:30am****Getting over the 'Bumps' when Implementing in High School***Brigid Flannery, University of Oregon**Mimi McGrath Kato, University of Oregon*

Over the past three years we have supported and followed 8 high schools in the implementation of PBIS. This session will share information about 3-4 areas that were challenges for high school. The session will include presentation, activities, self assessment and 'voices from the field' (schools implementing will share examples). To share with high school PBIS implementers some strategies for areas that have been found to be challenges for high schools. Participants will have strategies about 3-4 key areas and have developed an action plan for their school.

Strand: *High School*Target Audience: *Teachers, School Administrators, PBIS Coaches; Beginning***How to Use PBIS and Evidence-based Strategies for Working with Students with Autism & other Developmental Disabilities***Joel Arick, ORPATS Project**Sheldon Loman, Portland State University**Brenda Nakada, ORPATS Project*

This session will link PBIS strategies to teaching methods for students with autism and other developmental disabilities (ASD/DD). Participants will be introduced to comprehensive behavioral strategies that will provide effective social communication and academic instruction for students with ASD/DD. To present unifying principles of PBS and evidence-based teaching methods appropriate for individuals with Autism & Other Developmental Disabilities Participants will: (1) gain a better understanding behind the research of PBIS and applied behavior analysis for students with autism and other developmental disabilities; (2) gain knowledge on how to implement a comprehensive behavioral program for individuals ASD/DD.

Strand: *Autism & Other Developmental Disabilities*Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Parents, Community Agency Staff; Any***Design Thinking for Innovation and Change***Ron Bramhall, University of Oregon - College of Business**Dale Myers, Dale Myers and Associates LLC,**Scott Trent, Creative Arts Center, Dallas, TX*

Implementing PBIS in schools is a significant, system-wide change effort but change efforts often fail because they were poorly designed from the beginning. Design thinking is a human-centered approach to creating innovative solutions at a system level - whether that is school or district. The goal of this workshop is to teach participants how to use Design Thinking principles and tools for systemic innovation and change. Participants will: Understand why change efforts often fail -Learn design thinking principles and tools to apply to change efforts -Gain experience applying design thinking principles and tools.

Strand: *Leadership & Policy*Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches; Any***Building Green: Constructing and Maintaining a Highly-Effective Tier I Program***Scott Olszewski, Pilot Butte Middle School*

Strong Tier I programs synergize people and programs to make great schools. This interactive workshop includes several cycles of presentation, each followed by guided work with colleagues. Attendees will observe real examples and start concrete plans to bring together people and systems for student orientation, behavior education and positive recognition. Attendees will leave with draft plans for new and/or improved Tier I systems in their schools.

Strand: *Tier 1*Target Audience: *Teachers, School Administrators, PBIS Coaches, Parents; Any*

**Impact of Racial Identity Development in Student Discipline**

Sho Shigeoka, Beaverton School District

John Lenssen, John Lenssen & Associates

Explore the concept of culturally responsive PBIS framework through a focus on understanding the impact of race in student discipline. We will examine: 1) the stages of racial identity development, for both people of color and white people, 2) the impact of race within the PBIS framework, and 3) the role PBIS coaches and teams play in increasing student engagement and building relationship across racial differences. Participants will be able to... 1) Understand the stages of racial identity development 2) Examine the impact of race in student engagement 3) Identify strategies to reduce racial disparities in student discipline Participants will be able to... 1) Increased understanding of the stages of racial identity development 2) Increased understanding of the impact of race in student engagement 3) Development of strategies and skills to reduce racial disparities in student discipline.

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff; Intermediate*

Supporting the Social-Emotional Development of Infants, Toddlers, and Preschool Children through a Tiered Model of Prevention and Intervention.

Susan Jack, Jack Consulting Group

The Pyramid Model provides the framework for supporting the social emotional competence and preventing challenging behavior of children in inclusive preschool settings. This model promotes every child's success by systematically identifying children who might need more support and matching instruction or adapting certain practices to each child's level of need. This session will provide an overview of the Pyramid Model practices and discuss strategies to adapt those practices to promote social emotional development for all children in inclusive preschool settings. 1) Participants will understand the Pyramid Model framework within preschool settings. 2) Participants will be able to identify effective strategies to adapt Pyramid Model practices for all children. 3) Participants will be able to apply collaborative planning strategies for improving children's social emotional and behavioral outcomes.

Strand: *Early Childhood*

Target Audience: *Teachers, PBIS Coaches; Advanced*

RTI as equitable education for English Learners

Amanda Sanford, Portland State University

Julie Esparza Brown, Portland State University

Presenters will discuss the importance of students' linguistic/cultural backgrounds and needs, an overview of language development and factors that impact students' learning/educational history. Research on screening and progress monitoring ELLs within an RTI framework will be reviewed. Explicit recommendations for appropriately screening and progress monitoring ELLs will be provided. The purpose of this presentation is to provide an overview of best practices in screening, progress monitoring, and instruction for ELLs within a RTI framework. 1. Define unique cultural, linguistic, and experiential factors for RTI and ELLs 2. Identify and use appropriate screening and progress monitoring tools 3. Set appropriate goals for ELLs 4. Provide appropriate instruction and interventions for ELLs.

Strand: *Academics & Behavior*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches; Intermediate*

**Half-Day Workshops (afternoon): 12:30pm to 3:30pm****Preschool Inclusion: Together from the Start**

Renee K. Van Norman, Pearl Buck Center Preschool

Children deserve the chance, regardless of their differences to receive support and accommodations to ensure their success and to preserve their right to learn among their peers (Winter, 1999). The presenter will discuss quality indicators of inclusive preschool settings. This session will feature strategies based on PBIS for early childhood settings to best serve children with autism/DD. The goal of this session is to familiarize participants with best practices for inclusion of children with autism/developmental disabilities in early childhood educational settings. Participants will learn the importance of inclusive preschool classrooms and strategies to include preschool children with autism/DD. A self-assessment tool will be shared.

Strand: *Autism & Other Developmental Disabilities/Early Childhood*

Target Audience: *Teachers, Parents; Intermediate*

Teaching Strategies to Promote Appropriate Communication, Social, and Academic Skills for Students with Autism and other Developmental Disabilities

Joel Arick, ORPATS Project

Sheldon Loman, Portland State University

Brenda Nakada, ORPATS Project

This session will provide participants with video examples, demonstrations, and practice activities to learn to use the evidence-based strategies of: discrete trial training (DTT), pivotal response training (PRT), and functional routines for students ASD/DD. To model the implementation of appropriate evidence-based teaching strategies for students with autism. Participants will be able to: (1) identify evidence-based practices for students with ASD/DD; (2) preliminary skills on how to use the evidence-based practices of: DTT, PRT, and functional routines.

Strand: *Autism & Other Developmental Disabilities*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Parents, Community Agency Staff; Any*

Civil Rights and School Discipline: Strategies to Eliminate the Racial Discipline Gap for African American Males

Joyce Harris, Equity Program, Education Northwest

Recent reports document the racial gap in discipline for African American male youth. Investigations by the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice have determined that some of these disparities are the result of school policies and practices that violate the civil rights of these students. Strategies to provide interventions and supports that are equitable, legal and built on the cultural strengths of these students will be provided. Incorporate equitable, legal, and culturally responsive strategies in school policies and practices to eliminate disparities in discipline for African American male students. Identify interventions and supports that are legal. Locate and examine data on racial disparities in discipline. Incorporate strategies to eliminate inequitable treatment and outcomes. Awareness of civil rights laws.

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, District Administrators, Parents, Community Agency Staff; Any*

From Start to Finish: How To Create, Implement, and Use Diversity and Equity Surveys and Rubrics to Create Culture Change and Address the Achievement Gap

Michelle Jensen, Ph.D., Springfield Public Schools

Gina Wilde, Heather Norland, Sarah Lewenberg, Springfield Public Schools

Learn how Springfield Public Schools' Diversity and Equity Cadre has created tools and strategies to foster academic and behavioral equity. Products include district surveys, rubric, school improvement plans, student-based campaigns and PBS team work. Assist staff/schools in moving towards culturally



proficient and equitable practices to meet the academic and behavioral needs of students in green, yellow and red-zones. Participants will take away tools and ideas they can immediately implement.

Strand: *Equity & Diversity*

Target Audience: *School Administrators, District Administrators, PBIS Coaches; Intermediate*

PBIS Team Coaching Support

NWPBIS Network Coaches: Bert Eliason, Celeste Rossetto Dickey, Tricia Robles, Lori Lynass, Breck Ivy

Experienced PBIS Coaches from the NorthWest PBIS Network will be available to support school and district PBIS teams by answering questions and providing guidance, examples, training and feedback regarding the development and implementation across tiers of School Wide-PBIS. Teams can bring questions, challenges and issues they would like support with related to initial or advanced implementation. Coaches and experts in SW-PBIS will do their best to provide your school team with the supports they need during this interactive work session.

Strand:

Target Audience: *PBIS Coaches*

**CONFERENCE SESSIONS**
THURSDAY, MARCH 1ST, 2012*Tentative Schedule: Subject to change*

Welcome & Keynote: 8:30am to 10:00am **Dr. Kent McIntosh**, University of British Columbia

What We Know About the Link between Literacy and Problem Behavior...and How to Improve Outcomes in Both Areas at the Same Time

This talk will describe recent research on the relationship between reading skills and problem behavior from elementary to high school. The results provide some insight into how and why they are linked, as well as how and when integrating PBIS and literacy RTI systems makes sense.

Session 1: 10:30am to 11:45 am

SWPBS: Is Culture Important

George Sugai, University of Connecticut

The goal of this session is to provide guidelines for improving the cultural and contextual fit of SWPBS implementation. The results of a literature review will be described to serve as a basis for developing these guidelines, and a behaviorally-based conceptualization of culture will be presented to enhance the use of these guidelines

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches.*

Preventing High Intensity Problem Behaviors

Brianna Stiller, Eugene School District 4J

The presenter will describe and model strategies for teaching replacement behaviors to students who exhibit moderate to severe escalation patterns. Strategies include use of behavioral momentum; limited or expanded choices; taking structured breaks; and effective use of extinction strategies.

Strand: *Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Any*

Team Initiated Problem Solving

Anne Todd, University of Oregon

The TIPS model focuses on problem solving strategies for using data while practicing effective and efficient meeting foundations. An assessment of team readiness, team meeting foundations, the process for using data to develop solutions, action and evaluation plans, and current research will be highlighted.

Strand: *Data Based Decision Making*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches Any*

Issues and Considerations for Supporting Students With Emotional and Behavioral Disorders in Classroom Settings

Flint Simonsen, Eastern Washington University

Challenging behaviors among students with Emotional and Behavioral Disorders (EBD) often lead to more restrictive settings and exclusionary practices. This session will focus on issues, considerations, and strategies for addressing those behaviors of greatest concern in classroom settings for students with EBD (including factors that inhibit or enhance success).

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Parents, Any*

**Tier 2 Supports in High School: The High School Behavior Education Program**

Christopher Pinkney, University of Oregon

This session will detail implementation of Tier 2 supports at the high school level. The conceptual framework, supporting literature, and data from an exemplar school will be described.

Strand: *High School*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Intermediate*

Evidence-Based Supports and Teaching Strategies for Children with Autism in Classrooms and Homes

Helen Young, Portland State University

Ruth Falco, Portland State University

Evidence-based practices for children with autism, including teaching routines, facilitating communication skills, and environmental, teacher, and parent supports will be presented. Examples will illustrate the use of strategies in school and home settings. Participants will view video examples and practice applying the strategies and using data-based decision systems.

Strand: *Autism & DD*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Coaching Teachers in the Pyramid Model: Implementing Practices with Fidelity

Susan Jack, Jack Consulting Group

The Pyramid Model in early childhood (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003) provides the framework for providing tiered support to strengthen young children's social emotional competence and provide support to children with challenging behavior. The application of the pyramid model in early childhood settings requires a focused effort on increasing teacher competencies at each level. Joyce and Showers (2002) noted that coaching is the key factor in teachers translating knowledge and skill development into application in the classroom. In this session, the coaching model will be applied to increase teacher's use of the Pyramid Model practices in classrooms. Practical strategies, resources, and facilitation techniques for supporting teachers with implementation of the Pyramid Model will be shared.

Strand: *Early Childhood*

Target Audience: *Teachers, PBIS Coaches, Intermediate-Advanced*

Integrating the Family System: PBIS at Home

Dale Myers, Dale Myers and Associates LLC

Are you implementing PBIS in your school, and looking for ways to improve your support systems? Do you wish families could work with your school to enhance student success? This session will help educators better understand barriers to family participation in education, self-assess beliefs and practices regarding family involvement, translate PBIS practices to the home environment, and support families in the implementation of PBIS strategies at home.

Strand: *Families & Community*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Community Agency Staff, Any*

H.U.G. Student Check-In, Check-Out

Pam Hallvik, NWRESD & Tigard Tualatin School District

Sally Helton & Lindsey Pratt, Tigard-Tualatin School District

The H.U.G. Program is a targeted intervention providing students a "check-in and check-out" system for students struggling with behavior on a daily basis.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, District Administrators, EBISS/Rtl Coaches, Parents, Intermediate*

**Tier I: Instructional Coaching: Using Walk Throughs to Develop Problems of Practice**

Amy Petti, Portland State University

Tara Black, Tigard Tualatin School District Black

Sabrina Flamoe, North Clackamas School District

Learn practical techniques for initiating coaching at Tier 1. Define and publish your baseline of successful core program implementation. Learn from success and challenges of getting into classrooms and beginning instructional practice: Walk away with ways to enroll, support, and hold teacher accountable for minimums around core instruction and Tier 1.

Strand: *Instructional Coaching*

Transforming Parent-Child Interaction in Family Routines: A Longitudinal, Sequential and Single Case Analysis with 10 Families

Joseph Lucyshyn, University of British Columbia

Results of a longitudinal study of family-centered PBS with 10 families of children with developmental disabilities and problem behavior will be presented. Valued family routines were selected for intervention. Single-case and sequential analysis methods evaluated efficacy. Results showed improvements in child behavior, routine participation, and parent-child interaction. Implications are discussed.

Strand: *Autism & DD/Family/Early Childhood/Families & Community/Tier 3*

Target Audience: *Parents, Community Agency Staff, Intermediate*

Driving Under the Influence of Positive Behavior Support: A Behavior Program for Drivers to Use with Students Who Ride the School bus.

Louise Bronaugh, University of Oregon

The results are in! Bus PBIS (bPBIS) can significantly reduce (down 37%) unwanted student behavior on the school bus. Come and hear how we identified problem student behaviors on the school bus, while riding for months. This led to the creation of a curriculum that ties the building PBIS to the school bus which resulted in a drop in unwanted student behavior. Attendees will learn practical strategies for eliminating unwanted student behaviors on the school bus.

Strand: *Tier 1*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

Aversive Interventions and Positive Behavior Support: Should they co-exist?

Laura Matson, Franklin Pierce Schools

This presentation will review the current national discussion about the use/misuse of aversive interventions and describe one district's efforts to reduce the use of aversive interventions when working with students with challenging behaviors.

Strand: *Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Beginning*

Scaling Up PBIS in Middle Schools

Breck Ivy, Highline Public Schools

Kyle Linman, Sylvester Middle School

Annika Mizuta, Highline Public Schools

Teachers and Administrators from the four Highline middle schools, share data and discuss the issues that surface when implementing Universal and Tier 2 Systems. 3 of the 4 schools are currently in various stages of implementing CICO/CC&E.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Intermediate*

From Policy to Practice; The Effective School Practices Policy Binder



Sandie Price, Lane ESD

In this 75 minute session, participants will see a demonstration of how to customize a complete set of documents and tools for addressing Hiring & Evaluation, Staff Orientation, Professional Development Plans; Program Evaluation, Secondary & Tertiary Supports, Decision Support Data Systems, Coaching, and other necessary features for implementing the Response to Intervention framework from a systems-level perspective including a self-assessment for continuous improvement.

Strand: *Leadership & Policy*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

Life Space Crisis Intervention (LSCI): Integrating key evidence-based practices to improve outcomes for students with, or at-risk of developing emotional or behavior problems.

Bridget Walker, Seattle University & WAREA

This session will provide an overview of the LSCI model and describe how it integrates key evidence based practices for students with EBD in a way that helps transform intensive problem behaviors into teachable moments. Components of the LSCI model can be used within a multi-tiered system of supports, as well as in specialized settings, to improve student outcomes as well as to strengthen staff intervention and support skills.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Any*

EBISS: Effective Behavioral and Instructional Support Systems

Kathleen-Ryan Jackson, Center on Teaching and Learning, University of Oregon

Effective Behavioral and Instructional Support Systems (EBISS) provides the organizational structure and tools to implement any evidence based practice with fidelity. Participants will be introduced to EBISS tools and see how they support leadership teams development of a crystal clear focus to implement behavioral and academic evidence based practices.

Strand: *Academics & Behavior*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Thursday, March 1st

Session 2: 12:45pm to 2:00pm

Culturally Responsive PBIS Framework

Sho Shigeoka, Beaverton School District

John Lenssen, John Lenssen & Associates

This presentation will give an overview of culturally responsive practices and their applications to PBIS. We will: 1) examine a working definition of equity, 2) explore how culturally responsive practices result in producing equitable outcomes, and 3) develop strategies and skills to create a culturally responsive school climate.

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Intermediate*

Monitoring Fidelity of Tier II Interventions

Cindy Anderson, University of Oregon

Fidelity of implementation plays a large role in determining intervention effectiveness. If an intervention is implemented inconsistently or inaccurately then it is less likely to produce desired outcomes. In this session we review efficient and effective ways to monitor fidelity—for specific students and for the intervention overall. Sample tools will be provided.

Strand: *Tier 2*



Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches/Intermediate*

Top 10 Tips for Working With Students with Challenging Behaviors

Flint Simonsen, Eastern Washington University

The good news about problem behavior: If you don't manage behaviors well, students will give you more opportunities to practice. This session will present practical strategies as a framework for addressing challenging behaviors among all students across all levels of public education. In addition, participants will problem-solve within this framework.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Parents, Any*

Identifying Barriers and Supports to FBA & Behavior Support Plan Implementation in Schools

Chris Borgmeier, Portland State University

Tiffany Jones, Portland State University

To present results of a qualitative study that interviewed team members across 4 school teams that had participated in FBA/BSP implementation. Interviewees were asked to identify barriers and supports to function-based intervention and teaming in schools. Results will be presented.

Strand: *Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Advanced*

PBIS in the Behavior Classroom

J Geurts, David Douglas SD

This session will include: Overview of successful behavior classroom in the David Douglas School District; Outline of key program features, based on PBIS framework; Action Steps to create a prevention-focused behavior classroom, at any age/grade level.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Any*

Evidence-Based Supports and Teaching Strategies for Children with Autism in Classrooms and Homes (continued from Session 1)

Helen Young, Portland State University

Ruth Falco, Portland State University

Screening Within PBIS for Tier II and Tier III Implementation

Lori Lynass, NWPBISN

Tricia Robles, Highline School District

This session will overview behavioral screening within the PBIS framework. Many of the common screeners and their role in data-based decision making about Tiers II & III will be discussed. An example of how screening is utilized in one district will be presented by that district's PBIS Coordinator.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, Intermediate*

Differentiating The Core

Tammy Rasmussen, Oregon RTI

David Putnam, Oregon RTI

Core Instruction is the heart of RTI. Implementing a strong core program that plans for small group targeted instruction, and then using the right differentiation strategy is an art. Come learn how one school is using data to drive their small group instruction and how they are closing the gap.

Strand: *Academics & Behavior*

Target Audience: *Teachers, School Administrators, EBISS/Rtl Coaches, Intermediate*



Puttin' On the Polish: Making Good EBIS Meetings Even Better

Joyce Woods, Tigard Tualatin School District

Sheri LeDrew & Lindsey Pratt, Tigard Tualatin School District

Participants will learn, and have the opportunity to share, specific and practical ideas for making already functional EBIS team meetings even better. Improved data collection and display, strategies for facilitating communication, and systems for group accountability will be addressed.

Strand: *Data Based Decision Making*

Target Audience: *Teachers, School Administrators, District Administrators, EBISS/Rtl Coaches; Advanced*

Tier I: Instructional Coaching: Implementing Learning Walks and Rounds

Amy Petti, Portland State University

Tara Black, Tigard Tualatin School District

Sabrina Flamoe, North Clackamas School District

Learn and design successful Learning Walks and 3-5 individual teacher coaching techniques, specifically chose from: common lesson architecture & lesson design, examining student work protocols, and participatory small group lessons following a whole group lesson, and refining small group instruction.

Strand: *Instructional Coaching*

PBIS Homeroom Toolkit

Jill Robinson-Wolgamott, Shasta Middle School

Allison Bradshaw, Shasta Middle School

Would you like your classroom to practice important skills such as team-building, trust/communication, self-confidence/self-awareness and responsibility? You will walk away from our session with specific activities that are focused on these tools and revolve around the theme of respect; respect in the classroom and the entire school. Plan on getting up and out of your seat learning as students will. You will leave with handouts of these activities that you can immediately use in your classroom.

Strand: *Classroom*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Any*

Parent Participation: How Do I Help and Not Hinder?

Tammi S. Paul, Oregon r.i.s.e Center/OrPTI

Leah Skipworth, Oregon r.i.s.e Center/OrPTI

Victoria Haight, Oregon r.i.s.e Center/OrPTI

This session explores strategies that help parents be engaged members of their child's school environment therefore increasing student success and school outcomes.

Strand: *Families & Community*

Target Audience: *Parents, Any*

Using Implementation Teams to Support Students with Autism in Schools

Carol Davis, University of Washington

Meaghan McCollow, University of Washington

This presentation will describe the use of Implementation Teams to assist teachers, schools and districts in providing evidence-based practices for students with Autism. Participants will learn about critical educational program components for students with Autism and a variety of tools to set up teams implement these practices.

Strand: *Autism & DD*

Target Audience: *Teachers, School Administrators, District Administrators, Intermediate*

**Reflections on Preschool-Wide PBIS Implementation**

Christopher Vatland, University of Oregon

Ashlee Van Hout & Renee K. Van Norman, Pearl Buck Center Preschool

Practitioners will discuss the implementation of early childhood program-wide positive behavior support. The presenters will share what worked and what can be done differently. The presentation will include discussion regarding the use of the Preschool School Evaluation Tool, Preschool Team Implementation Checklist and the Preschool Effective Behavior Support Survey.

Strand: *Early Childhood*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Intermediate*

PBIS to the 5th POWER: Great Success at Mac High

Robin Pederson, McMinnville High School

Members of the McMinnville High PBIS team will discuss their experiences in implementing high school level PBIS. We will explore how we got started and what our program is doing now to be sustainable.

Strand: *High School*

Target Audience:

Principle-Based De-escalation: The Right Response for Behavioral Crisis Intervention

Steven Seiller, Service Alternatives, Inc.

When facing behavioral problems or aggression, you definitely don't want to have the wrong response. The wrong response may not only fail to intervene in the problem but can escalate the problem or result in injury to those involved. The right response, however, always meets the needs of the individual, reflects respect and maximizes the safety of everyone involved.

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Thursday, March 1st**Session 3: 2:15pm to 3:30pm****Extending School-wide PBIS to the Classroom**

George Sugai, University of Connecticut

The purpose of this session is to describe how school-wide PBIS can be extended into the classroom to support classroom and behavior management. The discussion will focus on a multi-tiered approach to classroom management that is linked to school-wide PBIS implementation.

Strand: *Classroom*

Tier-Two Interventions for Work Avoidance

Cindy Anderson, University of Oregon

This presentation presents current empirical findings on two interventions designed to address problem behavior motivated by avoidance of academic tasks, Breaks are Better and Academic Behavior CICO. We will review results of four studies and describe key features of implementation of these interventions.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Expect Respect: Bully Prevention within PBIS

Brianna Stiller, Eugene School District 4J

Rhonda Nese, Eugene School District 4J

Anne Tomlanovich, Madison Middle School

Expect Respect: Bully Prevention within Positive Behavior Support is an upward extension of the Stop/Walk/Talk or Bully Prevention in PBIS program that many schools have been using for several years. The elementary program already has research to support the efficacy of this approach. The current study is designed to determine if this same general approach can be effective in middle schools.

Strand: *Bully Prevention*



Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Parents, Intermediate*

Sustaining PBIS: Creating a Plan to Keep It Going Strong

Kent McIntosh, University of British Columbia

Why does sustainability seem so elusive? Drawing on current research, this session will provide principles for sustaining School-wide PBIS, including clear steps for teams, administrators, and coaches. The presenter will share and provide time for teams and coaches to complete a research-validated checklist and action planning tool for sustaining PBIS.

Strand: *Data Based Decision Making/Leadership & Policy*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches/Intermediate*

Enhancing/Keeping Tier 1 Going in High Schools

Brigid Flannery, University of Oregon

Mimi McGrath Kato, University of Oregon

The establishment of Tier 1 SWPBIS in high schools often takes longer than in lower grades. This session will share (a) the key components to focus on during the establishment of Tier 1 in high schools and (b) the strategies used by 4 high schools to keep Tier 1 going.

Strand: *High School*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches/Any*

Positive Family Support: A three tiered middle school-based family intervention dovetail to PBIS

Kevin J. Moore, Ph.D., Child and Family Center, University of Oregon

Corrina Falkenstein, Ph.D., Child and Family Center, University of Oregon

The PFS session is intended for PBIS professionals who are interested in increasing positive family support in middle schools. Session will include the empirical support for this program, a description of the intervention(s) at each of the three levels of PBIS intervention (i.e., Universal, Selected, and Individualized), and exemplary school examples from an ongoing state-wide scaling up dissemination project.

Strand: *Families & Community*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Managing Chronic Classroom Behaviors: How Classroom Managed Behaviors Become Office Referrals

Amy Moreland, Charles F. Tigard Elementary - Tigard Tualatin School District

Chris Haag, Charles F. Tigard Elementary School - Tigard Tualatin School District

In the Tigard-Tualatin School District, every school has an EBS team consisting of key EBIS team leaders and representatives from various grade levels. This team's responsibilities include helping staff to more clearly define classroom managed vs. office managed behaviors so that informed decision making can occur with regard to our school wide PBS plan's effectiveness.

Strand: *Classroom*

Target Audience: *Teachers, School Administrators, Beginning*

Integration of Literacy Data Teams and Team-Initiated Problem Solving (TIPS)

Marianne Oakes, Lane ESD

Sandie Price, Lane ESD

This session will use examples to illustrate how the TIPS format can increase the efficiency and effectiveness of literacy data teams. EasyCBM data will be used, however, the process can be used with other data sets.

Strand: *Academics & Behavior/Data*

Target Audience: *Teachers, School Administrators, District Administrators, EBISS/Rtl Coaches/Any*

**What Works To Address Challenging Behavior In School Settings For Children With Autism Spectrum Disorders? A review of what we know and a roadmap for moving forward**

Wendy Machalicek, University of Oregon

This session presents the results of recent classroom research on the treatment of challenging behavior for students with autism (1995-2011). 63 studies (117 participants) were identified. Results discussed in relation to student characteristics, assessment and intervention procedures, intervention effectiveness, and teacher involvement. Recommendations for future research and practice discussed.

Strand: *Autism & DD/Tier 3*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, Any*

Tier I: Instructional Coaching: Leveraging Labsites to Refine Core Programs

Amy Petti, Portland State University

Tara Black, Tigard Tualatin School District

Sabrina Flamoe, North Clackamas School District

Collaborating in the Tier I support, professional development & Accountability... examine two coaching techniques, instructional rounds and lab-sites. Learn why and how these strategies take 'good' instruction to 'great.'

Strand: *Instructional Coaching*

PBIS Homeroom Toolkit (continued from Session 2)

Jill Robinson-Wolgamott, Shasta Middle School

Allison Bradshaw, Shasta Middle School

How Does It Feel? Sensory Processing, Brain Functioning and Behavior

Gerry Morgan, Early Childhood CARES

This training will provide an overview of the Neurosequential Model of Therapeutics (NMT), a brain-based approach to assessing and treating young children, based upon the work of Dr. Bruce Perry at the Child Trauma Academy; and will describe children's sensory needs and how this impacts behavior, with strategies for addressing those needs.

Strand: *Early Childhood*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Intermediate*

Use Of Suspensions and Expulsions with Students from Non-White Backgrounds: Patterns across Oregon

Claudia Vincent, University of Oregon

Tary Tobin, University of Oregon

We will present discipline data from all schools in Oregon disaggregated by student race/ethnicity, grade level, gender, socio-economic status, and special education eligibility and placement. Discipline data will be merged with PBIS implementation data to examine the impact of SW-PBIS on decreasing exclusionary discipline across students from different racial/ethnic backgrounds.

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches Beginning*

Rounding Up the Usual Suspects: A Narrative Approach to Managing Problem Behaviors in the Classroom

Sharon Harte, Fairfield School

Ann Bailey, Agency Family Therapist

Incorporating narrative strategies within PBIS systems allows staff, students, and families a new way to address problems in ways that reduce defensiveness and invites creativity. This is a strength and



evidence-based approach that engages students, classrooms, staff, and families in successfully uniting to change problem behaviors. We will share video examples of the process and share PBIS forms that have been adapted. Learn how to externalize problems and have students experience success in an engaging way for all!

Strand: *Tier 2/Families & Community*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, EBISS/RtI Coaches, Parents, Any*

Bridging the Gap: Bringing PBIS into the home

Tim Andrews: Multnomah ESD

Families are the primary teacher when it comes to a child's social-emotional development, yet some families may present challenges to engaging with professionals. This session will help professionals to engage with families and partner with them to support effective change.

Strand: *Early Childhood, Families & Community*

Systems to Prepare And Implement Behavior Support At The Targeted and Intensive Levels

Rachel Freeman, University of Kansas

Many schools implementing school-wide positive behavioral interventions and supports are still struggling to create effective systems that will identify and deliver targeted and intensive supports to students. This presentation will describe a framework for the implementation of systems necessary for preparing for and effectively implementing interventions for students engaging in problem behavior.

Strand: *Tier 2/Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/RtI Coaches, Parents, Intermediate*

Bringing PBIS to Life in Specialized Programs for Students with EBD and Related Disabilities

Bridget Walker, Ph.D., Seattle University

Doug Cheney, University of Washington

Implementing effective practices in programs for students with EBD is challenging. This workshop will share an effective, team-based program improvement process and demonstrate how it facilitates meaningful change. This approach was used in a three-year improvement process in programs serving students with EBD in a large, urban school district that resulted in improvements in student outcomes and staff retention.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Any*

Setting Ambitious & Attainable Student Goals

Jon Potter, Oregon RTI

In an RTI system, student performance is monitored over time and decision rules are used to determine if a student is making adequate progress. This session will provide guidance on how to set ambitious and attainable student goals that allow one to determine whether an intervention is effective.

Strand: *Academics & Behavior*

Target Audience: *Teachers, EBISS/RtI Coaches/Intermediate*

Thursday, March 1st

Session 4: 3:45pm to 5:00pm

In 1 hour can we train you to identify effective behavioral interventions for challenging students?

Chris Borgmeier, Portland State University

Sheldon Loman, Portland State University

Participants will receive training in identifying behavioral interventions given a summary statement from a functional behavioral assessment. During the first 8 minutes and last 7 minutes of the session, participants will complete a pre-test and post-test to see if the training impacted their ability to successfully identify function-based interventions.



Strand: *Tier 2/Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches/Intermediate*

Scientifically-Based Instructional Practices for Students with EBD

Gregory J. Benner, University of Washington Tacoma

Students with emotional and behavioral disorders (EBD) often experience severe academic difficulties that are often difficult to improve without tertiary level academic supports. The purpose of this teacher-friendly presentation is to build the capacity of attendees to understand and meet the academic needs of students with EBD. We highlight easy to use assessment tools, instructional approaches, and progress monitoring technologies designed for students in need of intensive academic and behavioral supports, including many students with EBD.

Strand: *Academics & Behavior/Tier 2/Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

What Schools Should Know and Do to Prevent Bullying

Vicki Nishioka, Education Northwest

Jeffrey Sprague, University of Oregon, College of Education

The complex nature of bullying is best addressed using a framework of schoolwide, classroom, and individual student interventions. This session describes factors that contribute to bullying and the components of anti-bullying programs that work. Presenters will discuss barriers that impede anti-bullying efforts, and measures useful in assessing and monitoring progress.

Strand: *Bully Prevention*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Dealing With Behavior In The Moment: Practical Solutions

Jennie Willis, ORPATS Project

Brenda Nakada, ORPATS Project

Students with autism can present challenging behaviors. This session will provide participants a variety of intervention strategies and visual systems to help support students with autism. School staff will be provided with practical solutions which can help reduce challenging behaviors, including visual supports, token reinforcement systems, and other concrete examples. Presentation will include lecture, video, and group participation.

Strand: *Autism & DD/Classrooms*

Target Audience: *Teachers, Classified Staff, PBIS Coaches, Parents, Any*

Practical Applications of the FBA-BIP Process Across the Three-Tiered Model

Angus Kittelman, Oregon State University

Bailey Wilcox, Oregon State University

Students with problem behaviors continue to challenge schools especially giving decreasing resources schools. To prevent severe problem behavior, schools should implement a continuum of behavior support that includes universal, secondary and tertiary procedures. This presentation will focus on a model for applying the FBA-BIP process across all three tiers of intervention.

Strand: *Tier 2/Tier 3*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches/Community Agency Staff, Intermediate*

We have the data, now what?: Using District-Wide Data To Support School Improvement Planning

Sally Helton, Tigard Tualatin School District

Dan Goldman, Tigard Tualatin School District



Participants will learn an efficient method for a school district to use data (the School-wide Evaluation Tool, Benchmarks of Quality, School Safety Survey, Self-Assessment Survey, office discipline data) to determine the effectiveness of PBIS in the schools, in order to create effective action plans.

Strand: *Data Based Decision Making/Leadership & Policy*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

The Change Process

Dean Richards, Oregon RTI

Major educational systems change, such as a district-wide shift to a Response to Intervention model, doesn't happen overnight. This presentation will help participants understand how to move towards an RTI system through the development of consensus, infrastructure, and implementation within their district. Specific tools and strategies will be shared.

Strand: *Academics & Behavior*

Target Audience: *Teachers, School Administrators, District Administrators, EBISS/Rtl CoachesIntermediate*

Culturally Responsive Engagement and Connection In PBIS

Tammy Jackson, Portland Public Schools

Using examples from Portland Public Schools participants will learn how to engage community partners in policy, practice, and priority setting in order to reduce disparities in disciplinary outcomes and exclusionary discipline. In this session you will hear the journey of how communities of color moved a school district to action and how the district responded.

Strand: *Equity & Diversity*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, Parents, Community Agency Staff, Any*

Data Team Meetings in Middle School: What do they look like?

Deanne Crone, University of Oregon

Nancy Nelson Walker, University of Oregon

The Data Team Tool for Observation was developed to record the structure, process, content, and quality of data team meetings in the middle grades. Teams in 40 schools were observed on multiple occasions. This session introduces the tool and describes the variability in data team meetings across the participating schools.

Strand: *Data Based Decision Making*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

Yellow Zone Teams: A Proactive Approach to Supporting Students

Whitney Hessong, Gresham-Barlow School District

Danielle Triplett, Gresham-Barlow School District

Elaine Luckenbaugh, Gresham-Barlow School District

In the Gresham-Barlow School District, PBIS has been implemented in all 19 schools. Our next step is rolling out a yellow zone (IPBS) team in each building. Come learn about our district's system to develop and sustain yellow zone teams--a collaborative effort of the PBIS coordinator and behavior consultants. Examples of three yellow zone interventions in addition to CICO from an elementary school currently implementing will be shared.

Strand: *Tier 2*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesIntermediate*

Wraparound and PBIS: Complimentary Practice

Dan Embree, M.Ed., Portland State University, Center For Improvement of Child & Family Services

Bill Baney, M.Ed., Portland State University, Center for Improvement of Child & Family Services



This session will provide an overview of the Statewide Children's Wraparound Initiative, funded jointly through the Department of Human Services Child Welfare and Addictions and Mental Health. Content will highlight the opportunities for collaboration and explore how Wraparound and PBIS intersect to support youth and families with complex needs.

Strand: *Families & Community*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, Parents, Community Agency Staff, Any*

Keeping it REAL: H.S.PBIS Challenges and Successes

Victoria Maehara, Gresham High School

Mayra Gomez, Gresham High School

The GHS team will share their experiences developing their common expectations, acknowledgments system, and corrections systems. Attendees will gain insights into strategies that have had success at a comprehensive Metro high school.

Strand: *High School/Tier 1*

Target Audience: *Teachers, Classified Staff, PBIS Coaches, Any*

PBIS in Non-Traditional Schools

Michael Sita, Highline Public Schools

Andrea Love, Highline Alternative Programs

In 2009, Highline Alternative Programs, a mini-system within Highline Public Schools began staff development in PBIS. Now in year-two implementation, the development of PBIS structures in different alternative models share similar success and challenge. An interesting look at side by side development of PBIS in two small, non-traditional, schools.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs/High School*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Any*

Oregon Head Start PBIS Cohort Reunion

Ginna Oliver, Oregon Department of Education

This session is for members of the first three Oregon Head Start PreK PBIS cohorts. Participants of all three cohorts will unite to reconnect, share ideas and solutions, and discuss lessons learned in their agency's implementation of PBIS.

Strand: *Early Childhood*

Target Audience: *Teachers, PBIS Coaches, Community Agency Staff, Any*

Stand for Courage Foundation: Nonprofit Organization Dedicated to Promoting a Positive Youth Culture

Nicole Carroll, LCSW, Stand for Courage Foundation

Nadia Katul Sampson, University of Oregon

SfCF is a non-profit organization dedicated to collaborating with local schools and community groups to implement and sustain evidence based practices to promote prosocial skills and reduce youth on youth aggression. SfCF supports a systematic model of explicit teaching and high profile rewards to support a positive youth culture.

Strand: *Tier 1/Equity & Diversity*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Parents, Community Agency Staff, Any*

Planning For Successful Implementation, Under Less Than Ideal Conditions

Kimberly Ingram-West, ODE Contractor for Oregon Scaling Up

Implementation often occurs under less than ideal conditions and with less than adequate capacity to fully implement selected practices. This presentation will define the research-based components linked to the development of infrastructure capacity, provide examples of action plans that systematically attend to those components, and offer suggestions for successful implementation even under less than ideal conditions.



Strand: *Tier 1/Leadership & Policy*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/RtI Coaches, Community Agency Staff, Any*



Thursday, March 1

Poster Sessions: 5:15pm to 6:45pm

Student Outcomes Related to the Implementation of School-Wide Positive Behavior Support in a Canadian Elementary School

Joanna Kelm, The University of British Columbia

Kent McIntosh, The University of British Columbia This poster will describe the changes in student outcomes in a Canadian elementary school as it moved from partial to full implementation of School-wide Positive Behavior Support. The results indicated increases in achievement and perceptions of school safety, in addition to decreases in problem behavior and perceptions of bullying.

Effective Behavioral and Instructional Support Systems

Kathleen-Ryan Jackson, Center on Teaching and Learning, University of Oregon

Effective Behavioral and Instructional Support Systems (EBISS) provides the organizational structure and tools to implement any evidence based practice with fidelity. Participants will be introduced to EBISS tools and see how they are supporting leadership teams development of a crystal clear focus to implement behavioral and academic evidence based practices.

Restorative Justice in Schools

Christina Albo, Resolutions Northwest

This session will provide conference participants with an introduction and overview of Restorative Justice principles, theories, and practices as applied in the school setting.

McMinnville High School P.O.W.E.R

Cory Eklund McMinnville High School

Audrey Wright McMinnville High School

This poster session will showcase our school's program and the systems we have established in the PBIS program at MHS.

Success with PBIS

Richard Ceder, Gaston JR/SR High School

Mike Durbin, Gaston JR/SR High School

This poster session will demonstrate the results we are having with PBIS. It will highlight how our school climate and culture have been impacted by PBIS.

The Dalles Wahtonka High School Spirit

Robyn Johnson, North Wasco School District 21

Peter Lawson, North Wasco School District 21

This poster presentation is focused on secondary PBIS intervention targeted at the green/yellow stages of the triangle. Our poster is a compilation our school-wide expectations and the activities that help reinforce/teach and model those expectations.

CICO in a Small District

David Lee, Brookings-Harbor School District 17c

Diane Kinney, Brookings-Harbor School District

Smaller districts strapped for funding may need to hear how another small district scrapped together a CICO program. This poster will show the implementation of CICO in Kalmiopsis Elementary School to give other schools ideas and practical advice on how to implement Check in/Check Out. We will have examples of our CICO and SWIS data.

PBIS for Early Childhood

Emily Cox, Multnomah Early Childhood Program

These materials will demonstrate the types of visual systems and teaching tools that our program is using to support children and teachers in the community. This poster will exemplify the types of materials that community based preschool teachers are using that we are creating for them

**PBIS Takes Root in Highline Public Schools**

Tricia Robles, Highline Public Schools

Breck Ivy, Highline Public Schools

Highline Public School's Coordinators will share the district's 5 year plan for implementation including necessary supports and infrastructure to support sustainable systems. Core components of training, coaching, and evaluation will be highlighted. Participants will gain knowledge and ask questions about the core components of Highline's PBIS Implementation process. SET data, CICO data, & SWIS outcome data will be posted.

Setting the Stage for Sustainability

Sally Helton, Tigard Tualatin School District

Kimberly Ingram-West, Ph.D., SISEP

This session will provide an overview of how SISEP and the Oregon Department of Education, with the example of one district, are working together to support districts in implementing evidence-based practices in literacy and behavior. Students don't benefit from interventions they do not experience. In order to systematically increase the amount of positive outcomes for students you need both Effective Interventions AND Effective Implementation. This poster session will demonstrate the research-identified factors that lead to sustainable implementation of evidence-based programs when multiple entities work together. Participants will gain an understanding of the process the Oregon Department of Education is using to support districts with sustainable implementation of evidence-based practices in literacy and behavior. The poster will contain data showing the results of one district's scaling up of PBIS and a multi-tiered literacy model.

KOLTS to the CORE!

Steven Mondragon, Keithley Middle School

Jamila Gordon, Keithley Middle School

The goal is to focus attention on creating and sustaining environments where students know the expectations, are positively acknowledged for appropriate behavior, and receive consistent corrections when needed. We will discuss how Keithley Middle School identifies, teaches, and reinforces positive school wide expectations. Through the use of posters around school, we are able to provide visual reminders of expectations for our students. The audience will learn information about PBIS implementation at Keithley Middle School. We will share our successes, challenges, and areas of improvement. Discipline and academic data from the 2011-2012 school year and previous school years will be utilized in the presentation.

Early Childhood PBIS

Colleen Nolan, NWRES D

Karen Shepherd, NWRES D

This poster session will outline how the Washington County EI/ECSE program has developed site based teams to collect data and create action plans to support the implementation of building wide PBIS in three center sites Action plans, resources developed and data will be presented. Expected outcomes are understanding how an Early Child site based program can further PBIS implementation across classrooms, develop an onsite team as a resource and use data to drive site based goals. Data from each site was collected in the fall to determine a site based action plan. The site based data and action plan items generated from the data will be presented.

Bullying Prevention & Intervention

Michael Mahoney, Safe Schools Coordinator, Oregon Department of Education

The poster will highlight the prevalence of bullying and associated issues, discuss the types of bullying, and how schools and the community could best intervene to prevent and reduce bullying behavior.

**PBIS Applications**

Celeste Rossetto Dickey & Katie Conley, University of Oregon

PBIS Applications at the University of Oregon provides several web-based applications for assessing PBIS implementation and student outcomes. Information and technical assistance will be available at the poster session. We will present data from our different application and describe how teams can use the information for decision making.

Using Technology to Train and Support Implementation of SW-PBIS

Shawn Fletcher, Clackamas ESD

The poster will demonstrate technology applications for training FBA/BSP and providing coaching support for SW-PBIS

FOOD, FUN AND FRIENDS: A NWPBIS CONFERENCE FUNDRAISING EVENT

**Thursday, March 1st
6:30 pm to 11:00 pm:**

Looking for something great to do on Thursday night? Why spend \$100 plus when you can enjoy music, food and fun right here at Jantzen Beach Red Lion? Stay in the hotel and support an awesome organization at the same time for a mere \$50! The cost of your ticket will cover food and entertainment at our first ever NWPBIS conference fundraising event.*

This fantastic event will be held in JB's night club off the hotel lobby from 6:30-11:00 p.m. on March 1st. Enjoy music, refreshments and great company while taking in the views of the mighty Columbia! Win prizes, share camaraderie and dance the night away with the other conference attendees.

A "no host" bar will be available.

GET YOUR TICKETS NOW! LIMITED TO 150 PEOPLE! [Click here](#) to buy your ticket now!

** Amount based on approximate values of taxi fare to and from downtown Portland, dinner, and cover charges to hear a live band.*

**CONFERENCE SESSIONS**
FRIDAY, MARCH 2ND, 2012*Tentative Schedule: Subject to change***Keynote: 8:00 am to 9:00 am Dr. Gregory Benner, University of Washington**
Sustained Positive Interactions with Students with Behavioral Challenges: Where Behavior Change Begins

Teaching and continued re-teaching of behavioral expectations and rewarding student behavioral success is critical but not sufficient to create behavior change among students with chronic behavioral challenges. How we respond or provide feedback when the student does not exhibit the behavioral expectation shapes our relationship with the student, the health of current and future interactions, and whether problem behavior will be functional in the context where we interact with them. Moreover, coercive interactions contribute to life course persistent antisocial behavior patterns; whereas positive and healthy interactions contribute to future prosocial behavior patterns. In sum, there is a lot at stake in deciding how we will respond to problem behavior. In this context, the two primary goals of this address are: 1) To build your capacity to build student self-regulation and prevent power struggles; and 2) outline a systemic, building-wide plan for responding to challenging behavior in therapeutic, positive, and healthy ways.

Session 5: 9:15 am to 10:30 am**Supporting Students with EBD in the RTI Era***Jeffrey R Sprague, Institute on Violence and Destructive Behavior**Lori Lynass, NWPBIS**Hill Walker, Institute on Violence and Destructive Behavior**Doug Cheney, University of Washington**George Sugai, University of Connecticut**Bridget Walker, Seattle University*

In 1996 Hill Walker and his colleagues introduced the 3 tier public health approach to education and this was rapidly adopted by behavior support researchers and practitioners. The adoption and implementation of this logic to academics known as RTI and we are moving toward full integration of academic and behavioral approaches. This session will feature a group of experts on the field who will present and discuss the future of supports for students with EBD in an integrated RTI model.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Any*

Managing the Cycle of Meltdowns for Students with Autism Spectrum Disorders*Geoff Colvin, Ph.D., Behavior Associates**Martin Sheehan, Ph.D., Double S Instructional Systems*

In this workshop information will be provided on describing the cycle of meltdown behavior for students with ASD in terms of six phases. Behavior support plans are then described for managing each of these phases in the cycle.

Strand: *Autism & DD/Classrooms*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Preventing High Intensity Problem Behaviors*Brianna Stiller, Eugene School District 4J**Anne Tomlanovich, Madison Middle School*

The presenter will describe and model strategies for teaching replacement behaviors to students who exhibit moderate to severe escalation patterns. Strategies include use of behavioral momentum; limited or expanded choices; taking structured breaks; and effective use of extinction strategies.

Strand: *Classroom*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Any*

**EBIS: What does race have to do with it?**

Erin Lolich, Tigard-Tualatin School District

Dan Goldman, Tigard-Tualatin School District

This session will describe the process that Tigard-Tualatin School District utilizes to address the racial achievement gap throughout our school district systems, including EBIS. The presenters will share tools, outcome data, and lessons learned.

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches/Intermediate*

Evidence-Based Leadership Practices

Ron Bramhall, University of Oregon

Dale Myers, Dale Myers and Associates LLC

Leadership is a critical element in creating safe and effective schools. This session is for anyone who leads, whether a formal or informal leader. The Leadership Challenge model offers an evidence-based structure and set of practices that can guide them as they lead a high performing school, team or classroom. Participants will be able to describe the model, list critical leadership practices, and develop a personal plan to strengthen their own leadership skills.

Strand: *Leadership & Policy*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Community Agency Staff, Any*

PBIS Applications

Celeste Rossetto Dickey, University of Oregon

Katie Conley, University of Oregon

The UNIVERSITY OF OREGON PBIS Technical Assistance Center will have staff available to answer questions and provide technical assistance for each of our applications & services: SWIS, CICO-SWIS, ISIS-SWIS, PBIS Assessment, PBIS Evaluation, ECS Distributor, SDex and ASIST.

Strand: *Data Based Decision Making*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, Any*

Fading and Intensifying Check-in and Check-out

Sarah Falcon, Clackamas ESD

Katie Wesley, Clackamas ESD

This training will include an overview of Check-in and Check-out (CICO) critical features followed by a discussion of advanced modifications to the system. Attendees will learn about adapting CICO for students not responding to CICO and planning to systematically fade the intervention for students meeting exit criteria. This presentation is geared towards individuals with experience implementing CICO.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, EBISS/Rtl Coaches/Intermediate*

Providing Tier II and Tier III Support to Secondary Students

Teri Lewis, Oregon State University

This session will focus on adapting Tier II and Tier III supports to secondary settings, in particular high schools. Examples of discipline systems and a targeted tardy intervention will be discussed.

Strand: *High School/Tier 2/Tier 3*

Target Audience: *Teachers, School Administrators/PBIS Coaches, Any*

Tying Learner Characteristics to Behavior Support Plans for students with ASD

Emily Forest, Portland Public Schools

This session will include: The research: comorbidity, sensory integration and emotional regulation in students with autism; Considering learner characteristics while addressing setting event and antecedent



interventions; IEP goals: keeping track of what you are teaching; Replacement Behaviors- there is more to teach than a functionally equivalent replacement behavior.

Strand: *Autism & DD*

Target Audience: *Teachers, PBIS Coaches, Intermediate*

Tier I: Instructional Coaching: Using Walk Throughs to Develop Problems of Practice

Amy Petti, Portland State University

Tara Black, Tigard Tualatin School District Black

Sabrina Flamoe, North Clackamas School District

Learn practical techniques for initiating coaching at Tier 1. Define and publish your baseline of successful core program implementation. Learn from success and challenges of getting into classrooms and beginning instructional practice: Walk away with ways to enroll, support, and hold teacher accountable for minimums around core instruction and Tier 1.

Strand: *Instructional Coaching*

Tier 1 Small School Community

Nicole Flynn, TEC High School

Amanda McNaughton, TEC High School

The purpose of this workshop is to share TEC High School experience in organizing a school wide PBIS team and implementing universal interventions at Tier 1 level. This workshop will include: How to create a school wide PBIS team, develop a PBIS school wide behavior/expectation matrix, defining expectations/values, and teaching the expectations. Participants will also gain knowledge about how TEC High School defines their consequences as well as how they use data to help in decision making. The goal of this session is to help other organizations organize initial tasks for getting started with practices and procedures of school wide PBIS.

Strand: *High School/Tier 1*

Target Audience: *Teachers, School Administrators, Classified Staff, Advanced*

Parent Participation: Win-Win Solutions!

Tammi S. Paul, Oregon r.i.s.e Center/OrPTI

Leah Skipworth, Oregon r.i.s.e Center/OrPTI

Victoria Haight, Oregon r.i.s.e Center/OrPTI

This session will explore the foundation for creating win-win relationships between parents and school personnel and discuss successful strategies for parent participation. Time will also be used to stimulate creative "out of the box" thinking related to the changing demographics of parents and the need for schools to do more with less.

Strand: *Families & Community*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, Any*

Breaking New Ground: Implementing a Tier 2 "Life Coach" Intervention for "At-Risk" Middle School Students

Sheri Castro-Atwater, Ph.D., California State University, Los Angeles

Participants will learn about the successful implementation of the SUCCESS Life Coaching program, a Tier 2 counseling intervention run for the past 5 years in California. Attention will be paid to data-driven modifications made over time and the emphasis of a student-led, collaborative (parent-teacher-counselor-student) team approach.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, Parents, Beginning*

PBIS Takes Root in Highline Public Schools: District Wide Implementation

Tricia Robles, Highline Public Schools

Breck Ivy, Highline Public Schools

Kyle Linman, Sylvester Middle School



Highline Public Schools has moved from demonstration sites and SET scores to district implementation and Policy. District coordinators and team members will share experiences building district-wide momentum and support for PBIS. School and district data, templates, tools, and lessons learned will be presented.

Strand: *Leadership & Policy*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, Intermediate*

Building Behavior Planning Systems in Early Childhood Programs

Kelly Carter, SOESD:Early Childhood Services

Gina Dusenbury, Southern Oregon Head Start

This presentation will include an overview of the components of an effective behavior planning system for early childhood programs. We will provide examples of systems developed for ECSE and Head Start programs in Southern Oregon.

Strand: *Early Childhood/Tier 3*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Intermediate*

The Power of Play

Jonathan Blasher, Playworks

Tara Dohert, Playworks

Participants will learn the potential impact of recess and meaningful play on school climate and student engagement. Participants will walk away with tangible tools (like games, attention-getters, transitions, and conflict resolution techniques) that they can use in their daily interactions with children. Through game play and discussion, they will learn the Playworks philosophy behind the 'power of play,' meet new people, share ideas, and most importantly, have fun.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

RTI and Literacy: PBIS Coaches Needed!

Louise Bronaugh, Ph.D., University of Oregon

In districts across the state, RTI is being implemented with varying degrees of success. One reason that success varies is that general education classroom teachers are being asked to provide intensive academic instruction to small groups of students who have a history of failure within that particular academic topic. Managing the behavior of these groups can be a challenge that many classroom teachers have never experienced before and they struggle to know what to do with multiple students who have perfected over time, the many ways to get out of doing an academic exercise that the student finds aversive. Students are assessed weekly for academic growth and the pressure to perform is high. Coaching in behavior management is a big component for success in this model, but is too often left out of the conversation. Attend this session if you want to learn more about the RTI academic model and how your skills can help make it a success.

Strand: *Academics & Behavior*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Any*

Friday, March 2nd

Session 6: 10:45am to Noon

Extending PBIS into the Classroom: Systems Implementation

Chris Borgmeier, Portland State University

A school-wide system of classroom support will be presented which includes a data-based process for informing staff development and monitoring progress related to implementation of evidence-based classroom practices and student outcomes.

Strand: *Tier 1*

**What students have to say about bullying and why we should listen!**

Vicki Nishioka, Education Northwest

Understanding what students think about bullying will help schools address factors that contribute to and sustain bullying. This presentation describes how students perceive bullies, their victims, and adult responses to bullying incidents. Considerations for choosing measures to assess and monitor the progress of their anti-bullying program will be discussed.

Strand: *Bully Prevention*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Any*

Is this Tier 4? Application of PBIS to Classrooms and Programs for Students with Emotionally/Behavioral Disabilities

Lori Lynass, NWPBISN

Are EBD programs/classrooms even part of PBIS? Some people ask if they are really in "Tier 4". Come learn about how these programs fit within the three tiered framework and how to apply this framework into these programs. We will also discuss a tool to evaluate your progress.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Any*

Connectivity and PBIS

John Lenssen, University of Oregon

Tammy Jackson, Portland Public Schools

Participants will analyze and discuss practices within PBIS frameworks to determine the impact on connectivity to school. Practices examined will include: interventions, acknowledgements, consequences, teaching expected behavior, and collaboration with family/community. We will raise questions about the persistence of punishment and cultural incompetence.

Strand: *Equity & Diversity*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Intermediate*

The Role of the Elementary School Counselor and PBIS

Erin Matheson, Madrona Elementary School

Jake Olsen, Cedarhurst Elementary School

Elementary School Counselors play an integral role in supporting School-Wide PBIS, Classroom PBIS, Tier II interventions and Tier III interventions. This session will discuss what role the Elementary School Counselor is as defined by the ASCA national standards and how we support all three tiers of the PBIS triangle.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, PBIS Coaches, Any*

Examining the interaction between tertiary supports and classroom instructional practices

Scott A. Spaulding, University of Washington

Carol A. Davis, University of Washington

Sharing data from our tertiary supports model, we describe the need to assess classroom environment and instruction as part of Tier 2/3 development. We discuss ways for integrating assessment and training of classroom management into school-wide supports and offer strategies using video examples from teachers in our project schools.

Strand: *Tier 3/Classroom*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Any*

**Using Second Step in Your PBIS School**

Amy Walker, Committee for Children

Jinna Risdal, Consultant

Many schools are using Second Step and PBIS in tandem. Amy Walker from Committee for Children and Jinna Risdal, an educator who spent many years administering a large district implementation, will share what Second Step is and how it can help meet your need for a universal, tier one intervention.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Any*

Designing Effective Instructional and Behavioral Supports for Students with Autism

Kathleen Strickland-Cohen, University of Oregon

Sarah Pinkelman, University of Oregon

Current research findings and practical real-world examples will be used to demonstrate how learning environments can be intentionally and systematically designed within a SWPBIS framework to ensure success for young children and students with a wide range of abilities.

Strand: *Autism & DD/Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, Parents, Beginning*

We Have Skills: Combining Universal Screening and Social Behavior Support in Grades K – 3.

Jeffrey Sprague, Ph.D., University of Oregon

Pamela Yeaton, IRIS Educational Media

WHS program is a behavioral intervention which provides teachers with effective and efficient instructional approach for promoting children's social competency. Participants will learn about the program content, see initial feasibility test results and view a short demonstration of the progress monitoring tool (PMT) in action.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Tier I: Instructional Coaching: Implementing Learning Walks and Rounds

Amy Petti, Portland State University

Tara Black, Tigard Tualatin School District

Sabrina Flamoe, North Clackamas School District

Learn and design successful Learning Walks and 3-5 individual teacher coaching techniques, specifically chose from: common lesson architecture & lesson design, examining student work protocols, and participatory small group lessons following a whole group lesson, and refining small group instruction.

Strand: *Instructional Coaching*

Tier 2 Middle School Interventions

Tina Myers, Meadow Park Middle School

Will Bower, Meadow Park Middle School

This session will present the development of Check-in/Check-Out and In School Suspension (ISS) interventions based on one Middle School experience. Discussions will involve "what to do", "what not to do", research based best practices, and philosophy to develop programs into PBIS student interventions with results.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Any*

**Being Positive with Early Childhood Teachers and Parents**

Ashley Lindberg Lawrence, Multnomah Early Childhood Program

Early Childhood PBIS takes strong relationships with children, families and staff members. This presentation focuses on strategies to help build relationships with ALL families and staff members, even those who challenge us!).

Strand: *Early Childhood/Families & Community*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Community Agency Staff, Any*

Hillsboro High Schools Active Supervision Forum

PBIS High School Facilitators, Hillsboro School District

Sarah Turner, Hillsboro School District

We all know the value and importance of active supervision. Four high schools discuss the staff training, student input, coaching and changes in practice specific to active supervision in cafeterias.

Strand: *Tier 1/High School*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Intermediate*

Transition Tools for Individuals with Disabilities: Simple Steps Towards Healthy Lifestyles! (STEPS)

Haidee Copeland, IRIS Educational Media / University of Oregon

Nell Caraway, CEO, IRIS Educational Media

STEPS will provide an overview of a practical plan for using PBIS to maintaining a healthy lifestyle. Using a model/lead/practice instructional format, we will guide participants through hands-on activities (lessons) or examples of how individuals with developmental disabilities might design, implement and progress monitor their own healthy choices plans.

Strand: *Families & Community/Autism & DD/High School*

Target Audience: *Teachers, Classified Staff, Parents, Community Agency Staff, Beginning*

Implementing Effective Practices: A Systems Self-Assessment

Debbie Egan, Lane ESD

In this session you will hear about a county-wide initiative focused on implementation of effective behavioral and literacy practices within Lane County school districts. The purpose of this effort is to provide the framework and coaching support that will allow a district to (a) self-assess existing practices and systems that are implemented or needed, (b) build a uniquely appropriate action plan, and (c) implement that action plan.

Strand: *Academics & Behavior/Data/Leadership & Policy*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Any*

Effective Practices in Writing Instruction

Steve Isaacson, Portland State University

Dr. Isaacson will discuss the challenges students have with writing, then describe the big ideas, drawn from research, in writing instruction, and give examples of each. Big ideas include academic engaged time, teaching text structures, highlighting critical features, think sheets, teacher modeling, scaffolded or prompted practice, and self-evaluation. Participants will be able to use the big ideas in writing instruction, drawn from research, for selecting or designing writing lessons.

Strand: *Academics & Behavior/ Classroom*

Target Audience: *Teachers, Beginning*

**Friday, March 2nd****Session 7: 1:00pm to 2:15pm****Encountering staff resistance? Don't fight it, use it!**

Laura L. Feuerborn, Ph.D., NCSP, University of Washington, Tacoma

Caroline Wallace, Issaquah School District

Resistance is a natural response to change. If the function of resistance is understood and proactively addressed, sustainable change is more likely. Utilizing authentic examples and school data, this session provides tools for assessing staff perceptions and beliefs plus strategies for establishing staff buy-in for PBIS implementation –in all classrooms.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, Intermediate*

Culturally Responsive Classroom

Keisha Edwards, Interchange Consulting

Participants will identify practices and strategies to promote culturally responsive and inclusive classrooms.

Strand: *Equity & Diversity/Classrooms*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Intermediate*

Expect Respect: Bully Prevention within PBIS

Brianna Stiller, Eugene School District 4J

Anne Tomlanovich & Rhonda Nese, Eugene School District 4J

Expect Respect: Bully Prevention within Positive Behavior Support is an upward extension of the Stop/Walk/Talk or Bully Prevention in PBIS program that many schools have been using for several years. The elementary program already has research to support the efficacy of this approach. The current study is designed to determine if this same general approach can be effective in middle schools.

Strand: *Bully Prevention*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Parents, Intermediate*

Team Initiated Problem Solving

Anne Todd, University of Oregon

The TIPS model focuses on problem solving strategies for using data while practicing effective and efficient meeting foundations. An assessment of team readiness, team meeting foundations, the process for using data to develop solutions, action and evaluation plans, and current research will be highlighted.

Strand: *Data Based Decision Making*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

Teams talk: Examining barriers and facilitators to implementing tertiary student supports

Scott A. Spaulding, University of Washington

James Kidwell, University of Washington

We present data from interviews with team members at three schools following their initial year implementing tertiary supports. These findings add to existing research identifying implementation barriers and enablers to school-wide supports. Themes from these interviews will be shared as suggestions for planning for and implementing happy, successful teams.

Strand: *Tier 3*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

**Sunrise, Sunset: Issues in Suspension Practices**

Dr. Vanessa Tucker, University of Washington, Tacoma

Dr. Patrick Cummings, Tacoma Public Schools

Suspension continues to be a widely overused practice in middle and high schools and adversely affects students with emotional and behavioral disorders as well as students of color. This session will provide a comprehensive review of the literature on suspension as well as provide goals for further research into this practice.

Strand: *Equity & Diversity/High School*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesIntermediate*

Engaging Students in School: A Study of Tier II Interventions

Jessica Turtura, Center on Teaching and Learning, University of Oregon

Nancy J. Nelson-Walker, Jason Cohen & Deanne A. Crone, Center on Teaching and Learning at the University of Oregon

This session will outline the different engagement interventions that are currently being used in middle schools across five school districts in Oregon. In addition, data will be presented on the relation between specific engagement interventions, including Check-in/Check-out, and measures of school engagement among students.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

A Team-Based Model for Proactive Behavior Consultation

Cathleen Jensen, Tigard-Tualatin School District

Kevin Anderson, Tigard-Tualatin School District

We will describe a model for providing Tier 3 consultation and Interventions using a district-level behavior support team. We will discuss strategies for assisting schools to access the team efficiently so that the team, in turn, can respond and support as quickly as possible. Our session will cover challenges and successes. We will present data that we use to assess the effectiveness of the team.

Strand: *Tier 3*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl CoachesIntermediate*

Online Staff Development: An Evaluation of the Classroom Management in Action Program

Jeffrey Sprague, Ph.D., University of Oregon

Ashley Faulk, M.A., IRIS Educational Media

Participants will learn about the program content and see program feasibility test results. An overview of evidence-based practices in classroom management, and the link between Classroom Management and PBIS systems, will be provided. This session will outline the link between social validity, perceived utility, and program implementation.

Strand: *Classroom*

Target Audience: *Teachers, School Administrators, Classified Staff, District AdministratorsParents, Any*

Merging Academics and Behavior: Data Meetings, Data Presentations, Decision Rules, and Interventions

Tracy Reynolds, Bend/La Pine Schools

Sean Reinhart, Maria Madden & Tim Burdsall, Bend/La Pine Schools

The session will focus on systematic ways to review student progress in academics, behavior, and attendance. Examples will include: how to run meaningful grade level team meetings, how to effectively show progress data at those meetings, including what to share and how to present it, and finally, reviewing decision rules that help to facilitate meaningful student interventions.

Strand: *Academics & Behavior/Data*



Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl CoachesAny*

Implementing Tier II Interventions in a Small High School

Sue Vande Voort, T.E.C. High School

Bethany Sjoberg, T.E.C. High School

Check, Connect, Expect! In this session, you'll learn skills for helping your "yellow" (Tier II) students form positive relationships with your school. Strategies to be covered include: screening students for internalizing and externalizing behaviors, setting up a coaching program, daily individual progress reports, and using data for student monitoring. To share our experience in implementing a "Check, Connect, Expect" program in a small high school with approximately 350 students. Attendees will learn a model for screening, coaching, and monitoring students with tier II intervention needs.

Strand: *High School/ Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Beginning*

The Positive Bus Ride: Bringing PBIS to the Drivers

Sally Helton, Tigard Tualatin School District

Pam Hallvik, Northwest Regional ESD and Tigard Tualatin School District

Kay Hemstreet, First Student

Judy Friesz, Tigard Tualatin School District,

Many students start and end their day on the bus and what happens there can have a big impact on the school day. This session will provide participants ideas for bringing PBIS to bus drivers as well as ways to strengthen communication between districts, schools, and bus drivers.

Strand: *Tier 1*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches,Any*

Renton Academy - Implementing a Re-EDUCATION Philosophical Framework within an Alternative Public School for Students with Emotional and Behavioral Disabilities

Lisa Hoyt, Renton School District

Renton Academy is a therapeutic school for students with EBD that embraces the philosophical framework of Re-EDUCATION. The purpose of this presentation is to introduce Re-EDUCATION as a framework and demonstrate a cohesive pairing with PBIS as a tier 2 and 3 intervention. The presenter will share data to highlight and evaluate the current model of programming.

Strand: *Alternative Settings, EBD Classrooms & Programs/High School*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, Community Agency Staff, Intermediate*

Oregon Regional Autism Training Site Project

Darby Lasley, ORPATS Project/STAR Autism Support Inc.

Brenda Nakada, ORPATS Project/NW Regional ESD

This presentation will provide information on the ORPATS project. This project has worked with school district staff and autism specialists to develop over 40 training sites throughout Oregon. At each training site, teachers and other staff receive hands-on training to learn to implement evidence-based practices. This presentation will share the student outcome results for the last two years at ORPATS sites. Video clips will be shown to demonstrate the methods used at training sites. The project objectives for the 2011-2013 will also be shared.

Strand: *Autism & DD*

Target Audience: *Teachers, School Administrators, Classified Staff, District AdministratorsParents, Community Agency Staff, Any*

**Planning For Successful Implementation, Under Less Than Ideal Conditions**

Kimberly Ingram-West, ODE Contractor for Oregon Scaling Up

Implementation often occurs under less than ideal conditions and with less than adequate capacity to fully implement selected practices. This presentation will define the research-based components linked to the development of infrastructure capacity, provide examples of action plans that systematically attend to those components, and offer suggestions for successful implementation even under less than ideal conditions.

Strand: *Tier 1/Leadership & Policy*

Regional PBIS Sustainability

Danielle Triplett, Gresham-Barlow School District

Michelle Markle, Parkrose School District; Florence Protopapas, David Douglas School District; Rick Kirschmann, Centennial School District; Todd Nicholson, Portland Public Schools

What started as a grass roots effort has evolved into an organized regional commitment to implementing and sustaining PBIS in our schools. This session will share the collaborative efforts of PBIS coordinators in the Centennial, David Douglas, Gresham-Barlow, Parkrose, Portland, and Reynolds school districts. Come hear about our experiences and journey in Multnomah County to support our students, teachers, and one another through regional PBIS collaboration.

Strand: *Leadership & Policy*

Target Audience: *School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Any*

What Do YOU See? Using Video Tape for Reflection and Coaching in Early Childhood Settings.

Pam Thompson Arbogast, SOESD:Early Childhood Services

Kelly Carter, SOESD:Early Childhood Services

Videotape can be a powerful tool for understanding why children do what they do, as well as for supporting staff in reflecting on the impact of their presence and practices in the classroom. We will describe a model for sustaining PBIS implementation through the use of video reflections and analysis.

Strand: *Early Childhood/Instructional Coaching*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Intermediate*

Friday, March 2nd**Session 8: 2:30pm to 3:45pm****Sustaining Positive Interactions: Evidence-Based Approaches for Preventing Non-Compliance and Enhancing Student Engagement**

Gregory J. Benner, University of Washington Tacoma

The purpose of this presentation is to build the capacity of educators to improve on-task behavior, build student self-regulation, and prevent coercive interactions. Effective and stress-free approaches for building student self-regulation, preventing power struggles, and responding to disruptive behavior will be detailed.

Strand:

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Bully Proofing in Elementary Schools

Chris Borgmeier, Portland State University

A research-based School-wide Bully Prevention program will be presented with descriptions of the critical features of implementation. Examples, data and guidelines will be presented for reducing bullying behavior in your school.

Strand: *Bully Prevention*

**Knowing What to Do and When to Do It: Responding to Challenging Behavior (Secondary)**

Kathleen Beaudoin, University of Washington Tacoma

Knowing what to do and when to do it in response to challenging behavior can be difficult even for seasoned teachers. In this session we will examine critical features involved in planning staff responses to disruptive and escalating in-class behaviors of students on tier 3 behavior intervention plans.

Strand: *Alternative Settings/Tier 3: Intensive, EBD Classrooms & Programs/High School*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Any*

Managing Difficult Behavior with Large Class Sizes

Shawn Fletcher, Clackamas ESD

This presentation will look at the critical features of behavior support planning as it relates to classroom management. The following strategies will be addressed (a) Where to start when everything is falling apart (effective use of routine analysis), (b) Building a plan that might work (effective use of reinforcement and punishment to teach classroom routines and expectation that lead to improved behavior), (c) What to do when the plan isn't working (beefing up CICO: specific strategies for multi-trial learners, students who avoid tasks, and students who talk out of turn).

Strand: *Classroom*

Tier II Interventions: Implementing Check, Connect, and Expect

Erin Matheson, Madrona Elementary School

Joy Champion, Madrona Elementary School

CC & E is designed to support students with daily practices that includes frequent check-ins with a positive adult, coaching around social skills, using data to screen students into the program and progress monitoring their response to the intervention. This session will focus on implementation, what to expect when implementing, and lessons we've learned along the way.

Strand: *Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Intermediate*

Keeping the momentum! Strategies utilized to improve your PBIS school after year one.

Jon Franco, Chehalem Valley Middle School

Kelly Ceder, Connie Rice, Ann Holstrom, Don Johnston, Larry Hampton & Rhonda Boles, Chehalem Valley Middle School

Chehalem Valley Middle School is in its 3rd year of PBIS and as with any school we are always looking for ways to improve. We will review the improvements (i.e. interventions, student store, Wolf Bucks, videos, anti-bullying focus) we have made from year one to enhance our system and continue our momentum. Our data has never been better!.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Prevent-Teach-Reinforce (PTR): The Exploration of a training process for a Tier III Intervention Model

Barbara Kelley, California Technical Assistance Center on PBIS

Cristy Clouse, California Technical Assistance Center on PBIS

Prevent-Teach-Reinforce (PTR) is a Tier III team-based intervention aligned with principles of both PBIS and Applied Behavior Analysis. Participants will explore how the five step process of teaming, goal setting, assessment, intervention planning and coaching, and evaluation is being incorporated into Tier III team trainings.

Strand: *Tier 3*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Advanced*

**Total School Improvement: PBIS, RTi & PLCs/Data Teams**

Pam Hallvik, NWRES D

Patti Book, NWRES D

"Total School Improvement" is the examination and linking of PBIS, RTi, & PLCs/Data Teams - as school improvement systems for creating the optimal environment for teaching and learning for ALL students. This session will provide guidance in learning the benefits of each initiative and their integration for achieving the desired outcomes in schools.

Strand: *Academics & Behavior/Data/Leadership & Policy*

Target Audience: *Teachers, School Administrators, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Any*

Implementation of PBIS and Staff Buy-In at the Middle School

Stephanie Murdock, Parkrose Middle School

Principal Molly Davies and PBIS Team, Parkrose Middle School

Our PBIS team will share with you how we developed a scope and sequence for the revamping and implementation of a school-wide PBIS system in our school. Staff buy-in, student involvement, lesson plans, and strategies will be shared.

Strand: *Tier 1*

Target Audience: *Teachers, School Administrators, Classified Staff, PBIS Coaches, Intermediate*

Tier I: Instructional Coaching: Implementing Learning Walks and Rounds

Amy Petti, Portland State University

Tara Black, Tigard Tualatin School District

Sabrina Flamoe, North Clackamas School District

Learn and design successful Learning Walks and 3-5 individual teacher coaching techniques, specifically choose from: common lesson architecture & lesson design, examining student work protocols, and participatory small group lessons following a whole group lesson, and refining small group instruction.

Strand: *Instructional Coaching*

Building Successful Learning Communities

Scott VanderWey, Washington State University Extension 4-H

Brian Brandt, Washington State University Pierce County Extension

Participants will have the opportunity to experience best practices, learn the latest research, understand the theory behind it, and walk away with a new set of tools. Attendees will learn how to implement these ideas into their curriculum. This is a jam-packed session that will re-ignite your passion for teaching!

Strand: *Classroom*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Any*

Rules, and Puppets and Tools, Oh My!

Tim Andrews, Multnomah ESD Early Childhood Program

Participants will learn how establishing and teaching expectations are a powerful prevention tool. Participants will learn how puppets can help to teach rules and other social skills. Participants will also be oriented to a variety of tools for implementation as well as some tools for trainings. This will be a fun and exciting presentation for those early childhood professionals who are beginning the process of implementing Positive Behavior Interventions and Supports and individuals looking to learn more about early childhood positive behavior supports.

Strand: *Early Childhood*

Target Audience: *Teachers, PBIS Coaches, Beginning*

**Meditation as a Biology-Based Stress Reduction Practice for Teachers**

Angelica Falkenstein, Oregon State University

Walter Piper, Oregon State University

To present meditation, in a biopsychological context, as a powerful way to reduce stress and increase effectiveness.

Target Audience: *Teachers, Any*

Self-Monitoring: Can we make social chameleons out of the socially clumsy?

Jordan Clark, Oregon State University

Mark Snyder's concept of self-monitoring will be discussed. Self-monitoring theory informs us on ways in which our social environment provides cues on how to behave appropriately. We propose that a subset children and adults exhibiting inappropriate behavior may lack teachable self-monitoring skills.

Strand: *High School*

Target Audience: *Teachers, PBIS Coaches, EBISS/Rtl Coaches Any*

Welcoming Schools - Using an Anti-bias LGBT-inclusive Approach to Improving School Climate

Tracy Flynn, Welcoming Schools

We will explore tools and strategies to embrace family diversity, avoid gender role stereotyping and end name calling using an anti-bias approach that is LGBT inclusive. We will model activities and share data from pilot schools including successes and challenges.

Strand: *Equity & Diversity/Tier 2*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Intermediate*

Missouri's Interagency Statewide Planning Team: Improving Quality of Life for Individuals Across the Lifespan

Rachel Freeman, University of Kansas

This presentation will describe how the Missouri Interagency Planning Team has been working to leverage limited state funds, share PBIS training materials across departments, increase communication, and improve services for children. The MO interagency logic model and the team's task order goals and evaluation plan will be explained in detail.

Strand: *Families & Community/Leadership & Policy*

Target Audience: *PBIS Coaches, EBISS/Rtl Coaches, Parents, Community Agency Staff, Advanced*

Incorporating Functional Routines and Visual Strategies Throughout the Day

Brenda Nakada, ORPATS Project

Darby Lasley, ORPATS Project

This session will present principles of routine-based instruction and use of visual strategies for students with Autism and other Developmental Disabilities. Participants in the training will learn how to assess and take baseline data to determine student functioning, learn to score functional routines, and learn a variety of strategies to implement functional routines within a student's day. Video examples and practice activities will be used during the session.

Strand: *Autism & DD*

Target Audience: *Teachers, School Administrators, Classified Staff, District Administrators, PBIS Coaches, Parents, Community Agency Staff, Any*