

**KEYNOTE ADDRESS**

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**Sustaining PBIS in a Sea of Competing Initiatives***Kent McIntosh*

Why does it seem so hard to sustain school initiatives? When grant funding ends and champions move on, how do we keep PBIS strong in our buildings? This talk will provide the latest research findings and practical strategies to overcome common barriers to sustaining PBIS.

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**SESSION ONE**

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**Safety First Curriculum for Early Childhood Settings***Gerry Morgan*

The Safety First curriculum is designed to give early childhood staff tools to: 1) provide a safe and predictable way of responding when challenging behavior escalates to dangerous levels, including physical interventions and restraint, 2) define and teach strategies to prevent and deescalate challenging and dangerous behavior, 3) support the inclusion of all young children in education environments, including those who exhibit challenging and dangerous behavior, and 4) monitor and evaluate children's dangerous behavior and staff response to those behaviors.

**PBIS 101***Patty Parnell*

This session is for absolute 'newbies' to PBIS.... those folks who are attending this conference in order to understand the critical features, research and practices of PBIS.

**Sustaining PBIS: Creating a Plan to Keep It Strong***Kent McIntosh*

This follow-on session from the keynote presentation will include school and district team activities to brainstorm and share strategies for sustainability of PBIS, including time to complete action planning for sustainability.

**Behavior Interventions and Techniques***Tracy Reynolds*

Adding to Your Behavior Toolbox: Behavior prevention strategies and intervention ideas for the classroom. This session will encourage the use of proven interventions and strategies that help make a classroom run more effectively. From behavior management ideas to implementing classroom systems, this session will help reinforce skills teachers might already utilize, and highlight other ideas to try.

**The Essentials of Tier 1 for Academic Support***Dean Richards*

Effective core instruction is the most important thing that you can do in an RTI system. This presentation will look at how to create a system of support through common agreements that help a school system work together for student achievement. By looking at instruction and curriculum through a structured teaming process participants will walk away with some actions to take back to schools to create a strong tier one.

**Self Regulation Strategies***Joe Devine, Lauri Powers, and Margie Blackmore*

What is self regulation and why is teaching self-regulation strategies important in our schools. Many kids arrive in our school with self regulatory immaturity. Who are these kids and how would they benefit from self regulatory scripts, stories, and routines? Participants will gain insight into executive functioning deficits and how developing self regulation strategies can help students with social, behavioral, and academic success.

**Check-In Check-Out (CICO): A Targeted Intervention***Katie Wesley*

Attendees of this session can expect to learn the features of secondary interventions, the basics of the secondary CICO intervention system, including the process and tools used to implement a CICO system in your building. This session is

designed for teams and schools who have implemented school-wide PBIS for 2-3 years, and are ready to begin implementing targeted interventions.

### **Challenge Day in Central Oregon**

#### ***Serendipity West***

Serendipity West Foundation will share about Challenge Day in Central Oregon. Participants will learn of the impact challenge day has had on Central Oregon Teens, Schools and Communities, Addressing Teasing, Bullying, Stereotyping, Racism, Violence, Suicide and Drug and Alcohol Abuse

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## **SESSION TWO**

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

#### ***Gerry Morgan***

This workshop 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.

### **Acknowledgements**

#### ***Patty Parnell***

### **Strategies for Substitutes: Dealing with Challenging Students**

#### ***Terri Andreasen***

-What do I do when.....

-This kid is driving me crazy.....

-How do I stay out of power struggles with students.....

Do you struggle with challenging students???? Especially when you are subbing??? Need some new strategies to add to your bag of tricks???? Want to know how to put some humor into dealing with "those" students? Want to laugh??? Ever heard of Love and Logic????

Then come join Terri Andreasen who has 35 years of experience dealing with challenging students or better yet, challenging people of all sizes.

### **A Practical Approach to Conducting FBA in Schools**

#### ***Kathleen Strickland-Cohen***

This session will focus on describing and demonstrating a practical approach for training typical school personnel to conduct functional behavioral assessments for students with mild to moderate problem behaviors. Participants will receive an overview of the specific practices and tools used to conduct "Basic FBA".

### **Oregon Scaling Up EBISS**

#### ***Kathleen Ryan-Jackson***

What is Oregon Scaling Up? Come for an overview of Oregon Scaling Up EBISS: past, present and future through the eyes of Implementation Science. Learn about the opportunity all districts will have to gain access to information about EBISS and creating the structures, practices and policies that allow EBISS work to be sustained. Highlights will include Oregon's partnership with State Implementation and Scaling-up of Evidence Based Practices in Education (SISEP) and the basics of Implementation Science.

### **An Overview of PBIS Applications: SWIS, PBIS Assessment & Evaluation**

#### ***Bert Eliason and Nadia Sampson***

Our presentation will begin with an overview of SWIS, PBIS Assessment and PBIS Evaluation. Following the overview, participants will have the opportunity to ask questions about and receive technical assistance on each of the applications.

### **First Step to Success**

#### ***Annamieke Golly***

Participants will learn about a secondary (Tier 2) intervention for K-3 students. An overview of the First Steps to Success Program as well as specific behavior management strategies to enhance the five basic principles of PBIS will be presented. Adaptations for pre-school will be demonstrated and discussed.

### **Mindset and Brainology**

*Kathy Helgeson*

Changing Mindsets to increase Engagement and Learning: Children's excitement for learning has come to be inversely proportional to their years in school. What could have this effect on students? A fixed mindset! Students with a growth mindset are confident that they can learn and are not afraid to take risks to learn. This session will introduce a concept that is becoming more prevalent in recent research. Brainology gives you the power to change student mindsets through an engaging online curriculum, class discussions, activities and videos.

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## **SESSION THREE**

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### **Bullying Prevention, Effective Anti-Bullying Policy and More**

*Michael Mahoney*

The session will focus on districts developing effective policy and guidelines in accordance with the recent anti-bullying amendments to the statute that became effective this school year, 2012-13. Best practices regarding preventing and effectively responding to bullying will be discussed, along with the importance of assessing and promoting a positive school climate within the framework of a school-wide PBIS approach and other methods to fully address student needs, climate and the culture of a school community. Disciplinary practices and the associated disproportionality of those practices depending on the race and ethnicity of the student will also be discussed.

### **Calibrating Our Responses: Working to Get “Clean” Behavioral Data**

*Patty Parnell*

This session is for PBIS teams who are making program decisions and/or student decisions based on their behavioral data... and realizing that it may or may not accurately reflect the true picture. A process will be outlined during the session that team members will be able to take back and use in their schools to ‘clean-up’ their behavioral data.

### **Creating a Safe and Positive Playground**

*Catherine Halliwell-Templin*

Using Systematic Supervision Video instruction, participants will learn techniques to create a safe and positive playground. Participants will consider playground expectations and effective scanning methods to be implemented on their playgrounds, as well as, discuss effective and efficient methods to respond to problem behavior. The goal of this session is for participants to develop an implementation plan of Systematic Supervision at their site.

### **From Basic FBA to BSP**

*Kathleen Strickland-Cohen*

This second session in a series of three will provide an overview of the research behind, process for, and tools used to develop efficient, function-based behavior support plans for students with mild to moderate problem behaviors. By the end of this training session, participants will be able to describe all of the critical features of “Basic Behavior Support” as well as how to identify and select function-based interventions and strategies.

### **Managing Difficult Behavior with Large Class Sizes**

*Shawn Fletcher*

This presentation will look at the critical features of behavior support planning as it relates to classroom management. The following strategies will be addressed:

- Where to start when everything is falling apart (effective use of routine analysis).
- Building a plan that might work (effective use of reinforcement and punishment to teach classroom routines and expectation that lead to improved behavior).
- What to do when the plan isn't working (beefing up CICO: specific strategies for multi-trial learners, task avoidance, and attention-seekers).

### **Intensifying and Fading Check-in Check-Out**

***Katie Wesley***

This training will include an overview of Tier 2 Check-In 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.

### **Collaborative Problem Solving (CPS), Part 1**

***Erich Brocker***

The What and How to do in Schools: The session will begin with an introduction of CPS, creator's, philosophy, etc, then shift into how being used at Tamarack, with some discussion of application in all schools, as well as some practice using CPS problem solving activities

### **SOS for Spring Classroom Management**

***Kathy Helgeson***

This session will focus on implementing or breathing new life into classroom climate and management late in the year, and planning for a great start next fall. Participants will walk away with plans, ideas and materials to make immediate changes.

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## **SESSION FOUR**

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### **Teaching, Promoting and Coaching Peer Interaction**

***Gerry Morgan***

Participants will understand the importance of peer interaction skills and how they relate to overall social- emotional development; learn strategies for teaching and promoting friendship skills; and learn strategies for coaching children through practice opportunities.

### **The Link Between Literacy and Problem Behavior**

***Kent McIntosh***

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 how reading skills and problem behavior are related, from elementary through 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.

### **From Basic FBA to BSP: Question and Answer**

***Kathleen Strickland-Cohen***

This is the third session in a series of three which will provide session attendees the opportunity to complete additional activities and ask questions related to: a) the general "Basic FBA to BSP" process, and b) how this process can be used most effectively with students within their respective schools.

### **Developing Rules, Expectations and Correction Systems**

***Shawn Fletcher***

### **Multi-Tiered System of Supports in Secondary Schools**

***Dean Richards***

Nationally secondary schools are looking at a strong systems in elementary and applying multi-tiered structures of support to secondary systems. This presentation will look at why schools may make a systemic shift. We will examine the importance of a coherent instructional system across all content area teachers as well as assessment systems that help to identify which students may be at risk of school failure.

### **Collaborative Problem Solving (CPS)TOOLS, Part 2**

*Shannon Pugerude*

Tools and strategies for problem solving different situations and ways to interact with students when they are frustrated.

### **Student Engagement, One Hundred Percent!**

*Kathy Helgeson*

Reduce Problem Behavior & Increase Achievement Through Student Engagement: Often educators are frustrated because, "Students just don't learn what we teach them!" Providing students with multiple opportunities to respond to and/or interact with lessons holds the power to transform a classroom, both behaviorally and academically. This session will provide many ideas and hands-on props to make this strategy a classroom reality, as well as the PBIS management strategies for painless implementation. Participants will walk away with a folder full of interesting materials and do-able examples to share with colleagues.