
WEDNESDAY DAY 3 FULL DAY SESSIONS 8:30- 3:30



Proactive and Positive Approach to Classroom Management

Randy Sprick, Ph.D., Safe & Civil Schools

Location: Hellman

This workshop focuses on behavior support and universal prevention at the classroom level. Teachers will assess current strengths and identify areas for improvement in their current strategies for increasing student motivation, improving behavior, and increasing student responsibility. Participants will learn basic principles of classroom management, behavior management, and an instructional approach to discipline. This session is appropriate for general and special education teachers in grades K through 12. It also may be useful to instructional coaches, administrators, counselors, psychologists and others who are in a position to assist and teachers in the area of classroom management and discipline. For teachers, special emphasis will be placed teaching students to behave in a positive and productive way. In addition, teachers will conduct a self-assessment of their current level of implementation of 10 classroom management strategies student behavior. For those who assist teachers, emphasis will be placed on how to provide supportive, non-evaluative assistance to classroom teachers.



SW-PBIS Tier 3: Function-Based Support

*Chris Borgmeier, Ph.D. & Sheldon Loman, Ph.D.,
Portland State University*

Location: Hansbury

Participants will learn "best practices" related to intervention for students with emotional behavioral disorders and recurring problem behavior. This workshop will provide training in a team based process for using Function-Based Assessment to guide Behavior Support Planning for students with significant behavioral concerns. Participants will receive practical strategies based on a recent research study focused on "Practical FBA" with a focus on building skills to conduct accurate FBAs and effectively develop function-based intervention plans.



A Positive Behavioral Approach for Teaching Students with Autism

Joel Arick, Ph.D. Educational Consultant, Professor Emeritus, Portland State University & Darby Lasley, Portland State University

Location: Joplin

This session will provide in depth information on how to implement the three research-based techniques used in the STAR Program for teaching children with autism. Participants will learn to use the discrete trial training, pivotal response training and teaching functional routine instructional strategies to teach new skills to students. The presenter will use lecture, video examples, demonstrations and participant participation throughout the session.



District Leadership Team Sustainability Workshop

Erin Chaparro, Ph.D. Louise Bronaugh, Ph.D., Kathleen Jackson, M.S., Marianne Oakes, M.S., Kim Hosford, M.S., Pam Zinn, M.S., Natalie Hanson, Ph.D., EBISS/University of Oregon

Location: Sousa

This workshop is for invited participants. The goal of this workshop is to help you build a sustainability plan to ensure that your improvements continue to thrive beyond this grant. At the seminar you will have time to reflect on how far you have come and what you have achieved. With this information and the support of your EBISS Coordinators you will build a sustainability plan to guide your team's future actions. An abbreviated version of this presentation will be offered for all EBISS grantees in the EBISS Celebration Sessions on Day 1 and Day 2. If you are not sure if your district has been invited to participate in the Sustainability workshop please contact your EBISS State Coordinator or your district's EBISS Coach.



Early Childhood PBIS: Individualized Intensive Interventions

Gerry Morgan, Early Childhood CARES & Tim Andrews, Multnomah ESD

Location: Williams

AM Session: Determining the Meaning of Challenging Behavior.

This session will examine and define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative. We will describe methods that may be used to determine the function of challenging behavior and will understand how to use data and interviews to determine the function of challenging behavior.

PM Session: Developing a Behavior Support Plan.

This session will examine the development and implementation of a behavior support plan. We will discuss strategies to prevent challenging behavior, identify skills that may replace challenging behavior, and discuss adult responses to challenging behavior and how that plays into the behavior equation. Participants will be able to design behavior support plans after these sessions and we will use case studies to draft plans.

Wednesday DAY 3 HALF DAY SESSIONS 8:30- 11:30



ISIS-SWIS

Anne Todd & Katie Conley, University of Oregon

Location: Bloch

The Individual Student Information System is a module within SWIS that will be available for managing individual student documents and data. An ISIS-SWIS demonstration will be available along with the ISIS-SWIS Readiness Requirements.



Team Planning Time

Bert Eliason, Ed.D., Shasta Middle School, Pam Hallvik, Ed.D., Northwest Regional ESD & Celeste Rossetto Dickey, University of Oregon

Location: O'Neill

School teams will have time for planning and opportunity for coaching from NWPBIS Network, Inc. coaches. Schools at all levels of implementation are welcome to participate in this half day work and planning session. School teams will have access to assessments, evaluation planning tools, PBIS resources, and NWPBIS coaching.



Tier 2 and 3 Interventions: Readiness, Assessment and Monitoring
Lori Lynass Ed.D., NW PBIS Network & Tricia Robles, Highline School District
Location: Vista1

This session will begin with readiness for Tier 2 and using assessment tools to create an action plan for Tier 2 implementation. Creating the Tier 2 team, selection of students for Tier 2 and monitoring fidelity will also be discussed.



Intensive Positive Behavior Support: Systematic Implementation of Tier II and Tier III Supports
Cindy Anderson, Ph.D., University of Oregon, Brie Stiller, Ph.D., School District 4J & Lisa Bateman, Bethel School District
Location: Vista2

This session will focus on systematic screening; progress monitoring; and intervention approaches to providing Tier II and Tier III behavioral supports in elementary and middle schools. Processes for efficient teaming; and how to use data to evaluate outcomes; will be presented. Challenges and successes in the Bethel and 4J School Districts in Eugene will be reviewed. Strategies for building systems in start-up schools; and how to maintain systems in currently implementing schools will also be discussed.