

2011 CONFERENCE SCHEDULE

SUNDAY, FEBRUARY 27

5:00-8:00 Registration West Lobby

DAY 1: MONDAY, FEBRUARY 28

7:00-9:00 Registration & Breakfast Conference Center Lobby
8:30-10:00 Welcome & Keynote Silva Concert Hall, Hult Center
10:00-10:30 Break
10:30-11:45 Session 1
11:45-12:45 Lunch Conference Center Lobby
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

DAY 2: TUESDAY, MARCH 1:

7:00-9:00 Registration & Breakfast Conference Center Lobby
8:00-9:15 Session 5
9:15-9:30 Break
9:30-10:45 Session 6
10:45-11:00 Break
11:00-12:15 Session 7
12:15-1:15 Lunch Conference Center Lobby
1:15-2:30 Session 8
2:30-2:45 Break
2:45-4:00 Session 9

Day 1 and Day 2 sessions are on a first come, first served basis. Once the session is deemed full, we will close the door and ask you to find another session. Thank you for helping us follow safety guidelines.

DAY 3: WEDNESDAY, MARCH 3:

7:30-8:30 Registration
8:30-11:30 Morning Sessions
11:30-12:30 Lunch
12:30-3:30 Afternoon Sessions

There will be 15 minute breaks at 9:45 and 1:45.

Monday

SEssion 1: 10:30-11:45

What Teachers Need More of...”Time to Teach”

Lisa Tyler & Andrea Sande, Teach This!

Location: Hellman

Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instruction time to matters of discipline, just as every student has known the frustration of losing valuable learning time to matters of discipline. For some teachers and for some students, the amount of time lost is very great. Time To Teach is a program proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful.

Supporting Children's Success (ALL DAY SESSION)

Tim Andrews, Multnomah ESD

Location: Ferber/Hansberry

This multi-session unit will provide a detailed presentation of Module 1 of the Preschool Training Modules from CSEFEL: Center on the Social and Emotional Foundations for Early Learning, representing foundational-level (prevention and promotion) strategies. This session would be appropriate for Kindergarten and first grade teachers as well as preschool teachers. We will look at the connection between challenging behaviors and relationships with children as well as the impact that our environments have on children's challenging behavior. Participants will learn powerful new strategies for giving directions, ensuring smooth transitions, embedding and developing rules for the classroom and will understand the connections between relationships, environments, and challenging behavior

Safety First

Gerry Morgan, Early Childhood CARES

Location: Wilder 1

This training provides an overview of definitions and strategies for preventing and responding to dangerous behavior and maintaining a safe environment.

The District Role in Implementing and Sustaining PBIS

Rob Horner, Ph.D. University of Oregon

Location: O’Neill

Training and supporting staff in implementation of SWPBIS is essential. But sustained implementation requires specific district support. This session is intended for district administrators, and school-teams who provide feedback to district administrators. A set of specific factors that promote sustained implementation will be reviewed, a self-assessment tool provided, and suggestions for using these features across behavior support, literacy support and math support will be defined.

Oregon RTI: The Who, What & How of Participation in 2011-12

David Putnam, Jr., Oregon RTI

Location: Board

This presentation is intended for school district personnel that may be interested in applying to participate in the Oregon RTI (OrRTI) project in the upcoming year. Included will be a description of the OrRTI project, the supports that are provided to districts, what is required of participating districts, and the process for applying for entry into the project. The two key selection components, infrastructure and consensus, will be described. Participants will gain an understanding of what is involved when participating in the OrRTI project, and the steps their district should take to prepare for the application process.

Expanding RTI: A Literacy Framework

Drew Braun, Ph.D., Monique Siemerick & Rhonda Wolter, Bethel School District

Location: Studio B/C

Participants will learn how Bethel has been expanding and developing RTI Literacy systems to incorporate writing and address reading comprehension.

Enhancing Small Group Instruction with the Good Behavior Game

Billie Jo Rodriguez, Ph.D. Clackamas ESD

Location: Williams

This session will describe the results of a study where educational assistants were taught to implement The Good Behavior Game (TGBG) during their kindergarten pre-literacy small group instruction. The session will provide an overview of the core features of TGBG, including defining and teaching expectations as well as providing specific positive feedback for appropriate behavior. Practical considerations for linking social and academic supports for students will be discussed.

Collaborative Problem Solving: A Practice for Teams and Systems

Sharon Thornagle & Carolyn Jones, Willamette ESD

Location: Joplin

This session will look at the Collaborative Problem Solving approach and its applications for teams and for the 3 Tier systems model.

Refocus Room: A Positive Support for Students in Grades 5-8

Jennifer Haliski & Rachel Rhoads, Prairie Mountain School, Bethel School District

Location: Seeger

Prairie Mountain Staff will provide an overview of the Refocus Room program in the context of school wide PBIS and IPBS. Participants will learn about the design, implementation and evaluation of the Refocus Room program. Participants will have the opportunity to ask questions of school staff.

PBIS 101: The Basics - Understanding the Philosophy and Critical Features of PBIS (6 session strand):

Patty Parnell, Linn-Benton-Lincoln ESD

Location: Bloch

Often PBIS gets reduced to 'isn't PBIS that ticket system?' Or isn't PBIS a behavior modification program? In reality, PBIS is a broad range of systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students. This 2-day strand will identify and thoroughly explain the research and the practice of each critical feature (not required to attend all 6 sessions unless you choose to).

EBISS Celebration

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

Location: Sousa

Come to the Celebration! We'll talk about the EBISS experience past, present, and future. To do this we'll take a look at student outcome data & multi-year DSSP data. We'll also share some key tips for sustaining the systems-wide change your district has already achieved. Data and party favors will be provided!

Practical Functional Behavioral Assessment: Making PBIS Work in Real School Contexts

Sheldon Loman, Ph.D., Portland State University

Location: Vista1

A research validated process for teaching typical school personnel to conduct Practical FBAs will be presented. Participants will learn how to use these materials to develop capacity and expand scope of FBA use in their school.

A Closer Look at Creating Social Skills Interventions for Teens with AS/HFA...

Haidee Copeland, University of Oregon

Location: Vista2

We will present a brief overview of our research process and findings regarding the development of a social skills curriculum for teens with AS/HFA. Participants will also have an opportunity to engage in one or more of the social skills activity driven lessons and discuss methods of extending its use to other populations.

Top 10 Tips for Working With Students with Challenging Behaviors

Flint Simonsen, Ph.D., Eastern Washington University

Location: Hult Center Studios

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 a set of ten practical strategies as a framework for addressing challenging behaviors among all students across all levels of public education. In addition, participants will have an opportunity to problem-solve within this framework

Managing Escalating Behavior Using a 5 Point Plan

Richard "Rick" Kirschman, Centennial School District,

Location: Hellman

Evidence collected for a FBA can include a predictable series of behaviors that lead to serious behaviors, called an "Escalation Continuum". Learn to use that information to guide a team's thinking and create a 5-Point Plan for staff response and intervention at each level. Visually display interventions at each level in an easy way for staff to understand. Learn to use "The 5-Point Plan" to teach students to deescalate.

Supporting Children's Success (All Day Session continued)

Tim Andrews, Multnomah ESD

Location: Ferber/Hansberry

Positive Discipline (Continues in Session 3)

Steven Foster, Clackamas ESD

Location: Wilder

In this introduction to the principles of Positive Discipline, participants will learn and practice tools that meet the criteria for effective discipline. They promote a sense of belonging and significance, are respectful and encouraging, effective in the long term, teach valuable life and social skills and help children feel capable.

Defusing Problem Behavior in the Classroom

Geoff Colvin, Ph.D., Behavior Associates

Location: O'Neill

In this presentation participants will receive information and training on how to defuse the most common problem behaviors in the classroom. Emphasis will be placed on role of initial responses by staff when problem behavior arises.

The Evolution of a Playground

Debbie Ebert, Shannon Mills & Heather Bailey, Russell Academy, Parkrose School District

Location: Board

How did one elementary school with 400 students go from dreading recess to loving it? At Russell Academy students are engaged in play and learning on our playground for more than half our day. We needed to make that time safe and fun. Learn practical ideas for training staff and kids to be successful at recess. See how new programs and equipment can make a difference. Most importantly, hear how we reduced our referral data on the playground by nearly half, created happy staff members and found our students having fun!

Bullying, Victimization & Beliefs about Aggression: Considerations for Policy and Practice

Vicky Nishioka, Ph.D. & Joyce Harris, Education Northwest

Location: Studio B/C

Participants will gain knowledge about the types and frequency of aggression, victimization, and beliefs about aggression reported by students attending a sample of Oregon elementary and middle schools. The presentation will review how these data align with current research, and their relevance to research-based antibullying practices.

Screening within PBIS for Tier 2 and 3 Interventions

Lori Lynass, Ed. D., NorthWest PBIS Network & Tricia Robles, Highline School District

Location: Williams

This session will overview the use of screening within the PBIS framework. Many of the common screening tools and their role in data-based decision making in the selection of students for Tier 2 & 3 interventions will be discussed. An example of how screening is used within one school district will also be presented by that district's PBIS Coordinator.

PBIS & Wraparound: Complementary Practice

Dan Embree & William Baney, Portland State University

Location: Directors

This session will provide an overview of the Statewide Children's Wraparound Initiative, a demonstration project 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 might support PBIS efforts to work with children and families in the state.

No Wasted Time: Efficient, Effective PBIS Meetings

Joyce Woods, Lindsay Pratt & Sheri LeDrew, Durham Elementary School, Tigard-Tualatin School District

Location: Joplin

Participants will leave this session with a menu of proven strategies for running EBIS meetings. Topics include data collection, preparation and presentation, agendas focused on critical questions, and documentation of team action and follow up. The effective use of a leadership team with designated roles and responsibilities will be shared.

Initiative Synergy: PBIS, RtI & School Improvement

Pam Hallvik, Ed.D., Northwest Regional ESD & Patti Book, Hillsboro School District

Location: Seeger

Initiative Synergy is the examination and linking of PBIS, RTI, and School Improvement for creating an optimal environment for adults to teach and for students to learn. This session will provide guidance for learning the benefits of each initiative and how the integration of these three systems synergizes the collective work of a district and school.

PBIS 101: The Power of Clearly Defined Behavioral Expectations

Mary Jean Knoll, PBIS Consultant

Location: Bloch

(Session 2 in 6 session strand. You are not required to attend all 6 sessions unless you choose to).

The Behavior Specialists Role in Tier 2 and 3 Interventions

Verne Ferguson, Oregon City School District, Laura Poore, Oregon City School District & Billie Jo Rodriguez, Ph.D., Clackamas ESD

Location: Sousa

We are in our 2nd year incorporating a PBIS model for secondary and tertiary supports. The Interventions Specialists work in concert with our I Teams (secondary tier) groups to review data, lead behavioral assessment work, coordinate support plans and lead periodic reviews.

Using Data to Identify, Implement and Monitor Interventions

Gregg Marron, Tia Holliday, North Eugene High School Academy of Arts IPBS Team

Location: Vista1

Describe our system and how we use data in the decision process to identify and monitor students that are struggling academically/socially/ behaviorally. Discuss how IPBS is tied to our PBIS program. Depict team roles that keep the process efficient and ensure fidelity of our model. Model a brief IPBS meeting.

Core Strength Training

Dean Richards & Jon Potter, Oregon RTI

Location: Vista2

This presentation will cover the most important Tier in a Response to Intervention System, Tier 1. Effective core reading instruction is the most efficient and effective way to ensure all students' needs are met within an RTI system. Participants will gain an understanding of (1) what effective core instruction looks like, (2) the importance of fidelity to the core, and (3) the process of evaluating your core instructional program through school wide data meetings.

Behavior IS Communication: Addressing Challenging Behaviors for Students with Moderate and Severe Disabilities

Flint Simonsen, Ph.D. Eastern Washington University

Location: Hult Center Studio

Challenging behaviors among students with moderate and severe disabilities are often viewed as the most difficult to manage and the most intractable in all of public education. This session will focus on how understanding problem behavior as a form of communication (especially but not exclusively for non-verbal students) can frame effective interventions for addressing these challenging behaviors of greatest concern.

Beyond Check In/ Check Out: Considerations for Tier 2 Interventions

Chris Borgmeier, Ph.D. Portland State University

Location: Hellman

Many schools are successfully implementing Check-In/Check-Out, a common next question is, what are other Tier 2 interventions? This session will examine critical features of Tier 2 Interventions as a framework for selecting, identifying and implementing Tier 2 Interventions in addition to Check In/ Check-Out.

Supporting Children's Success (All Day Session continued)

Tim Andrews, Multnomah ESD

Location: Ferber/Hansberry**Positive Discipline (continued from Session 2)**

Steven Foster, Clackamas ESD

Location: Wilder**Reducing the Effectiveness of Bullying Behavior: A PBIS Perspective**

George Sugai, Ph.D. University of Connecticut

Location: O'Neill

Purpose of this presentation is to describe how assessment of and intervention with bullying behavior can be examined from a behavior analytic perspective within a positive behavior support framework. A school-wide and individual student approach will be emphasized.

Advanced SWIS, CICO-SWIS, and SAMI: Q & A Session

Katie Conley & Celeste Rossetto Dickey, University of Oregon

Location: Board

The Advanced SWIS, CICO-SWIS and SAMI Q&A Session will provide SWIS facilitators and advanced SWIS and CICO-SWIS users with updates and an opportunity to ask questions about the applications as well as share tips and tricks with others.

Process Consultation & the Politics of PBIS

Cory Dunn, Willamette Associates

Location: Studio B/C

This session will address practical methods for working with PBIS Teams to promote effective student outcomes. The foundations of Process Consultation will be outlined and applied to the politics of PBIS. For this training "politics" is defined as "the interaction of people regarding their beliefs, emotions, and experiences".

Social Skills Instruction from a Functional Perspective

Billie Jo Rodriguez, Ph.D., Clackamas ESD

Location: Williams

This session will provide an overview of the research base for social skills instruction. The session will include an overview of key factors related to assessment, grouping/teaching considerations, goal setting, and progress monitoring social skills.

Early Literacy in Early Childhood: What to do and How to do it

Ruth Kaminski, Ph.D., Kelly Powell-Smith, Ph.D., Katherine Bravo Aquayo, M.S., Dynamic Measurement Group

Location: Directors

This presentation will provide an overview of current best practices in promoting early literacy and early language development in preschool settings. Critical skills in the area of language and literacy will be described and examples of strategies to promote language and literacy in Tier 1 instruction will be provided. Issues related to differentiating instruction to meet the needs of all learners in ways that fit the reality of early childhood settings will be discussed.

Safe, Healthy and Positive Environmental Design

Tod Schneider, Safe School Design Consulting

Location: Joplin

A visual guide to Safe, Healthy and Positive Design for schools, with an emphasis on creative connectivity.

Initiative Synergy: PBIS, RtI & School Improvement

Pam Hallvik, Ed.D., Northwest Regional ESD & Patti Book, Hillsboro School District

Location: Seeger

Initiative Synergy is the examination and linking of PBIS, RTI, and School Improvement for creating an optimal environment for adults to teach and for students to learn. This session will provide guidance for learning the benefits of each initiative and how the integration of these three systems synergizes the collective work of a district and school.

PBIS 101: School-wide Reinforcement Systems: The What, Why & How"

Patty Parnell, Linn-Benton-Lincoln ESD

Location: Bloch

(Session 3 of 6 session strand: not required to attend all 6 sessions unless you choose to.)

How Do We Know It's Working?

Kimberly Ingram-West, Ph.D. & Shawn Fletcher, Clackamas ESD PBIS Coordination Team

Location: Sousa

This session will use the National TA Center for PBIS Evaluation Blueprint as a framework for evaluating local efforts to implement SW-PBIS. Presenters will share examples of both regional and district evaluations; as well as provide examples for sharing outcomes with a variety of stakeholders.

School-Wide Acknowledgement Systems in High School

Christopher Pinkney & Kathleen Strickland-Cohen, University of Oregon

Location: Vista1

Presenters will briefly describe the purpose of acknowledgment systems, present examples from Oregon schools, and discuss issues with successful implementation.

Secondary RTI - Prepared to Graduate!

Tamara Rasmussen & David Putnam, Oregon RTI

Location: Vista2

During this session you will learn about the system requirements for Secondary RTI. Our focus will be on ensuring that all students are prepared to graduate and that students with disabilities receive the support they need to meet these high standards. We will provide examples of how districts have provided additional time and support for ALL students through their multi-tiered framework. Are you ready for 2013?

PBIS Assessment

Celeste Rossetto-Dickey, University of Oregon

Location: Hellman

This session will provide information on accessing the PBIS Assessment site. The surveys available within PBIS Assessment will be reviewed, as well as information on developing an evaluation plan for your school/district.

Supporting Children's Success (All Day Session continued)

Tim Andrews, Multnomah ESD

Location: Ferber/Hansberry**Attachment-Based Care Giving: The Circle of Security Model**

Cynthia Roberts, Head Start of Lane County

Location: Wilder

You will benefit from the opportunity to learn to incorporate into your work, interpersonal processes that promote emotional well-being and mental health throughout the life of every individual. We will cover Secure, Insecure, and Disorganized Attachment. We will cover the importance of secure attachment to brain development and why children who have unhealthy attachments to their caregivers behave in ways that are challenging. In the afternoon, we will cover how to meet the needs of children in your care who have insecure or disorganized attachment. Additionally, you will learn how your own reactions to these children affect your relationships.

Bully Prevention in Positive Behavior Support: K-8 Adaptations

Brie Stiller, Ph.D., School District 4J, Anne Tomlanovich, School District 4J & Rhonda Torki, University of Oregon

Location: O'Neill

Bully Prevention in Positive Behavior Support, aka "Stop/Walk/Talk" was developed four years ago by Ross, Horner, and Stiller. This session will focus on a fidelity study showing critical features that need to be in place to ensure efficacy. Presenters will also discuss curriculum development for a middle school extension of Bully Prevention in PBS. Discussion will focus on key features that are similar to and different from the Elementary. Results from a School Climate Survey administered at the secondary level in School District 4J will also be presented.

Successful PBIS on the Bus

Drew Braun, Ph.D., Bethel School District, Mary Bork, Bethel School District & Del Loucks, First Student

Location: Board

Driving a 38 foot, full bus of 84 students is a challenging job. Drivers have their eyes on the road and are also monitoring the behavior of large numbers of students. We need to work together as a school team to safely transport our students. Over the last year and half Bethel School District and First Student Transportation Service have been developing a successful PBIS system for the bus that can be replicated in other Districts. Come learn of the steps we took to overcome the challenges to including First Student into Bethel's PBIS system.

Integrating PBIS and Social Emotional Learning: Practices, Challenges, Opportunities

Jeffrey Sprague, Ph.D., University of Oregon Institute on Violence and Destructive Behavior, Brian H. Smith, Committee for Children & Amy Walker, Committee for Children

Location: Studio B/C

This presentation will examine the empirical roots and supporting research for both School-Wide Positive Behavioral Interventions and Supports (SWPBIS) and Social Emotional Learning (SEL), emphasizing how these two approaches can reinforce and strengthen the effectiveness of each other.

Applying Implementation Science to FBA/BSP and Individual Student Intervention

Chris Borgmeier, Ph.D., Portland State University

Location: Williams

Despite research supported technologies such as Functional Behavioral Assessment to guide Behavior Support for students with significant problem behavior, schools continue to struggle with implementation and supporting students with challenging behavior. Many variables and barriers prevent successful implementation. Guidelines for implementing function-based interventions and supports for students will be explored through the lens of implementation drivers and stages of implementation as provided by Fixsen and colleagues.

Scientifically Based Literacy Practices for Students with EBD

Gregory J. Benner, Ph.D., University of Washington, Tacoma

Location: Joplin

Students with emotional and behavioral disorders (EBD) often experience severe reading difficulties. The purpose of this teacher-friendly presentation is to build the capacity of attendees to understand and meet the literacy needs of students with EBD. We highlight easy to use literacy assessment tools, instructional approaches, and progress monitoring technologies designed for students with EBD.

Using Supports & Wraparound Services to Transition Students to General Ed Classrooms

Jessica Sprick, North Clackamas School District

Location: Seeger

Effectively transitioning students from special education classes into general education requires collaboration amongst a variety of professionals. This session will explore how special education teachers can create meaningful systems and communication between members of the IEP team, general education teachers, and other service professionals such as school psychologists, counselors, and principals.

PBIS 101: An Effective Correction System: The What, Why & How

Sandi Washburn, Albany School District

Location: Bloch

(Session 4 of 6 session strand: not required to attend all 6 sessions unless you choose to).

Check In Check Out

Anne Todd, University of Oregon

Location: Sousa

This session will focus on the critical features of Check In Check Out (CICO) as a Tier II System of Support. The CICO Team Assessment, a tool for teams to use as they organize a CICO System of Support, will be reviewed along with procedures for establishing CICO and for monitoring student progress will also be highlighted.

POWER Through: High School PBIS Implementation

Lena Kim, Cory Eklund, Judi Dickey & Mimi McGrath-Kato, McMinnville High School

Location: Vista1

This session will describe strategies, ideas and lessons learned of McMinnville High School's PBIS implementation to date. We will focus on 1) Getting the systems in place 2) Rolling out expectations 3) Defining behaviors 4) using an Acknowledgement system, and 5) Sharing the data with staff. Materials will be shared.

The Change Process

Jon Potter & Dean Richards, Oregon RTI

Location: Vista2

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. Participants will also learn about some tools useful in building consensus among staff.

A Tool Kit for Accountability

Shawn Fletcher, Clackamas ESD & Sandie Price, Lane ESD

Location: Hellman

This session will provide participants with an overview of how to make use of tools and technology from the Statewide Google Apps and Docs and other tools to organize data team activities at multiple levels and for multiple purposes. Participants will learn more about how to establish an effective communication system for sharing outcomes using the tools and technology presented. The Team Initiated Problem Solving (TIPS) model, meeting foundations and precision problem solving process will be focal points for the session.

Effecting Positive Change in Families

Tim Andrews, Multnomah ESD

Location: Wilder1

Families are a critical component for partnering with in early childhood, and are particularly important when faced with challenging behaviors. Some families have unique challenges that make it difficult for the professional to effect positive change. In this session, participants will learn some powerful strategies and techniques to effect change in families that may make it difficult for us.

Social-Emotional Teaching Strategies (ALL DAY SESSION)

Gerry Morgan, Early Childhood CARES & Pam Arborgast, Southern Oregon ESD

Location: Ferber

This multi-session unit will provide a detailed presentation of Module 2 of the Preschool Training Modules from CSEFEL: Center on the Social and Emotional Foundations for Early Learning, representing secondary-level interventions. This session would be appropriate for kindergarten and first grade teachers as well as preschool teachers. We will identify the importance of teaching social-emotional skills, and present strategies for developing peer interaction skills; ways to enhance emotional literacy skills; how to teach children to control anger and impulse; and developing problem solving skills

Coaching Classroom Management

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

Location: O'Neill

This session provides an overview of how administrators, coaches, psychologists, and others can help teachers spend less time dealing with disruption and resistance and spend more time teaching. Information will be provided on creating a system in which training, administrative supervision, and non-evaluative coaching work in tandem to insure use of common language that build a support system for teachers. Examples will be provided for clarifying the building-based administrator's role in creating clear expectations for teachers regarding high-levels of student engagement, and how coaches can then help teachers meet those expectations. Coaches will be given tools for objective data collection that can be used in partnership with teachers to help teachers develop and implement a cycle of continuous improvement cycle regarding their classroom management plan.

Linking PBIS to Bullying Prevention

Amy Walker, Committee for Children

Location: Board

In this session, participants will increase their understanding of how school wide PBIS can be used to strengthen bullying prevention efforts. This presentation will draw on materials and content from two research-based bullying prevention programs—the Steps to Respect program (upper-elementary grades) and Second Step: Student Success Through Prevention (middle grades)—to illustrate how PBIS and bullying prevention can be integrated at the school level. Teaching and reinforcing explicit norms and expectations for positive student behaviors are central to both PBIS and effective bullying prevention. Participants in this presentation will learn about the expectations schools can promote as part of their PBIS initiative that research indicates help reduce and prevent bullying among students.

Ways Your Team Can Support your Teachers

Teri Lewis, Ph.D., Oregon State University

Location: Studio B/C

This session will focus on the classroom system related to PBIS and how teams might support their teachers. The session will present information about the use of effective teaching practices and student-teacher interactions and discuss several types of student support.

In 1 Hour Can We Train You to Identify Effective Behavioral Interventions for Challenging Students?

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

Location: Williams

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.

PBIS in the Behavior Classroom

J. Geurtz, David Douglas School District

Location: Directors

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

Green Zone 3G

Scott Olszewski & Kristi Bourlai, Pilot Butte Middle School, Bend LaPine School District

Location: Joplin

Just as each generation of cell phone technology has united various applications, at PBMS our green zone has increasingly integrated a variety of school systems, improving and enhancing each. This session will show our evolution from piecemeal implementation to high-level integration of instruction, recognition, community involvement, correction and student leadership.

Building Effective PBIS Systems: The Role of District/ESD Leaders

Paul Andrews, High Desert ESD; Verne Ferguson, Oregon City School District & Michael Ann McIlvenny, Greater Albany Public Schools, Dale R. Myers, Ph.D., Dale R Myers & Associates, LLC

Location: Seeger

This session for district, ESD and other regional administrators will begin with brief presentations on issues of organizational policy, personnel matters, funding, and PBIS in rural areas before moving into a facilitated panel discussion with active participation from the audience. Please come prepared with questions and strategies you've used to create effective PBIS systems.

PBIS 101: Using Data for Decision Making: Program Decisions, Student Decisions

Patty Parnell, Linn-Benton-Lincoln ESD

Location: Bloch

(Session 5 of 6 session strand. You are not required to attend all 6 sessions unless you choose to).

Make Your PBIS Assemblies Come Alive!

Rich Glauber, Music in Action!

Location: Hult Center Studio

How do we truly engage and energize students during the frequent all-school assemblies that are a central part of PBIS? One way is to build a repertoire of cool and catchy songs that become part of the school's PBIS 'soundtrack'. In the session we will learn some interactive songs and activities that are successfully being used in schools throughout Oregon. Rich will also present strategies for keeping the assemblies lively and engaging.

Using Visual Systems for Students with Various Needs & Abilities

Catherine Kelly, High Desert ESD

Location: Studio A

Do you make a grocery list and check off your "to do" list as you accomplish your daily tasks? Would you be lost if you misplace your calendar? If you do, then you use visual systems. This session will focus on students who benefit from tier III/red level supports in behavior and/or academics. While visual systems are often "promoted" for students with more serious disabilities, visual schedules can support students with a wide variety of needs and abilities. Participants will learn how visual systems can help students be successful and more independent. As part of this session, we will explore a variety of visual systems for a wide range of student needs. Some of the systems will include: schedules, organizers, communication tools and environmental tools

Driving Under the Influence of Positive Behavior Support: A Behavior Management Program for Students Who Ride the School Bus

Louise Bronaugh, Ph.D., Center on Teaching and Learning, University of Oregon

Location: Vista1

The results are in! Bus PBIS (bPBIS) can significantly reduce unwanted student behavior on the school bus. Come and hear how we identified problem student behaviors on the school bus, rode in the back of busses for months and created a curriculum that ties the building PBIS to the bus.

Responding to Challenging Behavior: Simple and Stress Free Strategies for Every Educator

Gregory Benner, Ph.D., University of Washington, Tacoma

Location: Vista2

The purpose of this presentation is to build your capacity 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. At the conclusion of the presentation, attendees will be able to apply the evidence-based approaches for responding to difficult behaviors in classroom and non-classroom settings. Building teams will receive ideas for creating a systemic, building-wide plan for responding to challenging behavior.

EBIS & Closing the Racial Achievement Gap

Dan Goldman & Erin Lolich, Tigard-Tualatin School District

Location: Hellman

Tigard-Tualatin School District has a long history of implementing Positive Behavior Support and Response to Intervention. Over the past four years, we've turned our focus toward the role that race plays in predicting behavioral and academic outcomes for our students of color. We will share our work-to-date and our student outcome data.

Positive Behavioral Interventions and Supports for Children with Challenging Behaviors in Early Childhood Child Care and Education Settings

Gary Glasenapp & Tom Udell, The Teaching Research Institute

Location: Wilder1

During this session we will share a process for developing and implementing PBIS in early childhood care and education settings. We will also explore a variety of interventions and supports including strategies to prevent problem behaviors, teach acceptable behaviors, remediate deficit skills, and appropriate ways to respond to problem behaviors.

Social-Emotional Teaching Strategies (All Day Session continued)

Gerry Morgan, Early Childhood CARES & Pam Arborgast, Southern Oregon ESD

Location: Ferber**Goal Setting: Promoting Self-Directed Learners**

Cory Dunn, Willamette Associates

Location: O'Neill

This session will address student goal setting as a yellow and red zone supportive intervention. A primary purpose of the training is to develop a student focused, proactive, preventive, strength based intervention protocol. An additional purpose is to develop a structured communication staff and student "language" for engaging students in developing responsibility for their behavioral choices.

Using Motivation to Increase Student Success

Tricia Berg, Springfield Public Schools

Location: Board

Everyone needs motivation. Learn how to motivate your students to try their best, both with academics and behavior. The skills in this session will help you improve your relationships with your students, co-workers and even family members.

Exploring Comprehensive Function-Based Supports at the Tertiary Level

Sheldon Loman, Ph.D., Regina Marie Moreno, Ed.D. & Sue Bert, Portland State University

Location: Studio B/C

To expand the use of FBA technology for students at the tertiary level by incorporating person centered planning and applying evidence-based practices within the least restrictive environment.

Critical Features of Tier II Interventions

Sarah Falcon, Ph.D., & Billie Jo Rodriguez, Ph.D., Clackamas ESD

Location: Williams

This session will include an overview of tier 2 interventions within the context of a multi-tiered intervention system. We will describe critical features of tier 2 interventions and discuss how you can determine which interventions meet tier 2 criteria (primarily for behavior). We will discuss data systems, next steps when tier 2 interventions are not effective, and how to modify interventions to become a tier 2 support.

Lesson Plans for Teaching Area Expectations

Jason Olson & Teresa Ellis, Valor Middle School PBS Team, Woodburn School District

Location: Directors

Our PBIS team spent time to thoughtfully develop lesson plans for teachers to use when teaching or re-teaching area expectations. Now the team is using the power of all teachers to come up with student centered learning lesson plans for teaching area expectations.

Facilitating Staff Buy-In for School-wide Positive Behavior Support

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

Location: Joplin

Implementation of SWPBS requires complex change in systems and substantial shifts in the perceptions and practices of school staff. Without such shifts in beliefs and practices, resistance may present a significant barrier to effective change. The session offers strategies for assessing staff perceptions and establishing the commitment necessary for implementation.

Scaling the Pyramid: Development of Tertiary Support Teams in Schools with Successful School-Wide Implementation

Paul Mullan, James F. Kidwell & Carol A. Davis, Ph.D., University of Washington

Location: Seeger

This session is an overview of our team-based technical assistance model for schools that provide supports to teachers of students with intensive support needs. Our project worked with 12 schools in two districts to (a) build capacity in function-based supports and (b) establish a sustainable process for service delivery.

PBIS 101: Q & A: Hearing from a Panel of Implementers Who've Been Where You Are

Joan Oakes, Linn-Benton-Lincoln ESD

Location: Bloch

(Session 6 of a 6 session strand. You are not required to attend all 6 sessions unless you choose to).

PBIS in the Middle School

Bert Eliason, Ed.D. & Sheryl Barker, Shasta Middle School, Bethel School District

Location: Sousa

Shasta has been implementing PBIS for 14 years at the middle school level. We will share how we are organized, how we teach, reteach and reteach some more, how we reward and consequence and how we collect and use data to inform decision making.

New PBIS Songs and Activities that Your Kids Will Love

Rich Glauber, Music in Action!

Location: Hult Center Studio

Enjoy an active, hands-on experience of team-building, cooperation and fun. Learn some interactive games, activities, songs and stories that reinforce the core values of PBIS.

Lessons Learned in HS PBIS Implementation

Elise Guest, David Douglas School District & Brigid Flannery, Ph.D. University of Oregon

Location: Vista1

This session will share information about a) the impact of the high school context on the implementation of SWPBS and b) specific lessons learned, strategies, and outcomes from early stages of implementation of one high school in Oregon.

Online Universal Screening and Behavioral Progress Monitoring

Jeffrey Sprague, Ph.D., University of Oregon Institute on Violence and Destructive Behavior & Brion Marquez, IRIS Media

Location: Vista2

This session will describe the social validity, usability and intent to use of an interactive, state-of-the-art, professional development program based on the Response to Intervention (RtI) approach and its core components (e.g., problem-solving strategy; three tiers of intervention service delivery with universal, selected and intensive interventions as needed; and integrated data collection assessment system to inform instructional decisions at each tier of service delivery).

Moving from Awareness to Sustainable PBIS

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

Location: Hellman

Conceptually, universal PBIS is relatively simple, but getting all staff members in a school to implement with fidelity is extremely challenging. Within the Safe & Civil Schools' approach to PBIS, leadership teams learn to address three areas: 1) processes—imbed a data-driven continuous-improvement cycle, 2) politics--involve the entire staff in choosing priorities for improvement, and 3) procedures--arm staff with more and more non-punitive intervention strategies to address identified priorities. Effective implementation can create a self-sustaining cycle: as the staff feels empowered with successful procedures it is increasingly easier to involve staff in the politics and processes of PBIS as a continuous cycle. Participants will leave with strategies for enhancing current Tier 1 implementation.

Implementing PBIS in Early Childhood Special Education Settings

Colleen Nolan & Felicia McLaughlin, Northwest Regional ESD

Location: Wilder1

PBIS strategies are necessary to promote social emotional development in young children with significant developmental delays. This session will provide practical strategies on how to teach and reinforce classroom rules, build relationships and promote social competence in early childhood special education settings.

Social-Emotional Teaching Strategies (All Day Session continued)

Gerry Morgan, Early Childhood CARES & Pam Arbogast, Southern Oregon ESD

Location: Ferber

TIPS Meeting Foundations

Anne Todd, University of Oregon

Location: O'Neill

The Team Initiated Problem Solving Model relies on fidelity of implementation of effective meeting practices. Team member roles and responsibilities will be defined, a meeting foundations self-assessment will be shared and the use of an electronic meeting minute format will be highlighted.

Advanced SWIS, SAMI & CICO: Q & A Session

Katie Conley & Celeste Rossetto Dickey, University of Oregon

Location: Board

The Advanced SWIS, CICO-SWIS and SAMI Q&A Session will provide SWIS facilitators and advanced SWIS and CICO-SWIS users with updates and an opportunity to ask questions about the applications as well as share tips and tricks with others.

What Teachers Need More of..."Time to Teach"

Lisa Tyler & Andrea Sande, Teach This!

Location: Studio B/C

Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instruction time to matters of discipline, just as every student has known the frustration of losing valuable learning time to matters of discipline. For some teachers and for some students, the amount of time lost is very great. Time To Teach is a program proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful.

Screening within PBIS for Tier II and III Interventions

Lori Lynass, Ed.D., NW PBIS Network & Tricia Robles, Highline School District

Location: Williams

This session will overview the use of screening within the PBIS framework. Many of the common screening tools and their role in data-based decision making in the selection of students for Tier 2 & 3 interventions will be discussed. An example of how screening is used within one school district will also be presented by that district's PBIS Coordinator.

A Team-Based Model for Proactive Behavior Consultation

Cathy Jensen, Ryan Blasquez, Bethany Bowers, Tigard-Tualatin School District

Location: Directors

We will discuss the philosophy, process, and strategies used by the TTSD Behavior Support Team to provide collaborative behavior support to both regular and special education students K-8.

PBIS Continuum- How School-wide PBIS impacts Individual Interventions

Joan Oakes, Linn-Benton-Lincoln ESD

Location: Joplin

This presentation provides information from case studies on SWPBIS (Tier I supports) and Individual Behavior Plans (Tier III supports), and how systems of PBIS interaction on a continuum of support. Participants will be encouraged to present verbal descriptions of their current systems for group discussion and problem-solving.

Parent Involvement: Overcoming Barriers

Leah Skipworth & Tammi Paul, RISE Center

Location: Seeger

This session will help staff understand the barriers to parent involvement as well as provide strategies that can be utilized to facilitate increased involvement with their student and school.

EBISS Grant Celebration

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

Location: Bloch

Come to the Celebration! We'll talk about the EBISS experience past, present, and future. To do this we'll take a look at student outcome data & multi-year DSSP data. We'll also share some key tips for sustaining the systems-wide change your district has already achieved. Data and party favors will be provided!

IPBS in the Middle School

Bert Eliason, Ed.D., Evan Rindy & Alyssa Sumich, Shasta Middle School, Bethel School District

Location: Sousa

Shasta has been implementing intensive positive behavior support aimed at working with students who are in the top of the triangle for five years. We will share how we organize, collect and review data about student progress to inform decisions around supporting at-risk students to be more successful.

Teaching Social Skills with the Newly Revised Second Step Program

Amy Walker, Committee for Children

Location: Studio A

Participants in this session will learn why hundreds of PBIS schools use the Second Step program as their tier-one universal intervention program. Educators who are currently using the Second Step program will get ideas for how to improve the fidelity of their implementation and learn about the changes that have been made in the newly revised curriculum (being released in spring 2011). Educators unfamiliar with the Second Step program will learn what the research shows about teaching social skills and how the program can help them strengthen and fortify their PBIS programs from preschool through middle school.

Working with Parents: Extending Support to Homes

Teri Lewis, Ph.D., Oregon State University

Location: Vista1

This session will discuss a variety of ways to include parents in the PBIS process as well as provide support to parents related to issues their child is having at home.

Online Staff Development: Supporting PBIS practices in Elementary School Instructional Settings

Jeffrey Sprague, Ph.D., University of Oregon Institute on Violence and Destructive Behavior & Brion Marquez, IRIS Media

Location: Vista2

This session will present content from three modules of an online professional development program for elementary school staff members (teachers, paraeducators, educational assistants, classroom volunteers, librarians, etc.) on how to apply positive behavior interventions and supports (PBIS) in the classroom and other instructional settings. The program is supported by a Goal 2 Development grant from the U.S. Department of Education Institute on Education Sciences.

H.U.G. Student Check In Check Out

Pam Hallvik, Ed.D., Northwest Regional ESD, Sally Helton & Lindsay Pratt, Tigard-Tualatin School District

Location: Hellman

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, staff set goals, teach expected behavior and provide reinforcement and positive attention from adults, while communicating student progress to teachers and parents. Data collected in this program has shown early and significant behavior and learning improvement, often transferring into the next school year.

Scaling up PBIS in an RTI Framework for Early Childhood

Kathleen Jackson, EBISS/University of Oregon & Sharon Thornagle, Willamette ESD

Location: Wilder1

Participants will learn how the EBISS teaming framework and measures guide scaling up of PBIS in early childhood settings. Participants will have an opportunity to interact with the measures. Data from one center will be shared along with information about how the measures have helped guide implementation and scaling up of PBIS.

Social-Emotional Teaching Strategies (All Day Session continues)

Gerry Morgan, Early Childhood CARES & Pam Arbogast, Southern Oregon ESD

Location: Ferber

Team Initiated Problem Solving

Anne Todd, University of Oregon

Location: O'Neill

The problem solving model will be reviewed with simulated data. Primary and precision statements are examined, followed by options for determining solutions and for implementation planning. Methods determining fidelity of implementation and effects on student outcomes are also addressed.

Responding to High Intensity Problem Behaviors

Brie Stiller, Ph.D., School District 4J

Location: Studio B/C

This session is designed for certified and classified staff who work with students who are on (or need to be on) Tier III Behavior Support Plans. The session will focus on effective practices for preventing escalating behavior patterns, and for addressing safety concerns when prevention efforts are not successful. Participants will be able to identify major intervention categories and match intervention strategies to functions of problem behavior. Participants will also be able to identify stages in the escalation cycle, and match intervention strategies to stages of escalation.

Strategies for Increasing Positive Behavior and Academic Engagement during Instruction

Billie Jo Rodriguez, Ph.D., Clackamas ESD & Eryn Domeyer, Oregon City School District

Location: Williams

This session will provide information on setting up small groups for success (including grouping arrangement, materials, setting and teaching behavioral expectations). In addition participants will learn The Good Behavior Game for implementation in their small group instruction. Time will be provided for self-assessment of current practices and planning for implementation in your group.

Behavior Coaching Model for Teaching Self-Regulation in the Classroom

Cathy Jensen & Stacia Smith, Tigard-Tualatin School District

Location: Directors

We will be providing a repertoire of tools for teaching skills, reinforcement, and collecting behavior progress data. We will teach staff how to recognize and respond to escalating behavior. We will provide strategies for teaching students self-regulation skills. We will provide simple reinforcement and data-collection tools, with sample behavior plans and progress monitoring graphs.

PBIS-ing the Classroom: Tools to Implement PBIS in the Classroom

Kathy Helgesen, Southern Oregon ESD

Location: Joplin

How does PBIS apply to the hundreds of decisions you make in the classroom? This session will provide you with the tools necessary to help you define your expectation and create simple lessons. Ideas will be shared regarding reinforcement of expected behaviors, and maintaining effectiveness with varying age groups.

The Pyramid Model for Every Child: Early Childhood PBIS in Inclusive Settings

Tim Andrews, Multnomah ESD

Location: Seeger

Early Childhood PBIS cannot truly be implemented to fidelity unless one has an inclusive setting. This session will give participants strategies on including all children. This session continues in Session 9.

Beyond Basic Classroom Management: Systems for Highly Structured Settings

Jessica Sprick, North Clackamas School District

Location: Bloch

In settings such as behavioral classrooms or Tier 3 intervention groups, basic classroom management approaches may not be enough to address students' needs. This session will explore how to set up highly structured reinforcement systems, level and consequence systems, and ongoing and detailed data analysis and intervention for student behavior.

Behavior Support Across Ethnic Groups

Claudia Vincent, Ph.D. & Tary Tobin, Ph.D., University of Oregon

Location: Sousa

First, we show comparisons of the percentage of students by race at each risk tier who received disciplinary referrals with the percentage of students who received more than universal support. Second, we present recommendations on culturally responsive discipline practices from the literature as a potential response to observed disproportionality patterns.

Increasing Staff "Buy-In" in High Schools

Jessica Swain-Bradway, University of Oregon

Location: Vista1

This session will provide teams with a range of strategies to increase "buy-in" for PBIS implementation for high schools. The strategies included are currently being implemented by high schools across the nation and take into consideration the size, context, and teaching philosophies that typically apply to the high school environment.

Coaching the Core of Tier I: The Foundation of RTI

Amy D. Petti, Ed.D., Portland State University & Sabrina Flamoe, North Clackamas School District

Location: Vista2

Session will examine two coaching philosophies and multiple coaching methods to enhance Tier I instruction. Coaching is an on-site method of professional development that can be provided by principals, coaches, teachers or program staff. Insights on system development of coaching strategies will be shared. Coaching plans are recommended practice for Title I, II, and III professional development.

EBIS & Closing the Racial Achievement Gap

Dan Goldman & Erin Lolich, Tigard-Tualatin School District

Location: Hellman

Tigard-Tualatin School District has a long history of implementing Positive Behavior Support and Response to Intervention. Over the past four years, we've turned our focus toward the role that race plays in predicting behavioral and academic outcomes for our students of color. We will share our work-to-date and our student outcome data.

Building Relationships with the Brain in Mind

Carolyn Jones, Willamette ESD

Location: Wilder1

During this session we will review the current information on brain development in order to provide the foundation for improving our interactions with our children. We will practice some practical strategies for giving verbal feedback to children and learn ways that we can help them enhance the healthy "hard wiring" of their brains.

Social-Emotional Teaching Strategies (All Day Session continues)

Gerry Morgan, Early Childhood CARES & Pam Arbogast, Southern Oregon ESD

Location: Ferber

Tier II Interventions for Work Avoiders

Cynthia Anderson, Ph.D., University of Oregon & Jessica Turtura, University of Oregon and Roseburg Public Schools

Location: O'Neill

Check-in/check-out is a Tier II intervention for students whose behavior is sensitive to adult attention. CICO can be modified for students who avoid academic work by (a) providing an organizational structure or (b) providing opportunities for breaks. We present 2 modifications of CICO and review empirical support for these interventions.

Administrative Leadership and Support: What Does it Look Like in High School?

Brigid Flannery, Ph.D., University of Oregon & Casandra Kamen, School District 4J

Location: Board

Critical to implementation of SWPBS at any level is the support of an administrator. Implementation in high school requires strong leadership from a team of administrators. High school administrators will discuss what they have done to keep the administrative team on board and provide ongoing professional development, communication and opportunities for participation for staff/faculty.

Practical Functional Behavioral Assessment: Making PBIS Work in Real School

Contexts

Sheldon Loman, Ph.D., Portland State University

Location: Studio B/C

A research validated process for teaching typical school personnel to conduct Practical FBAs will be presented. Participants will learn how to use these materials to develop capacity and expand scope of FBA use in their school.

Addressing Roadblocks to Continued Implementation: The Role of School Leaders

Geoff Colvin, Ph.D. Behavior Associates, , Bert Eliason, Ed. D. Bethel School District & Dale R. Myers, Ph.D., Dale R Myers & Associates, LLC

Location: Williams

Maintenance problems typically arise with the school-wide implementation of any initiative. In this discussion-based presentation school leaders will review the common obstructions to implementation and examine current practices for meeting these challenges and for sustaining PBIS over the long haul. Specific emphasis will be placed on the role of school administrators.

Establishing Expectations to Ensure Student Behavior in YOUR Classroom

Tricia Berg, Springfield Public Schools

Location: Directors

Teachers will learn how to take the PBIS rules for their schools and make them prevalent in their classroom. They will learn strategies for creating their expectations, teaching them to their student, and monitoring to ensure success.

How to Train Educators to Use Evidence Based Practices for students with Autism Spectrum Disorder

Kara Magee-Arick, Gresham-Barlow School District & Jennie Willis, Portland State University

Location: Joplin

The Session will provide information on state- wide training for educators working with students with autism spectrum disorder. As well as providing an example of one district's decision to adopt evidence based curriculum and how staff are being trained district wide.

The Pyramid Model for Every Child: Early Childhood PBIS in Inclusive Settings

Tim Andrews, Multnomah ESD

Location: Seeger

(Continued from Session 8) Early Childhood PBIS cannot truly be implemented to fidelity unless one has an inclusive setting. This session will give participants strategies on including all children.

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

Vanessa Bunker, Amy Floom, Karissa Strickland, Karen Aube & Chris Haag, Tigard-Tualatin School District

Location: Bloch

CF Tigard Elementary School staff will present their approach to identifying and teaching consistent rules and routines in a variety of school settings as part of how they define when teacher managed behaviors become office referrals.

Bully Prevention in Positive Behavior Support: K-8 Adaptations

Brie Stiller, Ph.D., School District 4J, Anne Tomlanovich, School District 4J, & Rhonda Torke, University of Oregon

Location: Sousa

Bully Prevention in Positive Behavior Support, aka "Stop/Walk/Talk" was developed four years ago by Ross, Horner, and Stiller. This session will focus on a fidelity study showing critical features that need to be in place to ensure efficacy. Presenters will also discuss curriculum development for a middle school extension of Bully Prevention in PBS. Discussion will focus on key features that are similar to and different from the Elementary. Results from a School Climate Survey administered at the secondary level in School District 4J will also be presented.

Implementation of the High School Behavior Education Program (HS-BEP)

Jessica Swain-Bradway, University of Oregon

Location: Vista1

This session will describe the conceptual underpinnings for the High School Behavior Education Program (HS-BEP). The HS-BEP draws from school retention and PBIS literature to provide both academic and social supports for high school students at risk of school failure. Exemplar school and student level data will also be shared.

Scaling Up PBIS in RTI in K-12 Framework

Kathleen Jackson, & Kim Hosford, EBISS, University of Oregon

Location: Vista2

Participants will understand the significance of the EBISS leadership framework and District Systems Support Plan to scale up evidence based academic and behavioral systems support in their district.