

The 2011 WSASP– Seattle U Summer Institute in School Psychology
**Behavioral RtI: Supporting the needs of all students through
universal, targeted, and intensive supports.**

August 15-16, 2011

Seattle University's Campus in Seattle, WA

Now more than ever, school professionals must work together as problem-solving teams to meet the needs of our students. This institute will provide school professionals with behavioral consultation skills and evidence-based strategies for meeting the behavioral support needs of all students within an RtI framework.

Target Audience: School-based problem-solving teams are encouraged to attend, the sessions will be particularly relevant to school psychologists, counselors, behavioral specialists, and administrators.

Registration fees:

\$150 for WSASP Members

\$175 for non-WSASP Members

\$125 Students

If a WSASP member registers with their school or district administrator, the administrator may attend at the membership rate of \$150.

The registration fee includes lunch both days, as well as coffee and snacks in the mornings and

August 15th- General Session: **Universal behavioral supports within an RtI framework presented by Doug Cheney from the UW.**

Breakout sessions include: Advances in universal screening & diagnostic techniques, Implementation in secondary schools, bully prevention, social skills instruction, and more.

August 16th– General Session: **Supporting positive student behavior with the *Check, Connect, & Expect* program presented by Lori Lynass from the UW.**

Breakout sessions include: Functional behavior assessment and behavioral supports for our most challenging students, Enhancing student self-regulation, Developing effective leadership teams, and more.

Also, hear from panels of practitioners from across Washington State as they share how they support positive behavior in their schools.

See the full conference schedule and registration details at www.wsasp.org



COLLEGE OF
EDUCATION

The WSASP/ Seattle University Summer Institute on RtI

Behavioral RtI: Supporting the needs of all students through Positive Behavior Interventions
and Supports.

August 15-16, 2011

Seattle University Campus, Seattle, WA

Come join us in Seattle this summer!

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\$175 for non-WSASP Members**
\$125 for Students

***If a WSASP member registers with the district administrator, the administrator may attend at the member rate!*

August 15, 2011

- 9- 11:45** **GENERAL SESSION:** Integrating behavior into the RTI process: Schoolwide applications of PBIS. Doug Cheney, Ph.D., University of Washington; Northwest PBIS
- 11:45-12:45** **LUNCH PROVIDED**
- 12:45- 2:15** **CONCURRENT SESSIONS:**
- A. Bullying Prevention and RtI: An Integrated Approach. Samuel Song, Ph.D. & Kelly Marth, Seattle University; and Jodie Jones, Ed.S., Edmonds SD.
 - B. Effective Schoolwide Screening: Identifying and Supporting Students At-Risk for Emotional/ Behavioral Problems. Bridget Walker, Ph.D., Seattle University
 - C. Evaluating behavioral support systems: Assessing implementation fidelity and student outcomes. Laura Feuerborn, Ph.D., University of Washington- Tacoma; Ashli Tyre, Ed.D. Seattle U.
- 2:30-3:45** **CONCURRENT SESSIONS:**
- A. Responding Challenging Behavior: Multi-Tiered Systems for Enhancing Student Self-Regulation. Greg Benner, Ph.D., University of Washington- Tacoma
- PANEL SESSIONS:**
- B. School Bullying & RtI: Reflections from the Real World. Moderator: Samuel Song, Ph.D.
 - C. Building a Raft in the Middle of the River? PBIS in Secondary Schools. Moderator: Laura Feuerborn, Ph.D., University of Washington- Tacoma

August 16, 2011

- 9- 11:45** **GENERAL SESSION:** Tier 2 Readiness & the Check Connect and Expect Program. Lori Lynass, Ed.D., University of Washington, Northwest PBIS
- 11:45-12:45** **LUNCH PROVIDED**
- 12:45- 2:15** **CONCURRENT SESSIONS:**
- A. Team-based functional behavior assessment: Developing a schoolwide model of data-based supports (Part 1 of 2) Scott A. Spaulding, Ph.D., Carol Davis, Ed.D., University of Washington
 - B. Meeting the Needs of Students with Behavioral Difficulties: Scientifically-Based Approaches for the Red Zone. Greg Benner, Ph.D., University of Wash.- Tacoma
 - C. Strategies for Supporting Success in SWPBS Across the Continuum of Student Needs. MichaelaClancy, Ed.D., Seattle School District and Bridget Walker, Ph. D., Seattle University
- 2:30-3:45** **CONCURRENT SESSIONS:**
- A. Team-based functional behavior assessment: Developing a school-wide model of data-based supports (Part 2 of 2) Scott A. Spaulding, Ph.D., & Carol Davis, Ed.D., University of Wash.
 - B. Social Skills at Tiers 2 & 3: Individualized solutions for improving performance. Caroline Wallace
 - C. **PANEL SESSION:** Implementation of the Check Connect and Expect Program. Moderator: Lori Lynass, Ed.D., University of Washington, Northwest PBIS

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CONFERENCE REGISTRATION FORM

Register online at www.wsasp.org –OR- Mail in this form with check/ purchase order to
WSASP PO Box 18303, Spokane, WA 99208

Questions?

RE: Conference Contact: Ashli Tyre tyrea@seattleu.edu

RE: Registration Contact: Deb Lambert wsaspregristration@yahoo.com

Check type of registration: Check One

- WSASP Members: \$150
 Administrator attending with a WSASP Member: \$150 (Member name: _____)
 Non-WSASP Member \$175
 Student \$125

Type of payment: Check (payable to WSASP) Purchase Order (attach to registration form)

Credit Card : Visa Master Card Exp. Date Card

Signature: _____

Employer: _____

Name: _____

Job Title:

Home phone: _____

Address: _____

Work phone: _____

_____ City State Zip

Preferred Email address: _____

May we include your contact information in the WSASP directory (board members must check yes)?

Yes No

Are you interested in a WSASP board or committee position? Yes No

Special accommodations necessary?

(specify): _____

Special dietary restrictions?

(specify): _____

Vegetarian Meals? Yes No

Please indicate afternoon session preferences by circling each session you plan to attend.

This is necessary to determine appropriate room size for speakers.

August 15 12:45-2:15 A. Song et al.

B. Walker

C. Feuerborn & Tyre

2:30-3:45	A. Benner	B. Song	C. Feuerborn
August 16 12:45-2:15	A. Spaulding & Davis Pt. 1. of 2	B. Benner	C. Clancy & Walker
2:30-3:45	A. Spaulding & Davis Pt. 1. of 2	B. Wallace	C. Lynass

August 15, 2011

9- 11:45 **GENERAL SESSION: Integrating behavior into the RTI process: Schoolwide applications of PBIS. Doug Cheney, Ph.D., University of Washington; Northwest PBIS**

Positive behavior interventions and supports (PBIS) emphasizes varying levels of support for students and staff to enhance social behavior and decrease problematic behavior. In this presentation, Dr. Cheney will give a brief history of this work in Washington schools and then cover the essential features and outcomes for the three tiers of PBIS. The presentation will give particular attention to how a three tiered model is conceptualized for behavior, and some of the successful applications at each tier. Examples of PBIS implementation will be derived from Washington schools that have participated in Dr. Cheney's research and demonstration projects on PBIS since 1998. Participants will leave with detailed recommendations for implementing school wide PBIS, as well as ideas for student intervention at Tier 2 and 3.

11:45-12:45 **LUNCH PROVIDED**

12:45- 2:15 **CONCURRENT SESSIONS:**

A. Bullying Prevention and Rtl: An Integrated Approach. Samuel Song, Ph.D. & Kelly Marth, Seattle University; and Jodie Jones, Ed.S., Edmonds SD.

Bullying continues despite concerted school intervention efforts. This session explains why this is the case and provides a model for schools to address bullying that integrates well into existing Rtl efforts (Tier 1) as well as other school-wide bullying programs (Tier 2)—the Protective Peer Ecology Program (PPEco). Through a focus on teaching skills interactively and case study discussions, participants will leave with an understanding of effective and efficient school bullying prevention and intervention strategies that are empirically supported.

B. Effective Schoolwide Screening: Identifying and Supporting Students At-Risk for Emotional/ Behavioral Problems. Bridget Walker, Ph.D., Seattle University

Numerous resources are available to help schools identify and support students with academic concerns, but far fewer have been developed to help schools do the same for students with social or behavioral concerns. This session provides an overview of effective strategies for implementing a successful screening and early intervention process for students with or at-risk of developing emotional or behavioral problems. It includes an overview of potential screening tools, strategies for monitoring student supports effectively, as well as suggestions for building staff and parent support for the process. This approach integrates well with the response to intervention and schoolwide positive behavior support initiatives being implemented by many schools today.

C. Evaluating behavioral support systems: Assessing implementation fidelity and student outcomes. Laura Feuerborn, Ph.D., University of Washington- Tacoma; Ashli Tyre, Ed.D. Seattle U.

Regardless of your school's phase of implementation of schoolwide behavior supports, evaluation of implementation and systemic outcomes is critical. This session will provide an review of commonly utilized measures useful for providing insight into the strengths and needs for continued improvement in discipline and behavior support systems.

2:30-3:45 **CONCURRENT SESSIONS:**

A. Responding Challenging Behavior: Multi-Tiered Systems for Enhancing Student Self-Regulation. Greg Benner, Ph.D., 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. At the conclusion of the presentation, attendees will be able

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. Moreover, attendees will learn how to embed the Think Time Strategy for Schools within core, supplemental (Tier II), and intensive (Tier III) positive behavioral support systems. Systematic use of self-management (Tier II and III) and administrative problem solving interventions will be detailed.

PANEL SESSIONS:

- B. School Bullying & Rtl: Reflections from the Real World. Moderator: Samuel Song, Ph.D.**
This panel presentation discusses how school bullying is being addressed in the real world. Various professionals such as teachers, school counseling, and school psychologists, will share useful insights into what works in their schools and implementation issues. Much audience interaction is anticipated and a synthesis of the key insights will be collaboratively developed by the end of the session.
- C. Building a Raft in the Middle of the River? PBIS in Secondary Schools. Moderator: Laura Feuerborn, Ph.D., University of Washington- Tacoma**
Implementing systemic change in any school is a challenging endeavor. Implementing systemic change in secondary schools can prove even more challenging and can lead teams to feel as if they are building a raft in the middle of a river. Although many exemplars to assist planning for the implementation of schoolwide positive behavior interventions and supports (SWPBIS) exist at the elementary level, relatively few exist at the secondary level. Further, extrapolating elementary models to middle and high schools is problematic due to unique characteristics of secondary schools such as the size and complexity of staff, student body, and structure. Following a discussion of challenges, a panel discussion will offer school psychologists practical and specific strategies to address these challenges and facilitate the full and efficacious implementation of SWPBIS.

August 16, 2011

9- 11:45

GENERAL SESSION: Tier 2 Readiness & the Check Connect and Expect Program. Lori Lynass, Ed.D., University of Washington, Northwest PBIS

This general session will introduce participants to Tier 2 of the PBIS framework. While many schools are now implementing Tier 1 universal supports and most already implement individualized behavior intervention plans, few schools in Washington implement Tier 2 consistently. If we really want to prevent more students from needing intensive interventions, it is critical that we implement Tier 2 interventions with fidelity. An overview of Tier 2, along with a broad look at readiness for Tier 2, action planning for Tier 2 and an overview of the Check, Connect and Expect Program will be covered.

11:45-12:45

LUNCH PROVIDED

12:45- 2:15

CONCURRENT SESSIONS:

- A. Team-based functional behavior assessment: Developing a schoolwide model of data-based supports (Part 1 of 2) Scott A. Spaulding, Ph.D., Carol Davis, Ed.D., University of Washington**
This session will present best-practices for providing tertiary behavior supports within a school-wide positive behavior support framework. Participants will learn content and process for building sustainable tier 3 support systems for general education students where universal and targeted support systems already are in place. Content will include (a) identifying functional relations between problem behavior and classroom/school variables and (b) developing hypothesis-based interventions that can be implemented with fidelity. Process will include creating support teams that complement existing school structures, coordinating intervention strategies with school staff, and communicating support efforts effectively. At the end of the session participants will leave with the following: (a) components of successful tertiary models, (b) ideas for training school staff, (c) tools for conducting functional assessments, (d) practice developing and testing hypotheses about problem behavior, (e) strategies for teaching skills and preventing and responding to problem behaviors, and (f) tools to assess implementation fidelity.
- B. Meeting the Needs of Students with Behavioral Difficulties: Scientifically-Based Approaches**

for the Red Zone. Greg Benner, Ph.D., University of Wash.- Tacoma

There are two primary goals of this presentation. The first purpose is to build your capacity to improve on-task behavior; build student self-regulation, and prevent coercive interactions. Scientifically-based, doable, and stress-free approaches for building student self-regulation, preventing power struggles, and responding to disruptive behavior will be detailed. Building teams will be provided tools for creating a systemic, building-wide plan for responding to challenging behavior in and outside of classrooms. The second purpose of this presentation is to equip you and your building team with scientifically-based approaches for supporting students in need of intensive (Tier III) behavioral supports. You will learn how to match scientifically-based behavioral intervention to behavioral function. Practical tools for identifying function, behavioral progress monitoring, social/emotional screening, and behavioral mentoring/coaching will be shared.

C. Strategies for Supporting Success in SWPBS Across the Continuum of Student Needs.

Michaela Clancy, Ed.D., Seattle School District and Bridget Walker, Ph. D., Seattle University

*As schools become increasingly diverse, it is crucial that they develop a comprehensive approach to prevent, as well as address the needs of students with, or at risk of developing emotional and behavior problems. Schoolwide positive behavior support (SWPBS) provides an effective framework for addressing the continuum of student needs within the general population, as well as for students with emotional and behavioral disabilities. This session will present an overview of a participatory, team based assessment and program improvement process that schools can use to track their progress in implementing key practices related to all three levels of SWPBS, as well as in improving specialized programs for students with EBD. This process emphasizes staff involvement in evaluation and implementation efforts, fosters a climate of organizational learning, while also strengthening the cohesion and effectiveness of the leadership team. Participants will be introduced to two evidence-based tools that utilize this process to meaningfully support program improvement in their own settings: *The Self-Assessment and Program Review for Schoolwide Positive Behavior Supports (SAPR-PBS; Cheney & Walker, 2003)* and *The Self-Assessment and Program Review for Programs Serving Students with Emotional and Behavioral Disabilities (SAPR-PBS; Walker & Cheney 2007)*.*

2:30-3:45

CONCURRENT SESSIONS:

A. Team-based functional behavior assessment: Developing a school-wide model of data-based supports (Part 2 of 2) Scott A. Spaulding, Ph.D., & Carol Davis, Ed.D., University of Wash.
Continuation of previous session.

B. Social Skills at Tiers 2 & 3: Individualized solutions for improving performance. Caroline Wallace

Teachers frequently refer students due to concurrent behavioral and academic difficulties that are often linked to social skills deficits. Improvements in performance can vitally impact student success, including improving peer and teacher relationships and supporting post-graduate success in the vocational and community realms. Tiered frameworks (RtI and PBIS) seek to aide school personnel in their identification and assessment of students' performance. For students who are not successful with universal instruction, tiers 2 and 3 afford students with more intense, frequent, and student specific instructional opportunities. Research supports that to be most effective, social skills instruction must be holistic, embedded in and accessing all school resources, while rooted in direct instruction, student specific needs, and frequently monitored via data. This presentation will discuss the core principals of social skill instruction, with a specific emphasis on students needing tier 2 and 3 training. Information on inclusive strategies, including the importance of a common language and shared expectations across the tiers will be explored. Discussion will include specific treatment models and scenarios, as well as tips for utilizing pre-packaged resources. Case examples will be offered for discussion.

C. PANEL SESSION: Implementation of the Check Connect and Expect Program. Moderator: Lori Lynass, Ed.D., University of Washington, Northwest PBIS

Join Dr. Lynass and a group of school-based practitioners as they explore the implementation of CCE in their diverse school sites.