



Safe & Civil Schools

23RD ANNUAL NATIONAL CONFERENCE

WHEN: July 14–18, 2019

WHERE: Portland, OR



Join Safe & Civil Schools this summer to learn how to create and maintain a full continuum of behavior support so that every student is successful—no matter the level of need. The Safe & Civil Schools multi-tiered system of behavior support (MTSS) addresses all students' needs with a system of overlapping tiers of support, so there are no gaps and no student falls through the cracks.

Dear colleagues,

I invite you to join other educators and Safe & Civil Schools staff this summer for the 23rd Annual Safe & Civil Schools National Conference. We are committed to providing professional development that is proven, practical, and immediately usable. The comment we most like to hear is, "I can use this tomorrow!"

The conference is an opportunity for us to work with district and school leaders to increase the fidelity of implementation of Foundations, CHAMPS, and Interventions. The conference also allows us to dig deeper into the ins and outs of positive behavioral interventions and supports (PBIS) and multi-tiered systems of support (MTSS) to assist you in improving student engagement, managing classroom behavior effectively, motivating even the most challenging students, supervising the common areas of your building, and so much more.

My favorite part of our time together is the relationships that are built. The impact created in schools across the country by those who have joined us is inspiring. I am excited to meet new attendees who will bring this work to new locations. We are excited to continue learning with all of you!

We look forward to seeing you this summer in Portland.

Randy Sprick

In professional development, **experience counts!**

DR. RANDY SPRICK AND COLLEAGUES

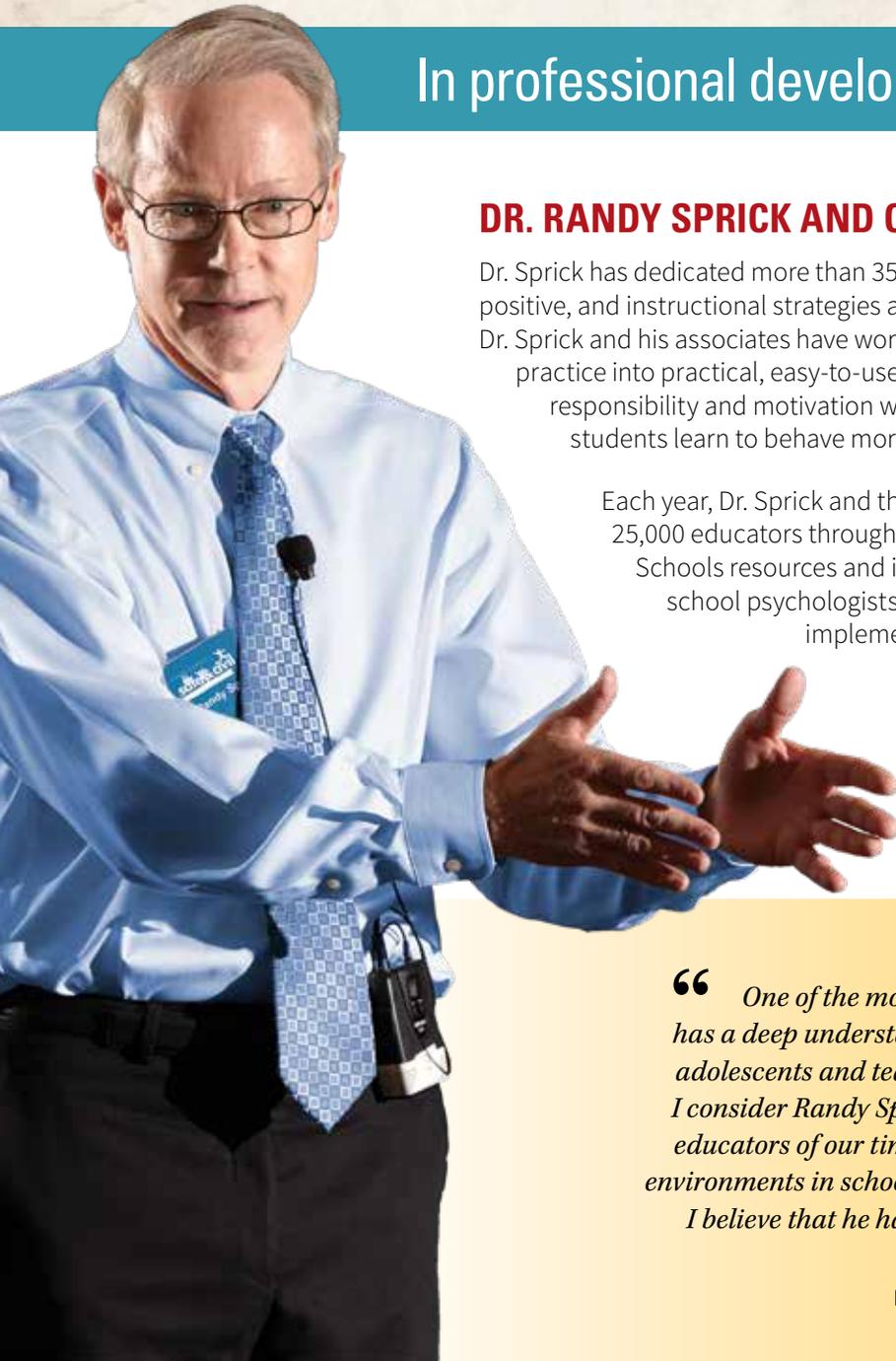
Dr. Sprick has dedicated more than 35 years to developing and advocating proactive, positive, and instructional strategies across the nation. As Director of Safe & Civil Schools, Dr. Sprick and his associates have worked to refine decades of research-based best practice into practical, easy-to-use principles and procedures that encourage student responsibility and motivation while humanely and effectively helping misbehaving students learn to behave more responsibly.

Each year, Dr. Sprick and the Safe & Civil Schools consultants present to over 25,000 educators throughout the United States and Canada. The Safe & Civil Schools resources and in-service trainings help teachers, administrators, school psychologists, and other educators understand and effectively implement positive behavioral interventions and supports.

As the primary author and lead consultant for Safe & Civil Schools, Dr. Sprick continues work to accomplish his goal of improving school cultures and climates and enabling teachers and students to thrive.

“ *One of the most sought-after educators in the country, Randy has a deep understanding of the complexities of schools, the needs of adolescents and teachers, and the dynamic that exists among them. I consider Randy Sprick to be one of the brightest and most insightful educators of our time. His mission has been to improve the quality of environments in schools and enable teachers and students alike to thrive. I believe that he has been extraordinarily successful in that quest.* **”**

Donald D. Deshler
Director, University of Kansas Center for Research on Learning



Sessions & descriptions

Marilyn Sprick

Academic Supports: Adapting Content Area Curriculum and Instruction in Diverse Classrooms

GRADES
4–12

This workshop provides specific instructional strategies for helping students in diverse classrooms meet course requirements. Our goal is to improve academic success for all without watering down the curriculum. Frameworks provide individual teachers and collaborative groups (grade and subject area PLCs) with a process that includes planning, active engagement, and assessment. Participants will learn to augment content area instruction by exploring:

- **Structure:** Allow for differentiation across all levels of students, from the highly capable to struggling learners
- **Teach:** Adopt menus of strategies that enable high rates of academic learning for all
- **Observe:** Monitor student progress
- **Interact:** Build interactions that motivate learning
- **Correct:** Provide effective positive and corrective feedback

Karl Schleich

Leadership in Behavior Support

GRADES
K–12

NOTE: This session is for principals, assistant principals, aspiring principals, district leadership, and other building leaders.

Effective schools have effective leadership. The role of the principal is extremely complex, with tremendous rewards. Access to the best research and evidence-based tools and strategies is key to every instructional leader's success. This workshop focuses on the concepts, strategies, and tools in *Leadership in Behavior Support*, by Dr. Randy Sprick and others. Workshop topics cover the instructional leader's role in:

- Building and maintaining a positive and proactive school climate for students, staff, and the community
- Effectively creating a shared leadership model that can support and unify staff around a schoolwide classroom management model
- Collecting and analyzing behavior data for continuous improvement
- Conducting powerful staff meetings and practicing effective decision making

Recommended text: *Leadership in Behavior Support*

Pat Somers

CHAMPS/DSC Classroom Management

GRADES
K–12

Teachers who want to improve their classroom management will benefit from strategies to manage student behavior and improve student motivation. CHAMPS for grades K-8 (and its corollary DSC for grades 9-12) is a proactive, positive, and instructional approach to classroom management. Learn how to teach students to behave in a responsible manner, improve behavior in transitions, reduce off-task behavior during instruction and independent work, and use positive feedback and consequences more effectively. Strategies for organizing your classroom for student success, communicating clear expectations for student behavior, and motivating students to do their best will also be covered.

Required text: *CHAMPS* (2nd ed.) or *DSC* (3rd ed.)

Carolyn Novelly

Addressing Absenteeism

GRADES
K–12

A growing body of research indicates that regular student attendance is one of the most critical yet underaddressed issues in schools today. This session provides participants with practical strategies to monitor and address student absenteeism across all grade levels. Participants will leave this session knowing how to effectively analyze attendance data and prioritize resources. Learn how to implement schoolwide procedures to improve the attendance of all students, and use function-based approaches to design effective intervention plans for individuals. This session will also prepare participants to implement a number of interventions that address the most common functions of student absenteeism.

Required text: *Absenteeism & Truancy: Interventions & Universal Procedures* **Optional text:** *Functional Behavior Assessment of Absenteeism & Truancy* (includes copy of the required text)

Susan Isaacs

Foundations (Schoolwide PBIS): Implementation and Maintenance

GRADES
K–12

This session is based on *Foundations* (3rd ed.) and will be useful to those on leadership teams for behavior—both current Foundations users and those who are not using the program but might be interested. Content includes an overview of each of the essential elements of the Foundations processes and provides tools to assess the level of implementation. Major components of the session include:

- Sustainability of the improvement cycle
- Consistency and efficacy of common area procedures
- Clarity and enforcement of schoolwide policies
- Positive climate and school connectedness
- Safety, discipline, and alternatives to suspension
- Multi-tiered systems of support (MTSS) for behavior
- Maintenance and districtwide sustainability

This session is especially useful to school-based leadership teams and district personnel who are responsible for behavior support.

Make a lasting impact on the way you educate.

Take time to reinvigorate your approach to the important work you do in the lives of our nation's children.

Frank Smith

Academic Supports: Adapting Content Area Curriculum and Instruction in Diverse Classrooms

GRADES
4–12

This workshop provides specific instructional strategies for helping students in diverse classrooms meet course requirements. Our goal is to improve academic success for all without watering down the curriculum. Frameworks provide individual teachers and collaborative groups (grade and subject area PLCs) with a process that includes planning, active engagement, and assessment. Participants will learn to augment content area instruction by exploring:

- **Structure:** Allow for differentiation across all levels of students, from the highly capable to struggling learners
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Donna Meers

Designing a Comprehensive Bullying Prevention and Intervention Plan

GRADES
K–12

Bullying is one of the most complex and difficult situations we must address in schools. This session will examine how to set up a multi-tiered approach to prevent bullying at a universal level and then intervene with chronic bullying problems. Learn essential components of bullying prevention and a wide range of variables that can be manipulated to address the specific bullying issues you see in your school. This session will also introduce how to implement a function-based approach to assess and provide effective intervention with individuals who chronically bully, while supporting students who are targets of bullying.

Recommended text: *Bullying Solutions: Universal & Individual Strategies*

Kathy Hoes

Classroom-Based Behavior Intervention Plans: The Safe & Civil Schools Approach

GRADES
K–12

A major concern of many teachers is that one student who chronically misbehaves in spite of good classroom management. This session focuses on helping teachers identify factors that contribute to any chronic misbehavior in order to design a behavior improvement plan. The session begins with a look at early-stage interventions (e.g., planned discussion, academic adaptation, goal setting, data collection and debriefing, and improving positive interactions). If these are not effective, a function-based intervention is likely needed. Such an intervention analyzes setting events and contributing factors such as lack of information or skill, need for attention, need for power or control, escape, and more. Intervention strategies are presented for each of these major functions.

This session also provides an orientation to *Teacher's Encyclopedia of Behavior Management—100+ Problems/500+ Plans* by Dr. Sprick.

William Jenson

The Tough Kid Series: Practical Behavior Management

GRADES
1–8

This introduction to the basic philosophy of The Tough Kid Series outlines the definitions, assumptions, and techniques included in these practical materials. Review the causes of Tough Kid behavior and how to avoid unproductive educational practices. Learn proactive and positive strategies, including Mystery Motivators, to remediate problematic behaviors. Examine strategies to decrease the behavioral excesses of noncompliance and arguing. All strategies presented are evidence-based interventions that can be efficiently implemented by both general and special educators. The session also covers advanced techniques from The Tough Kid Series, including *Managing the Toughest Tough Kids*, *Working With Parents of Tough Kids*, and *Tough Kid Issues for Administrators*.

Required text: *The Tough Kid Book* (2nd ed.)



Tricia Berg

Comprehensive Behavior Classroom Management

GRADES
K–12

NOTE: This session is for teachers of students with intensive behavioral needs (self-contained special education classrooms). Other support staff may wish to attend, but the greatest benefit will come when they are joined by the teachers they support.

Developing successful classroom programs for students with intensive behavioral needs is challenging! No single factor will make the program successful. Teachers need to make all factors work together to make their classrooms effective learning environments for all students. This session provides best-practice strategies for building a positive and proactive self-contained special education classroom. Participants will engage in activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence-based practices, and promotes generalization of skills to a less restrictive environment. Participants will develop a specific action plan for applying these strategies with students in their own classrooms as they delve into the following areas:

- Building a universal classroom system to support all students.
- Understanding the relationship between behavior and academic success.
- Establishing a solid and highly structured daily schedule.
- Designing the physical setting of the classroom.
- Developing and effectively implementing classroom rules and consequences.
- Establishing expectations and enforcing them consistently.
- Learning the differences between rules, procedures, and expectations to avoid inconsistencies in the classroom structure and management plan.
- Developing and effectively implementing a Point Sheet and Levels System to shape appropriate behaviors.
- Building relationships by using the ratio of interactions strategy.
- Understanding how to tailor interventions to support individual students within the classroom.

Anita Archer

Explicit Instruction

GRADES
1–8

This Training of Trainers session is designed for professional developers and teacher-leaders who recognize the incredible impact that systematic, direct, engaging, and success-oriented instruction can have on students, teachers, and schools—people who, in their interactions with administrators, staff, and students, exemplify the idea that how well students learn depends on how well they're taught. This session will immerse practitioners in the theory and practice of designing and delivering instruction in a manner that is systematic, direct, engaging, and success oriented—in a word: explicit. Participants will then be prepared to provide this training, as well as follow-up coaching, to educators in their home districts. Among the critical content and skills discussed are:

- Active engagement/opportunities to respond
- Lesson structure and design for both skills and strategies
- Effective, instructional corrections
- Professional development techniques

Required text: *Explicit Instruction*

Required/Recommended Texts

Bring your own copy, or purchase at the conference or ahead of time at ancorapublishing.com.



Jessica Sprick

Tier 2/3 Interventions

GRADES
K–12

This session will focus on how to develop systematic schoolwide and districtwide plans for implementing Tier 2 and Tier 3 supports for behavior. When a student has not responded to universal proactive and positive behavior management, the student may benefit from one or more additional behavioral interventions. This session will cover how to set up efficient team processes for identifying students and creating and implementing effective intervention plans. This session will also provide information on how to implement numerous evidence-based behavioral interventions.

Required text: *Interventions* (3rd ed.)

Jacob Edwards and Tricia Skyles

Building Better Classrooms Through Meaningful Professional Development and Coaching

GRADES
K–12

Participants will receive a four-day overview of how to implement CHAMPS or Discipline in the Secondary Classroom effectively on a campus and how to offer coaching as a resource to improve classroom management. The first two days will focus on strategies for training your staff to use CHAMPS concepts to manage student behavior and prevent problems in the classroom. Learn techniques for showing teachers how to implement essential classroom management competencies, including teaching expectations, designing schedules, using positive interactions, and establishing consequences for misbehavior. The second half of this session will focus on strategies and suggestions to help organize staff to effectively implement classroom management. Topics include how to communicate clear expectations to staff, structure effective observations, and mobilize for change. Learn how to use forms and strategies for working with teachers directly and immediately, and develop guidelines for selecting and implementing interventions based on observational data.

Required text: *CHAMPS* (2nd ed.) or *DSC* (3rd ed.), and *Coaching Classroom Management* (2nd ed.)

Professional Development Credit

Professional Development Credit is available through Brandman University. To determine whether these credits are acceptable, check with your school or district. (Credit requires additional fee and follow-up assignment.) Register online at brandman.edu/academic-programs/extended-education/independent-study

Session Calendar

Preregistration is required for all sessions. All registrants may attend the keynote presentation and reception on Sunday, July 14 (7:00 – 9:30 pm).

JULY 14–18, 2019				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Sessions run from 8:30 am to 3:30 pm daily.				
<p>2:00 pm – 6:00 pm Registration: Stop by any time to pick up conference packets.</p> <p>7:00 pm – 8:30 pm Keynote presentation</p> <p>8:30 pm – 9:30 pm Meet your colleagues, the presenters, and the Safe & Civil Schools staff</p>	<ul style="list-style-type: none"> • Academic Supports: Adapting Content Area Curriculum & Instruction in Diverse Classrooms • Addressing Absenteeism • CHAMPS/DSC Classroom Management • Foundations (Schoolwide PBIS): Implementation and Maintenance • Leadership in Behavior Support 	<ul style="list-style-type: none"> • Academic Supports: Adapting Content Area Curriculum & Instruction in Diverse Classrooms • Classroom-Based Behavior Intervention Plans • Designing a Comprehensive Bullying Prevention and Intervention Plan • The Tough Kid Series: Practical Behavior Management 		
	<ul style="list-style-type: none"> • Building Better Classrooms Through Meaningful Professional Development and Coaching • Comprehensive Behavior Classroom Management • Explicit Instruction • Tier 2/3 Interventions 			

NOTE: All participants will receive handouts for their sessions. Many sessions require additional texts.

Your Stay in Portland

the city of roses

PORTLAND MARRIOTT DOWNTOWN WATERFRONT

1401 SW Naito Parkway, Portland, OR 97201 • 503-226-7600

From the hotel, you're within easy walking distance to great dining, shopping, entertainment, and Portland's waterfront. Take in the stunning river and city views while you relax and enjoy 24-hour room service. With an onsite restaurant, 24-hour fitness center, onsite parking, and more, your stay in the Marriott is convenient and flexible.

RESERVE YOUR ROOM

Reserve your room online at safeandcivilschools.com. A limited number of rooms are available at reduced rates starting at \$194 single/double occupancy + tax. Reserve your room as soon as your registration is confirmed to receive this special rate. The hotel does not provide shuttle service to or from the Portland International Airport. For airport transportation options, visit safeandcivilschools.com.

THINGS TO DO

You'll enjoy your stay in the City of Roses. Portland is a quirky, lively city that offers a vast diversity of activities—shopping, museums, parks, a zoo, river cruises, and more. Peckish? Food options range from inexpensive but delicious street fare to 5-star fine dining. If you're interested in entertainment, there's theater, dancing, and all kinds of live music in a variety of venues from casual to formal.

If the city doesn't pique your interest, you can take a quick drive to the Oregon Coast, where you can breathe the clean ocean air, enjoy fresh seafood, take in beautiful scenery, and watch sea lions. There's no lack of recreational opportunities near Portland. Going wine tasting at Yamhill County wineries, photographing gorgeous scenery in state parks, and rambling along hiking trails in the Columbia River Gorge are just a few of the other things you can do.

For more ideas, visit traveloregon.com.

Presenters



Randy Sprick

Randy is Director of Safe & Civil Schools and a consultant in behavior management. His successful approach to positive behavior management is the cornerstone of the Safe & Civil Schools series—proven materials that have revolutionized the way schools, educators, and administrators approach and shape school behavior.



Susan J. Isaacs

Susan has been a teacher and consultant for more than 25 years. She is currently a Safe & Civil Schools lead trainer at many long-term district Foundations implementation sites.



Jessica Sprick

Jessica is a consultant for Safe & Civil Schools and an author for Ancora Publishing. She has been Dean of Students and special education teacher for students with behavioral needs and has strong training in positive behavior support techniques.

Anita Archer



Author of numerous curricular materials, chapters, books, and training materials, Anita is the recipient of ten Outstanding Educator awards. Currently, she serves as an educational consultant to school districts and other educational agencies on explicit instruction, literacy instruction, classroom management, and reading and writing interventions.

Carolyn Novelly



Carolyn has worked in the field of education since 1981. In her last position with the Duval County School District in Jacksonville, Florida, she coordinated and monitored the implementation of Foundations and CHAMPS. Carolyn is currently a Safe & Civil Schools consultant.

Tricia Berg



Tricia has worked as a paraprofessional, a teacher for students with emotional/behavioral disabilities, and a district behavior and PBIS specialist. Tricia has presented nationally and internationally. She holds her Ph.D. in special education from the University of Oregon.

Karl Schleich



Karl has enjoyed a successful 34-year career as a teacher, coach, assistant principal, principal, district-level administrator, and consultant. Since 2011, Karl has worked as an independent consultant and trainer, assisting schools and districts throughout Alaska and the United States to improve instruction and school climate.

Jacob Edwards



Jacob began his career in education teaching biology and chemistry in the inner city of Los Angeles. Most recently, he served as the founding principal of Green Dot Middle School in Watts, California, and led the transformation efforts of the first Green Dot Middle School in Memphis, Tennessee. During that time, he led the schoolwide implementation of positive behavior supports for classrooms and individuals.

Tricia McKale Skyles



Tricia is a former middle school teacher and instructional coach. She is coauthor of *Coaching Classroom Management*.

Kathy Hoes



Kathy has worked in a variety of special education positions and has served as principal and assistant principal. Since 1991, she has worked in more than 20 school districts and four education service centers to provide professional development for teachers and administrators, both as a Safe & Civil Schools trainer and as an independent consultant.

Frank Smith



Frank serves as an educational consultant in the areas of effective instructional delivery and classroom management. Previously, Frank was a general education teacher at the elementary level and also taught special needs students in self-contained classrooms. He has served as Director of Elementary Instruction and as a reading consultant.

William Jenson



Coauthor of the popular Tough Kid series, Bill has published a variety of journal articles, books, and professional papers. His interests include behavior management, behavioral assessment, academic interventions, and parent training.

Pat Somers



For the past 37 years, Pat has dedicated her professional life to creating opportunity for America's youth socially, emotionally, physically, and academically. She began her work as a physical education teacher, then became the K-12 Prevention and Safe Schools Specialist for Alief Independent School District in Houston, Texas.

Donna Meers



Donna has more than 25 years of experience implementing positive behavioral interventions and supports in her own classroom as well as training others to implement positive, proactive, and instructional techniques in their classrooms and schools.

Marilyn Sprick



Marilyn is the lead author of Read Well K-2 and *The Third Quest* (a new reading intervention for struggling adolescent readers). Across her career, Marilyn has provided inservice for thousands of educators in literacy and adapting curriculum and instruction and has been both a classroom and special education teacher.