



RANDY SPRICK'S
safe&civil
S C H O O L S

24th Annual National Conference

July 12–16, 2020 | Portland, Oregon

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-B) addresses all students' needs with a system of overlapping tiers of support, so there are no gaps and no student falls through the cracks.



For the best choice of sessions

REGISTER NOW

Join us on Sunday evening for our keynote by Dr. Randy Sprick

Learn to Love Dealing With Challenging Behavior and Bring Joy to Your Classroom

Student misbehavior and apathy continue to interfere with instruction (and also drive us crazy). However, there are ways to remain sane, focused, and positive in the face of daily behavioral and motivational challenges.

Drawing from almost five decades focused on behavior management, Dr. Sprick provides ten specific tips for maintaining your equilibrium as a professional while implementing common-sense behavior support strategies.

During this fun and energizing session, you will have a chance to reflect on and celebrate your strengths as a behavior manager while also setting some goals for professional growth. Implement these ten ideas to bring joy to being a teacher.

“Working with a classroom full of students requires that you be at your best—fresh, positive, optimistic, and willing to persevere as long as it takes to help each student who needs it.”

-Randy Sprick

Sessions & Descriptions

Jacob Edwards and Tricia Skyles

GRADES
K–12

Building Better Classrooms Through Meaningful Professional Development and Coaching

Participants will receive a four-day overview of how to implement CHAMPS or DSC (Discipline in the Secondary Classroom) effectively on a campus and how to offer coaching as a resource to improve classroom management. The first day 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. Days 2 and 3 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. The last day will cover sustaining your CHAMPS implementation through PLCs (professional learning communities) for ongoing staff development.

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

Jessica Sprick

GRADES
K–12

Designing Tier 2 and 3 Behavior Support Systems

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 behavior 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 implementing numerous evidence-based behavior interventions.

Required text: *Interventions* (3rd 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.) Visit safeandcivilschools.com for more details.

Anita Archer

GRADES
1–8

Explicit Instruction

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*

Tricia Berg

GRADES
K–12

Managing Self-Contained Classrooms

This session is for teachers of students with intensive behavior 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 behavior 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.

Required texts: *CHAMPS* (2nd ed.) or *DSC* (3rd ed.), *Early-Stage Interventions*, *Interventions* (3rd ed.), *Teacher's Encyclopedia of Behavior Management* (2nd ed.), *The Tough Kid Book* (3rd ed.)

Marilyn Sprick

GRADES
4–12

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

This workshop is for educators working in diverse classrooms with upper elementary, middle, and high school students. Our goal is to help all students meet academic course requirements without watering down the curriculum. Frameworks provide 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 high performing to struggling learners
- Teach: Adopt menus of strategies that enable high rates of academic learning and success for all
- Observe: Monitor student progress for effective feedback
- Interact: Build interactions that motivate learning
- Correct: Provide effective positive and corrective feedback

Carolyn Novelly

GRADES
K–12

Addressing Absenteeism

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*. **Recommended text:** *School Leader's Guide to Tackling Attendance Issues*

Pat Somers

GRADES
K–12

CHAMPS/DSC Classroom Management

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.)

Susan J. Isaacs

GRADES
K–12

Foundations (Schoolwide PBIS): Implementation and Maintenance

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.

Karl Schleich

GRADES
K–12

Leadership in Behavior Support

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*

**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

GRADES
4–12

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

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- Structure: Allow for differentiation across all levels of students, from the high performing to struggling learners
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Kathy Hoes

GRADES
K–12

Behavior Interventions for Classroom Teachers

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, 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.

Required text: *Early-Stage Interventions*. Recommended text: *Teacher's Encyclopedia of Behavior Management—100+ Problems/500+ Plans*

Pat Somers

GRADES
K–12

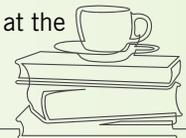
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Required text: *CHAMPS* (2nd ed.) or *DSC* (3rd ed.)

Required/Recommended Texts

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



Kaytlynn Milliken

GRADES
K–12

Designing a Comprehensive Bullying Prevention and Intervention Plan

Bullying is one of the most complex and difficult situations schools must address. This session will examine how to establish a multi-tiered approach to prevent bullying at a universal level and then intervene with chronic bullying problems. Learn the essential components of bullying prevention and the 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.

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

Marilyn Sprick

GRADES
5–12

The Third Quest: Program Training

Learn to move your poor adolescent readers from incompetent to competent readers, from unmotivated to enthusiastic, and embarrassed to confident. This comprehensive reading intervention is proven at Tiers 2 and 3—targeting students in grades 5 to 7 and high school. Before registering, visit thethirdquest.com to request a web meeting to determine whether this session is appropriate for you. The Third Quest is appropriate for students reading at about a second- through fourth-grade reading level.

William R. Jenson

GRADES
1–8

The Tough Kid Series: Practical Behavior Management

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* (3rd ed.)

Session Calendar

Preregistration is required for all sessions. All registrants may attend the keynote presentation and reception on Sunday, July 12 (7:00 pm – 9:30 pm).

JULY 12–16, 2020				
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 by Randy Sprick</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 Behavior Interventions for Classroom Teachers* CHAMPS/DSC Classroom Management* Designing a Comprehensive Bullying Prevention and Intervention Plan* The Third Quest: Program Training* The Tough Kid Series: Practical Behavior Management* 	
	<ul style="list-style-type: none"> Building Better Classrooms Through Meaningful Professional Development and Coaching* Designing Tier 2 and 3 Behavior Support Systems* Explicit Instruction* Managing Self-Contained Classrooms* 			

NOTE: All participants will receive handouts for their sessions. *Session requires or recommends additional texts.

Your Stay in Portland

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 \$199 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. 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. Tasting wine 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.

Registration

Continental breakfast and lunch are included with your registration.

Daily sessions run from 8:30 am to 3:30 pm across 2 or 4 days. Preregistration is required.

SELECT SESSIONS

- I will attend any 2 days: \$720 (Select a session for Mon. & Tues. OR a session for Wed. & Thurs.)
- I will attend the entire conference: \$1,025 (Select a session for Mon. & Tues. and Wed. & Thurs. OR select a 4-day session.)

4 days: Monday—Thursday (13–16)

- Building Better Classrooms*
- Designing Tier 2 and 3 Behavior Support Systems*
- Explicit Instruction*
- Managing Self-Contained Classrooms*

2 days: Monday & Tuesday (13–14)

- Academic Supports
- Addressing Absenteeism*
- CHAMPS/DSC Classroom Mgmt*
- Foundations
- Leadership in Behavior Support*

2 days: Wednesday & Thursday (15–16)

- Academic Supports
- Behavior Interventions for Classroom Teachers*
- CHAMPS/DSC Classroom Mgmt*
- Designing a Comprehensive Bullying Prevention and Intervention Plan*
- The Third Quest
- The Tough Kid Series*

* Required/Recommended text (see session descriptions on pages 3–5 for info)

ATTENDEE INFORMATION

Name	Position
School	District
Address: <input type="checkbox"/> Home <input type="checkbox"/> Work	City State Zip
Email (required)	Email (confirmation)
Phone	How did you hear about this workshop?

PAYMENT INFORMATION

Amount: \$ _____ Charge PO Check (Payable to Safe & Civil Schools)

Visa/MC# _____ Exp. Date _____

PO # _____ School _____ District _____

Address _____

City _____ State _____ Zip _____ Phone _____

CANCELLATION POLICY

Cancellations before April 20, 2020 will be charged a \$25 processing fee. Cancellations between April 20 and June 1 will be charged a \$300 cancellation fee. No refunds are offered after June 1, 2020.

BOOK YOUR ROOM AND TRAVEL

Once your registration is confirmed, reserve your room by visiting the National Conference page at safeandcivilschools.com or call the hotel directly at 1-877-901-6632 and mention the Safe & Civil Schools National Conference.

ORDER REQUIRED TEXTS

Required texts listed in the session descriptions on pages 3–5 are essential to the workshop. You can order books online at ancorapublishing.com. Or call 1-866-542-1490, fax PO to 541-345-1507, or mail Ancora Publishing, 21 West 6th Avenue, Eugene, OR 97401. Books will also be available to purchase at the conference.

3 EASY WAYS TO REGISTER:

☎ 1-800-323-8819 (8 am–4:30 pm PT)
Fax: 541-345-6431

🖨 Scan & email registration form to
info@safeandcivilschools.com

✉ Safe & Civil Schools, 21 West 6th Ave.,
Eugene, OR 97401

Sessions may fill early. Please confirm your registration before you book travel.

Presenters

Keynote Speaker

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.

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.

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.

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.

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.

William R. Jenson



Coauthor of the popular *The Tough Kid* series, Bill has published over 173 journal articles, books, and chapters, and received the University of Utah Innovation and Impact Award.

Kaytlynn Milliken



Kaytlynn began her career as an elementary teacher before transitioning into classroom management coaching at the district level for elementary, secondary, and alternative schools. Roles included professional learning development, delivery, and coaching for administrative, instructional, and noninstructional positions.

Carolyn Novelty



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.



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.

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 other states to improve instruction and school climate.

Tricia Skyles



Tricia got her start as a middle school teacher in Kansas and began working with Jim Knight as an instructional coach in his project in Topeka. She fell in love with professional development and became a full-time consultant after being introduced to Safe & Civil Schools. She is coauthor of *Coaching Classroom Management*.

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.

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.

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 behavior needs and has strong training in positive behavior support techniques.

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. She has been both a classroom and special education teacher.