



PBIS in Action:

Implementing positive behavioral supports and interventions across settings

Monday, August 30, 2010
9:00 a.m. – 3:00 p.m.

James Madison University
Festival Conference and Student Center
Harrisonburg, VA

Promoting a positive approach to discipline can be a challenge to both new and experienced practitioners. This workshop is designed to provide information, interventions, and strategies for behavior management across settings from early childhood through adulthood. Various sessions will address state performance plan indicators in order to increase graduation/decrease dropout rates, student motivation, and social/emotional readiness for early learners, as well as how to build positive behavioral interventions within a three-tiered framework.

Session topics to include: Self-Determination, Classroom Management 101, Behavioral Supports in Inclusive Settings, Data Collection, Assistive Technology, Supports for Students with ASD, Social Emotional Competence for Early Learners, and Supports for Students in the Adult Work Setting.

Schedule for the Day

8:30 a.m. - 9:00 a.m.	Check-in and Continental Breakfast
9:00 a.m. - 9:45 a.m.	Welcome/Introduction to PBIS
10:00 a.m. - 11:00 a.m.	Concurrent Session #1
11:15 a.m. - 12:15 p.m.	Concurrent Session #2
12:15 p.m. - 1:00 p.m.	Networking Lunch
1:00 p.m. - 2:00 p.m.	Concurrent Session #3
2:15 p.m. - 3:00 p.m.	Closing/Evaluations

Target audience:

- Pre-K to 12 Special Education and General Education Teachers
- Administrators
- Behavior specialists
- Adult service providers
- Autism specialists
- School counselors
- Related service providers

For More Information, Contact:
Teresa Cogar at 540.568.8844 or cogartl@jmu.edu

\$25 Registration Fee: Includes Continental Breakfast and Lunch

To help in our planning, please choose **one** concurrent session that you would most like to attend from each of the **three** time slots. Please indicate your choices on the registration form.

Session I: 10:00 a.m. - 11:00 a.m. ~ Please select one (1)

Section A – Introduction to Self-Determination

John McNaught, M.Ed., *I'm Determined* Project Director, Region 5 T/TAC @ James Madison University
The *I'm Determined* project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior beginning at the elementary level and continuing through the student's educational career. The self-determined student knows how to set and achieve goals and has a greater understanding of personal strengths and how to get support for areas of need. The hallmark of the self-determination project is the "Aha Moment:" the point when student, educator, and/or parent see how the development of these skills leads to improved academic and personal outcomes. This project facilitates youth, especially those with disabilities, to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger. Teachers report seeing the "Aha Moment" in their students to be one of the greatest rewards of their career.

Section B – Organized Chaos: Classrooms that Engage Students

Kandy Grant, B.A., Coordinator, Region 5 T/TAC @ James Madison University
Lisa Norris, M.Ed., Coordinator, Region 5 T/TAC @ James Madison University
Instructional engagement improves classroom management and students' behaviors. In this session, participants will receive strategies to increase engagement, build relationships and nurture student learning while maintaining classroom control. This session promises to be lively, interactive, and informative.

Section C – Ready, Set, Go to Work: Preparing Successful Employees

Sally Chappel, M.Ed., Coordinator, Region 5 T/TAC @ James Madison University
Often times students can find work, but what happens when they quit or lose a job? Participants will learn strategies and approaches that will assist students to be successful on the job. An emphasis will be placed on supporting persons with Asperger's syndrome, particularly as their success on the job relates to the ability to self-manage their own behaviors.

Session II: 11:15 a.m. - 12:15 p.m. ~ Please select one (1)

Section D – Innovations in Self-Determination

John McNaught, M.Ed., *I'm Determined* Project Director, Region 5 T/TAC @ James Madison University
This session will explore self-determination and the relationship between self-determination and Positive Behavioral Interventions and Supports as it pertains to the three-tiered intervention logic. Participants will be given tools developed by the VDOE's *I'm Determined* Project and explore how each tool can be used at the school wide, secondary, and tertiary levels of support for all students.

Section E – The Pyramid Model for Preschool: Promoting Healthy Social-Emotional Development

Cathy Cook, M.Ed., Coordinator, Region 5 T/TAC @ James Madison University

This session will provide an overview of intervention practices that are supported by empirical evidence for promoting adaptive social-emotional behavior of young children in group contexts (e.g., pre-K classrooms; child care settings). The focus is on toddlers and preschool children who are identified as having disabilities or who are at risk for disabilities, and who have identified problems with social-emotional behaviors. The model describes three tiers of intervention practice: universal promotion for all children, secondary preventions to address the intervention needs for children at risk of social emotional delays, and tertiary interventions needed for children with persistent challenges.

Section F – Data Collection

Amanda Armstrong, M.Ed., BCBA, Coordinator, Region 5 T/TAC @ James Madison University

Effective and efficient data collection can often seem like a burden but why do we collect data and how can we do it effectively? This session will offer participants a better understanding of how to operationally define target behaviors, the importance of function-based, and methods to collect data effectively and efficiently. Participants will practice the use of various data collection methods and receive tools and resources to use in their respective programs.

Session III: 1:00 p.m. - 2:00 p.m. ~ Please select one (1)

Section G – How Does Communication Affect Behavior?

Carol Wiegler, M.A., Coordinator, Region 5 T/TAC @ James Madison University

Debbie Yancey, M.Ed., Coordinator, Region 5 T/TAC @ James Madison University

Communication affects everything we do in school and life. If students have a communication system that doesn't allow for them to receive and send messages on their level of understanding, behaviors may be adversely affected. In this session, assistive technology devices ranging from the very lightest to the most complex will be discussed and explored. Examples of communication systems using objects, line drawings, photographs, mid-level devices, and some more complex electronic devices will be demonstrated. Come prepared to experience how students with atypical communication can use assistive technology to become more successful in interactions with others.

Section H – Does the Right Hand Know What the Left Hand is Doing?

Judy Adler Bland, M.A., Coordinator, Region 5 T/TAC @ James Madison University

Gina Massengill, M.Ed., Coordinator, Region 5 T/TAC @ James Madison University

Collaboration is a key component to student success. Everyone wants their students to succeed. But do we share the same goals and expectations for our students? This session will address the need for collaboration and for successful student behavior and achievement. Tools and suggestions to support collaboration and promote positive student behavior will be provided.

Section I – Behavior Supports for Students with ASD

Amanda Armstrong, M.Ed., BCBA, Coordinator, Region 5 T/TAC @ James Madison University

Positive behavior support for students with ASD often begins with their environment and the reinforcement that they receive for exhibiting positive behaviors. Physical structures, routines, schedules, and environmental supports are essential elements to eliminating anxiety for students with ASD and reducing challenging behaviors. Once conducive environments are established, positive behaviors become more frequent and easier to identify for reinforcement. This session will provide an overview of how to build environments that will support the student's needs and increase positive behaviors.

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August 30, 2010
REGISTRATION FORM

Name: _____

School Division/Agency/Organization: _____

School: _____

Professional Job Title: _____

Mailing Address: _____

(Street/PO Box) City, State, Zip Code

Daytime Phone: (____) _____ Fax: (____) _____

E-mail: _____

Special Accommodations: _____

Disability, Food Allergies, Etc.

Session Choices:

AM Concurrent Session 1: _____ AM Concurrent Session 2: _____
(A, B, or C) (D, E, or F)

PM Concurrent Session 3: _____
(G, H, or I)

Please return your registration and payment **by August 12, 2010**, to:

**Susan Bowman, Events Planner
Region 5 T/TAC
MSC 9002, JMU
Harrisonburg, VA 22807**

If you have questions, you can reach Susan at 540.568.8843 or bowmansp@jmu.edu.

Space is limited. **No walk-ins or on-site registration available.** NO REFUNDS. Substitutions accepted with prior approval. Registration must be paid in full prior to the workshop. Registration fee includes continental breakfast and lunch.

**Make Checks Payable to: "JMU" - Registration Fee \$25 per person
Returned Check Fee \$30 – No Purchase Orders or Credit Cards Accepted**

Registration confirmation and directions will be sent two weeks prior to workshop.

Sponsored by VDOE Region 5 T/TAC @ JMU