

DIRECTED STUDY:
PBIS NETWORK SUMMER LEADERSHIP
SPY 796
(Summer 2011; 1 Credit)

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Course Description

This course is designed to familiarize participants with the core aspects of Positive Behavior Intervention and Supports (PBIS) and to develop skills to bring the concepts to the local school setting. Several core stands will be delivered to customize the training for the educator.

Relevant DPI Standards Addressed in this Course

Wisconsin Standards for Teacher Development & Licensure:

Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Wisconsin Standards for Pupil Service Development & Licensure:

The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

Wisconsin Standards for Administrator Development & Licensure:

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Learning outcomes:

All Students will be attending both the keynote and sectional presentations and will have the following learning outcomes:

- To increase knowledge in evidence-based interventions for behavior problems in the schools.
- To increase skills in developing universal, tier II or tier III strategies in the schools.
- To learn supportive techniques to encourage transition of skills to the local education environment.

Assignments

Attendance Conference (50%)

- Attend the entire conference -complete attendance sheets. Participants **must** attend (1) the scheduled conference times on August 16 and 17 **and** (2) a combination of online webinars to supplement this time (approximately 5 hours; see handout for some suggested options). During the keynote and sectionals, you are expected to be on time and attend the full-allotted time period. Failure to attend any of the specified times for any reason will result in forfeiting the credit.

Paper (50%)

- 3-5 page paper on how you are going to apply the concepts learned at the conference to your local education authority (e.g., school or district, etc.). Keep in mind the goals of the conference and the relevant education standards.

All materials must be via email or snail mail by September 1. Grades will be formally submitted by September 8.

Grading Procedure

Failure to attend or complete the assignment will result in a course grade of an F. The course letter grades will be determined by your performance across all assignment areas.

	Writing Criteria			
	1	2	3	4
Organization	Sequence of information is organized with no logical sequence	Difficult following work because the writing is disjointed	Information presented in a logical sequence that the reader can follow	Information is logical and presented in an interesting or engaging manner
Content Knowledge	Simple description of the events attended	Fails to have a basic grasp of information of the presentations.	At ease with the content, but fails to elaborate	Demonstrates full knowledge of the material and applies it to the LEA.
Grammar & Spelling	4+ spelling and/or grammatical errors	3+ spelling and/or grammatical errors	2+ spelling and/or grammatical errors	No spelling and/or grammatical errors

Supplemental Material

School Wide Positive Behavior Supports – Videos

Access all of them at http://www.pbis.org/swpbs_videos/default.aspx

- **"Best Evidence Based Practices for Behavioral Supports (What is PBIS?)"** by George Sugai - Presented for UConn Center for Excellence in Developmental Disabilities (UCEDD) (9 min)
- **"Positive Behavioral Interventions and Supports: What Does PBIS Have to Do With Prevention?"** by George Sugai - Radio Webcast from National Dropout Prevention Center/Network at Clemson University (1 hour 19 min)
- **"Dr. Hill Walker's Plenary Session in the 2010 Leadership Forum"** Expanding the Effectiveness of School-Wide PBIS Implementation (59 min)
- **"School-wide Positive Behavior Support: Reaching All Students"** by George Sugai (Center for Behavioral Education and Research- University of Connecticut)
- **"PBIS.org Web Tour"** by Dr. Laura Riffel
- **"PBS Makes a Difference: One Family's Story"** by Sandy Roethler and Scott Alfes (from National Forum on PBIS: Integrated Systems for All Students - Oct. 30-31, 2008)
- **"The Implementation of Behavior Instruction in the Total School"** provided by BRIC (The Behavior and Reading Improvement Center), The University of North Carolina at Charlotte
- **Chapter 1: Presentation "Positive Unified Behavior Support: A Model of School-Wide Positive Behavior Support"** The Behavior and Reading Improvement Center of the University of North Carolina at Charlotte Presents
- **"School-Wide Reading Model"** The Behavior and Reading Improvement Center of the University of North Carolina at Charlotte Presents
- **"Creating the Culture of Positive Behavior Supports"** A film by Gray Olsen and Paula Baumann, Produced for The University of Oregon and the OSEP Center on Positive Behavioral Interventions and Supports
- **"Discovering School-Wide PBIS: Moving Towards a Positive Future"** from Florida's Positive Behavior Support Project
- **"PBIS for Youth Involved in Juvenile Corrections"** by C. Michael Nelson (University of Kentucky) & Carl J. Liaupsin (University of Arizona)

Reducing Behavior Problems in the Elementary School Classroom

Michael Epstein – Professor, University of Nebraska-Lincoln and Practice Guide Chair

Robin Weaver – Principal, Harmony Hills Elementary School and Practitioner Representative for Practice Guide; **Duration:** 1 hour

Authors of the What Works Clearinghouse practice guide, Reducing Behavior Problems in the Elementary School Classroom, will discuss how educators and administrators can develop and implement effective strategies that promote positive student behavior in the elementary school classroom. Participants will then have the opportunity to discuss the guide's recommendations, as well as ask questions of the panelists.

<http://ies.ed.gov/ncee/wwc/publications/multimedia/>

Social and Emotional Learning: Making a Case in an NCLB World"

Presenters: Tim Shriver, Chairman of the [CASEL](#) Board of Directors, Sheldon Berman, superintendent, [Jefferson County Public Schools](#), Louisville, Kentucky, and [Kati Delahanty](#), English teacher, Charlestown High School, Boston; **Duration:** 1 hour

Reading, writing, and arithmetic are important -- there's no doubt of that. But it takes more than those basic academic skills for students to grow into happy, successful adults.

As educators know well, children also need to learn self-esteem, self-discipline, and strong communication skills in order to succeed in school and life. But it's easy for those essential lessons to get lost in the race to raise standardized test scores.

In this session, two pioneering educators and a national education leader explain why social and emotional skills deserve time and attention -- SEL has been shown to raise test scores -- and how they provide it effectively in their schools.

<http://www.edutopia.org/social-and-emotional-learning-webinar-february-2010>

How Does Improving School Climate Support Student Achievement?

Randy Ross - Equity and Diversity Specialist, The Education Alliance at Brown University

Elizabeth A'Vant - District Psychologist, Providence Public School Department

Duration: 1 hour

Research now shows that school climate is directly associated with student achievement. To leverage this research, watch the recording of The Education Alliance's discussion about the question, "*Which factors, among the many that constitute school climate, are more likely to support student achievement?*" Many educators focus on school safety when thinking about this topic. In addition to school safety, this web briefing focuses on other climate factors essential to achievement, including: social-emotional learning (SEL), student engagement, and cultural proficiency. Specific examples of urban, rural, and suburban district efforts to improve school climate and their outcomes are provided. School climate is now part of federal funding guidelines in both "Race to the Top" and Title I. Information about these guidelines is included.

The webinar was designed especially for administrators, grant-writers, and counseling staff, including social workers and psychologists. All members of school communities would benefit, however.

<http://www.alliance.brown.edu/webinars/20100225/>

Preventing Delinquency by Promoting Academic Success (June 2008)

School failure and dropout are major predictors of children and youth becoming involved with or re-involved with the juvenile justice system. Understanding the risk factors associated with school failure and how to support students who are at increased risk of failure is essential to effective prevention strategies and programming that aim to reduce delinquency. This Webinar provided practical strategies to help identify students who are at increased risk of school failure and dropout, as well as strategies to support students in meeting academic requirements and maintaining academic success.

Presenters [Jessica Heppen](#) and [Mindee O'Cummings](#), of the [National High School Center](#), provided an overview of early warning systems to identify potential high school dropouts along with best practices in research-based preventive interventions; [Kevin Dwyer](#), past president of the National Association of School Psychologists, explained the need for additional services for students with disabilities and discussed the overrepresentation of students with disabilities within the juvenile justice system; and [David Osher](#), NDTAC's Principal Investigator, discussed the importance of continuing to provide quality education within the juvenile justice system as a central part of rehabilitation and in reducing recidivism.

http://www.neglected-delinquent.org/nd/events/webinars_archive.php#webinar20080625

POSITIVE CONNECTIONS: CPI AND POSITIVE BEHAVIOR SUPPORT

Make a Positive Connection!

Do you find that working with individuals who exhibit challenging behavior feels like an ongoing struggle? Are you searching for effective strategies and interventions that promote positive change?

The 60-minute On-Demand presentation offers information to help decrease problem behaviors and improve overall quality of life for the individuals you serve. Participants will:

- Learn how CPI's *Nonviolent Crisis Intervention*® training can be integrated within the three-tiered logic model of Positive Behavior Supports (PBS).
- Discover how integrating the skills and strategies of *Nonviolent Crisis Intervention*® training within the structure of PBS can promote positive changes for staff and the individuals they support.
- Examine how *Nonviolent Crisis Intervention*® Certified Instructors have made these positive connections in Vermont.

<http://www.crisisprevention.com/Resources/Webinars/Positive-Connections--CPI-and-Positive-Behavior-Su>