



Pathways to Success
for Students with
Challenging Behaviors

Re-Search • Re-Think
Re-Frame • Re-EDucation

July 29 – 30, 2013

Blackriver Training & Conference Center
Renton, WA

WWW.WAREA.ORG

MISSION STATEMENT

Washington Re-EDucation Association is a group of educators, clinicians and administrators whose purpose is creating success in homes, schools and communities, for children and youth with challenging behaviors.

We promote, encourage, support, and advocate for the use of evidence-based practices within the philosophical framework of Re-EDucation by providing resources, trainings and consultation.

WAREA BOARD OF DIRECTORS

Lisa Hoyt	Thomas Grant
Bridget Walker	Michaela Clancy
Karen Finigan	Angela Emmett
Samantha Arons	Mollie Wirtz
Susan Kliewer	

CLOCK HOURS INFORMATION

Conference participants have the opportunity to earn up to 11 clock hours for full conference registration. Clock hours are \$22 per participant. Participants were to register and pay before attending the conference. If you wish to receive clock hours and did not register prior to your arrival, clock hour registration will be available until 9:00 am on Monday, July 29. Participants must sign-in each morning, and turn in their evaluation and clock hour forms by 4:00 pm on Tuesday, July 30. These items are required before participants can review clock hours. NOTE: Your Washington State Certificate Number is required on the clock hour form.

BOOK SALES

Keynote speaker Cinda Johnson will have her books available for purchase on Tuesday, July 30 from 12:00 – 1:30 pm.

WAREA WEBSITE INFORMATION

www.warea.org

CONFERENCE INFORMATION

www.cm.wsu.edu/warea

KEYNOTE SPEAKERS



FRANK A. FECSE, PH.D. is the Chief Executive Officer of Positive Education Program (PEP). Dr. Fecser is co-founder of the Life Space Crisis Intervention (LSCI) Institute. Dr. Fecser recently co-authored the sixth edition of the classic text—Conflict in the Classroom—and is the author

of numerous articles and monographs. He is listed as a national expert with the Washington, D.C. Business Group on Health and the Center for Effective Collaboration and Practice. He is on the editorial board of the journal Reclaiming Children and Youth and is a founding member and past president of the American Re-EDucation Association.



CINDA JOHNSON is a professor and the director of the special education graduate program at Seattle University. She is also the principal investigator and director of the Center for Change in Transition Services. She is a national leader in the area of transition from high school

to post-high school settings for young people with disabilities. She has written articles and book chapters in the area of secondary special education and transition services including youth with emotional and behavioral disorders and mental illness. Cinda is on the board for Bring Change 2 Mind and blogs for the Balanced Mind. Cinda, and her daughter Linea recently published the book Perfect Chaos about how their own lives are touched with mental illness.

MONDAY • JULY 29, 2013

KEYNOTE

9:00 – 10:15 am

Understanding Relationship & The Art Of Change •

Frank Fecser, Ph.D.

Work with children and youth with Emotional and Behavioral Disabilities has been informed by more than 60 years of practice and research. Across that time we have been introduced to a wide variety of conflicting theories from behaviorism to psycho-education. Now technology is informing us about how the brain works and we can better understand the dynamics of change. This presentation introduces an unforgettable brain-based model of change.

SESSION 1

10:30 am – 12:00 pm

Achieving Sustainable Improvements In Programs For Students with Emotional & Behavioral Disabilities • *Bridget Walker, Ph.D. & Lisa Hoyt, Ph.D.*

This session will provide an overview of a team-based participatory program evaluation and improvement process used successfully by several districts to improve their K-12 programs for students with EBD. We will describe how the process supported organizational change, improved student outcomes, the strategies implemented, challenges overcome and overall findings across three district programs.

MONDAY AT-A-GLANCE

8:00 – 9:00 am	Registration & Continental Breakfast		CEDAR	DUWAMISH	
9:00 – 10:15 am	Understanding Relationship & the Art of Change		Frank Fecser	CEDAR	DUWAMISH
10:15 – 10:30 am	BREAK				
10:30 – 12:00 am	SESSION 1				
	CEDAR	DUWAMISH	NISQUALLY		
	Achieving Sustainable Improvements In Programs For Students With Emotional & Behavioral Disabilities	Life Space Crisis Intervention (LSCI): Integrating Key Evidence-Based Practices To Improve Outcomes For Students With, Or At-Risk Of Developing EBD	From Re-ED To Gen ED: The 9 Stages Supported By Evidence-Based PBIS		
	Lisa Hoyt & Bridget Walker	Frank Fecser	Karen Finigan & Angie Emmett		
12:00 – 1:00 pm	LUNCH				
1:00 – 2:30 pm	SESSION 2				
	Enhancing The Futures Of Youth With Emotional & Behavioral Disability Through Effective Transition Planning	Growing Community, Naturally: Healing Troubled Youth Through Gardening	Understanding & Breaking The Conflict Cycle In The Classroom Through The Use Of The Cognitive Model Of Emotional Response		
	Doug Cheney	Mollie Wirtz	Matt Goldsmith & Sam Arons		
2:30 – 2:45 pm	BREAK				
2:45 – 4:15 pm	SESSION 3				
	Alternative Approaches To School Discipline: Moving From Punitive To Positive, Solution Focused Learning Environments	Educating Youth In Foster Care: A Focus On Special Education	Behavior Management: Strategies That Work		
	Michaela Clancy & Sherry Studley	Angela Griffin	Sam Arons		

Life Space Crisis Intervention (LSCI): Integrating Key Evidence-Based Practices To Improve Outcomes For Students With, Or At-Risk Of Developing EBD • Frank Fecser, Ph.D.

This session will provide an overview of the LSCI model and describe how it integrates key evidence based practices for students with EBD in a way that helps transform intensive problem behaviors into teachable moments while improving staff intervention and support skills. LSCI picks up where other crisis interventions leave off, focusing on strength-based solutions rather than exclusion and punishment. Components of the LSCI model can be used within a multi-tiered system of supports, as well as in specialized settings, to improve student outcomes as well as to strengthen staff intervention and support skills.

From Re-ED To Gen ED: The 9 Stages Supported By Evidence-Based PBIS • Karen Finigan M.Ed. & Angela Emmett M.A.T.

Building on the article How Do We Get There from Here? Nine Stages on the Reclaiming Journey (Walker, Hoyt, & Long, 2006), this presentation examines how the Nine Stages of Re-EDucation align with current evidence-based PBIS research. Within the guiding Re-ED principle that “Time is an Ally” (Hobbs, 1982), this session presents educators with an outline of stages through which students’ progress and regress, as well as corresponding evidence-based PBIS interventions to effectively support student growth throughout this process...

SESSION 2

1:00 – 2:30 pm

Enhancing The Futures Of Youth With Emotional & Behavioral Disability Through Effective Transition Planning • Doug Cheney, Ph.D.

Transition of youth with emotional/behavioral disabilities (EBD) is a challenge and their graduation, enrollment in college, and employment rates are of concern. Additionally, 25% of parents of youth with EBD say

they are dissatisfied with high school services and transition planning was not very useful for their children. Yet, several programs have found essential elements of effective transition that have reversed these trends and improved educational, vocational, and community outcomes for youth with E/BD. These elements include: assessment, IEP/transition plan development, personal future’s plans, academic/vocational decision making, cultural considerations, and parent/family involvement, and will be discussed in this session.

Growing Community, Naturally: Healing Troubled Youth Through Gardening • Mollie Wirtz M.S., LMHC

Educators and clinicians attending this presentation will gain understanding about the research supporting gardening with students who display challenging behaviors. Participants will learn methods to integrate garden-based learning into the classroom, as well as practical steps on how to develop a garden at a school, treatment center, or any other place where hands-on, experiential learning is desired. Case studies of students in elementary, middle and high school levels who have participated in Renton Academy’s community garden over the past 6 years will be shared, as well as gardening interventions appropriate for all levels.

Understanding & Breaking The Conflict Cycle In The Classroom Through The Use Of The Cognitive Model Of Emotional Response • Samantha Arons, M.Ed., LMHC & Matthew Goldsmith, M.Ed.

This session will provide an overview of the Conflict Cycle within a classroom setting for students with challenging behaviors. Elements of the Conflict Cycle and the roles that the teacher and student play will be discussed. The cognitive model of emotional response will be covered as well as strategies for positively intervening in the conflict cycle to improve social and educational outcomes for teachers and students.

SESSION 3

2:45 – 4:15 pm

Alternative Approaches To School Discipline: Moving From Punitive To Positive, Solution Focused Learning Environments • *Michaela Clancy, Ed.D, NCSP & Sherri Studley, Ed.D.*

Closing the achievement/opportunity gaps require meaningful changes to exclusionary discipline systems. Systematic approaches to supporting positive behavior, involvement of all stakeholders, and measures to support continuous improvement are needed for schools to create safe and supportive school environments that all students need to learn. (Learning First Alliance, 2001). By implementing multi-tiered systems of behavioral supports as well as solution-focused, empowerment based classroom management and discipline approaches, schools and districts can create alternatives to traditional exclusionary discipline practices. These practices create learning environments where students and staff maintain mutual respect and work through relationship to help students adopt pro-social behaviors and problem-solve appropriate responses.

Educating Youth In Foster Care: A Focus On Special Education • *Angela Griffin, M.Ed.*

Youth in foster care have experienced trauma that impact their self-esteem, behavior, attachments, and relationships. This trauma also directly affects their ability to appropriately engage in learning environments and to learn alongside their peers. The emotional instability of these youth often leads to them being disproportionately placed in special education; not being identified when needing special education services; or being inappropriately identified. Participants will learn how having an educational specialist to build a relationship of accountability, provide personalized intervention, building problem solving and self-advocacy skills, and proactively removing barriers to school success improves academic outcomes for youth in foster care.

Behavior Management: Strategies That Work • *Samantha Arons, M.Ed., LMHC*

When professionals are able to see behavior as a form of communication, they can then begin to better understand what is going on for the student and thus be more effective in their responses and interventions. In this session helpful strategies will be presented for dealing with difficult patterns of behavior that are typically immune to traditional or typical interventions such as detention and point losses. Strategies discussed will pertain to overall classroom management as well as individualized interventions to deal with particular negative student behavior.



TUESDAY • JULY 30, 2013

KEYNOTE

A Journey To Recovery • Cinda Johnson, Ph.D.

Cinda Johnson teaches about developing self-determination for students with mental health conditions. Her personal journey with her daughter Linea, a young woman living with a mental illness, strengthened her commitment to developing and maintaining self-determination and advocacy as a component of recovery, the importance of a larger community in advocating for social justice and human rights in advancing recovery, and the significance of voice and personal story in the recovery process. In the process of writing and publishing a very intimate book, *Perfect Chaos*, with Linea and sharing their story at an international level she has learned personally about living well with a mental illness.

SESSION 4

10:30 am – 12:00 pm

Don't Turn Away: Finding Support For Students With Mental Illnesses • Cinda Johnson, Ph.D.

Cinda Johnson teaches graduate students about mental health conditions and providing positive behavior supports. She didn't expect that she would be a parent of a young woman living with a mental illness. Serious mental illnesses affect 21% of children and adolescents; a mere 30% receive any sort of intervention or treatment. The others simply struggle through the pain of mental illness and emotional turmoil, doing their best to make it to adulthood. Mental health conditions must be recognized and treated. This session provides information to identify and support these students and provides resources that are often unfamiliar to school staff.

TUESDAY AT-A-GLANCE

8:00 – 9:00 am	Registration & Continental Breakfast			CEDAR	DUWAMISH
9:00 – 10:15 am	A Journey To Recovery			Cinda Johnson	CEDAR DUWAMISH
10:15 – 10:30 am	BREAK				
10:30 – 12:00 am	SESSION 4				
	CEDAR	DUWAMISH	NISQUALLY		
	Don't Turn Away: Finding Support For Students With Mental Illnesses	Mathematics & Behavior: A Dual Approach To Instructing Elementary Students With EBD	Social Skills For Students With Emotional & Behavioral Disabilities		
	Cinda Johnson	Marie Fisher	Natalie Dobbins & Karen Finigan		
12:00 – 1:00 pm	LUNCH				
1:00 – 2:30 pm	SESSION 5				
	Closing The Achievement Gap Of Students With EBD Through Multi-Tiered Systems Of Support	Taking The Storypath To Success: Inquiry-Based Social Studies For Students With EBD	Structure & Predictability In The Classroom Setting		
	Greg Benner	Bridget Walker & Colleagues	Matt Goldsmith		
2:30 – 2:45 pm	BREAK				
2:45 – 4:15 pm	SESSION 6				
	Renton Academy: A Re-EDucation Public School For Students With Emotional & Behavioral Disabilities	Navigating Conversations For Better Outcomes & Building Capacity	Effective Instruction For Students With EBD: Learn The Six Guiding Questions That Supports Effective Lesson Design		
	Lisa Hoyt	Carol Frodge	Heather Korbmacher		

Mathematics & Behavior: A Dual Approach To Instructing Elementary Students With EBD • Marie Fisher, Ph.D.

This presentation will provide details on the development and implementation of a multi-component intervention by exploring the mathematical and behavioral components of instructing upper elementary students. Mathematics instruction targeting place value concepts and behaviors specific to enhancing mathematics participation will be discussed. Findings from a pilot study will also be presented to provide data supporting a dual approach within mathematics instruction.

Social Skills For Students With Emotional & Behavioral Disabilities • Karen Finigan, M.Ed. & Natalie Dobbins, M.Ed.

When students lack social skills it can be difficult for educators to fully engage them in learning. By teaching appropriate replacement behaviors educators give students opportunities to practice their new skills. Students then are able to learn that performing the new social skills is often a more efficient or effective way to get their needs met. This session provides educators with research regarding the importance teaching social skills and strategies to recognize the critical components of evidence based social skills curriculum. Educators will leave this session with the ability to better lead their students towards increased social and academic competence.

SESSION 5

1:00 – 2:30 pm

Closing The Achievement Gap of Students With EBD Through Multi-Tiered Systems of Support • Greg Benner, Ph.D.

It is well documented that students with or at-risk for emotional and behavior disorders (EBD) have severe deficits in their academic functioning. To begin to address these deficits, we focus on the need to close the opportunity gap by maximizing academic learning time and providing explicit instruction for students with EBD. We briefly highlight key positive behavioral interventions and supports necessary to improve engagement in instruction. Closing the achievement gap using multi-tiered academic supports requires best practices for universal screening and diagnostic assessment to understand student academic needs. We detail the key elements of explicit instruction directly linked to improved academic performance. We conclude with alterable instruction factors for intensifying instruction and emphasize the need for intensive language instruction for the majority of students with EBD.

Taking The Storypath To Success: Inquiry-Based Social Studies For Students With EBD • Bridget Walker, Ph.D., Thomas Grant, M.Ed., Adria Wilson M.Ed., Carrie Riggs, M.Ed., & Paige Richmond, M.Ed.

This session will share how teachers in four special education classrooms (primary, intermediate and middle school level) successfully used the Storypath social studies curriculum and inquiry based instructional approach to increase academic engagement, reduce problem behaviors, and improve academic and social skills of students with autism and EBD in specialized, self-contained classrooms. The session will share strategies for effectively scaffolding the lessons, discuss instructional and management accommodations and modifications needed for students with learning and behavior challenges and explore the opportunities and challenges an inquiry-based approach to learning provides this population.



Structure & Predictability In The Classroom Setting •

Matthew Goldsmith, M.Ed.

This session will provide an overview of elements to encourage structure and predictability within the classroom for students with Emotional and Behavioral Disabilities. An overview of the critical structural components that are essential to run a classroom will be discussed as well as specific interventions around the physical arrangement of the classroom, using the schedule to promote success, and developing positive values and rules that lead to student success.

SESSION 6

2:45 – 4:15 pm

Renton Academy: A Re-EDucation Public School For Students With Emotional & Behavioral Disabilities •

Lisa Hoyt, Ph.D.

Renton Academy is a K-12 therapeutic school for students with Emotional and Behavioral Disabilities (EBD) in the Renton School District. It opened its doors in 2006 when district leadership believed there was another way to serve this student population. The purpose of this presentation is to introduce Re-Education as a philosophical framework for public school districts to use to educate students with EBD. This presentation will give educators, be it front line workers to district administrators, specific program design, lessons learned along the way, staffing and training requirements, as well as structure and systems that guide decision making. The presenter will share data to highlight and evaluate the current model of programming and share personal experience from the journey.

Navigating Conversations For Better Outcomes & Building Capacity •

Carol Frodge, M.Ed

Changing student behavior starts with changing adult thinking and behavior. At the heart of adult change is conversation and the kind of conversation you have will make the difference. In this session I will present the foundational elements for effective change conversations and then practice a coaching model.

Effective Instruction For Students With EBD: Learn The Six Guiding Questions That Support Effective Lesson Design •

Heather Korbmacher, M.Ed., NBCT

Academic failure is one of the key predictors of problem behavior, yet research about academic interventions for students with an Emotional Behavioral Disorder is limited. In thinking about how students respond to interventions, there are six guiding questions that support effective lesson design for students with EBD. These questions assume an understanding of Gardner's Multiple Intelligences, knowledge of common characteristics of students with EBD and SLD, familiarity with evidence based academic interventions, and a working knowledge of how to use data to assess student growth. This session will provide an overview of this knowledge base with references for further inquiry.

Join us again next year!

July xx – xx, 2014

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