

**DIRECTED STUDY:**

**PBIS NETWORK SUMMER LEADERSHIP**

SPY 796; Section TBD

(Summer 2017; 1 Credit)

August 14-16, 2017 at the Kalahari Resort & Conference Center, Wisconsin Dells

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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 as well as include parents as partners.

Assignments

**Attendance Conference (50%)**

- Attend the entire conference. Participants **must** attend (1) the scheduled conference times on August 15 and 16 **and** (2) the preconference on August 14 **or** a combination of online webinars to supplement this time (approximately 3 hours; see handout for some suggested options; however, you are encouraged to explore on

your own to meet your individual learning needs). Please document the specific title and url in your paper. 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.

	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

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.

If a student does not submit a paper by September 8, he/she will receive an incomplete. Incompletes will automatically change to a failing grade if not completed within a calendar year.

UWL Policies & Supports

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**Academic Integrity & Misconduct**

Academic misconduct is a violation of the UWL [Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline. Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the [Student Handbook](#) for a detailed definition of academic misconduct. For helpful information on how to avoid plagiarism, go to [“Avoiding Plagiarism” on the Murphy Library website](#). You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct. For a light-hearted tutorial on avoiding plagiarism I encourage you to review a ten-minute interactive tutorial from Acadia University: <http://library.acadiau.ca/tutorials/plagiarism/>.

**Concerns or Complaints**

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn’t been resolved after bringing it to my attention, you can contact my department chair or the Office of Student Life (<http://www.uwlax.edu/student-life/>). The Student Academic Non-Grade Appeals process can be found in the [Student Handbook](#). For academic appeals you can review the appeals and petitions for academic matters section of the [UWL Catalog](#).

**Sexual Harassment**

As an employee of the University of Wisconsin-La Crosse, I am a mandated reporter of sexual harassment and sexual violence that takes place on campus or otherwise affects the campus community. This means that if I receive detailed or specific information about an incident such as the date, time, location, or identity of the people involved, I am

obligated to share this with UWL's [Title IX Coordinator](#) in order to enable the university to take appropriate action to ensure the safety and rights of all involved. For students not wishing to make an official report, there are confidential resources available to provide support and discuss the available options. The contact in Student Life is Ingrid Peterson, Violence Prevention Specialist, (608) 785-8062, [ipeterson@uwlax.edu](mailto:ipeterson@uwlax.edu). Please see <http://www.uwlax.edu/sexual-misconduct> for more resources or to file a report.

### **Religious Accommodations**

Per the UWL Undergraduate and Graduate [Catalogs](#), "any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of specific days/dates for which the student will request an accommodation. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement."

### **Students with Disabilities**

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, [ACCESSCenter@uwlax.edu](mailto:ACCESSCenter@uwlax.edu)) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. You can find out more about services available to students with disabilities at The ACCESS Center website: <http://www.uwlax.edu/access-center>

### **Veterans and Active Military Personnel**

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#).

### **Academic Services and Resources at UWL**

Below are several student services available to students taking online courses:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: <http://www.uwlax.edu/financial-information/>
- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>
- [Public Speaking Center](https://www.uwlax.edu/murphy-learning-center/public-speaking-center/): <https://www.uwlax.edu/murphy-learning-center/public-speaking-center/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <http://www.uwlax.edu/Student-Life/Student-handbook/>
- Student Support Services: <http://www.uwlax.edu/sss/>
- Tutoring (Murphy Learning Center): <http://www.uwlax.edu/murphy-learning-center/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

### **Technical Support**

For tips and information about D2L visit the Information Technology Services (ITS) student support page, at <http://www.uwlax.edu/D2L/Help-for-students/>. Need help making sure your computer is set up correctly for online coursework? D2L's [System Check](#) ensures that your computer and web browser are configured to properly access their system. You can also contact the ITS Support Center at (608) 785-8774 or email them at [helpdesk@uwlax.edu](mailto:helpdesk@uwlax.edu) for questions about D2L or any other technological difficulties. The hours for ITS are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm, Central Time.

## **PBIS Supplemental Video Material**

*Updated May 1, 2017*

### **Wisconsin PBIS Network**

#### *Culturally Responsive*

- **Young People Speak Out About Exclusionary School Discipline.** American Institutes for Research. <http://www.air.org/resource/young-people-speak-out-about-exclusionary-school-discipline-video>
- **Melody Hobson: Color Blind or Color Brave?**  
[http://www.ted.com/talks/melody\\_hobson\\_color\\_blind\\_or\\_color\\_brave](http://www.ted.com/talks/melody_hobson_color_blind_or_color_brave)
- **Malcolm London: "High School Training Ground"**  
[http://www.ted.com/talks/malcolm\\_london\\_high\\_school\\_training\\_ground](http://www.ted.com/talks/malcolm_london_high_school_training_ground)
- **Rita Pierson - My Mamma Said.** YouTube Aha Process Channel.  
<https://www.youtube.com/watch?v=bndCdOeMO3Y>
- **Stew: "Black Men Ski"** [http://www.ted.com/talks/stew\\_says\\_black\\_men\\_ski](http://www.ted.com/talks/stew_says_black_men_ski)
- **Are some U.S. school discipline policies too punitive?** YouTube: PBS News Hour.  
<https://www.youtube.com/watch?v=5LDah0tDbbE>
- **Ernestine Johnson Performs 'The Average Black Girl.'**  
<https://www.youtube.com/watch?v=twZFGIAusak&feature=youtu.be>
- **His Star Student Wants To Go To College. She's Not Getting In. - Clint Smith, Poet.** YouTube Upworthy Channel. <https://www.youtube.com/watch?v=VpMvXtvYO0s#t=106>
- **Celebrating resilience - reframing the narrative around our students: Clint Smith at TEDxManhattan.** YouTube Tedx Channel.  
<https://www.youtube.com/watch?v=QixDnLzXpuU#t=409>
- **Javon Johnson - "cuz he's black" (NPS 2013).** YouTube Button Poetry Channel.  
[https://www.youtube.com/watch?v=u9Wf8y\\_5Yn4](https://www.youtube.com/watch?v=u9Wf8y_5Yn4)
- **The Angry Eye - Brown Eye-Blue Eye Experiment.** YouTube
  - **Part I** <https://www.youtube.com/watch?v=Bf2LB0IG1xo>
  - **Part II** <https://www.youtube.com/watch?v=neEVoFODQOE>
- **What Would You Do? Bike Theft (White Guy, Black Guy, Pretty Girl) .** YouTube.  
<https://www.youtube.com/watch?v=ge7i60GuNRg&list=FLBu1eh2T050TFdPZJHmC8Q&index=54>

#### *High Schools, Early Warning Systems & College-Career Readiness*

- **Challenge at the Heart of Deeper Learning: The Teaching Channel.**  
<https://www.teachingchannel.org/videos/deeper-learning-challenges-students-exl>
- **Building Student-Advisor Relationships.** The Teaching Channel.  
<https://www.teachingchannel.org/videos/student-advisor-relationship-edv>
- **YouTube National High School Center Channel Playlists:**  
<https://www.youtube.com/user/NHSCenterMedia/playlists>
- **High Schools in Crisis.** YouTube video.  
<https://www.youtube.com/watch?v=CkLzYWvwg3Q&index=3&list=PLCB6CB3E961828324>
- **Just Listen: Youth Talk about Learning.** YouTube Channel  
<https://www.youtube.com/user/JustListen2011/videos?view=1>
- **School Reform | Brockton High.** YouTube CPTV Network Channel.  
<https://www.youtube.com/watch?v=DFwhUBYqcDo>
- **NEED TO KNOW | School of thought in Brockton, Mass. | PBS.** YouTube PBS Channel.  
<https://www.youtube.com/watch?v=zONaQeAMFMc>  
<http://video.pbs.org/program/1458405365/>

#### *Attendance & Drop-out Prevention*

- **Attendance Works Video, Attendance: A Community Imperative**  
<http://www.attendanceworks.org/attendancemonth/video-multimedia/>

- **Building Relationships: Share Passion with Students. The Teaching Channel.**  
<https://www.teachingchannel.org/videos/teacher-student-relationship>
- **Rita Pierson: Every Child Needs a Champion. TED.com.**  
[http://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)
- **NYC Success Mentor Corps.** <http://www.nyc.gov/html/truancy/html/smc/smc.shtml>

#### *Family Engagement*

- **Citizens Academy Parent Engagement Program: YouTube Citizens Academy Parent Engagement Program Channel.** <https://www.youtube.com/watch?v=Xj6f8hrtDxs>
- **Part 1 - "On the Same Page - Families and Schools as Partners" YouTube epicforchildren channel** <https://www.youtube.com/watch?v=2PNc8Dn7T2Q>
- **Part 2 - "On the Same Page - Families and Schools as Partners" YouTube epicforchildren channel.** <https://www.youtube.com/watch?v=lns-se2AZxM>
- **Parts 3 - 6 "On the Same Page...."**  
<https://www.youtube.com/channel/UC9icKck7dHJ7iN1pazWKdNg>
- **Classroom Management & Climate**
- **Share Who Said That. Teaching Channel.** <https://www.teachingchannel.org/videos/students-acknowledging-other-ideas>
- **Are Your Brains Tired? Teaching Channel.** <https://www.teachingchannel.org/videos/praising-student-effort>
- **Setting the Tone from Day One. Teaching Channel.**  
<https://www.teachingchannel.org/videos/setting-classroom-tone>
- **Classroom Expectations. The Teaching Channel.**  
<https://www.teachingchannel.org/videos/classroom-expectations-pre-k>
- **Building Student-Advisor Relationships. The Teaching Channel.**  
<https://www.teachingchannel.org/videos/student-advisor-relationship-edv>

#### *Effective Leadership*

- **TEDxMaastricht - Simon Sinek - "First why and then trust"**  
<https://www.youtube.com/watch?v=4VdO7LuoBzM>
- **TEDxToronto - Drew Dudley: Every Day Leadership. "Leading with Lollipops"**  
[http://www.ted.com/talks/drew\\_dudley\\_everyday\\_leadership#t-22989](http://www.ted.com/talks/drew_dudley_everyday_leadership#t-22989)
- **THE PRINCIPAL STORY Clip Reel - School Leadership Film Clips. The Wallace Foundation.**  
<http://www.wallacefoundation.org/principal-story/clips-from-the-film/Pages/default.aspx>

#### *Functional Behavior Assessment*

- **FACTS FBA Playlist:** <https://www.youtube.com/playlist?list=PL4FD195619AABE4A2>
- **FBA Training Videos:** These videos are designed to be used for practice after learning FACTS FBA  
<https://www.youtube.com/playlist?list=PLyhnHjBLW5BSKiIFKItDxU8oc5ASsBDF>

#### *Check-In/Check-Out*

- **CICO Model Video: YouTube Shawn Fletcher channel.**  
<https://www.youtube.com/watch?v=ERX8yLRKs48&list=PLyhnHjBLW5BSIZwyNVDYrEZvVsAITVpb9>
- **CICO Progress Monitoring Tier 2 Team Meeting: YouTube Shawn Fletcher channel.**  
<https://www.youtube.com/watch?v=z6MtVtRSXMs&list=PLyhnHjBLW5BQLIXs3E15tsly0nzB3v5wL&index=3>
- **Team Initiated Problem Solving and PBIS Meeting Procedures**
- **PBIS Meeting #1 Roles, Responsibilities & Review. YouTube Shawn Fletcher channel.**  
<https://www.youtube.com/watch?v=kVs27arSQzw&index=1&list=PLyhnHjBLW5BQLIXs3E15tsly0nzB3v5wL>
- **TIPS - Team Initiated Problem Solving - PBIS. YouTube Shawn Fletcher channel.**  
<https://www.youtube.com/playlist?list=PL2F9F19758826A59F>

## School Wide Positive Behavior Supports – Videos

Access all of them at [http://www.pbis.org/swpbs\\_videos/default.aspx](http://www.pbis.org/swpbs_videos/default.aspx)

- **“An Architecture for Accelerating Academic Achievement: Ode to Basics”** by Edward Kame’enui (1 hour 3 min)
- **“Features of Effective High School Implementation”** by Hank Bohanon (33 min)
- **“Myths, Misunderstandings and Milestones in Implementing School Wide Positive Behavior Support”** by Tim Lewis (54 min)
- **“Adults as the Impetus for School Change: The Ethical Foundation of SWPBS”** by Terry Scott (50 min)
- **“Where Do We Go From Here? By George Sugai (1 Hour 12 min)**
- **“Driving Innovation, Improving Outcomes: Special Education Research Raises Expectations for Individuals with Disabilities”** (How positive behavior interventions and supports (PBIS) can decrease discipline referrals and increase student achievement) by George Sugai – presented at a Council for Exceptional Children (CEC) briefing on Capital Hill (2 min)
- **“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
- **“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)

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## Reducing Behavior Problems in the Elementary School Classroom

<http://ies.ed.gov/ncee/wwc/multimedia.aspx?sid=1>

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

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

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## How Does Improving School Climate Support Student Achievement?

*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/>

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**Preventing Delinquency by Promoting Academic Success (June 2008)**

[http://www.neglected-delinquent.org/nd/events/webinars\\_archive.php#webinar20080625](http://www.neglected-delinquent.org/nd/events/webinars_archive.php#webinar20080625)

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POSITIVE CONNECTIONS: CPI AND POSITIVE BEHAVIOR SUPPORT

**Make a Positive Connection!**

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