

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report to School Board of Trustees

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent.

Please Download & **TYPE** the following information.

Staff Member:	<u>Dena Wright</u>	School:	<u>District Office</u>
Conference:	<u>Northwest Positive Behavioral Interventions and Supports Conference</u>	Staff Assignment	<u>Content Area Specialist: Technology Integration, Tier 1 Instructional Support</u>
Location of Conference:	<u>Spokane, Washington</u>	Dates Attended:	<u>April 28-May 1</u>

General Overview: Do not use acronyms

The Northwest PBIS 2026 Conference, themed "Rooted in Relationships," focused on the vital role of trust and collaboration in building effective behavioral support systems.

The Northwest Positive Behavior and Supports Conference focused on the "Grounded, Growing, and Guiding" framework, emphasizing that adult emotional capacity is the foundation of student support. By prioritizing adult regulation and treating behavior as communication, educators can better bridge the gap between school and home. Central to this is the "Growth Loop"—a continuous cycle of learning and reflection that ensures professional development translates into lasting classroom change.

To sustain these systems, the conference highlighted the necessity of systemic coaching and data-driven fidelity. Effective PBIS implementation relies on representative teams, objective behavioral expectations, and relationship-building strategies like the LOVE acronym (Listen, Observe, Validate, Empower). By fostering "behavior momentum" and maintaining clear structures, schools can create environments where both staff and students feel supported and successful.

Finally, the sessions integrated neuroscience and inclusive assessment tools to refine behavioral practices. By understanding how the brain's survival, emotional, and thinking systems interact, educators can use predictability and a 5:1 positive reinforcement ratio to support student self-regulation. Utilizing tools like the Principles and Practices (P&P) assessment ensures that building schedules and family engagement remain grounded in equity and continuous improvement.

How will this impact student learning in a positive way?

This conference can impact student learning by creating the neurological conditions necessary for academic success. By prioritizing adult regulation and environmental predictability, these strategies settle a student's "survival brain," allowing the "thinking brain" (prefrontal cortex) to focus on higher-level problem-solving and learning. When staff treat behavior as communication rather than defiance, the classroom shifts from a reactive space to an instructional one, significantly reducing time lost to disciplinary interruptions.

Furthermore, implementing a 5:1 positive reinforcement ratio activates dopamine, which strengthens the neural pathways students need to build long-term positive habits. Relationship-building tools, such as the LOVE (listen, observe, validate, and empower) acronym, foster the social safety students need to take academic risks. Collectively, these systems ensure that school schedules and family partnerships are grounded in equity, resulting in a consistent and supportive environment that maximizes student engagement and academic growth.

How will I implement what I learned and how will I share

this information with my colleagues?

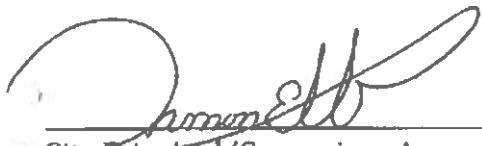
To implement these practices, I will utilize the "Grounded, Growing, Guiding" framework, prioritizing adult emotional regulation and the Growth Loop to help teachers refine their instructional and behavioral management. I will model the "LOVE" (Listen, Observe, Validate, Empower) method to help staff deepen student connections and provide expert guidance on optimizing classroom physical arrangements to maximize instructional time.

I plan to share these insights through the District Multi-Tiered System of Support (MTSS) Team and Facilitator meetings, where I will present on the importance of systemic coaching.

Furthermore, I will collaborate with Computer Science teachers and the staff at Silverland Middle School during Project-Based Learning (PBL) training and Professional Learning Communities (PLCs) to integrate "behavior momentum" strategies into their curriculum. To ensure these resources are accessible, I will produce a podcast episode highlighting actionable strategies that colleagues can implement immediately within their classrooms or systems.

Other Comments:

This conference offers significant benefits for all educators. It comes highly recommended, as the organizers carefully select vetted presenters who specialize in evidence-based educational research.



Site Principal/Supervisor Approval

5/5/26

Date



Deputy Superintendent Approval

5/6/26

Date