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Code Of Conduct for NWPBIS 2026

Thank you for being a part of the NWPBIS Conference 2026!

We appreciate all participants, and presenters working together to create a community of professional respect and support. Please,

- Treat everyone respectfully as demonstrated through language, awareness of your physical proximity, and a willingness to receive constructive feedback.
- Remember sessions get FULL. If your first choice is full, please join another session.
- Interact with kindness: we are here to learn and support one another as educators!
- For security reasons, please wear your conference name tag at all times.

If you need support, see or hear something concerning or unsafe, please come to the registration desk and/or speak to the nearest convention center staff member so we can help right away.

Your feedback helps us shape future conferences: Please leave feedback on your favorite sessions using the Whova app.



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Thank You & Session Feedback

THANK YOU for being part of NWPBIS 2026!
Please provide feedback for the sessions you attend
through the Whova app.
Your input helps shape future conferences!



4

Educator Clock Hours & NASP CPDs

Educator Clock Hours

- Workshop day is 6 educator clock hours.
- Thursday & Friday are a combined 7.5 educator clock hours.

1- At the *conclusion of the conference*, attendees will be sent an overall conference survey through Whova.

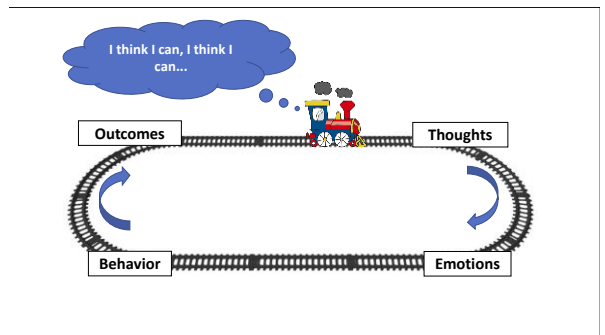
2- *Completion of this survey will provide your email address so that NWPBIS can send you a certificate of attendance.*

NASP CPDs

- 1- Please keep track of the NASP approved sessions you attend.
- 2- Complete the brief survey sent after the conference.
- 3- Sharing your contact information will allow us to send you the required evaluation to earn CPDs for the sessions you attend.



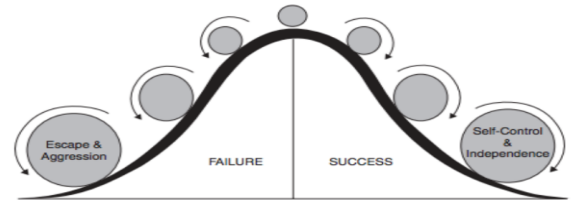
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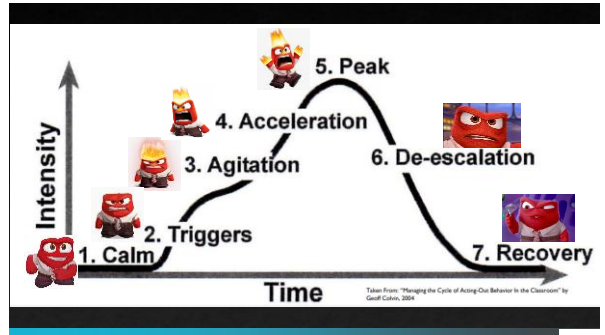


“THE SNOWBALL ROLLING FAST TO THE RIGHT CANNOT BE SLOWED BY THE OCCASIONAL FAILURE. LIKEWISE, THE SNOWBALL ROLLING FAST TO THE LEFT WILL NOT BE SLOWED BY THE OCCASIONAL SUCCESS.”

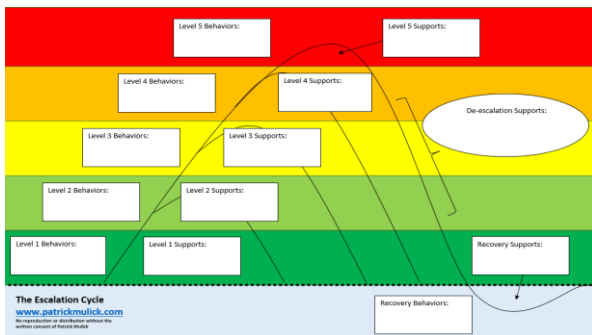
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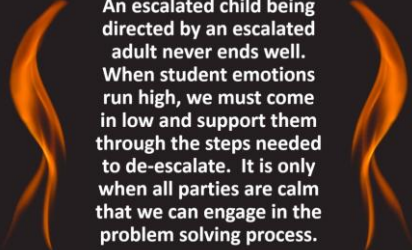


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Know Yourself

- What are your triggers?
- What behaviors do you engage in when you escalate?
- What helps you de-escalate?


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An escalated child being directed by an escalated adult never ends well. When student emotions run high, we must come in low and support them through the steps needed to de-escalate. It is only when all parties are calm that we can engage in the problem solving process.

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Without a plan, self-care is just a bunch of fluff.



14



If you don't prioritize your wellness now, you will be forced to deal with your illness later.

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When they bring the chaos, you bring the calm.
When they bring the problems, you bring the peace.



Only when there is peace can one begin to process.


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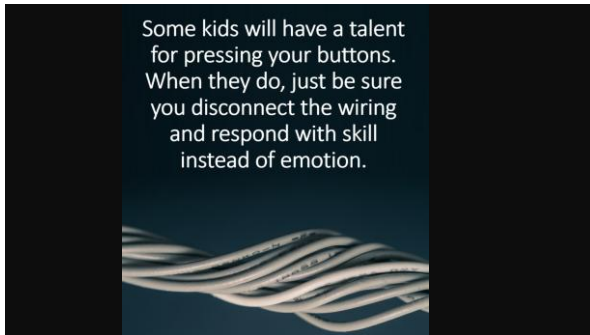
The calmest amygdala wins.

17

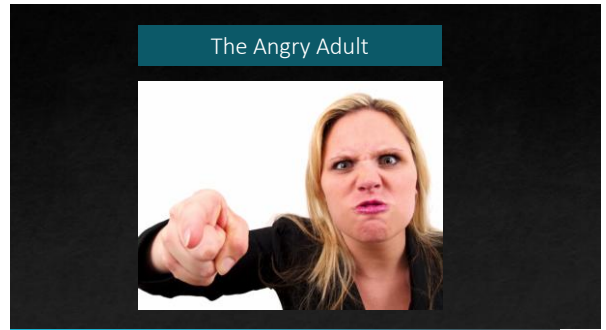


Behavior is a science.

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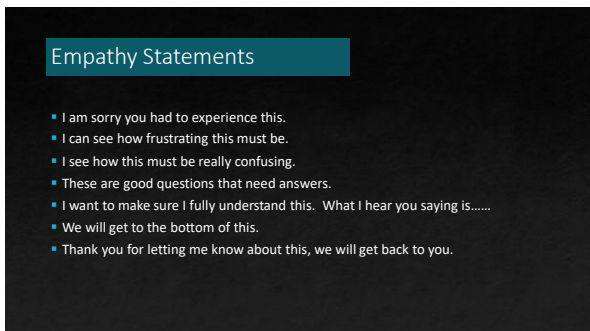


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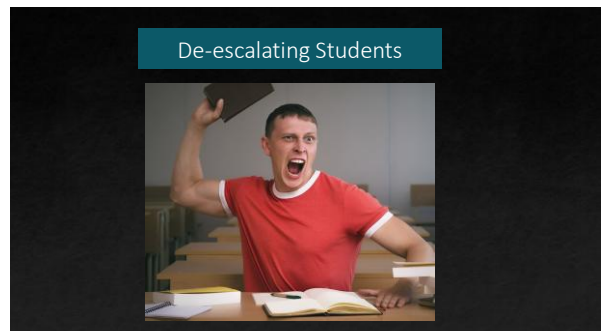
The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

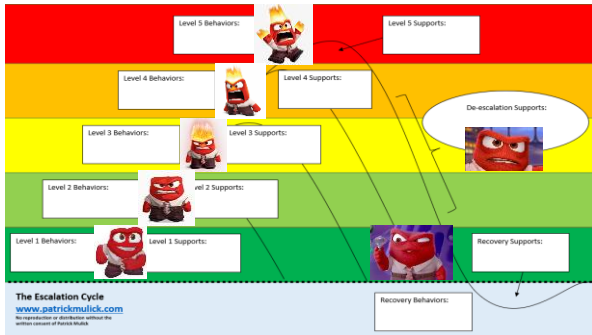
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Level 1: Calm

What You May See

- Student exhibits cooperative behavior and is responsive to staff directions
- Appears to be happy and centered
- Socializes with peers
- Accepts praise
- Ignores distractions
- Will vary depending on student

What You Should Do

- Provide engaging quality instruction
- Maintain effective classroom structures
- Establish routines
- Teach and enforce rules
- Reinforce desired behavior
- Plan for activities and transitions
- Teach and practice self-management

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1. Keep the Learning Environment Positive, Engaging, and Structured

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Keep kids engaged in their learning. The busy mind forgets to misbehave.

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In the absence of appropriate classroom structures, chaos reigns.

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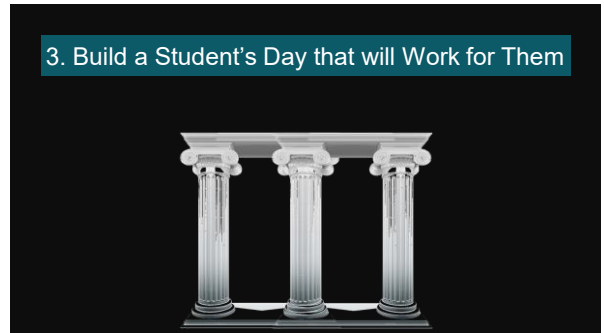
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2. Voice and Choice

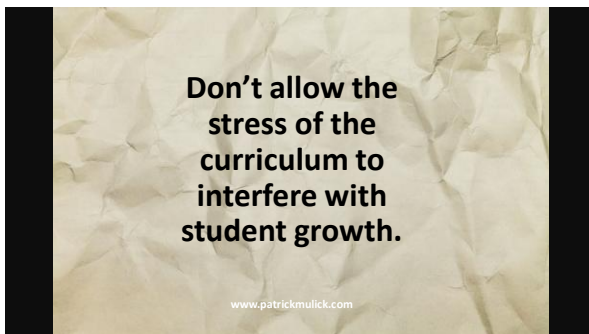
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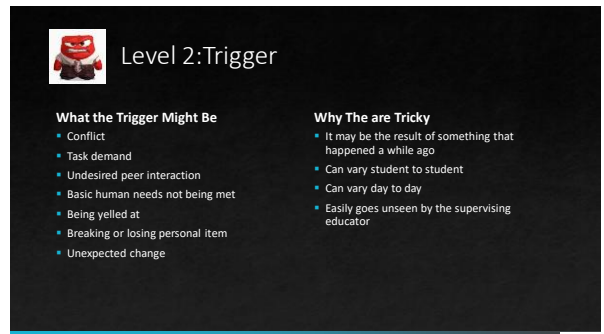
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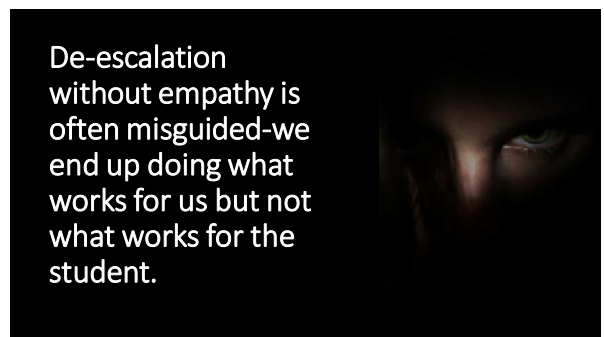
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Level 3: Aggitation

What You May See

- A student who is angry, depressed, on edge, withdrawn, worried, disturbed, frustrated, and anxious
- Increased hyperactivity, body movement, eye movement, or off task behavior
- Decreased eye contact, conversation, and overall engagement

What You Should Do

- Focus on getting back down to baseline
- Closer adult proximity
- Consider offering a break
- Empathize without downplaying
- Avoid
 - Sarcasm
 - "Calm down"

37

Telling an escalated student that they need to calm down is like telling someone who is paraplegic that they should just get up and walk. If they could, they would, and you suggesting it is not helpful.

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What is this for?



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Regulation Station for All Students

- Calming corners in every classroom
 - Equipped with fidget bins
 - Visual cues for regulation
 - Students are explicitly taught how to use and not use



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Regulation Room for All Students

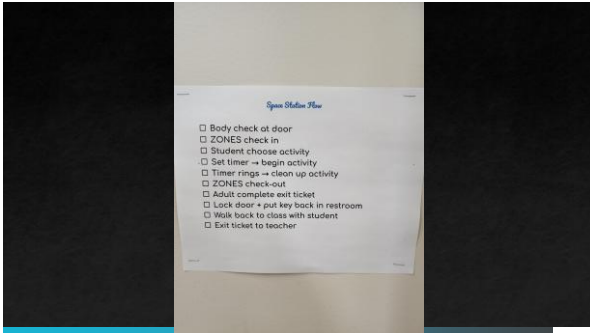
- The Space Station and the Zen Den
 - Scheduled breaks in room with trained adult
 - Movement options to power down or fire up
 - Utilizes Zones of Regulation to equip students
 - Check in/ Check out system
 - Data collection via google forms



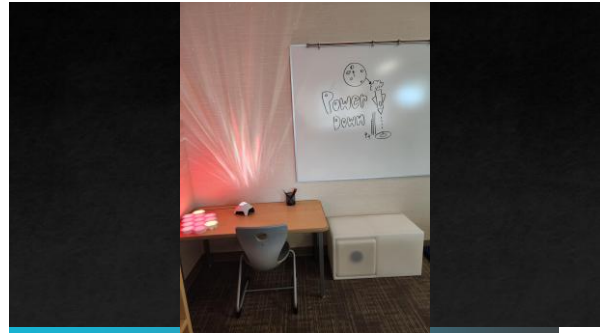
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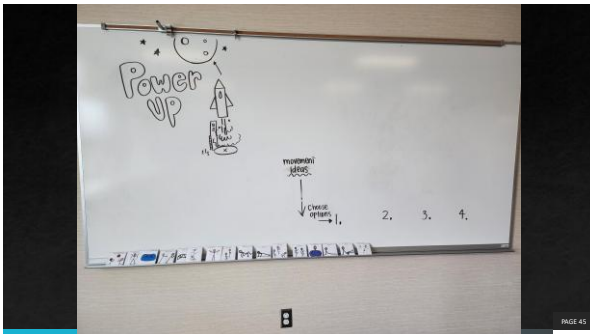
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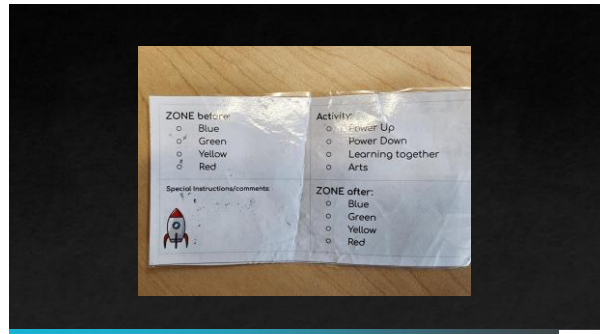
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Level 4: Acceleration

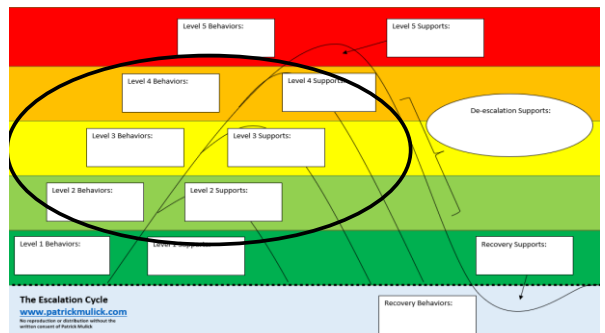
What You May See

- Intentional and focused actions by student
- Provoking other students
- Defiance to any directions given
- Asking questions to which they do not care for answers
- The beginning of property destruction

What You Should Do

- Pause and assess the situation
- Approach the student in a non-confrontational manner
- Work to engage the student in a positive way in short statements
- Offer choices
- Explain the positive consequences to complying
- Avoid
 - Power commands
 - Shouting or arguing

47



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Student Specific De-escalation Techniques

- Do nothing
- Offer time and space
- Consider the importance of the task
- Start the demand with them
- Break down the work
- Assist in problem solving
- Be their cheerleader
- Take a break/go for a walk
- Move on to a success and then come back
- Seek replacement behaviors



49

Address Sensory Needs

- Go for walk
- Do heavy lifting
- Deliver a note
- Run
- Cold wash cloth
- Drink of Water
- Dim Lights
- Soft Music
- Fan



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THE SECRET TO TEACHING CHALLENGING STUDENTS



If what you are doing is working, you call it an intervention. If it isn't working, you call it assessment and move on.

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Level 5: Peak

What You May See

- Physical aggression
- Self-injury
- Property destruction
- Student seeming like they are out of control
- Other students who are visually scared

What You Should Do

- Give time and space for the escalation to run its course
- Maximize safety of yourself and all students
- Avoid going hands on
- Stop talking until the student is ready to communicate

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An escalated student is never seeking to be controlled by another person. They only wish for the help to get themselves back under control.



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De-escalation

What You May See

- Decrease in severe behavior while still being disengaged
- Confusion and lack of focus
- Denial and blaming others
- Wanting to apologize or seek comfort
- May revert to some behaviors from previous levels

What You Should Do

- Minimize stimuli and attention from others
- Assign an easy to complete and close ended activity
- Not the time for debriefing or a lecture
- Remain in a neutral tone
- Probe for cooperation
- Give time and space and the assurance that we will get back to our regularly scheduled program

54

Adults Must Control Themselves



55

When you become frustrated by a student, you are provided the opportunity to model for them what dealing with frustration looks like. Be careful what you model.

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F%\$# YOU! NOW
WHAT?

Episode
61

57

1. "F--- You!"

- How do you respond when:
 - You feel disrespected?
 - You are being sworn at?
 - You are trying to manage difficult behaviors while managing a classroom?
 - You worry you are about to lose control of the students?
 - You feel like others are judging you?
 - You are stressed other kids will think the inappropriate behavior is ok?

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2. Pause and Self-Regulate

- Take a deep breath
- Focus on safety
- Drop your shoulders and face
- Positive Self Statements
 - "This is not about me."
 - "There is more to this person than their words."
 - "Calm conquers."
 - "Be the better person."

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3. Respond with Empathy

- "It looks like we are experiencing some big emotions right now."
- "I am not mad, lets reset and talk respectfully."
- "It's ok to be upset, lets find a better tone to get through this."
- "You don't need to say that, I am here listening already."
- "I understand why you would be upset, we can find a better way of dealing with this."
- "I can see you are upset, let's talk through this."

60

4. Direct with Respect

- "Come have a seat closer to me so we can talk this out."
- "Let's give you some space and then we can talk."
- "Let's give this a moment so we both can take a deep breath."
- "I am on your team, let's figure this out together."
- "Have a seat, listen to some music and let's reset."
- "Let's do some deep breathing together."

61



Staff

Staff

Student

62

The Lead Must...

- Be singular
- Feel equipped
- Have a positive relationship
- Be 100% locked into the student's behavior
- Connect at the student's level
- Watch their tone and body language
- Maintain student dignity and safety
- Direct others with how they can support
- Be humble enough to swap out



63

The Backup Must...

- Avoid unneeded commentary
- Support where the lead can't
- Support and direct the other students
- Manage the environment
- Nonverbally check in with the lead
- Grab items for both the student or lead
- Be ready to call for more help
- Be ready to take the lead if needed



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65



Recovery

- The student may be quiet, tired, or even sleeping
- After at least 20 minutes of calm, begin to debrief with the student
- The debrief should last between 1-5 minutes and it should:
 - Identify the sequence of events
 - Pinpoint decisions that were made during the sequence
 - Evaluate the decisions
 - Identify acceptable decision options for future situations and commit to them
 - Identify steps to repair relationships
 - Make a plan for re-entering the school day

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Repair, not retribution.

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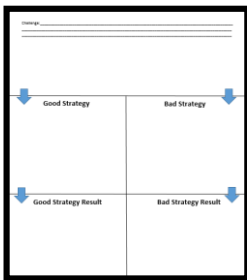
"The way we talk
to our children
becomes their
inner voice."

-Peggy O'Mara

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Don't make the adult
debrief so brief that it
does not happen.

70

Venting
VS.
Admiring the Problem
VS.
Problem Solving

71

Don't Criminalize Our Students

Don't Say This

- "He assaulted me"
- "They were causing trouble"
- "I was attacked"
- "She was harassing the class"
- "Their victim was hurt"
- "He was trespassing in the principal's office"
- "She was terrorizing kids on the playground"
- "Bad things happen to kids who do bad things"
- "They made a bad choice, so they need a consequence"

Instead Say This

- "He kicked my leg"
- "They were pacing around the room looking for paper"
- "They attempted to bite me"
- "She screamed loud while doing math"
- "The classmate was hit by a book"
- "He entered the principal's office"
- "She ran towards students while screaming"
- "Bad things happen when kids are not properly supported"
- "They used an ineffective strategy, let's support them in using a different one"


72

1st period	2nd period	3rd period	4th period	5th period
Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No	Assessment <input type="checkbox"/> Yes <input type="checkbox"/> No
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79

It's All About Prevention

- You have to have an understanding of the science
- Detectors need to be fully functional and operational
- You must have the right tools available to put out the small fires
- You must have a plan for the big fires (and practice those plans)



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Crisis= Danger + Opportunity

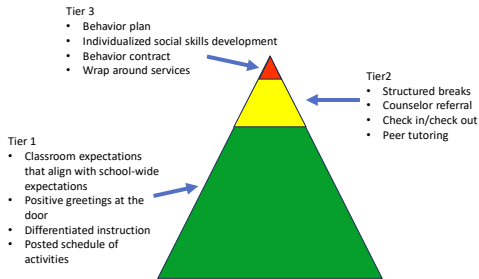


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WOULD YOU RATHER?

Anticipate Needs and Positively Support
Or
Respond to the Behaviors of Unmet Needs

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83

5:1

84

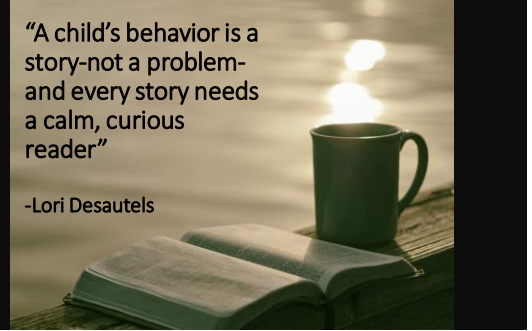
Correction without
connection just
feels like rejection.



85

"A child's behavior is a
story-not a problem-
and every story needs
a calm, curious
reader"

-Lori Desautels



86

Avoid the
Power
Struggles



87

Getting Out of Power Struggles

Quit
Taking
It
Personally

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Getting Out of Power Struggles




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Getting Out of Power Struggles

- Remember this is not about winning, it is about de-escalation
- Remove the audience
- Give choices, not commands
- Lean into the positive relationship
 - "I got you", not "gotcha"
- Find the root cause and problem solve
- If needed, delay the conversation until both parties are ready
- Moving forward, setting clear boundaries and support

90



Behavior is the language of trauma. Children will show you before they tell you that they are in distress.

-Micere Keels

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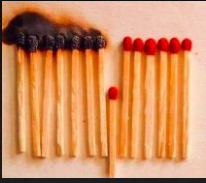
The New Three Rs

- **Regulation:** the ability to take in stimuli and manage emotional and behavioral responses accordingly.
- **Relationship:** a meaningful connection with another human being- in particular a student's healthy-enough, safe-enough relationship with a teacher.
- **Responsibility:** a sense of self worth, efficacy, and competence. A student with these characteristics can proceed to the tough business of learning.

-Souers with Hall, 2019

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Chain Breaker




93

Fact

Students suspended or expelled for a discretionary violation are nearly three times more likely to be in contact with the juvenile justice system the following year.



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Math: Teach, Practice, Reinforce, Repeat


Reading: Teach, Practice, Reinforce, Repeat

Writing: Teach, Practice, Reinforce, Repeat

Behavior: ~~Punish, Punish, Punish, Repeat~~
Teach, Practice, Reinforce, Repeat

95

You cannot punish
a skill into a
student.



96



97

What do you want motivating your student?

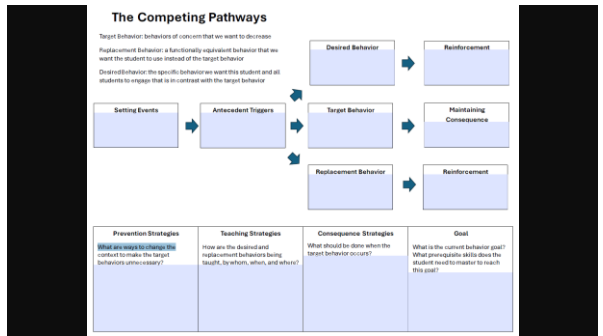
Or

98

Creating a behavior plan that does not bring about a change in the adult's behavior is nothing more than professional doodling.

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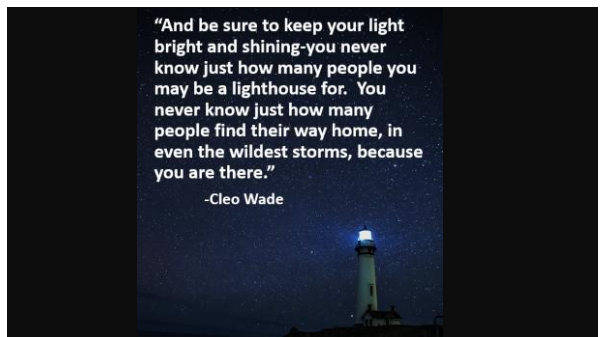


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Level 5 Behaviors:	Level 5 Lead Supports:	Level 5 Backup Supports:
Level 4 Behaviors:	Level 4 Lead Supports:	Level 4 Backup Supports:
Level 3 Behaviors:	Level 3 Lead Supports:	Level 3 Backup Supports:
Level 2 Behaviors:	Level 2 Supports:	De-escalation Supports:
Level 1 Behaviors:	Level 1 Supports:	
Recovery Behaviors:		Recovery Supports:

The Escalation Cycle
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