



BUREAU OF EDUCATION & RESEARCH

A Unique Two-Day Live Online Conference



2026 Conference: Dealing Effectively with Challenging Behaviors

December 9 and 10

Start Time: 9 AM Eastern

(8 AM Central, 7 AM Mountain, 6 AM Pacific)

CEUs and Graduate Credits Available

See page 7 for details

Choose from 21 Strategy-Packed Conference Sessions



Expert Instructors • Helpful Resources • Hundreds of Practical Strategies

Strategies You Can Implement Immediately!



Meet Your Team of Expert Instructors

CINDY JONES has extensive experience as a teacher of special needs and general education students, crisis interventionist, principal of a school for students with behavior and emotional challenges, at-risk consultant, diagnostician, behavior specialist, author, and national trainer. She offers dozens of practical and effective strategies that have worked for her and countless educators. Her lively, practical sessions feature cutting-edge, research-based information and effective strategies that will work for you.

MELISSA DAVIS brings years of experience supporting students with challenging behaviors. As a special and general education teacher she has worked with diverse students, including those with developmental delays, emotional challenges, and disruptive behaviors. Her approach emphasizes proactive teaching strategies that empower educators to address potential behavior issues before they escalate, while equipping students with essential tools for self-regulation and emotional control, ultimately leading to more positive and productive learning environments.

SANDY STEWART is an experienced and current classroom teacher with diverse teaching experiences in both urban and suburban settings at a wide range of grade levels. Sandy knows what works and doesn't when it comes to challenging students. She's passionate about researching and incorporating the best strategies for helping each student reach his/her full potential. You'll leave Sandy's sessions inspired, enthused, and equipped with a wealth of use-tomorrow strategies.



Who Should Attend

Educators Serving Grades K-12:
General Education Teachers,
Special Education Staff, Counselors,
Instructional Assistants, Title I Staff,
and Administrators



Day One

Keynote • 9:00 – 9:30 am

“Overcoming the Challenges of Teaching Angry and Defiant Students”

– *Cindy Jones*

Working with students who present with anger, defiance, or resistance to instruction can be very challenging. We'll explore the underlying causes of challenging behavior while gaining practical tools to respond with empathy and effectiveness rather than frustration. Gain a deeper understanding of student behavior and practical approaches to turn resistance into engagement, helping transform challenging classroom dynamics into opportunities for growth and connection.

MORNING SESSIONS • 9:40 am – 12:10 pm

Choose **ONE** Full Morning Session OR **TWO** 70-Minute Sessions • *One mid-morning break*

Full Morning Session • 9:40 am – 12:10 pm

A-1: Diffusing Difficult Behaviors: Identifying Triggers Before Escalation Begins – *Melissa Davis*

Challenging behaviors rarely happen without warning signs. Learn how to identify the triggers, patterns, environmental factors, and unmet needs that often lead to escalation. Explore how stress, transitions, peer interactions, academic demands, sensory overload, emotional states, and communication difficulties can influence student behavior. Discover ways to identify triggers, adjust supports, reduce escalation, and create more successful responses for students before behaviors intensify. Develop practical, realistic intervention strategies to increase student regulation, support and success.

**First 70-Minute Morning Sessions
9:40 – 10:50 am**

**Second 70-Minute Morning Sessions
11:00 am – 12:10 pm**

CHOOSE ONE: A-2 or A-3

A-2: Supporting Students with ADHD and Poor Self-Regulation Skills – *Cindy Jones*

Students with ADHD often have difficulty with concentration, distraction, impulsivity, and “time-blindness” among other challenges. However, these students can also be imaginative, charismatic, and great “out-of-the-box” thinkers. Discover strategies to help your students with ADHD experience more academic and social success. Learn how their brains are different from neurotypical students and how you can best support them. We'll explore helpful behavior interventions, fidget tools, organizational tips, co-morbidity, and executive function skills.

A-3: Putting It into Practice: Real Classroom Scenarios for Challenging Behaviors

– *Sandy Stewart*

We've all been there: a student refuses to work, shuts down, lashes out, or threatens to walk out, and suddenly everything we know about behavior feels hard to apply. Let's work together to bridge the gap. Explore common situations we face including defiance, disengagement, emotional outbursts, and more. We'll analyze what might really be going on beneath challenging behaviors and effective ways to respond that de-escalate, support students, and keep learning on track.

CHOOSE ONE: A-4 or A-5

A-4: Restorative Practices: Supporting Appropriate Behavior and a Positive School Climate – *Cindy Jones*

Make best use of restorative practices to proactively deal with behavior issues while giving all participants a voice. This approach has proven effective in many school districts to connect staff and students, improve school climate, and lessen violence, absenteeism, and truancy. Learn practical ways to easily implement all or part of this model in your classroom or school. Discover how you can maintain peace and dignity in your school setting.

A-5: In-the-Moment Strategies: Practical Solutions for Managing Challenging Behaviors in the Classroom – *Sandy Stewart*

When it comes to managing challenging behaviors, what works in theory doesn't always translate to our daily realities. Gain practical, in-the-moment strategies you can use immediately to de-escalate conflicts, redirect behaviors and maintain a positive learning environment – without requiring major overhauls or additional resources. Discover strategies that set clear, consistent expectations and foster self-regulation while minimizing disruptions. These proactive techniques are easy-to-implement and sustainable, making them perfect for our busy, fast-paced teaching lives.

Lunch break • 12:10 – 1:10 pm

“Very important information from very knowledgeable presenters! I learned so much and I can't wait to use these new skills!”

– *Julie Moore, Special Ed Teacher*



“A great conference! I'm leaving with many new ways to problem solve and work to resolve issues with challenging students.”

– *Robert Marrujo, Teacher*



“I will definitely recommend this conference to my colleagues.” – *Claire Hayhurst, Dean of Students*

Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



Day One

AFTERNOON SESSIONS • 1:10 – 3:40 pm

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:10 – 3:40 pm

B-1: Mindfulness in the Classroom: A Path to Calm, Focus, and Positive Behavior

– *Sandy Stewart*

Make best use of mindfulness – a powerful tool for improving student behavior and learning. Help students learn to pause, breathe, and become aware of their emotions, developing the critical lifelong skills needed to manage stress and respond to challenges with greater resilience. Learn how to use mindfulness to proactively address and reduce challenging behaviors, teach students quick, effective techniques for managing emotions, and practical strategies for integrating mindfulness into your daily routines.

First 70-Minute Afternoon Sessions 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: Preventing Problems: Proactive Classroom Design Strategies for Behavior Success – *Melissa Davis*

The physical setup, routines, expectations, and overall structure of a classroom can either increase challenging behaviors or help prevent them. Explore how classroom design influences student regulation, engagement, transitions, peer interactions, independence, and behavior. Examine key components of proactive challenging behavior prevention. Learn how small environmental and structural changes can create calmer, more responsive learning spaces while reducing disruptions and increasing student success. Leave with practical tools and a use-tomorrow personalized action plan.

B-3: Practical Strategies for Dealing with Disrespectful and Disengaged Students – *Cindy Jones*

Like many educators you've probably wondered, what do I do about rude, disrespectful students and how do I get kids to do work and engage in learning? Gain classroom-proven strategies for decreasing disrespectful and disengaged student behaviors. Discover what motivates non-engaged students and how to point them back toward more successful learning. We'll explore the impact of praise and therapeutic consequences and ways to help students with weak organizational skills.

Second 70-Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Making the Invisible Visible: Recognizing Students Who Are Doing the Right Thing – *Melissa Davis*

Students who consistently make positive choices sometimes fade into the background. Create a sustainable classroom reinforcement system that recognizes students who are meeting expectations, while also motivating tier 2 students who need additional behavioral support. Build a system that works within real classroom constraints including time, space, student needs, and school expectations. Leave with a personalized plan and begin designing the tools, routines, and language you can use immediately in your own classroom.

B-5: Reducing Inappropriate Behavior and Anxiety – *Cindy Jones*

In a recent survey, educators reported that emotional outbursts, elopement (running), self-injurious behavior, anxiety, and noncompliance are major issues with students today. We'll explore these issues and strategies to help reduce them, including what to do about profanity, gaslighting, arguing, drawing boundaries, and lack of social skills. Discover the best way to calm down someone having a panic attack. You can use this valuable information in the classroom and in life.



Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions
One mid-morning break

Full Morning Session • 9:00 – 11:40 am

C-1: Improving the Behaviors of Attention-Seeking and Challenging Students

– *Cindy Jones*

Students with disrespectful and disengaged behaviors are becoming more prevalent in our schools and more difficult to teach. They often exhibit rude behaviors, infringe on others' rights, disrupt the classroom, and refuse to engage in learning. Explore the neuroscience that drives these difficult behaviors. Examine the WHY of student behavior and effective strategies for engaging and calming them. Explore new tools and specific strategies to diminish attention-seeking, power, and revenge behaviors.

First 75-Minute Morning Sessions 9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Executive Functioning in Action: Practical Systems for Organization, Focus, and Follow-Through – *Melissa Davis*

Executive functioning challenges can impact everything from task initiation and organization to emotional regulation, time management, planning, and follow-through. When students struggle in these areas, behavior problems often emerge as frustration, avoidance, shutdowns, incomplete work, or emotional outbursts. Explore proactive strategies that support students with ADHD, processing challenges, anxiety, learning differences, and other executive functioning needs. Leave with ready-to-use tools, structures, routines, and supports designed to strengthen independence, confidence, and classroom success.

C-3: De-Escalation Strategies for Out-of-Control Students – *Sandy Stewart*

Do you work with students experiencing emotional stress and anxiety? Explore the importance of co-regulation in managing and de-escalating challenging behaviors. Discover practical ways to help students regulate their own emotions and behaviors while positively influencing emotions and behaviors of others. Gain tools for better understanding the unique needs of your students and matching them with real solutions. Learn proven ways to help your out-of-control students regulate.

Second 75-Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: Match the Tool to the Moment: A Practical Behavior Lens for Busy Educators – *Melissa Davis*

Challenging behavior can look similar on the surface, but the support students need may be very different. Learn how to view behavior through a problem-solving lens and choose the right tools for the right moment. Examine common behavior patterns – consider what a student may be trying to access, avoid, escape, or communicate – and match those patterns with realistic strategies that work without needing extra time, staff, or complicated systems.

C-5: Emotional States: Unlocking the Key to Student Behavior and Learning – *Sandy Stewart*

A student's emotional state is the number one influence on their ability to learn and interact in the classroom. With heightened stress, anxiety, and emotional dysregulation, students' brains are less capable of processing information and engaging in productive behaviors. Learn how to quickly recognize when students are in a "metabolic state" that supports learning, when they are not, and practical strategies to positively influence their emotional state, improving students' emotional well-being, classroom behavior, and academic success.

Lunch Break • 11:40 am – 12:40 pm

Comprehensive Digital Resource Handbook

You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don't attend. These materials include:

- Descriptions of specific strategies for decreasing recurring behaviors
- Ready to use strategies for all students, even the most difficult
- Ideas for improving the motivation of students
- Teacher-tested verbal interventions that keep teachers in control and out of power struggles
- Successful, classroom proven ideas to de-escalate problematic situations with difficult, disruptive students

"WOW! A WEALTH of great tips and advice. I can't wait to implement all these ideas in my classroom!"

– Ashley Ford, Teacher



"Very well done! I got a lot out of this conference!" – *Becky Curtis, Teacher*

On-Site Training

Conferences like this one along with many other topics can be brought to your school or district. Please view all of our On-Site PD options at www.ber.org/onsite or call 877-857-8964 to speak with an On-Site Training PD Consultant.



Can't Attend?

Online Professional Development Options:



Related Online Courses

Related On-Demand Video-Based Online Learning courses, *Dealing Effectively with Disruptive Students: Practical, Proven Techniques*, for Grades K-12, *Practical Strategies for Dealing with Disrespectful and Disengaged Students*, for Grades 1-12, and other classroom management courses, are available for immediate registration. To enroll, visit www.ber.org/online



Day Two

AFTERNOON SESSIONS • 12:40 – 3:20 pm

Choose **TWO** 75-Minute Afternoon Sessions

One mid-afternoon break

First 75-Minute Afternoon Sessions
12:40 – 1:55 pm

Second 75-Minute Afternoon Sessions
2:05 – 3:20 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: Proactive Classroom Tools for ADHD-Related Behaviors – *Melissa Davis*

Students with ADHD and ADHD-like behaviors often struggle with impulse control, movement needs, attention, transitions, time awareness, and follow-through. Rather than reacting after behavior has already disrupted learning, learn how to respond proactively. Explore classroom-proven tools that help students notice their own patterns, supports you can use before frustration builds, and replacement behaviors that support focus, organization, and self-control. Leave with a practical, realistic toolbox of prompts, routines, and environmental supports.

D-2: Effectively Working with Frequent Emotional Outbursts, Dangerous Behaviors, and Lack of Self-Control

– *Cindy Jones*

Many challenging students know what we want them to do. However, they may lack important thinking skills or the ability to regulate their emotions, consider their actions, or understand how their behavior affects others. We'll explore how challenging behavior often occurs when demands and expectations are placed on children that can outstrip their ability to respond appropriately. Gain effective, practical strategies and structures to support and sustain change in these students.

D-3: Helping Students Thrive: Preventing Challenging Behavior and Building Student Self-Regulation – *Sandy Stewart*

When students come to you dysregulated, disengaged, or already on edge – those first few minutes and the routines that follow – matter greatly. Discover how to use one of the most powerful, underutilized tools for preventing challenging behavior and building student self-regulation. Explore strategies and approaches that support both academic and social-emotional growth. Leave with use-tomorrow routines for strengthening your students' engagement, resilience, emotional regulation, and readiness to learn.

CHOOSE ONE: D-4, D-5 or D-6

D-4: Decode, Design, Deliver: A 3-Step Approach to Changing Challenging Behavior – *Melissa Davis*

Challenging behavior often tells us more than what a student is doing wrong – it reveals skills a student has not yet learned. Let's use a practical three-step process to move from behavior data to targeted skill-building. We'll examine patterns we see in our students, identify the missing skills behind recurring behaviors, and create clear, teachable action steps students can practice before, during, and after difficult moments. Replace disruptive behavior with more successful choices.

D-5: Working with Defiant, Angry, and Overwhelmed Students – *Cindy Jones*

In this session, you will discover specific interventions that can stop power struggles, rude remarks, and challenging behaviors in the classroom. You'll learn a variety of strategies for addressing defiant, angry, and extreme emotional behaviors, many of which stem from previous trauma. You will gain valuable tools for working with these unique, challenging students, including those diagnosed with Oppositional Defiant Disorder.

D-6: Supporting Student Regulation – *Sandy Stewart*

Helping students learn to self-regulate "takes a village," and teachers are essential to building that foundation. There's so much we CAN do to help students with overwhelming emotions feel safe and grounded during hard times, fostering safety, support, connection, and positive skill-building. Learn about the power of co-regulation and ways to find moments of co-regulation with students, the three key skills of self-regulation, and how to develop students' capacity for self-regulation.

2026 Conference: Dealing Effectively with Challenging Behaviors

Registration (ND67F1)

(Please copy this registration form for additional registrants)

DECEMBER 9 and 10, 2026 (Start time: 9 AM Eastern)

Both days: ☐ December 9 and 10, 2026

Day One only: ☐ December 9, 2026

Day Two only: ☐ December 10, 2026

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SCHOOL NAME

SCHOOL MAILING ADDRESS

CITY & STATE ZIP CODE

SCHOOL PHONE NUMBER HOME PHONE NUMBER
() ()

Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)

HOME MAILING ADDRESS

CITY & STATE ZIP CODE

PRIORITY ID CODE: END67F1

METHOD OF PAYMENT – Group Discount Available

Payment is due prior to the program. No cash, please.

One day only, **\$325**; both days, **\$595**;

\$565 per person for groups of three or more registering at the same time for both days.

☐ A check (payable to **Bureau of Education & Research**) is attached

☐ A purchase order is attached, P.O. # _____
(Be sure to include priority ID code on the P.O.)

Cards accepted: MasterCard, VISA, Discover, AMEX

Account # _____ Exp. Date: _____ MO/YR

Billing Zip Code: _____ 3 Digit CVV Code: _____
(Found on back of card)

Please print name as it appears on card

Earn One to Four Graduate Semester Credits



Up to four graduate-level professional development credits are available with an additional fee and completion of follow up practicum activities. Details may be found at www.ber.org/credit

Meet Inservice Requirements / Earn State CEUs

Participants can receive a certificate of participation that may be used to verify continuing education hours. In addition, state CEUs are available. For details, visit www.ber.org/ceus

Registration Fee

The fee for the first or second day registration only is \$325 per person. If a person registers for both days, the registration fee is discounted to \$595 per person; \$565 per person for groups of three or more registering at the same time for both days. **Registration fees are due prior to the program. No cash, please.**

Fee includes conference registration, a certificate of daily attendance and an extensive digital resource handbook with materials for all sessions – even those you don't attend.

WA residents: visit www.dor.wa.gov/TaxRateLookup to find your required WA sales tax rate.

FIVE EASY WAYS TO REGISTER:



SCAN QR code or visit:
at.ber.org/ND6



EMAIL this form to:
register@ber.org



PHONE toll-free:
1-800-735-3503

(Weekdays 5:30 am - 5:00 pm Pacific Time)



FAX this form to:
1-425-453-1134



MAIL this form to:
Bureau of Education & Research
3000 Northup Way
Bellevue, WA 98004

Session Preferences: Session Numbers Required

DAY 1

☐ One Full Morning Session: A-1

– OR –

☐ Two 70-Minute Morning Sessions

A- _____ – and – A- _____
(A-2 or A-3) (A-4 or A-5)

☐ One Full Afternoon Session: B-1

– OR –

☐ Two 70-Minute Afternoon Sessions

B- _____ – and – B- _____
(B-2 or B-3) (B-4 or B-5)

DAY 2

☐ One Full Morning Session: C-1

– OR –

☐ Two 75-Minute Morning Sessions

C- _____ – and – C- _____
(C-2 or C-3) (C-4 or C-5)

☐ Two 75-Minute Afternoon Sessions

D- _____ (D-1, D-2 or D-3)

– AND –

D- _____ (D-4, D-5 or D-6)

Cancellation/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations made prior to the conference date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.



Live Online Conference **Dealing Effectively with Challenging Behaviors**

- ***Outstanding Live Online Conference***
- ***Choose From 21 Strategy-Packed Sessions***
- ***Receive an Extensive Digital Resource Handbook***

ND67F1



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