

BRUCE STILLER

My name is Bruce Stiller. I am a behavior specialist. I graduated from the University of Oregon with a Ph.D. in School Psychology in 1987. I have been a School Psychologist for 25 years in School District 4J in Eugene, Or. I am currently in my 5th year as Coordinator of Positive Behavior Support programs. School District 4J currently has Positive Behavior Support programs in 20 of 22 elementary schools; 7 of 8 middle schools; and 2 of 4 high schools. Each year, new schools are added to this total as we work to develop sustainable school climate programs in all 4J schools.

I have co-authored two intervention programs, now available nationally, designed to deliver positive behavior support in schools. *First Step to Success (Walker, et. al. 1997)* is an intensive Positive Behavior Support program for young children with high needs. This program is published by Sopris West and is used in many states throughout the nation, and in some foreign countries. *Bully Prevention in Positive Behavior Support* is a curriculum designed to dovetail with school wide PBS at the elementary level. We are currently implementing *Bully Prevention in Positive Behavior Support* in many of our elementary schools. I am collaborating with a group of school district personnel and researchers at the University of Oregon to author a middle and high school program entitled *Expect Respect*, which we plan to pilot in two middle schools in the fall of 2010. Additional projects with University of Oregon researchers have been the IPBS (Intensive Positive Behavior Support) grant, which is a systems approach for screening, intervening, and monitoring progress of high needs students; and *Systematic Analysis and Model Development for High School Positive Behavior Support*, a study led by Brigid Flannery at the University of Oregon. The high school grant focuses on questions of sustainability of PBS at the high school level.

Finally, I am a member of the District's Equity Committee, which advises the Superintendent and the School Board on how to address issues pertaining to achievement gap; disproportionate discipline; bullying and harassment; and other issues around educational equity. I have been the key person in helping create the 4J School Climate survey. The survey specifically focuses on issues of harassment and bullying. The survey was administered as a pilot last spring, and will be administered in all of our secondary schools this spring.. The School Climate Survey and the Equity Committee are both specific efforts to call attention to issues of racism; homophobia; and other cultural phenomena that create safety and equity issues for youth in groups that have been historically discriminated against.