

Spring 2026 Workshops

Each of these sessions begins with a familiar moment from school life and pauses there long enough to notice what is usually passed over. Rather than offering fixes to apply, the focus is on patterns that emerge across classrooms, teams, and systems, and on what those patterns reveal about how support, accountability, and learning are actually experienced. The intention is not to solve problems quickly, but to see them more clearly.

The sessions are intentionally simple and short. You're invited to listen, reflect, and stay curious, without pressure to speak, agree, or act. For some, the value is in the shared language that emerges. For others, it's in having a clearer way to name what they are already noticing in their own contexts.

Session Title	Description
<p>When Telling the Truth Feels Unsafe</p> <p>Date: Friday, 23 January 2026</p> <p>Time: 4:00 pm - 4:30 pm (AZ Time)</p>	<p>Most educators can name at least one moment when a student's lie created more questions than answers. This session invites educators and school leaders to pause and look more closely at what student dishonesty reveals about the systems students move through each day. Drawing on real school-based examples, the conversation examines how fear, power, predictability, and past experiences shape a student's decision to be honest. It also explores how well-intentioned practices around discipline, grading, and accountability can quietly teach students that honesty carries a cost. Rather than offering fixes or scripts, the session reframes lying as information about whether a system is experienced as safe, fair, and predictable from a student's perspective. Participants leave with clearer language for talking about student honesty, a deeper understanding of why lying persists even in caring schools, and a more grounded way to think about accountability in systems meant to care back rather than rely on fear to function. Click here to register: https://us06web.zoom.us/meeting/register/_ivmiKu0QC6i_Opz1R4Oyg.</p>
<p>Working Memory and ADHD</p> <p>Date: Wednesday, 4 February 2026</p> <p>Time: 4:00 pm - 4:30 pm (AZ Time)</p>	<p>A student starts a task strong, then loses the thread halfway through as directions blur together and steps pile up until what felt manageable a moment ago suddenly is not. For many students with ADHD, working memory plays a larger role in these moments than attention or motivation, yet it remains one of the least visible and least understood factors shaping learning. This session invites educators and school leaders to pause and look more closely at how working memory functions, why it is often fragile for students with ADHD, and how everyday classroom expectations can quietly exceed what students can manage in the moment. Rather than centering on interventions or accommodations, the conversation focuses on how tasks, directions, pacing, and routines place cognitive demands that are easy to underestimate. Through concrete classroom examples, participants will examine how working memory overload is often misinterpreted as carelessness, defiance, or lack of effort, and why adding pressure rarely leads to better outcomes. Participants will leave with clearer language for talking about ADHD, a more grounded understanding of how working memory shapes behavior and learning, and a sharper lens for noticing when systems ask more than a student's brain can reasonably hold at one time. Click here to register: https://us06web.zoom.us/meeting/register/fFARuyVSPSNp1loVkJfw.</p>
<p>The Cost of Delayed Support</p> <p>Date: Tuesday, 17 February 2026</p> <p>Time: 10:00 am - 10:30 am (AZ Time)</p>	<p>This session is for anyone who knows the feeling of wanting to help a student who clearly needs support only to hear that the system is not ready yet, and then asked to collect six to eight weeks of data about behavior they are already living out loud every day. This session invites educators and school leaders to pause and notice a familiar design pattern across PBIS-informed practices and behavior systems. In many schools, support is designed to be conditional, delayed, and permission-based, even when students are experiencing real-time overwhelm. Using familiar examples such as token economies, traditional CICO cards, break systems, and other well-intentioned interventions, the session explores how delayed support can increase dysregulation, place teachers in difficult judgment calls, and create more behavior rather than less. Rather than critiquing any single framework, the conversation focuses on the assumptions that shape how schools deliver support, including how documentation requirements, consistency expectations, and accountability structures can quietly push care further away from the moments students need it most. Participants will leave with clearer language for naming delayed support, a deeper understanding of why many behavior systems feel heavy to run but light on impact, and a more grounded way to think about prevention in systems that are meant to care back rather than require students to break down before adults respond. Click here to register: https://us06web.zoom.us/meeting/register/MrWmIW4QSoKzXxLnTdaKKA</p>
<p>How to Lead Great PD</p> <p>Date: Tuesday, 3 March 2026</p> <p>Time: 10:00 am - 10:30 am (AZ Time)</p>	<p>Caring professionals walk into professional development hopeful it will matter and bracing for the possibility that it will not, a tension reflected in large surveys showing that fewer than a third of teachers report high satisfaction with the quality of PD offered in their districts. This session invites school and district leaders to step back and look closely at how professional learning gets designed, facilitated, and supported. Drawing on familiar examples from school-based PD, the conversation explores why well-intentioned training so often leads to surface-level buy-in, uneven implementation, or quiet disengagement, even when the topic itself matters deeply. Rather than offering facilitation tricks or ready-made agendas, the session focuses on the design choices that shape whether learning actually lands. Participants will examine how trust, relevance, emotional safety, and pacing influence adult learning, and how pressure to cover content can work against clarity, confidence, and follow-through. Participants will leave with shared language for evaluating professional learning, a clearer lens for discussing PD design with colleagues, and a more grounded understanding of what it takes to create learning experiences for adults that are worth showing up for. Click here to register: https://us06web.zoom.us/meeting/register/luNfxh4URgiMOSovq7PTnw</p>

A few notes before you register...

What these sessions are

These workshops are short, reflective conversations designed to help educators and school leaders think more clearly about common challenges in schools. Each session focuses on framing a problem well rather than rushing to solutions, strategies, or programs. These sessions focus on noticing what often gets overlooked in everyday practice.

What these sessions are not

These sessions are not designed to lead into additional commitments. Attending does not sign participants up for anything, create expectations for follow-up, or require continued engagement. There is no pitch and no obligation beyond the session itself.

Who these sessions are for

These sessions are designed for educators, specialists, and school or district leaders who sense that something in their system feels slightly off, even if they are not yet sure how to name it. Curiosity matters more than certainty. Skepticism is welcome. No prior expertise with PBIS or other frameworks is required.

What participation looks like

Participation is flexible and self-directed. Some people listen quietly, others reflect alongside the conversation, and some choose to engage more actively. There is no advance preparation and no requirement to share personal experiences. Cameras are optional, and participants are welcome to take part in the way that works best for them.

What happens after the session

Each workshop stands on its own, with no expectation to attend additional sessions or commit to follow-up. At the same time, participants who want to stay connected or continue the conversation are always welcome to do so. Any resources shared afterward are optional and offered only when they genuinely add value.

Time and logistics

Each session is 30 minutes and begins and ends on time. I usually stay on the call for a bit afterward for anyone who wants to ask a question or explore something that needs more attention.