

Keynote Speaker Bios



Dr. George Sugai

Dr. George Sugai received his M.Ed. in 1974 and Ph.D. in 1980 at the University of Washington. His primary areas of interests are positive behavior support, systems change, teacher training, emotional and behavioral disorders, social skills instruction, behavioral consultation, behavioral assessment procedures, and strategies for effective school-wide, classroom, and individual behavior management. Currently at the University of Connecticut, Dr. Sugai is Carole J. Neag Endowed Chair in Behavior Disorders and professor with tenure. Dr. Sugai also was on faculty at the University of Oregon and University of Kentucky, program director in an alternative school, and classroom teacher for students with behavior disorders. Dr. Sugai and colleagues have established the Center for Behavioral Education and Research (www.cber.org) in the Neag School of Education to improve academic and social behavior outcomes for students in schools by engaging in the systematic study of educational issues and interventions, and dissemination to preservice and inservice school personnel. As Project Director or Co-Director of major training or research grants totaling over \$25 million, Dr. Sugai has experience in the implementation, operation, and supervision of grant-related projects. He has published over 100 articles, numerous monographs, and a number college textbooks on effective teaching practices, positive behavior support, and applied behavior analysis. Dr. Sugai's research has emphasized effective applications of applied behavior analysis principles and school-wide PBS procedures to problems found in educational contexts. The subject populations for these research areas includes students with severe challenging behavior, students with at-risk behaviors, and students described as having severely challenging behaviors. Dr. Sugai is currently co-director (with Rob Horner at the University of Oregon) of the national Center on Positive behavioral Interventions and Supports (www.pbis.org). The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. The Center has two foci: (a) broad dissemination to schools, families, and communities about a technology of school-wide positive behavioral support exists, and (b) demonstrations at the level of individual students, schools, districts, and states that school-wide positive behavioral support is feasible and effective.



Carolyn McKanders

Carolyn McKanders is Co-Director of the Center for Adaptive Schools along with Michael Dolcemascolo. As an educational consultant, Carolyn specializes in individual, group and organization development. Her passion is promoting quality human relationships through communication, collaboration and leadership skills development.

Carolyn's background includes 28 years of experience in Detroit Public Schools as a teacher, counselor and staff development specialist. Presently, she presents seminars internationally on developing Adaptive Schools, enhancing presentation effectiveness, and facilitation skills. She also provides Polarity Management™ training, which supports organizations in identifying and managing competing tensions inherent in social systems.

Carolyn has extensive experience in group facilitation. She has successfully helped groups to clarify vision and work collaboratively to achieve professional community and desired results. In addition to her work in educational settings, she is a family and women's counselor. From her counseling experience she brings to her work a deep belief in the unlimited capacity and resilience of the human spirit.

Carolyn holds a Bachelor of Science degree in Child Development and Education from Michigan State University, a Master of Arts Degree in Counseling and Education from the University of Michigan, and a Master of Social Work Degree in Family and Children Services from Eastern Michigan University.