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Letter of Submittal
RFP No.2026-06

On behalf of Advanced Behavior and Inclusion Supports LLC, I am pleased to submit this proposal in response to RFP No. 2026-06 for Reducing Restraints and Eliminating Isolation. This project will be co-lead by Dr. Bridget Walker, Ph.D., and Dr. Lori Lynass. Our team collectively brings over 60 years of statewide and national experience in Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Implementation Science. We specialize in translating policy and technical guidance into sustainable, equitable classroom and district practices that improve student outcomes and strengthen staff capacity.

Our team will deliver professional learning, coaching, evaluation, and technical assistance focused on Tier 3 support by operationalizing OSPI's RREI Technical Assistance Manual. We will support classroom teachers, school leaders, student-support personnel, and classified staff through evidence-based, data-driven implementation strategies, and build local capacity to sustain high-fidelity, trauma-informed, and inclusive practices across all tiers of support.

Advanced Behavior and Inclusion Supports (ABIS) LLC is a registered Washington State Micro Business We confirm that the company and its officers meet all eligibility and compliance requirements for contracting with OSPI. We are confident that our experience, systems-level perspective, and commitment to equitable implementation align strongly with OSPI's vision for the RREI initiative. We welcome the opportunity to partner with OSPI in advancing inclusive, safe, and supportive learning environments.

Dr. Bridget Walker, Ph.D.
Co-Owner & Principal Consultant



Lori Lynass, Ed.D
Co-Owner & Principal Consultant



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OSPI RREI 2026-06

Project Title: *Trauma-Informed Behavior Prevention and Intervention for Students with Intensive Behavioral Needs*

C. 4. Technical Proposal

C.3.i. - Project Approach/Methodology

This project proposes to partner with Washington state districts and Educational Service Districts (ESDs) to strengthen local capacity for preventing behavioral escalations, reducing restraint, and eliminating isolation through building an **evidence-based, trauma-informed Multi-tiered System of Supports, with a focus on Tier 3**.

While Washington State has made progress in expanding the use of the Multi-Tiered Systems of Support (MTSS) framework to address students' social, emotional, and behavioral needs, significant gaps remain. Persistent over-reliance on restraint, isolation and restrictive environments has been documented in multiple sources, including a 2023 report from the American Civil Liberties Union of Washington (ACLU-WA) and a 2019 report by Disability Rights Washington. These data show that students with disabilities comprise 96% of those who are isolated, removed from general education classrooms, or placed in specialized programs. Moreover, Black, multiracial, homeless, foster care, and elementary-aged students are disproportionately affected by these practices. In the 2023-24 school year, Washington state reported 23,677 incidents of restraint or isolation statewide. Of those, 93% involved students with disabilities (Arundel, K, 2025). This distressing data is often due to schools lacking the right systems and right teacher competencies to support what can often be intensive behavioral needs. While supporting schools to support students at the Tier 3 level, we continually help schools and districts to examine ways to strengthen Tiers 1 and 2 with a lens on prevention.

This proposed project aims to partner with districts to reduce restraints and eliminate isolation by focusing on this data set of students with most likely to be restrained or isolated. Although the professional learning provided in this grant can be used to support all students in a school, we will work to help schools closely examine restraints and isolations of students identified for special education and for students identified as black, multiracial, homeless and in foster care within the district we serve with this grant. Our approach is that as schools build the needed individualized supports found in Tier 3, they must also look at ways to strengthen both the environmental and adult approaches found in Tiers 1 and 2, to also build the needed prevention. To this end we aim to provide the professional development, coaching and evaluation supports to accomplish this goal.

Advanced Behavior and Inclusion Supports is open to partnering with schools, districts and ESDs in need of support. We have current interest from the Anacortes, and Everett School Districts and we have worked closely in the past with many of the listed pilot and

demonstration districts. In 2024-2025, Dr. Walker was the principal consultant and trainer for the NWESD's RREI grant and Dr. Lynass was the lead trainer for RREI services provided through Character Strong. Both have extensive experience working with schools, districts and agencies in building trauma informed, equitable systems of supports. For many years they worked together on MTSS supports and interventions with schools and districts throughout the region as a part of Sound Supports, LLC, before it was sold. Per the RFP, we have outlined this proposal to focus more on Tier 3, but we are willing to adapt and provide any needed Tier 1 and Tier 2 supports if requested by interested districts.

Project Objectives

1. Build Shared Understanding and Educator Capacity to Support Student Behavior

Facilitate professional learning for district and school teams to deepen understanding of trauma-informed behavioral approaches, and preventive strategies that reduce the need for physical intervention or isolation.

2. Develop and Strengthen Behavior Intervention Systems

Support teams to create or refine Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) that are individualized, feasible, and culturally responsive, with a student and families as partners approach.

3. Implement Continuous Improvement Structures

Guide district teams in establishing regular data-review cycles, fidelity checks, and coaching supports to ensure consistent implementation and ongoing refinement of Tier 1 and 2 behavioral supports.

4. Promote Equity and Inclusion

Integrate culturally responsive and trauma-informed practices to ensure equitable access to instruction and eliminate disproportionate use of restraint and isolation among students with disabilities and students of color.

C3.ii. Work Plan

Project Activities

- Conduct regional and district-based training sessions for educators, paraeducators, and administrators on trauma-informed prevention, de-escalation strategies, Life Space Crisis Intervention, and creating Functional Behavioral Assessments (FBAs) and Behavior Interventions Plans (BIPs) that work.
- Facilitate team-based coaching cycles to apply RREI principles within MTSS/PBIS frameworks.
- Support development of function-based, data-driven FBAs & BIPs, emphasizing collaboration with families and student participation.
- Establish data review and fidelity monitoring cycles to ensure consistent implementation and guide continuous improvement.
- Provide technical assistance to districts in aligning RREI efforts with IEP/504 processes, school safety plans, and inclusive education goals.

Expected Outcomes

- Reduction in restraint and isolation incidents across participating schools.
- Improved staff confidence and consistency in implementing proactive, preventive strategies.
- Increased student inclusion and instructional time for students with behavioral support needs.
- Strengthened collaboration among families, educators, and leaders in promoting student well-being and belonging.
- Enhanced district capacity to sustain RREI practices through ongoing coaching, data systems, and leadership alignment.

Alignment with OSPI RREI Priorities

This proposal directly supports OSPI's mission to reduce restraint and eliminate isolation by:

- Promoting data-driven, trauma-informed practices that prevent crises before they occur.
- Building district-level systems that integrate prevention, intervention, and recovery supports.
- Centering equity, family partnership, and student voice in all aspects of implementation.
- Ensuring fidelity of trauma-informed behavior intervention plans.

Scope of Work

C.3.iii. Annual and Monthly Project Schedule

C.3.iv. Deliverables

C.3.vi. Outcomes and Performance Measurement

Table 1: Key Activities, Deliverables and Expected Outcomes

Timeline/Goal	Key Activities	Deliverables / Outputs	Expected Outcomes/ Performance Measurement
Jan 2026-March 2026 Build foundational understanding of trauma-informed behavior supports	-Provide virtual and in-person professional learning sessions to district teams, educators, and support staff focused on trauma-informed function-based assessment, and behavior intervention planning.	- Two half day training sessions delivered (in-person or virtual). - Training materials and participant guides developed and shared.	Increased Behavioral Knowledge Measured by Pre-Post Tests and Scores on Tiered Fidelity Inventory for Tier 3

Jan 2026-June 2026 Support school and district teams in developing individualized FBAs and trauma informed BIPs	<ul style="list-style-type: none"> - Facilitate structured team writing workshops to create FBAs and BIPs. 	<p>One-to-two-hour planning and writing sessions with district/school teams supported in developing or refining of BIPs.</p> <ul style="list-style-type: none"> - Completed draft BIPs that reflect trauma-informed and equity-focused interventions. 	<p>Behavior Intervention Plan Checklist</p> <p>TFI Tier 3 Scores</p>
Jan 2026-June 2026 Deliver coaching and implementation support	<ul style="list-style-type: none"> - Conduct on-site or virtual coaching sessions with participating teams to support fidelity of implementation. - Model collaborative data review and problem-solving processes. 	<ul style="list-style-type: none"> - Monthly one hour coaching sessions conducted with participating sites. - Coaching logs and implementation fidelity checklists completed. - Evidence of improved consistency in intervention implementation. 	<p>Coaching Sessions Log</p> <p>TFI Tier 3 Scores</p>
Jan 2026-June 2026 Evaluate progress and monitor outcomes	<ul style="list-style-type: none"> - Establish measurable outcomes and conduct data review meetings with district/school leadership teams. 	<ul style="list-style-type: none"> - Pre/post implementation surveys and TFI assessments completed. - Onsite Observations 	<p>Review of outcomes data TBD when measurable goals are established linked to TFI</p> <p>Isolation/Restraint</p> <p>Office Referral data.</p>
May or June 2026 (TBD) Provide part one of the Life Space Crisis Intervention (LSCI) training	<ul style="list-style-type: none"> -Provide a 2 day In-Person Training on Life Space Crisis Intervention (LSCI), which is a trauma informed, restorative approach for connecting with students experiencing a crisis or who are highly dysregulated to help student problem solve, build positive relationships and learn to self-regulate. 	<p>One 2-day training to be held in a central location (TBD) for the districts currently being served by ABIS in this grant.</p>	<p>Training Evaluations</p> <p>Pre/Post Knowledge Assessments</p>

May or June 2026 (TBD)	- Provide a sustainability workshop for district leadership on scaling and maintaining trauma-informed Tier 3 systems.	-One Virtual Training Session -Sustainability toolkit and follow-up action plan developed. - Framework established for ongoing internal coaching.	Training Evaluations Pre/Post Knowledge Assessments
Ongoing RREI Collaboration and Deliverables	Attend all RREI collaboration meetings and comply with reporting requirements	Attendance at RREI meetings virtually Quarterly & Year End Reports - Final evaluation report and recommendations submitted to OSPI.	Meeting Attendance Records

C.3.v. Performance-Based Contracting

Listed below are estimates based on our proposed activities. We anticipate that some districts may have some unique need for professional development and coaching and we can adjust as needed to accommodate those needs.

Table 3: C.3.v. Performance-Based Contracting

Goal / Objective	Key Activities	Deliverables / Outputs	Timeline/Cost Estimates
Build foundational understanding of trauma-informed behavior supports	-Provide virtual and in-person professional learning sessions to district teams, educators, and support staff focused on trauma-informed function-based assessment, and behavior intervention planning.	- Two half day training sessions delivered (in-person or virtual). - Training materials and participant guides developed and shared.	Feb 2026-March 2026 Cost: \$2,500 x 2 = \$5,000
Provide part one of the Life Space Crisis Intervention (LSCI) training	-Provide a 2 day In-Person Training on LSCI, which is a trauma informed, restorative approach for talking to students experiencing a crisis or who are highly escalated to problem solve and regulate.	One 2-day training to be held in a central location (TBD) for the districts currently being served by ABIS in this grant.	May or June 2026 Cost: \$15,000 (covers trainers time, materials, lunch and rental of training space)

Support school and district teams in developing individualized FBAs and trauma informed function-based BIPs	- Facilitate structured team writing workshops to create FBAs and BIPs.	One-to-two-hour planning and writing sessions with district/school teams supported in developing or refining of BIPs. - Completed draft BIPs that reflect trauma-informed and equity-focused interventions.	Jan 2026-June 2026 Cost: \$350 per hour x 20 hours = \$7,000
Deliver coaching and implementation support	- Conduct on-site or virtual coaching sessions with participating teams to support fidelity of implementation. - Model collaborative data review and problem-solving processes.	- Monthly one hour coaching sessions conducted with participating sites. - Coaching logs and implementation fidelity checklists completed. - Evidence of improved consistency in intervention implementation.	Jan 2026-June 2026 Cost: \$350 per hour x 40 hours = \$10,500
Evaluate progress and monitor outcomes	- Conduct ongoing and end-of-cycle data review meetings with district leadership teams.	- Pre/post implementation surveys and TFI assessments completed. - Onsite Observations	Jan 2026-June 2026 Cost: \$350 per hour x 20 hours = \$7,000
Build sustainability and local capacity	- Provide a sustainability workshop for district leadership on scaling and maintaining trauma-informed Tier 3 systems.	-One Virtual Training Session -Sustainability toolkit and follow-up action plan developed. - Framework established for ongoing internal coaching.	May or June 2026 Cost: \$5,500 (\$2,000 workshop + \$3,500 Admin Toolkit creation)
RREI Collaboration and Deliverables	Attend all RREI collaboration meetings and comply with reporting requirements	Attendance at RREI meetings virtually Quarterly & Year End Reports - Final evaluation report and recommendations submitted to OSPI.	Cost: \$350 per hour x estimated 10 hours = \$3,500
Substitutes	If needed for Attending Training	Estimated at \$200 per day for 10 Subs (2 per district)	\$2,000
Travel	Potential for 6 Flights Plus Mileage	4 Flight/Hotel/Car/Per Diem Combos @ \$750 = \$3,000	\$3,835

		Mileage/Per Diem @ .67 Per Mile and \$50 per Diem, estimated at 500 Miles = \$835	
Indirect Costs			\$3,165
Total Costs			62,500

C.3.vi. Outcomes and Performance Measurements

Project success will be measured by:

- Reduction in restraint and isolation incidents within participating districts as measured by district data.
- Systems to support Tier 3 as measured by the Tiered Fidelity Inventory 3.0
- Increased staff confidence and skill in developing and implementing trauma-informed, function-based BIPs as measured by staff perceptions and interviews.
- Improved fidelity of BIP implementation and documentation of proactive, preventive strategies as measured by the Tiered Fidelity Inventory 3.0
- Increased student access to instruction and inclusive learning environments as measured by student time in restraint or isolation and office referral data.

Evaluation data will be collected through participant feedback, fidelity checklists, training evaluations, and district data summaries submitted to OSPI. A summary of the data to be collected and what each tool measures is outlined in table 3.

Table 3 Outcomes and Performance Measurements

Data Collection Method/Tool	Outcome Measured	When Collected
Restraint and Isolation Incidences	Reduction in restraint and isolation incidents within participating districts as measured by district data.	Retrospective EOY Data from June 2025 EOY Data in June 2026
Office Referral Data	Behavioral Incidences and Lost Instructional Time	Retrospective EOY Data from June 2025 EOY Data in June 2026
Tiered Fidelity Inventory 3.0	Systems to support Tier 3 Fidelity and Outcomes.	Collected in late May or Early June 2026
Tiered Fidelity Inventory 3.0 Behavior Intervention Plan Checklist	Improved fidelity of FBA and BIP implementation and documentation of proactive, preventive strategies as	Collected in late May or Early June 2026

	measured by the Tiered Fidelity Inventory 3.0 and the Behavior Intervention Plan Checklist	
Staff perceptions and interview data.	Increased staff confidence and skill in developing and implementing trauma-informed, function-based BIPs as measured by staff perceptions and interviews.	Pre-Post Staff Assessments
Staff perceptions and interview data.	Increased staff confidence and skill in supporting student behavior.	Pre-Post Staff Assessments
Professional Development Evaluation Data	Measures the effectiveness and impact of professional learning activities on participants' knowledge, skills, and practices.	At the end of Professional Development Offerings

C3.vii Risks

With time and funding being a barrier often cited by schools and districts potential risks include:

- Lack of time to dedicated to the needed training and coaching supports due to competing demands on the time of school leaders and staff.
- Systems and practices barriers that are currently creating the reliance on restraint and isolation that may not be able to be completely addressed in the 6 month window of this grant.
- Increase in reporting of restraint and isolation due to an increased awareness and focuses of tracking these incidences.

C.4.ii. Experience of the Team and Subcontractors

Dr. Bridget Walker, Ph.D. has over 30 years in the field of education and extensive experience in the field of PBIS, MTSS, Intensive Behavioral Supports and Special Education. She has:

- Served as Associate Director at Sound Supports for many years.
- Supported hundreds of districts and schools in Washington State and across the country in designing and building tiered systems of supports.
- Held the role at State PBIS coordinator for the National Center on PBIS

- Served as a tenured faculty member at Seattle University in Special Education and has taught education courses for the University of Washington and Western Washington University as well.
- Co-authored a book on the effective implementation of MTSS as well as authored numerous publications in the areas of culturally responsive and inclusive intensive student supports and tiered interventions.
- **Wrote and managed multiple state and federal research and implementation grants in the areas of equitable, trauma informed, tiered systems of supports.**
- Published and presented widely on educational practices and systems of support for students with intensive needs.
- Designed and implemented hundreds of trainings and courses related to MTSS and effective interventions for students with special education needs.
- Master Trainer with Life Space Crisis Intervention for over twenty years.

Dr. Lori Lynass, Ed.D., is a nationally recognized educational leader with over 29 years of experience supporting schools and districts in implementing MTSS, PBIS, Restorative Practices and trauma-informed frameworks. She has:

- Partnered with 2,000+ schools across multiple states to build sustainable systems of support.
- **Directed and managed multi-million-dollar federal and state grants focused on behavioral and social-emotional outcomes.**
- Designed and facilitated hundreds of professional learning and coaching sessions for educators, ESDs, and administrators.
- Authored numerous publications and trained leaders on implementation science, fidelity monitoring, and equity-centered systems change.
- Taught as an adjunct faculty at the University of Washington, Seattle Pacific University and Seattle University.
- Previous roles include the Executive Director of NWPBIS and the Senior Director of MTSS for CharacterStrong
- Held the role at State PBIS coordinator for Washington and Oregon for the National Center on PBIS

Kire Dassel M.Ed., works part time as the Assistant Director of School Services for the Brooks Powers Group, and is an affiliate partner of ABIS.

- A Certified Special Education Teacher and Mediator dedicated to helping schools and families build compassionate, inclusive systems that support students with complex behavioral and emotional needs.
- 20+ years of experience supporting children, families, and educators across school, residential, and clinical settings.
- Expert in trauma-informed, inclusive practices and Tier 3 behavioral intervention.

- Skilled trainer and facilitator for Life Space Crisis Intervention (LSCI) and Right Response programs.
- Leads collaborative, data-driven approaches that unite school, family, and mental health teams.

C.4.iii. References

Reference	Services Provided
Suzy Kontos, M.Ed. Student Services Director Clover Park School District skontos@cloverpark.k12.wa.us 1-253-583-5000	Trained all schools in the Clover Park district on Tier 1, 2 and 3 PBIS, Restorative Practices and coached the district level leaders on MTSS.
Jennifer Zadow, M.Ed. Assistant Special Education Director Snohomish School District jennifer.zadow@sno.wednet.edu (206) 371-5517	Provided special education program reviews, professional development and technical assistance at her previous district. Helped to initiate a small pilot of the Bouncy Ready to Learn program in one of the elementary schools.
Stephanie King, Ph.D. Director of Special Services Specialized Programs kings@issaquah.wednet.edu 425-837-7185	Provided in-depth training and support on MTSS Tier 2 and Tier 3 systems development and implementation. Provided classroom coaching, and individual student support planning and intervention coaching for multiple students with persistent, intensive behavior challenges.

C.4.iv. Past Performance

This organization nor any of its contractors have breached any past contracts.

C.4.vi. Subcontractors

Kire Dasssel will provide contracted support on this project limited to no more than \$5,000 of the outlined work.

C.5. Management Proposal

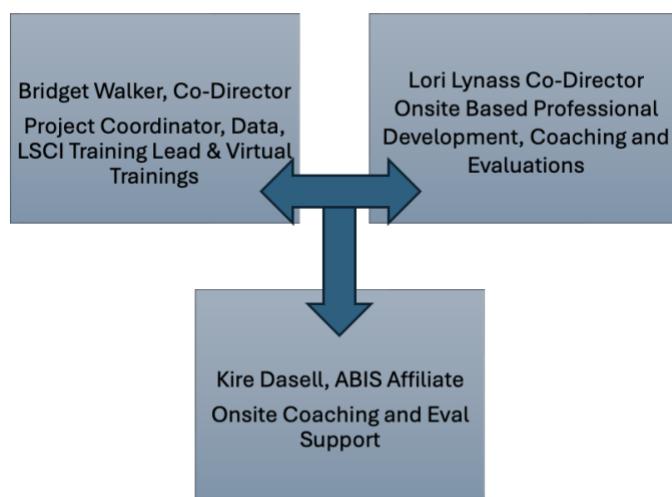
The proposed project team is structured to ensure clear accountability, efficient communication, and rigorous quality assurance throughout the project lifecycle. The team combines expertise in MTSS implementation, special education systems design, and professional development delivery. Roles are clearly defined to maintain alignment between project deliverables, timelines, and client expectations.

This proposal will be co-led by Dr. Bridget Walker and Dr. Lori Lynass who will deliver the majority of the work outlined. Their affiliate Kire Dassel will support with onsite coaching and evaluation as needed throughout the project. The management structure and duties are outlined below.

Dr. Walker (40% of efforts) will serve as the lead on Project Coordination, static data collection and analysis, virtual tier 3 trainings and the lead for the Life Space Crisis Intervention (LSCI) summer training.

Dr. Lynass (55% of efforts) will serve as the lead for the onsite Tier 3 trainings, FBA and BIP Coaching and Onsite Evaluation and the co-trainer for the Life Space Crisis Intervention (LSCI) summer training.

Kire Dasell (5% of efforts) will serve as support for FBA and BIP Coaching support and onsite evaluation support.



- **Project Governance:** Weekly team check-ins and monthly client update meetings will ensure consistent communication and issue resolution.
- **Document Management:** Shared digital google workspace with version control will be used for document and training materials.
- **Quality Assurance:** All deliverables undergo co-director peer review before submission.
- **Budget Oversight:** Bridget Walker reviews expenditures monthly.

C.6. Cost Proposal

C.5.i. Table 4 Identification of Costs

Line Item	Cost by Hour/Day	Estimated Number	Total Costs
Half day trauma-informed behavior supports PD	\$2,500 (covers trainers time)	2	\$5,000
Life space Crisis Intervention Training Two Day Workshop	\$15,000 (covers trainers time, materials, lunch and rental of training space)	1	\$15,000
Facilitate structured team writing workshops to create FBAs and BIPs.	\$350 per hour	20	\$7,000
On-site or virtual coaching sessions	\$350 per hour	30	\$10,500
Ongoing and end-of-cycle data review	\$350 per hour	20	\$7,000
Half day virtual sustainability workshop for district/school leadership	\$2,000	1	\$2,000
Sustainability toolkit and follow-up action plans created	\$3,500	1	\$3,500
Substitutes	Estimated at \$200 per day	10 Subs (2 per district)	\$2,000
Travel	Potential for 4 Flights Plus Mileage *Aligned with Washington State Travel Regulations	4 Flights @\$300 4 Hotel Nights @ \$110-\$248 hotel range for state rates Car Rental \$65-\$120 per day x 8 Per Diem meals \$68-\$92 meal rate range per day Mileage/Per Diem @ .70 Per Mile estimated at = \$835	\$3,500
Indirect Costs			\$3,500
Total Costs			\$62,500

D.3.I Preference to Washington State Small Businesses

Advanced Behavior and Inclusion Supports is a certified Microbusiness in the WEBS system.

Citations:

American Civil Liberties Union of Washington. *2019 Annual Report*. Seattle, WA: American Civil Liberties Union of Washington, December 11, 2019. Available at: <https://www.aclu-wa.org/docs/2019-annual-report-0>

Arundel, K. (2025, March 18). *How Washington state is reducing restraint and isolation in schools*. K-12 Dive. Retrieved from <https://www.k12dive.com/news/how-washington-state-is-reducing-restraint-and-seclusion-in-schools/742713/>