



# **2018 VTPBIS Leadership Forum**

**October 11, 2018**

**8:30 a.m - 3:30 p.m.**

**Killington Grand Resort and Hotel, Killington, Vermont**

**Join exploring, new, and  
experienced VTPBIS schools for a  
day of learning, networking, and  
celebration!**

**Register here:**

**<https://www.surveymonkey.com/r/2V6D8DG>**

## Agenda:

**8:30-9:00 - Registration and Morning Refreshments**

**9:00-10:15 - Opening Remarks and Keynote Presentation: “First Steps, Next Steps, and Missteps: What I’ve Learned from Training Teachers in Class-Wide PBIS”** - *Diane Myers, Associate Professor of Special Education at Texas Woman’s University in Denton, Texas*

**10:30-12:00 - Workshop Session 1:**

- A. **Introduction to PBIS Within a Multi-Tiered System of Supports (Part 1):** This session is for individuals and school teams exploring PBIS implementation in their schools. There will be a focus on the key features of PBIS including presentations from VT schools implementing PBIS. The afternoon workshop (Intro to PBIS: Part Two ) will provide direction around the readiness steps for implementation. **Intended Audience:** Ideally, this workshop will be of benefit to school teams (including administrators) from schools who are not yet implementing PBIS but are interested in learning more. Other individuals who want to learn about PBIS are also welcome. **Presenters:** *VTPBIS State Team*
  
- B. **Classroom Management for Exceptional Learners:** Evidence-based classroom management practices are available to support educators' ability to foster positive classroom climates and address the academic and behavior needs of all students, including those with special education needs. Participants will explore two key strategies that can enable teachers to maximize success of their students and promote desired behaviors: (1) establishing and teaching routines and expectations; and (2) providing specific feedback. When coupled with effective instruction and delivered as part of classwide PBIS, these two practices help teachers establish environments that maximize the impact of their academic instruction and contribute to more positive classroom climates for *ALL* students. **Intended Audience:** Classroom teachers and anyone who supports them. **Presenter:** *Diane Myers*
  
- C. **VTPBIS Coordinators Learning and Networking Meeting (morning and afternoon - choose one):** VTPBIS SU/SD and school-based coordinators will examine how to strengthen key functions of their role such as: understanding the power of data in improving PBIS, making data work for you and your

team/school, using data to tell your “story,” and strategies for dissemination. Coordinators will also have the opportunity to share great ideas with peers and hear about important VTPBIS resources. This workshop will be repeated in the afternoon. **Intended Audience:** It is an expectation that VTPBIS School-Based and SU/SD Coordinators attend either the AM or PM session. **Presenters:** *VTPBIS State Team*

- D. **FULL - Beyond Check-in/Check-out: Expanding your Targeted Inventory of Interventions and Supports:** This workshop will explore a myriad of targeted interventions and how students find their way to these interventions within a school. These interventions range from goal-specific lunch groups, to alternative social-emotional themed morning meetings, to mentoring and so much more. In this workshop we will explore the options available within your schools, generate new ideas, and brainstorm ways to implement these ideas successfully within your school system. The goal of this workshop is to provide ideas and a framework for you to take back to your school to go beyond Check-in/Check-out and truly meet the needs of your students who require additional supports. **Intended Audience:** Individuals from schools already implementing Check-In/Check-out. **Presenter:** *Ashley Creighton, Student Support Specialist/PBIS Coordinator at Thatcher Brook Primary School*
- E. **Building Buy-in and Momentum in Your PBIS Implementation:** Staff buy-in and on-going commitment are key to successful PBIS implementation, and lackluster (or lack of) support can often seem insurmountable. This workshop will focus on ways to: understand and reframe resistance; identify and address gaps in staff comfort level and ability; increase listening, trust, and advocacy; draw on staff strengths; and maximize natural and administrative leadership. **Intended Audience:** School and SU Leadership Team members who are charged with promoting the PBIS framework to all staff. **Presenter:** *Rebecca Lallier, VTPBIS State Team Member*
- F. **Classroom Behavior Practice Coaching (CPBC) Cohort 1 and Cohort 2 Meeting:** This will be a chance for CBPCs to reflect on their roll-out, ask questions, and learn about next steps. **Intended Audience:** *Only* educators who were trained in Cohort 1 or 2 as Classroom Behavior Practice Coaches (CBPCs) by Brandi Simonsen. **Presenter:** *Brandi Simonsen, Co-Director, Center for Behavioral and Education Research, Neag School of Education, University of Connecticut*

- G. **Restorative Practices within a PBIS Framework:** Restorative practices can be implemented as a whole-school, multi-tiered approach, guided by principles that emphasize positive relationships. These principles provide a lens to examine school climate and culture, as well as a school community's response to when things go wrong. This foundation-level workshop will interactively introduce the restorative principles and what it looks like when they are applied in a PBIS school. **Intended Audience:** Educators who are interested in learning about restorative practices. **Presenter:** *Amy Wheeler-Sutton, VTPBIS State Team Member*
- H. **Function-Based Thinking As a Method for Understanding and Responding to Problem Behavior:** This workshop will give participants a framework for thinking through the function of a student's behavior in order to choose a disciplinary response that is more likely to be effective in reducing the chances the student will engage in that behavior again, AND how to encourage the student to engage in prosocial replacement behaviors instead. Function-based thinking provides the foundation for a Functional Behavior Assessment (FBA), but it can range from an on-the-spot, in-your-head process to a brief, written FBA with a few simple behavioral interventions completed by one or more staff. **Intended Audience:** Any staff who would like to be more effective in responding to problem behavior and those who want to know more about how to determine the function of behavior. **Presenters:** *Cortney Keene and Jeremy Tretiak, VTPBIS State Team Members*
- I. **Universal Screening for Behavior and Implications for Interventions:** This workshop will provide an overview of the benefits of Universal Screening in a PBIS school. We will explore how Universal Screening promotes early identification of children at risk and planning for proactive and preventative practices. Participants will hear from two VTPBIS Supervisory Union Coordinators about their use of Universal Screening tools and implications for using these tools to support students at risk in their schools and SU-wide. **Intended Audience:** School and SU Leadership Team members, school counselors, social and behavioral support staff. **Presenters:** *Sherry Schoenberg, VTPBIS State Team Member; Michaela Wissell, Social and Emotional Learning Coordinator, Mount Abraham Unified School District; and Nick Devita, School Psychologist, Addison Northwest Supervisory Union*

**12:00-1:15 - Lunch, Celebration, and Awards**

## **1:15-1:45 - VTPBIS Ignite Sessions or Team Time (optional):**

- Lessons Learned from VTPBIS Exemplar Schools
- Tier III
- SWIS Office Hours
- Introduction to Classroom Behavior Practice Coaching Opportunity
- Team Time

## **2:00-3:30 - Workshop Session 2:**

- J. **Introduction to PBIS Within a Multi-Tiered System of Supports: Getting Started (Part 2):** Participants will learn about the process of VTPBIS implementation, including the scope and sequence of training and the important readiness steps for school leadership teams. **Intended Audience:** Ideally, this workshop will be of benefit to school teams (including administrators) from schools who are not yet implementing PBIS but are interested in learning more. Other individuals who want to learn about PBIS are also welcome. **Presenters:** *VTPBIS State Team*
- K. **VTPBIS Coordinators Learning and Networking Meeting (morning and afternoon - choose one):** VTPBIS SU/SD and school-based coordinators will examine how to strengthen key functions of their role such as: understanding the power of data in improving PBIS, making data work for you and your team/school, using data to tell your “story”, and strategies for dissemination. Coordinators will also have the opportunity to share great ideas with peers and hear about important VTPBIS resources. This workshop will be repeated in the afternoon. **Intended Audience:** It is an expectation that VTPBIS School-Based and SU/SD Coordinators attend either the AM or PM session. **Presenters:** *VTPBIS State Team Members*
- L. **Integrating Social-Emotional Learning (SEL) and PBIS:** We’ve all heard the term “social-emotional learning,” but what exactly does it entail? How do PBIS and SEL fit together, and what about MTSS? How can we ask staff to add SEL to their already full plates? Will finding the right curriculum meet our SEL needs? Do we have to start from scratch? This workshop will explore answers to these questions and more: SEL research (the WHY?); SEL competencies, components, and approaches (the WHAT?); adult social emotional competencies, learning, and teaching (the WHO?); along with needs and

resource assessment, advocacy, and next-steps and long-range planning (the HOW?). **Intended Audience:** School and SU Leadership Team members, school counselors, social and behavioral support staff. **Presenter:** *Rebecca Lallier, VTPBIS State Team Member*

- M. **FULL - Bullying Prevention in a PBIS School:** In this workshop, participants will learn about the Fair Haven Grade School implementation of the research-based Bullying Prevention Curriculum of Stop/Walk/Talk response to problem behavior within the Universal level of PBIS. This response is explicitly taught to students so they can utilize it when faced with words or actions that are hurtful. Faculty and staff are explicitly taught how to respond to students who have reported student behavior concerns. Participants will hear about strategies for teaching students how to use Stop/Walk/Talk; strategies for responding to students reporting problematic behavior of others; assessment strategies of the effectiveness of the intervention (student survey); and ideas for implementation and student buy-in. **Intended Audience:** School and SU Leadership Team members, school counselors, social and behavioral support staff. **Presenters:** *Deb Smith, Assistant Principal, Fair Haven Grade School*
- N. **Help Create Vermont's PBIS Strategic Plan:** The Vermont AOE is embarking on a strategic planning process that will focus on sustaining PBIS statewide implementation, capacity building, and maintaining and sustaining fidelity of implementation. Please attend this session and share the strengths and challenges you experience to help build a plan for the next five years. **Intended Audience:** School and SU Leadership Team members, school administrators. **Facilitators:** *Kim Yanek, Midwest PBIS; with representatives from the VTPBIS State Team*
- O. **Maximizing the Effectiveness of your PBIS Team Meetings:** Is your team using the skills they know and have in order to hold productive meetings? This workshop will provide a quick refresher of team meeting skills followed by strategies for looking at data to make your future meetings efficient and effective. A sample meeting agenda, definitions of roles/responsibilities, and modified TIPS problem solving forms will be provided. **Intended Audience:** Administrators, School/SU Coordinators, other Leadership Team members. **Presenter:** *Bonnie Poe, VTPBIS State Team Member*
- P. **Building a Better Behavior Support Plan:** Are you working with a student who has a behavior support plan that doesn't seem to be working? Come learn some

advanced principles of behavior analysis and how to apply them to make your Behavior Support Plan better. We will take your real-life examples of the most challenging behaviors and problem solve with you while building your knowledge base of effective behavioral interventions. **Intended Audience:** Individuals who are responsible for developing Behavior Support Plans for students with behaviors requiring advanced Tier 2 or Tier 3 supports. **Presenters:** *Cortney Keene and Jeremy Tretiak, VTPBIS State Team Members*

- Q. **How to Start a Successful Adult-to-Youth Mentoring Program in Your School:** Find out why every school should have an adult-to-youth mentoring program. Participants will hear about the proven benefits of mentoring for youth and what it takes to start a mentoring program that is sustainable. They will also hear from a Vermont school about their mentoring program within the PBIS framework. Participants will leave the session with a concrete action plan for establishing a mentoring program at their school, tools and materials they can refer back to, and the knowledge of where they can turn for support as they work to implement a mentoring program in their school. **Intended Audience:** School and SU Leadership Team members, school counselors, social and behavioral support staff. **Presenters:** *Chad Butt, Executive Director, Mobius, Vermont's Mentoring Partnership; Amy Johnston, School Guidance Counselor at Robinson Elementary School and the Mentor Coordinator for Starksboro Mentoring Program*

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