

**2019 Annual VTPBIS Forum**

**October 10, 2019**

**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/BSV5MJ2>

**Agenda:**

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

**9:00-10:15 - Opening Remarks –** *Sherry Schoenberg, Vermont PBIS Coordinator*

 **Keynote Presentation: Building Capacity for PBIS to**

 **Systematically Improve and Sustain Outcomes for All**

 The number of schools engaging in PBIS implementation has grown

 exponentially over the past 20 years and research has demonstrated

 improved student and teacher outcomes and reduced disciplinary exclusions.

 But what can schools do to enhance high quality implementation of PBIS and

 maintain positive outcomes long-term? This talk will provide the latest

 research findings and practical strategies to build and sustain capacity in

 schools for improved outcomes for all. **–** *Heather Peshak George, PhD,*

 *Co-Director of Florida’s Positive Behavior Support Project and the*

 *National Technical Assistance Center on Positive Behavioral Interventions*

 *and Supports*

## 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*

1. **VTPBIS Coordinators Learning and Networking Meeting (morning and afternoon - choose one):** Using the 2019 VTPBIS Annual Report as a backdrop, VTPBIS Coordinators will examine the results to develop hypotheses, precise problem statements, and action steps that can apply to their settings. Topic-based small groups will then be formed to provide opportunities for exploring areas of interest to strengthen local implementation. **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*
2. **Including Students with Disabilities in Universal PBIS:** Effectively implementing PBIS with fidelity to improve school climate and positively impact ***all students*** (regardless of need) is critical and challenging. In this session, participants will learn strategies and tools to better include students with disabilities in PBIS at the Universal level. This will involve a review of the critical features of Universal PBIS implementation, which is essential for inclusive planning.**Intended Audience:** PBIS School Leadership Team members; special educators; general educators. ***Presenter:*** *Heather Peshak George, Co-Director of Florida’s Positive Behavior Support Project and the National Technical Assistance Center on Positive Behavioral Interventions and Supports*
3. **Meaningful Family Engagement in PBIS:** Families play a crucial role in helping their children be successful in school. This workshop will explore how to strengthen relationships with all families including those who are most marginalized. Several universal strategies and resources for engaging families will be presented. Participants will consider some of the barriers that prevent families from being involved across all three tiers of support. Tools and resources for assessing your school’s capacity for family engagement will be provided. **Intended Audience:** Any educators who are looking to improve family engagement in their schools. ***Presenters:*** *Bonnie Poe, VTPBIS State Team Member; and Cathy Newton, Principal, Ottauquechee School*
4. **Restorative Practices in Action at Tier One:**This session will focus on one school’s journey of whole-school Restorative Practices during Year One of implementation. School data will be shared with participants showing the effectiveness of Restorative Practices on school climate after the Year One implementation phase. Additionally, participants can expect to learn about the benefits of using Restorative Practices and what to expect when adopting a whole-school restorative approach. **Intended Audience:** School personnel who are interested in implementation of a restorative approach that have not yet begun implementation. ***Presenters:*** *Laura Ellis, VTPBIS State Team Member, and a representative from J.J. Flynn Elementary School*
5. **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 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:*** *Jeremy Tretiak and Melissa Tappin, VTPBIS State Team Members*
6. **Nurturing and Supporting Staff Resilience:** Recent studies have shown that 46% of K-12 teachers — and 93% of elementary teachers — experience high levels of stress. Educator stress has been shown to have a negative impact not only on teachers’ physical and emotional health, motivation, and performance, but also on student achievement, behavior, and classroom climate. How can we prevent and mitigate the impact of stress on school staff? By nurturing and supporting resilience (the ability to bounce back quickly from adversity and grow stronger as a result). This workshop will focus on systems and practices that schools can use to cultivate resilience and respond to staff stress through addressing climate and culture, community-building, professional development, and self-care needs. **Intended Audience:** All are welcome to attend this session. ***Presenter:*** *Rebecca Lallier, VTPBIS State Team Member*
7. **Piecing together the Alphabet Soup Puzzle: Alignment and Integration of PBIS, RP, RC, SEL, Trauma-Informed Schools, and Academics:** One of the most challenging tasks districts and schools currently face is aligning and integrating varied evidence-based frameworks, initiatives, programs, and practices. This workshop will address how Restorative Practices (RP), Responsive Classroom (RC), Social-Emotional Learning (SEL), and Trauma-Informed Schools can all be organized within a PBIS framework, and how a school’s climate-related work can be embedded within academics to help reduce initiative fatigue. There will be opportunities for networking around challenges and solutions. A variety of examples, planning tools, and strategies will be shared that will empower and equip your school leadership team to embark upon this important work. A Vermont school district will share their alignment and integration journey. **Intended Audience:** Leadership Team members, administrators, VTPBIS School and SU/SD Coordinators. ***Presenters:*** *Amy Wheeler-Sutton and Lauralee Keach, VTPBIS State Team Members*
8. **Building Effective Systems at the Intensive Level:** It is likely that anyone who participated in training to install the intensive level of PBIS has recognized that it is not a one-time training curriculum, but a process for establishing core foundational content and then building upon this content over time. While intensive-level interventions are based on functional behavior assessments and data is driven by the measures established in behavior support plans, strong systems need to be in place to support these efforts. An intensive level system includes: a team that meets regularly; a process for accepting referrals for students based on criteria; and coordination or FBA/BSPs including monitoring effectiveness and making adaptations. This workshop will provide a description of the key features needed to develop the systems piece at the intensive level. A representative from a VTPBIS school will share what is happening to roll-out the intensive level from a systems perspective. There will be ample time for brainstorming and problem-solving. **Intended Audience**: VTPBIS School team members that are currently implementing the intensive level of PBIS or those who are getting ready for this level of implementation. ***Presenters:*** *Ken Kramberg and Amanda Babcock, VTPBIS State Team Members*

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

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

* + SWIS Q & A
	+ Classroom Behavior Practice Coaching (CBPC) Opportunity
	+ Behavioral Strategies for Younger Children
	+ PBIS in Middle/High School
	+ PBIS Celebrations
	+ …and more!

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

1. **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. ***Presenters:*** *VTPBIS State Team*
2. **VTPBIS Coordinators Learning and Networking Meeting (morning and afternoon - choose one):** Using the 2018-19 VTPBIS Annual Report as a backdrop, VTPBIS Coordinators will examine the results to develop hypotheses, precise problem statements, and action steps that can apply to their settings. Topic-based small groups will then be formed to provide opportunities for exploring areas of interest that will strengthen local implementation. **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*
3. **Classroom Behavior Practice Coaching (CPBC) Cohorts 1, 2, and 3 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, 2, or 3 as Classroom Behavior Practice Coaches (CBPCs) by Brandi Simonsen**. *Presenter:*** *Lauralee Keach, VTPBIS State Team Member*
4. **Universal Screening for Social, Emotional, Behavioral Risk:** This workshop will provide illustrations for three methods of engaging in universal screening for social, emotional, and behavioral risk and well-being in school settings. We will present school-based illustrations of timelines and options for practice. We will demonstration how to integrate screening into multi-tier systems of support for academic and behavioral needs of children and youth K-12. Learn the science behind the methods, explore and discuss challenges to implementation, and hear our successes and lessons learned from schools in Vermont, Colorado, North Carolina, Texas, Louisiana, and California. **Intended Audience:** School and SU Leadership Team members, school counselors, social and behavioral support staff. ***Presenters:*** *Kimberly Vannest, Director, Department of Education within the College of Education and Social Services at UVM*
5. **Student Voice in PBIS: Moving from Doing “To” Them to Doing “With” Them:** By gathering input from and involving students in PBIS, we shift the mindset from things being “done *to*” students to “working *with*” students. If PBIS is truly a school-wide framework, then we need input from all members of the school community, especially our students. Student voice gives students a say in school priorities, which will be more effective in improving student outcomes. Student input into systems and messages is critical in student engagement. This session will provide an overview of the key ingredients to student involvement in PBIS and will include presentations from Fletcher and Chamberlin schools on how they incorporate student voice into PBIS. **Intended audience:** Any educators who are looking to improve student voice within PBIS. ***Presenters:*** *Laura Ellis and Chantelle Albin, VTPBIS State Team Members; Chris Dodge, Principal, Fletcher Elementary School, Holly Rouelle, Principal, Chamberlin School*
6. **Lessons Learned from VTPBIS Exemplars:** Hear from representatives of multi-year VTPBIS Exemplar Schools about best practices and lessons learned along the way. This is an opportunity to ask questions and brainstorm effective strategies for achieving and maintaining high level fidelity and positive student outcomes. ***Presenters:*** *Rebecca Lallier and Bonnie Poe, VTPBIS State Team Members; representatives from Burke Town School, Porters Point School, and Dothan Brook School*
7. **Completing Trauma-Informed Functional Behavior Assessments:**Students who have experienced developmental trauma often have complicated neurobiology that can confound the development and implementation of Behavior Support Plans (BSPs). While it is important to examine the function of a student’s behavior when developing a plan, when working with students who have been traumatized, reframing behavioral motivation as a means to seek safety and/or avoid danger is the first step in including trauma-responsive practices in order to establish a safe, predictable, positive, and consistent learning environment. In this workshop, participants will develop an “alternative behavior lens” that incorporates key trauma-responsive elements. In addition, participants will increase their understanding of non-observable neurological impairments that contribute to social, emotional and behavioral challenges that can make antecedents difficult to determine. Finally, participants will learn methods to prevent responses from intensifying problem behavior by better understanding common challenges students who have experienced developmental trauma face, such as compromised reward neurology, relational challenges, power and control issues, difficulty abstracting to the future, etc. **Intended Audience:** Individuals with some understanding and experience conducting FBAs/BSPs as well as a fundamental understanding of developmental trauma. ***Presenters:*** *Kym Asam, Kristin Beswick, and Cortney Keene, VTPBIS State Team Members*
8. **Building your Targeted Inventory:** This workshop will focus on interventions and systems that go beyond Check-In/Check-Out (CICO) and support those students who sometimes fall through the cracks. These interventions can be provided to individuals and groups, and are designed to be fluid to meet the ever-changing needs of students. This workshop will also dive into how students find their way to interventions and how that process can be streamlined to be most effective. We will review the use of a Student Support Team to match the needs of students with the interventions that are most likely to support their learning and growth both academically and socially/behaviorally. Examples of data tracking will be provided to measure progress within the intervention to ascertain whether the intervention is successful or if it needs to be modified to meet the student’s needs. Many of these interventions focus on teaching students skills that can be brought back to the classroom and their home environments through communication with families. Mentoring and “Everybody Wins” are two such programs that involve community volunteers who come into the school to work with students who access those interventions. **Intended Audience:** Individuals and teams currently implementing CICO who want additional options for interventions. The focus will be on Pre-K - 6th grade interventions. ***Presenters:*** *Jeremy Tretiak, VTPBIS State Team Member; Ashley Creighton from Thatcher Brook School*

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