



## **2020 Annual VTPBIS *Virtual* Forum**

**October 7th, 2020**

**8:30 a.m - 3:00 p.m.**

**Cost: \$80/person**

**Learn from PBIS leaders near and far!  
Join exploring, new, and experienced  
VTPBIS schools for a day of learning  
and sharing**

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register. You will receive links to all sessions on  
October 1<sup>st</sup>.**

## Agenda:

### 8:30 - 8:45 – Opening Remarks and Acknowledgements –

*Sherry Schoenberg and Amy Wheeler-Sutton, Vermont PBIS Coordinators*

### 8:45 - 9:45 – Keynote Presentation: A VTPBIS Principal's Perspective: How the strength of our PBIS framework helped us pivot during challenging times.

Dothan Brook School is a long-standing VTPBIS Exemplar School. This keynote will highlight the ways in which the systems, data, and practices that have been developed over the past several years were leveraged and maximized to promote continued positive connections, interventions, and supports for staff, students, and families during the COVID-19 pandemic. - *Rick Dustin-Eichler, Principal, Dothan Brook School*

### 10:15 - 11:45 – Workshop Sessions (Choose One):

- A. Introduction to PBIS:** 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 networking session (12:30 - 1:15) 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 Members*
- B. Circles of Support: A Restorative Approach to Staff Wellness:** A restorative approach involves principle-based processes and practices that can be applied to help things go right as well as respond when things go wrong. Participants of this session will have an opportunity to participate in a circle of support for educators, identify key features/principles of restorative approaches, and develop action steps to bring a circle of support back to their school staff. **Intended Audience:** All school personnel. **Presenter:** *Jon Kidde*
- C. Understanding and Practicing Function-Based Thinking:** 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. **Intended Audience:** Anyone working with students who wants to be better understand and respond to challenging behavior. **NOTE:** This session is an introduction to function-based thinking, *not* a session on how to conduct functional behavioral assessments. **Presenter:** *Jeremy Tretiak*
- D. Crisis Prevention and Response In the COVID-19 Era: What we know and what we've learned:** Supporting our most vulnerable students who have impulse control issues and social, emotional, and behavioral concerns has presented new challenges during COVID-19. Attend this session to share and learn about different school policies as well as prevention and intervention strategies that schools have been using to support students while ensuring safety. Hear about the Vermont AOE Guidance on behavioral interventions and the

use of restraint and seclusion during the 2020-2021 school year. Participate in discussion, sharing of ideas, and problem solving with educators from schools throughout Vermont.

**Intended Audience:** Individuals who support school crisis response teams as well as those directly supporting individual students with safety challenges. **Presenters:** *Ken Kramberg, Amanda Babcock, and Judy Houde-Hardy*

- E. Person-Centered Planning for Better Outcomes:** This session will focus on the process of person-centered planning to support students with complex needs as part of the intensive level of PBIS. We will define the purpose and rationale of person-centered planning, share how the process is effective in getting to know a student, understanding the student's goals, and using a team process for supporting the student to meet these individualized goals across home, school, and community. Several structured person-centered action planning processes will be shared. **Intended Audience:** Representatives from leadership teams focusing on Tier III supports, individuals working with students who have complex social/emotional/behavioral challenges across home, school, and community. **Presenter:** *Sherry Schoenberg*
- F. Essential Elements of Effective Collaboration: Using the VTmtss Framework to Improve Teaming Infrastructure and Effective Teaming Strategies:** The systemic work of the VTmtss Framework requires sustained and effective collaboration across settings and programs, among diverse stakeholders, and beyond the school system. Leadership engages members of the school community (all staff, families, community partners, and students) in a collaborative process of examining their fundamental beliefs about teaching and learning for all students, especially those who historically marginalized: social, emotional, and academic. Join us in exploring the four essential elements that underpin effective collaboration in diverse settings: systematic process, interdependent work, collective commitments, and an atmosphere of trust. Breakout groups will allow time for participants to share Vermont experiences in applying the essential elements of effective collaboration. **Intended Audience:** All educators are welcome. **Presenters:** *Meg Porcella and Tracy Watterson, Vermont Agency of Education*
- G. Expanding your Inventory of Tier II Supports:** In this workshop, we will explore how to: identify appropriate targeted interventions and resources; expand our thinking about student needs and how to meet them; collect and use data to monitor progress and make decisions about duration, modification, and fading; support your teaching and support staff in implementing with fidelity; and add new dimensions to your CICO intervention. **Intended Audience:** Individuals who are members of Educational Support Teams or PBIS Targeted Level Teams; individuals providing targeted supports. **Presenter:** *Kristin Beswick*
- H. Using Data to Determine Universal Interventions:** Does your team already know how to collect, access, and analyze your data, but struggle with what to DO about it? This session will provide you with a template to develop strong Universal interventions based on your schoolwide data and an opportunity to practice developing interventions with a small group. **Intended Audience:** PBIS Leadership Team members. **Presenters:** *VTPBIS State Team Members*
- I. SEL is Not New: Enhancing What You're Already Doing:** Along with "pivot," "asynchronous," and "unprecedented," Social Emotional Learning (SEL) might be one of the

most used phrases during the reopening of schools during the COVID-19 pandemic. It may sound like something too big to tackle while trying to balance so much during this time, but the truth is, most teachers have been “doing” SEL for years. This session will help you identify ways you are already teaching SEL, give ideas for strengthening what you’re already doing, and provide strategies for creatively including SEL throughout your day, during both academic and non-academic times. **Intended Audience:** Classroom teachers and those who support them. **Presenter:** *Amy Wheeler-Sutton*

- J. Connecting Thoughts, Feelings, and Behaviors to Better Understand and Support Students with Complex Needs:** Behind every behavior is a thought and a feeling. When we conduct a functional behavioral assessment, we focus on the function of the behavior, but how do we consider the feelings behind the behavior? This session will provide strategies for how to uncover the emotional issues behind problem behaviors and will explore strategies for providing both emotional and behavioral supports. **Presenter:** *Lauralee Keach*
- K. Authentic Family and Community Engagement:** The COVID-19 pandemic has brought to light how crucial developing and maintaining strong relationships with family and community members is to the success of a school, especially during crisis. This session will be co-facilitated by administrators from two VTPBIS Exemplar schools who have always worked hard to engage families and communities, but during the school building closures in the spring, developed unique ways to connect with all families to ensure each student was successful. You will walk away with strategies for authentically engaging families and communities during in-person, hybrid, and remote learning situations. **Intended Audience:** All school personnel **Presenter:** *Holly Rouelle, Principal of Chamberlin School and Denise Goodnow, Principal of Thatcher Brook School*
- L. Nurturing and Supporting Staff Resilience in Challenging Times:** In this unprecedented time of heightened and widespread distress, trauma, and ongoing uncertainty, it is more essential than ever to support the educators who face their own challenges and stresses while also supporting and teaching students who are themselves suffering. This workshop will focus on: how schools can create intentional systems that prioritize and cultivate staff resilience; practices of support that can be easily implemented; and ways to determine and address ongoing adult SEL needs. **Intended Audience:** All are welcome to attend. **Presenters:** *VTPBIS State Team Members*
- M. ISF Learning and Networking Session - From Planning to Action and Back Again:** The Vermont Project AWARE grant provides a unique opportunity for three LEAs to prioritize mental health for ALL – students, staff, and families across home, school, and community. In the first year of implementation, grant-funded LEAs began to explore and install the systems, data, and practices needed to build out interventions and supports based on school *and* community need. In this session, Project AWARE technical assistance partners will facilitate a process for District Community Leadership Teams (DCLTs) and school leadership teams to celebrate successes, identify challenges, and develop integrated action plans for next steps. There will be an opportunity for LEAs to share and learn from each other as well. **Intended Audience:** Project AWARE DCLTs and school leadership teams **only.** **Presenters:** *Ami Flamini, Kim Yanek, and Kym Asam*

## LUNCH ON YOUR OWN

### 12:30 - 1:15 – (Optional) Ignite Sessions or Team Time:

- VTPBIS Coordinators Networking Meeting (for school + SU/SD VTPBIS Coordinators)
- SWIS Q & A
- Rule 4500 and New AOE Guidance
- Equitable Systems, Data, and Practices within PBIS

### 1:30 - 3:00 – Afternoon Workshops Sessions with Featured National Speakers (Choose One):

- N. Using Your MTSS Framework to Navigate the 2020-2021 School Year:** In this session, I (a) acknowledge the challenges and opportunities presented by our current context; (b) highlight critical practices to support all students, (c) describe how to enhance systems to support contextualized implementation, and (d) share resources to support implementation in your district/SU, school, and classroom. **Presenter:** *Brandi Simonsen, Co-Director PBIS Center*
- O. Considerations for Systematic Screening PK-12 in the COVID-19 Era: Universal Screening for Internalizing and Externalizing Behaviors:** In the wake of the COVID-19 pandemic, PK-12 schools across the United States closed and educators quickly pivoted to remote and continuous learning opportunities to protect students and society as a whole from the deadly coronavirus – COVID-19. As educational leaders across the country navigate the complexities for providing instruction during the 2020-2021 academic year, questions have arisen regarding systematic screening practices. In this presentation, we offer considerations by Lane and Oakes (2020) for conducting systematic screenings for internalizing and externalizing behaviors in the COVID-19 era. We recommend educators continue to screen, use multiple sources of data to inform programming, and screen responsibly. **Presenter:** *Kathleen Lane, Professor in the Department of Special Education at the University of Kansas and Associate Vice Chancellor for Research*
- P. Centering Equity & Reducing Student Discipline through Culturally Sustaining Instructional Practices:** This session will highlight why and how cultural responsiveness should be a core feature of all PBIS implementation. We will discuss the five components of cultural responsiveness and explore culturally sustaining instructional practices aimed at increasing student engagement and reducing discipline issues. **Presenter:** *Ruthie Payno-Simmons, Equity Implementation Specialist, Michigan’s Multi-Tiered System of Supports Technical Assistance Center*
- Q. Mental Health in Schools: All Hands-on Deck!** Returning to school, in person, online, or a hybrid after an abrupt interruption amplifies the need for a social-emotional wellbeing and a “mental health for all” approach. In this session, we will talk about a mental health PBIS enhancement effort that includes strategies that focus on building a resilient, responsive, and effective system to meet the needs of students, families, and staff. **Presenter:** *Susan Barrett, Director for Social Behavior Supports, Old Dominion University*

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