

# 2016 CONFERENCE ON SCHOOL CULTURE, CLIMATE, & POSITIVE BEHAVIOR SUPPORT

Transforming Practices, Strengthening  
Partnerships, Developing Leaders



August 11–12, 2016 | Th: 8:30am – 4:30pm; F: 8:30am – 3:30pm

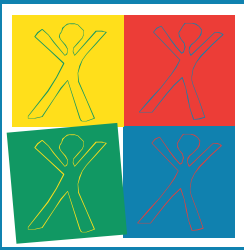
SERESC Event & Conference Center | Bedford, NH



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This conference is a collaboration between the UNH Institute on Disability, New Hampshire Center for Effective Behavioral Interventions and Supports (NH CEBIS) at SERESC, Strafford Learning Center, The New Hampshire Department of Education, Youth M.O.V.E. New Hampshire, and NAMI NH.

*Available in alternative formats upon request.*



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Developing Leaders

## ABOUT THE CONFERENCE

Schools and communities continue to face obstacles to addressing behavior, climate, safety, and academic achievement. Establishing a safe school environment using a multi-tiered system of support is related to improved outcomes for all students.

This year's conference theme is **Transforming Practices, Strengthening Partnerships, Developing Leaders**, and will include presentations by national leaders, NH educators, youth, and community partners, plus opportunities for teams to work together and instruction on cutting-edge strategies for school improvement. This event represents an intersection between schools, students, teachers, administrators, behavioral health, youth/family organizations, and community systems at the pre-school, elementary, secondary, and post-secondary levels.

This two-day conference will focus on the importance of leadership at the school and district level to effective Multi-Tiered System of Support (MTSS) implementation and real change, as well as strategies for partnering with families, students, and community partners to achieve good outcomes for all students.

Sessions will offer examples, tools, and practices for each stage of learning, and will feature exemplars that demonstrate how implementation of the fundamental elements of a MTSS can help schools and communities to improve their culture, climate, and safety. The youth strand is an opportunity for young people to learn about how to become leaders of and advocates for positive change to their school's culture and climate.

## WHO SHOULD ATTEND

Educators, paraeducators, school administrators, guidance counselors, related services providers, psychologists, university students, youth involved in student government, youth involved in diversity organizations, youth involved in leadership roles, athletes, youth requiring school support,



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and at-risk youth are encouraged to attend. School teams are highly encouraged to attend, and will receive a special group rate. *A limited number of free spaces are available for youth ages 14–21. Please call Cat Jones at 603.228.2084 to register.*

## REGISTRATION INFORMATION

**Dates:** August 11–12, 2016

**Times:** Th: 8:30am–4:30pm; F: 8:30am–3:30pm

**Location:** SERESC Event & Conference Center  
29 Commerce Drive, Bedford, NH

### Registration Fees:

- Professionals: \$399
- Groups of 3+, Family Members, or Full-Time Students: \$349 each
- A limited number of free spaces are available for youth ages 14–21. Call Cat Jones at 603.228.2084 to register.
- A limited number of scholarships are available for family members with financial need. To be considered, please send an email to [contact.iod@unh.edu](mailto:contact.iod@unh.edu) describing your interest.

## PROFESSIONAL DEVELOPMENT

All participants will receive a Certificate of Participation for 15 Staff Development Hours.

## LOCATION AND TRAVEL

For more information about SERESC, including detailed directions and a link to a list of area hotels, please visit [www.seresconferencecenter.com](http://www.seresconferencecenter.com)

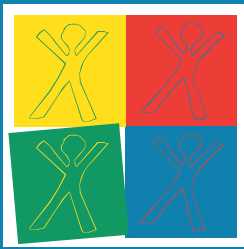
### Airport & Shuttle Information:

The most convenient airport to SERESC is the Manchester-Boston Regional Airport (MHT), which is 3.5 miles from the conference center.

Ask your hotel about free airport shuttles to and from the airport, as well as to SERESC Event & Conference Center.



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## CONFERENCE SCHEDULE

### THURSDAY, AUGUST 11

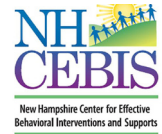
- 7:30am Registration and Continental Breakfast
- 8:30am Welcome and Opening Remarks
- 9:00am Keynote Presentation
- 10:00am BREAK
- 10:15am Session 1
- 11:30am LUNCH
- 12:30pm Session 2
- 1:45pm BREAK and NETWORKING
- 2:15pm Session 3
- 3:30pm Optional Team Time
- 4:30pm Adjourn

### FRIDAY, AUGUST 12

- 8:00am Registration and Continental Breakfast
- 8:30am Welcome and Opening Remarks
- 9:00am Keynote Presentation
- 10:00am BREAK
- 10:15am Session 4
- 11:30am LUNCH
- 12:30pm Session 5
- 1:45pm BREAK and NETWORKING
- 2:15pm Youth Keynote and Closing Remarks
- 3:30pm Adjourn

## EVENT PARTNERS

Institute on Disability/UCED



## EVENT POLICIES

### Registration Policy:

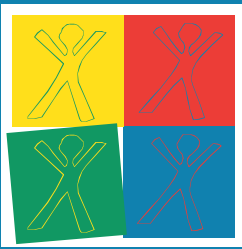
Advance registration is required and accepted in the order received. Registrant is responsible for making payment arrangements. Payment or a copy of a purchase order must be provided prior to attending.

### Cancellation Policy:

To receive a full refund, cancellations must be made in writing seven (7) days prior to the event. Cancellations received within six (6) days of the event are not eligible for a refund, and registrant will be responsible for outstanding fees, if any.



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## KEYNOTE PRESENTATIONS



### Thursday, August 11 | 9:00am–10:00am

#### What Does It Take to Sustain PBIS? Lessons for Leaders

**Kent McIntosh, Ph.D.**

Professor, Special Education and Clinical Sciences, University of Oregon

Why does it seem so hard to sustain school initiatives? When initial grant funding ends and champions move on, how do we keep systems like PBIS strong in our buildings? This talk will provide the latest research findings and practical strategies to overcome common barriers to sustaining effective school initiatives.



### Friday, August 12 | 9:00am–10:00am

#### Keeping Silos but Baking Better Bread: Integrating MTSS Efforts to Transform Practices

**Hank Bohanon, Ph.D.**

Professor, School of Education, Loyola University of Chicago

This presentation is designed to help school leaders think through steps for integrating and aligning their support efforts in schools, and to help teams focus their approach to school improvement. Special attention will be paid to aligning practices to mission and vision, and connecting professional roles to improvement efforts, with an end goal of a single unified multiple tiered system of support, rather than disconnected multiple tiered systems of support.



2015 Youth Strand participants

### Friday, August 12 | 2:15pm–3:15pm

#### Youth Keynote Presentation - Topic TBA

#### Youth Strand Participants

The conference culminates in a keynote presentation at the end of day 2 that is planned and presented by Youth Strand participants. Youth will decide collectively how to present their ideas, whether through a song, a skit, or even a roundtable discussion. This opportunity provides youth experience in taking leadership, communicating their ideas to others, and participating in group decision making. The Youth Keynote is different every year, and is always an engaging and eye-opening experience.



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## STRANDS OVERVIEW

### **a** Early Childhood

#### **Features of Effective Positive Behavior Supports in Early Childhood Programs**

NH Early Childhood programs have been implementing Program-wide Positive Behavior Supports based on the Pyramid Model for more than a decade. This strand is designed for early childhood educators who want to learn about the model that has recently been adopted for New Hampshire. Sessions will highlight implementation practices and examples of the critical features of the framework including prevention, response, trauma-informed practices, strategies for reducing suspensions and expulsions, and approaches to address young children who need targeted group supports.

### **b** Elementary School

#### **Building Culture, Climate, and Multi-Tiered Positive Behavioral Support Practices and Systems in Elementary Schools**

Sessions in this strand are targeted to individuals or teams working with students in grades K–5, addressing a variety of practice strategies and systems features in a multi-tiered continuum of social-emotional-behavioral supports. Day one will highlight Tier 1 practices, while day two will address Tier 2 and Tier 3 practices and systems features. Most sessions will feature co-presenters from New Hampshire elementary schools who will share their implementation experiences.

### **c** Middle/High School

#### **PBIS in Middle and High School: Teams, Practices, Data, and Tools**

This strand will highlight foundational and advanced features of PBIS implementation that is developmentally suited to the needs of secondary school students. This strand includes real-life examples of PBIS implementation at the Universal, Targeted, and Tertiary levels with presentations by school staff, youth, and families. Participants will learn what PBIS looks “on the ground,” in middle and high schools and how schools deal with challenges and buy-in, how teams use data, implementation of evidence-supported practices, and build partnerships with families, youth and community providers.

### **d** Special Topics

#### **Special Topics to Transform Practices and Strengthen Partnerships among Schools, Community, and Families**

Presentations in this strand highlight special topics that transform our practices through data based decision making, working across MTSS systems by blending both academics and behavior, strengthening partnerships by NH Wraparound model and looking at evidence based practices that are supported by mental health agencies .



### **e** Youth Leadership

#### **Be the Change! Youth Leadership in Action**

This strand is for youth between the ages of 14–21 who are currently in school and want to learn advocacy skills and take a leadership role. Youth will participate in experiential activities that help them learn about themselves and others in order to improve cultural understanding. This strand provides opportunities for youth to connect with and learn from their peers from different schools, and have fun while being empowered to make positive change in their schools and communities.



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## SESSION TITLES AND DESCRIPTIONS

### Session 1 | Thursday, August 11 | 10:15am

#### **a1** Overview of the Pyramid Model

*Becky Britton, B.A., Behavioral Support Coach for Project LAUNCH at Southern New Hampshire Services Head Start; Stephanie Therrien, M.Ed., Behavioral Support Coach, Project LAUNCH: Easter Seals Child Development and Family Resource Center*

This presentation will provide an overview of CSEFEL's Pyramid Model. We will explore how this model aligns with Program-wide Positive Behavioral Interventions and Supports (PW-PBIS) and provides guidance to parents and teachers to support the social-emotional development of young children. We will look at how the tiers can work together to transform even the most challenging behavior in preschoolers into appropriate social-emotional skills.

#### **b1** School Opening: September Only Happens Once!

*Eric Mann, Behavioral Consultant, NH CEBIS at SERESC Tara Beauchemin, Principal, Elm Street Elementary School, Laconia, NH*

This session will identify a specific set of practices for the "First 7 Weeks" of school and will include a 20-minute work session for participants for action planning (and coaching from presenters) regarding school opening. Guests from a Laconia elementary school will present their experiences using a "First 7 Weeks" model for school year 2015-16 and will share how they plan to strengthen their opening in 2016-17.

#### **c1** Building the Foundation of Schoolwide PBIS

*JoAnne Malloy, Ph.D. & Jonathon Drake, MSW, UNH IOD; Jim Carmody, Laconia School District*

This session will include an overview of the 3-tiered logic, with particular attention to the goals and mission of secondary education and organization, plus development of school-wide core values and expectations. Participants will gain an understanding of how college and career

readiness standards can relate to "non-cognitive" student expectations, and how one alternative high school program is blending core student skill requirements into a Universal PBIS system.

#### **d1** Implicit Bias in School Discipline Decisions: Strategies to Enhance Equity

*Kent McIntosh, Ph.D., University of Oregon*

Disproportionality in school discipline (e.g., by race, disability status) is a common and important problem to address, but many efforts to reduce it have not been effective. However, there are some promising strategies for reducing disproportionality within a PBIS framework. This session will describe a 5-point intervention approach to achieve equity in school discipline. Attendees will learn about implicit bias and practical strategies to minimize its effects on discipline decisions and enhance the cultural responsiveness of school systems.

#### **e1** Youth MOVE the World

*Fritz Manson, Youth MOVE New Hampshire*

This strand highlights the importance of youth voice and involvement in creating positive change. Participants will learn about Youth MOVE, and explore individual examples of youth leaders and youth led movements. Strategies will be introduced for how students can advocate, empower themselves and better their communities.

### 3 Flexible Payment Options

**Register now, pay later!**

1. Reserve your space now by registering online.
2. Choose your payment method: check, purchase order (PO), or Visa/Mastercard.
3. Send your check or copy of a PO, or complete your credit card payment any time before the event.
4. Cancel your registration any time between now and August 4, 2016 with no obligation.



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## SESSION TITLES AND DESCRIPTIONS (CONTINUED)

Session 2 | Thursday, August 11 | 12:30pm

### **a2** Beginning the Conversation: Trauma Informed Early Childhood Care

*Jessica A. Sugrue, M.S., EMCPWT, CEO, YWCA NH*

This presentation will provide participants with information about the impact of acute and chronic trauma on the developing brain in young children and how trauma informed early childhood care can provide insight and understanding into their work with children and families. Participants will learn what trauma informed early childhood services (TIECS) means for classroom, program and school settings that serve children and families. Participants will also be provided with information, resources, and research to further guide their understanding and exploration of TIECS. TIECS was developed by Drs. Cassie Yackley and Erin Barnett for the Partners for Change Project at the Dartmouth Trauma Interventions Research Center with the Geisel School of Medicine, Department of Psychiatry.

### **b2** PBIS with Responsive Classroom or The Leader In Me

*Eric Mann, NH CEBIS at SERESC; Janet Valeri, Principal, Ledge Street Elementary School, Nashua, NH; Dave Levesque, Principal, Rebekah Gonzalez, Teacher, and David Ficaro, Behavioral Specialist, Pleasant Street Elementary School, Laconia, NH*

This session will explore how two commonly used school-wide models, Responsive Classroom and Covey's The Leader in Me, can be integrated effectively within a PBIS/RtI framework. Presenters will share their experiences incorporating Responsive Classroom and The Leader in Me in schools that are also committed to a PBIS Framework.

### **c2** How Students Make It Work: Laconia Middle School

*Kathy Francoeur, M.Ed., UNH IOD; Maureen Tracey, Laconia School District; school staff and students*

This session will describe how students can be key

players in the development and implementation of the schoolwide system for teaching social/emotional skills and for improving the school climate and culture. Students and staff from Laconia Middle School will share examples of how they worked together to develop and roll out their schoolwide PBIS system.

### **d2** Drill Down Data to Improve Decision Making

*Kate Salvati, MS, NCSP, Strafford Learning Center; Jill Heath, MSW, MS Ed, North Star, Strafford Learning Center*

Decisions that teams make for a school or around individual students are more likely to be effective and efficient when based on data. The quality of the decision making depends on defining the problem to be solved with precision and clarity. In this session participants will learn how to go beyond the core reports provided in The School-Wide Information System (SWIS) to enhance decision making by identifying a precise problem statement and ask questions to explore. Audience members will have an overview of the drill down tool in SWIS to help teams to move towards solution development and action planning.

### **e2** Diverse Identities: Accepting Differences to Create Inclusive School Environments

*Heidi Cloutier, MSW, UNH Institute on Disability*

Participants will engage in experiential activities to better understand diverse life experiences and perspectives and discuss how their communities could be more welcoming and supportive to all people.



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## SESSION TITLES AND DESCRIPTIONS (CONTINUED)



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### Session 3 | Thursday, August 11 | 2:15pm

#### **a3** Challenging Behavior? Childcare Expulsion? PTAN Can Help!

*Joan M. Izen, MA, CCC-SLP, Project Director, NH Preschool Technical Assistance Network*

Research tells us that expulsions and suspensions are occurring at high rates in early childhood settings. In NH we have a statewide project that is grant-funded to help teachers and directors stem this disturbing trend. This presentation will orient participants to the NH Preschool Technical Assistance Network (PTAN) Child Care Inclusion Project, explain how the project's universal and targeted supports build professional capacity to maintain children with challenging behaviors in early childhood settings, and present specific strategies that teachers can use in their classrooms to successfully include all children. There will be opportunity for participants to discuss their most challenging children and gain insights and support from their colleagues and the presenter.

#### **b3** Exploring Two Effective School-Wide Prevention Strategies: Classroom Routines Matrix and School-Wide Meetings (Whole School Meetings)

*Eric Mann, NH CEBIS at SERESC ; Jennifer Hersom, Principal, School Street Elementary School, Rochester, NH*

This session will describe the use of two effective prevention strategies: 1) the process of developing a Classroom Routines Matrix as an initial classroom strategy; and 2) examples of the use of School-Wide Meetings (i.e., Whole School Student Meetings) that promote positive culture and community, and provide an in-culture vehicle for teaching and noticing positive social behavior. Co-presenters from Rochester, NH schools will share their schools' experiences with, and variations of, Community Meetings.

#### **c3** Tier 2 Systems, Data, and Practices: Part 1 *JoAnne Malloy, Ph.D., UNH Institute on Disability*

The development and implementation of a system of small group interventions, or Tier 2 supports, is often a challenge given the limited resources for behavioral supports in schools and districts. Tier 2 interventions, however, are critical to the development of social skills and the success of students who exhibit emotional or behavioral risk factors. This session will describe the key features, processes, and systems of Tier 2 Behavior Support, including how to collaborate with community partners, and fidelity of implementation measures.

#### **d3** Partnering with Our Community Mental Health Agencies to Strengthen the MTSS System *Terri Holland, MS, LCMHC and Margreta Doerfler, LICSW, Riverbend Community Mental Health Center*

Building partnerships with our community mental health providers is an integral part of establishing an effective multi-tiered system of support. This session will review an array of supports and interventions throughout the continuum that can be delivered by the local mental health professionals. Strategic methods of building this partnership will be highlighted, and practical examples from the field will be shared.

#### **e3** Discovering Your Passion: Understanding Yourself to Achieve Your Dream

*Heidi Cloutier, MSW, UNH Institute on Disability  
Members of Youth MOVE New Hampshire*

In this interactive session participants will get to know one another, learn what a Futures Plan is, and have the opportunity to begin creating one of their own. With peers, participants will create visual depictions identifying who they are and what works best for them to be happy and fulfilled in life.



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## SESSION TITLES AND DESCRIPTIONS (CONTINUED)

### Session 4 | Friday, August 12 | 10:15am

#### **a4** You've Got to Accentuate the Positive! Building the Critical Features of Program-Wide Positive Behavioral Interventions and Supports in Early Childhood Programs

*Howard S. Muscott, Ed.D., NH CEBIS at SERESC*

This presentation will highlight the critical prevention features needed to establish universal Program-wide Positive Behavioral Interventions and Supports in Early Childhood Programs that is aligned with the national Pyramid Model that has been adopted by New Hampshire. Participants will learn the critical prevention and response features have been used by the NH Center for Effective Behavioral Interventions and Supports at SERESC technical assistance team to enhance the social-emotional development of young children in early childhood programs including Head Starts for the past 12 years. Examples of core values, preschool themes, behavioral expectations for specific preschool routines along with teaching plans and recognition strategies will be highlighted. Response features including defining, documenting and responding to challenging behavior will be outlined. Data on effectiveness will be shared.

#### **b4** Systematic Screening, Tier 2 Groups Overview, and "Managing Stress for School Success"

*Eric Mann, NH CEBIS at SERESC*

This session will be divided into three distinct, but connected, sections: First, the presenter will explore the three typical pathways for systematic identification of children who may need higher level social, emotional, or behavioral supports (Tier 2 or 3). Then, the presenter will discuss using Tier 2 student data to help determine the types of Tier 2 groups that are needed. Lastly, the presenter will illustrate the common and essential components of an emotional self-regulation intervention through a description of the "Managing Stress for School Success" curriculum.

#### **c4** Tier 2 Systems, Data, and Practices: Part 2 *Margie Borawska, Ph.D., School Psychologist, Rundlett Middle School*

This session will focus on how Rundlett Middle School in Concord has implemented a robust system of Tier 2 supports. The presentation will include a description of the Tier 2 team, entrance, exit, and student nomination criteria, screening data, the key features of several evidence-based small group interventions, fidelity of implementation data, and outcome data. The presentation will include practical tools for data collection and decision making, as well as collaboration with the local community mental health provider.

#### **d4** MTSS by Design: Transforming Separate Approaches into a Cohesive Plan

*Hank Bohanon, Ph.D., Loyola University of Chicago*

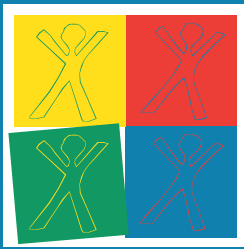
The focus of this presentation is to explore the initial stages MTSS implementation across approaches (e.g., academic, behavior). Participants will have the opportunity to connect their MTSS efforts to their school improvement planning process. Specifically, the presentation will focus on MTSS implementation through development of a clear purpose for improvement, prioritization of school improvement efforts, development of school improvement team members, use of data, and selection and implementation of practices with fidelity that increase in intensity.

#### **e4** Dream School *Heidi Cloutier, MSW, UNH Institute on Disability Haley Heinrich, Youth MOVE New Hampshire*

This session will build on Day 1 by having students pinpoint what is working and what can be improved in their schools. Participants will discuss their vision of what caring schools and communities can look like and begin to develop ideas of how to share their ideas with others in ways they can be heard and embraced.



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## SESSION TITLES AND DESCRIPTIONS (CONTINUED)

Session 5 | Friday, August 12 | 12:30pm

### **a5** Are You Ready for School Success? Lessons Learned from Successful Implementation of Multi-Tiered Systems of Support for Behavior for Dually At-Risk Preschoolers in Head Start Programs

*Howard S. Muscott, Ed.D., NH CEBIS at SERESC*

The federally-funded Ready for School Success-NH (RSS-NH) project was a highly successful effort that measurably improved emotional, behavioral, and social development, and greatly reduced behavioral incidents, for most of the dually at-risk preschoolers enrolled in two NH Head Start programs.

During this session, attendees will learn about the 5 evidence-based Tier II features that comprised the key features of RSS-NH, including (a) systematic screening process for assessing social-emotional behavior and risk, (b) teacher check, connect and expect program, (c) social-emotional group interventions, (d) parent education training program, and (e) function-based behavior plans.



### **b5** Tier 3 Systems Overview and Chamberlain Street Tier 3 Manual

*Eric Mann, NH CEBIS at SERESC; Abby Hood, Assistant Principal and Chris Turgeon, Special Educator, Chamberlain Street Elementary School, Rochester, NH*

This session will feature an overview of Tier 3 systems and practices and a presentation of Chamberlain Street Elementary School's Tier 3 systems Manual. Chamberlain's manual will provide an example of a work in progress in an elementary school for organizing a Tier 3 system and clarifying their Tier 3 philosophy, practices, and processes.

### **c5** RENEW: A Tier 3 Intervention for High School Youth with Emotional and Behavioral Disorders

*JoAnne Malloy, Ph.D., and Kathy Francoeur, M.Ed., UNH IOD; Peter Innes, Kennett High School*

This session will describe the RENEW intervention and its importance as an individualized Tier 3 intervention for high-need, transition-age youth. The presentation will include staff from a NH high school that has been implementing RENEW and how it fits into the school's multi-tiered system of support. School staff will describe how they trained staff and have scaled up implementation of RENEW, including student outcome data. The session will include a description of the school's RENEW implementation team, and outcomes from other high schools that have implemented RENEW in NH.

### **d5** Wraparound in NH: Family- and Youth-Driven Supports

*Adele Gallant, MS, FAST Forward Program Manager, DCYF/Bureau of Well-Being; Laurie Foster and Heidi Cantin, Family and Community Support Specialists, NAMI NH*

NH has just completed a 3-year System of Care project called Fast Forward, resulting in the piloting of individualized Wraparound planning and supports for 25 children or youth with serious emotional challenges and their families. The project has also produced a well-developed practice model and the systems supports (such as a funding source) based on the Wraparound Milwaukee model, allowing for replication and scale-up in schools and community agencies throughout NH. This session will include a description of the primary features of NH's Wraparound model, including the role of facilitator, family peer support, and youth peer support, and describe several case examples and outcome data.

### **e5** Youth Leadership in Action

*Heidi Cloutier, Fritz Manson, and Haley Heinrich*

Participants will utilize skills from the Youth Leadership Strand to brainstorm ideas to positively influence school culture and climate. Youth will work as a group to develop an interactive activity to present to the conference in the afternoon.



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## REGISTRATION FORM

I would like to attend as a (select one):

- Professional: \$399  
 Student / Parent / Self-Advocate: \$349  
 Member of a group of 3+: \$349

List last names or school: \_\_\_\_\_



Register Online at  
[www.iod.unh.edu/events](http://www.iod.unh.edu/events)

fax: 603.228.3270

mail: 56 Old Suncook Road, Suite 2  
Concord, NH 03301

A limited number of free spaces are available for youth ages 14–21. Please call Cat Jones at 603.228.2084 to register.

Conference area of interest (select one):  Strand A  Strand B  Strand C  Strand D  Strand E

On a scale of 0 (no implementation)–5 (full implementation), what is your school's level of PBIS involvement? \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization/Full Name of School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

This address is my:  Home  Work

Daytime Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

*\*An e-mail confirmation will be sent prior to the event.*

In order to receive related NH CEBIS news and events information, I would like to subscribe to the NH CEBIS e-mail list.

### Please Select Method of Payment:

Check #: \_\_\_\_\_ Checks can be made payable to the **University of NH**

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