

2017 CONFERENCE ON SCHOOL CULTURE, CLIMATE, & POSITIVE BEHAVIOR SUPPORT Classroom Success with MTSS



Register Now!

www.iod.unh.edu/summerconference2017

Available in alternative formats upon request.

August 11, 2017

8:30am–3:30pm

SERESC, Bedford, NH



2017 CONFERENCE ON SCHOOL CULTURE, CLIMATE, & POSITIVE BEHAVIOR SUPPORT

Classroom Success with MTSS

ABOUT THE CONFERENCE

The classroom environment is at the heart of our educational system, and the quality of relationships in the classroom are critical to a school's culture and climate. In our current educational system, teachers, administrators, and other school staff need skills and knowledge in social/emotional development, partnering with families and students, and the behavioral and developmental aspects of learning in order to be successful!

This year's conference theme, **Classroom Success with MTSS**, focuses on how the Multi-Tiered Systems of Support framework provides a structure for teachers, staff, administrators, families and students to access research-based instructional practices, with a focus on the classroom. The conference highlights presentations on classroom- and school-based strategies for incorporating supports for all students into the typical elementary and secondary school program. This annual 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.

Sessions will offer exemplars, 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, and at-risk youth are encouraged to attend. School teams are highly encouraged to attend, and will receive a special group rate.

REGISTRATION INFORMATION

Date: Friday, August 11, 2017

Times: 8:30am–3:30pm (registration begins at 8:00)

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

Registration Fees:

- Professionals: \$269
- Groups of 3+, Family Members, or Full-Time Students: \$249 each
- Youth Leadership Training for youth ages 14–21 will take place August 10–11. For application information visit www.iod.unh.edu/youthleadership2017 or call Cat Jones at 603.228.2084.

PROFESSIONAL DEVELOPMENT

All participants will receive a Certificate of Participation for 7 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.serescconferencecenter.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.

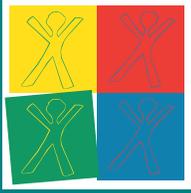


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CONFERENCE SCHEDULE

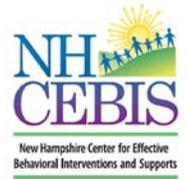
- 8:00am Registration & Continental Breakfast
- 8:30am Welcome and Opening Remarks
- 8:45am Keynote Presentation
- 9:45am BREAK
- 10:00am First Session
- 11:00am BREAK
- 11:15am Second Session
- 12:15pm LUNCH
- 2:15pm Third Session
- 3:30pm Adjourn

"The atmosphere of the conference was positive, inviting, and supportive...just what you want to demonstrate with PBIS!"
--2016 conference attendee



EVENT PARTNERS

Institute on Disability/UCED



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, 2017 with no obligation.

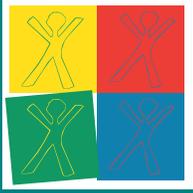
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Classroom Success with MTSS

KEYNOTE PRESENTATION | 8:45am–9:45am



Effective Instruction and the Management of Challenging Classroom Behaviors

Terrance M. Scott, Ph.D., University of Louisville

Professor and Distinguished University Scholar, Director, Center for Instructional and Behavioral Research in Schools, College of Education and Human Development

This presentation will focus on high-probability strategies for managing student behavior as part of classroom instruction. An overview of the logic and science behind high-probability practices for prevention of student failures (academic and behavior) will provide clear and simple picture of how adult behavior can be used to predict student behavior. This will lead to examples of how teachers can effectively maximize the probability of success across all students by carefully and thoughtfully developing instructional settings and delivery.

YOUTH-LED ROUNDTABLE DISCUSSIONS | 12:15pm–2:15pm



2016 Youth Strand participants

Youth Strand Participants

During an extended lunch, youth strand participants will facilitate small group discussions on the issues around school culture and climate that matter to them.

Drawing upon what they have learned over two days of youth leadership training, students will share their ideas about creating positive change in their schools and communities.

This is an exciting opportunity for every conference attendee to benefit by including and valuing youth voice in creating caring schools and communities.

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.



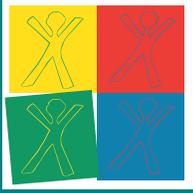
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Find resources:

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STRANDS OVERVIEW

green Elementary School

green

Social, Emotional, and Behavioral Support in the Elementary School Classroom

This strand will explore Social-Emotional Learning (SEL) and Positive Behavior Supports (PBS) as an integrated part of daily life for children. Classroom teachers will present a sampling of commonly used SEL curricula along with practical application strategies that are used to build strong classroom communities and strengthen social, emotional, and executive skills.

blue Middle/High School

blue

MTSS in Middle and High School: Strategies and Systems

This strand will highlight several major features and examples of how implementation of the Multi-Tiered System of Support for Behavior can improve school climate, culture and relationships at the middle and high school levels. This strand includes exemplars of school-wide and intensive practices where youth are full partners in the process. Participants will learn what MTSS implementation entails, and how schools have dealt with challenges, fostered buy-in, and built partnerships with families, youth, and community providers.

red Special Topics

red

Aligning Trauma Informed Prevention and Response Practices into Multi-Tiered Systems of Support for Behavior

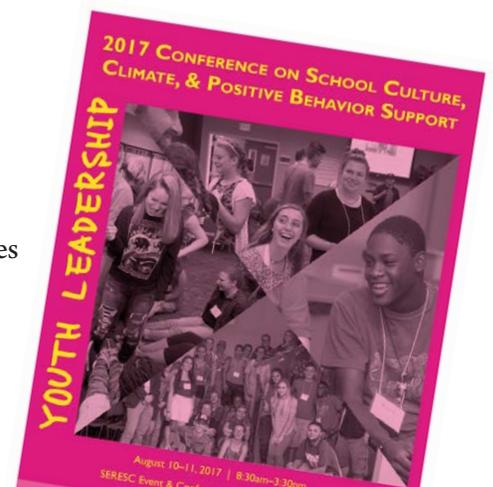
This strand will describe a variety of evidence-based trauma-informed prevention and response strategies that can be used in early childhood and other classrooms as part of a Multi-Tiered System of Support for Behavior (MTSS-B) known as the Pyramid Model.

YOUTH LEADERSHIP

Be the Change! Youth Leadership in Action

This year's youth strand will take place over two days: Thursday–Friday, August 10–11. Youth leadership training 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.

To download a brochure and application to participate, please visit www.iod.unh.edu/youthleadership2017.

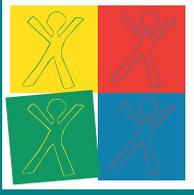


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SESSION TITLES AND DESCRIPTIONS | First Session | 10:00am–11:00am

green **1a** **Teaching Toolbox Essentials** *Maegan Jerr, Classroom Teacher, Gonic Elementary School*

Does your day seem like you have too much to do and no time to do it? Do you want to have time for music and movement and all that other fun stuff but never can get to it? This session will introduce some easy to use tools around daily routines, procedures, and transitions that will leave everyone in the classroom feeling successful. Realize your potential and learn about how much time you can get back when you have clear expectations for routines and procedures in your class. You'll leave this session with a technology template to add some of these easy to manage tools to your toolbox and you are sure to see a difference in your classroom!

*"As a member of a school who has practiced PBIS for many years, I still came away with helpful information and strategies."
—2015 conference participant*



green **1b** **Integrating "Zones of Regulation" into School-Wide Practices and Routines** *Eris Hersey, MS, CAGS, Principal, and Liza Cocco, MS, CAGS, Assistant Principal, Idlehurst Elementary School, Somersworth, NH*

Zones of Regulation is a curriculum designed to foster self-regulation and emotional control. At Idlehurst Elementary School, administration and guidance have taken this curriculum to the classrooms and implemented it school wide using common language and activities designed to help students monitor their "Zones" and learn to use tools and strategies to self-regulate. The implementation has shown positive trends for the school's SWIS data. In addition, small group instruction using Zones of Regulation is being used as a Tier 2 intervention.

blue **1** **Schoolwide PBIS Implementation** *JoAnne Malloy, Ph.D. & Kathy Francoeur, MSW, UNH Institute on Disability; high school staff*

This session will include an overview of school-wide MTSS and how behavioral norms are developed, taught, and reinforced at the high school level. One high school will share their experience with developing and introducing school-wide expectations, lesson plans, and data. This session will allow participants time to talk about their own school's experience and culture.

red **1** **High-Probability Strategies for Responding to Escalating Student Behaviors** *Terrance M. Scott, Ph.D., Professor and Distinguished University Scholar, Director, Center for Instructional and Behavioral Research in Schools, College of Education and Human Development, University of Louisville*

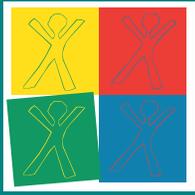
This session will present best-practice strategies for dealing with non-compliance, disruption, disrespect, provocative behavior, and student conflict. Video scenarios will be used to demonstrate both problems and solutions in line with the high-probability strategies being discussed.

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SESSION TITLES AND DESCRIPTIONS | Second Session | 11:15am–12:15pm

green **2a** Incorporating MindUp, SkillStreaming, and ClassDojo as Tier I Interventions in the Classroom

Maegan Jerr, Classroom Teacher, Gonic Elementary School
This session will discuss using a variety of social-emotional learning resources to teach the skills your students need to be successful across home, school, and community settings. By imbedding the lessons in classroom routines and including a strong family component, skills are developed and generalized beyond the classroom or school day.

blue **2** Academic Seminar: Enhanced Supports at Tier 2 *JoAnne Malloy, Ph.D. and Kathy Francoeur, MSW, UNH Institute on Disability*

This session will describe a classroom based curriculum based upon the Behavior Education Program (Swain-Bradway, Kerner, & Morrison, 2011) developed in Oregon, for middle and high school students with executive functioning challenges. Participants will learn about the theoretical foundations of the class, view several lessons, and have a chance to see the lessons in action.

red **2** Aligning Trauma Informed Prevention Practices within the Pyramid Model in Early Childhood Classrooms

Howard S. Muscott, Ed.D., Director, NH Center for Effective behavioral Interventions and Supports at SERESC
This presentation will highlight the critical prevention practices of the Pyramid Model that support social-emotional development in early childhood classrooms. Participants will learn how to develop core values, preschool themes, and behavioral expectations for specific preschool routines, along with teaching plans and recognition strategies that support all children, including those who have experienced childhood trauma. Universal strategies that address the effects of trauma on learning will be highlighted.

green **2b** Effective Rollouts for Classroom Settings

Kathy Donovan, Classroom Teacher, Beaver Meadow School; Universal Team Coach
Transitioning from school-wide lessons plans on behavior to the classroom setting often proves challenging. Embedding social-emotional curriculum with academics and respecting the autonomy of the classroom teacher is a critical factor. Learn how one Universal Team uses data to create teacher buy-in and aligns teaching social behaviors by integrating children's literature into each lesson plan. Tools and lesson plans will be shared.

“Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, and durable for all students.”
—Zins & Ponti, 1990



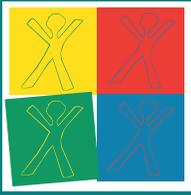
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SESSION TITLES AND DESCRIPTIONS | Third Session | 2:15pm–3:30pm

green 3a Neurodevelopment and Executive Skills in an Elementary School??

Felicia Sperry, MSED, School Psychologist, Mast Way School, Lee, NH

Mast Way School has been teaching third grade students the concepts of neurodevelopment, growth mindset, and executive functioning through an engaging curriculum as a Tier I intervention. The use of common language and understanding that can be connected to content area learning throughout the school day and beyond has been piloted this year with rave reviews! Follow-up targeted interventions can easily build upon these lessons.

blue 3 Collaboration between Schools and Community Partners: Finding the Win/Win

Kathy Francoeur, MSW, UNH IOD; high school and community mental health center staff

This session will highlight a strong collaboration between a local school district and its community mental health agency focused on the highest need students in middle and high school. Participants will learn how the partners engaged in shared problem-solving and decision-making, built a common language, used data to identify students, and worked together to plan and implement RENEW, an intensive intervention for students at risk of school failure.

red 3 Trauma Informed Responding Strategies: Remind, Redirection, Reteach, and Build Relationships

Howard S. Muscott, Ed.D., Director, NH Center for Effective Behavioral Interventions and Supports at SERESC
This presentation will highlight response practices aligned with the Pyramid Model that early childhood educators can use to address challenging behavior. Participants will learn trauma informed classroom strategies that can help support young children through stressful situations and avoid escalating power struggles based on an understanding of the Conflict Cycle paradigm. Practices include teacher language, the Basic Rs of responding, and logical consequences.

green 3b Classroom Prevention and Response Strategies that Support Stress Management, Emotional Regulation, and Executive Skills Development

Eric Mann, MSW, Behavioral Consultant, NH Center for Effective Behavioral Interventions and Supports (NH CEBIS) at SERESC, Inc.

In this session we'll explore the Stress-Executive Skills paradigm as a way to understand student (and adult!) behavior. Using this understanding, we'll discuss the integration of classroom strategies that support stress awareness, stress management, emotional regulation, and executive skills development.

"Excellent experience overall. The presenters were engaging, experts in the field, and a sense of humor was an added bonus. Wonderful venue and all the staff were friendly and helpful - well done!"

—2015 conference participant



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