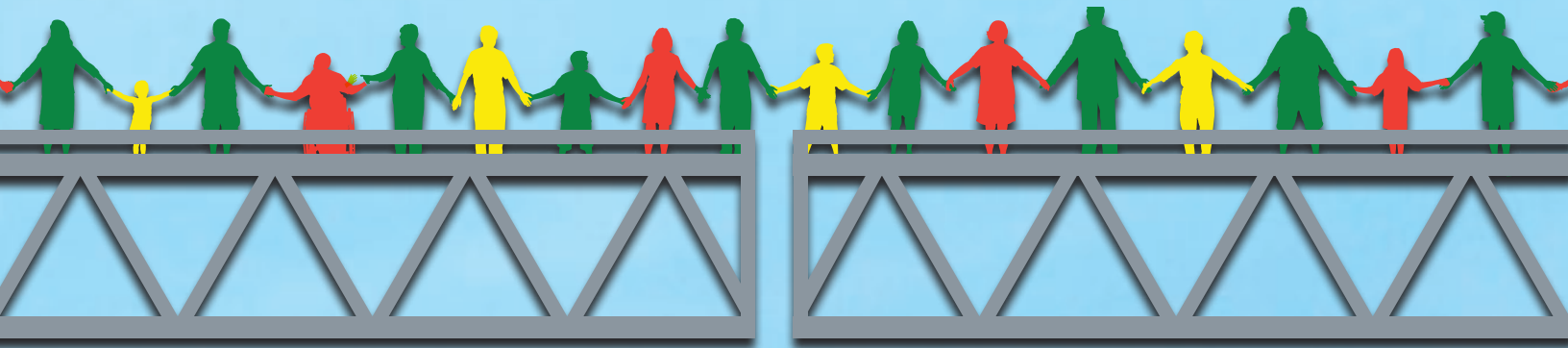


MO SW-PBS & MTSS:

BRIDGING THE GAPS



MISSOURI SCHOOLWIDE POSITIVE BEHAVIOR SUPPORT

SUMMER TRAINING INSTITUTE

JUNE 14-16, 2017 ■ TAN-TAR-A RESORT ■ OSAGE BEACH, MISSOURI

CONFERENCE AGENDA

TUESDAY, JUNE 13

6:00 - 9:00 p.m.

Registration

WEDNESDAY, JUNE 14

8:30 a.m. - 5:00 p.m.

Registration

1:00 - 1:45 p.m.

Welcome and Opening Remarks

2017 Dr. Mary Richter Missouri Schoolwide Positive Behavior Support School and District of Distinction Awards

Nanci Johnson, Ph.D., State Director, MO SW-PBS

2:00 - 3:00 p.m.

Regional Time and Recognitions with Regional Directors

3:15 - 4:30 p.m.

Breakout Session 1

4:45 - 5:45 p.m.

Poster Session

THURSDAY, JUNE 15

7:00 - 7:45 a.m.

Continental Breakfast

8:00 - 8:45 a.m.

Keynote Address

Steve Goodman, Ph.D., Director of Michigan's Integrated Behavior and Learning Support Initiative

MO SW-PBS & MTSS: Bridging Gaps to Promote Student Success

9:00 - 10:15 a.m.

Breakout Session 2/Ignite Sessions

10:30 - 11:45 a.m.

Breakout Session 3

11:45 a.m. - 1:00 p.m.

Lunch and Team Time

1:15 - 2:30 p.m.

Breakout Session 4

2:45 - 4:00 p.m.

Breakout Session 5

4:15 - 5:30 p.m.

Breakout Session 6

8:00 - 11:00 p.m.

Evening Social with Karaoke

FRIDAY, JUNE 16

7:30 - 8:15 a.m.

Breakfast Buffet

Administrator Breakfast and Keynote Address (*invitation only*)

Beth Houf, 2016 Missouri National Distinguished Principal

Bridging the Gaps Through Transformational Leadership

8:30 - 9:45 a.m.

Breakout Session 7

Administrator Networking Following Breakfast (*invitation only*)

10:00 - 11:15 a.m.

Breakout Session 8



REGISTRATION INFO

REGISTRATION FEES

If your registration is received **on or before May 26, 2017**, you will receive the early registration rate of \$200.

If your online registration is received **after May 26**, your registration rate will be \$250.

PAYMENT OF REGISTRATION FEES

Payment of fees may be made by credit card, purchase order or check.

A purchase order must be faxed within five business days of receipt of the online registration confirmation to Tammy Bagley at **573-447-0102**. If you prefer to pay by check, your check must be received within five business days of your confirmed online registration.

Make checks payable to Custom Meeting Planners.

Mailing address:

Custom Meeting Planners
P.O. Box 30785
Columbia, MO 65205

REFUND POLICY

Registration fees can be refunded **if a written request is received no later than May 17, 2017**. Send your refund request by mail to Custom Meeting Planners, P.O. Box 30785, Columbia, MO, 65205, or by email to **tammy@custommeetingplanners.com**. No refunds will be authorized after this date, but substitutions will be permitted. Full payment of fees will be expected from registrants who are unable to attend the conference but **fail to notify Custom Meeting Planners in writing by May 17, 2017**.

ONLINE REGISTRATION

To register, please go to **pbmissouri.org/summer-training-institute**.

Please view and/or print the online registration brochure and select the sessions you would like to attend prior to beginning online registration. A confirmation letter for your registration and session selections will be emailed to you immediately after completion of the online registration. If

you do not receive a confirmation letter or have questions about registration, please contact Tammy Bagley at **573-881-4849** or **tammy@custommeetingplanners.com**.

LODGING

Tan-Tar-A Resort
494 Tan-Tar-A Drive
Osage Beach, MO 65065
573-348-3131

Participants are responsible for making their own room reservations. A block of rooms at the discounted rate of \$99.91 per night has been reserved for the MO SW-PBS Summer Training Institute. A tax exemption letter must be provided to the hotel in order to receive this rate. **This rate is available until Monday, May 15, 2017, based upon availability.**

To make your reservation, call **800-826-8272** and identify yourself as an attendee of the MO SW-PBS Summer Training Institute, or go online to **www.tan-tar-a.com**. Select Book Now, Groups and Conferences, and enter the Group Code: **PBSS**. We encourage you to make your hotel reservations early!

ABOUT THE HOTEL

Tan-Tar-A Resort, located in Osage Beach, is a resort removed from the hustle and bustle of the outside world. Quietly nestled on 420 lush acres along the Lake of the Ozarks, this Midwest three-diamond resort is a haven for endless excitement or complete relaxation.



CONFERENCE GUIDE

HOW TO MAKE THE MOST OUT OF YOUR STI EXPERIENCE

Each session at the Summer Training Institute falls under one of these strands:

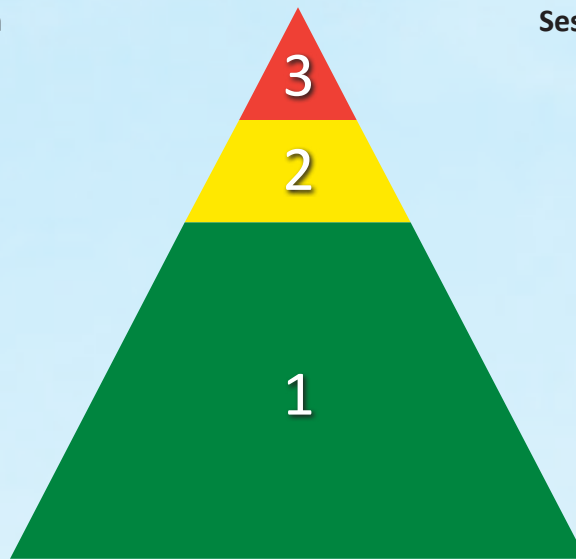
Schoolwide: Focus is on the implementation of SW-PBS with fidelity in schoolwide settings (cafeteria, halls, restrooms, etc.).	Classroom: Focus is on the implementation of SW-PBS with fidelity in all classrooms.	Leadership: Focus is on establishing and/or maintaining administrator support and an efficient and effective SW-PBS leadership team.	Involving Students, Families and Community: Focus is on involving students, families and/or community organizations within the SW-PBS system.
Data/Technology: Focus is on utilizing various types of data and technology to enhance fidelity of SW-PBS implementation in all settings.	Tier 2: Focus is on the implementation of Tier 2 SW-PBS.	Tier 3: Focus is on the implementation of Tier 3 SW-PBS.	Special Interest: Focus is on the implementation of SW-PBS in unique settings (early childhood centers, alternative programs, etc.) and other topics such as mental health, district-level implementation and more.

Sessions are organized by which tier they are applicable to:

Tier 3 – Individualized assessments and interventions for students who are at high risk of intensive behavior

Tier 2 – Strategies for some students who might benefit from targeted interventions

Tier 1 – Schoolwide strategies for all students and all staff



Sessions are also organized whether they provide information that is:

Enrichment – Gives participants information to enhance their knowledge of SW-PBS and provides demonstrations of innovative applications

Application – Gives participants specific ideas they can take back to their schools and districts to implement this upcoming fall

Foundation – Designed for participants new to SW-PBS to gain information about key features and the theory and science behind the approach

Special sessions:

Ignite sessions: Ignite sessions are compilations of five-minute presentations consisting of 20 slides each that advance every 15 seconds – providing just enough information to spark interest in the audience. Networking time will be available after the sessions for audience members to meet with the presenters and receive further information on the topics.

Poster sessions: Poster sessions provide a fun and informal opportunity to see what others have done and learned while implementing SW-PBS and to generate discussion on how SW-PBS is actually working. This year's presentations address a variety of topics including classroom application, aligning systems, Tier 2 and 3 interventions, school climate, collaborative partnerships, restorative practices, early childhood, alternative settings, and more!

USE THE ACTION PLANNING WORKSHEET TO MAXIMIZE LEARNING!

BREAKOUT SESSIONS

BREAKOUT SESSION I JUNE 14 ▲ 3:15 - 4:30 P.M.

TIER 1 2 3 FOUNDATION

1A: Scaffolding Internal Regulation Through SW-PBS

If you ever encounter adults who feel students should engage in appropriate behavior without reinforcement because “it’s the right thing to do,” join us to discuss why we all need external reinforcement from time to time. This session will examine the basics of self-determination theory and will set the foundation for developing systems for responding to student behavior to encourage self-regulation.

SESSION OUTCOMES:

- Examine the connection between self-determination theory and SW-PBS
- Understand the role of external and internal regulation in behavior management

PRESENTER: Heather Hatton, Assistant Research Professor, MU

TIER 1 APPLICATION

1B: The Administrator’s Role in SW-PBS

Building administrators will learn a variety of strategies to assist themselves and their school SW-PBS teams in reaching the goals/outcomes listed within the SW-PBS action plan.

SESSION OUTCOMES:

- Learn a strategy to assist with each outcome provided within the framework (systems, data, practices)
- Learn which questions to ask when problem-solving
- Have time within the session to focus/work on the areas discussed

PRESENTER: Trisha Guffey, Research Associate, MU Center for SW-PBS

TIER 1 2 3 ENRICHMENT

1C: Addressing Disproportionality: It Begins in the Classroom

This session will review the overrepresentation of racially and ethnically diverse students in exclusionary discipline practices (suspension and expulsion) from national and state perspectives. Because exclusionary practices begin in the classroom, this session will highlight classroom practices that may be maintaining such inequities. Participants will assess their own current practices, receive evidence-based practices and learn how to distribute these evidence-based practices equitably.

SESSION OUTCOMES:

- Assess current instructional and classroom management practices
- Receive evidence-based instructional and classroom management practices
- Learn how to distribute evidence-based practices equitably

PRESENTER: Ambra Green, Assistant Research Professor, MU

TIER 1 FOUNDATION

1D: All Aboard the SW-PBS System

Are you new to a building that is implementing SW-PBS and wondering how to jump on board? This session will explain the components of SW-PBS as well as the process your school went through to become an SW-PBS building. Before attending any other sessions, acquire this background knowledge!

SESSION OUTCOME:

- Learn basic background knowledge of the systems of SW-PBS

PRESENTER: Karen Wigger, MO SW-PBS Consultant, Northwest RPDC

TIER 2 FOUNDATION

1E: Group-Based Interventions for Tier 2: An Overview of Research-Supported Practices

Do you know what Tier 2 involves? Attend this overview of Tier 2 systems and interventions to find out.

SESSION OUTCOMES:

- Identify the systems needed to implement any Tier 2 intervention
- Identify and select interventions that fit the needs and context of students and staff
- Identify essential features of the following research-based interventions: Check-In, Check-Out; Social Skills Intervention Groups; Check & Connect; Self-Monitoring

PRESENTER: Deb Childs, MO SW-PBS Consultant, St. Louis RPDC

TIER 3 FOUNDATION

1F: Tier 3...SW-PBS Supports at the Top of the Triangle

What are the key features of Tier 3? Does your school have everything in place to begin the development of Tier 3 systems, data and practices? How will you know if you’re ready? These questions and more will be answered in this session.

SESSION OUTCOMES:

- Identify key features of an SW-PBS Tier 3 system and characteristics of maximally effective interventions

- Determine readiness for the development of Tier 3

PRESENTER: Deb Lyons, MO SW-PBS Consultant, Northwest RPDC

TIER 1 2 ENRICHMENT

1G: MO SW-PBS Online Courses and Resources

Want to learn more about a specific MO SW-PBS topic from your home or school? This session will focus on the new MO SW-PBS online courses and corresponding resources.

SESSION OUTCOMES:

- Learn how to set up an account for access to the MO SW-PBS online courses
- Understand how to use the online course interface
- Plan for the use of online course materials to supplement your face-to-face MO SW-PBS trainings

PRESENTER: Danielle Starkey, Research Associate, MU Center for SW-PBS

TIER 3 FOUNDATION

1H: Function-Based Thinking

Function-based thinking is the foundation of successful behavior intervention. Learn how you can use function-based thinking in your classroom to identify why students are engaging in problem behaviors and what you can do to reduce or eliminate them. Once you decipher the message students are communicating through their problem behaviors, you can make a plan to help them turn it around.

SESSION OUTCOMES:

- Discuss the function of behavior in terms of antecedent, behavior and consequence
- Complete a behavior pathway and develop a summary statement
- Connect effective classroom practices to the function of behavior
- Access tools for planning and monitoring classroom practices with the function in mind

PRESENTER: Deanna Maynard, MO SW-PBS Statewide Coach, MU

TIER 1 APPLICATION

1I: Regroup, Revise, Revamp...The Journey of Regenerating SW-PBS for Longevity

After five years of SW-PBS implementation, Lake Road Elementary decided to completely revamp its expectations matrix, incentives, celebrations, how to track data and the major/minor process. Three stem sentences were used to guide the work of the teachers and team: "Qualities I love about SW-PBS..." "Areas I feel need improvement..." and "I really need more help with..."

SESSION OUTCOMES:

- Reflect on current SW-PBS practices in their school
- Learn strategies to encourage collaboration among all staff and to promote buy-in
- Plan to regroup, revise and revamp their own SW-PBS system

PRESENTERS: Andrea Reynolds, Third Grade Teacher, Lake Road Elementary, Poplar Bluff R-I; Erica Weadon, Principal, Lake Road Elementary, Poplar Bluff R-I; Deb Lintner, MO SW-PBS Consultant, Southeast RPDC

TIER 1 2 3 APPLICATION

1J: SW-PBS in the Alternative School Setting

Discover the challenges and successes of starting, implementing and maintaining SW-PBS (K-12) in an alternative school setting including how to provide structure, consistency, procedures and high expectations. Understand how to maintain fidelity of using data-driven decisions and how to create a meaningful authentic multi-tiered system of support within an alternative setting for students and staff.

SESSION OUTCOME:

- Learn a framework to follow to create a meaningful authentic multi-tiered system of support

PRESENTERS: Lori Forte', Principal, Raytown Success Academy, Raytown Quality Schools; LaTanya Edwards, Special Education Teacher, Raytown Success Academy, Raytown Quality Schools; Kelly Nash, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 2 3 ENRICHMENT

1K: The Role of the Administrator Across the Tiers

As an administrator, it is often difficult to know exactly how to support the various tiers in your building. This presentation will provide administrators with insight into which supports are needed for each tier and how they can successfully provide these supports to ensure fidelity and effectiveness in their buildings.

SESSION OUTCOMES:

- Learn specific supports needed for each tier
- Work on how to collaborate in creating an action plan that reflects these supports
- Collaborate in an effort to share which supports they currently utilize for success
- Brainstorm ideas to integrate into the 2017-18 school year to increase their role in SW-PBS

PRESENTERS: Katie Andreasen, Assistant Principal, Brookfield Elementary/Middle School, Brookfield R-III; Sandy Daniels, MO SW-PBS Consultant, Northeast RPDC

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BREAKOUT SESSION 2 / IGNITE **JUNE 15 ▲ 9:00 - 10:15 A.M.**

Ignite sessions are compilations of five-minute presentations consisting of 20 slides each that advance every 15 seconds – providing just enough information to spark interest in the audience. Networking time will be available after the sessions for audience members to meet with the presenters.

2A: Ignite 1 – Early Childhood *(This session provides tips and tricks related to early childhood.)*

1) Schoolwide Monthly Assemblies

PRESENTER: Jennifer Wallis, Family Support Facilitator, Don Earl Early Childhood, Fox C-6

2) Discover the Value of Video Modeling

PRESENTERS: Elisa Parker, Autism and Assistive Technology Consultant, Gerner Family Early Education Center, Park Hill School District; Irene Keller, School Psychologist, Gerner Family Early Education Center, Park Hill School District

3) Partnerships with Parents in an Early Childhood Setting

PRESENTERS: Susanna Hill, MO SW-PBS Statewide Coach, MU

2B: Ignite 2 – Alternative Schools *(If you would like to hear from alternative schools implementing SW-PBS, this is the session for you!)*

1) Implementing SW-PBS in an Alternative Setting

PRESENTER: Susan James, Principal, Beacon School, Joplin Schools

2) SW-PBS + Trauma + Residential Facility = Student Success

PRESENTERS: Kimberly Amodio, Administrator, Piney Ridge Center; Dagmar Lambert, Teacher, Piney Ridge Center

3) Preparing All Students for Success

PRESENTERS: Melba Board, Building Administrator, Shady Grove School for the Severely Disabled, MSSD; Dale Holman, Home School Coordinator, Shady Grove School for the Severely Disabled, MSSD

4) A Change for Good...Implementing SW-PBS Effectively in an Alternative Setting

PRESENTER: Deb Lyons, MO SW-PBS Consultant, Northwest RPDC

2C: Ignite 3 – Student Engagement *(Need tips on how to engage students? Get ideas and network with others here.)*

1) Utilizing Student Learning, Growth and Development to Increase Engagement

PRESENTER: Katie Andreasen, Assistant Principal, Brookfield Elementary/Middle School, Brookfield R-III

2) Student Engagement: All About Relationships and Entertainment

PRESENTER: Andrea Chavez, Assistant Principal, Reeds Spring Middle School, Reeds Spring R-IV School District

3) From the Ground Up

PRESENTER: John-Mark Jones, Principal, Scott County Central High School, Scott County Central School District

4) Student Engagement and Behavior: What's the Big Deal?

PRESENTER: Deb Lintner, MO SW-PBS Consultant, Southeast RPDC

2D: Ignite 4 – Staff Engagement *(This session provides tips and tricks related to staff engagement.)*

1) Keepin' it Fresh – Branding Your Program

PRESENTERS: Shonna Morrison, Counselor, Covell D. Searcy Elementary, Gallatin R-V; Kayli Johnson, Classroom Teacher, Covell D. Searcy Elementary, Gallatin R-V; Sydney Elbert, Classroom Teacher, Covell D. Searcy Elementary, Gallatin R-V

2) Social Media: Staff and Community Engagement

PRESENTER: Matt Bush, Middle School Administrator, Southport Middle School, Perry Township School, Indianapolis, Indiana

3) Move Beyond Your Comfort Zones

PRESENTER: Teresa Tulipana, MO SW-PBS Consultant, Kansas City RPDC

4) Pirating Up SW-PBS

PRESENTER: Steven Kerr, Assistant Principal, Fulton Middle School, Fulton 58

2E: Ignite 5 – Tier 2/3 *(Is your school implementing SW-PBS at the Tier 2 and 3 levels? Then this is the session for you!)*

1) Sustaining Tier 2 Practices in the Middle School Setting

PRESENTER: Mary Jordan, Assistant Principal, Eastgate Middle School, North Kansas City School District

2) Deliberate, Demonstrative, Diplomatic, Driving, Dutiful, Dynamic Decision Making Based on Data

PRESENTER: Cindy Dowis, Director of Special Education, Kirksville School District; Jenn Fountain, Board Certified Behavior Analyst, Kirksville School District

3) Get "Checked In" to Tier 2

PRESENTER: Casey Hassell, Technology Instructor, Bourbon Elementary School, Crawford County R-I; Laura Craig, Counselor, Bourbon Elementary School, Crawford County R-I

4) Conferencing with Students

PRESENTER: Deb Childs, MO SW-PBS Consultant, St. Louis RPDC

TIER 1 2 3 APPLICATION

2F: Encouraging Self-Regulation of Appropriate Behavior

How do you help students to “do the right thing because it’s the right thing to do”? This session expands on the basics of self-determination theory and encourages the development of reinforcement systems that move students from external reinforcement to internal reinforcement.

SESSION OUTCOMES:

- Review the fundamentals of self-determination theory

- Understand the critical role of external reinforcement in SW-PBS systems
- Consider strategies for moving students from external to internal reinforcement
- Identify strategies for increasing teachers' use of reinforcement strategies

PRESENTER: Heather Hatton, Assistant Research Professor, MU

TIER 1 APPLICATION

2G: Solution-Planning Around Data: Theory and Practice

Is data-based decision-making confusing or overwhelming? This session will examine the purpose and steps of drilling down office referral data in the Big 5 Report to help Tier 1 SW-PBS teams create a Solution Plan. West Middle School staff members will share how they implemented this process and their Solution Plans.

SESSION OUTCOMES:

- Identify the purpose and steps of examining the Big 5 Report and creating a Solution Plan
- Identify helpful hints and lessons learned from one school's experience

PRESENTERS: Michelle Jones, Student Support Team Coach, West Middle School, Columbia Public Schools; Linda Bradley, Research Associate, MU Center for SW-PBS; Sarah Moore Loeb, Research Associate, MU Center for SW-PBS

TIER 1 2 3 ENRICHMENT

2H: Beyond Bells and Whistles – Integrating Technology into Classroom Instruction

The purpose of this session is not to showcase the latest app. Rather, it is for participants to learn ways to successfully integrate technology into their instruction that will promote student learning and increase engagement. We will discuss digital citizenship, identify ways to align expectations to meet schoolwide and classroom technology needs, and outline ways to incorporate instructional technology at all comfort levels. Plenty of resources and ideas for integrating instructional technology and SW-PBS will be provided!

SESSION OUTCOMES:

- Learn ways to integrate technology to enhance instruction and improve student engagement
- Gain understanding in how technology can allow students more learning opportunities within the classroom

PRESENTERS: Tracy Gross, Professional Development Consultant, Southwest RPDC; Lori Slater, MO SW-PBS Consultant, Southwest RPDC

TIER 1 2 3 ENRICHMENT

2I: Connecting Trauma to Schoolwide Positive Behavior Support

Our students have experienced adverse childhood experiences that could have lasting impact well into adulthood. As educators, what do we do about it? Find out how the Eight Effective Classroom Practices can create a framework for developing trauma-informed practices.

SESSION OUTCOMES:

- Review the basics of brain development and be able to describe how trauma can negatively impact this development
- Review the body's basic physiological response to trauma and explain the costs associated with persistent activation of these systems
- Discuss how function-based thinking and effective classroom practices can create a foundation for trauma-informed practices

PRESENTER: Daniel Rector, MO SW-PBS Consultant, Hook Center

TIER 1 2 3 APPLICATION

2J: The Importance of District Leadership in Establishing and Maintaining Positive Behavior Supports Throughout a Large District

Attendees will learn about the journey in the North Kansas City School District to establish and maintain positive behavior supports across the district. Discussion of both bottom-up and top-down system approaches will be shared in addition to supports put in place for sustainability. Our universal behavior and academic plans, levels of support document, student support task force, and mental-health partnerships will also be shared and discussed.

SESSION OUTCOMES:

- Review NKC's universal behavior plan and levels of support to develop similar plans for their own district
- Determine needs and an action plan to build district capacity and sustainability strategies

PRESENTERS: Lisa Friesen, District Instructional Coordinator, North Kansas City School District; Janelle Porter, Coordinator of Student Services, North Kansas City School District; Kelly Nash, MO SW-PBS Consultant, Kansas City RPDC

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BREAKOUT SESSION 3

JUNE 15 ▲ 10:30 - 11:45 A.M.

TIER 1 2 3 ENRICHMENT

3A: District-Level Planning for Multi-Tiered Systems of Support

School districts serve a critical role in the ability of educators to implement a multi-tiered framework with fidelity and sustainability. Districts provide visibility, priority, the allocation of resources and the removal of barriers to implementation. This session will provide strategies for developing district-level adoption and implementation of MTSS. Key features of successful implementation will be discussed. Implementation pitfalls will be identified, and suggestions to address them will be shared.

SESSION OUTCOMES:

- Understand critical personnel functions of district supports for MTSS
- Learn about the critical feature of effective district organizational structures to support MTSS
- Learn about common pitfalls to district implementation of MTSS and how to address these pitfalls

PRESENTER: Steve Goodman, Director of MiBLSi, Ottawa Area Intermediate School District

TIER 1 FOUNDATION

3B: Do We Say “All” but Mean “Some”? Using Data to Enhance Equity

This session provides a foundation for SW-PBS teams in the use of discipline data in the area of racial and ethnic disproportionality in school discipline. A four-step process to assess, analyze, address and monitor interventions to respond to disproportionality in school discipline will be demonstrated.

SESSION OUTCOME:

- Learn a framework and steps for: 1) identifying levels of disproportionality, 2) analyzing data to determine solutions and 3) monitoring the effectiveness of action plans in addressing disproportionality

PRESENTER: Kelsey Morris, Assistant Teaching Professor, Coordinator of the MU Teaching Fellowship Program, MU

TIER 1 2 3 ENRICHMENT

3C: Using Social Media to Communicate, Collaborate and Empower

This session will allow you to use various forms of social media to communicate items taking place at school and to collaborate digitally with great educators for professional development.

SESSION OUTCOMES:

- Learn various forms of social media to tell your school’s story

- Learn how to develop a professional learning network (PLN) to connect with other great educators around the world
- Learn to use Twitter to receive personalized professional development

PRESENTERS: Matt Bush, Middle School Administrator, Southport Middle School, Perry Township School, Indianapolis, Indiana; Steven Kerr, Middle School Administrator, Fulton Middle School, Fulton 58

TIER 1 ENRICHMENT

3D: Bully Prevention in Your Building

Section 160.775 RSMo requires every Missouri school district to have an anti-bullying policy. A detailed, documented bully-prevention system is no longer a choice for schools and districts. A successful bully/aggression prevention plan has several steps that include stakeholder support, student ownership, support for all roles in the bullying situation and a proactive approach to social behavior.

SESSION OUTCOMES:

- Learn research-suggested steps to a bully-prevention program
- Evaluate the bully-prevention plan they currently have in place and receive an action plan to update
- Understand how to individualize their SW-PBS systems to build a successful bully-prevention plan

PRESENTER: Betty Ennis, Counselor/Therapist

TIER 1 2 3 ENRICHMENT

3E: You’re Welcome Here! Creating a Climate of Support and Respect for All

Missouri schools serve a richly diverse population of students and families. Join us for a session focusing on how schools can foster a climate where students and families feel included and respected. We will discuss and explore how schools can engage in practices to support all students and families including: LGBTQ students and families; grandparents raising school-age children; foster families and students; racially diverse students, families and communities; and more. Join us for this important discussion!

SESSION OUTCOMES:

- Critically examine the experiences of students and families in our schools
- Learn about supports to help build a welcoming climate
- Consider how to develop resources for staff to ensure support for all students

PRESENTERS: Matt Enyart, KIPBS Director, University of Kansas; Ambra Green, Assistant Research Professor, MU; Rachel Haug, MO SW-PBS Statewide Coach, MU; Deanna Maynard, MO SW-PBS Statewide Coach, MU

TIER 1 2 3 ENRICHMENT

3F: A Function-Based Thinking Approach to Multi-Tiered Systems of Support

Students are often reinforced by the very things that are commonly used as consequences for problem behaviors. Function-based thinking empowers all educators to provide behavior support more effectively to every student. This method considers why problem behaviors occur throughout all tiers of positive behavior intervention and support to guide responses rather than relying on traditional forms of discipline.

SESSION OUTCOMES:

- Be able to define and describe core components and crucial concepts of incorporating function-based thinking into multi-tiered systems of support
- Be able to identify and apply various evidence-based behavior management strategies at each of the three tiers of intervention (school/classwide, small group and individual) based on the function of the problem behavior

PRESENTER: Kaye Otten, Assistant Professor of Special Education, University of Central Missouri

TIER 3 FOUNDATION

3G: Tier 3 Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP) Overview: Engaging in the Process

This session is designed as an overview of the FBA/BIP process to show how all the pieces fit together. Participants will walk through the steps of creating an FBA/BIP and will be able to network with other schools about implementation concerns.

SESSION OUTCOMES:

- Learn the essential steps of the FBA/BIP process
- Learn the importance of matching the BIP to the FBA
- Network with other schools

PRESENTER: Deb Lintner, MO SW-PBS Consultant, Southeast RPDC

TIER 1 APPLICATION

3H: It's Celebration Time!

Learn how to engage staff and students through SW-PBS by offering exciting schoolwide celebrations. We will share our own celebrations – Switch Day, First Fridays, festivals and others.

SESSION OUTCOMES:

- Collaborate and share ideas for schoolwide celebrations to support and maintain staff and student buy-in
- Take away proven low-cost schoolwide celebration ideas

PRESENTERS: Carey Hughes, School Counselor, Lange Middle School, Columbia Public Schools; Erin Ruthven, Sixth Grade Teacher, Lange Middle School, Columbia Public Schools; Linda Bradley, Research Associate, MU Center for SW-PBS, MU; Sarah Moore Loeb, Research Associate, MU Center for SW-PBS, MU

TIER 1 APPLICATION

3I: Get on the Bus and Fully Implement SW-PBS

Get on the bus with Bartley Elementary to find the road to reducing bus referrals, reducing cafeteria referrals and providing cost-effective incentives. Bartley Elementary's SW-PBS team members will share how they have found the way to reduce office discipline referrals by using SW-PBS with fidelity in all areas.

SESSION OUTCOMES:

- Discover how to assess schoolwide data to create strategies for lowering student referrals
- Explore strategies for behavior support during student transportation time
- Experience other ticket-reward options

PRESENTERS: Katie Finley, Kindergarten Teacher, Bartley Elementary, Fulton 58; Connie Epperson, Principal, Bartley Elementary, Fulton 58; Daniel Rector, MO SW-PBS Consultant, Hook Center

TIER 1 2 3 ENRICHMENT

3J: Supporting Student Success Taking the Family Approach

As educators, we know that it takes a village to raise a child. Bryan Hill Elementary, an urban school with neighborhood challenges, has taken the "family" approach to nurture its students to success. Bryan Hill was last year's recipient of the Dr. Mary Richter Award in part because of its "no excuse, no fail" attitude. In this session, we will describe how staff members work together wrapping around students and providing supports. This includes Peace Palace, a system that guides students to self-regulate and build a plan to solve their conflicts and re-enter the classroom ready to focus on success.

SESSION OUTCOMES:

- Learn the process that a St. Louis urban school has utilized to support students across the tiers
- Gain knowledge on how to set up a Peace Palace, which teaches students strategies for self-regulation so they can re-enter the classroom ready to focus on success

PRESENTERS: Carrie Brown, Counselor, Bryan Hill Elementary, St. Louis Public School District; Karen Westhoff, MO SW-PBS Consultant, St. Louis RPDC

BREAKOUT SESSION 4

JUNE 15 ▲ 1:15 - 2:30 P.M.

TIER 1 2 3 ENRICHMENT

4A: Creating a Sense of Cultural Relevance (Part 1)

Classrooms with culturally responsive teaching foster academically enriching environments where each student has opportunities to learn and thrive. This session will view cultural proficiency through the lens of culture, cultural identity and culturally responsive instructional approaches that impact learning and teaching. Through a series of interactive and introspective activities, explore the intersection of strong, positive relationships; culturally relevant learning experiences; and enriching environments for culturally and linguistically diverse classrooms.

SESSION OUTCOMES:

- Understand the definitions of culture, cultural identity, components of cultural proficiency and culturally responsive instructional practices
- Learn about the connection between strong, positive teacher-student relationships and teaching and learning
- Learn how to make classrooms more culturally relevant for students

PRESENTER: Bertha Richardson, School Improvement Consultant for PLC and CW, St. Louis RPDC

TIER 1 2 3 ENRICHMENT

4B: Fingerprints of Trauma

Post-traumatic stress disorder (PTSD) can occur after a person experiences a traumatic event such as violence, assault or disaster. These events can have a profound and lasting impact on individuals. Like trauma, PTSD is not an adult-only diagnosis. Children and teens who have lived through or experienced traumatic events can suffer from PTSD with similar symptoms. If not addressed and treated, there can be challenges in both academics and social behavior.

SESSION OUTCOMES:

- Gain a deeper understanding of traumatic events and how those events affect brain functions
- Receive a list of symptoms and behaviors that commonly occur in PTSD children/teens
- Receive resources that can assist with students suffering from PTSD

PRESENTER: Betty Ennis, Counselor/Therapist

TIER 3 ENRICHMENT

4C: Fully Including Students with Significant Disabilities in SW-PBS Schools: A Review of Current Systems, Practices and Evaluation

Although the number of schools implementing SW-PBS has increased dramatically, fully including students with the most significant disabilities continues to be a challenge. This presentation will describe the evolution of positive behavior

interventions and supports and the SW-PBS approach used in many schools today, highlighting the impact on (and inclusion of) students with severe disabilities.

SESSION OUTCOMES:

- Learn how commonly used SW-PBS tools (SET, TIC and BoQ) contain loopholes that might inadvertently permit the exclusion of students with significant disabilities
- Learn inclusion strategies for these students and discuss challenges related to the ability of the existing SW-PBS framework to facilitate inclusive schools

PRESENTERS: Matt J. Enyart, KIPBS Director, University of Kansas; Jennifer Kurth, Assistant Professor, Special Education, University of Kansas

TIER 1 2 3 APPLICATION

4D: Utilizing Specific Positive Feedback Across All Three Tiers

The use of specific positive feedback by teachers is a critical piece of SW-PBS implementation in Tiers 1-3. Effective specific positive feedback consists of stating the expectation and specifically describing the behavior, and it may include a positive consequence. Research recommends a ratio of 4:1 – four comments in response to desired student behavior to one response to student misbehavior. This session will explore how to increase staff use of specific positive feedback.

SESSION OUTCOMES:

- Learn how to establish and sustain staff use of specific positive feedback at the recommended ratio
- Receive a guide with examples of specific positive feedback and frequently asked questions
- Explore self-monitoring strategies to increase this powerful practice in every classroom from the first day of school

PRESENTERS: Deanna Maynard, MO SW-PBS Statewide Coach, MU; Danielle Starkey, Research Associate, MU Center for SW-PBS

TIER 1 2 3 APPLICATION

4E: There's An App for That: Monitor, Reinforce and Recognize Behavior with iPads!

Learn how to work smarter (not harder) when monitoring, reinforcing and recognizing student behavior. Technology is constantly advancing in the development of tools to assist teachers, administrators and students. This session will highlight the latest in technology tools guaranteed to make your life easier!

SESSION OUTCOMES:

- Explore apps and technology tools that will assist with monitoring student behavior
- Understand the value of using technology to enhance behavior-management systems

PRESENTER: Jody Baker, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 ENRICHMENT

4F: Student Leadership: From Implementation to Success

Join Reeds Spring Middle School as we share our student leadership journey from implementation to success. As with any new endeavor, there can be roadblocks along the way. We will discuss how we overcame those challenges, learned and embraced failures, along with the countless benefits we have experienced within our student leadership program.

SESSION OUTCOMES:

- Gain an understanding of structure needed to implement and maintain a successful student leadership program
- Have access to valuable resources as we share our application process, the structure of our leadership and our experiences within the topic of student leadership

PRESENTERS: Andrea Chavez, Assistant Principal, Reeds Spring Middle School, Reeds Spring R-IV School District; Stephanie Roe, School Counselor, Reeds Spring Middle School, Reeds Spring R-IV School District; Lori Slater, MO SW-PBS Consultant, Southwest RPDC

TIER 1 APPLICATION

4G: SW-PBS: It's What Good Schools Do!

Administrators, coaches and team members will learn how Oak Grove Elementary has maintained fidelity of SW-PBS through a variety of school changes: transitioning to a new building, doubling staff size and increasing student enrollment by 100. Discover ways to increase buy-in from staff through weekly and monthly incentives. We will share how we sought student buy-in through P.A.W.S. slips and schoolwide incentives, a school store, and a student leadership team. Parent buy-in was gained through education on SW-PBS and practical tools to use at home.

SESSION OUTCOME:

- Learn strategies to gain staff, student and parent buy in

PRESENTERS: Tracie Hicks, Second Grade Teacher, Oak Grove Elementary, St. Joseph School District; Brenda Smith, School Counselor, Oak Grove Elementary, St. Joseph School District; Deb Lyons, MO SW-PBS Consultant, Northwest RPDC

TIER 1 2 3 APPLICATION

4H: Bridging the Gap Through Relationship-Building

How many of the students in the hall can you call by name? Do you know if and how they struggle to meet their basic needs? How many students have you talked with about things other than academics? Raytown South adopts relationship-building to assist in raising students into productive adults. Through fostering relationships, you often discover where behavior issues stem from, which can help guide students to make better choices.

SESSION OUTCOME:

- Learn guidelines for building relationships with students

PRESENTERS: Brenda Cook, ISS Teacher, Raytown South High School, Raytown Quality Schools; Kimberly Cox, School Within A School Teacher, Raytown South High School, Raytown Quality Schools; Kelly Nash, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 APPLICATION

4I: Expanding the Circle – Sharing the Good News and Building Your SW-PBS Culture

This session will detail our efforts at Franklin Elementary to communicate all the positive behaviors and celebrations we have to help us share the positive and build our community. Using multiple media formats including video, music, social media, town halls and family nights, we utilize every tool we have to help our parents and community members celebrate the positive with us and become a part of our SW-PBS community.

SESSION OUTCOMES:

- Learn new ideas and tools to build a robust communication system within their community
- Learn new ways to build a positive culture through ongoing, consistent and data-based celebrations
- Learn new ideas to help build a family culture in their school

PRESENTERS: Ron Farrow, Principal, Franklin Elementary School, Cape Girardeau Public Schools; Sarah Pouney, Reading Specialist, Franklin Elementary School, Cape Girardeau Public Schools; Deb Lintner, MO SW-PBS Consultant, Southeast RPDC

TIER 1 3 ENRICHMENT

4J: Understanding and Managing the Acting-Out Cycle

Tantrums, hitting, fighting and other challenging behaviors from students seem to come out of nowhere. In actuality, there is a predictable cycle your students go through when they act out. Learn the phases of the acting-out cycle and how to manage each phase.

SESSION OUTCOME:

- Identify the seven phases of the acting-out cycle and learn strategies to manage each phase of the cycle

PRESENTERS: Becky Boggs, MO SW-PBS Consultant, South Central RPDC; Jeanie Carey, MO SW-PBS Consultant, South Central RPDC; Rebecca Roberts, MO SW-PBS Consultant, South Central RPDC



TIER 1 2 3 APPLICATION**4K: Implementing SW-PBS in a Small School: A Systematic Approach**

Implementing SW-PBS can be a challenge no matter the size of the faculty or school. In this session, you will be introduced to some strategies and techniques we have found most effective when implementing SW-PBS throughout the three tiers in the last seven years.

SESSION OUTCOMES:

- Receive tangible resources they can use to bring back and adapt to their school
- Get insight on how SW-PBS team implementation works in a small school
- Receive technological strategies on data collection

PRESENTERS: Jessica Engler, School Counselor, Williamsburg Elementary, North Callaway R-I; Mahaley Sullivan, Fifth Grade Teacher, Williamsburg Elementary, North Callaway R-I; Daniel Rector, MO SW-PBS Consultant, Hook Center

BREAKOUT SESSION 5

JUNE 15 ▲ 2:45 - 4:00 P.M.

TIER 1 ENRICHMENT**5A: Integrating Academics and Behavior in the Classroom**

Academic Response to Intervention (RtI) and SW-PBS practices share many common features. Strategically aligned academic and behavior approaches can produce more effective outcomes and create a more efficient educational system. This session will provide rationale and strategies for aligning academic and behavior practices within the classroom.

SESSION OUTCOMES:

- Understand the rationale for aligning academic and behavior practices
- Understand similarities in academic and behavior practices
- Learn how to align academic and behavior practices

PRESENTER: Steve Goodman, Director of MiBLSi, Ottawa Intermediate School District

TIER 1 2 3 ENRICHMENT**5B: Creating a Sense of Cultural Relevance (Part 2)**

Classrooms with culturally responsive teaching foster academically enriching environments where each student has opportunities to learn and thrive. View cultural proficiency through the lens of culture, cultural identity and culturally responsive instructional approaches that impact learning and teaching. Through a series of interactive and introspective activities, explore the intersection of strong, positive relationships; culturally relevant learning experiences; and a focus on learning in

enriching environments for culturally and linguistically diverse classrooms.

SESSION OUTCOMES:

- Understand the definitions of culture, cultural identity, the components of cultural proficiency and culturally responsive instructional practices
- Learn about the connection between strong, positive teacher-student relationships and teaching and learning
- Learn how to make their classroom more culturally relevant for the students they serve

PRESENTERS: Bertha Richardson, School Improvement Consultant for PLC and CW, St. Louis RPDC

TIER 2 FOUNDATION**5C: Check & Connect: An Overview of a Tier 2 Intervention**

This session is an overview of Check & Connect, a targeted intervention used with K-12 students who show warning signs of disengagement with school and are at risk of dropping out. Check & Connect strives to build trusting relationships between students and a caring, trained mentor who both advocates for and challenges the students. (Please note: this is only an overview of Check & Connect and should not be viewed as a replacement for training by a certified Check & Connect trainer.)

SESSION OUTCOMES:

- Receive a brief overview of the Check & Connect intervention
- Hear testimonials from schools that have seen success when implementing Check & Connect

PRESENTERS: Rachel Haug, MO SW-PBS Statewide Coach, MU; Daniel Rector, MO SW-PBS Consultant, Hook Center

TIER 2 APPLICATION**5D: Go with the Flow...Charts – Tier 2 Tools for Decision-Making**

Without adequate structure, Tier 2 teams might be at-risk for straying from data, relying instead on anecdotal stories about students' school behavior and home life. This session provides example resources and tools that may assist behavior support teams to develop and adhere to a standardized meeting process, gather information efficiently, and ensure students are getting the support they need to be successful in their Tier 2 intervention.

SESSION OUTCOMES:

- Select or adapt from existing resources and tools to support data-based decisions
- Develop a standard format for conducting Tier 2 team meetings
- Use data to monitor and make decisions about student progress during a Tier 2 intervention

PRESENTER: Deanna Maynard, MO SW-PBS Statewide Coach, MU

TIER 1 APPLICATION

5E: The Station Rotation: A Way to Implement the Effective Classroom Practices to Engage Students and Reduce Inappropriate Behavior

We will model the use of classroom stations to teach various content areas that will include both technology and nontechnology options. This will be a hands-on session to show the logistics of setting up stations, managing this type of structure in the classroom and observing how this can engage students while reducing problem behavior.

SESSION OUTCOMES:

- Identify ways to use stations in the classroom to increase student choice as an effective classroom practice for reducing inappropriate behavior
- Gain a better understanding of how to plan and establish a system for the use of stations in the classroom to improve student engagement in order to reduce inappropriate behavior

PRESENTERS: Lois Jones, MO SW-PBS Consultant, Southwest RPDC; Andrea Rockney, MO SW-PBS Consultant, Southwest RPDC; Lori Slater, MO SW-PBS Consultant, Southwest RPDC

TIER 2 3 APPLICATION

5F: Monitoring Behavior at Tiers 2 and 3 Using the Advanced Tiers Spreadsheet

This session will demonstrate how to monitor Tier 2 intervention data and Tier 3 behavior data using the Advanced Tiers Spreadsheet.

SESSION OUTCOMES:

- Be able to enter data from student daily progress reports into the Advanced Tiers Spreadsheet
- Be able to select the appropriate version of the Advanced Tiers Spreadsheet that meets their school's needs
- Understand how appropriate and inappropriate behaviors can be monitored using the Advanced Tiers Spreadsheet
- Have opportunities to practice collecting behavior data, and entering it into the Advanced Tiers Spreadsheet

PRESENTERS: Gordon Way, Web and Data Consultant, MU; Deb Childs, MO SW-PBS Consultant, St. Louis RPDC

TIER 1 ENRICHMENT

5G: Building Partnerships with Parents

Are families considered to be equal partners in your educational setting? Learn how to create a system to engage families and create a partnership that research says will benefit all stakeholders!

SESSION OUTCOMES:

- Define what family engagement should look like in their setting
- Determine their current level of family engagement and create an action plan to create those partnerships with families
- Explore various available resources for engaging families

PRESENTERS: Susanna Hill, MO SW-PBS Statewide Coach, MU

TIER 1 ENRICHMENT

5H: The Eight Effective Classroom Practices and Teacher Evaluation: Working Together to Facilitate Teacher Growth

This presentation will focus on understanding how SW-PBS's Eight Effective Classroom Practices and district evaluation systems are aligned. Looking at both together can facilitate teacher growth and student success.

SESSION OUTCOMES:

- Learn how the Eight Effective Classroom Practices and a district's teacher evaluation and growth system correlate
- Practice identifying these elements in an observation
- Create teacher and student evidence of the elements in the observation
- Gain knowledge of how to provide professional development to facilitate growth

PRESENTERS: Katie Andreasen, Assistant Principal, Brookfield Elementary/Middle School, Brookfield R-III; Sandy Daniels, MO SW-PBS Consultant, Northeast RPDC

TIER 1 APPLICATION

5I: Tier 1 Strategies

This session focuses on making Tier 1 strategies work in a secondary urban/suburban setting. These strategies include high engagement, schoolwide matrix lessons, student recognition and incentives, staff recognition, family and community involvement, staff buy-in, staff collaboration and observation, and more!

SESSION OUTCOMES:

- Experience a highly engaging schoolwide matrix lesson that can be adapted to any school matrix
- Learn multiple ways to increase staff buy-in and engagement
- Take home multiple forms of student and staff recognition

PRESENTERS: Cristin Nowak, Principal, Nowlin Middle School, Independence School District; Bobbie Jo Schieber, Teacher, Nowlin Middle School, Independence School District; Jeff Freeland, MO SW-PBS Consultant, Kansas City RPDC

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TIER 1 APPLICATION

5J: Schoolwide Expectation Teaching Through Videos

Come join us as we share schoolwide systems and practices for implementing Tier 1 interventions (Lion's Den Store, Character Safari, video clips, Live Binder, etc.)

SESSION OUTCOME:

- Learn various schoolwide strategies to successfully implement Tier 1 systems and practices

PRESENTERS: Doug Holler, Principal, Lakeview Elementary, Wentzville R-IV; Jennifer Thies, Teacher, Lakeview Elementary, Wentzville R-IV; Karen Westhoff, MO SW-PBS Consultant, St. Louis RPDC

BREAKOUT SESSION 6 JUNE 15 ▲ 4:15 - 5:30 P.M.

TIER 1 ENRICHMENT

6A: Second Annual MO SW-PBS Film Festival

Join this session for the Second Annual MO SW-PBS Summer Training Institute Film Festival! See firsthand how Missouri schools engage students and staff in the creation of unique videos that teach schoolwide expectations. View these videos and pick up creative ideas for your school.

SESSION OUTCOME:

- Gain insight into potential design ideas and video topics for teaching schoolwide expectations

PRESENTERS: Danielle Starkey, Research Associate, MU Center for SW-PBS; Amy Zelaya, MO SW-PBS Consultant, Southeast RPDC; Jeff Freeland, MO SW-PBS Consultant, Kansas City RPDC; Debbie Lyons, MO SW-PBS Consultant, Northwest RPDC; Andrea Rockney, MO SW-PBS Consultant, Southwest RPDC; Renée Black, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 APPLICATION

6B: A Great Start: Supporting Classroom Management Using the Great 8

Supporting novice teachers' implementation of evidence-based classroom-management practices is critical for their success and that of their students. This session will highlight positive behavior supports that serve as fundamental building blocks for classroom management. Eight preventive, evidence-based practices will be highlighted to help novice teachers (or any educator) rethink classroom management.

SESSION OUTCOMES:

- Learn eight evidence-based instructional practices for effective classroom management
- Learn self-management strategies
- Learn strategies to support the implementation of classroom PBIS

PRESENTER: Kelsey Morris, Assistant Teaching Professor, Coordinator of the MU Teaching Fellowship Program, MU

TIER 1 2 3 APPLICATION

6C: Scaffolding Self-Regulation Through Responses to Problem Behavior

Reactive, punitive responses to problem behavior fail to assist students in developing self-regulation. This session will assist participants in developing systems of responding to problem behavior to shift from punishing and hoping to scaffolding self-regulation.

SESSION OUTCOMES:

- Review the fundamentals of self-determination theory
- Understand the limitations of external punishment
- Identify alternatives to external punishment
- Identify strategies to encourage implementation of effective responses to problem behaviors

PRESENTER: Heather Hatton, Assistant Research Professor, MU

TIER 1 2 3 ENRICHMENT

6D: Implementing Various Social, Emotional and Behavior Programs Using a Positive Behavior Intervention and Support Framework

Positive behavior intervention and support is often misunderstood as a specific program or curriculum. In reality, SW-PBS is an extension of applied behavior analysis, which has over 30 years of research confirming its effectiveness. SW-PBS is a framework that guides the development of evidence-based multi-tiered systems of support for behavior. This session will address how various programs such as The Leader in Me, Conscious Discipline, and Safe and Civil Schools can be used within an SW-PBS framework.

SESSION OUTCOMES:

- Define and describe core components and crucial concepts of an SW-PBS framework
- Identify which of these core components and crucial concepts are currently present in their implementation of various social, emotional and behavior programs
- Learn to fill potential gaps in existing multi-tiered systems of support to ensure they are implementing evidence-based best practices using the SW-PBS framework

PRESENTER: Kaye Otten, Assistant Professor of Special Education, University of Central Missouri

TIER 1 APPLICATION

6E: Developing and Implementing a Menu of Alternatives to Suspension

This session will provide a rationale for developing a leveled menu of alternatives to suspension and will provide examples that teach and/or restore relationships. Suggestions for developing and implementing a menu of alternatives to suspension at your school will be provided.

SESSION OUTCOMES:

- Understand the rationale for developing a leveled menu of alternatives to suspension

- Be aware of a variety of alternatives to suspension that teach appropriate behavior or restore relationships
- Be aware of strategies that can help them to develop and implement their own leveled menu of alternatives to suspension

PRESENTER: Gordon Way, Web and Data Consultant, MU

TIER 1 2 3 ENRICHMENT

6F: The Administrator as Coach

Have you ever experienced a mismatch between your leadership style and the style of another? If so, this session is for you! Participants will honor and explore their default leadership style while also focusing on the value and importance of developing coaching skills. The GROW coaching model is easy to use, easy to learn and can be used with little or no preparation. Grow your leadership and influence while helping staff see the connection between their personal goals and that of your school and SW-PBS team.

SESSION OUTCOMES:

- Discover their default leadership style
- Match leadership styles to staff based on the skill-will matrix
- Identify and practice using the four components of the GROW framework of coaching
- Develop a list of powerful questions to support the GROW model

PRESENTER: Teresa Tulipana, MO SW-PBS Consultant, Kansas City RPDC

TIER 3 APPLICATION

6G: Promoting Prevention and Intervention: Using Office Discipline Referral Data to Coach Secondary Educators

This session will unpack how one Behavior Specialist used a daily report of office discipline referral data to identify students in need of the most intensive behavioral supports. Learn how special educators were coached to make prevention and intervention decisions. Come learn a framework for improving the efficiency and effectiveness of your Tier 3 system!

SESSION OUTCOMES:

- Learn how to use data to make decisions about prevention and intervention
- Learn how to identify professionals who are in need of tiered levels of support
- Learn recommendations for effective coaching strategies

PRESENTERS: Erica Mason, Doctoral Student, MU; Deanna Maynard, MO SW-PBS Statewide Coach, MU

TIER 1 2 3 APPLICATION

6H: Finding the Missing Links: Building on Existing Systems for Districtwide PBS Implementation

This session will provide an overview of the districtwide journey of SW-PBS. The Raytown School District has been through a process to link the SW-PBS framework to existing systems and practices while strengthening those links along the way and providing support to keep them all connected.

SESSION OUTCOMES:

- Analyze current systems and practices in comparison to the SW-PBS framework
- Make connections to current systems and practices and identify areas that need strengthening
- Understand the importance of leadership at the district and building levels for sustainable implementation with fidelity

PRESENTERS: Staci M. Mathes, Director of Student Support Services, Raytown Quality Schools; Kelly Nash, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 APPLICATION

6I: Tips, Tricks and Tools: Quick and Easy Take-Aways for Engaging All Stakeholders in SW-PBS Implementation

How can your school create an effective environment for success with SW-PBS? The answer...engage all your stakeholders – students, teachers, staff and families! In this session, learn how to keep your students engaged in SW-PBS with new, fresh and effective ideas for behavior support; utilize implementation ideas that work for all teachers and staff; examine ways to recognize teachers and staff for their outstanding SW-PBS efforts and successes; and implement ideas for keeping families educated and involved in the SW-PBS process. Bartley Elementary has implemented various strategies over the last nine years, and we hope to provide you with tips, tricks and tools that you will learn and add to your SW-PBS toolbox for success!

SESSION OUTCOMES:

- Discover new and fresh ideas to keep their SW-PBS program effective and exciting for students
- Learn about implementation methods that involve all stakeholders
- Examine ways to recognize staff for their outstanding SW-PBS implementation efforts, and also learn ways to celebrate student and staff success

PRESENTERS: Robyn Frame, Kindergarten Teacher, Bartley Elementary, Fulton 58; Linda Hackmann, Special Services Teacher, Bartley Elementary, Fulton 58; Amy Lowe, Secretary, Bartley Elementary, Fulton 58; Daniel Rector, MO SW-PBS Consultant, Hook Center

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TIER 2 APPLICATION

6J: Designing Outside the Box Programs to Support Tier 3 Challenges

It can be extremely challenging to meet the behavioral and emotional needs of students attending alternative programs. Students in grades K-12 come and go and often have IEPs with FBA/BIP, safety/crisis plans, psychiatric reports of varying lengths and a really bad taste in their mouth for “school” for the most part. This session will discuss how to align existing program structures (instead of reinventing the wheel) to align with the SW-PBS components and be able to achieve silver/gold recognition.

SESSION OUTCOMES:

- Examine how current practices of alternative settings fit the framework of Tier 2 and Tier 3 SW-PBS
- Learn how their unique settings fit within the Eight Essential Components of SW-PBS

PRESENTERS: Susan James, Principal, Beacon School, Joplin Schools; Lori Slater, MO SW-PBS Consultant, Southwest RPDC

BREAKOUT SESSION 7 JUNE 16 ▲ 8:30 - 9:45 A.M.

TIER 1 2 3 ENRICHMENT

7A: Bridging the Gaps Through Transformational Leadership (Administrator Breakfast Keynote, invitation only)

Successful implementation of SW-PBS hinges on effective school-leadership practices. Join Beth Houf in a high-energy presentation as she shares tips, tricks, roadblocks and lessons learned from her time leading SW-PBS at both the elementary and secondary levels.

SESSION OUTCOMES:

- Discover tips and strategies for leadership roles at all three tiers of support
- Learn the importance of developing a common language and consistency
- Gain strategies for supporting staff and overcoming challenges faced with SW-PBS implementation at all three tiers

PRESENTER: Beth Houf, 2016 Missouri National Distinguished Principal

(This session is in conjunction with the inaugural SW-PBS Administrator Breakfast and is intended for district and building administrators only. Administrators will not want to miss the opportunity to learn from Beth Houf and network with other administrators from around the state.)

TIER 1 2 3 ENRICHMENT

7B: The Role of the Districtwide SW-PBS Team

Creating an effective districtwide SW-PBS team can seem overwhelming. However, utilizing a streamlined process can make this creation a seamless one.

SESSION OUTCOMES:

- Learn the roles and responsibilities necessary to make up a district team
- Discuss strategies to support schoolwide implementation
- Review the components of creating a districtwide SW-PBS Tier 1 handbook
- Have the opportunity to start utilizing a template to create their own district handbook

PRESENTER: Trisha Guffey, Research Associate, MU Center for SW-PBS

TIER 3 APPLICATION

7C: Keeping It Together: Tier 3 Folders

Providing intensive support for a student results in a lot of documentation! Assessments, plans, progress monitoring charts, communication, fidelity measures and more need to be managed by the Tier 3 action team to ensure efficient, effective use of meeting time and high-quality support for the student. Learn how to organize Tier 3 documentation using the Tier 3 Student File Checklist to keep all information up to date, as well as a fidelity measure to ensure the Behavior Intervention Plan (BIP) your team develops is implemented as intended.

SESSION OUTCOMES:

- Organize documentation for Tier 3 referral, FBA/BIP process using the Student File Checklist and digital folders
- Choose a method for monitoring and documenting student progress in the intervention
- Develop an ongoing system for ensuring fidelity of implementation for Tier 3 BIPs

PRESENTER: Deanna Maynard, MO SW-PBS Statewide Coach, MU

TIER 1 APPLICATION

7D: Moving Past the Clip Chart

Explore the use of evidence-based practices in place of the popular elementary school clip-chart approach. Learn how to provide effective feedback for appropriate and inappropriate behavior that results in lasting behavior change.

SESSION OUTCOMES:

- Discover effective correction techniques
- Learn how to provide high rates of specific positive feedback
- Understand how to use evidence-based classroom practices in response to behavior

PRESENTER: Danielle Starkey, Research Associate, MU Center for MO SW-PBS

TIER 2 3 APPLICATION

7E: We're Screening, Now What?

With universal screening becoming more prominent, school-based teams have access to huge amounts of

data. However, how is your school using your universal screening data? This session will provide a brief overview of universal screening tools with a focus on how these tools can identify students for Tier 2+ interventions as well as implications for schoolwide practices.

SESSION OUTCOMES:

- Receive a brief overview of universal screening tools
- Become familiar with how to analyze data to inform decision-making for individual students as well as schoolwide practices

PRESENTER: Daniel Rector, MO SW-PBS Consultant, Hook Center

TIER 1 2 APPLICATION

7F: Intensifying the Effective Classroom Practices for Middle and Secondary Grades

Students in the middle and upper grades have unique needs and respond in different ways to instruction and classroom management, especially when they need a bit more than our Tier 1 best practices. Join us as we look at the Effective Classroom Practices, rooted in classroom management and instruction/engagement, through the lens of the middle and secondary levels. See how these practices can be intensified for students needing the additional support that comes at Tier 2.

SESSION OUTCOMES:

- Identify the Effective Classroom Practices and be able to match them to the appropriate function of behavior
- Be able to intensify the Effective Classroom Practices and use them with students who would benefit from additional support

PRESENTER: Renée Black, MO SW-PBS Consultant, Kansas City RPDC; Kelly Nash, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 ENRICHMENT

7G: Incorporating Digital Citizenship into SW-PBS

Learn more about how your students can become safe digital citizens using SW-PBS and technology. Teach procedures and practices that will create safe, respectful and responsible kids in the digital world!

SESSION OUTCOMES:

- Consider the outcomes of adding technology to an expectations matrix
- See materials used to teach digital citizenship schoolwide at the elementary level
- Hear about Ozark North Elementary School's experiences adding digital citizenship to our SW-PBS model

PRESENTERS: Alyssa Chapin, Teacher, Ozark North Elementary, Ozark R-VI School District; Laura Snow, Library Technology Specialist, Ozark North Elementary, Ozark R-VI School District; Lori Slater, MO SW-PBS Consultant, Southwest RPDC

TIER 1 APPLICATION

7H: Leading as a Human: Make Verbal and Tangible Positive Reinforcement Meaningful

Make recognition meaningful to high school students by building community, providing an encouraging climate and finding their currency.

SESSION OUTCOMES:

- Discover how community-building activities can support the use of positive specific feedback/verbal recognition
- Consider effective options for recognizing positive behavior verbally, visually and tangibly through student recommendations

PRESENTERS: Thomas Powell, Teacher, North Central Regional School, Moberly School District; Debbie Young, Teacher, North Central Regional School, Moberly School District; Christie Lewis, MO SW-PBS Consultant, Hook Center

TIER 1 APPLICATION

7I: The Yellow Jacket Journey to Staff Engagement

Before SW-PBS could be used in its entirety, we needed to educate and train the staff and faculty. Without their involvement for implementation, the responsibility would have fallen on the shoulders of a few, and that would have made SW-PBS unsustainable.

SESSION OUTCOMES:

- Hear strategies for describing SW-PBS to staff/faculty in a manner in which it does not seem like just another item on their list
- Learn incentives for teachers that show they are part of the recognition and reward system as well as students
- See how to give faculty a key role in intervention strategies

PRESENTERS: Amanda Goodwin, Teacher and Building SW-PBS Coach, Lebanon High School, Lebanon R-III School District; Bob Mathews, Assistant Principal, Lebanon High School, Lebanon R-III School District; Jeanie Carey, MO SW-PBS Consultant, South Central RPDC

TIER 1 APPLICATION

7J: Keeping SW-PBS a Priority in Our School Culture

LaMonte Elementary staff members will share with you the resources and ideas they've used to keep their SW-PBS program fresh and at the forefront of school culture on a daily basis. Their outstanding implementation of SW-PBS is driven by the staff's overwhelmingly positive attitudes! They lead with kindness and solutions on a daily basis.

SESSION OUTCOMES:

- Learn how to begin to shift the culture of their own buildings toward an SW-PBS mindset (not only with students but among adults as well)
- Learn how to keep SW-PBS at the forefront of their district despite changes in administration/personnel
- Learn the various activities and programs that LaMonte currently uses
- Participate in a Q&A/collaboration

PRESENTERS: Miranda White, Instructional Coach and PBS Coach, LaMonte Elementary, LaMonte R-IV; Jennifer Corson, Principal, LaMonte Elementary, LaMonte R-IV; Will McDowell, MO SW-PBS Consultant, Central RPDC

BREAKOUT SESSION 8 **JUNE 16 ▲ 10:00 - 11:15 A.M.**

TIER 1 2 3 APPLICATION

8A: Administrative Leadership for Multi-Tiered Systems of Support (MTSS)

Administrators play a critical role in the successful implementation of MTSS by providing vision, visibility, priority, allocation of resources and addressing barriers to implementation. This presentation will focus on the key features of administrative leadership in the adoption, fidelity of implementation and the capacity to sustain MTSS.

SESSION OUTCOMES:

- Understand critical features of administrators to support the implementation of MTSS
- Learn how these features differ based on stage of implementation
- Learn how critical features are used to address common challenges to implementation

PRESENTER: Steve Goodman, Director of MiBLSi, Ottawa Area Intermediate School District

TIER 1 2 3 APPLICATION

8B: Supports for Students with Internalizing Behaviors

Students with internalizing behaviors may experience poor academic performance, physical health issues and other maladaptive behaviors that persist into adulthood. Unlike other students who need our help, students who exhibit internalizing behaviors are harder to identify. How do you ensure your classroom environment is set up to support students who might exhibit internalizing behaviors?

SESSION OUTCOMES:

- Describe common characteristics of students who exhibit internalizing behaviors
- Learn about accommodations to the Eight Effective Classroom Practices to support students who exhibit internalizing behaviors

PRESENTERS: Deb Lyons, MO SW-PBS Consultant, Northwest RPDC; Deanna Maynard, MO SW-PBS Statewide Coach, MU; Daniel Rector, MO SW-PBS Consultant, Hook Center

TIER 3 APPLICATION

8C: Intensifying the Eight Effective Classroom Practices as Individual Interventions in a Behavior Intervention Plan (BIP) at Tier 3

Has your team struggled at times to determine the most

effective and appropriate interventions for your Behavior Intervention Plans? Anchoring your BIPs with the Effective Classroom Practices is an excellent way to maximize best classroom management and instructional/engagement practices by strategically intensifying them to meet the needs of student requiring more support. Make your BIPs more effective, manageable and readily actionable by anchoring in the Effective Classroom Practices.

SESSION OUTCOMES:

- Determine the appropriate matches for functions of student behavior and the Effective Classroom Practices
- Apply the Eight Effective Classroom Practices to individual students who require the Tier 3 support of a Behavior Intervention Plan

PRESENTER: Kelly Nash, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 APPLICATION

8D: Coaching Toward Sustainability

Research continues to support peer coaching as an indicator of SW-PBS sustainability. What responsibilities does a coach have when considering SW-PBS? In this session, participants will explore the definition of peer coaching as it relates to being a team member and how they can support their staff. We will discuss important systems that help ensure coaches understand their role in supporting the Effective Classroom Practices and share tools that are available to assist them. Come and join this session as it looks at informing leadership teams on what peer coaching means for long-term SW-PBS sustainability.

SESSION OUTCOMES:

- Learn the role of a coach at the Tier 1 level
- Understand identified leadership skills to support the team and staff in the implementation of SW-PBS
- Identify an effective model of support

PRESENTER: Christie Lewis, MO SW-PBS Consultant, Hook Center

TIER 1 2 3 APPLICATION

8E: MO SW-PBS Data-Collection Tools

This session will provide information on a number of free data-collection tools developed by Missouri SW-PBS. The data tools covered will include the Big 5 Generator, the Data Collection Tool, the Early Childhood Data Collection Tool, the Advanced Tiers Spreadsheet and the Advanced Tiers Spreadsheet for Google.

SESSION OUTCOMES:

- Describe each of the data tools and their purpose
- Know how to use each of the data tools
- Evaluate the data tools and acquire the knowledge to select the tool that is right for their organization

PRESENTER: Gordon Way, Web and Data Consultant, MU

TIER 2 3 ENRICHMENT

8F: Seeing Is Believing: Video Self-Modeling as a Teaching Tool

Video self-modeling (VSM) takes visual learning to the next level by using new technologies to create an effective teaching tool. These videos are easy to incorporate into daily routines to help students improve skills such as focusing attention, interacting with peers or asking for help. VSM allow students to view themselves being successful, acting appropriately or performing new tasks.

SESSION OUTCOMES:

- Understand the components needed to create an effective video
- Learn to create video self-modeling videos for their students

PRESENTER: Renée Black, MO SW-PBS Consultant, Kansas City RPDC

TIER 1 APPLICATION

8G: #MissionPossible: Secondary Student Incentives that Work!

Learn how Fulton Middle School has created a positive learning environment for its students. Hear how the school uses Triple P (Positive Peer Program), the PBS student leadership team, “Thrive Hive” and a PBS store to meet student needs.

SESSION OUTCOMES:

- Learn how Fulton Middle School addressed challenges and created programs, and how this process has improved outcomes for students
- Live the mission of MO SW-PBS by establishing and maintaining a school environment where social culture and behavioral supports are used and are in place for all students
- Become reignited to begin your school year with SW-PBS in a fresh, new and exciting way by learning how to start your own SW-PBS reward store

PRESENTERS: Heather Yates, Teacher, Fulton Middle School, Fulton 58; Stephanie Horstmeier, Counselor, Fulton Middle School, Fulton 58; Lucy Shroun, Teacher, Fulton Middle School, Fulton 58; Michael Auer, MO SW-PBS Consultant, Hook Center

TIER 1 ENRICHMENT

8H: Mindfulness in the General Classroom

Reeds Spring Intermediate students and staff are being mindful in and out of the classroom. Staff practice mindfulness once a week during professional development, and students practice daily in the classroom. This session will provide resources from the counselor and a teacher who practice mindfulness with students. We will talk about the effects we have seen schoolwide. Get ready to be mindful!

SESSION OUTCOMES:

- Be able to learn ways to implement mindfulness in a schoolwide movement
- Learn strategies of mindfulness that will support their SW-PBS practices

PRESENTERS: Janie Loftin, Counselor, Reeds Spring Intermediate School, Reeds Spring R-IV School District; Jodi Gronvold, Principal, Reeds Spring Intermediate School, Reeds Spring R-IV School District; Lori Slater, MO SW-PBS Consultant, Southwest RPDC

TIER 2 APPLICATION

8I: Effectiveness of Tier 2 when Classroom Essential 8s Are in Place

Can Tier 2 be effective if Classroom Essential 8s are not in place? We would argue that if Classroom Essential 8s are not fully in place, then Tier 2 efforts are ineffective.

SESSION OUTCOMES:

- Identify the Classroom Essential 8s
- Identify Tier 2 strategies
- Understand the importance of fidelity of implementation

PRESENTERS: Jen Meyer, Director of Early Childhood, Kirksville Early Childhood Learning Center, Kirksville R-III School District; Brandi Slaughter, School-Based Social Worker, Kirksville Early Childhood Learning Center, Kirksville R-III School District; Sandy Daniels, MO SW-PBS Consultant, Northeast RPDC

MO SW-PBS & MTSS:

BRIDGING THE GAPS