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| Room 15 | 100 |
| Room 16 | 80 |
| Room 17 & 18 | 55 |

2016 PBIS Seasonal Institute, Roseville, Minnesota



# **2016 Summer Institute**

## **Tuesday, June 21**, 2016 (Day 1 of 2)

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| --- | --- |
| 8:30 am – 9:00 am | *Registration and Refreshments* |
| 9:00 am – 9:45 am  |  | **Opening Session***Eric Kloos* |
| 9:45 am – 10:00 am | Break |
| 10:00 am – 11:15 amBreakout sessions I | ***TFI = "Teams Find Information" to Action Plan!****with Megan Gruis & Garrett Petrie* | Using Technology to Enhance PBIS Implementation*with Erin Franson* | **Discipline Disparity***with Amanda Petersen* |
| 11:15 am – 11:30 am |  | *Lunch Available in Conference Center B Lobby* |
| 11:30 am – 12:15 pm |  | Lunch Break & Exemplar School Presentation |
| 12:30 pm – 1:45 pmBreakout sessions II |  | **Check & Connect: A Comprehensive Student Engagement and Dropout Prevention Intervention** *with Jean Echternacht* | **PBIS 101***with Erin Engness* | **Equitable Practices and PBIS in the Classroom***with Emily Robb* |
| 1:45 pm – 2:00 pm | Break |
| 2:00 pm – 3:15 pmBreakout sessions III | **Early Steps for Equity: Foundations in Reducing Racial Disparities in School Discipline***with Aaron Barnes* | The Pyramid Model and PBIS: Exploring How the two Frameworks may Effectively Bridge Pre-K through Grade 3*with LeAnne Johnson & Hope Beissel* | **30 to 50 Slides in 30 to 50 Minutes: PBIS Highlights from School to National Levels***with Garrett Petrie and Emily Robb* |

~Schedule is subject to change~

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| Room 15 | 100 |
| Room 16 | 80 |
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2016 PBIS Seasonal Institute, Roseville, Minnesota

# **2016 Summer Institute**

## **Wednesday, June 22, 2016** (Day 2 of 2)

|  |  |
| --- | --- |
| 8:30 am – 9:00 am | *Registration and Refreshments* |
| 9:00 am – 10:15 amBreakout sessions IV |  | Supporting Children From Birth to Adulthood: School and Community-Based Partnerships*with Rachel Freeman* | Tier 2 Interventions *with Judy Hovis* | Effective Classroom Positive Behavior Support*with Becky Nies* |
| 10:15 am – 10:30 am |  | Break |
| 10:30 am – 11:45 amBreakout sessions V | **Resources for Enhancing Equity in School Discipline***with Aaron Barnes* | **Beyond SW-PBIS: Coordinated Multi-Tiered Systems of Support***with Eric Ringgenberg* | **Five Ways to Develop, Sustain and Advance a PBIS Initiative***with Woodson Kindergarten Center* |
| 11:45 am – 12:00 pm |  | *Lunch Available in Conference Center B Lobby* |
| 12:00 pm – 12:45 pm |  | Lunch Break & Film Festival |
|  12:45pm – 2:00 pmBreakout sessions VI |  | **Less is Maybe More: A Practical Approach to Addressing Overuse of Punitive Discipline for Students of Color***with Clay Cook* | Consequence and Recognition Systems*with John Beach* | **Changing the Culture and Staff Buy-in in an Alternative Setting***with Julie Kent* |
| 2:00 pm – 2:15 pm | Break |
| 2:15 pm – 3:30 pmBreakout sessions VII | **Integrating a Continuum of School-based Mental Health Services within a PBIS Framework***with Clay Cook* | **If The Walls of Your School Could Talk What Would They Say?***with Curt Slater* | **Classroom Management &Instructional Engagement for MS & HS Classroom*****prerecorded APBS webinar*** |

| **MN PBIS Summer Institute – Session Descriptions** |
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| **TFI = "Teams Find Information" to Action Plan!***with Megan Gruis & Garrett Petrie* |
| The Tiered Fidelity Inventory (TFI) was built to provide school teams with quick and relevant information to action plan PBIS implementation. The more school teams use the TFI, the more districts, regions and our state can support schools! Our session will be a quick overview of the TFI, with links to online resources. Then we will share MN-made tools that aggregate TFI data to help districts and regions make decisions that support schools – “make n’ take-aways” for all our linked teams! |
| Using Technology to Enhance PBIS Implementation*with Erin Franson* |
| Come and learn about over 20 tech tools to enhance PBIS Implementation. The session will focus on 3 areas including data collection, video creation, and fun tools for classroom management. If you are looking for new technology ideas to implement in your setting, this session is for you. |
| **Discipline Disparity***with Amanda Petersen* |
| A presentation on what the literature tells us about what things work to make PBIS effective at reducing discipline disparities and a discussion about the things PBIS schools in MN are already doing or would want to try to better address this issue. |
| Check & Connect: A Comprehensive Student Engagement and Dropout Prevention Intervention *with Jean Echternacht* |
| Check & Connect is the only dropout prevention intervention reviewed by the U.S. Department of Education’s What Works Clearinghouse to show “positive effects” for staying in school. This workshop will introduce the core components of this mentoring intervention model and describe how the model addresses Tier 1 and Tier II supports in PBIS. |
| **PBIS 101***with Erin Engness* |
| In this session, team members who were not part of the original team training will understand the foundation pieces of PBIS to help better implement and sustain the framework in the building. |
| **Equitable Practices and PBIS in the Classroom***with Emily Robb* |
| In this session, we will go over some equitable teaching practices and how PBIS strategies can support your work. Practices such as group work and including families will be covered. Time for collaboration with others will be included.   |
| **Early Steps for Equity: Foundations in Reducing Racial Disparities in School Discipline***with Aaron Barnes* |
| This session will share insights from national and state-level work to address racial discipline disparities. Rationale and examples will be shared for framing the problem, identifying possible causes, and addressing common questions related to race and discipline. |
| **The Pyramid Model and PBIS: Exploring How the Two Frameworks May Effectively Bridge Pre-K Through Grade 3.** *with LeAnne Johnson & Hope Beissel* |
| Join us in exploring the similarities and differences of the Pyramid Model and PBIS as we work to align efforts and priorities spanning Pre-K through Grade 3. Using implementation drivers as our foundation, the goal of this session is to discuss how we may be able to leverage the best of both frameworks when personnel from early childhood and early elementary come together to improve outcomes for all children. |
| **30 to 50 Slides in 30 to 50 Minutes: PBIS Highlights from School to National Levels***with Garrett Petrie and Emily Robb* |
| If you give us 30 to 50 minutes (approx. one-minute per slide), we will give you PBIS highlights from the 2015-2016 school-year! Webinars, PowerPoints, research, implementation tools and interventions – they will all be captured here. If a slide doesn’t hit a topic you are interested in, the next slide is just 60 seconds away. Remember, dissemination is a Tier 1 intervention for educators. . . . Bring your laptop if you want to go deeper! |
| **Supporting Children From Birth to Adulthood: School and Community-Based Partnerships***with Rachel Freeman* |
| PBIS and Implementation Science provide a way to create partnerships with services supporting children and youth at school and in the community. The purpose of this presentation is to: 1) share examples describing how schools and district teams are reaching out to partner with organizations supporting children from birth into adulthood, and 2) share tools and resources that can be used to build these partnerships with other organizations and services within the community. |
| **Tier II Interventions** *with Judy Hovis* |
| Take a look at Secondary Interventions: Check in and Check Out, mentoring, Tiger Troopers, Northstar Café and more. High audience participation so please bring questions and ideas to discuss and share. |
| **Effective Classroom Positive Behavior Support***with Becky Nies* |
| In this presentation, you will learn the classroom management strategies that should be emphasized in every classroom, a checklist of effective teaching practices, an environmental inventory for the physical space of the classroom, as well as use of procedures and routine, and an effective classroom plan for teaching and monitoring expectations. |
| **Resources for Enhancing Equity in School Discipline***With Aaron Barnes* |
| This session provide an overview of national and state-level resources for identifying racial discipline disparities and responding with positive, concrete action. Tools and guides from the federal Office of Special Education Programs Technical Assistance Center for PBIS will be shared. |
| **Beyond SW-PBIS: Coordinated Multi-Tiered Systems of Support***with Eric Ringgenberg* |
| This breakout session will examine the literature base supporting implementation of multi-tiered systems of support in schools that include coordinated behavioral, social-emotional, and academic interventions and supports. The presentation will review necessary components of implementation, as well as steps schools can take to begin pursuing this goal. |
| **Five Ways to Develop, Sustain and Advance a PBIS Initiative***with Woodson Kindergarten Center* |
| The Woodson Kindergarten PBIS Center will share specific ways in which they have overcome leadership changes, demographic shifts, fluctuation in enrollment and student population all while keeping PBIS in the forefront of educational responsibilities. |

| **MN PBIS Summer Institute – Session Descriptions** |
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| Less is Maybe More: A Practical Approach to Addressing Overuse of Punitive Discipline for Students of Color *with Clay Cook* |
| The purpose of this presentation will be to discuss how to conduct a root cause analysis within a PBIS framework and implement a feasible yet effective approach to addressing disproportionality with regard to punitive discipline. Specifically, this presentation will discuss the effects of study designed to increase proactive classroom management strategies, mitigate the negative impact of implicit biases, and improve effective reactive strategies in response to perceived problem behavior. |
| **Consequence and Recognition Systems***with John Beach* |
| A comprehensive approach to discipline includes strategies to teach social/emotional skills, strategies to increase the likelihood of appropriate behaviors, and effective strategies for decreasing the likelihood of inappropriate behaviors. This session will clarify the elements and provide examples of an effective reward and consequence system. |
| **Changing the Culture and Staff Buy-in in an Alternative Setting***with Julie Kent* |
| Staff safety has been a large topic of debate this past fiscal year in education. For staff in a federal setting 4, building safety can be even more crucial.  In this session, learn how a West Metro school is using the PBIS framework to create positive culture in an uncertain learning environment, while also maintaining staff buy-in. |
| **Integrating a Continuum of School-based Mental Health Services Within a PBIS Framework***with Clay Cook* |
| Over 18 million U.S. children experience mental health problems, and only about half receive needed care, resulting in significant impairment in academic and social functioning. Schools offer compelling opportunities to address the shortcomings of mental health delivery systems and to prevent and treat children’s mental health problems. This presentation will focus on how schools can integrate a continuum of school-based mental health services within their PBIS framework to prevent and treat a range of mental health problems among children. |
| **If The Walls of Your School Could Talk What Would They Say?***with Curt Slater* |
| This session will focus on supporting staff to create the positive change that we need. Mr. Slater will share some great resources that will support teams that need a positive boost around their PBIS work and he will also give you some strategies that you can take back to your building and use with your staff. |
| **Classroom Management and Instructional Engagement for Middle and High School Classrooms***Pre-recorded APBS webinar by* *Jessica Swain-Bradway*. *This session will have a facilitated discussion by Maci Spica.* |
| This session will describe strategies for boosting classroom management and engagement in middle and high school classrooms. Academic self-management and college to career readiness skills will be addressed.  |