

NORTHEAST PBIS NETWORK LEADERSHIP FORUM

MAY 16-17, 2024
MYSTIC, CT



Thursday, May 16, 2024

8:30 AM	Welcome and District Recognition Susannah Everett, University of Connecticut		Marriott Ballroom Salon D, E, F
9:00 AM	Keynote Address: <i>Leading with a Justice-Driven Mindset: A Call-In to All Educators</i> The keynote speaker will examine our guiding principles in education and our drive towards a more just and equitable educational system. Rhonda Nese, University of Oregon		
10:15 AM	Break		
10:30 AM	Session Block A		
Concurrent Sessions	<i>Schoolwide</i>	Considerations for Integrating SEL within Universal Tier Wellness Prevention Efforts We will explore similarities and differences between SEL and PBIS as a basis for planning integrated efforts to address Tier 1 wellness prevention. <i>Karen Paulvin and Alyson Duncanson, Rutgers University</i>	
	<i>Classroom</i>	The Impact of Classroom Inclusion on Educational Outcomes and Youth Connectedness: Findings from a Four-Year Study Session presenter will discuss research that has been conducted across four years of implementing and evaluating an instructional and restorative alternative to exclusionary discipline, and will share strengths, limitations, and lessons learned. <i>Rhonda Nese, University of Oregon</i>	
	<i>Advanced Tiers</i>	Supporting H.S. Youth Through Implementation of Tier 3 at a Student-Level and a School-Level This session will demonstrate one high school’s journey of implementation of Tier 3 teaming approach at a student-level by defining consistent Tier 3 supports and systems at a school-level. Capacity building of Tier 3 assessments [i.e., FBAs, Wraparound, Person-Centered Planning] will be considered along with building upon available Tier 1 and Tier 2 supports. <i>Margie Borawska, Concord High School</i>	
	<i>Mental Health</i>	Bring Emotional Well-Being into a Kid’s World with Feel Your Best Self Filling gaps in teaching emotion regulation, empathy, and perspective-taking, Feel Your Best Self is a free online toolkit that offers 12 simple, evidence-informed emotion-focused coping strategies to help strengthen emotional well-being for elementary-aged children. <i>Sandra M. Chafouleas, Sophie Hall, Rabbaca Torres, and Emily Wicks, University of Connecticut</i>	
	<i>Equity</i>	Culture Shift: Adapting SW-PBIS to Meet Your Evolving School Culture PBIS systems are most successful when they align with schools’ unique cultures, adapting to cultural shifts. Learn how to create responsive PBIS systems that ensure access, participation, and relevance for increasingly diverse school populations. <i>Joanna Frankel and Chris Reiger, Portland Public Schools</i>	
	<i>Family, Student and Community Voice</i>	Applying the Power of Person-Centered Planning to Engage Youth Come ready to explore the power of person-centered planning to engage youth in schools and communities! Participants learn strategies to elevate youth voices in this session in their educational and treatment plans.	

		<i>Kathy Francoeur, University of New Hampshire and Nicole Quinn, Seacoast Mental Health Center</i>	
	<i>Training and Coaching</i>	Establishing a State-Wide Advanced Tiers Coaching Network Would your schools benefit from advanced tiers coaching support? Highlighting Maine’s innovative Advanced Tiers Coaching Network, this presentation shares what the network is, participant experiences, and guidance for applying the model in your own setting. <i>Sarah Wilkinson, University of Southern Maine and Courtney Angelosante, University of Maine</i>	
	<i>Special Topics</i>	Cultivating Collaborative Networks: Empowering Novice Teachers through University-Driven Communities of Practice Explore methods for aiding novice teachers in positive behavior support, trauma-informed, and culturally-sustaining practices. This presentation unveils effective mentoring, specialized in-service teacher training, and underscores the impact of university-district partnerships on teacher retention and success. <i>Janet VanLone, Bucknell University</i>	
11:45 AM	Lunch		
12:45 PM	Session Block B		
<i>Concurrent Sessions</i>	<i>Schoolwide</i>	Talking to Adults about PBIS: A Simplified and Logical Process While PBIS as a framework is not complicated, it is sometimes hard to get school faculty/staff to fully understand the logic and simplicity. This session presents language and examples for presenting PBIS to adults. A step-by-step overview of the logic for activities associated with PBIS will be provided, along with examples of the most simplified manner in which these actions can be conceived of and implemented. <i>Terry Scott, University of Louisville</i>	
	<i>Classroom</i>	Improving the Effectiveness and Efficiency of School Services through Classroom PBIS This session will review the use of high leveraged PBIS classroom practices with fidelity and how this can greatly impact the resources used to support all students and improve academic engagement. <i>Nicole Peterson, University of Connecticut and Bob Putnam, May Institute</i>	
	<i>Advanced Tiers</i>	Grounding in Implementation Science to Uplift Tier 2 Systems Across the District Experiencing challenges with the Tier 2 System in your school or district? Key elements from the Implementation Science Framework will be highlighted to guide implementation. See the tools and learn from one NH district’s journey! <i>Kathy Francoeur and Melissa Cassavaugh, University of New Hampshire; Nicole Merrigan and Katy Keough, Rochester School District</i>	
	<i>Mental Health</i>	Using a Mindfulness Elective as a Tier 1 Intervention in an Urban High School Universal mindfulness instruction significantly improved student cognitive and emotion regulation skills. Students at increased risk, based on pre-existing stress levels and exposure to “at risk” environments, made greater gains than students with fewer risk factors. <i>Scott Silverman and Brendan Walsh, New York City Department of Education</i>	
	<i>Equity</i>	Can We Talk About PBIS Without Race? The Intersectionality of PBIS and Culturally Responsive Practices. Explore the intersectionality of PBIS and culturally responsive practices in this interactive session. Understand the impact of biases on the development of PBIS celebrations and responses to behavior through an equity lens. <i>Typhanie Jackson, Monica Abbott, Johanna Samberg Champion, William Scott, Maciel Filpo and Mary Sullivan, New Haven Public Schools</i>	

	<i>Family, Student and Community Voice</i>	PBIS Skills Beyond High School: A Special Education Youth Perspective on Transition College and career readiness supports for students with disabilities can be embedded into PBIS frameworks! A college freshman shares how PBIS in high school prepared him as a student with a disability for this transition. <i>Sarah A. Rosati, University of Connecticut; Ryan Bird, Landmark College</i>	
	<i>Training and Coaching</i>	Coaching for Integrated Academic and Behavior Support Across Tiers This session, designed for coaches and teachers, will describe a tiered model of professional development and coaching to support educators with implementation of an integrated reading and behavior lesson plan. Theories and strategies to support integrated academic and behavioral coaching will be described and examples of coaching materials will be provided. <i>Tobey Duble Moore, Mara Power and Ashley Plumb, University of Connecticut; Tracey Lamothe, HILL for Literacy</i>	
	<i>Special Topics</i>	What's Really Happening with Behavior in Schools? A Survey of Educators By sharing results of a survey on educators' first-hand experiences with student behavior and school supports, we will provide concrete suggestions for improving PBIS systems to better support teacher preparation for addressing student behavior. <i>Sarah Wilkinson, University of Southern Maine; Gretchen Schiebel, University of Kansas</i>	
2:00 PM	Break		
2:15 PM	Session Block C		
Concurrent Sessions	<i>Schoolwide</i>	Launching High School Implementation: Considerations and Reflections We will share reflections from implementation efforts at multiple high schools about working through obstacles, building buy-in and achieving implementation. <i>Beth Custer, Gizem Tanol, Michelle Mead and Sharon Lohrmann, NJ PBSIS</i>	
	<i>Classroom</i>	Addressing Your Classroom through Equitable Practices In this session, we will review of data trends and research surrounding equity and disproportionality in schools. We will unpack, understand, and apply evidence-based strategies available to enhance equitable practices in your environment. Learn an intervention approach for improving equity in school discipline that can be used in various settings. Also, describe and practice an alternative response to reduce the effects of bias on discipline decisions in urban schools. <i>Erika McDowell, Wildflower Schools and Black Wildflower Fund</i>	
	<i>Advanced Tiers</i>	Supporting Implementation of Advanced Tiers This session will focus on how districts can support the development and implementation of advanced tiers systems across schools. We will share the model that was used to train District and School Teams to support sustained implementation of Tiers 2 and 3. District representatives from Southbridge Public Schools will share common barriers, solutions, and recommendations. <i>Katie Meyer, University of Connecticut; Kelly Williamson and Meredith Derian-Toth, Southbridge Public Schools</i>	
	<i>Mental Health</i>	Enhancing Intervention Integration through a Whole Child Lens The Whole School, Whole Community, Whole Child (WSCC) model and PBIS Implementation: Learn how to leverage the WSCC model to improve integration of PBIS practices throughout your setting and promote greater whole child development. <i>Kathleen M. Williamson, Jessica B. Koslouski and Sandra M. Chafouleas, University of Connecticut</i>	
	<i>Equity</i>	The Blind Spot: Understanding and Using Data (and Data Systems) to Address Discipline Disproportionality	

		<p>The CT-SDE has developed an identification tool for disproportionality in exclusionary discipline by race and ethnicity and suspension rates. Learn about our data collection on EdSight and use the information to identify disproportionate discipline patterns.</p> <p><i>Kim Traverso and Keryn Felder, CT-SDE; Wendy Johns, Waterbury Public Schools</i></p>	
	<i>Family, Student and Community Voice</i>	<p>We Are Here: Addressing Language & Communication Access Barriers for Youth and Families</p> <p>Schools have a legal responsibility to provide language and communication access, however many struggle with limited resources, workforce shortages, and lack of knowledge of supports available. We explore how to address challenges, diversify the workforce and action plan to improve communication and language access for youth and families.</p> <p><i>Heidi Cloutier and JoAnne Malloy, University of New Hampshire; Eva Castillo, New Hampshire Alliance for Immigrants and Refugees</i></p>	
	<i>Training and Coaching</i>	<p>Creating Crosswalks of Tier 1 Interventions: PBIS, SEL and TIP</p> <p>Participants will explore how the interventions used in a Multi-Tiered System of Support (MTSS) can work in conjunction to create a positive school climate and culture. Work smarter, not harder is the motto.</p> <p><i>Stacie Kropp and Elizabeth Farr Carey, Lansing Central School District</i></p>	
	<i>Special Topics</i>	<p>A Behavior Analytic Approach to Improving Equity in Public Schools</p> <p>School discipline policies and practices often disproportionately affect racially minoritized students and students with disabilities. This case study describes how one district implemented PBIS with fidelity and saw measurable improvements of equity in school discipline.</p> <p><i>Chelsea Salvatore and Bob Putnam, May Institute</i></p>	
3:30 PM	Break		
3:45 PM	Poster Session		
	<p>Chutes & Ladders: 5 years of PBIS in a Public Middle School</p> <p><i>Kathleen Casale and Taylor Fillault, Northampton Public Schools</i></p>		
	<p>Revitalizing School Spirit: The Laconia High School PRIDE Transformation</p> <p><i>Karen Abraham, Alison Witham and Maggie Roberts, Laconia High School</i></p>		
	<p>College & Career Readiness: Who are We Failing, and How Can We Improve?</p> <p><i>Sarah Sinnott and Sarah Rosati, University of Connecticut</i></p>		
	<p>A Comprehensive Review of the Evidence Behind Feel Your Best Self Strategies</p> <p><i>Michael Weiner, Sandra M. Chafouleas and Jessica Koslowski, University of Connecticut</i></p>		
	<p>Implementing 6-week Intervention/ Enrichment in a School wide Format (What I Need Time)</p> <p><i>Kristen Levesque and Mallory Murphy, MSAD 52</i></p>		
	<p>Data-Driven Equity Decisions that are Out of this World</p> <p><i>Alan Cook, University of Oregon</i></p>		
	<p>Tips and Tricks on How to Kick Off Your PBIS Journey</p> <p><i>Brenda Kelley and Katherine Simonelli, Lenox Public Schools</i></p>		
	<p>Don't Forget the Students with Disabilities!</p> <p><i>Sandy Sears, University of Connecticut</i></p>		
	<p>Using RISE and RISE Academies at the Tier 2 Level</p> <p><i>Colleen Mitchell-Vedder, Jodi Ebel and Christopher Douglas, Northern Rivers Family Services</i></p>		
	<p>Evidence for I-Connect: Translating Research into Practical Guidance for Educators</p> <p><i>Gretchen Scheibel, Shannon Spadoni, Howard P. Wills, University of Kansas</i></p>		

Friday, May 17, 2024

8:30 AM	Keynote Address: What's Love and Belonging Got to Do with PBIS/MTSS? A Call to YOU Planning your next steps surrounding equity, belonging, and love in implementation? Unpacking tools and strategies, through the lens of the practitioner is the first step. This keynote will discuss the challenges of equity work and assist with the journey of creating inclusive and liberatory environments of learning. In this critical discussion, Dr. Erika will highlight a starting point to implement and support educational environments. Prepare for the work ahead by delving into what it takes to ensure equity is a growing mindset in your day-to-day work through this talk! Erika McDowell, Wildflower Schools and Black Wildflower Fund	Marriott Ballroom Salon D, E, F
9:45 AM	Break	
10:00 AM	Session Block D	
Concurrent Sessions	Using District Support to Promote Implementation: An NEPBIS Districts of Distinction Panel District support is critical for effective and sustainable implementation. Come learn how NEPBIS Gold Level Districts of Distinction support their district and school communities to achieve positive, equitable outcomes! <i>NEPBIS Districts of Distinction</i>	
	Integrated School-Community Behavioral Health: Innovative Practices, Tool Development, and Lessons Learned This session will overview NH's experiences with community mental health integration in MTSS-B, including our innovative community mental health School Liaison role, tool development to support high-fidelity implementation, and lessons learned from evaluation data. <i>Megan Philips, Keene State College; Molly White, New Hampshire Education Department</i>	
	Integrating Restorative Practices in MTSS Restorative Practices are proactive strategies that build relationships and community within school settings and can be integrated into existing PBIS systems. This session will guide participants in establishing restorative practices through a coaching process. <i>Jennifer Francisco, Liz Terrell-Riley and Laura Rutherford, Devereux Center for Effective Schools</i>	
	Crushing the Performance Gap: Drilling Down into Tier 1 Data You're doing a great job at collecting data! Now what? This session will introduce the "Drill Down" method of data analysis for Tier 1. <i>Alan Cook, University of Oregon</i>	
	Embedding Tier 1 Practices into School-Wide, Community Building Events in High School Practical applications for embedding Tier 1 supports into school wide events through teaching student behavior expectations and rewarding positive behavior in order to promote feelings of acceptance and belonging in the school community. <i>Caitlin Scott and Idalisa Roman, Greenburgh North Castle UFSD</i>	
	Using a PBIS Framework to Pull Trauma-Informed, SEL and Restorative Approaches into a Cohesive System of Support	

	<p>Ever wonder about implementing new district initiatives when you already do so much? Come learn how a PBIS Framework helps meet students' social-emotional-behavioral needs, also helping you be strategic and focus on aligning district/school initiatives.</p> <p><i>Anne Marie C. Jordan, University of Maine</i></p>	
	<p>From the Oceans to the Mountains: Elevating Voice for School Improvement</p> <p>Come learn strategies for elevating voice to ensure collective ownership and effective implementation. Hear how VT & RI are making connections between educator wellness and wellbeing of ALL through continuous improvement of data, systems, and practices.</p> <p><i>Samantha Brinz and Rosemary Reilly-Chammat, Rhode Island Department of Elementary and Secondary Education; Amy Wheeler-Sutton and Cassandra Townsend, University of Vermont</i></p>	
11:15 AM	Break	
11:30 AM	<p>Closing Keynote Address: <i>Imagine If...</i></p> <p>Closing remarks for the forum.</p> <p><i>Brandi Simonsen, University of Connecticut</i></p>	

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