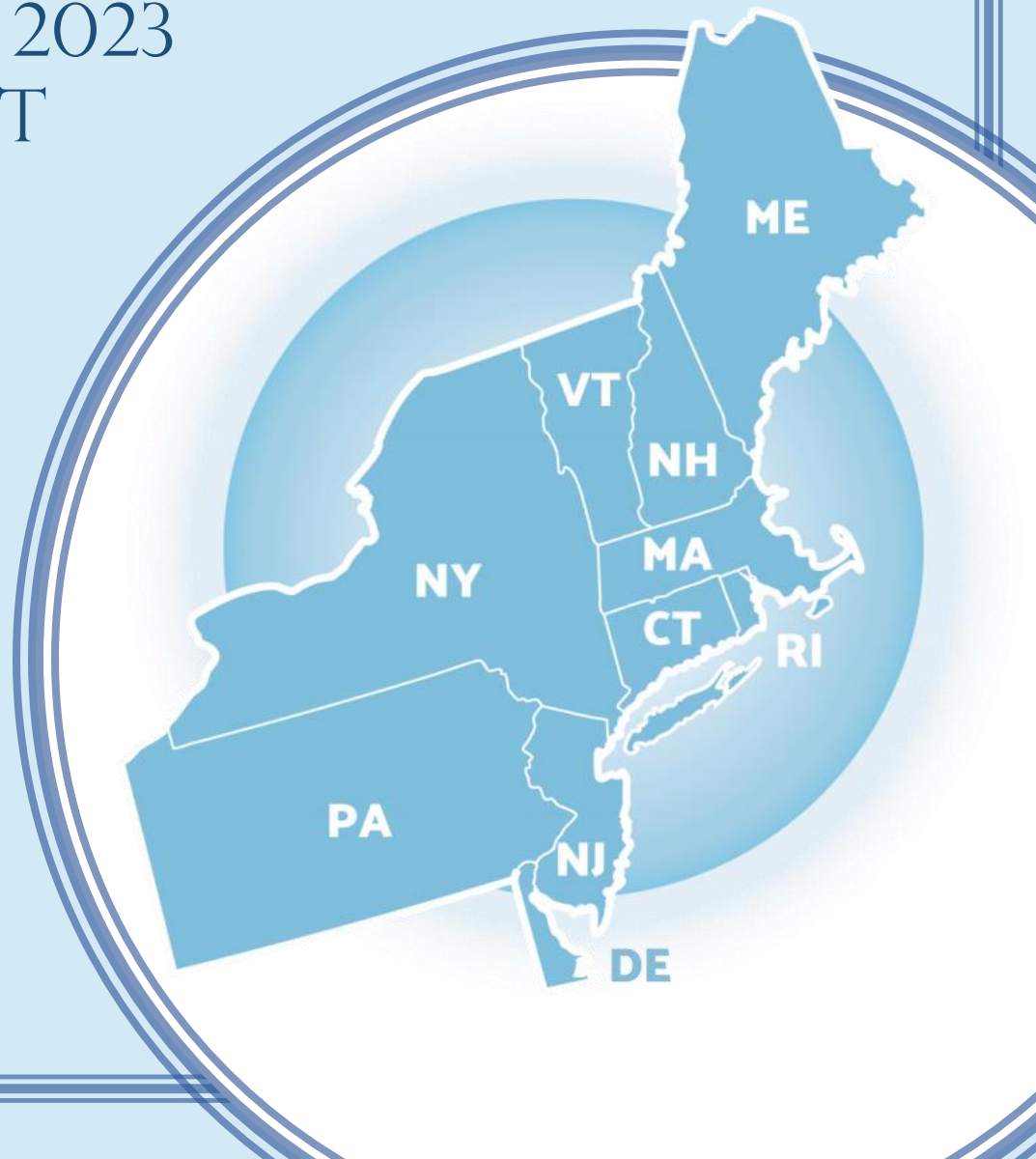


Northeast PBIS Network Leadership Forum

MAY 18-19, 2023
MYSTIC, CT



Thursday, May 18, 2023

8:30 AM	Welcome and Orientation	Susannah Everett, University of Connecticut	Marriott Ballroom Salon D, E, F
9:00 AM	Keynote Address: <i>Enhancing Systems, Leadership Strategies, and Classroom Practices to Center Equity and Promote Behavioral and Mental Health</i>	<p>What if we gifted ourselves the time, space and grace needed to critically examine the systems, leadership strategies and classroom practices currently being used to promote behavioral and mental health? Would we find them to be racially literate, evidence-based, interconnected and rooted in compassion? What about the predominant system for providing differentiated support for student learning? Is it inclusive and centered on a love ethic? Dr. Kurt Hatch will use story as data and invite conferees to collectively and courageously shift systems and practices so all students experience a better love.</p> <p>Kurt Hatch, University of Washington</p>	
10:15 AM	Break		
10:30 AM	Session Block A		
Concurrent Sessions	<i>Tier 1</i>	<p>Answering the Why, What and How of Getting Started with PBIS</p> <p>This presentation supports early implementers with why PBIS can lead to positive, equitable outcomes for school communities. We will share how teams use data, systems, and practices to achieve those outcomes and share helpful resources.</p> <p><i>Nicole Peterson and Karen Robbie, University of Connecticut</i></p>	Marriott Salon A
	<i>Advanced Tiers</i>	<p>Supporting Students with Behavioral Challenges Through the IEP Process</p> <p>This session will focus on integrating Tier 3 strategies into special education by enhancing IEPs for students with behavioral challenges. We will share best practices for planning and developing IEPs that incorporate functional based assessments.</p> <p><i>Kathryn Dooley, University of Saint Joseph; Laura Kern, University of South Florida; Katherine Meyer, University of Connecticut</i></p>	Marriott Salon B
	<i>Mental Health</i>	<p>Integrating School Mental Health in a Tiered Prevention Model: The NH MTSS-B Framework</p> <p>This session highlights best practices for school mental health integration, as illustrated through NH's MTSS-B framework. Participants will be introduced to this model, based on the Interconnected Systems Framework, and explore publicly available tools for implementation.</p> <p><i>Molly White and Katherine Leswing, New Hampshire Department of Education; Megan Phillips, Behavioral Health Improvement Institute at Keene State College</i></p>	Marriott Ballroom Salon D, E, F
	<i>Equity</i>	<p>Using SWIS Equity Reports to Investigate Discipline Disproportionality</p> <p>In this presentation, we will discuss the importance of considering disproportionality in behavioral data and how that translates to inequitable outcomes for students.</p> <p><i>Alan Cook, University of Oregon – PBISApps</i></p>	Marriott Salon C

Family and Student Voice	Building Systems Coherence: Transforming Youth Social-Emotional/ Behavioral Learning to Maximize Student Engagement and Success	Mystic Salon D
	<p>Come see the dynamic work Windsor Public Schools is doing and the huge payoff by engaging students as leaders, problem solvers, and decision-makers. This workshop will demonstrate how we are transforming culture and being intentional about teaching SEL skills to all members of our district community, and an update on statewide rollout of SEL across CT.</p>	
	<p><i>Michael Mallery, Windsor Public Schools; Kim Traverso, CT State Department of Education; Kruti Dharsandiya, Windsor High School</i></p>	
Training and Coaching	MTSS State and District Capacity Building Through Parallel and Aligned Exploration	Mystic Salon E
	<p>Rhode Island will share a compelling story of how the SEA team is building foundational understanding of MTSS to support and improve current implementation across the state. RI's largest district will share its parallel process.</p>	
	<p><i>Samantha Brinz, Rhode Island Department of Education; Michele Walden-Doppke and Ellen Reinhardt, MTSS-RI; Natalie Fleming, Nick Bernardo and Julie Lombardi, Providence Public School Department</i></p>	
High School	Blending of Universal MTSS-B and Restorative Justice Practices at a High School	Mystic Salon F
	<p>This session will demonstrate one high school's journey of integrating MTSS-B and Restorative Justice [RJ] by redefining universal expectations and school culture through RJ lens to promote academic success and social emotional wellness for youth.</p>	
	<p><i>Margie Borawska and Tim Herbert, Concord High School</i></p>	
11:45 AM Lunch		
12:45 PM Session Block B		
Tier 1	Supporting Student Behavior in the Classroom	Marriott Salon A
	<p>This session will (a) provide an overview of key practices to support student behavior in the classroom and (b) share resources to support educators' understanding and implementation of classroom PBIS.</p>	
	<p><i>Brandi Simonsen, University of Connecticut</i></p>	
Advanced Tiers	Building Strong Systems to Support Effective Practices at the Advanced Tiers	Marriott Salon B
	<p>Struggling to identify the right supports and maintain them over time? This session will demonstrate the importance of having an effective system to implement and sustain interventions at advanced tiers to support the work.</p>	
	<p><i>Kathy Francoeur, Institute on Disability at the University of New Hampshire; Margie Borawska-Popielarz, Concord High School; Sarah Skoglund, Governor Wentworth School District</i></p>	
Mental Health	Administering and Using Social-Emotional Screening Data with Equity in Mind	Marriott Ballroom Salon D, E, F
	<p>The purpose of this presentation is to help participants to center their screening practices with an equity lens. Participants will learn some of the critical considerations when selecting and administering a screener as well as ideas for using screening data to better integrate Tier 1 and Tier 2 practices.</p>	
	<p><i>Sara Whitcomb, University of Massachusetts Amherst</i></p>	
Equity	Supporting LGBTQ Students and Educators	Marriott Salon C
	<p>Given the rise in anti-gay and trans legislation and the increased media attention on LGBTQ+ issues, LGBTQ+ students are likely to need increased support in school. This session will provide specific resources to support LGBTQ+ students and provide a safe space for conversations among educators about how to effectively support LGBTQ+ students and navigate these difficult conversations within the school and community.</p>	
	<p><i>Jen Freeman, University of Connecticut</i></p>	

Concurrent Sessions

Family and Student Voice	“We are here” NH Behavioral Health Equity Film Screening & Facilitated Discussion	Mystic Salon D	
Training and Coaching	Strategies to Support Implementation of Team Implementation Problem Solving	Mystic Salon E	
High School	Taking Transition to the Tiers: Supporting Culturally, Ethnically and Linguistically Diverse High School Students with Disabilities	Mystic Salon F	
2:00 PM	Break		
2:15 PM	Session Block C		
Concurrent Sessions	Tier 1	Cultivating Collective Ownership	Marriott Salon A
	Advanced Tiers	Purposefully Integrating Academic and Behavior Interventions for Students with Intensive Needs	Marriott Salon B
	Mental Health	Improving Mental Health Outcomes Using the Interconnected Systems Framework: Aligning SEL/Mental Health with MTSS	Marriott Ballroom Salon C
	Equity	“Back to Class”	Marriott Salon D, E, F

The NH Behavioral Health Equity Workgroup highlights community successes, barriers to behavioral health access in underserved & disproportionately affected populations, resources & actions for sustainable change in this dynamic short film series & discussion.

Heidi Cloutier and JoAnne Malloy, University of New Hampshire Institute on Disability; Shirley Tomlinson, Office of Health Equity-NH Department of Health & Human Services

Team Initiated Problem Solving (TIPS) is a research-based framework designed to more efficiently hold meetings and review data. The framework is applicable to varied data sources, content areas, and levels of application. Participants will receive an overview of the model and learn strategies to support implementation of the framework at the state, regional, and district levels.

Chanda Telleen, Kelly Swartwood and Allison Moyer, Pennsylvania Training and Technical Assistance Network (PaTTAN)

MTSS is ripe for the incorporation of transition planning, self-determination, and infusing postsecondary preparation, especially for students from historically marginalized communities. We will discuss how to infuse culturally responsive/sustaining transition practices into tiered supports.

Tracy Sinclair, University of Connecticut

Whether exploring or revitalizing PBIS following an implementation dip, developing collective ownership is critical for sustainability. An awareness and input presentation will be shared along with options for collecting staff, student, and family/caregiver voice.

Cassandra Townshend and Amy Wheeler-Sutton, BEST Project, University of Vermont

Looking to integrate academic and behavior supports for students with intensive needs? Come learn strategies to purposefully integrate components of Tier 3 interventions based on research and interviews with educators.

Caitlyn Majeika, American Institutes for Research; Sarah Wilkinson, University of Southern Maine

Mental health wellness is critical to a student’s success in school and life. This presentation will explore one district’s journey to create effective ISF systems to improve their students' social/emotional/behaviors.

Fina Robertson and Amber Casavant, Gardner Public Schools; Bob Putnam, May Institute

Come hear the story of a school that eliminated classroom/school exclusion. The description will include tightly aligned teacher and administrator response strategies for intervening when behavior escalates.

Kurt Hatch, University of Washington

Family
and
Student
Voice

Straight from the Source: Ideas about PBIS from Students with Dis/abilities

How are students with dis/abilities involved in, or excluded from, the PBIS framework? This presentation seeks to elevate student voice for this subgroup by sharing their direct feedback and suggestions for PBIS implementation.

Sarah A. Rosati, University of Connecticut

Mystic
Salon D

Training
and
Coaching

Planning for Impactful Professional Development

Learn how the NJ state team and our district partners are building implementation capacity at the administrator, team, and staff levels. Strategies will reflect centering equity, leveraging technology, strategic messaging, differentiated coaching, and more.

Sharon Lohrmann, Beth Custer, Alyson Duncanson and Tara Dumas, Rutgers University

Mystic
Salon E

High
School

High School Getting Started and Sustaining Panel

Come hear how high school implementers throughout the northeast are using the PBIS framework to support positive, predictable, equitable learning environments for all.

Claudia Wolf, Shannon Conte, and Amanda Cassel, Lenape High School; Shelby Love-Daley and Rebecca Henault, Taconic High School; Susan Schnepf, Clifton High School

Mystic
Salon F

3:30

Break

PM

3:45

Poster Session

PM

Building a Process for SEB Universal Screening in your School/District

Heather Godwin, Abbie Seifert, Eric and Pizzini, Red Clay Consolidated School District

Resources to Support Teams to Select and Install Universal SEB Screeners

Niki Kendall, The Delaware PBS Project

Highlights from the Tiered Fidelity Inventory Revision and Validation Study

Nicole Peterson, University of Connecticut

Remote Integrated Behavior and Reading Intervention in K-2: Opportunities and Challenges

Jessica Bourget, Michael Coyne, Kathryn Dooley, Michael Gentile, Stephney Gonzalez Kaitlin Leonard, Betsy McCoach, Sarah Newton, Mara Power, Clarisa Rodrigues, Brandi Simonsen

Supporting SEB and Mental Health Needs of Students in Tier 1 Classrooms

Sarah Sinnott, University of Connecticut and Sara Whitcomb, University of Massachusetts Amherst

Integrated Intensive Intervention (I3)

Jessica Bourget, Michael Coyne, Kathryn Dooley, Tobey Duble Moore, Michael Gentile, Stephney Gonzalez, Tracey Lamothe, Betsy McCoach, Chloe Melton, Katie Meyer, Sarah Newton, Ashley Plumb, Mara Power, Clarisa Rodrigues, Brandi Simonsen, Tracy Sinclair

Giving PBIS the Wings to Fly

Stacie Kropp, Dean of Students, Lansing Middle School, Lansing, NY

Pilot of Elementary SEL Digital Program: Lessons for Future Implementation & Adoption

Sara Whitcomb, Kerstin Schnopp, Paige Pannozzo and Kristiana Parrillo, University of Massachusetts Amherst

Evidence-Based Practices to Decrease Discipline Disproportionality in the United States

Mara Power, University of Connecticut

Practical Problem Solving: Drilling Down Into School Data for Improved Decision-Making

Alan Cook, University of Oregon-PBIS Apps

Substance Use Prevention/Intervention within MTSS Framework: How to be an Ally

Alexandria Crawford, University of Connecticut

Friday, May 19, 2023

8:30
AM

Keynote Address: Understanding our Students, Supporting our Teachers, and Aligning our Resources

Marriott
Ballroom
Salon
D, E, F

In this keynote presentation, we will consider teachers as frontline workers in the children's mental health crisis. We will discuss how school professionals can get on the same page by building a common language and by engaging in ongoing professional learning about children's social, emotional, and behavioral health. We will consider how our school, district, regional, and state teams can serve as support networks for teachers as they work to align resources and practices, rather than separate entities that fragment the work.

Sara Whitcomb, University of Massachusetts Amherst

9:45
AM

Break

10:00
AM

Session Block D

Strengthening Implementation, Efficacy, and Sustainability Through District Level Teaming: Process, Planning, Payoff

Marriott
Salon A

Join us to learn how and why to develop a district PBIS team. District team exemplars will share team membership decisions, purpose, and how they improve fidelity and equitable outcomes throughout their districts.

Courtney Angelosante, University of Maine; Sarah Wilkinson, University of Southern Maine, Karen Robbie, University of Connecticut, Tracy Whitlock and Anne-Marie Adamson, Maine Department of Education

CICO Implementation in Urban Schools: Barriers and Facilitators as Described by CICO Coaches, Coordinators, and Tier 2 Team Members

Marriott
Salon B

Challenges and successes of 3 schools in the School District of Philadelphia implementing Tier 2 systems, and specifically the Check-In, Check-Out intervention.

Kristina Popkin, Leroy Hall, Aaron Weston, Amy Williams, and Alba L. Blandino, School District of Philadelphia

What does PBIS have to do with Mental Health? Let's Find out!!

Mystic
Salon F

This interactive session will provide participants with a road map to integrate PBIS strategies within a social emotional learning framework while addressing the mental health needs of staff and students.

Typhanie Jackson, Monica Abbott, Johanna Samberg Champion, Mary Sullivan and William Scott, New Haven Public Schools

Building Workforce Capacity in Our Schools: A Graduate Certificate Program in Trauma Informed Practice and Policy

Marriott
Salon C

This session features an interdisciplinary training program to prepare social work and special education graduate students to apply trauma-informed services and supports to meet the mental health needs of students in schools.

JoAnne Malloy, Institute on Disability at the University of New Hampshire; Stacy Champy, Manchester School District; Mary Schuh, University of New Hampshire

School Connectedness: An Implementation Lever for Bridging Restorative Practice and PBIS

Marriott
Ballroom
Salon
D, E, F

Participants will gain explicit, practical strategies for systematically implementing school connectedness into their SW-PBIS systems through the blending of restorative justice practices and positive behavior. Co-facilitated by an urban school principal and school climate researcher.

Evelyn Bilius Lolis, Fairfield University; Matthew Laskowski, Stamford Public Schools

Concurrent Sessions

Collaborating with Colleagues to Implement Tiers 1, 2, and 3 in the General Education Setting

Learn strategies and tools to implement PBIS across all tiers in the general education setting through collaboration with colleagues and families to support all students' academic and behavioral needs in an equitable way.

Ashley Plumb, Chloe Cantero, Mara Power and Tobey Duble Moore, University of Connecticut

Mystic
Salon E

Tier 1 PBIS Implementation in the Preschool Setting

This workshop will present stakeholders with the tools and strategies to implement a school-wide PBIS model in a preschool setting. Topics discussed will include: establishing expectations, staff training, support for teachers and classroom staff, and ongoing program development.

Kimberly Tuccillo and Melissa Blind, Freehold Township School District

Conf.
Room 5

Moving from Exploration to Implementation of a Universal SEB Screener

This presentation is intended for district or school leaders who are exploring, preparing for, or just beginning to implement a universal social, emotional, and behavioral (SEB) screener. Participants will hear from two Delaware School Districts that have strategically added a universal SEB screener to their MTSS framework, keeping sustainability and practicality in mind.

Jocelyn Brown and Sonia Songui, Capital School District; Christina MacKerchar, Colonial School District

Mystic
Salon D

11:15

Break

AM

11:30

Closing Keynote Address: *Imagine If...*

AM

Closing remarks for the forum.

Brandi Simonsen, University of Connecticut

Marriott
Ballroom
Salon
D, E, F