



Forum Features

School Recognition:
PA schools and early childhood programs implementing multi-tiered systems of support with high fidelity

Breakout Sessions:
Information for both novice and experienced implementers

Poster Session:
Highlighting PA schools' and early childhood programs' accomplishments



The Pennsylvania Positive Behavior Support (PAPBS) Network Implementers' Forum is sponsored by the Bureau of Special Education, Pennsylvania Department of Education, with support from the member agencies of Pennsylvania's Community of Practice (CoP) on School Based Behavioral Health (SBBH).

2019

Pennsylvania Positive Behavior Support **IMPLEMENTERS'** Forum

May 14 & 15, 2019

Hershey Lodge and Convention
Center, Hershey, PA

Featured Presenters

Ms. Andreal Davis
Wisconsin Response to Intervention Center

Ms. Kathy Francoeur
University of New Hampshire

Dr. Kathleen Lane
University of Kansas

Dr. Laura Riffel
Behavior Doctor Seminars



2019 PAPBS Implementers' Forum

Description

The Implementers' Forum will address multiple comprehensive and specialized program strands at the early childhood, elementary, middle, and high school levels. Specific interventions and fidelity based implementation examples will include, but are not limited to the following:

- Advanced Tiers (Tier 2 and Tier 3)
- Coaching
- Community and Family Partnerships
- Early Childhood
- Secondary
- PBIS: Foundations for Positive Behavior Interventions and Supports
- Universal Supports for Scale Up and Sustainability (Tier 1)

Featured Presenters

May 14, 2019

Ms. Andrea Davis, Wisconsin Response to Intervention Center

Ms. Andrea Davis is the statewide culturally responsive practices coordinator at the Wisconsin Response to Intervention Center. In this role she leads work along with a team of colleagues, training practitioners across the state of Wisconsin and nationally from a model she co-created called the *Model to Inform Culturally Responsive Practices* that focuses on what it means to be culturally responsive starting with self and moving that work across an entire equitable multi-level system of support.

Dr. Laura Riffel, Behavior Doctors Seminar

Dr. Laura Riffel has trained thousands of teachers, parents, counselors, psychologists, administrators, and bus drivers in how to make data-based decisions as a way to change behavior. Her trainings are filled with humor and make data collection easy to understand and utilize in any setting. Dr. Riffel travels the world presenting on functional behavior assessment and on writing effective behavioral plans as a private consultant. She also presents on positive interventions and effective strategies for classroom teachers.

May 15, 2019

Ms. Kathy Francoeur, University of New Hampshire

Ms. Kathy Francoeur provides training, consultation, and technical assistance in the development and expansion of the implementation of school-wide positive behavioral interventions and supports. Kathy also provides training and technical assistance to schools in the development of RENEW (Rehabilitation for Empowerment, Natural Supports, Education, and Work), an intensive support intervention to help at-risk youth engage in high school completion and post-secondary options. Kathy has collaborated with several New Hampshire schools in training faculty to serve as RENEW facilitators for youth, as well as build a sustainable system within the school to support and monitor the RENEW model. Kathy presents nationally, training schools and districts on the RENEW model. She is also part of the *Who Cares About Kelsey?* film project, in which she and filmmaker Dan Habib share the benefits and process of RENEW with audiences.

Dr. Kathleen Lane, University of Kansas

Dr. Kathleen Lane is a Professor in the Department of Special Education at the University of Kansas and Interim Associate Vice Chancellor. Prior to entering academia, Dr. Lane served as a classroom teacher of general and special education students for five years and a program specialist for two years. Dr. Lane's research interests focus on school-based interventions (academic and behavioral) with students at risk for emotional and behavioral disorders (EBD), with an emphasis on systematic screenings to detect students with behavioral challenges at the earliest possible juncture. She has designed, implemented, and evaluated comprehensive, integrated, three-tiered (Ci3T) models of prevention in elementary, middle, and high school settings to (a) prevent the development of learning and behavior challenges and (b) respond to existing instances.

Audience

PAPBS network facilitators; school and program-wide PBIS coaches; district and school level leadership teams; educators, including early childhood educators; behavioral specialists (school counselors, school psychologists, special educators); behavioral and mental health providers; district and state policy makers; family members and caregivers; and SBBH community of practice members

Credits Offered

Act 48 hours, BACB, PQAS, and Psychology continuing education credits are offered for keynote and breakout sessions. Credits will be offered per day. To receive continuing education credit, individuals attending the Forum must arrive on time and stay the duration of the day(s) for which they are requesting credit. Participants seeking PQAS credit will need to print their certificates and provide them to their employer. Credits do not automatically populate in PD registry.

May 14, 2019

Act 48 – 5 Hours
BACB – 1 Hour
PQAS – 5.5 Hours
Psych – 5.5 CEUs

May 15, 2019

Act 48 – 5 Hours
BACB – 3.5 Hours
PQAS – 5.5 Hours
Psych – 5.5 CEUs

For more information

Registration:

Kristen Olszyk, PaTTAN Pittsburgh,
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School-Age Content Questions:

Tina Lawson, PaTTAN East,
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Early Childhood Content Questions:

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Strands by Breakout Session

Beginner – target audience is considering implementation or has been implementing for less than three years.

Advanced – target audience is implementing at multiple tiers and/or has been implementing for three or more years.

Advanced Tiers				
Breakout	Time	Session		
1	10:45 am – 11:45 am	9	How Trauma Impacts the Brain and Nervous System and What to Do About It (EARLY CHILDHOOD)	Beginner and Advanced
2	1:15 pm – 2:15 pm	15	Building Blocks of Tier 2: Universal Screeners, Low-Intensity Strategies, and Check-In/Check Out	Advanced
3	2:30 pm – 3:30 pm	25	Implementation of PBIS: Improving School Climate One Tier at a Time	Beginner
4	3:45 pm – 4:45 pm	32	More Than Tier 1 School-Wide PBIS is Necessary to Meet Students' Complex Needs	Beginner and Advanced
5	10:00 am – 11:30 am	48	Symposium – Mentoring Big Panther/Little Panther – Mentoring the Youth of Tomorrow Updating Your Tier 2 System: How to Implement a Mentoring Program Using Class Dojo	Advanced
6	12:30 pm – 1:30 pm	54	Getting and Keeping Mental Health Treatment Funding for Children	Beginner
6	12:30 pm – 1:30 pm	56	Navigating Tier II: Initial Implementation to Program Success	Advanced

Coaching				
Breakout	Time	Session		
1	10:45 am – 11:45 am	3	Utilizing Tiered Professional Development to Enhance Classroom Management and Ensure Student Success	Beginner
1	10:45 am – 11:45 am	8	Putting Practice-Based Coaching into Action in Program-Wide Settings (EARLY CHILDHOOD)	Beginner and Advanced
1	10:45 am – 11:45 am	10	From Provisional to Independent Facilitator: Coaching Teams Throughout the Process	Beginner
3	2:30 pm – 3:30 pm	29	A Deep Dive into SWIS	Advanced
4	3:45 pm – 4:45 pm	36	Collaborative Teaming: Supporting Teachers through Effective Coaching	Beginner and Advanced
5	10:00 am – 11:30 am	47	Symposium – Coaching PBIS Faculty Committee – How to Coach Two Meetings per Month and Get Maximum Results Re-igniting the Fire for PBIS When the Flames Seem to Just Smolder!	Beginner and Advanced
6	12:30 pm – 1:30 pm	53	Evidence-Based Supervision: Enhance Your Abilities to Affect Staff Behavior	Beginner

Community and Family Partnerships				
Breakout	Time	Session		
2	1:15 pm – 2:15 pm	12	Building Community & Family Support of PBIS	Beginner
2	1:15 pm – 2:15 pm	17	But We're Too Busy for PBIS: Encouraging Family Involvement in Program-Wide PBIS Implementation (EARLY CHILDHOOD)	Beginner and Advanced
3	2:30 pm – 3:30 pm	22	Utilizing Student Survey Data to Inform Planning of Scale-Up of the PBIS Framework Across Schools	Beginner and Advanced
3	2:30 pm – 3:30 pm	27	Families and PBIS: How STEP Head Start Involves Families in PBIS Implementation (EARLY CHILDHOOD)	Beginner
7	1:45 pm – 2:45 pm	61	Engaging Communities and Families in the PBIS Process	Beginner
7	1:45 pm – 2:45 pm	69	Student and Family Engagement: The Secret to Our Success	Beginner

PBIS: Foundations for Positive Behavior Interventions and Supports				
Breakout	Time	Session		
Keynote #1	9:00 am – 10:30 am	1	How Are the Children on the Other Side of the Table?	All
1	10:45 am – 11:45 am	2	Growing with Pride	Beginner
1	10:45 am – 11:45 am	5	Ethnic Melodies: Hearing Voice and Harmony in African American Children's Literature	Beginner
1	10:45 am – 11:45 am	6	Elevate Your Program with Successful Fundraisers and Creating Student and Staff Buy-in	Beginner
1	10:45 am – 11:45 am	7	Trauma, School Police, and Classrooms: Philadelphia Next Phase in PBIS Implementation	Beginner and Advanced
2	1:15 pm – 2:15 pm	11	Sustaining a Successful Tier 1 System Through Administrative, Faculty, and Acronym Changes	Beginner
2	1:15 pm – 2:15 pm	14	Your Passport to a Successful PBIS Kick-Off & Lesson Implementation	Beginner
2	1:15 pm – 2:15 pm	16	An Urban Implementation Model for PBIS Classroom Supports	Beginner
3	2:30 pm – 3:30 pm	23	Step Back, Stand Up: Using School-Wide PBIS and Restorative Practices to Shift School Culture	Beginner
4	3:45 pm – 4:45 pm	37	PBIS From the Beginning: Implementation for Our Youngest Children, Infants, and Toddlers (EARLY CHILDHOOD)	Beginner
4	3:45 pm – 4:45 pm	38	Puppets, Social Stories, and Strategies: Implementing an Early Childhood Social-Emotional Curriculum (EARLY CHILDHOOD)	Beginner
4	3:45 pm – 4:45 pm	39	Hop on the "Best Bus" With Us!	Beginner
Keynote #2	8:30 am – 9:45 am	40	Supporting School Success! Feasible Strategies for Supporting Engagement and Reducing Challenging Behavior	Beginner
5	10:00 am – 11:30 am	41	Meeting Students' Academic, Behavioral, and Social Needs: Working in Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention	Advanced
5	10:00 am – 11:30 am	44	The Pennsylvania Career Ready Skills: A Missing Link to Employability	Beginner
5	10:00 am – 11:30 am	46	Symposium – Tier One Implementation Fueling Our Positive Ride at Anville Elementary Stop, Drop, Reflect, & Implement – From the Ground Up: Developing an Interconnected System	Advanced
5	10:00 am – 11:30 am	49	Symposium – PBIS in Alternative Schools Inclusive Interventions: A School Wide System for Every Student We T.R.Y. - #Alt Ed. 2.0	Advanced
5	10:00 am – 11:30 am	51	Symposium – Student Voice Boost Your Student Voice: Successfully Incorporate Student Voice Within Effective Booster Sessions Promoting Positivity at the Middle School Level	Beginner and Advanced
6	12:30 pm – 1:30 pm	52	Film Festival	All
6	12:30 pm – 1:30 pm	55	On the Road to the Successful School Bus	Beginner
6	12:30 pm – 1:30 pm	58	Bucket Filling Dragons? How PBIS Practices Led Children to Create This Story (EARLY CHILDHOOD)	Beginner
6	12:30 pm – 1:30 pm	60	Teach Them How to Meet School Expectations! Integrating SEL with Matrix Expectations	Beginner and Advanced
7	1:45 pm – 2:45 pm	62	Empowering Student Voice to Increase Buy-in From Middle School Students	Beginner
7	1:45 pm – 2:45 pm	63	Stop Problem- Admiring: A Model for Efficient and Productive Problem Solving (EARLY CHILDHOOD)	Beginner
7	1:45 pm – 2:45 pm	68	Why Reinvent the Wheel? Two Schools, One District ...Keeping it Simple	Beginner
Keynote #3	2:55 pm – 3:30 pm	70	Capturing the Vision and Voice of Our Youth to Lead More Authentic Engagement in Their Schools, Communities and Future	Beginner

Secondary				
Breakout	Time	Session		
1	10:45 am – 11:45 am	4	Empowering Student Voice Within SWPBIS in Secondary School Settings	Beginner
2	1:15 pm – 2:15 pm	13	Secondary Implementation of a Universal Screening Tool (SRSS-IE) and What to Do After the Screening	Advanced
2	1:15 pm – 2:15 pm	18	Implementing Tier Two Interventions for Approved Private Schools with Mental Health Services	Advanced
3	2:30 pm – 3:30 pm	21	Supporting Post-Secondary Transition Through RENEW	Advanced
3	2:30 pm – 3:30 pm	26	Increasing Buy-in at the Secondary Level with Technological and Environmental Adaptations to the PBIS System	Advanced
4	3:45 pm – 4:45 pm	33	Creating Effective Incentives at the Secondary Level	Beginner
4	3:45 pm – 4:45 pm	34	How to Plan to Increase Graduation Rates in Pennsylvania	Beginner
5	10:00 am – 11:30 am	43	Building Integrity of RENEW Coaching Skills	CLOSED
5	10:00 am – 11:30 am	50	Symposium – District Implementation Big Kids Like Prizes Too: A High School PBIS Story Two Districts, One Goal – PBIS Collaboration Across the County	Beginner
6	12:30 pm – 1:30 pm	57	Dropout Prevention: Check and Connect	Advanced
6	12:30 pm – 1:30 pm	59	School-Wide PBIS in Drivers' Education: PBIS Behind the Wheel	Beginner
7	1:45 pm – 2:45 pm	65	aPBIS+P(Professional) L(Learning) C(Communities) = Systematic Sustainability	Beginner
7	1:45 pm – 2:45 pm	66	Three Tiers for Bullying Prevention!	Beginner

Universal Supports for Scale Up and Sustainability (Tier 1)				
Breakout	Time	Session		
2	1:15 pm – 2:15 pm	19	What Have We Accomplished in 10 Years?	Beginner and Advanced
3	2:30 pm – 3:30 pm	20	Recharging Your Batteries: Classroom Management – Part 1	Beginner
3	2:30 pm – 3:30 pm	24	Implementing Positive Behavior Strategies to Facilitate Successful AAC Use (EARLY CHILDHOOD)	Beginner and Advanced
3	2:30 pm – 3:30 pm	28	A Dynamic Duo: STARS and PBIS (EARLY CHILDHOOD)	Beginner and Advanced
4	3:45 pm – 4:45 pm	30	Recharging Your Batteries: Classroom Management – Part 2	Beginner
4	3:45 pm – 4:45 pm	31	All Hands on Deck! A Collaborative Approach to Implementing PBIS Through Subcommittees	Beginner
5	10:00 am – 11:30 am	42	Preventive Classroom Management: Positive Behavior Support in the Classroom	Beginner and Advanced
5	10:00 am – 11:30 am	45	New and Revised Data Tools for Program-Wide PBIS (EARLY CHILDHOOD)	Beginner and Advanced
7	1:45 pm – 2:45 pm	64	Situating Suicide Prevention Gatekeeper Training Within the PBIS Framework	Beginner and Advanced
7	1:45 pm – 2:45 pm	67	From Coaching to Implementation: Community Collaboration Supporting Inclusive Practices and PBIS Implementation (EARLY CHILDHOOD)	Beginner and Advanced

Agenda

Monday, May 13, 2019

6:00 p.m. – 8:30 p.m. Pre-Registration

Tuesday, May 14, 2019

7:30 a.m. – 9:00 a.m. Registration

9:00 a.m. – 10:30 a.m. Opening Keynote Address

10:30 a.m. – 10:45 a.m. Break

10:45 a.m. – 11:45 a.m. Breakout Session 1

11:45 a.m. – 1:15 p.m. Lunch (provided)

1:15 p.m. – 2:15 p.m. Breakout Session 2

2:15 p.m. – 2:30 p.m. Break

2:30 p.m. – 3:30 p.m. Breakout Session 3

3:30 p.m. – 3:45 p.m. Break

3:45 p.m. – 4:45 p.m. Breakout Session 4

5:15 p.m. – 7:00 p.m. Poster Session

Wednesday, May 15, 2019

7:30 a.m. – 8:30 a.m. Registration

8:30 a.m. – 9:45 a.m. Keynote Address

9:45 a.m. – 10:00 a.m. Break

10:00 a.m. – 11:30 a.m. Breakout Session 5

11:30 a.m. – 12:30 p.m. Lunch (provided)

12:30 p.m. – 1:30 p.m. Breakout Session 6

1:30 p.m. – 1:45 p.m. Break

1:45 p.m. – 2:45 p.m. Breakout Session 7

2:45 p.m. – 2:55 p.m. Break

2:55 p.m. – 3:30 p.m. Closing Keynote Address

Tuesday, May 14, 2019

**Family Engagement in a Tiered Behavioral Framework
8:45 a.m. – 7:00 p.m.**

Family engagement in a tiered behavioral framework is a paramount need in today's educational climate. Families and communities have perspective and influence that cannot be understated when considering students' social, emotional, and behavioral growth. Local educational agencies, early childhood programs, and community partners, representing all areas of Pennsylvania will have the opportunity to participate in professional learning with a focus on authentically connecting with families and communities.

Day one of the PAPBS Implementers' Forum will feature a dedicated time to recognize schools and programs that have demonstrated implementation of Positive Behavior Interventions and Supports (PBIS) with fidelity. Their efforts in this process may begin initially at tier 1 and extend to the advanced tier level. Acknowledging the teams and their network facilitators is a formal way of recognizing their distinguished and fidelity-based implementation of PBIS which includes being in good standing with the PAPBS Network, being actively supported by an endorsed PAPBS Network Facilitator, and in compliance with the 2017-2018 annual data requirements by the PAPBS program evaluator.

Participants are invited to attend the annual poster session featuring school age, early childhood and higher education topics focused on PBIS. Innovative ideas and conversations with implementing teams will provide attendees with fidelity-based implementation examples and tangible resources to consider and replicate as they continue to scale-up their own PBIS frameworks at their respective sites.

Opening Keynote Address – (9:00 a.m. – 10:30 a.m.)

1. How Are the Children on the Other Side of the Table?

This keynote will focus on culturally responsive ways to utilize families' funds of knowledge in our PBIS work across a K-12 educational system. The better a school knows its **families**, their **cultural** beliefs around education and how to align and adapt social and emotional learning (SEL) concepts with cultural values, the easier it will be to engage those **families** in nontraditional, yet **culturally responsive ways**. Ideas for a **culturally responsive family engagement** approach that involves practices that respect and acknowledge the cultural uniqueness, life experiences, and viewpoints of classroom families and draw on those experiences to enrich and energize the classroom curriculum and teaching activities that lead to respectful partnerships with students' families will be shared. Ways to advocate for students who are on the "other side of the table" with little to no support through the use of culturally responsive practices will demonstrate how to shift our approaches/beliefs away from a deficit view of these underserved students and instead focus on and learn from the array of cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged.

Ms. Andreal Davis, Wisconsin Response to Intervention Center

Break - (10:30 a.m. – 10:45 a.m.)

Breakout Session 1 - (10:45 a.m. – 11:45 a.m.)

2. Growing with PRIDE

Are you struggling to find the most effective incentives for your PBIS program? In the past three years, our school has revised our incentive program based on student need as well as faculty and student input. Come listen to our journey to learn how you can implement incentives that grow your program!

Eastern Lebanon County School District

3. Utilizing Tiered Professional Development to Enhance Classroom Management and Ensure Student Success

A team of consultants and school staff working with secondary-aged students with significant emotional and behavioral needs presents a tiered approach to professional development. Facing high student and staff turnover, this team responded with a strong, layered approach to professional development, that has already shown beneficial results.

Chester County Intermediate Unit Learning Center

4. Empowering Student Voice Within School-Wide PBIS in Secondary School Settings

Effectively and equitably incorporating authentic student voice in school-wide PBIS at the secondary school level is essential. Learn about innovative strategies to engage middle and high school students and improve the integrity of school-wide PBIS implementation.

PaTTAN Educational Consultant

5. Ethnic Melodies: Hearing Voice and Harmony in African American Children's Literature

Ethnic Melodies is a direct follow up to the keynote. Moving from the "what" to the "how" this session focuses on social emotional learning and universal literacy instruction under six categories of children's literature. This session draws on students' personal experiences, utilizes relevant pedagogical approaches, cultural values and images to promote self-love, identity development and models for social emotional learning that increase behavioral and academic outcomes. Participants will learn to infuse social emotional learning goals in literacy instruction, utilize culturally responsive practices to enhance equity and positively impact behavioral and academic outcomes, develop an understanding of our own cultural identities as practitioners and how to validate and utilize the cultural identities and values of the students and families we serve.

Ms. Andreah Davis, Wisconsin Response to Intervention Center

6. Elevate Your Program with Successful Fundraisers and Creating Student and Staff Buy-In

During this session, presenters will discuss ways to elevate the implementation of positive behavior support by promoting student and staff buy-in and having successful fundraisers to support positive school climate!

Red Lion Area School District

7. Trauma, School Police, and Classrooms: Philadelphia Next Phase in PBIS Implementation

The presenters will review their integrated model that infuses trauma-informed practices and classroom coaching with PBIS supports. The session will also highlight the training and support of coaches and the process used to onboard school teams. Training with school police officers and their work becoming more trauma-informed with a PBIS lens will also be discussed.

The School District of Philadelphia

8. Putting Practice-Based Coaching into Action in Program-Wide Settings

PQAS K6. 12 C2

This interactive session is an introduction to the Practice-Based Coaching (PBC) model. Participants will learn how to implement the three key components of the model into program-wide PBIS settings to increase student social and emotional competency and outcomes. Practice with using the PBC cycle will be provided.

Community Action Partnership of Lancaster-Head Start

9. How Trauma Impacts the Brain and Nervous System and What to Do About It

PQAS K1.4 C2

This session will provide participants with an interactive way of understanding and explaining how trauma affects youth and impacts the brain and nervous system. Individuals will leave the session with techniques that build and strengthen relationships, foster respect, teach youth to solve problems, and promote empathy and self-regulation.

Behavior Hub Nonprofit and Intermediate Unit 13

10. From Provisional to Independent Facilitator: Coaching Teams Throughout the Process

Are you a new provisional facilitator or interested in becoming a PBIS facilitator? In this session we will review the steps to becoming a School-Wide Independent Facilitator as well as review the many available online resources. We will take time to help you organize materials to better support your PBIS teams.

Northeastern Education Intermediate Unit 19

**Recognition Lunch (provided)
(11:45 a.m. – 1:15 p.m.)**

This luncheon will acknowledge the many school-wide and program-wide high fidelity implementers from across the commonwealth. This celebration is a testament to the impact PBIS has had on the schools and programs from across the state.

Breakout Session 2 - (1:15 p.m. – 2:15 p.m.)

11. *Sustaining a Successful Tier 1 System Through Administrative, Faculty, and Acronym Changes*

How can your PBIS survive administrative and personnel changes while further developing your universal structure? Is an acronym change an appropriate decision for school-wide PBIS systems that are already in place based on data-based decisions and research? This presentation will enlighten your team to maintain strength through building changes and implementing new strategies.

McGuffey School District

12. *Building Community & Family Support of PBIS*

This session will provide an overview of the importance of involving families and the community in PBIS. Different techniques for involving businesses, community members, and parents in our PBIS framework will be shared.

Canton Area School District

13. *Secondary Implementation of a Universal Screening Tool (SRSS - IE) and What to Do After the Screening*

Session attendees will learn about the Student Risk Screening Scale-IE (SRSS-IE), how we designed an implementation model, the overlap between PBIS and student assistance program with this model, interventions that were utilized, as well as actual case studies uncovered as a result of the universal screener.

Elizabeth Forward School District

14. *Your Passport to a Successful PBIS Kick-Off & Lesson Implementation*

Is your school ready to create a successful kick-off and lesson implementation for PBIS? Our session will ignite your kick-off enthusiasm to make a long-lasting impression on your staff and students. Learn chronological and detailed steps to a multi-faceted kick-off, walking away equipped to plan and implement your very own!

Downingtown Area School District

15. *Building Blocks of Tier 2: Universal Screeners, Low-Intensity Strategies, and Check-In/Check-Out*

Learn about Tier 2 supports including the Student Risk Screening Scale-IE (SRSS-IE) screener to identify students at risk; intervention grids; low-intensity, research-based strategies; and implementation of a Check In Check Out (CICO) program. Discover ways to communicate students' needs with staff/parents and develop a mentoring program. View data systems that collect and analyze CICO and screening data.

Palisades School District

16. *An Urban Implementation Model for PBIS Classroom Supports*

In urban implementation, there is a need for classroom-level supports with PBIS but many are challenged with time constraints for supporting individual teachers. District coaches have developed a model that provides individualized support, allows for pre and post classroom management data collection, and requires minimal time.

The School District of Philadelphia

17. *But We Are Too Busy for PBIS: Encouraging Family Involvement in Program-Wide PBIS Implementation* PQAS K3.2 C1

Families are the most important and often most difficult component to include in the implementation of Program Wide PBIS. During this session, presenters will share ideas from Otterbein Early Education Center's experiences on overcoming the challenges of including families in the implementation of PW-PBIS as well as an opportunity to collaborate with other providers.

Otterbein Early Education Center

18. *Implementing Tier Two Interventions for Approved Private Schools with Mental Health Services*

In an interactive presentation, tier two Interventions will be explored as they are implemented in an Approved Private High School with Mental Health Services. Participants will develop skills to establish and enhance their own tier two teams.

Wesley Spectrum High School

19. *What Have We Accomplished in 10 Years?*

Highlights will be shared of Pennsylvania's implementation of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) in nearly 400 schools. Emphasis will be placed on fidelity of implementation, disciplinary practices, and educational placements. Discussions will occur regarding how to use specific data to sustain and expand SWPBIS in schools across Pennsylvania.

Dr. Tim Runge, Indiana University of Pennsylvania

Break - (2:15 p.m. – 2:30 p.m.)

Breakout Session 3 - (2:30 p.m. – 3:30 p.m.)

20. *Recharging your Batteries: Classroom Management - Part 1*

This 2 part session will provide participants with practical interventions at all three tiers of implementation. Participants will be provided step by step instruction for implementing contingency and reinforcement at the classroom level. The information shared is appropriate for students at the pre k to secondary level. Dr. Riffel will share academic ideas for children who are struggling to keep up and children who are struggling to stay focused.

Dr. Laura Riffel, Behavior Doctor Seminars

21. Supporting Post-Secondary Transition Through RENEW

RENEW is a Tier 3 intervention that propels troubled youth towards transition into post-secondary employment and education opportunities. Youth who engage in RENEW are empowered to self-determine goals and action steps beyond high school graduation. This session will highlight the overarching principles and core values of RENEW, the strategies used in implementation, and success stories of Pennsylvania students and facilitators.

PaTTAN Educational Consultants

22. Utilizing Student Survey Data to Inform Planning of Scale-up of the PBIS Framework Across Schools

This session will highlight use of student survey data to enhance planning and implementation of the PBIS framework to support social, emotional and behavioral wellness of pre-k - 12 students. Participants will examine the use of student survey data to address protective and risk factors to align and enhance the PBIS framework.

McDowell Institute – Bloomsburg

23. Step Back, Stand Up: Using School-Wide PBIS and Restorative Practices to Shift School Culture

Participants will examine the merger of school-wide PBIS and school climate frameworks from the building to district perspective, using multiple data sets that include all stakeholder perceptions. Participants will learn how to increase staff buy-in, build conflict resolution skills, and promote the integration of evidence-based programming into decision-making frameworks through an equitable lens.

Hopewell School District

24. Implementing Positive Behavior Strategies to Facilitate Successful Augmentative Alternative Communication (AAC) Use

Using a PBIS approach and evidence-based strategies focusing on prevention is an effective model to utilize with any population of children. When Speech-Language Pathologists work collaboratively with Behavior Specialists, it can help to provide the team with a plan to identify barriers to effective Augmentative Alternative Communication (AAC) use and how to overcome or remove barriers. The PBIS model will be reviewed and case studies will be presented to describe evidenced-based strategies to help decrease challenging behaviors and in turn teach appropriate replacement behaviors and functional communication utilizing the child's AAC system.

Easter Seals of Southeastern Pennsylvania

25. Implementation of PBIS: Improving School Climate One Tier at a Time

This session will review the implementation of PBIS in Pennsylvania with a focus on improved outcomes extending to school climate as well as decreases in problematic behavior, office disciplinary referrals, suspensions, and expulsions. The presentation will target tier two interventions and the implementation of applied behavior analysis principles to general education practices.

State College Area School District

26. Increasing Buy-In at the Secondary Level with Technological and Environmental Adaptations to the PBIS system

Buy-in at the secondary level has been an obstacle within the PBIS system. However, technology and environment specific tailoring could help increase the buy-in not only among staff, but also students. This presentation will show how a virtual recognition system could be a school's answer to increasing buy-in throughout the secondary level.

Red Lion Area School District

27. Families and PBIS: How STEP Head Start Involves Families in PBIS Implementation

PQAS K3.9 C2

STEP Head Start will share their strategies for including and maintaining family participation in PBIS implementation. The program will present key components to engaging families in PBIS that can be adapted and used in any program.

STEP Head Start

28. A Dynamic Duo: STARS and PBIS

PQAS K2.15 C2

Ever wonder how the STARS program and PBIS can work together in your early childhood program? In this session, we will discuss the STARS indicators along with Benchmarks of Quality critical elements and see how the two worlds collide.

Kinder Academy- PBIS Project with Public Health Management Corporation

29. A Deep Dive into SWIS

During this session coaches will develop and refine their data analysis skills. Coaches will be given the opportunity to practice drilling-down through behavior data. Guided discussions will provide coaches the opportunity to analyze information, set goals, and develop solutions. Coaches will practice identifying system and student level issues. A brief overview of additional reports will also be given.

Capital Area Intermediate Unit 15

Break (3:30 p.m. – 3:45 p.m.)

Breakout Session 4 - (3:45 p.m. – 4:45 p.m.)

30. Recharging Your Batteries: Classroom Management - Part 2

This second part of the 2-part session will provide participants the opportunity to examine the relationship between function of behavior and intervention selection. Dr. Riffel will provide a variety of resources that bridge the gap between theory and practice when working with the most challenging students

Dr. Laura Riffel, Behavior Doctor Seminars

31. All Hands on Deck!: A Collaborative Approach to Implementing PBIS through Subcommittees

Looking for a positive, school-wide solution to lighten the load of your CORE team and enhance your PBIS brand? Join us to learn about using subcommittees as a solution! We'll discuss how to develop subcommittees to include various staff and illustrate their operation in conjunction with the PBIS core team.

Quakertown Community School District

32. More Than Tier 1 School-Wide PBIS is Necessary to Meet Students' Complex Needs

Schools that implement all three tiers of school-wide PBIS achieve statistically lower rates of out-of-school placements and out-of-school suspensions compared to control schools. These data provide the justification for a systematic approach to identifying the complex needs of all students via the hybrid Hexagon Tool.

Dr. Tim Runge, Indiana University of Pennsylvania

33. Creating Effective Incentives at the Secondary Level

Creating a secondary incentive program that is interesting and viable for secondary level students using quarterly incentive trips will be the focus of this session. Attendees will gain knowledge on planning trips, setting eligibility requirements, fundraising, and making PBIS interesting and effective at the secondary level!

Lawrence County Career and Technical Center

34. How to Plan to Increase Graduation Rates in Pennsylvania

Participants will complete a planning document that guides them through five phases of how to increase graduation rates in their schools. The five phases of implementation include the following: teaming, using an Early Warning System (EWS), aligning evidence-based strategies and interventions, action planning, and monitoring student progress.

PaTTAN Educational Consultant

35. Overcoming Hurdles in Year One Implementation

Year one of school-wide PBIS implementation is full of unknown hurdles to overcome. With the enthusiasm of starting a new program, it is challenging to foresee the roadblocks that may be ahead. We would like to share the general techniques our Core Team followed to overcome some issues we encountered such as, curbing student pushback, addressing social media backlash, and maintaining teacher and student buy-in throughout the school year.

Freedom Area School District

36. Collaborative Teaming: Supporting Teachers through Effective Coaching

Learn from a coach who has over 5 years of experience in a variety of classroom settings including early childhood and preschool. This session will be a great review of the Teaching Pyramid Observation Tool criteria for building a healthy, cohesive classroom team. Personal coaching strategies meant to empower fellow coaches with new ideas to bring back to their classroom setting will also be shared.

Easter Seals of Southeastern Pennsylvania – Bucks County Division

37. PBIS from the Beginning: Implementation for Our Youngest Children, Infants and Toddlers

PQAS K2.11 C1

Research has shown the benefits of beginning PBIS as early as infancy. We will share our journey to successful implementation through topics including relationships, environments, and family involvement. Parent and teacher resource materials such as picture schedules, social stories, and children's literature will also be shared.

The Child Care Center at Hort Woods

38. Puppets, Social Stories, and Strategies: Implementing an Early Childhood Social-Emotional Curriculum

PQAS K2.13 C1

Learn how to intentionally teach social-emotional topics such as emotions, calming down, problem solving, and social skills in large and small group settings using a variety of curriculum options and resources.

Otterbein Early Education Center

39. Hop on the "Best Bus" with Us!

Miss Frizzle has nothing on us as we discuss our magical "Best Bus" program! Participants will explore a variety of strategies to address common concerns on the school bus and develop staff buy-in. This session focuses on fostering positive community partnerships between the students, bus drivers, administrators, teachers, and families.

Baldwin-Whitehall School District

Poster Session Set Up - (4:45 p.m. – 5:15 p.m.)

Poster Session & Networking - (5:15 p.m. – 7:00 p.m.)

The PA PBS Network is pleased to recognize local education agencies, community agencies, and universities for their implementation of effective practices of school-wide and program-wide positive behavior interventions and supports. Come learn about the implementation of positive behavior support practices by visiting the poster session presentations while enjoying some light refreshments and cash bar.

Wednesday, May 15, 2019
Integration of Academics and Behavior in a
Tiered System of Support
8:30 a.m. – 3:30 p.m.

Integration and alignment of academic and behavioral constructs in a multi-tiered system of support is an ideal framework for supporting the whole child. Participants on day two of the PA PBS Implementers' Forum will engage in professional learning to consider how to align their academic and behavioral systems. Provided sessions will include topics ranging from universal-level implementation to advanced tiered supports in schools and programs. Participants will also have the opportunity to attend the Film Fest, which showcases video versions of implementation of PBIS in schools and programs.

Keynote Address - (8:30 a.m. – 9:45 a.m.)

40. Supporting School Success! Feasible Strategies for Supporting Engagement and Reducing Challenging Behavior

In this session, Dr. Lane will present feasible strategies for supporting academic engagement and minimizing disruption in an integrated fashion. She will provide step-by-step procedures for using these strategies with high fidelity, offering illustrations in elementary, middle, and high school settings.

Dr. Kathleen Lane, University of Kansas

Break - (9:45 a.m. – 10:00 a.m.)

Breakout Session 5 - (10:00 a.m. – 11:30 a.m.)

41. Meeting Students' Academic, Behavioral, and Social Needs: Working in Comprehensive, Integrated, Three-tiered (Ci3T) Models of Prevention

In this session Dr. Lane will introduce comprehensive, integrated, three-tiered (Ci3T) models of prevention to meet students' academic, behavioral, and social needs. Dr. Lane will also explain the rationale for one integrated system to support school success, and discuss the importance of systematic screening. She illustrate how to use screening data to (a) inform Tier 1 efforts, (b) determine teacher-delivered strategies, and (c) connect students to Tier 2 and Tier 3 supports.

Dr. Kathleen Lane, University of Kansas

42. Preventive Classroom Management: Positive Behavior Support in the Classroom

A forum favorite, Dr. Knoster will highlight the translation of research into practice in terms of preventive classroom management strategies that help to create a trauma-informed learning environment.

Dr. Tim Knoster, McDowell Institute - Bloomsburg University

43. Building Integrity of RENEW Coaching Skills – CLOSED SESSION

Come together with other RENEW TOTs and engage in the RENEW Coaches Integrity Tool. Reflect using this self-evaluation tool and contribute to genuine discussion, feedback, and action planning to promote and build RENEW in PA.

Ms. Kathryn Francoeur, University of New Hampshire

44. The Pennsylvania Career Ready Skills: A Missing Link to Employability

The Pennsylvania Career Ready Skills (PA CRS) are those soft skills that employers seek in prospective employees. Until recently, there was no continuum of skills and a means to systematically model and integrate them into teaching and daily school activities. This session will share the continuum of career ready skills and their relationship to employment readiness. It will also provide activities to support integrating the skills into the classroom and the school environment.

Dr. Pamela Emery, Office for Safe Schools – Pennsylvania Department of Education

45. New and Revised Data Tools for Program-Wide PBIS PQAS D4.1 C2 & K4.16 C2

This session will provide updated data tools and guidance to early childhood programs. PW Facilitators, data managers and other early childhood staff should attend to stay current on PAPBS data collection and analysis.

Early Intervention Technical Assistance Consultants

Symposium Sessions:



- Tier One Implementation
- Coaching
- Mentoring
- PBIS in Alternative Schools
- District Implementation
- Student Voice

A symposium provides varying views on a single topic. Two LEAs are paired together to each provide a 20-30 minute presentation related to an issue or a theme, allowing for participants to engage in an experience that may challenge or confirm their current understanding.

46. Symposium: Tier One Implementation

Fueling Our Positive Ride at Annville Elementary

Our session will inform participants about our PBIS journey from planning stages to implementation and everything in between. Those in attendance will understand the triumphs and pitfalls that we navigated as a PBIS team. Takeaways will include program documentation, free Energy Bus lesson plans, and engaging activities.

Annville-Cleona School District

Stop, Drop, Reflect, & Implement - From the Ground Up: Developing an Interconnected System

Every school has a system, but does yours meet the needs of your students? This session will help PBIS implementers who feel stuck and dissatisfied with their current systems to regroup and reignite the passion that initially brought PBIS into their buildings. Examples of strategies for improvement will be shared.

Forest City Regional School District

47. Symposium: Coaching

PBIS Faculty Committee - How to Coach 2 Meetings Per Month and Get Maximum Results

Learn how one middle school faculty committee runs two meetings per month based on the data-driven Team Initiated Problem Solving (TIPS) model and a sub-committee work session model. Learn about the evolution of a successful faculty committee and how notes are taken and tasks are accomplished with participation from 20 members.

Penn-Delco School District

Re-igniting the Fire for PBIS When the Flames Seem to Just Smolder!

When PBIS has existed longer than any initiative in your school, how do you keep it going? Join Barrett Elementary School as we share our re-branding process and how we gained staff buy-in and involvement when we were all feeling burnt out!

Steel Valley School District

48. Symposium: Mentoring

Big Panther/Little Panther – Mentoring the Youth of Tomorrow

The Big Panther/Little Panther Program is a student-to-student mentoring program pairing high school and intermediate school students within the Pocono Mountain School District. Join us to learn about the implementation of a mentoring program which builds strong relationships and fosters both behavioral and academic supports to students.

Pocono Mountain School District

Updating Your Tier 2 System: How to Implement a Mentoring Program Using Class Dojo

This session presentation will focus on establishing and implementing a Tier 2 mentoring program for a school using Class Dojo, based on components from both Check-In Check-Out (CICO) and Check, Connect, Expect (CCE).

Keystone Central School District

49. Symposium: PBIS in Alternative Schools

Inclusive Interventions: A School Wide System for Every Student

Developing an inclusive Tier I system that can benefit an entire student population can be difficult. We will examine a Tier I system developed for students with disabilities and discuss how the system can be used in various educational settings and with various student populations.

The Vanguard School

We T.R.Y. - #Alt Ed. 2.0

Learn how Community School West, an Alternative School in Allegheny County, has implemented school-wide PBIS with success. We will discuss the unique ways we teach and reteach our expectations, in addition to sharing how we use data to drive our decision making and address the behavioral needs of our students.

Allegheny Intermediate Unit 3-Community School West

50. Symposium: District Implementation

Big Kids Like Prizes Too: A High School PBIS Story

Come learn about school-wide PBIS at Academy Park High School, a unique situation where the high school team is spearheading PBIS efforts for the district. Learn about the practical implementation of PBIS events that focus on teaching school-wide expectations, strengthening school-wide culture, and building community in the classroom through data-driven activities and student voice.

Southeast Delco School District

2 Districts 1 Goal – PBIS Collaboration Across the County

Two middle schools from the Neshaminy and Bensalem School Districts in Bucks County Pennsylvania will demonstrate how we share ideas to help create a positive learning climate in our schools. We will share staff incentives, student rewards/incentives, ideas for kick-off programs, and hallway theme ideas in two different district middle school programs.

Neshaminy School District and Bensalem School District

51. Symposium: Student Voice

Boost Your Student Voice: Successfully Incorporate Student Voice within Effective Booster Sessions

Student voice is important when implementing school-wide PBS boosters. This presentation will focus on how teams can use their student council as one way to gather student voice when planning booster sessions. Participants will be provided with necessary resources to implement meaningful, data-driven, inexpensive, and engaging boosters at the elementary level.

Steel Valley School District

Promoting Positivity at the Middle School Level

Take an innovative look at building a PBIS system over the course of three years. Through the implementation of our interventions and supports our school has raised our level of achievement while decreasing discipline. "Promoting Positivity at the Middle School Level" focuses on providing positive experiences to a diverse group of learners.

Muhlenberg School District

Lunch Provided - (11:30 a.m. – 12:30 p.m.)

Breakout Session 6 - (12:30 p.m. – 1:30 p.m.)

52. *Film Festival*

Come watch how schools and early childhood programs are teaching positive school, program-wide, and setting specific behavioral expectations. The film festival will highlight creative and novel ways of implementing positive behavior interventions and supports.

53. *Evidence-Based Supervision: Enhance Your Abilities to Effect Staff Behavior*

Supervision and coaching are not skills we are all able to walk out of school able to do. It can be a daunting and uncomfortable process that we are often thrown into. A protocol for supervision that is based on Behavior Skills Training (BST) that can be put into practice in the workplace will be presented.

Clarion University

54. *Getting and Keeping Mental Health Treatment Funding for Children*

Learn how to use the presenter's simple and effective treatment outcome measurement system to get and keep Medicaid and insurance funding for 20, 30 or more weekly hours of intensive, individualized mental health treatment for children, based on his 40 years of experience and independent researcher findings since 2007.

The Institute for Behavior Change

55. *On the Road to the Successful School Bus*

The journey was long... the road was bumpy...there were plenty of detours along the way! Join us as we share our data and strategies used to overcome resistance and successfully obtain buy-in from the transportation department to significantly improve bus behavior through the school-wide PBIS framework.

Fort LeBoeuf School District

56. *Navigating Tier II: Initial Implementation to Program Success*

Learn about the steps to take to implement a successful Tier II program, review the common Tier II supports, and be introduced to peer partnerships. Participate in a universal screening activity and a walk through of data collection. Discuss barriers and solutions to successful Tier II implementation.

Juniata Valley School District

57. *Dropout Prevention: Check and Connect*

This session will provide participants with an understanding of the evidenced-based practice of Check and Connect. It will describe the program and how to implement it with fidelity.

Centennial School District

58. *Bucket Filling Dragons? How PBIS Practices Led Children to Create This Story*

PQAS K2.13 C1

Learn practices that are put into place to help all children develop social emotional skills and become successful bucket fillers. Learn positive strategies to encourage a classroom community where all members contribute and are valued. Learn to use literature to help children build positive character traits.

Keystone Human Services – Capital Area Head Start

59. *School-Wide PBIS in Drivers' Education: PBIS Behind the Wheel*

Details will be shared regarding implementation and evaluation of the effectiveness of adapting school-wide PBIS for use in drivers' education to get positive behavior outcomes related to traffic safety, beginning with increased seat belt usage and decreased cell phone usage while driving.

Indiana University of Pennsylvania

60. *Teach Them How To Meet School Expectations! Integrating SEL with Matrix Expectations*

Many times we set expectations for students without providing research-based training for the social emotional skills needed to meet these expectations. Learning skills such as empathy, emotion management, and social problem solving are essential for being able to manage the daily expectations we set for our students. This presentation provides tools for integrating Social Emotional Learning (SEL) skills for all students (Tier 1) aligned with the school-wide expectations. The promotion of developing a safe and supportive learning environment with research-based practices and tools for managing classroom behaviors will also be discussed and shared. Utilize Second Step, MindYeti, and Class Dojo to manage comprehensive programming across tiered levels of support.

Collegium Charter School

Break - (1:30 p.m. – 1:45 p.m.)

Breakout Session 7 - (1:45 p.m. – 2:45 p.m.)

61. *Engaging Communities and Families in the PBIS Process*

Participants will explore the question - why do schools want family members as authentic members in the PBIS process? Participants will leave with ideas to engage family members and have them lining up to get into the school. They will also leave with a plan for involving the business community which is another strategy to increase family participation.

Dr. Laura Riffel, Behavior Doctor Seminars

62. *Empowering Student Voice to Increase Buy-In From Middle School Students*

Is your team struggling to gain buy-in from your middle school students? Our biggest challenge was creating a school-wide Tier 1 system that gained buy-in from both elementary and middle school students. Increasing our student voice has helped us overcome this barrier and built life-long skills for our students.

Warren County School District

63. Stop Problem-Admiring: A Model for Efficient and Productive Problem Solving

Data-based decision making and team problem-solving are core functions of school-wide and program-wide PBIS at all tiers. Team-Initiated Problem Solving (TIPS) is an evidence-based model that focuses on effective meeting foundations and efficient problem-solving. Participants will receive an overview of the TIPS model and strategies to implement TIPS in program-wide PBIS.

Devereux Center for Effective Schools

64. Situating Suicide Prevention Gatekeeper Training Within the PBIS Framework

This session will highlight an array of Suicide Prevention Gatekeeper Trainings (e.g., Youth Mental Health First Aid and Question, Persuade, and Refer) and provide guidance as to how to situate these types of suicide prevention endeavors within the PBIS framework.

McDowell Institute – Bloomsburg University

65. aPBIS + P(Professional) L(Learning) C(Communities) = Systematic Sustainability

This session will focus on the systematic implementation of Positive Behavior Supports while utilizing a true PLC model. Participants will leave with an understanding of how to utilize PBIS to transform cultural dynamics within a school building. Furthermore, participants will gain an understanding of how to systematically share the responsibilities associated with PBIS with all staff members through the PLC process.

Galeton Area School District

66. Three Tiers for Bullying Prevention!

This session will provide an overview of research on bullying prevention, summarize factors that may place students at-risk for bullying involvement and address the use of tiered strategies in bullying prevention. Participants will apply concepts in a table-top exercise that can be taken back and used with their school teams.

Dr. Stacie Molnar-Main, Office for Safe Schools – Pennsylvania Department of Education

67. From Coaching to Implementation: Community Collaboration Supporting Inclusive Practices and PBIS Implementation

PQAS K2.3 C2 & K2.13 C3

During this session, presenters will provide information to community stakeholders and early learning centers on the development of a collaborative teaming model which will support inclusive practices through pyramid model alignment. The Rapid Response Team provides a response to early learning programs considering expulsion of a child.

Early Intervention Specialists

68. Why Reinvent the Wheel? Two Schools, One District...Keeping it Simple

Join Camp Hill's Hoover and Eisenhower Elementary Schools' PBIS Teams and discover how to build upon established behavioral foundations to help make PBIS roll out easier! Learn how you can gain staff buy-in through simple and consistent systems!

Camp Hill School District

69. Student and Family Engagement: The Secret to Our Success

In an ongoing effort to improve student, family, and community engagement in our building's PBIS mission and goals, we have taken a novel approach by creating a "PBIS Kids" Team, as well as hosting a popular school-wide event, "Kerrtoberfest" in the community where our students reside completely free of charge.

Fox Chapel Area School District

Break - (2:45 p.m. – 2:55 p.m.)

Closing Keynote - (2:55 p.m. – 3:30 p.m.)

70. Capturing the Vision and Voice of Our Youth to Lead to More Authentic Engagement in Their Schools, Communities, and Future

Person-centered planning captures the voice of youth in planning for an enjoyable, healthy, and fulfilling future. By putting youth and the family at the center of the plan, they feel empowered to control their destiny. Learn how this strength-based approach supports youth in engaging in their learning and future.

Ms. Kathryn Francoeur, University of New Hampshire

General Information

Registration Fee: The registration fee is \$75.00. **Payment must be made with check or purchase order.** No credit cards will be accepted.

Make checks/purchase orders payable to INTERMEDIATE UNIT 1 and send them to the attention of the Business Office, PaTTAN-Pittsburgh, 3190 William Pitt Way, Pittsburgh, PA 15238. Email purchase orders to billing@pattanpgh.net or fax purchase orders to 412.826.6856. Checks/purchase orders must be submitted on or before April 30, 2019 and **must include registrants(s) full name(s).**

Cancellations: If you are unable to attend the Forum you must cancel your registration by April 12, 2019, by contacting Kristen Olszyk via email at kolszyk@pattanpgh.net, or your registration fee will not be refunded.

On-line Registration: All participants should register for this PaTTAN-sponsored event by visiting our website at: <http://www.pattan.net>. Click on the training calendar at top of the homepage then select "click here to view conference" and select "PAPBS Network Implementers Forum". Participants may email the registration form to Kristen Olszyk, kolszyk@pattan.net.

Hotel Reservation Deadline: A block of rooms at the Hershey Lodge and Convention Center has been secured for Forum attendees. Attendees may reserve rooms by using the following link: <https://book.passkey.com/go/ImplementersForum2019>. To speak with a Reservation Agent, call the Hershey Lodge Reservation office at [855-729-3108](tel:855-729-3108), and ask for the room block for the PAPBS Implementers' Forum, May 13 – 14, 2019. The cost per room is \$179.00 plus tax per night until April 12, 2019.

Parent Scholarships: The Bureau of Special Education and PaTTAN are pleased to offer parent scholarships to Pennsylvania residents who are not employed in a professional capacity by a school entity. Parents of school-age students can apply for either a partial scholarship (registration fee only) or a full scholarship (registration and lodging for those who live beyond 50 miles of Hershey Lodge). All scholarship applications must be email dated or postmarked on or before March 29, 2019. The Parent Scholarship Form can be found on the PaTTAN website <http://www.pattan.net>. Click on the training calendar at top of the homepage then select "click here to view conference" and select "PAPBS Network Implementers Forum"

Americans with Disabilities Act (ADA) Accommodations

The Pennsylvania Department of Education (PDE) is committed to equal opportunity in all programs, events, and services. PDE provides reasonable accommodations with adequate notice. Please detail your request for ADA reasonable accommodations when you register.

The following credits are available:



Individuals attending this event must arrive on time and stay the duration of each day in order to receive Act 48 Professional Education hours. Requests for exceptions are to be brought to the attention of the individual's Superintendent or IU Director prior to the event. Up to ten (10) Act 48 hours will be offered for the Forum.



The Pennsylvania Training and Technical Assistance Network is approved by the Behavior Analyst Certification Board to offer continuing education for certified behavior analysts. PaTTAN maintains responsibility for the program(s). The selected sessions are offered for up to 7 CEs.



The Pennsylvania Training and Technical Assistance Network is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. PaTTAN maintains responsibility for the program(s). This Forum is offered for up to 11 CEs.



Participants seeking PQAS credit will need to print their certificates and provide them to their employer. Credits do not automatically populate in PD registry. Up to eleven (11) PQAS hours will be offered for the Forum.

We encourage all participants to register online for this PaTTAN-sponsored event by visiting our homepage at www.pattan.net

Name: _____

Home Address: _____

City/State/Zip: _____

Home Phone: _____

Employer: _____

*E-mail (*necessary for confirmation): _____

Professional Personnel ID (PPID) Number: _____ (Offered to individuals who hold a valid Pennsylvania Professional Educator certificate)

Please indicate your primary role:

- | | | |
|---|---|--|
| <input type="checkbox"/> Education Administrator | <input type="checkbox"/> Higher Education | <input type="checkbox"/> Advocate |
| <input type="checkbox"/> General Educator | <input type="checkbox"/> Special Educator | <input type="checkbox"/> Agency Direct Svc Staff |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Agency Administrator |
| <input type="checkbox"/> Service Coordinator | <input type="checkbox"/> Speech Therapist | <input type="checkbox"/> Physical Therapist |
| <input type="checkbox"/> Paraprofessional | <input type="checkbox"/> Parent | <input type="checkbox"/> Student |
| <input type="checkbox"/> Career & Technical Education | <input type="checkbox"/> Other | |

Tuesday, May 14, 2019

Keynote Presentation: (9:00 a.m. – 10:30 a.m.)

- 1. How Are the Children on the Other Side of the Table?

Breakout Session 1: (10:45 a.m. – 11:45 a.m.)

- 2. Growing with Pride
- 3. Utilizing Tiered Professional Development to Enhance Classroom Management and Ensure Student Success
- 4. Empowering Student Voice Within School-Wide PBIS In Secondary School Settings
- 5. Ethnic Melodies: Hearing Voice and Harmony in African American Children's Literature
- 6. Elevate Your Program with Successful Fundraisers and Creating Student and Staff Buy-In
- 7. Trauma, School Police, and Classrooms: Philadelphia Next Phase in PBIS Implementation
- 8. Putting Practice-Based Coaching into Action in Program-Wide Settings
- 9. How Trauma Impacts the Brain and Nervous System and What to Do About It
- 10. From Provisional to Independent Facilitator: Coaching Teams Throughout the Process

Breakout Session 2: (1:15 p.m. – 2:15 p.m.)

- 11. Sustaining a Successful Tier 1 System Through Administrative, Faculty, and Acronym Changes
- 12. Building Community & Family Support of PBIS
- 13. Secondary Implementation of a Universal Screening Tool (SRSS- IE) and What to Do after the Screening
- 14. Your Passport to a Successful PBIS Kick-Off & Lesson Implementation
- 15. Building Blocks of Tier 2: Universal Screeners, Low-Intensity Strategies, and Check-In/Check-Out
- 16. An Urban Implementation Model for PBIS Classroom Supports
- 17. But We're Too Busy for PBIS: Encouraging Family Involvement in Program-Wide PBIS Implementation
- 18. Implementing Tier Two Interventions for Approved Private Schools with Mental Health Services
- 19. What Have We Accomplished in 10 Years?

Breakout Session 3: (2:30 p.m. – 3:30 p.m.)

- 20. Recharging Your Batteries: Classroom Management - Part 1
- 21. Supporting Post-Secondary Transition Through RENEW
- 22. Utilizing Student Survey Data to Inform Planning of Scale-Up of the PBIS Framework Across Schools
- 23. Step Back, Stand Up: Using School Wide PBIS and Restorative Practices to Shift School Culture
- 24. Implementing Positive Behavior Strategies To Facilitate Successful AAC Use
- 25. Implementation Model for PBIS Classroom Supports
- 26. Increasing Buy-In at the Secondary Level with Technological and Environmental Adaptations to the PBIS program
- 27. Families and PBIS: How STEP Head Start Involves Families in PBIS Implementation
- 28. A Dynamic Duo: STARS and PBIS
- 29. A Deep Dive into SWIS

Breakout Session 4: (3:45 p.m. – 4:45 p.m.)

- 30. Recharging Your Batteries: Classroom Management - Part 2
- 31. All Hands on Deck!: A Collaborative Approach to Implementing PBIS Through Subcommittees
- 32. More Than Tier 1 School Wide PBIS is Necessary to Meet Students' Complex Needs
- 33. Creating Effective Incentives at the Secondary Level
- 34. How to Plan to Increase Graduation Rates in Pennsylvania
- 35. Overcoming Hurdles in Year One Implementation
- 36. Collaborative Teaming: Supporting Teachers Through Effective Coaching
- 37. PBIS From the Beginning: Implementation for Our Youngest Children, Infants, and Toddlers
- 38. Puppets, Social Stories, and Strategies: Implementing an Early Childhood Social-Emotional Curriculum
- 39. Hop on the "Best Bus" with Us!

Wednesday, May 15, 2019

Keynote Address: (8:30 a.m.-9:45 a.m.)

- 40. Supporting School Success! Feasible Strategies for Supporting Engagement and Reducing Challenging Behavior

Breakout Session 5: (10:00 a.m.-11:30 a.m.)

- 41. Meeting Students' Academic, Behavioral, and Social Needs: Working in Comprehensive, Integrated, Three-tiered (CI3T) Models of Prevention
- 42. Preventive Classroom Management: Positive Behavior Support in the Classroom
- 43. Building Integrity of RENEW Coaching Skills – **CLOSED SESSION**
- 44. The Pennsylvania Career Ready Skills: A Missing Link to Employability
- 45. New and Revised Data Tools for Program-Wide PBIS
- 46. Symposium: Tier One Implementation
- 47. Symposium: Coaching
- 48. Symposium: Mentoring
- 49. Symposium: PBIS in Alternative Schools
- 50. Symposium: District Implementation
- 51. Symposium: Student Voice

Breakout Session 6: (12:30 p.m.-1:30 p.m.)

- 52. Film Festival
- 53. Evidence-Based Supervision: Enhance Your Abilities to Effect Staff Behavior
- 54. Getting and Keeping Mental Health Treatment Funding for Children
- 55. On The Road to the Successful School Bus
- 56. Navigating Tier II: Initial Implementation to Program Success
- 57. Dropout Prevention: Check and Connect
- 58. Bucket Filling Dragons? How PBIS Practices Led Children to Create This Story
- 59. School-Wide PBIS in Drivers' Education: PBIS Behind the Wheel
- 60. Teach Them How To Meet School Expectations! Integrating SEL With Matrix Expectations

Breakout Session 7: (1:45 p.m. – 2:45 p.m.)

- 61. Engaging Communities and Families in the PBIS Process
- 62. Empowering Student Voice to Increase Buy-in From Middle School Students
- 63. Stop Problem-Admiring: A Model for Efficient and Productive Problem Solving
- 64. Situating Suicide Prevention Gatekeeper Training Within the PBIS Framework
- 65. aPBIS + P(Professional) L(Learning) C(Communities) = Systematic Sustainability
- 66. Three-Tiers for Bullying Prevention!
- 67. From Coaching to Implementation: Community Collaboration Supporting Inclusive Practices and PBIS Implementation
- 68. Why Reinvent the Wheel? Two Schools, One District... Keeping it Simple
- 69. Student and Family Engagement: The Secret to Our Success

Closing Keynote Presentation: (2:55 p.m.-3:30 p.m.)

- 70. Capturing the Vision and Voice of Our Youth to Lead to More Authentic Engagement in Their Schools, Communities, and Future

To receive continuing education credit, individuals attending this event must arrive on time and stay the duration of the day(s) for which they are requesting credits. Please check to apply for the following credits.

Act 48 - Individuals attending this event must arrive on time and stay the duration of each day in order to receive Act 48 Professional Education hours. Requests for exceptions are to be brought to the attention of the individual's Superintendent or IU Director prior to the event. Up to ten (10) Act 48 hours will be offered for the Forum.

BACB - The Pennsylvania Training and Technical Assistance Network is approved by the Behavior Analyst Certification Board to offer continuing education for certified behavior analysts. PaTTAN maintains responsibility for the program(s). The selected sessions are offered for up to 7 CEs.

Psych - The Pennsylvania Training and Technical Assistance Network is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. PaTTAN maintains responsibility for the program(s). This Forum is offered for up to 11 CEs.

PQAS - Participants seeking PQAS credit will need to print their certificates and provide them to their employer. Credits do not automatically populate in PD registry. Up to (11) PQAS hours will be offered for the Forum.