

Summer Prevention and Intervention Institute
August 15th-17th, 2017
Shoreline Conference Center
Shoreline, WA
<http://www.soundsupportsk12.com>

August 15th – Special Pre-Institute 1 Day Workshop

Creating Culturally Responsive Classrooms – Erin Jones

This session will involve storytelling, small group and interactive activities for participants to learn more about their own cultures and experiences and learn from others. This session will provide participants with activities and terminology that will be immediately usable in their school/district. Participants should come prepared to laugh and cry and get up and move.

August 16th-17th, 2017 – Two Day Workshops

Initial Tier 1 PBIS – Bella Bikowsky and Maggie Schulze

In Tier 1 PBIS, a representative school team builds the foundation for PBIS by focusing on evidenced based school-wide prevention and intervention practices. Schools will see an improvement in the behavior of about 80% of students as they implement Tier 1 PBIS.

PBIS is a process, not a program. So, the length of time it takes to implement differs for each school. Schools typically take between three and five years to move through the PBIS sequence of installing all three tiers of support. And, while most schools see results in the first few months, it can take far longer to completely shift the climate of a school.

Across the two days we will cover:

- Introduction to PBIS
- PBIS Tier 1 Leadership Teams
- Setting and Teaching Expected Behaviors
- Building Relationships and Feedback for Desired Behaviors
- Behavioral Response Systems

- Using Data for Decision Making

As a part of workshop participants will learn to:

- Build a multi-tiered system of supports beginning with Tier 1
- Establish effective prevention and intervention strategies
- Find and use evidenced based practices and strategies
- Monitor progress and use data for decision making
- Create a year-long action plan for implementation

Advanced Tier 1 PBIS - Lori Lynass & Angela Brooks-Rallins

This is a two-day interactive workshop is designed for schools who have had initial Tier 1 PBIS training who want to explore more tools, strategies and mindsets used to enhance a positive, strength-based school/classroom climate grounded in compassion, achievement and hope. We will also explore the common pitfalls of Tier 1 PBIS and how to use data to enhance implementation. We will end with a discussion and planning tools focused on readiness for Tier 2 PBIS.

Across the two days we will cover:

- Changing School/Classroom Climate Through Compassion, Achievement & Hope
- Explore Social-Emotional Learning in PBIS
- Strengthening Tier 1 PBIS Systems and Practices
- Using Data for Decision Making in PBIS
- Fidelity of Implementation in Tier 1 PBIS
- Readiness for Tier 2 PBIS

As a part of workshop participants will learn to:

- Use strategies and tools to build compassionate and hope in schools
- Boost Achievement Through School Climate
- Identify Ways to Strengthen Tier 1 PBIS Through Fidelity Monitoring
- Monitor Progress And Use Data For Decision Making
- Create A Year-Long Action Plan For Implementation

Building Powerful Programs for Students with the Most Challenging Behaviors— Bridget walker and Lisa Hoyt

Day 1

Morning Session #1: A Philosophical Framework For Programs for Students with Emotional and Behavioral Disabilities: An Introduction the Therapeutic Re-EDucation

A discussion regarding program philosophy is not a luxury. It is critical to practice. Educational programs that have a well-developed philosophical foundation and use this foundation for decision making and other operational decisions are more effective than those who do not. Re-EDucation is a strength based philosophical framework articulated by Dr. Nicholas Hobbs to guide work with students with Emotional and Behavioral Disabilities that has been used for decades to build strength based programs for students with EBD and related disabilities.

Participants will:

- Learn about the **12 Principles of Re-Education and other key aspects of the Re-EDucation philosophy** that guides program design and development.
- Understand the **historical context** of working with students with EBD
- Practitioners begin planning ways to **develop a philosophical vision** for their programs and classrooms

Morning Session continued: The Nine Stages of Re-EDucation

Therapeutic change for children with Emotional and Behavioral Disabilities (EBD) is seldom a neat, straightforward pathway of progress. In fact, some children may temporarily display more problems as they strive to replace old ways of coping with more adaptive behaviors. While each child's response to an effective intervention is unique, it is true that students placed in a well-managed and supportive learning environments with trained and caring adults proceeded through nine identifiable stages of growth, known as the 9 Stages of Re-EDucation (Walker, Hoyt, & Long, 2006).

Participants will:

- Be introduced to the **specific characteristics** of each of the nine stages.
- Learn **evidenced based teacher interventions** that support student change at each stage.
- Explore ways to **assure interventions and supports are culturally responsive** for students.

Afternoon Session: This Kid Makes Me Crazy! Understanding and Avoiding the Conflict Cycle

How do you explain why competent educators find themselves in power struggles with students that are no win for anyone? The Conflict Cycle explains how the

interaction between a student with challenging behavior and a teacher can quickly spiral and negatively influence attitudes, feelings and behaviors of both student and teacher, often resulting in a negative power struggle. The purpose of learning the Conflict Cycle is to help educators to become aware of how their personal beliefs, and psychological processes are challenged when helping students with challenging behaviors and to develop effective skills to prevent a negative interaction.

Participants will:

- Understand the **reasons why students have patterns of self-defeating behavior.**
- **Understand the adult role in the conflict cycle** when working with students with challenging behavior.
- Explore ways that the **Conflict Cycle impacts the behavior of everyone involved** in a difficult situation
- Learn effective strategies to turn a **conflict cycle into a coping cycle**, helping students better understand their behavior patterns.

Day 2

Morning Session: Structuring Your Classrooms for Success for Students with Challenging Behavior

Creating a structured and predictable environment for students with challenging behavior is a critical evidenced based interventions for students with challenging behavior. Creating a well structured environment supports team collaboration and as well as student growth. Participants will learn about many key components of a well structured environment including but not limited to schedules, routines, procedures, and clear behavioral expectations.

Participants will:

- Discuss some foundational concepts relating to **culturally responsive classroom.**
- Participants will be introduced to **effective strategies for preventing challenging problem behaviors.**
- Practitioners will begin planning ways to **implement classroom structures** and practices in their own classrooms.

Afternoon Session: Teaching Social Emotional Intelligence

As our classrooms become more diverse, serving students with a wide range of academic, cultural, and behavioral differences, it is increasingly important that adults proactively teach Social Emotional Learning (SEL). These preventative interventions help students meaningfully learn and practice pro-social skills which increases both academic and behavioral growth.

Participants in this training will:

- Discuss some foundational concepts relating to **culturally responsive social skills instruction.**

- Participants will be introduced to **effective strategies for developing SELs curriculum and strategies for integrating SEL instruction with academic instruction** and explore ways to implement them in their classrooms.
- Begin planning ways to **implement these strategies** and practices in their own programs and classrooms.