

PBIS SOUTHERN MARYLAND REGIONAL SUMMER TRAINING



**BREAKOUT
SESSIONS**

1:00 – 2:30

JULY 30, 2008

TOPIC	LOCATION	PRESENTER	DESCRIPTION	PRESENTER BIO
PBIS OVERVIEW FOR NEW TEAM MEMBERS	351	Milt McKenna	This presentation is designed for new staff members who will be joining or have joined existing PBIS school teams. Participants will be introduced to the critical features of school-wide PBIS.	Milt McKenna is currently an Education Specialist I with the Maryland State Department of Education (MSDE). He provides direction, leadership, and technical assistance to agencies and to local systems in the ongoing development, implementation, and evaluation of a continuum of programs and services in order to create and maintain safe, disciplined, and drug-free learning environments that support student achievement. He is a trainer and facilitator for Safe & Drug-Free Schools & Communities Programs across the state, with expertise in the training related to Positive Behavioral Interventions and Supports (PBIS) initiatives.
ADMINISTRATOR SESSION-CHARLES COUNTY	STAFF DEVELOPMENT ROOM	Keith Grier	This session will focus on best practices when coordinating data with SST and using the PRIM to change conversations regarding student from blame and accusatory to action and solution focused. *(Mandatory for one school administrator for Charles County and open to other county administrators)	Keith Grier is the Director of Student Services in Charles County Public Schools. He has 43 years of experience in the field of education. Mr. Grier has served as a teacher, middle and high school vice-principal, high school principal, and Pupil Personnel Worker.
Building School-Based Systems to Support Behavior Education Program or Check In/ Check Out	337	Susan Barrett	The Behavior Education Program (BEP) is designed to help the 10-15% of students who fail to meet school-wide disciplinary expectations but do not require the highest level of behavior support. No lengthy assessment process is required and groups of up to 30 students can participate, with minimal time and training demands on teachers and staff. Clear guidelines are delineated for conducting this proactive, research-based intervention that incorporates daily behavioral feedback, positive adult attention, and increased home-school collaboration This session will provide an overview of key systems that are necessary to implement effective BEP or Check in/Check Out supports within the continuum of SW-PBIS.	Susan Barrett has been co-coordinating the Positive Behavioral Interventions and Supports Maryland initiative for the past nine years. She has a Masters in Counseling Psychology and certification in Special Education serving as a teacher, administrator, and coordinator with Sheppard Pratt Health System since 1993. Ms. Barrett is now working with the University of Oregon PBIS Technical Assistance Center as a resource partner. She assists with large-scale implementation of PBS with Maryland, South Carolina, Virginia and Tennessee. She also continues to work with Johns Hopkins University to evaluate the impact of PBIS on students, school staff and school communities.
CYBERBULLYING	317	Lauren Sanderson & Heidi Tracey	Bullying used to be confined to the school setting; however as young people embrace the Internet and other mobile communication technologies, bullying is taking on new and more invasive forms. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyberbullying is quickly becoming a challenging issue for educators, parents, and students. Because of this emerging challenge we would like to inform educators of the issues as well as provide strategies to help children avoid and/or escape cyberbullying.	Heidi Tracey is a graduate of Towson State University in her fourth year as a school psychologist. She currently services Northern High, Northern Middle and Windy Hill ES in Calvert County. Lauren Sanderson is a graduate of Appalachian State University in N.C. and is in her third year as a school psychologist. She currently services Calvert High School and Huntingtown ES. Both Ms. Tracey and Ms. Sanderson have vested interest in Bullying and Cyberbullying running several counseling groups each year as well as conducting a few in-service presentations on Bullying/Cyberbullying through their graduate programs and/or for all county in-service presentations.

SECOND STEP	323	Dr. Sally Dorman	Is your PBIS team looking for new lesson plans to support PBIS? Are you looking for a research-based program? This is the session for you! The award-winning SECOND STEP violence prevention program integrates academics with social and emotional learning. It is a primary prevention program that is implemented at the classroom level. Kids from preschool through Grade 8 learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home. The SECOND STEP program is research-based. It has been shown to reduce discipline referrals, improve school climate by building feelings of inclusiveness and respect, and increase the sense of confidence and responsibility in students. The program includes teacher-friendly lessons, training for educators, and parent-education tools. The training will provide a general overview of the Second Step Violence Prevention Program, its purpose, components, and implementation considerations. Attendees will have the opportunity to preview the program materials.	Dr. Sally Dorman is a school psychologist with Charles County Public Schools who specializes in violence prevention programming. She has experience in school emergency response plans, providing therapeutic services for students with emotional and behavioral disabilities, and intervening with students at risk of suspension and school drop out. Dr. Dorman has implemented the Second Step Violence Prevention Program in several school districts throughout Western New York. She is a nationally certified trainer in the Second Step program and its whole school implementation.
POSITIVE BEHAVIOR IS A FAMILY AFFAIR: PARENT COLLABORATION AND PBIS	315	Barbara Staebler & Teresa James	Schools struggle to work collaboratively with families to develop function-based behavior intervention plans. This presentation will provide opportunities for teams to work with families in creating plans which incorporate PBIS principles at home and provide consistency across environments.	Barbara Staebler is a school psychologist in Charles County Public Schools. Ms. Staebler has been the PBIS coach of Exemplar Schools in the past three years. She is also a SWIS facilitator, SET assessor and BEP trainer. Teresa James is a School Psychologist in Charles County Public Schools. Ms. James has been the PBIS Coach of an Exemplar School for three years and a Blue Ribbon School for two years. She has also conducted workshops and courses pertaining to effective behavior management programs for use in the home and school settings.
Creative ways to use data: A tool-kit for schools	339	Kim Muñiz	This session will include a discussion on why and how to use data for decision-making. Templates will be presented to show the monthly triangle of referrals, ratio of positives to negatives, and the cost-benefit analysis in your school. Additional templates to be shared include faculty meetings, student services teaming and grade level teaming.	Kim Muñiz is a school psychologist for Carroll County Public Schools. Ms. Muniz is a PBIS coach and a member of the PBIS State Leadership team. She has presented statewide and nationally on how to use data creatively and how to implement PBIS on a small budget. Ms. Muñiz has also trained new PBIS teams in the state of Maryland and PBIS coaches in the state of Virginia.
Integrating PBIS with Bullying Prevention	341	Dr. Catherine Bradshaw	This session will provide an overview of contemporary research on the causes and consequences of bullying. Strategies for incorporating elements of bullying prevention into school-wide PBIS will be discussed.	Catherine Bradshaw , PhD, M.Ed., is an assistant professor and the associate director of the Johns Hopkins Center for the Prevention of Youth Violence. She is a member of the PBIS Maryland Management Team and the Director of the Project Target and PBIS <i>plus</i> evaluation projects.
LIFE SPACE CRISIS INTERVENTION	345	Abby Potter	Are you in a role where you encounter challenging students in crises everyday? Do these students tend to take their anger out on the wrong people; jump to the wrong conclusions about what "really happened;" or feel little guilt or responsibility for their harmful actions? If this sounds familiar then this is the workshop for you! This presentation will provide an overview of LSCI, including the six stages to six specific interventions. This is an ideal workshop for professionals interested in gaining knowledge about a systematic approach for training staff to use verbal skills to turn crisis into learning experiences.	Abby Potter is a Coordinator of Educational Program and Development and Training at the Forbush School, Sheppard Pratt Health Systems. She is a Senior Life Space Crisis Intervention Trainer and has 16 years of working at the Forbush School.
COOPERATIVE DISCIPLINE	343	Cortland Jones	Cooperative Discipline is an approach to managing and motivating student behavior in a manner consistent with optimum growth; academically, socially and psychologically. Cooperative Discipline focuses on helping teachers identify patterns of misbehaviors and provide strategies designed to support students. Participants will learn how to develop a classroom climate based on caring, clear limits, consistency and respect.	Cortland Jones has been an educator for Prince George's County Public Schools for over 16 years. He has served as a Cooperative Discipline Facilitator for almost 7 years and has trained over 100 teachers in this proactive classroom management strategy. Mr. Jones currently works as a peer mediation specialist at Frederick Douglas High School and also serves as a consultant for the National Family Resiliency Center where he provided training for families that are

				experiencing separation and/or divorce. Mr. Jones received his Bachelor of Fine Arts degree from The Corcoran School of Art.
SWIS (SCHOOL-WIDE INFORMATION SYSTEM) DATA ENTRY TRAINING	BUSINESS LAB 325	Andrea Binetti	Will you be helping your team enter discipline data into SWIS? Do you want to learn how to generate SWIS report for your teams? The School-Wide Information System (SWIS™) is a web-based software system for collecting and summarizing office discipline referrals in schools. The system was developed by University of Oregon faculty in collaboration with elementary, middle (junior high) and high school personnel. The purpose of SWIS™ is to provide schools with accurate, efficient, practical information for decision-making about school-wide discipline.	Andrea Binetti is a Nationally Certified School Psychologist in Charles County Public Schools. She is also a Certified SWIS Facilitator and has been a PBIS Coach of Exemplar Schools for the past 5 years. In addition to providing SWIS Training, Ms. Binetti provides on-going support and trouble-shooting for schools utilizing the SWIS and CICO Web Database as well as consultative assistance for SWIS data analysis.
Administrator Session – St. Mary’s County	330	Kathleen Lyon & Melissa Charbonnet	This discussion session will focus on a review of individual school data with regard to disproportionality. Participants will share ideas and develop plans to address issues at their schools. An administrator from each Saint Mary’s County Public Schools PBIS school is expected to attend this session.	Kathleen Lyon is the Executive Director of Student Services in St. Mary’s County Public Schools. Ms. Lyon has 30 years of experience in the field of education. She has served as a teacher, school counselor, and administrator and has been a proponent of PBIS since its inception in Maryland. Melissa Charbonnet is the Director of Special Education in St. Mary’s County Public Schools. She began her career as a speech language pathologist, moved into classroom instruction for 10 years, and then into administration as a program coordinator for special education, an elementary school vice principal and director of special education since year 2000. She has worked with pupil services in the Charles County Public Schools and St. Mary’s County Public Schools to support and expand PBIS in the Maryland Public Schools.
Starting Fresh	347	Jennifer Deschane Stephanie Wesolowski Kim King	Sometimes once you reach the top, you tumble back down the mountain. Here are some ideas and strategies to get you back on your way. Discussion points: getting your staff to buy back in, getting your students to buy back in, refocus on the green zone students, how to reorganize & START FRESH!!!	Jennifer Deschane is a language arts teacher at Mattwoman Middle School. Mrs. Deschane has been the PBIS Coordinator at Mattawoman for one year. Stephanie Wesolowski is the principal at Milton Somers Middle School in Charles County. Milton Somers is a Blue Ribbon School and has scored 100% on the SET for two consecutive years! Ms. Wes is an active participant of PBIS as she currently serves as chairperson for the Incentives Committee of Somers PBIS team. She is also the Charles County Principal of the Year! Kim King is the Instructional Specialist at Milton Somers Middle School. Ms. King has been the PBIS Chairperson at Milton Somers Middle School for three years.

PBIS SOUTHERN MARYLAND REGIONAL SUMMER TRAINING



BREAKOUT SESSIONS

11:00 – 12:30

JULY 31, 2008

TOPIC	LOCATION	PRESENTER	DESCRIPTION	PRESENTER BIO
PBS and Secondary Settings: Keys to supporting staff to implement teaching, acknowledging and redirection	AUDITORIUM	Dr.Hank Bohanon	This presentation will discuss the steps towards encouraging at least 80% of school staff to implement the basic components of schoolwide PBS in secondary schools. In particular, this session will provide insights into necessary professional development to increase the success of teachers.	Dr. Hank Bohanon has been a special education teacher in the Dallas Public Schools. He also has served as project coordinator at the University of Kansas for the U.S. Department of Education, Office of Special Education Programs research on positive behavior supports. Dr. Hank Bohanon is currently the program advisor for the special education program at Loyola University Chicago and Director of the Center for School Evaluation, Intervention, and Training at Loyola University Chicago. His research includes positive behavior support and universal learning design in urban and suburban settings. His current research focuses on supports for secondary, high school settings and state level evaluation of practice.
PBIS OVERVIEW FOR NEW TEAM MEMBERS	351	Milt McKenna	This presentation is designed for new staff members who will be joining or have joined existing PBIS school teams. Participants will be introduced to the critical features of school-wide PBIS.	Milt McKenna is currently an Education Specialist I with the Maryland State Department of Education (MSDE). He provides direction, leadership, and technical assistance to agencies and to local systems in the ongoing development, implementation, and evaluation of a continuum of programs and services in order to create and maintain safe, disciplined, and drug-free learning environments that support student achievement. He is a trainer and facilitator for Safe & Drug-Free Schools & Communities Programs across the state, with expertise in the training related to Positive Behavioral Interventions and Supports (PBIS) initiatives.
Asset Development	341	Guffrie Smith,Jr.	Participants will become familiar with Search Institute's developmental assets framework that focuses on the 40 skills, experience, and qualities youth need to be successful in life. Research on students in grades 6 through 12 shows that the more of these assets students have, the more likely they are to lead caring, productive, and rewarding lives. Youth having these assets are also less likely to become involved in at-risks behaviors. Participants will acquire some proven asset building strategies they can use in their interactions with children, youth and adults to continue the asset building process	Guffrie Smith, Jr. is a retired employee from Calvert County Public schools after more than 32 years serving as Teacher, Administrative Assistant, Principal, Supervisor of Instruction, Director of Elementary Education & Director of Curriculum & Instruction. His resume includes six years at MSDE working with Title I & Migrant Education; more recently he has worked at the Community Educational/Resource Center. He now serves as consultant in the community on topics to include Asset Development; Cultural Awareness & the Black Migrant; Multicultural Education; Programs to combat Drug Abuse; Strategies for Making Young Blacks More Successful; Assisting families to help Children be more Successful in School & Beyond; and Learning to Persist/Persisting to Learn. Mr. Smith is a very active community member and has voluntarily offered Asset Development training to staff at the Department of Social Services, churches, civic organizations, school personnel, parents, Mentoring Partnership groups,

				United Way staff and their affiliates, etc.
ADMINISTRATOR SESSION	STAFF DEVELOPMENT ROOM	Keith Grier	This session will focus on best practices when coordinating data with SST, how schools are to use PRIM to change conversations regarding student from blame to action and solution. *(Mandatory for one school administrator for Charles County and open to other county administrators)	Keith Grier is the Director of Student Services in Charles County Public Schools. He has 43 years of experience in the field of education. Mr. Grier has served as a teacher, middle and high school vice-principal, high school principal, and Pupil Personnel Worker.
Building School-Based Systems to Support Behavior Education Program or Check In/ Check Out	337	Susan Barrett	The Behavior Education Program is designed to help the 10-15% of students who fail to meet school-wide disciplinary expectations but do not require the highest level of behavior support. No lengthy assessment process is required and groups of up to 30 students can participate, with minimal time and training demands on teachers and staff. Clear guidelines are delineated for conducting this proactive, research-based intervention that incorporates daily behavioral feedback, positive adult attention, and increased home-school collaboration. (BEP) This session will provide an overview of key systems that are necessary to implement effective BEP or Check in/Check Out supports within the continuum of SW-PBIS.	Susan Barrett has been co-coordinating the Positive Behavioral Interventions and Supports Maryland initiative for the past nine years. She has a Masters in Counseling Psychology and certification in Special Education serving as a teacher, administrator, and coordinator with Sheppard Pratt Health System since 1993. Ms. Barrett is now working with the University of Oregon PBIS Technical Assistance Center as a resource partner. She assists with large scale implementation of PBS with Maryland, South Carolina, Virginia and Tennessee. She also continues to work with Johns Hopkins University to evaluate the impact of PBIS on students, school staff and school communities.
Linking PBIS to IEP Goal Monitoring	330	Dr. Patti Hershfeldt	Collecting data for the purpose of IEP goal monitoring can be burdensome. In schools that are implementing PBIS, data collection is an ongoing practice. Learn how to use this data to support IEP progress monitoring.	Patti Hershfeldt , Ed.D. has an appointment in the Johns Hopkins School of Education and is a PBIS <i>Plus</i> Liaison with the PBIS <i>Plus</i> Project through the Johns Hopkins School of Public Health.
CYBERBULLYING	323	Lauren Sanderson & Heidi Tracey	Bullying used to be confined to the school setting; however as young people embrace the Internet and other mobile communication technologies, bullying is taking on new and more invasive forms. Cyberbullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices. Cyberbullying is quickly becoming a challenging issue for educators, parents, and students. Because of this emerging challenge we would like to inform educators of the issues as well as provide strategies to help children avoid and/or escape cyberbullying.	Heidi Tracey is a graduate of Towson State University in her fourth year as a school psychologist. She currently services Northern High, Northern Middle and Windy Hill ES in Calvert County. Lauren Sanderson is a graduate of Appalachian State University in N.C. and is in her third year as a school psychologist. She currently services Calvert High School and Huntingtown ES. Both Ms. Tracey and Ms. Sanderson have vested interest in Bullying and Cyberbullying running several counseling groups each year as well as conducting a few in-service presentations on Bullying/Cyberbullying through their graduate programs and/or for all county in-service presentations.
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INTEGRATING PBIS AND CONFLICT RESOLUTION & PBIS and Love and Logic: Beyond Material Incentives	317	Nina Ogasawara & Megan McPeak Deb Urich & Ginny Simpson	Two elementary schools will be presenting this session: Gale-Bailey ES & Greenview Knolls ES. Using funds and other resources from a Conflict Resolution Grant, Gale-Bailey Elementary has developed a program to support school wide expectations, focusing on promoting positive peer interactions. Elements include classroom mini-lessons led by teachers, student led problem solving and administrative facilitation. Because they have the same goals, conflict resolution and PBIS have become one seamless committee. Exploring Love & Logic techniques that complement PBIS. Participants will walk away with specific, easy to implement strategies that encourage positive behavior.	Nina Ogasawara is a school counselor for Charles County Public Schools. She is the team leader for Gale-Bailey Elementary's PBIS committee. Megan McPeak is a school psychologist for Charles County Public Schools. She has been the PBIS coach for three schools, at both the elementary and middle school levels. Deb Urich has been the Behavior Management Center monitor at Greenview Knolls ES for 10 years and was a volunteer in the school for 7 years prior to his monitoring position. Ginny Simpson has been a school counselor at Greenview Knolls ES for 8 years; spent 2 years as Learning Adjustment Program (ED self-contained class) counselor (elementary, middle and high); and previously worked with behaviorally challenged adolescent females in residential placement.
Starting Fresh	347	Jennifer Deschane Stephanie Wesolowski Kim King	Sometimes once you reach the top, you tumble back down the mountain. Here are some ideas and strategies to get you back on your way. Discussion points: getting your staff to buy back in, getting your students to buy back in, refocus on the green zone students, how to reorganize & START FRESH!!!	Jennifer Deschane is a language arts teacher at Mattwoman Middle School. Mrs. Deschane has been the PBIS Coordinator at Mattawoman for one year. Stephanie Wesolowski is the principal at Milton Somers Middle School in Charles County. Milton Somers is a Blue Ribbon School and has scored 100% on the SET for two consecutive years! Ms. Wes is an active participant of PBIS as she currently serves as chairperson for the Incentives Committee of Somers PBIS team. She is also the Charles County Principal of the Year! Kim King is the Instructional Specialist at Milton Somers Middle School. Ms. King has been the PBIS Chairperson at Milton Somers Middle School for three years.