

Conference Schedule

Tuesday, September 14, 2021

8:00am – 8:30am

Registration and Light Breakfast

Opening Remarks: **Dr. Heather Calomese** - *California Department of Education*

Keynote: *When We Say Equity In PBIS, Have We Kept Our Promise?* **Dr. Rhonda Nese** - *University of Oregon*

SESSION 1

10:15am – 11:30am

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| 1-A | <i>Creating a Culturally Responsive Multi-Tiered System of Family Partnerships</i> |
| 1-B | <i>An Inclusion Revolution! Harnessing the Power of PBIS, UDL, and Equity</i> |
| 1-C | <i>TIPS for Tier 2 Intervention Assistance Teams</i> |
| 1-D | <i>Reduce, Reuse, Recycle: Using "Tier 1" Data Across Tiers</i> |
| 1-E | <i>Coaching for Impact: PBIS as a Framework to Enhance Equity District-wide</i> |
| 1-F | <i>Integrating Restorative Practices Strategies to Enhance Tier 1 PBIS Implementation</i> |
| 1-G | <i>Building Bridges to Equity by Leveraging MTSS/PBIS Systems to Decrease Disproportionality</i> |
| 1-H | <i>Responding to Student Behavior – Using a Function-Based Approach to Effectively Shape Classroom Behavior</i> |
| 1-I | <i>Making PBIS Work in a High School Setting</i> |
| 1-J | <i>Trauma-Informed Behavior Interventions</i> |
| 1-K | <i>Utilizing Instructional Alternatives to Exclusionary Discipline</i> |
| 1-L | <i>Transforming the System to Support Wellbeing of Students, Staff, and Families</i> |
| 1-M | <i>Curricular Considerations: Anti-Racist and Culturally Responsive Practices</i> |

LUNCH BREAK – 11:30am – 1:00pm

No Lunch Session – (Please use time for collaboration with Team)

SESSION 2

1:00pm – 2:15pm

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| 2-A | <i>The Alignment of Restorative Practices to Strengthen PBIS Implementation.</i> |
| 2-B | <i>Behavioral and Educational Strategies Team (BEST): How BEST Provides PBIS Technical Assistance as an External Coach (Part 1- District level)</i> |
| 2-C | <i>Monitoring Intervention Fidelity of Tier 2 using CICO and the TIPS Framework</i> |
| 2-D | <i>Building Infrastructures for Successfully Align Multiple-tiered Systems of Support? A Roadmap to PBIS Platinum</i> |
| 2-E | <i>Effectively Using Data to Select, Implement, and Evaluate Tier 2 Systems</i> |
| 2-F | <i>Disproportionality and Schoolwide-Positive Behavior Interventions and Supports: Ensuring Equity for All</i> |
| 2-G | <i>Helping Students Achieve in the Post-Pandemic Classroom Through Trauma-Informed Social-Emotional Learning</i> |
| 2-H | <i>PBIS Tier 1 Lessons Learned with At-Risk Secondary Students</i> |
| 2-I | <i>Developing Individualized Function-Based Behavior Supports</i> |
| 2-J | <i>Supporting PBIS Sustainability with Websites & Newsletters</i> |
| 2-K | <i>Using SWIS Equity Reports to Investigate Discipline Disproportionality</i> |
| 2-L | <i>California Department of Education's Resources to Support Social and Emotional Learning</i> |
| 2-M | <i>PBIS and California Initiatives</i> |

SESSION 3

| 2:30pm – 3:45pm | | |
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| 3-A | | <i>Talking to School Staff and Leaders about PBIS: Describing PBIS in a Simple and Logical Manner</i> |
| 3-B | | <i>Creating a Culturally Responsive Multi-Tiered System of Family Partnerships</i> |
| 3-C | | <i>Prevent Teach Reinforce: A Tier 3 Behavior Intervention</i> |
| 3-D | | <i>Enhancing Equity By Understanding Implicit Bias</i> |
| 3-E | | <i>Leverage the Power of Teams to Scale Up the Work of PBIS and SEL</i> |
| 3-F | | <i>RENEW - Tier 3 Intervention for High Schools</i> |
| 3-G | | <i>Bullying Prevention in Positive Behavior Support: Newest Research and Implementation Strategies</i> |
| 3-H | | <i>Integrated Mental Health Wellness in PBIS Schools Panel</i> |
| 3-I | | <i>Using Evidence-Based Tier 2 and Tier 3 Strategies to Support Social-Emotional Learning (SEL) of Students on the Autism Spectrum</i> |
| 3-J | | <i>Using Digital Tools to Monitor and Support Implementation</i> |
| 3-K | | <i>Summarize San Juan Unified's Endeavor to Teach Positive Behavior Support Practices in the Home</i> |
| 3-L | | <i>Building Capacity by Aligning Trauma-Informed Approaches, PBIS, and MTSS to Enhance and Sustain School Transformation</i> |
| 3-M | | <i>How to Love Your Advanced Tier Data: Layering Across Tiers</i> |
| SESSION 4 | | |
| 4:00pm – 5:15pm | | |
| 4-A | | <i>Discussing Race, Racism, and Current Events Regarding Race with Students and Staff</i> |
| 4-B | | <i>Making Tier 2 Work for Us: Monitoring Tier 2 Systems and Interventions to Improve Implementation</i> |
| 4-C | | <i>Can the Strengths and Difficulties Questionnaire (SDQ) Parent Form be an Effective Online Universal Screener?</i> |
| 4-D | | <i>Advanced Tier Intervention Teaming – Enhancing the Efficiency and Effectiveness of Intervention Team Meetings</i> |
| 4-E | | <i>Integrating an Equity Focus and Trauma-Informed Practices into PBIS</i> |
| 4-F | | <i>PBIS Is Not Virtually Impossible</i> |
| 4-G | | <i>A System Means Nothing If It Is Not Responsive</i> |
| 4-H | | <i>Using Digital Tools to Streamline and Enhance the Implementation of PBIS in a School Setting</i> |
| 4-I | | <i>Universal Classroom Management: Prevention is the Key!</i> |
| 4-J | | <i>Intro to PBIS in a Secondary Setting</i> |
| 4-K | | <i>Aligning MTSS Within Your PBIS Program</i> |
| 4-L | | <i>School Climate Survey: From Talk to Action</i> |
| 4-M | | <i>PBIS Connections Within Systems</i> |

Wednesday, September 15, 2021

8:00am – 8:30am

Welcome and Light Breakfast

Opening Remarks: **Toby Ewing** - *Mental Health Services Oversight and Accountability Commission*

Keynote: *Advancing Mental Health in Schools through the Interconnected Systems Framework* **Dr. Mark Weist** - *University of South Carolina*

SESSION 5

10:00am – 11:15am

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| 5-A | <i>Utilizing the PBIS Framework to Achieve Racial Equity in School Discipline</i> |
| 5-B | <i>Effectively Using Data to Select, Implement, and Evaluate Tier 2 Systems</i> |
| 5-C | <i>Additional Ideas and Resources for Advancing the Interconnected Systems Framework</i> |
| 5-D | <i>Trauma-Informed Practices: Supporting School Staff and Families</i> |
| 5-E | <i>The PBIS Classroom – Establishing a Positive Classroom Culture Where Students Can Thrive</i> |
| 5-F | <i>Connecting the Dots; Integrating Multiple Initiatives with PBIS</i> |
| 5-G | <i>Schoolwide Positive Behavior Interventions and Supports Works!: A Review of the Evidence</i> |
| 5-H | <i>EC-SWIS: Data-based Decision Making for Early Childhood Settings</i> |
| 5-I | <i>Behavioral and Educational Strategies Team (BEST): How BEST Provides PBIS Technical Assistance as an External Coach (Part 2- School level)</i> |
| 5-J | <i>Using PBIS to create a Multi-tiered System of Support for Student Wellness</i> |
| 5-K | <i>Opening the Campus: Implementing PBIS in Secondary Schools</i> |
| 5-L | <i>Cutting Through the Complexity: A Practical Guide to Effective, Powerful Communication with Video</i> |
| 5-M | <i>Trauma-Informed Behavior Interventions</i> |

SESSION 6

11:30am – 12:45pm

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| 6-A | <i>Utilizing Restorative Practices in an Educational Setting</i> |
| 6-B | <i>Inclusionary Tier 2 Supports: Social Emotional Learning Supported by MTSS</i> |
| 6-C | <i>The Role of the School Counselor in PBIS</i> |
| 6-D | <i>Universally Designing to Improve Outcomes</i> |
| 6-E | <i>Expanding PBIS Implementation to Include Culturally Responsive Practices</i> |
| 6-F | <i>PBIS (reboot after the pandemic)</i> |
| 6-G | <i>Using PBIS to Improve Educational Outcomes for Students in Specialized Education Settings</i> |
| 6-H | <i>Building Capacity by Aligning Trauma-Informed Approaches, PBIS, and MTSS to Enhance and Sustain School Transformation</i> |
| 6-I | <i>Perceived Barriers And Enablers To Office Discipline Referrals In Schools Implementing PBIS</i> |
| 6-J | <i>TBD</i> |
| 6-K | <i>TBD</i> |
| 6-L | <i>TBD</i> |
| 6-M | <i>TBD</i> |

End of General Conference