

KEYNOTE: School Climate & Culture: Catch 'em at the Door George Sugai, Ph.D.

The link between social behavior competence and academic success is strong for most high school students. The purpose of this presentation is to provide an overview of factors promoting the development and use of social skills in high school youth. Topics will include school climate and culture, social skills instruction, multi-tiered support systems, risk and protective factors, effective supporting classroom practices, and violence prevention.

Alignment of School Counselors and Tier 2 Supports: Establishing a Framework to Deliver Targeted Interventions

Jacob Olsen, Ph.D.

Participants of this session will learn about a framework to identify students in need of targeted interventions, select evidence-based interventions, and use data to evaluate the impact of interventions. Emphasis will be placed on school counseling program and PBIS alignment; and providing tools for school counselors to meet the needs of high school students through Tier 2 supports.

An Instructional Alternative to Exclusionary Discipline: ISLA Rhonda N.T. Nese, Ph.D.

Research has shown out-of-school suspensions are ineffective for changing student behaviors because they do not typically include academic or behavioral instruction for students. In this session, the presenter will share an evidence-based alternative to out-of-school suspension with promise for preventing further problem behaviors and subsequent removals from instruction.

Flexible Foundations to Strengthen Advanced Tiers in High School Ami Flammini, LCSW

Flexibility of how you implement Tier 1 in High Schools, supports teachers "getting on board" with school-wide PBIS. As teachers experience the importance of focusing on relationships there is a significant impact on how Tier 2 and Tier 3 practices are implemented.

If We Let Them, They will Lead: Incorporating Student Voice in HS-PBIS Implementation Patti Hershfeldt Ed.D.

Student voice is critical to effective implementation of PBIS in high schools. Now more than ever, young people feel 'a call to action' and if we provide structure and opportunity, they will help make school climate a priority. Learn about a continuum that helps teams reflect on the degree to which students are engaged in the PBIS initiative and consider ways to increase participation. Examples will be shared, and participant interaction will be encouraged.

Integrating Trauma-Informed Classroom Practices within an MTSS Framework Ami Flammini, LCSW

This session will review basic trauma information, what trauma looks like in the classroom, how evidence-based classroom practices are inherently trauma-informed and how it all fits beautifully within a PBIS-MTSS framework. Learn how to incorporate trauma informed practices within your classroom.

Fostering Care and Connections by Integrating Mental Health and PBIS Susan Barrett, Ph.D.

A framework to integrate mental health and other community partners through school wide PBIS structures will be described, including key messages, examples and tools. The alignment processes will help high school teams develop a culture of wellness expediting outcomes for youth and families.

Introduction to High School Bullying Prevention: Expect Respect Rhonda N.T. Nese, Ph.D.

This session will highlight the critical components and research findings of Expect Respect, a secondary level bullying prevention program. Examples from schools implementing Expect Respect will highlight how student ownership and involvement with intervention delivery can increase the likelihood of bullying prevention success as well as increase buy-in across the school and community.

Navigating the HSPBIS Implementation Roadmap: Journey to Fidelity Cristy Clouse, M.S.

Fidelity of PBIS implementation in high school is a journey not a destination. Navigate the journey with an implementation roadmap using the SWPBIS Tiered Fidelity Inventory (TFI) *High School Elaborations* which takes into consideration the contextual and cultural fit of the core features of PBIS to the high school context.

Promoting Adolescent Reading Success: Reading Tiered Fidelity Inventory Kimberly St. Martin, Ph.D

COMING SOON!

Responding to Problem Behavior in the PBIS Classroom Barbara Kelley, M.S.

Research shows increasing positive social interactions and decreasing negative interactions with students has a positive effect on classroom climate, student behavior and academic success. Learn how the evidence-based practices of praise statements, error corrections, active supervision and providing choices can have a significant impact on your classroom climate and student success.

School Climate and Culture: Open Forum for Discussion George Sugai, Ph.D.

Are you interested in having further discussion on topics covered during the keynote? Did George's presentation stimulate thoughts and questions about school climate and culture? This follow up session to the keynote is designed to give participants an opportunity to engage in an informal discussion with George about topics, questions, comments, thoughts, etc. related to PBIS, MTSS, school climate, etc.