

COLLECTIVE RESPONSIBILITY: STUDENT SUCCESS

MAKING CONNECTIONS CONFERENCE 2016

PLENARY SPEAKERS AND FEATURED PRESENTERS

Dr. Kent McIntosh is a Professor of Special Education at the University of Oregon, as well as a former teacher, social worker, family and child interventionist (as well as a proud Canadian citizen). Kent was a professor at UBC for six years. His areas of expertise include school-wide positive behavior support, culturally responsive behavior support and systems to monitor and support academic and behavioural success for a range of student needs. His current research focuses on systems change and sustainability of school-based interventions. He is the lead author of over 200 articles, book chapters and presentations.

Dr. Lynn Miller is an Associate Professor Emeritus in the Education and Counselling Psychology and Special Education department of the University of British Columbia. She started her career as a classroom teacher and then worked as a school counsellor K-12. She held several research grants examining the effects of empirically supported approaches to child anxiety in the public school system. She consulted to the FRIENDS program, an evidence-based curriculum based on cognitive behavior principles, targeting anxiety. She conducted research on other models of anxiety prevention programs including Taming Worry Dragons, Skills for Social and Academic Success, Cool Little Kids as well as an enhanced program for Aboriginal children. She completed her term as President of the Anxiety Disorders Association of Canada 2010-2014 and served as the President of the International Association of Marriage and Family Counsellors (2004-2006). In 2015 she received the Mid-level career awarded by the American Psychological Association for contributions to children's and adolescents mental health. She is a Fellow of the Association of Behavioural and Cognitive Therapies Association.

Dr. Pat Mirenda is a Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia and Director of the Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA). She has published extensively in the area of autism spectrum disorder and augmentative communication and teaches courses on positive behavior support, autism spectrum disorder, inclusive education and applied behavior analysis.

Shelley Moore is currently a PhD student at the University of British Columbia. Her research interests integrate theory and practice of inclusive education, special education, curriculum and teacher professional development. She is particularly interested in how students with developmental and intellectual disabilities can be included meaningfully while also contributing to the learning of peers. Shelley has presented her work at various conferences throughout North America including CEC, IRA, CSSE and NCTE.

MAKING CONNECTIONS CONFERENCE

Thursday, October 20, 2016

7:30 REGISTRATION AND COFFEE

7:45 COACHES BREAKFAST MEETING
Kent McIntosh, University of Oregon

Room: Fraser North

This session is an open-agenda working meeting for district PBIS teams and coaches to discuss issues related to district-level PBIS implementation. All district PBIS teams and coaches are welcome to attend.

8:45 "Welcome" by Elder Roberta Price - Coast Salish Nation

9:00 CONFERENCE OVERVIEW
Nathan Ngieng, District Principal
Student Services, Chilliwack School District

Room: Minoru Ballrooms A, B, C

9:00 PLENARY SESSION - PBIS and Anxious Kids: They Go Hand in Hand
Dr. Lynn Miller University of British Columbia

Anxiety disorders are the most commonly occurring mental health problem in children, adolescents and adults. They are also the most likely to be ignored despite poor outcomes if left untreated: higher rates of depression, alcohol use and tobacco use. School personnel are key to recognizing anxiety in school children and can learn quickly to adapt teaching practices to help manage these disorders, which are highly treatable. While preventing anxiety disorders are clearly important, schools are struggling with how to "add this initiative" to their current list of important mandates. PBIS provides a useful framework for understanding anxious behavior and a systemic way to respond to and prevent anxiety disorders. Examples from universal to individual plans and resources will also be discussed.

10:15-10:30 REFRESHMENT BREAK

Thursday, October 20, 2016

10:30-12:00 BREAKOUT SESSIONS

A-1 Inclusion and the New Curriculum

Shelley Moore, University of British Columbia
Room: Grand Ballroom B

Has inclusive education become contaminated? Come deconstruct the philosophy and practice behind what inclusion means in our schools, who it is actually designed to support and how it fits with the foundation of the renewed B.C. curriculum.

A-2 An Introduction to Positive Behaviour Support and Intervention (PBIS)

Nicci Beninger and Don Chapman, Education Consultants
Room: Grand Ballroom C

This session will provide an introduction and overview of the essential features and components of PBIS. Topics to be addressed include strategies for implementation, the importance of the leadership team, administrative support and examining the school culture to make PBIS implementation relevant and successful.

A-3 Building Community through PBIS L'Ecole Central Elementary School of the Arts (Fort St. John)

Room: Grand Ballroom B

Our inspiration is "together we learn, together we are better". In our organization, there are relationships, multiple layers of expertise and support, shared responsibility and community that has built compassion and a place where all members have a sense of belonging. These are all our students and our community. It is through multiple layers of our school that we can build a positive environment where everyone feels valued. Each compliments and strengthens the other. Our process to build our community of positive support has involved a systemic unified approach that is school wide and has evolved over the years and will continue to evolve. We look forward to sharing our journey as a learning community from building a collaborative support model and community to guide our PBIS process where common language and values reign.

A-4 Enhancing Cross Cultural Competence, Communication and Sensitivity

William Wong, District Principal, Vancouver School District
Room: Fraser North

This engaging, interactive presentation presented by members of the Vancouver School District's Multicultural Liaison Workers (MCLW) and Settlement Workers in Schools (SWIS) will provide participants with not only a better understanding of our newcomer students and their families, but also greater insight into common stereotypes and misconceptions about immigrant learners. Participants will leave with a better understanding of the cultural similarities and differences around schooling, traditions, beliefs, parent styles and family relationships as well as tips to build trust, overcome biases and ensure meaningful consultation with families.

Thursday, October 20, 2016

10:30-12:00 BREAKOUT SESSIONS

A-5 Breaking Bad

Joe Cowan, Vancouver-based Clinician & Ryan Santin, Youth and Family Worker

Room: Fraser South

(Mis)behaviour or (Mis)understood? Or could it be both? How do we make the link? A child's behavior (positive, neutral or negative) is a form of communication. What does the child need? What is the behavior telling us? What is the relationship between a child's mental health and their behavior? In this session, we will take a step back, break down the barriers and discuss some of the challenges often encountered in working with school-aged children with mental health and/or complex behavioural challenges. We will discuss and explore ideas, strategies and creative solutions to better support students, educators and support staff, with the ultimate goal of improved social, emotional, behavioural and educational outcomes for students.

12:15-1:00 LUNCH (PROVIDED ON SITE)

1:00 - 3:00 BREAKOUT SESSIONS

B-1 PBIS and Anxious Kids: They go Hand in Hand

Dr. Lynn Miller, University of British Columbia

Room: Grand Ballroom A

An anxiety disorder is a level of anxiety that interferes with daily functioning, either with peer relationships, academic performance or in family routines. Children with anxiety disorders are shy, inhibited and avoidant; helping personnel are typically very good at identifying anxiety in children but may not use the most effective interventions to support children and youth.

This workshop will help participants to:

- Increase awareness of the anxiety disorder spectrum
- Understanding etiological and development aspects of anxiety
- Identify basic behavioural indicators of anxiety in children
- Be aware of techniques that are useful to implement immediately with an anxious child
- Become aware of resources in the community

B-2 Inclusion and the New Curriculum

Shelley Moore, University of British Columbia

Room: Grand Ballroom B

Has inclusive education become contaminated? Come deconstruct the philosophy and practice behind what inclusion means in our schools, who it is actually designed to support and how it fits with the foundation of the renewed B.C. curriculum.

Thursday, October 20, 2016

1:00-3:00

BREAKOUT SESSIONS

B-3 Supporting Students with Serious Emotional and/or Behavioural Needs

Jeremy Church, Principal Mountainside/Smanita Xan Secondary
Room: Fraser North

Mountainside Secondary (MSS) is North Vancouver's newest and smallest secondary school, which also happens to be its alternate school. After a comprehensive district and school-based service delivery change, MSS has become a leader in its district for approaches to mental health, supporting at-risk demographics, innovative programming and community wrap-around services. This presentation will explore this transition process and highlight areas of success and challenges will be addressed.

B-4 Teaching Students with FASD and other Complex Needs

Jodee Sayle, Provincial Outreach Program for Fetal Alcohol Spectrum Disorder (POPFASD)
Room: Fraser South

The number of students who have complex learning needs seems to be growing all of the time. In this session, you will learn about Fetal Alcohol spectrum Disorder (FASD) and how an approach to teaching and supporting students with this disorder can be utilized with all kids who have learning challenges. By understanding our individual students, we can begin to work towards finding the strategies that will lead to improved success in the classroom. We will introduce you to our LEIC Planning tool and provide you with information about current research, strategies and resources.

Further Professional Development Visit our website for information about further training opportunities and workshops: <http://pbisbc.wordpress.com>

You can follow us on twitter@pbisbc or by email at pbisbc@gmail.com.

MAKING CONNECTIONS CONFERENCE

Friday, October 21, 2016

8:00 REGISTRATION AND COFFEE

8:45 Welcome

9:00 PLENARY SESSION
Dr. Kent McIntosh, University of Oregon
Room: Grand Ballrooms A, B, C

“Integrating PBIS and SEL Initiatives to Improve Student Outcomes”
Are PBIS and SEL really so different from each other? This presentation will break past the myth that these approaches are diametrically opposed by showing core similarities focusing on how they can work together to maximize student success.

10:00 REFRESHMENT BREAK

10:30 BREAKOUT SESSIONS

C-1 Sustaining Positive Behaviour Support Initiatives
Kent McIntosh, University of Oregon
Room: Grand Ballroom A

Why does it seem so hard to sustain school initiatives? When initial grant funding ends and champions move on, how do we keep PBIS strong in our buildings? This session will provide the latest research findings and practical strategies to overcome common barriers to sustaining effective school initiatives, with facilitated action planning for school and district teams. We will brainstorm and share strategies for sustainability of PBIS and complete a self-assessment for sustainability.

C-2 Why Do They Do That? Functional Behaviour Assessment to Understand Problem Behaviour and Develop Effective Interventions
Brenda Fossett, Capilano University
Room: Grand Ballroom B

“He behaves that way for no reason!” “She’s just doing that to get under my skin!” While it may seem as though problem behavior occurs for ‘no good reason’, in actuality all behavior serves a purpose. Functional Behaviour Assessment (FBA) is a process that assists in determining the purpose, or function, a behavior serves for an individual in a given circumstance or situation. FBAs also provide critical information regarding environmental influences on behavior. Information from the FBA then guide the development of a Positive Behaviour Support (PBS) plan. In this session, participants will be introduced to the FBA process, learn about the functions of behaviour and see how an FBA informs the development of a PBS plan, This extended session is continued this afternoon from 1:00—3:00 in Session D-2).

Friday, October 21, 2016

10:30-12:15 BREAKOUT SESSIONS

C-3 Social-Emotional Learning: The Connection to PBIS

Molly Lawlor, University of British Columbia
Room: Grand Ballroom C

C-4 Tier 2 Supports – A District's Solution to Actively Supporting At-Risk Students in Elementary Schools

Sherry Ghag, School Psychologist– Positive Behaviour Support,
Daun Frederickson and Debbie Kabesh - School-Wide Behaviour
Educational Assistants, Delta School District
Room: Fraser North

To address the need for consistent tier two supports for children in Delta's 24 elementary schools, a new position, School-Wide Behaviour Education Assistant (SWB EA) was developed. SWB EAs use a combination of supports from the Zones of Regulation and PBIS's Check-In and Check-Out to help students self regulate before they attend class in the morning and as needed throughout the day. Data tracking in CICO, self reporting of Zones, attendance and student/parent feedback, all reflect on the success of this innovative program. Come and discover how Delta was able to fund this program, train SWB EA's and provide continuing supports to students and staff.

12:15-1:00 LUNCH (PROVIDED ON SITE)

1:00 - 3:00 BREAKOUT SESSIONS

D-1 Supporting Students with Developmental Disabilities Within the Framework of PBS: ALL MEANS ALL!

Dr. Pat Miranda, University of British Columbia
Room: Grand Ballroom A

Although the three-tier school-wide positive behavior support (SWPBS) model is intended to be applied to all students within a school, those with developmental disabilities are often excluded from Tier 1 and Tier 2 interventions. This session will examine some of the conceptual and procedural elements of SWPBS that are intended to benefit the full range of students within a school, with suggestions for including students with significant developmental and behavioural challenges.

D-2 Why Do They Do That? : Functional Behavior Assessment to Understand Problem Behavior and Develop Effective Interventions

Brenda Fossett, Capilano University
Room: Grand Ballroom B
Please note: this session is a continuation of AM session C-2.

Friday, October 21, 2016

D-3 Social-Emotional Learning: The Connection to PBIS

Molly Lawlor, University of British Columbia
Room: Grand Ballroom C

D-4 Social Emotional Learning and Assessment

Patti Eberwein, District Inclusion and Behaviour Support Teacher—
Vancouver School District
Room: Fraser North

The Vancouver School Board and community partners have worked collaboratively to create two new Social Emotional Learning Centres to meet the needs of students in Grades 1—4. The philosophy and format of our programs; the collaboration with home schools through direct service and professional in-service with the home school team. As well, core curricula and assessments used to provide targeted, early intervention for our students with lagging skills in social/emotional development

Making Connections Conference Organizers:

Nicci Beninger	Eleanor Cramb	Brenda Fossett	Sherry Ghag
Nathan Ngieng	Bryce Recsky	Terri Straiton	Nell
Ross			

Making Connections Committee Members:

Michael Andrews	Nicci Beninger	Don Chapman	Tim
Ireland			
Catherine Duck	Brenda Fossett	Cheryl Hofweber	Holly
Kiener			
Michael Jacob	Joe Lucyshyn	Kent McIntosh	Nell Ross
Nathan Ngieng	Lynn Savoie	Terri Straiton	Sherry
Ghag			
Bryce Recsky	Eleanor Cramb		

Please take a moment to fill in the Conference Evaluation form and leave it on your table.