



Ohio  
PBIS  
Network

# 2015 OH PBIS Showcase December 1, 2015

Nationwide and Ohio Farm Bureau & 4H Center  
2201 Fred Taylor Drive, Columbus, OH 43210

8:00 – 8:30	Sign-In & Nametags		
8:30 – 9:00	Welcome Sue Zake, Ph.D. ODE, Office for Exceptional Children in Bob Evans Memorial Auditorium		
9:10 – 10:40	Breakout Sessions:	Strand	Room Location
	<b><i>“The Wilson Way”: Our Journey Since 2008</i></b> <b>J. Bode, C. Francus, J.Fulmer, T. Hauserman, B. Proffitt, D. Weber, &amp; S. Yeatts</b> Our PBIS team will share our journey of successes and challenges of implementing PBIS, a.k.a. The Wilson Way! We will share practical examples and resources of going from the ideal world to the real world that will lead to efficient and effective implementation of PBIS. The Wilson Way turned our culture around! Come listen to our journey and walk away with ideas to continue or start your own.	<b>Strand A:</b> Practical Approaches for Building Positive Culture and Climate through Implementing Multi-Tiered PBIS	Multi-Media Classroom #220
	<b><i>PBIS Works in High School Too!</i></b> <b>K. Martin, L. Berryman, A. Clark, A. Kehres, J. Tucker, &amp; J. Loesel</b> Do you feel that the resources for PBIS are not there for you at the high school level? Do you want to diminish challenging behaviors? Do you want to improve the climate of your school? We did! Our presenters are all part of the original PBIS team and are diverse and have a wide range of experiences with a passion for kids and making a differences. If a large urban high school that has 2,300 students and 200 staff can implement PBIS successfully and change their culture, so can you! In this interactive session, we will provide you with step-by-step strategies that you can use at your school to improve the climate in a positive way. Come to learn, play games and even win prizes!!	<b>Strand B:</b> Positive Behavioral Interventions and Supports in Middle and High School	International Room #110
	<b><i>JAYS Teaching Materials</i></b> <b>S. Wagoner, P. Gulley, C. Hartz, D. Mitchell, &amp; C. Parker</b> Ripley Union Lewis Huntington (RULH) Middle School (MS) has developed a power point, calendar, modeling schedule, and incentive menu that is low cost and used by every educator in the building. The PBIS team will share all of these resources as well as lessons learned as the team enters the 2015-2016 school year.	<b>Strand B</b>	Eastman Room #100

	<p><b><i>Creating a Positive Culture from the Ground Up</i></b>  <b>B. Hornberger, A. Kronk &amp; M. Dansby</b></p> <p>This presentation will explain the essential action steps one elementary school used to successfully implement a sustainable, high-impact PBIS program that enhances the building culture and provides an ideal learning environment for students. Many creative and innovative low/no-cost ideas will be shared that will inspire educators to get started and/or refine their current PBIS programs.</p>	<b>Strand A</b>	Gehres Room #214
10:40 - 10:45	Networking & Transition Time		
10:45 – 12:15	<p><b><i>Some to ALL- One School's Evolution of Instilling Core Behaviors with ALL Students</i></b>  <b>S. Kandel, L. Dennis, A. MacClennan, J. Puskas, K. Luedtke, &amp; A. Sprague</b></p> <p>By sharing our experiences in a multimedia and entertaining format including classroom-created videos, skits and personal stories, we will help attendees gain the tools to identify and immediately implement core values into their schools and classrooms. Participants will leave our session with the knowledge to define locations that need attention in their buildings, create scripts for behavior training for students, examples of behavior calendar communication systems for teachers and parents, a travelling method for tracking student behavior between teachers and ideas for classroom and whole-school monthly good behavior celebrations.</p>	<b>Strand A</b>	Gehres Room #214
	<p><b><i>PBIS Strategies for New and Experienced Teams</i></b>  <b>M. Walter &amp; L. Eiben</b></p> <p>Garfield Middle School is an inner ring school with 65% poverty, a high transient rate, and a continually growing refugee population. With these challenges to face, the Garfield PBIS team has created a nurturing and welcoming learning environment over the course of the last nine years. The presenters will share their team growth story along with Tier 1, 2 and 3 strategies that can be applied by new PBIS teams or those seeking new ideas to add to their established system. Sample PBIS lessons, strategies, and tools will be shared.</p>	<b>Strand A</b>	Multi-Media Classroom #220
	<p><b><i>Husky PRIDE: A Look Inside Cardinal Local Schools' PBIS Program</i></b>  <b>J. Dasher, S. Hunt, S. Peters, J. Fulton, B. George</b></p> <p>This presentation will showcase the implementation and development of the PBIS program for Cardinal Local Schools, located in Middlefield, Ohio. Cardinal's PBIS team will discuss what PBIS is and what it looks like in their schools. They will provide proven strategies for implementation in other districts and various presenters will discuss how PBIS ties into other important state educational initiatives and grants. Presenters include three members of the PBIS team, two administrators and Superintendent, Dr. Scott Hunt.</p>	<b>Strand A</b>	International Room #110
	<p><b><i>Positively PBIS</i></b>  <b>K. Cockley, M. Sedlak, &amp; B. Trivelli</b></p> <p>Learn how to implement PBIS in a positive, student-centered way! You will leave with practical and meaningful ideas for staff/student ownership and building a connected, positive culture. The presentation will include interactive real world examples of how PBIS has made an impact in our school culture to promote positive behavior expectations. The presenters will share strategies for implementation from K-2, 3-5 and 6-8 to identify the unique characteristics of each grade-level band.</p>	<b>Strand C:</b> PBIS District/Building alignment with other initiatives (OIP)	Eastman Room #100

12:15 – 1:30	Lunch On Your Own		
	<p><b><i>Fostering Success through a Student-Led PBIS Framework</i></b>  <b>J. Mangan, M. Laravie, J. Renner, S. Janning, R. Maloney, A. Reddy &amp; J. Roberts</b></p> <p>This presentation is designed for schools that are either early in the implementation of school-wide PBIS or have been implementing for multiple years. The focus of this presentation will be to provide participants with a framework of sustaining effective PBIS practices in schools and increasing student ownership of desired behavioral expectations.</p> <p>Participants will learn how to:</p> <ul style="list-style-type: none"> <li>•Identify the need for implementing a PBIS framework in your building</li> <li>•Form a PBIS committee and identify the right committee members</li> <li>•Gather data through surveys of staff, students, and parents</li> <li>•Determine a common belief system that relates to identifying and acknowledging student behaviors</li> <li>•Identify the need for and create an atmosphere of student ownership</li> <li>•Generate student surveys, behavior matrices, scripts for training to use immediately with staff, students and parents</li> <li>•Develop a student leadership team</li> <li>•Use data to revise, improve and maintain a PBIS framework.</li> </ul>	<p><b>Strand E:</b> Youth Involvement, Youth Voice</p>	<p>Eastman Room #100</p>
1:40 – 3:10	<p><b><i>Effective Strategies for Teaching Behavior Expectations</i></b>  <b>D. Ault, B. Rinkes, C. Stack &amp; A. Wade</b></p> <p>Bellaire Elementary has experienced a transformation in school climate and academic success following the implementation of the three-tiered PBIS framework. Key personnel will share concrete examples of evidence-based Tier 1 and Tier 2 PBIS activities that have made a significant impact in the building. Participants will be actively involved in learning how to establish, teach and reinforce behavior expectations in the classroom and common areas, including the bus. Videos, t-shirts, posters and examples of incentives will be shared. Presenters will discuss Tier 2 strategies to identify and meet the needs of students who experience difficulty and require more than what is provided to all students. Presenters will also demonstrate how ongoing PBIS team planning and data-driven decision-making can help to sustain an effective program over a period of more than 10 years</p>	<p><b>Strand A</b></p>	<p>International Room #110</p>
	<p><b><i>Have you been on PAR today?</i></b>  <b>L. Baar, K. Schmelzer &amp; K. Low</b></p> <p>Buying some chips for lunch or a Christmas present for your mom at the school store is all part of Gaitway’s PBIS program. Being asked if you are a ‘fixed’ brain or a ‘growth’ brain, or using your skills of problem solving, accountability and respect are all part of the PBIS expected behavior matrix. Role-playing expected behaviors in the various areas of school, whether the barn, kitchen area or the open classroom is one of the ways students learn experientially about our PBIS P.A.R. school matrix: problem-solving, accountability and respect. Participants will walk away with strategies to take back and implement a high-fidelity high school PBIS program.</p> <p><b><i>Brick by Brick</i></b>  <b>K. Ganz, F. Raines &amp; S. Blum</b></p> <p>Starlight School students are building a better school brick by brick. Due to the variety of different cognitive and academic levels of the students at this board of developmental disabilities ran school,</p>	<p><b>Strand F:</b> Panel on PBIS in Alternative Contexts</p>	<p>Auditorium Room 145</p>

	<p>therapists and teachers have made behavior support visuals more concrete, or rather more “brick.” Through examples from the school’s Lego based PBIS system, educators in attendance will get ideas on how to adapt PBIS to meet students at their individual level of prompting, preferred method of communication, and style of learning.</p> <p><b><i>Fostering a Positive School Climate and Culture- Approaches for Working with Challenging Teams</i></b>  <b>S. Pfeiffer, B. Kermavner, B. Williams, S. Spence &amp; B. Pace</b></p> <p>During this presentation, participants will learn practical strategies, within the multi-tiered PBIS framework, for improving school climate and culture and promoting student success. Specifically, strategies to be introduced target: interpersonal connectedness, safety, and academic engagement, at the middle school and high school levels. Presenters will facilitate hands-on activities aimed at assisting participants in adapting strategies for use in their districts and buildings. At the end of the presentation, participants will be equipped with practical strategies that can be used to promote positive behavior and foster a sense of school community. This presentation may be of particular interest to those who would like to collaborate with colleagues who specialize in working with challenging teens.</p> <p><b><i>Differentiating one School Wide System for Tier 3 ED and AU Students</i></b>  <b>R. Meffe &amp; A. Ryan</b></p> <p>Kennedy Academy began as a misfit band of fabulous intervention specialists and paraprofessionals with the common purpose to educate Tier 3 ED and AU students in grades K-12. Creating and implementing PBIS in year two of the program brought an abrupt improvement in morale and significant decrease in severe behavior and restraints. PBIS provided a common language, a guide for teaching behavior and social skills and most importantly, shared expectations for students. Learn how to create one SWPBIS system that works for a variety of grade levels, needs and abilities...and how to track data to mark effectiveness.</p>		
	<p><b><i>PBIS for Early Childhood Settings: Supporting the Social-Emotional Competence of All Young Learners</i></b>  <b>M. Spino (OELSR), M. Smith (SST8), H. Stacho (SST11), D. Bailey (SST9), and L. Barker (Aurora City Schools)</b></p> <p>Do you have a preschool program in your district and are wondering how to include them in your PBIS efforts? Have you wondered what you should be doing differently with your PreK-3<sup>rd</sup> grade students? Focusing on your youngest students will have positive impacts for years to come! Join us as we review the process of PBIS for early childhood. We will discuss the critical features for implementation along with the similarities and differences between early childhood and school-age settings. External and internal facilitators will share stories and pictures of successes, challenges, and lessons learned.</p>	<p><b>Strand G:</b> Early Childhood PBIS framework supports Social Emotional Development</p>	<p>Gehres Room #214</p>
	<p><b><i>Journey Full of Pride</i></b>  <b>C. Urbic, K. Menta &amp; J. Englehart</b></p> <p>Join two elementary principals on their journey over the past four years to build multi-tiered, PBIS-rich schools with high poverty and English Language Learner populations. Through interactive,</p>	<p><b>Strand A</b></p>	<p>Multi-Media Classroom #220</p>

	visually stimulating and engaging content, participants will reflect on their current practices, learn effective evidence-based practices and create action steps, which can immediately impact their school positively. Furthermore, longitudinal data will be shared with participants that will showcase the impact of the school-wide PBIS systems.		
3:15 – 4:30	<p>Closing Keynote</p> <p><b><i>Focus on the Future: Practical Tips for Implementation Fidelity &amp; Sustainability</i></b></p> <p>Steve Goodman, Ph.D.</p> <p>Director, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)</p> <p>in Bob Evans Memorial Auditorium</p>		

