

23rd Annual National Conference





The Journey Begins



Where is
Mrs.
Britton?



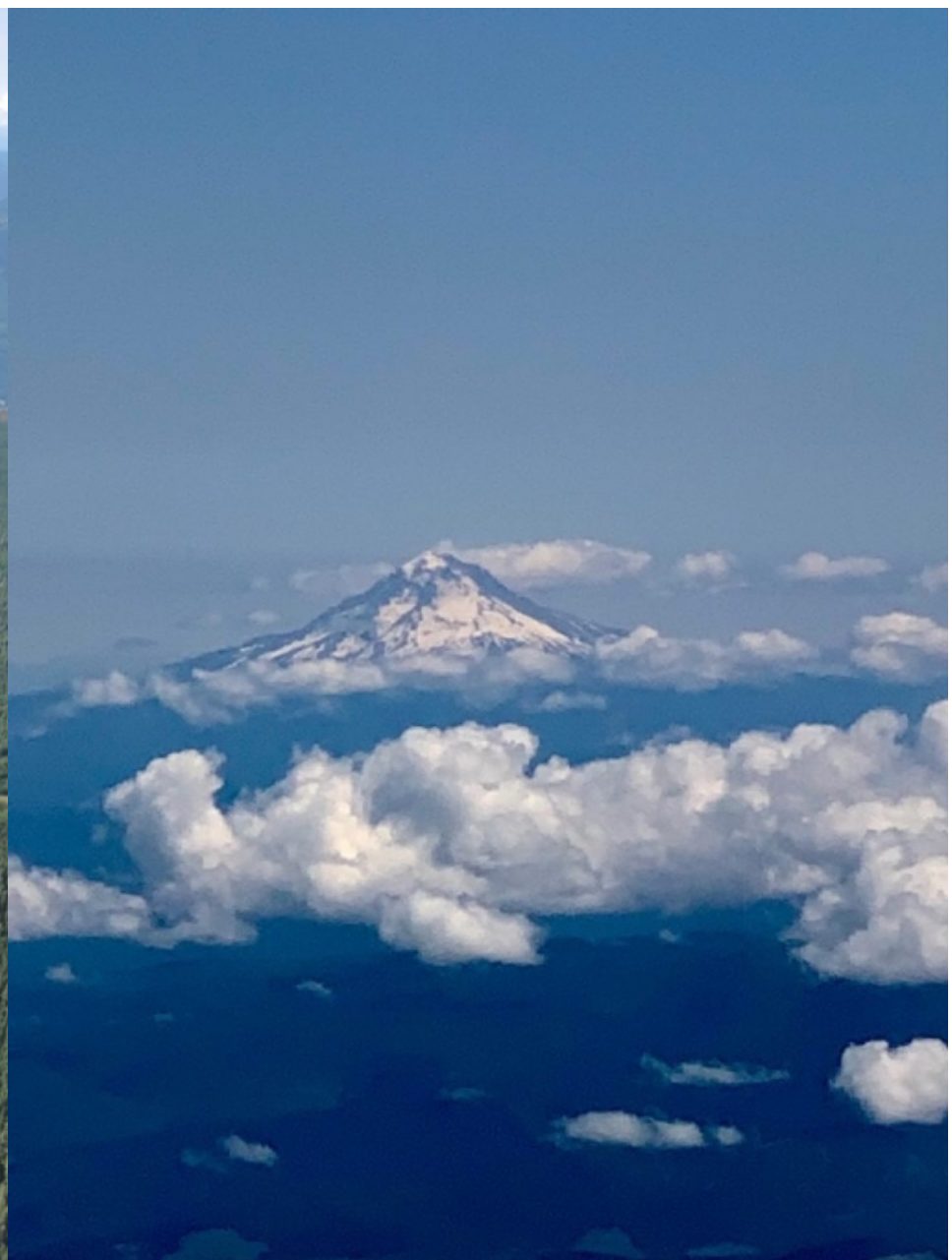
Getting to Oregon.....

Some flew from Tupelo to
Nashville

Some from Memphis to
Atlanta, Chicago or Dallas



Pictures taken in flight





Session Calendar

Preregistration is required for all sessions. All registrants may attend the keynote presentation and reception on Sunday, July 14 (7:00 – 9:30 pm).

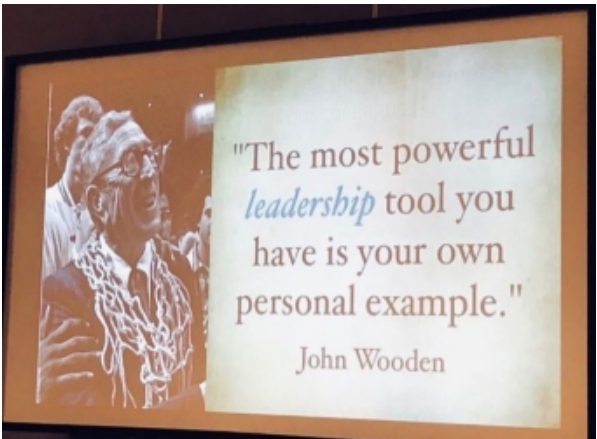
JULY 14–18, 2019				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Sessions run from 8:30 am to 3:30 pm daily.				
2:00 pm – 6:00 pm Registration: Stop by any time to pick up conference packets.	<ul style="list-style-type: none">• Academic Supports: Adapting Content Area Curriculum & Instruction in Diverse Classrooms• Addressing Absenteeism• CHAMPS/DSC Classroom Management• Foundations (Schoolwide PBIS): Implementation and Maintenance• Leadership in Behavior Support		<ul style="list-style-type: none">• Academic Supports: Adapting Content Area Curriculum & Instruction in Diverse Classrooms• Classroom-Based Behavior Intervention Plans• Designing a Comprehensive Bullying Prevention and Intervention Plan• The Tough Kid Series: Practical Behavior Management	
7:00 pm – 8:30 pm Keynote presentation				
8:30 pm – 9:30 pm Meet your colleagues, the presenters, and the Safe & Civil Schools staff	<ul style="list-style-type: none">• Building Better Classrooms Through Meaningful Professional Development and Coaching• Comprehensive Behavior Classroom Management• Explicit Instruction• Tier 2/3 Interventions			

NOTE: All participants will receive handouts for their sessions. Many sessions require additional texts.

Highlights from Leadership in Behavior Support

Attended by Principals, Assistant Principals, Directors

This workshop focused on the concepts, strategies and tools in Leadership Behavior Support

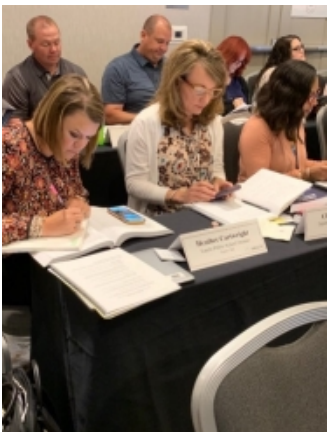
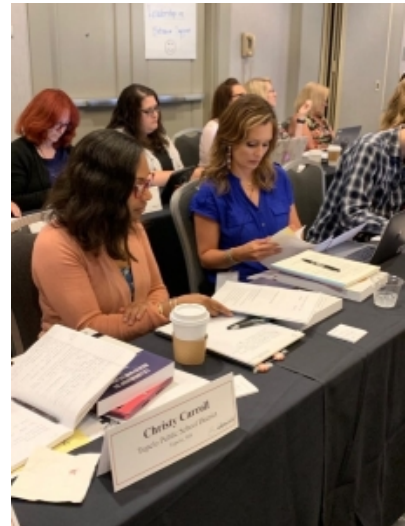


Instructional leaders collect and analyze behavior data

Instructional leaders create a shared leadership model that can unify staff around a school wide classroom management model



Instructional leaders build and maintain a positive & proactive school climate



Instructional leaders practice effective decision making



Access to the best research and evidence-based tools/strategies is key to every instructional leader's success




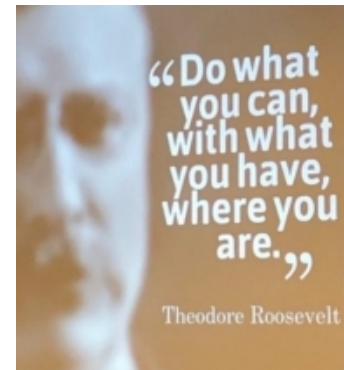
Effective schools have effective leadership



Safe & Civil Schools' Philosophy and Beliefs

- All students must be treated with respect.
- Students can and should be taught the skills and behavior needed for success.
- Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
- Student misbehavior provides a teaching opportunity.
- Collaboration is critical. All school staff members must work together to help students behave responsibly and to meet student needs.

- The STOIC Framework through a "Leadership Lens"
- Page 11 in Handout
- *Structure/organize settings with our staff and community for success.*
 - *Teach: Modeling for our staff and community how to be successful in those settings. Explicitly teaching the adults expectations.*
 - *Observe behavior of our staff (supervise and be visible).*
 - *Interact positively with our staff and community.*
 - *Correct calmly, consistently, and immediately in the setting in which the infraction occurred.*
- 



Jul 15, 2019 at 1:14 PM

INTERACT

Highlights from CHAMPS/Classroom Management and Classroom-Based Behavior Intervention Plans

CORRECT

Attended by CHAMPS Coaches

A Positive, Proactive and Instructional Approach to Classroom Management

We must accept the students as they are, while helping them move to where they need to be.

Improve behavior during transitions

Liz Masley
Long-Range Classroom Goals:
Without a destination in mind, you may arrive at a place you don't want to be.
*Champs Book page 30 includes grade level examples

Send Message...

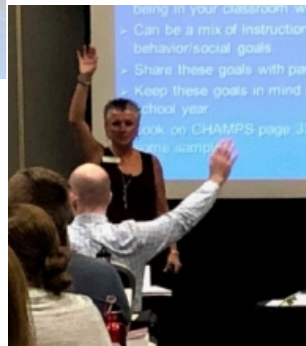
Organize the classroom for student success

What is Behavior Intervention?

"A planned **modification of the environment** made for the purpose of altering behavior in a pre-specified way".
Tilly and Flugum (1995).

An intervention is focused on **modifying the environment** rather than the individual-- identifying those variables that can be changed to encourage appropriate behavior and discouraging misbehavior.

OBSERVE



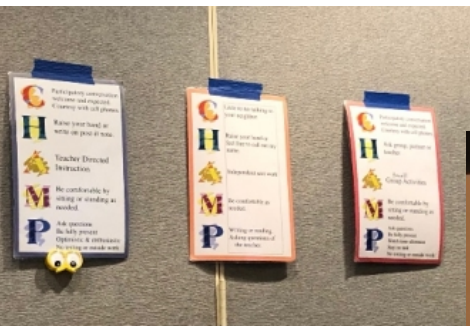
TEACH

Can't address interventions without acknowledging the need for effective classroom management skills. In essence, having effective classroom management skills **prevents** behavior problems **AND** enhances the effectiveness of your behavior interventions.

Use positive feedback and consequences more effectively

Reduce off-task behavior

STRUCTURE



Basic Concepts for Behavior Interventions
To Increase Your Chance for Success

- ☑ Always try the easiest first.
- ☑ If they don't work, progressively try more labor intensive.
- ☑ Be sure the intervention has a proved track record
- ☑ In order for the student to change, the teacher will also have to change by doing something different

Meetings with Safe & Civil Consultants

A Safe & Civil Schools Implementation Plan was developed prior to attending the conference in July. In order to ensure the best possible outcomes for TPSD, I met separately with three Safe and Civil Schools Consultants to review the proposed draft.

1. Pat Somers
2. Laura Klubert
3. Karl Schleich and Elizabeth Winford

My meeting with Laura Klubert was the most insightful. In prior years, Laura served as the Safe & Civil Schools Implementation Leader for a district in Texas with 47,000 students. She had a team of 5 who organized, implemented and maintained the program.

Laura reviewed the proposed plan and offered constructive feedback. After attending sessions and speaking with the consultants, I revised the plan to better serve the needs of our district.

What was Gained.....



A deeper understanding of the Safe and Civil Schools approach



A shared language and shared knowledge



A new perspective on classroom management (STOIC)



A structured method for setting classroom expectations for instructional activities and transitions (CHAMPS)



A long-range vision with expected positive outcomes



A community of support that would otherwise be lacking



An opportunity to work together for a common good



A set of shared expectations in reaching a common goal

To serve the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

TPSD Vision/Mission Statement



Enjoying dinner
together in Portland!

Post Conference Sight Seeing





Mr. Shumpert enjoyed the food so much he shared pictures on group me!

