

Wednesday, March 30, 2022

Marriott Marquis
1535 Broadway, New York, NY

SESSION 1: 9:00AM-12:00PM

MIKE PAGET, M.ED.

Positive Behavioral Supports for Students Who Are Wired Differently



GRADES K-12 Supporting students who are “Wired Differently” in an inclusive school setting requires an array of practices beyond traditional discipline. This session will include an overview of the major emotional and behavioral challenges of students who are “Wired Differently.” Success for all students requires an emphasis on prevention and positive skill building. Increasingly school experience is showing the importance of effective school wide practices to best support all students. “School wide positive behavior interventions and supports” is one of the more prominent practices. This session will look at effective practices at the universal, secondary, and tertiary tiers.

LEARNING OBJECTIVES:

- Understanding the Top Ten Challenges of Students Who are Wired Differently
- Designing School-wide Systems for Students Who are Wired Differently
- Evaluating Your School for Effective School Wide Practices
- Collaboration Between Families, Schools and Community Resources

SESSION 2: 1:30PM-4:30PM

BRAD CHAPIN, M.A., LCP, LMLP

Self-Regulation: Evidence-Based Strategies to Teach Self-Management



When a student can't read, we teach him how. When a student struggles with algebra, we give her skills to help. When a student has trouble behaving, what do we do? Self-Regulation skills can be taught. Not all students have the same ability to regulate emotions, behaviors and responses to difficulties. And those who have not mastered Self-Regulation can be very disruptive to instruction time. When educators include lessons on Self-Regulation as part of the curriculum, everyone can benefit from the training on how to recognize triggers and how to manage responses to them. Rather than trying to modify behavior and/or removing the stimuli that results in unacceptable behavior, Self-Regulation training gives students control over their responses.

During this insightful session Brad Chapin will share strategies that have helped students develop skills necessary for success in academic performance, relationships and overall wellness. Brad will demonstrate that personal responsibility for behaviors and self-discipline are stronger predictors of academic success than IQ.

LEARNING OBJECTIVES:

- Engaging approaches to use with individual students and the entire class that you can employ immediately
- How to give students the tools to manage their behavior by recognizing triggers and controlling how they respond
- The 3 skill-training areas
- To target the core and address a broad spectrum of behaviors and performance issues
- How Self-Regulation skills affect social interactions, academic and athletic performance, aggressive behaviors, physical wellness and future happiness and success
- How to incorporate Self-Regulation training into your classroom curriculum

5:00PM

DINNER AT **Le Marais** | 150 W. 46 STREET, NEW YORK, NY
A rare steakhouse, well done. ©

Thursday, March 31, 2022

8:00AM-11:00AM

OPTION 1: LARRY THOMPSON, M.ED.

Defiant, Manipulative & Attention-Seeking Students: How to Unlock Their Potential & Survive the Process



GRADES K-12 Working with difficult, demanding, and disruptive students is not a new challenge for educators. However, there are current concerns being voiced regarding the changing nature and intensity of the behaviors of these students. Some educators are reporting increases in selfish, manipulative and hostile behaviors while others are noticing more students who are overly anxious and/or difficult to engage. Even well seasoned, award-winning master educators can sometimes have their “feathers ruffled” by certain students in certain situations.

Responsibility-Centered Discipline is designed to assist all educators with identifying and addressing challenging student behaviors that affect the academic and behavioral progress of the students with whom they work. This power-packed seminar will provide you with up-to-date insights and strategies for reaching and helping those young people who seem to evoke the strongest feelings of frustration, hurt, and sometimes discouragement in professional educators.

LEARNING OBJECTIVES:

- Identify the underlying causes of difficult behaviors in students
- Implement do's and don'ts to address specific behaviors
- Integrate key strategies for migrating from an obedience-centered approach to a responsibility-centered approach
- Develop innovative ways to support positive behavior
- Apply strategies for preventing the escalation of difficult behavior

OPTION 2: TOM MAGLISCEAU, PH.D

Overcoming Distraction, Disruption & Marginalization: Trauma-Informed & Resilience-Focused Strategies for Building Transformational Classrooms



GRADES K-12 The vision of any school likely commits to serving “all kids.” But the reality of our current climate of distraction, disruption and marginalization often prohibits the realization of this vision. This virtual seminar examines the biology of pre-adolescent and adolescent brains, the latest research behind Adverse Childhood Experiences (ACEs) and the Trauma-Impacted Learner – as well as the biases and prejudices that hinder our ability to work better together.

Dr. Tom Maglisceau, who has served as a teacher, coach, principal and now superintendent in the Dallas area, will help attendees develop a path forward for building resilience. He will also provide high-yield strategies for building the culture, systems and leadership necessary to enhance relational capacity and resilience in our kids – both in individual classrooms and schoolwide.

LEARNING OBJECTIVES:

- Update our latest understanding of pre-adolescent and adolescent brain development – especially as it relates to: • Learning • Motivation • “Grit”
- Utilizing “trauma-informed” and “mindset” research to establish classroom or schoolwide cultural norms
- Coming to grips with the realities of marginalization and the impact of negative social contagion on our schools
- Discovering the three key components of a restorative response
- Building classroom and schoolwide systems of support to generate positive social capital
- Developing the “Better Together” mindset