Café Rotations

Two tables per topic; Each rotation lasting 15 minutes; 1-2 minute transitional time

Topic 1 – School-wide PBIS
 o Discuss how to overcome resistance among some staff to the idea of extrinsically reinforcing students for exhibiting behavioral expectations.
 o Discuss different meaningful reinforcers/rewards that (items, activities, privileges, and reinforcing experiences) students can access based on exhibiting behavioral expectations.

Topic 2 – Proactive Classroom Management Strategies
 o Why is proactive better than reactive? How do we convince people that the frontloaded time put into proactive pays off in the long run?
 o What is the rationale that would convince teachers that PCM strategies are essential to building an effective learning environment?
 o What are some ideas about how to teach, reinforce, and maintain the implementation of PCM strategies?

Topic 3 – Responding to Classroom Problem Behavior
 • What are some current weaknesses in how staff respond to problem behavior?
 o How can a school go about shifting some educators’ mindset from one of punishment to one of supporting student behavior through a progressive response system that entails effective communication and relationship?
 o How did you go about getting a progressive response system up and running?
 o How do you handle incidents of behavior that result in an office referral and other potential removals from education (suspension, detention, etc.)?

Topic 4 – Engaging and supporting families
 o Why is it important for schools to actively engage parents?
 o What are schools actively doing to engage families in their child’s education?
 o What types of supports could parents benefit from to increase the ability to effectively parent their children?

Topic 5 – Trauma Sensitive Classrooms and Secondary Trauma Prevention
 o Given the high number of students with ACES scores of 4 or above, what Practices do we want in our schools to increase these children’s resiliency at Tier 1, 2 and 3 depending on intensity of need
 o How can we prevent secondary trauma in our staff due to the difficulty of working with explosive behavior