

Day One

Keynote • 9:00 – 9:30 am

“Today’s Students: Different Behaviors Need Different Strategies”

– *Cindy Jones*

Student behaviors are changing. Many students come to school hurting, hostile, and uninterested in participating in academics. Together we’ll explore how we can best encourage appropriate behaviors. Discover effective strategies for staying out of student/teacher power struggles while maintaining your dignity and a positive relationship. Let’s kick off two great days together, reenergized to make a difference in the lives of even our most challenging students.

MORNING SESSIONS • 9:40 am – 12:10 pm

Choose **ONE** Full Morning Session OR **TWO** 70-Minute Sessions • *One mid-morning break*

Full Morning Session • 9:40 am – 12:10 pm

A-1: Improving the Behaviors of Attention-Seeking and Challenging Students – *Cindy Jones*

Students with disrespectful and disengaged behaviors are becoming more prevalent in our schools and more difficult to teach. They often exhibit rude behaviors, infringe on others’ rights, disrupt the classroom, and refuse to engage in learning. Explore the neuroscience that drives these difficult behaviors. Examine the WHY of student behavior and effective strategies for engaging and calming them. Explore new tools and specific strategies to diminish attention-seeking, power, and revenge behaviors.

First 70–Minute Morning Sessions
9:40 – 10:50 am

CHOOSE ONE: A-2 or A-3

A-2: Could This Be Anxiety? – *Julie Compton*

Often what manifests as defiance can be rooted in anxiety caused by various events in the academic arena. Learn practical ways you can help equip your students to recognize and minimize these stressors. Stress management can build confidence, leading to academic success as well as emotional stability. You will likely find that these strategies can be good for you, as well!

A-3: Setting the Stage for Success: Brain-Friendly Classrooms for Positive Behavior

– *Sandy Stewart*

When students feel safe, comfortable, and emotionally supported, they’re more likely to stay focused, regulate their emotions, and engage positively. Learn practical ways to nurture both the brain and behavior, proactively reducing student disruptions, while creating a culture where students thrive. Explore ways to create a more organized, engaging, and positive behavior-supporting classroom. Discover how small, intentional changes to your classroom setup can lead to big transformations in student behavior, focus, and overall success!

Second 70–Minute Morning Sessions
11:00 am – 12:10 pm

CHOOSE ONE: A-4 or A-5

A-4: Postvention is Prevention – *Julie Compton*

When a serious misbehavior occurs, there is often a hesitancy to revisit the problem. Unfortunately, ignoring what happened does not lead to change. Instead, we’ll examine ways we can help students take responsibility, identify the causes, and find solutions for the future. These strategies will strengthen relationships and understanding, ultimately leading to a lasting change.

A-5: Emotional States: Unlocking the Key to Student Behavior and Learning – *Sandy Stewart*

A student’s emotional state is the number one influence on their ability to learn and interact in the classroom. With heightened stress, anxiety, and emotional dysregulation, students’ brains are less capable of processing information and engaging in productive behaviors. Learn how to quickly recognize when students are in a “metabolic state” that supports learning, when they are not, and practical strategies to positively influence their emotional state, improving students’ emotional well-being, classroom behavior, and academic success.

Lunch break • 12:10 – 1:10 pm

“Very important information from very knowledgeable presenters! I learned so much and I can’t wait to use these new skills!”

– *Julie Moore, Special Ed Teacher*



“A great conference! I’m leaving with many new ways to problem solve and work to resolve issues with challenging students.”

– *Robert Marrujo, Teacher*



Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

One Person: \$595

Team of 3+: \$565 per person when enrolled at the same time

“I will definitely recommend this conference to my colleagues.” – *Claire Hayhurst, Dean of Students* 3

Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



Can't Attend? Online Professional Development Options: **Related Online Courses**

Related On-Demand Video-Based Online Learning courses, *Dealing Effectively with Disruptive Students: Practical, Proven Techniques, for Grades K-12*, *Practical Strategies for Dealing with Disrespectful and Disengaged Students, for Grades 1-12*, and other classroom management courses are available for immediate registration. To enroll, visit www.ber.org/online

Day One

AFTERNOON SESSIONS • 1:10 – 3:40 pm

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:10 – 3:40 pm

B-1: Mindfulness in the Classroom: A Path to Calm, Focus, and Positive Behavior – *Sandy Stewart*

Make best use of mindfulness – a powerful tool for improving student behavior and learning. Help students learn to pause, breathe, and become aware of their emotions, developing the critical lifelong skills needed to manage stress and respond to challenges with greater resilience. Learn how to use mindfulness to proactively address and reduce challenging behaviors, teach students quick, effective techniques for managing emotions, and practical strategies for integrating mindfulness into your daily routines.

First 70-Minute Afternoon Sessions 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: The Magical Art of De-escalation – *Julie Compton*

Within every potential crisis exists an opportunity to build trust while modeling skills that we want every student to possess. Learn ways you can be ready to respond calmly and effectively when a student is struggling to self-regulate. You will leave with key words, phrases, and tools to teach before, during, and after a difficult moment.

B-3: Restorative Practices: Supporting Appropriate Behavior and a Positive School Climate – *Cindy Jones*

Make best use of restorative practices to proactively deal with behavior issues while giving all participants a voice. This approach has proven effective in many school districts to connect staff and students, improve school climate, and lessen violence, absenteeism, and truancy. Learn practical ways to easily implement all or part of this model in your classroom or school. Discover how you can maintain peace and dignity in your school setting.

Second 70-Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: Strengthen “Emotional Muscle Memory” Without Sacrificing Instructional Time – *Julie Compton*

Help your challenging students develop the social-emotional skills they desperately need. Learn ways to give students much-needed practice opportunities without losing valuable instructional time. With a few tweaks, your academic curriculum will become the foundation for teaching students with challenging behaviors to meet their emotional needs in prosocial ways. Develop students' “emotional muscle memory” using side-by-side teaching techniques. Watch your classroom begin to thrive socially and academically with these easy-to-implement strategies.

B-5: Working With Defiant, Angry, and Overwhelmed Students – *Cindy Jones*

In this session, you will discover specific interventions that can stop power struggles, rude remarks, and challenging behaviors in the classroom. You'll learn a variety of strategies for addressing defiant, angry, and extreme emotional behaviors, many of which stem from previous trauma. You will gain valuable tools for working with these unique, challenging students, including those diagnosed with Oppositional Defiant Disorder.

Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions
One mid-morning break

Full Morning Session • 9:00 – 11:40 am

C-1: Correction vs Connection – Julie Compton

Changing behavior isn't something we can do to someone or for someone. We can only do it with them. In this session, we will focus on strategies that motivate students to change. You will learn the difference between general praise and teaching praise, when and how to use each one, and components involved in providing meaningful feedback that will lead to lasting behavior change.

First 75-Minute Morning Sessions 9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Supporting Students With ADHD and Poor Self-Regulation Skills

– Cindy Jones

Students with ADHD often have difficulty with concentration, distraction, impulsivity, and “time-blindness” among other challenges. However, these students can also be imaginative, charismatic, and great “out-of-the-box” thinkers. Discover strategies to help your students with ADHD experience more academic and social success. Learn how their brains are different from neurotypical students and how you can best support them. We'll explore helpful behavior interventions, fidget tools, organizational tips, comorbidity, and executive function skills.

C-3: De-Escalation Strategies for Out-of-Control Students – Sandy Stewart

Do you work with students experiencing emotional stress and anxiety? Explore the importance of co-regulation in managing and de-escalating challenging behaviors. Discover practical ways to help students regulate their own emotions and behaviors while positively influencing emotions and behaviors of others. Gain tools for better understanding the unique needs of your students and matching them with real solutions. Learn proven ways to help your out-of-control students regulate.

Second 75-Minute Morning Sessions 10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: Reducing Inappropriate Behavior and Anxiety – Cindy Jones

In a recent survey, educators reported that emotional outbursts, elopement (running), self-injurious behavior, anxiety, and noncompliance are major issues with students today. We'll explore these issues and strategies to help reduce them, including what to do about profanity, gaslighting, arguing, drawing boundaries, and lack of social skills. Discover the best way to calm down someone having a panic attack. You can use this valuable information in the classroom and in life.

C-5: High-Leverage Emotional Routines: Helping Students Thrive – Sandy Stewart

Routines provide more than just structure. They create a sense of safety, predictability, and emotional regulation, allowing students to engage and thrive. Discover high-leverage emotional routines that foster a secure and responsive learning environment. Explore strategies and approaches that support both academic and social-emotional growth, and help students develop self-regulation skills. Leave with ready-to-implement routines that enhance student engagement, build emotional resilience, and ensure all learners feel seen, supported, and ready to learn.

Comprehensive Digital Resource Handbook

You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don't attend. These materials include:

- Descriptions of specific strategies for decreasing recurring behaviors
- Ready to use strategies for all students, even the most difficult
- Ideas for improving the motivation of students
- Teacher-tested verbal interventions that keep teachers in control and out of power struggles
- Successful, classroom proven ideas to de-escalate problematic situations with difficult, disruptive students

“WOW! A WEALTH of great tips and advice. I can't wait to implement all these ideas in my classroom!”

– Ashley Ford, Teacher



Lunch Break • 11:40 am – 12:40 pm

“Very well done! I got a lot out of this conference!” – Becky Curtis, Teacher

On-Site Training

Conferences like this one along with many other topics can be brought to your school or district. Please view all of our On-Site PD options at www.ber.org/onsite or call 877-857-8964 to speak with an On-Site Training PD Consultant.



ABOUT BER CONFERENCES

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Day Two

AFTERNOON SESSIONS • 12:40 – 3:20 pm

Choose **TWO** 75-Minute Afternoon Sessions
One mid-afternoon break

First 75-Minute Afternoon Sessions 12:40 – 1:55 pm

CHOOSE ONE: D-1, D-2 or D-3

D-1: When They Know Better, They'll Do Better – *Julie Compton*

Let's examine your students' misbehavior from a slightly different perspective. As in any relationship, a tough moment can either break or strengthen the relationship. Explore practical strategies to strengthen the student-teacher and student-student relationship with even your most challenging students. We'll utilize the latest research on the brain, gratitude, trust, and responsibility to help your challenging students become the people we know they can be, using strategies designed to promote lasting change.

D-2: Effectively Working With Frequent Emotional Outbursts, Dangerous Behaviors, and Lack of Self-Control – *Cindy Jones*

Many challenging students know what we want them to do. However, they may lack important thinking skills or the ability to regulate their emotions, consider their actions, or understand how their behavior affects others. We'll explore how challenging behavior often occurs when demands and expectations are placed on children that can outstrip their ability to respond appropriately. Gain effective, practical strategies and structures to support and sustain change in these students.

D-3: In-the-Moment Strategies: Practical Solutions for Managing Challenging Behaviors in the Classroom – *Sandy Stewart*

When it comes to managing challenging behaviors, what works in theory doesn't always translate to our daily realities. Gain practical, in-the-moment strategies you can use immediately to de-escalate conflicts, redirect behaviors and maintain a positive learning environment – without requiring major overhauls or additional resources. Discover strategies that set clear, consistent expectations and foster self-regulation while minimizing disruptions. These proactive techniques are easy-to-implement and sustainable, making them perfect for our busy, fast-paced teaching lives.

Second 75-Minute Afternoon Sessions 2:05 – 3:20 pm

CHOOSE ONE: D-4, D-5 or D-6

D-4: Seize the Moment – *Julie Compton*

Behavior is communication, but what do we do with it? Big changes can happen when we as educators welcome the opportunity that misbehavior creates. In this session, we will systematically unravel the problem step by step, and explore practical and effective solutions. When this process is done **with** the student not **to** the student, it becomes an empowering moment that can bring about the lasting change we want to see.

D-5: Practical Strategies for Dealing With Disrespectful and Disengaged Students – *Cindy Jones*

Like many educators you've probably wondered, **what do I do about rude, disrespectful students and how do I get kids to do work and engage in learning?** Gain classroom-proven strategies for decreasing disrespectful and disengaged student behaviors. Discover what motivates non-engaged students and how to point them back toward more successful learning. We'll explore the impact of praise and therapeutic consequences and ways to help students with weak organizational skills.

D-6: Supporting Student Regulation – *Sandy Stewart*

Helping students learn to self-regulate "takes a village," and teachers are essential to building that foundation. There's so much we CAN do to help students with overwhelming emotions feel safe and grounded during hard times, fostering safety, support, connection, and positive skill-building. Learn about the power of co-regulation and ways to find moments of co-regulation with students, the three key skills of self-regulation, and how to develop students' capacity for self-regulation.