

Day One

Keynote • 9:00 - 9:30 am

“Let Go! Rediscover Hope! Strengthen Resilience!” – MaryAnn Brittingham

“Happiness and freedom begin with a clear understanding of one principle: some things are within our control, and some things are not.” — Epictetus

Learning to “let go” is proven to bring more peace and happiness. Whether it is into your life or the lives of your students, research shows “letting go” and focusing on hope is a learnable, measurable skill. National Presenter MaryAnn Brittingham kicks off our Restorative Discipline conference with this powerful Keynote that addresses the question on all educators’ minds: How do I have a sizable impact on the success of my students? What strategies can I use right away to strengthen resilience, ignite hope, and positively impact learning? This past year has deeply tested our hope and our resilience. Join MaryAnn as she sets the stage for two powerful days of learning on the restorative practices all students need!

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: Doing Discipline Differently: Restorative Practices Offer a Differentiated Approach

– *Susan Jones*

Traditional consequences work well for traditional students. Typically, traditional students aren’t being sent to the office over and over again. Gain tools and strategies you will be able to implement immediately in your Restorative Discipline program to help meet the needs of your most challenging students. Utilizing a proactive, restorative approach to focus on strategies, students needs and practical outcomes to determine new alternatives to traditional consequences.

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

CHOOSE ONE: A-2 or A-3

A-2: Fundamentals of Restorative Practices

– *Julie Compton*

What really works to reduce students’ problem behavior and increase their desire to act responsibly and respectfully? Learn the key elements for successfully implementing Restorative Discipline in your class or school. Assess your practices and understand where you are headed in your discipline journey. You will be able to analyze your classroom activities and leave with new ideas that will produce respectful and responsible behavior and maximal learning.

A-3: Why Behavior Plans Fail and How to Plan for Success – MaryAnn Brittingham

If the traditional behavior plan model is not working for your students, you won’t want to miss this session! MaryAnn will show you why they don’t work and what you can do instead using a restorative discipline lens. You will gain practical strategies and valuable tips for helping students take responsibility for their behavior and how you can break down the new behavior into small, doable steps.

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

CHOOSE ONE: A-4 or A-5

A-4: Rules Alone Don’t Create an Orderly Environment – Julie Compton

Rules are everywhere but what is it that creates an engaged, orderly classroom? Join Julie to explore which restorative practices, classroom activities and compelling procedures produce the respectful and responsible behavior all students are capable of achieving. Discover the key strategies needed to achieve a more engaged and orderly classroom. Understand the difference between a rule-bound classroom and one that is pleasant yet upholds both high expectations for behavior and learning and low tolerances for misbehavior.

A-5: Incorporate GROWTH MINDSET Strategies to Improve a Restorative Atmosphere in Your Classroom – MaryAnn Brittingham

We must change the way we think about our challenging students if we want to reduce disruptive behavior. Restorative Practices have the power to help students self-regulate and make better decisions consciously, but it may require educators to think differently about the behavior and the student. Evaluate your mindset. Discover how you can help your students and yourself move from a fixed mindset to a growth mindset.

Lunch break • 12:10 – 1:10 pm

*“Highly recommend!
I am taking away
a lot to create
bite-sized lessons to
share with admin
and teaching staff!”*

– Christopher Samarripas,
Counselor



*“One of the best
conferences I’ve
attended! Great
presenters and
very informative.
LOVE, LOVE, LOVED
this!”*

– Raquel Edwards,
Elementary School Social Worker



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

Two related On Demand Video-Based Online Learning courses, *Restorative Discipline: Help Students Improve Their Behavior and Strengthen Their Learning*, for Grades K-12, and *Practical Strategies for Improving the Behavior of Attention-Seeking, Manipulative and Challenging Students*, for Grades 1-12, 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: Practical Restorative Strategies to Effectively Respond to Power Struggles – *MaryAnn Brittingham*

Learn highly effective strategies to defuse power struggles. Identify your response style while dealing with disrespectful students. Learn specific restorative strategies to avoid escalating conversations into arguments – what you can say and how to say it. Change the way you communicate with students in order to change their behavior.

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

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

CHOOSE ONE: B-2 or B-3

CHOOSE ONE: B-4 or B-5

B-2: Transform Misbehaviors into Connections in Less Than 2 Minutes a Day – *Susan Jones*

Discover the power of 60 Second Relate Breaks and Two-Minute Connections. These proactive restorative discipline tools give teachers the time to build and sustain relationships in micro-frequencies. A connected classroom is literally seconds away!

B-4: From Misbehavior to Accountability: Rules and Relationship Strategies that Successfully Co-Exist – *Susan Jones*

The Treatment Agreement is a foundational component of Restorative Practices that focuses on how we treat one another and replaces traditional rules. You will learn how to construct a Treatment Agreement as well as a strategic plan for implementing and utilizing it on a daily basis. Create a new way to facilitate greater student accountability and explore how you might do this in any classroom!

B-3: Proven Strategies to Teach Social-Emotional Skills for Personal and Interpersonal Success – *Julie Compton*

Misbehavior is often a sign that students do not have the skills necessary to respond effectively to others. Learn to look at misbehavior as a teaching opportunity and determine what skills need to be taught and strengthened for the student to be successful. Learn simple strategies taken from a restorative practices approach that teach and encourage those skills, helping students to develop life-long social competencies.

B-5: Debriefing: Seizing the Teachable Moment When Misbehavior Occurs – *Julie Compton*

In the classroom where restorative practices are the focus, misbehavior is a teachable moment; the learner is active and the learning relevant. Few view problem behaviors as an opportunity to teach vital social and life skills. Learn a simple strategy to teach in response to troublesome behaviors, as they occur, and to restore relationships, and help students become successful as you create a more restorative environment in your classroom.

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: Administrative Intervention: Including Restorative Practices into Your Office Referrals – Julie Compton

There is scarcely a school that doesn't use the office discipline referral (ODR) as an eventual response for chronic or intense behavior. Come learn a proven process that supports teachers and maintains low tolerances for inappropriate behavior, all while strengthening the students' skills and avoiding typical punitive approaches such as suspensions and detentions. You will learn how to: help students regain self-control, problem solve with the student and teach skills vital for their success, assist the student with restitution that restores relationships, use predictable yet personal consequences, and ensure emotional security for the students through concern and a commitment to keep them successfully in school. ODRs will never be the same.

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

CHOOSE ONE: C-2 or C-3

C-2: They're Baa-aack! Successfully Supporting Removed Students When Returning to Your Classroom – Susan Jones

Re-Entry Circles are a key restorative practice to breaking the vicious cycle so many students find themselves in. In this session, you will gain greater understanding as to what it entails to plan, prepare, and facilitate a Re-Entry Circle, as well as how to create plans to ensure that our students are completely supported upon return for greater success! Join Susan to discuss how this process can take place in any classroom!

C-3: Working with Resistant Team Members Who Don't Like Change – MaryAnn Brittingham

Whether you have volunteer or mandatory involvement, there are always those who don't seem to have a stake in a schoolwide plan that may or may not make sense to them. Change is difficult even though it is the only constant in life. Learn ways to transition and support staff and colleagues who are not ready to jump into a new model of working with students' behaviors and fear change.

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

CHOOSE ONE: C-4 or C-5

C-4: Minimize Negative Classroom Interactions with a GTKY Plan – Susan Jones

Many times, Circle is the vehicle used when attempting to repair relationships that have been harmed, but they aren't solely for repairing relationships. The most powerful tool in regards to building real relationships are Get To Know You (GTKY) Circles. GTKY Circles build greater classroom community by allowing everyone's voice to be heard. Attendees will discover how to prepare, facilitate and manage classroom relationship circles. When you start a conversation with someone, you never know where it will go; trust the process! What might that look like in your classroom? Join Susan for possible ways to more easily navigate GTCY Circles.

C-5: Nothing Is So Small It Can't Be Blown Out of Proportion – MaryAnn Brittingham

Anger comes from a variety of places most of which are not even found at school. Some students have anger simmering below the surface at all times. When students can see the patterns that lead to the release of that anger, together we can more effectively interrupt the pattern of anger. Through our response to an angry student we can simultaneously help them identify the real cause while we provide the necessary supports to result in an outcome that breaks the conflict cycle.

Lunch Break • 11:40 am – 12:40 pm

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:

- Strategies to transform your discipline system to one based on Restorative Practices that foster learning and growth
- Effective verbal skills that decrease conflict, promote emotional intelligence and communicate respect and caring
- Techniques to help students replace negative attitudes with positive ones
- Clear steps for helping students give up the victim stance and take personal responsibility for their choices and actions

"I've learned so much. Each presenter was a joy to learn from, and the resources I've gathered from these short two days will alter how I reach moving forward!"

– Maximo Penichet, Behavior Development
Special Education Teacher





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

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

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

D-1: Restitution and Restoration: Helping Students Make Things Right

– Julie Compton

A punishment orientation reinforces a low level of moral development and does not help students develop a higher, more socially valuable level of morality. Learn the role of restitution in a restorative classroom to repair any damage or harm done to others, how to help students take ownership for making amends, and how to guide them to a successful classroom re-entry whether they are learning in the virtual or traditional setting.

D-2: Improve Emotion Dysregulation Through Mindfulness

– MaryAnn Brittingham

Trauma is a common factor for people who have problems managing their emotions. Increased awareness helps us gain control of behavior. We can't change our thoughts or emotions unless we are aware of what we're thinking and feeling. Learn the benefits of weaving mindfulness as a restorative tool into your daily schedule in a variety of ways.

D-3: Proactive Strategies for the Restorative Classroom – Susan Jones

Positive interactions help grow more positive behavior. This session will give you specific restorative strategies to reinforce and sustain positive interactions within the classroom. Learn how to create a Positive Spark Plan to build momentum in students for a connected classroom culture.

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

D-4: De-escalation of Intense Behavior

– Julie Compton

When student behavior escalates it is crucial to have the skill set that will steer you to remain calm and supportive while also calming the student. Learn the language and behaviors to avoid as well as proven verbal interactions to calm students in crisis and help them regain self-control. You won't want to miss these key restorative strategies!

D-5: Creating a Trauma-Sensitive, Resilient Classroom – MaryAnn Brittingham

Does the thought of "getting it right" make you feel anxious? Imagine what your students feel as they enter your classroom each day worried that they may fail, or worse yet, bringing with them the traumas they experience daily in their home lives. It is clear that we all are striving to not only recognize the needs of our students but to provide the very best for them. In this powerful session, learn concrete actions on the "how" to create a restorative classroom set of supports for traumatized and anxious students and the school professionals who serve them. Implementing these strategies leads to increased self-regulation, reduced anxiety, and improved success for all.

D-6: How to Repair Relationships and Avoid Repeat Offenses – Susan Jones

What rule was broken and who broke it? What is the punishment? This traditional model is not working for many of today's students. Discover how you can use the Repair Process to help our students take responsibility for their behaviors and be accountable to those impacted. Learn how Harm Repair Circles allow all parties to develop understanding and avoid blame.

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.